

Cultural Perspective

Sara Cohen School's curriculum will recognise the unique position of Māori within New Zealand society. It will provide students with experiences and understandings in cultural traditions, language and local and national histories.

The Board will respond to any request for instruction in Te Reo Māori by:

- Advising parents of the current level of Te Reo and Tikanga Māori available at the school
- Advising parents where the nearest school is that provides a higher instruction of Te Reo and Tikanga Māori

The Board will consult with local parents and iwi.

To ensure that these aims are achieved the Sara Cohen Board of Trustees is committed to providing:

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| Student Achievement | Overall continuous improvement in student progress, achievement and engagement | NAGS 1 & 2 |
| Strategic Planning and Self-Review | Setting strategic direction for the school and a continuous programme of self review. | NAG 2 |
| Personnel | A positive, supportive environment for staff, through quality recruitment, performance management and continual development. | NAG 3 |
| Property | A vibrant, versatile and modern learning environment. | NAG 4 |
| Finance | Budget to fund the school's curriculum, personnel, property and administrative activities. | NAG 4 |
| Health and Safety | A safe and healthy physical and emotional learning environment. | NAG 5 |
| Community Partnership | Opportunity for communication, consultation and engagement with the wider community. | NAG 2 |

This charter should be read in conjunction with:

- ❖ The Sara Cohen School Annual Plan 2020
- ❖ The Sara Cohen School Governance Policies
- ❖ The Sara Cohen School Operational Procedures
- ❖ Sara Cohen School: Self-Review 2019 - 2021
- ❖ The Sara Cohen School Budget 2020

Strategic Goals 2020

Strategic Goal 1

All Sara Cohen students will be engaged in learning that recognises each individual's needs, language and identity, and reflects the school's visions and values.

Strategic Goal 2

Our whanau and community is actively engaged in the life of our unique school while respecting all cultures represented within the school and recognising the special position of Māori culture within New Zealand

Strategic Plan 2020

| <p style="text-align: center;">Strategic Goal 1</p> <p style="text-align: center;">All Sara Cohen students will be engaged in learning that recognises each individual's needs, language and identity, and reflects the school's visions and values</p> | | |
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| 2020 | 2021 | 2022 |
| <p>1.1 We will review student CLPs (Collaborative Learning plans) that will include specifically identified learning needs, actions to be taken, resources required, tracking and monitoring and analysis and evaluation to inform next steps. The review will evaluate the impact of these actions on student learning.</p> | <p>1.1 BAU</p> | <p>1.1 BAU</p> |
| <p>1.2 In order to bring our vision and values to life, we will embed 'enterprise' into our base school class programmes. Providing meaningful contexts for student learning</p> | <p>1.2 We will review the effectiveness of our 'enterprise' programmes. In order to measure the extent to which we have fostered our school vision and values and the extent of a beneficial impact on student learning.</p> | <p>1.2 BAU</p> |
| <p>1.3 Teachers will be supported through PLD interventions, to consider and include components in their programmes that recognise and value students cultural backgrounds, prior knowledge and experiences.</p> | <p>1.3 Teachers will continue to develop and include components of a culturally motivating curriculum in their class programmes. That recognise and value students cultural backgrounds, prior knowledge and experiences.</p> | <p>1.3 We will review the extent to which teachers have developed their own cultural capacity and embedded their new learning to positively impact on student learning. We will continue to develop and include components of a culturally motivating curriculum within the school that recognises and values the culturally diverse makeup of our school. Making our welcoming and affirming for all students and their families.</p> |

