

Maihihi School Charter



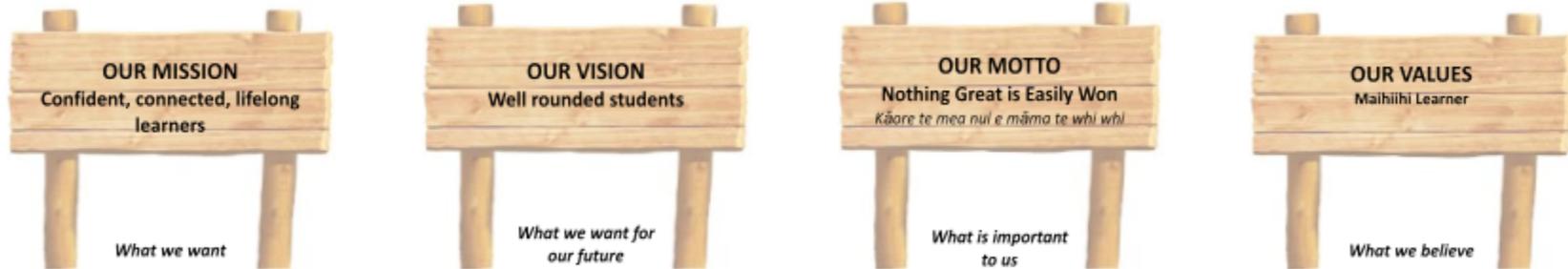
2021

“Kāore te mea nui e māma te whi whi”
“Nothing Great is Easily Won”

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STRATEGIC PLAN FOR 2020-2022



STRATEGIC GOALS

<p style="text-align: center;">1</p> <p style="text-align: center;">Curriculum</p> <p><i>*To build confident, connected, lifelong learners.</i></p>	<p style="text-align: center;">2</p> <p style="text-align: center;">Teaching & Learning</p> <p><i>*Future-focused programmes.</i></p>	<p style="text-align: center;">3</p> <p style="text-align: center;">Community</p> <p><i>*Develop and sustain collaborative partnerships</i></p>	<p style="text-align: center;">4</p> <p style="text-align: center;">Values</p> <p>The Maihihi LEARNer:</p> <ul style="list-style-type: none"> ➤ Lead ➤ Excellence ➤ Attitude ➤ Respect & Resilience ➤ Nothing Great is Easily won.
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We believe in traditional old school values linked with progressive, innovative future focussed thinking. We value and develop the whole child in an inclusive environment.

Guiding Principles: set by the BOT along with Principal.

At Maihihi School the Board of Trustees, along with the Principal and Staff are committed to...

- **Empowering all students to be lifelong learners.**
- **Provide a welcoming and inclusive environment where we strive to appreciate, respect, and accommodate diversity.**
- **Developing a community of learners where teachers, students, and Whānau work in partnership.**
- **Providing a collaborative teaching and learning environment.**
- **Promote well-being for all students and staff and ensure school is a safe and happy place to be.**
- **Providing access to all curriculum areas. (innovative and future focused)**
- **Encouraging and supporting positive risk-taking...(having an understanding that mistakes help us learn/grow).**
- **Providing real life experiences to support learning to help tamariki to make informed decisions.**
- **Promoting and celebrating our rural community and continuing to build and develop this.**
- **The Learning Pit.**

Cultural Diversity and Māori Dimension

NELP Objective 3: Quality Teaching and Leadership

What Maihihi School is doing to reflect the Cultural Diversity of New Zealand. Our school curriculum is reflective of our cultural diversity within our school. Our school values are woven throughout the school curriculum and encourage understanding and respect towards one another, including cultural backgrounds, as well as learning about ourselves. The curriculum will acknowledge local and national histories, cultural traditions, and languages including New Zealand's three official languages (English, Te Reo, NZ Sign Language).

We will recognise and value the unique position of Māori culture in New Zealand. We will ensure that all tamariki will be given the opportunity to access basic Te Reo and understanding of everyday language and observe cultural protocol. There is a significant number of Māori children at Maihihi School, who perform At or Above their curriculum level and it is essential that we continue to strive for excellence for all students through the guidance of The Treaty of Waitangi and interactions with our local Māori community. We will listen to student voice and adapt programmes, and the way in which we approach the learning, to better support our Māori students.

