

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:

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

Strategic Goals 2019

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 2018

<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>		
2019	2020	2021
<p>1:1 We will embed and monitor 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.</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>1:3 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 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>1.2 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>1.3 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>1.1 BAU</p> <p>1.2 BAU</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>

<p>1.4 Assessment – Teachers will embed common assessment practices and shared schoolwide understandings of expectations. That clearly show the progress and achievements of students.</p> <p>1.5 Reporting to and informing parents/caregivers – We will review, select and embed our chosen platforms for reporting to parents/caregivers 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 embed professional development, health and safety documentation, appropriate personnel, staffing ratios and expertise and therapeutic programmes (music, speech, physio, behavioural specialist and OT).</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>1.5 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>1.4 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>
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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.

2019	2020	2021
<p>2.1 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. A teacher will receive a MU to organise these community events.</p> <p>2.2 Continue to 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</p> <p>2.3 Te reo me ona tikanga Māori is integrated into our school and class environment.</p> <p>2.4 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>2.5 Build a relationship with local iwi (Ngāi Tahu) and Sara Cohen School</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>2.2 Review the effectiveness of marketing 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</p> <p>2.3 Te reo me ona tikanga Māori is extended into our school and class environment.</p> <p>2.4 BoT and staff undertake PLD in Treaty of Waitangi/Te Tiriti o Waitangi. PLD opportunities will build on the actions from 2018.</p> <p>2.5 Maintain and extend a relationship with local iwi (Ngāi Tahu) and Sara Cohen School</p>	<p>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.</p> <p>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.</p> <p>2.3 Te reo me ona tikanga Māori is extended into our school and class environment.</p> <p>2.4 The impact of the PLD training in cultural responsive undertaken by BoT and teaching staff will be reviewed and next steps identified.</p> <p>2.5 Review the relationship with local iwi (Ngāi Tahu) and Sara Cohen School</p>

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