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| <p>1.4 Assessment – We will review teachers’ understandings of assessment and how well they have fulfilled school expectations to promote student learning. This will inform us about what more needs to be done.</p> <p>1.5 Reporting to and informing parents/caregivers – We will review, in consultation with parents and caregivers, the platforms for reporting on their child’s learning. These will include CLPs, narrative assessments digital connections and face to face communication. These may include, Seasaw and Facebook.</p> <p>1.6 Student and staff welfare – Staff and student safety is a priority. Following the physical changes to the environment to ensure student safety; toughened glass, perimeter fencing and school upgrade, we will review the effectiveness of professional development, documentation, appropriate personnel, staffing ratios and expertise and therapeutic programmes (music, speech, physio, behavioural specialist and OT).From this data we will decide further action.</p> <p>1.7 Health and Sexuality – We will develop, in consultation with our Sara Cohen Community, Staff and external agencies, a health and</p> | <p>1.4 Assessment – A comprehensive review of assessment practises and their effectiveness. This will shape the direction for school wide assessment.</p> <p>1.5 Ongoing monitoring and review of reporting to parents and caregivers on the platforms we use to inform hem of their child’s learning. These will include CLPs, narrative assessments digital connections and face to face communication.</p> <p>1.6 A comprehensive review of student and staff welfare that will be conducted by an independent consultant. This will reported back to board to inform next steps.</p> <p>1.7 Health and Sexuality – We will introduce and support staff and students with the new health and sexuality curriculum for Sara Cohen students.</p> | <p>1.4 BAU</p> <p>1.5 BAU</p> <p>1.6 Ongoing</p> <p>1.7 We will embed and review, in consultation with parents and caregivers the Health and Sexuality curriculum. We will survey the various stakeholders and review the</p> |
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| <p>sexuality curriculum that is appropriate for our students.</p> <p>1.8 We will develop graduate profiles for Sara Cohen students. These will be developed around the ability; Highly Levels of Support, Supported, Low Levels of Support. These will be developed with the input of all stakeholders. Graduate profiles will be a the aspirational and used a guide for developing appropriate goals and targets for students.</p> | <p>1.8 We will embed these graduate profiles within our school.</p> | <p>effectiveness of the Health and Sexuality curriculum.</p> <p>1.8 review</p> |
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Strategic Goal 2

Our whānau and community is actively engaged in the life of our unique school while respecting all cultures represented within the school and recognising the special position of Māori culture within New Zealand.

| 2020 | 2021 | 2022 |
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| 2.1 Further develop and introduce a community engagement plan. We plan that this will include CLP meetings, Meet the teacher, digital platforms, face to face opportunities, regular community events. | 2.1 Community engagement plan is implemented and reviewed. We plan that this will include CLP meetings, Meet the teacher, digital platforms, face to face opportunities, regular community events. | 2.1 BAU |
| 2.2 Review the effectiveness of plans for Sara Cohen School. For Sara Cohen to be visible, positive and productive (service). Take opportunities for this to be recognised within the community/media. | 2.2 Build strong links with the wider community to promote and grow Sara Cohen School. For Sara Cohen to be visible, positive and productive (service). Take opportunities for this to be recognised within the community/media. | 2.2 BAU |
| 2.3 Te reo me ona tikanga Māori is extended into our school and class environment. | 2.3 Te reo me ona tikanga Māori is extended into our school and class environment. | 2.3 Ongoing |
| 2.4 BoT and staff undertake PLD in Treaty of Waitangi/Te Tiriti o Waitangi. PLD opportunities will build on the actions from 2018. | 2.4 The impact of the PLD training in cultural responsive undertaken by BoT and teaching staff will be reviewed and next steps identified. | 2.4 BAU ensuring that we maintain these learnings for subsequent boards. |
| 2.5 Build a relationship with local iwi (Ngāi Tahu) and Sara Cohen School | 2.5 Maintain and extend a relationship with local iwi (Ngāi Tahu) and Sara Cohen School | 2.5 Review the relationship with local iwi (Ngāi Tahu) and Sara Cohen School |