What reasonable steps will the school take to incorporate tikanga Māori (Māori culture and protocol) and Te Reo (Māori language) into the school curriculum? Te reo will be integrated across the curriculum. Correct pronunciation is encouraged. We will provide opportunities for students to join our Kapa Haka group, which will provide performance opportunities both within school and for our local and wider community. Our COPS (Combined Otorohanga Primary Schools) cluster will provide annually, a cultural festival where our schools showcase their cultural groups through performance.

What will Maihihi School do to provide instruction in Te Reo Māori for full time students whose parents request it? If a parent were to make such a request, the matter would be referred to the Board of Trustees for full and careful consideration. Our Board of Trustees would take into account personnel with the requisite skills and qualifications, the overall financial position, resources and the availability of accommodating this within the school.

What will Maihihi School do to discover the views and concerns of the school's Māori community? It is important to Maihihi School that all views and concerns of our Māori community are taken into account when making school decisions. We find that with almost all consultation, a personal approach is much more effective. We have an open door policy and encourage open communication between school and whānau. We are happy to work around what is convenient for our families to ensure these meetings and conversations are able to happen. We will have a hui in Term 1 to meet and greet and to establish positive relationships where views and concerns are openly discussed. As part of reporting to the Board of Trustees on student achievement, the Principal will report separately on Māori achievement where appropriate.

Strategic Aim 1 - Curriculum

Design and deliver a curriculum that is aligned to our school's values and vision, to build and sustain a community of lifelong learners.

NELP Objective 3: Quality Teaching and Leadership

- 1.1 Annual targets will be identified, based on analysed data, to accelerate learning for all tamariki.
- 1.2 On-going assessment that is robust, equitable for all learners and used in conjunction with moderation will inform practice and ensure all learners achieve the best they can. The progress of our identified priority student/s will be regularly monitored, reviewed and teaching practices adapted as necessary.
- 1.3 All teaching and learning will have a focus on innovative future thinking and responsiveness to student needs. Differentiated programmes, based on current research and best practice, will provide tailored, specific and targeted support aimed at optimising student achievement.
- 1.4 Resources and technologies that assist all teaching, learning and inclusive practices will be identified and used to support improvement.
- 1.5 By sharing expertise and best practice through participation in collaborative and connected learning communities (e.g. CoL, COPS) the following opportunities will assist in: - extending and enriching teaching and learning, provide opportunities for developing positive relationships for both teachers and students.
- 1.6 Student voice, as an integral part of teaching as inquiry, will develop further understanding of what and how learners learn.
- 1.7 Learners will be supported in their transitions.
- 1.8 Learners will be encouraged to use and develop the competencies across all learning areas, in increasingly complex and unfamiliar situations, as well as being actively involved in decisions about their learning. (Student Agency).
- 1.9 Goal Setting Conferences between teachers, parents and students shares responsibility and allows opportunities for students to share their achievement and ongoing learning and goals with their whanau?

Strategic Aim 2 - Teaching & Learning

Future-focused practices using rich innovative programmes that provide for all learners, whilst implementing a growth mindset towards teaching and learning.

NELP Objective 3: Quality Teaching and Leadership

NELP Objective 2: Barrier Free Access

- 2.1 All teaching staff will be provided with opportunities to improve their skills and knowledge, and are valued and have their well-being cared for.
- 2.2 All learners will have access to the appropriate digital technologies they need to participate in all learning experiences. At Maihihi School digital technology will be used as a tool to improve learning outcomes.
- 2.3 The school will ensure that there is a balanced curriculum with a wide range of opportunities that meets the needs of each learner and prepares them for their future.
- 2.4 There will be rich and concept-based programmes that promote inquiry, curiosity and opportunity for all learners.
- 2.5 Maihihi School will provide opportunities for teachers and students to develop and promote growth mindset.
- 2.6 Teachers collectively and individually use the inquiry process to build their capacity to personalise learning to develop student agency in our learners.
- 2.7 Through inquiry we will explore and develop positive collaborative innovative learning that will allow all tamariki to reach their highest potential through high-quality teaching and leadership.
- 2.8 The school acknowledges the importance of learning the official language of New Zealand, and incorporates these throughout all areas of the school curriculum.

