

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:

Learners at the centre	A place of learning that is safe, inclusive and free from racism, discrimination and bullying. High expectations for all ākonga, supporting them through partnering with whānau and communities.	NELPS 1&2
Barrier Free Access	Reduce barriers to education for all. Ensure great education opportunities and outcomes for all learners.	NELPS 3&4
Quality teaching and Leadership	Meaningfully incorporate te reo Māori and tikanga Māori into everyday life at school. Develop and support staff to strengthen teaching, leadership and learner support capability.	NELPS 5&6
Future of learning and work	Collaborate and partner with organisations to support pathways to succeed.	NELP 7
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 2023
- ❖ The Sara Cohen School Governance Policies
- ❖ The Sara Cohen School Operational Procedures
- ❖ Sara Cohen School: Self-Review 2021 - 2023
- ❖ The Sara Cohen School Budget 2023

Strategic Goals 2023

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

<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>		
2023	2024	2025
<p>1.1 We will introduce the F Words at school as a way to source and organise parent/caregiver and student voice. This will be main professional development focus for this year. We will have;</p> <ul style="list-style-type: none"> ● regular professional development sessions with providers Paediatric OT and Physio ● Teacher and provider face to face meetings ● community information evening run by the provider. <p><i>NELP - 2,3,4,6</i></p>	<p>1.1 We will continue to develop our use of the f words. This will be done;</p> <ul style="list-style-type: none"> ● We will have provider involvement ● Use them in CLPs ● Community engagement ● PD around our decision making for goals. ● analysis about the effectiveness of the programme. Management, syndicates, therapists, families <p><i>NELP - 2,3,4,6</i></p>	<p>1.1 We will review the effectiveness of the F words programme. This will be done;</p> <ul style="list-style-type: none"> ● Analysis of goals ● Survey ● Achievement data <p><i>NELP - 2,3,4,6</i></p>
<p>1.2 Develop and Implement a plan to support the successful transition of students and resources to the new school in 2024 (expected date of completion). This will include;</p> <ul style="list-style-type: none"> - implementing the plan developed by staff - wellbeing of students - storage, sorting and organisation of resources 	<p>1.2 Continue to implement our plan for transition.</p> <p>By mid to end of year we would have moved into and been occupying our new school. Embedding plans, monitoring and reviewing to ensure that we get the most out of the new site and ensuring that they best meet the needs of our students.</p> <p>We will also have;</p>	<p>New school - BAU</p>

<ul style="list-style-type: none"> - successfully communicating the process with the students, community and staff - Actual move to new site, staging, planned - Student voice through art/stories/photos <p><i>NELP - 1,3,4,6,7</i></p>	<ul style="list-style-type: none"> - Media opportunities - Celebrations - Farewell of base school 	
<p>1.3 Health and Sexuality – We will continue to develop and support staff and students with the new health and sexuality curriculum for Sara Cohen students.</p> <p><i>NELP - 1,2,3,4,</i></p>	<p>1.3 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 effectiveness of the Health and Sexuality curriculum</p>	
<p>1.4 Review systems for the ongoing evaluation of specialist services.</p> <ul style="list-style-type: none"> - Review the changes we have made to the specialist service. - review the effectiveness of therapeutic interventions - Review our therapeutic outcomes? - Review the effectiveness of reporting systems, both formative and summative for stakeholders. <p><i>NELP - 2,3,4,6</i></p>	<p>1.4 Specialist Services standards Review</p>	
<p>1.5 Review our wellbeing initiatives at Sara Cohen that are designed to provide opportunities to increase and</p>	<p>1.5 BAU</p>	

<p>support the emotional and physical well-being of students. This will include meetings surveys from our school community, meetings staff and parents, CLP meetings etc..</p> <p>These include;l</p> <ul style="list-style-type: none">- creating a gym/training space- providing personal training our students that would most benefit from it- provide support for classes to perform- continue swimming with instructor support.- EOTC opportunities <p><i>NELP - 1,2,3,4,</i></p>		
<p>Covid goal - We as a school will work to develop plans and procedures so that;</p> <ul style="list-style-type: none">● the school remains open for face to face learning,● That students are supported to cope with the Covid environment● we keep everyone as safe as we can● people are informed and communicated with in a clear and timely fashion.● Staff well-being is supported and monitored.		

<ul style="list-style-type: none"> • Have systems and procedures in place for students who are not attending school. <p><i>NELP - 1,</i></p>		
<p>1.6 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 and wider community. Making our environment welcoming and affirming for all students and their families.</p> <p><i>NELP - 1,2,3,5,6,</i></p>	1:6 BAU	1.6 BAU

<p style="text-align: center;">Strategic Goal 2</p> <p style="text-align: center;">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>		
2023	2024	2025
<p>2.1 BoT and staff undertake PLD in the Treaty of Waitangi/Te Tiriti o Waitangi. PLD opportunities will build on the actions from these. PLD training in cultural responsiveness undertaken by BoT and teaching staff. <i>NELP - 1,3,5,6</i></p>	<p>2.1 BAU ensures that we maintain these learnings for subsequent boards.</p>	<p>2.1 BAU ensures that we maintain these learnings for subsequent boards.</p>
<p>2.2 Build strong links with the agencies who will share our Riselaw site. So we can develop meaningful and supportive partnerships. Share professional development, knowledge and skills. <i>NELP - 6,7</i></p>	<p>2.2 Once on site provide opportunities, both professionally and socially, to involve the organisations that occupy the buildings. These could include;</p> <ul style="list-style-type: none"> ● formal welcome ● social occasion ● Shared lunch ● Shared professional development 	<p>2.2 Develop and provide opportunities for Sara Cohen staff and the staff of agencies who share our space together to develop a relationship. That will provide opportunities to share professional knowledge and skills and create a culture between our organisations.</p>
<p>2.3 Build strong links with the wider community to promote and grow Sara Cohen School. Develop partnerships with key partners like the Polytechnic. University. For Sara Cohen to be visible, positive and productive (service). Take opportunities for this to be recognised within the community/media. <i>NELP - 1,3,4,7</i></p>	<p>2.3 Ongoing</p>	<p>2.3 Ongoing</p>

<p>2.4 Te reo me ona tikanga Māori is extended into our school and class environment. <i>NELP - 1,3,4,5,6,</i></p>	<p>2.4 Ongoing</p>	<p>2.4 Ongoing</p>
<p>2.5 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. We will regularly consult with and survey parents about what they would like to see in these meetings. <i>NELP - 1,2,3,</i></p>	<p>2.5 Ongoing</p>	<p>2.5 Ongoing</p>
<p>2.6 Build a relationship with local iwi (Ngāi Tahu) and Sara Cohen School and develop the relationship with Ngai Tahu to support us to the new school site. <i>NELP - 1,3,5,7</i></p>	<p>2.6 Maintain and extend a relationship with local iwi (Ngāi Tahu) and Sara Cohen School</p>	<p>2.6 Review the relationship with local iwi (Ngāi Tahu) and Sara Cohen School</p>