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| Annual Plan 2020 | | | | |
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| Strategic Goal 1 | | | | |
| All Sara Cohen students will be engaged in learning that recognises each individual's needs, language and identity, and reflects the school's visions and values | | | | |
| Update | Actions | Responsibility | Budget/Time frame | Reporting |
| <p>25/2 1.1 CLP meeting have been set for 5th and 6th of March. Staff are familiar with new documentation and have schedule that they need to follow for meetings. Therapy team and management will take part as appropriate.</p> <p>27/5 CLP's are being tracked and achievement is being tracked. Narrative assessments have been collected and will be presented to parents at half year. Quality control of assessment is being carried out now.</p> <p>31/8 -second CLP meeting completed. Assessment data for first half of the year will be collected and will be reported to the BoT in September meeting. Narratives have been used for reporting to parents in paper form this is the last time as we move to online platform.</p> | <p>1.1 We will review student CLPs (Collaborative Learning plans) that will included specifically identified learning needs, actions to be taken, resources required, tracking and monitoring and analysis and evaluation to inform next steps. The review will evaluate the impact of these actions on student learning.</p> <p>1.1.1 Embeded documentation templates for CLPs are being transferred to digital form using Educa online platform, CLP goals, Narratives and reporting, highlights and term reflections.</p> <p>1.1.2 Teachers will use this documentation and we will use it to establish consistency of planning and assessment, and teaching and learning.</p> <p>1.1.3 We will review the implementation of revised documentation by senior staff.</p> <p>1.1.4 Assessment gathered will be used to report to parents/caregivers and the BoT.</p> | <p>Anna (lead) Ben/Sue/Matt</p> | <p>\$5000 for online platform</p> | <p>All Staff. Senior Staff. BoT. Parents.</p> |
| <p>1.2 This is still a key part of the vision and we intend that elements of this will be rolled out this term. We have dedicated a significant amount of teacher time to making this happen. The transition programme is working on realising these goals. There will be a student market and one class is getting their worm farm going. Still work to do in this area.</p> <p>31/8 We have been exploring the possibility of a transition</p> | <p>1:2 In order to bring our vision and values to life, we will embed 'enterprise' into our base school class programmes. Providing meaningful contexts for student learning.</p> | <p>Base school class/support staff/ teachers/ management</p> | <p>Teacher time \$100k+ associated products for cooking and</p> | <p>Parents Caregivers BoT</p> |

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| <p><i>class off site. We have secured money to support transition programmes and are working with MOE colleagues to develop a quality transition product. Micro enterprise planned for T4. Meeting help with base staff to organise this.</i></p> | <p>1.1.5 Carefully planned learning programmes designed to meet the goals set for individual students.</p> <p>1.1.6 Students will participate in regular cooking programmes where they will learn the skills to help them realise their enterprise endeavours.</p> <p>1.1.7 Student will explore a variety of ways in which they can be entrepreneurial, such as selling the products of worm farming.</p> <p>1.1.8 The students will use this experience to develop authentic life skills managing money.</p> <p>1.1.9 This will be reported back through learning stories and narrative assessments to parents/caregivers.</p> | | <p>other initiatives.</p> | |
| <p><i>31/8 All staff and students have participated in Samoan, Cook Island language weeks. Performance by Cook Island drumming group. Maori a natural part of the day. All students practice Maori and Samoan songs. Students have taken part in Mihi Whaka Tau.</i></p> | <p>1.3 Teachers will be supported through PLD interventions, to consider and include components in their programmes that recognise and value students cultural backgrounds, prior knowledge and experiences.</p> <p>1.1.10 Teachers will supported in recognising their own cultural identity and framing and how this impacts on their teaching.</p> <p>1.1.11 That teachers will be supported in building their cultural capability and capacity. So that they are able to design and implement culturally motivating learning programmes.</p> <p>1.1.12 Teachers will be supported in improving visual school and class environments to better reflect the cultural backgrounds of the school community.</p> <p>1.1.13 The school community will visit the local marae (Araiteuru Marae) and engage with Kai Tahu Iwi.</p> <p>1.1.14 The school community will create meaningful opportunities to involve and engage with the whanau of Māori students.</p> | <p>PLD provider Principal Kaiawhina Kaumatua Teachers</p> | <p>\$1000 Koha. Resources. Community engagement</p> | <p>Parents BoT</p> |
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| <p><small>1.4 There has been some issues around assessment data and this still remains a work in progress. Management are working with teachers around this. Term 1 Narrative assessments have been completed and we are focusing on ensuring that T2 ones are of good quality. They will go out at the end of the term.</small></p> <p>31/8 CLP goals completed for T3&4. Narrative assessments starting to be BAU. Parents were happy with the final product. We have had numerous staff meetings and individual sessions with staff to ensure that we have appropriate goals. After review we felt that there needed to be work on goals. We have taken steps to move towards an online platform.</p> | <p>1.4 Assessment – We will review teachers’ understandings of assessment and how well they have fulfilled school expectations to promote student learning. This will inform us about what more needs to be done.</p> <p>1.1.15 All teachers will complete 2 narrative assessments (NAs) per term. Focusing on specific learning targets set out in the CLPs. These NAs will specifically include evidence relating to the targets set for individual students.</p> <p>1.1.16 Over each term teachers will gather assessment data related to students individual targets to show progress and achievement.</p> <p>1.1.17 Where appropriate, teachers will share goal with students and clearly outline what needs to be done to achieve these, so that students are well positioned to take responsibility for their learning.</p> <p>1.1.18 Teachers will provide multiple opportunities to learn in relation to their targets.</p> | <p>Principal DPs PLD provider Teachers</p> | <p>N/A</p> | <p>Caregivers BoT</p> |
| <p><small>1.5 Lots of positive feedback from parents about the new Narrative Assessments from last year. Also about Seesaw. Will look to significantly upgrade our website. Teacher, student and class photos taken will be used for website. Facebook is going well and seesaw is BAU now. The website is now the focus for this teacher.</small></p> <p>31/8 We still are running Seesaw, FB and our website. We are going to upgrade our website. Intend on doing a survey of parents about these communication platforms.</p> | <p>1.5 Reporting to and informing parents/caregivers – We will review, in consultation with parents and caregivers, the platforms for reporting on their child’s learning. These will include CLPs, narrative assessments digital connections and face to face communication. These may include, Seesaw and Facebook.</p> <p>1.1.19 Lead teacher will Review effectiveness of these forms of contact with parents/caregivers. Through survey, post counts, monitoring, face to face conversations. These findings will be collated, analysed and reported back to the board.</p> <p>1.1.20 Teachers will regularly use these communication mediums to convey information about their class programme, student activities and information about upcoming events.</p> | <p>Lead teacher</p> | <p>\$1000 for Website upgrades</p> <p>\$500 professional development</p> | <p>Community</p> <p>Parents Caregivers Extended families. BoT Principal</p> |

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| <p>1.6 Incidents at school have highlighted concerning H&S issues at school. Steps have been put in place to address this. 1.6.1 Nearly all staff have had first aide training. Others will be trained later this year. 1.6.2 New staff will be trained in aspects of Mapa. 1.6.5 Playgrounds for Karamu. Massive focus in this area. Training/communication/regular meetings are a part of this. H&S Procedures are being revised to meet</p> <p>31/8 This has been an area of focus. Regular TA meetings (every 3 weeks). H&S report at the start of every staff meeting. Professional development and training for both teachers and Support Staff. The school is a safer environment with locking solutions and upgraded buildings. Including the satellite upgrades. Safety fall matting at Pikopiko. Also see H&S report. We have introduced an enhanced induction programme. Playground for Karamu planned.</p> | <p>1.6 Student and staff welfare – Staff and student safety is a priority. Following the physical changes to the environment to ensure student safety; toughened glass, perimeter fencing and school upgrade, we will review the effectiveness of professional development, documentation, appropriate personnel, staffing ratios and expertise and therapeutic programmes (music, speech, physio, behavioural specialist and OT).From this data we will decide further action.</p> <p>1.1.21 Ensure that all staff are up-to-date first aid trained. 1.1.22 Ensure that all teaching and support staff are MAPA trained. 1.1.23 That classes will be staffed with appropriate ratios for teaching and support staff, 1.1.24 That students will have access to widest range of services that we can provide for them. Including speech language, Music, physio and occupational therapy. 1.1.25 Every effort will be made to make the playground safe, fair and enjoyable.</p> | <p>Principal Staff</p> | <p>1000 first aide training 25000 Playground equipment (pikopiko upgrade)</p> | <p>BoT MOE</p> |
| <p>31/8 Rachael is has taken on responsibility for this mahi. She has engaged the services of Claire Ryan for her expertise. We have had a staff meeting and have begun the process.</p> | <p>1.7 Health and Sexuality – We will develop, in consultation with our Sara Cohen Community, Staff and external agencies, a health and sexuality curriculum that is appropriate for our students.</p> <p>1.7.1 Appoint lead teacher to run this body of work 1.7.2 Develop in staff meetings appropriate framework 1.7.3 Consult with parents in a parent evening 1.7.4 Consult with students</p> | | | |

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| | 1.7.5 Look to other schools professionals and see what they have done. | | | |
| Strategic Goal 2 | | | | |
| Our whānau and community is actively engaged in the life of our unique school while respecting all cultures represented within the school and recognising the special position of Māori culture within New Zealand. | | | | |
| <p>2.6 Teacher has management responsibilities for developing planning and implementing community engagement plan.</p> <p>31/8 Continuing to have parent evening that are well attended. Rachael will arranged health and sexuality meeting for the end of the year. We are looking at the possibility of a school formal for the end of the year. Covid 19 has meant that much of this has not been possible this year.</p> <p>31/8 Physio school links have been very positive. We will be employing Amy (Physio) at school to provide physio and link with the physio programme. We are in conversation with the Otago Polytec about a possible relationship. We are currently making available our sensory room of ORS funded students from other schools. Looking to start transition satellite.</p> | <p>2.1 Further develop and introduce a community engagement plan. We plan that this will include CLP meetings, Meet the teacher, digital platforms, face to face opportunities, regular community events.</p> <p>2.6.1 Regular community events including 'meet the teacher', Whanau hui, fish and chip evening, leaving ceremony and whole school assemblies.</p> <p>2.6.2 Twice yearly CLP meetings.</p> <p>2.6.3 Possible events - Performance evening,</p> | Principal Senior Staff Teachers Support Staff | 2000 | BoT |
| | <p>2.2 Review the effectiveness of pans for Sara Cohen School. For Sara Cohen to be visible, positive and productive (service). Take opportunities for this to be recognised within the community/media</p> <p>2.6.4 Seek recognition through local media for school initiatives and achievements.</p> <p>2.6.5 Advertise in schools reporting forums.</p> <p>2.6.6 Develop and strengthen links with educational and social agencies within the local and wider community.</p> <p>2.6.7 Be visible and positive in the local community. Organise opportunities for students to provide service within our local community.</p> <p>2.6.8 Be welcoming to local schools and community groups.</p> | Principal | | BoT |

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| <p>31/8 Maori greetings are becoming natural part of the day. Waiata is sung at every assembly.</p> | <p>2.7 Te reo me ona tikanga Māori is embedded into our school and class environment. 2.7.1 Teachers ensure that the visual environment of the school recognises Te ao Māori and that te reo Māori is a natural part of the school day. 2.7.2 Opportunities are taken to include aspects of Māori tikanga in activities and school events. 2.7.3 Performance group for 'Poly fest'.</p> | <p>Dennis Kahui Principal</p> | | <p>BoT Parents</p> |
| <p>31/8 Today the BoT has begun our culturally responsiveness training with Janice Tofia. We looked at the concept of 'White Privilege'</p> | <p>2.8 BoT and staff undertake PLD in Cultural Responsiveness to build the capacity and capability of trustees and teaching staff so that they can respond to the needs of culturally diverse students.</p> | <p>PLD provider BoT Chairperson</p> | | |
| | <p>2.9 Build a relationship with local iwi (Ngāi Tahu) and Sara Cohen School</p> | | | |