ANNUAL PLAN

Strategic Aim 1 - Curriculum

Design and deliver a curriculum that is aligned to our school's values and vision, to build and sustain a community of lifelong learners.

ANNUAL OBJECTIVE

- For all learners to achieve progress and 75% will exceed age appropriate curriculum level expectations in Writing and Mathematics.

WRITING

BASELINE DATA:

*Analysis of the school-wide data in **Writing** at the end of 2020 showed...*

- 55.5% of all students met or exceeded age appropriate curriculum level expectations in writing.
- 47% (8 out of 17) of all Māori students met or exceeded age appropriate curriculum level expectations in Writing.
- 54.3% (25 out of 46) of all female students met or exceeded age appropriate curriculum level expectations in Writing.
- 57.1% (20 out of 35) of all male students met or exceeded age appropriate curriculum level expectations in Writing.
- 14.8% (12 out of 81) of the students not meeting the writing expectations are year 5.
- It has been noted that Oral Language is an area we have noticed tamariki not meeting curriculum expectations. Investigating and implementing oral language in our school will form a large part of our goal with meeting literacy expectations.

TARGETS- 2021

- All students identified as not yet meeting the age appropriate curriculum level at the end of 2020 will have made at least a year's progress in Writing by the end of 2021.
- To shift the achievement of 52.9% (9 out of 17) of Māori students not yet meeting the age appropriate curriculum level to meet or exceed curriculum level expectation.
- To shift the achievement of 75% (12 out of 16) of the year 5 learners not yet meeting the age appropriate curriculum to meet or exceed the curriculum level expectation.

MATHEMATICS

BASELINE DATA:

*Analysis of the school-wide data in **Mathematics** at the end of 2020 showed...*

- 61.7% of all students met or exceeded age appropriate curriculum level expectations in Pāngarau.
- 52.9% (9 out of 17) of all Māori students met or exceeded age appropriate curriculum level expectations in Pāngarau.
- 58.6% of all female students met or exceeded age appropriate curriculum level expectations in Pāngarau.
- 80% of all male students met or exceeded age appropriate curriculum level expectations in Pāngarau.
- 12.3% (10 out of 81) of the students not meeting the Pāngarau expectations are year 5.

TARGETS- 2021

- All students identified as not yet meeting the age appropriate curriculum level at the end of 2020 will have made at least a year's progress in Mathematics by the end of 2021.
- To shift the achievement of 47% (8 out of 17) of Māori students not yet meeting the age appropriate curriculum level to meet or exceed curriculum level expectation.
- To shift the achievement of 62.5% (10 out of 16) of the year 5 learners not yet meeting the age appropriate curriculum to meet or exceed the curriculum level expectation.

Curriculum

STRATEGIC INTENTIONS	ACTIONS	WHO	WHEN
1.1 Annual targets will be identified, based on analysed data, to accelerate learning for all tamariki.	<ul style="list-style-type: none"> ➤ End of 2020 data analysed and target/priority learners identified. ➤ School targets set and shared with Staff. ➤ Budgets to resource priority/needs. ➤ Teacher Aide Timetable established. ➤ Team meetings to include discussion around priority learners' progress. 	<ul style="list-style-type: none"> - Management Team - Teachers - Board 	<ul style="list-style-type: none"> - End of 2020/ Beginning 2021 - 2021 Budget <li style="text-align: center;">Ongoing <li style="text-align: center;">↓ <li style="text-align: center;">↓
1.2 On-going assessment that is robust, equitable for all learners and used in conjunction with moderation will inform practice and ensure all learners achieve the best they can. The progress of our identified priority student/s will be regularly monitored, reviewed and teaching practices adapted as necessary.	<ul style="list-style-type: none"> ➤ Assessment timetable set up for the year. ➤ Moderation process yearly. ➤ Learning Progressions in Reading and Writing to be unpacked over the year. ➤ Oral language as a focus - unpacked over the year. 	<ul style="list-style-type: none"> - Management Team - Management/Teachers 	<ul style="list-style-type: none"> - Beginning 2021 - 2021 (ongoing development) <li style="text-align: center;">↓
1.3 All teaching and learning will have a focus on innovative future thinking and responsiveness to student needs. Differentiated programmes, based on current research and best practice, will provide tailored, specific and targeted	<ul style="list-style-type: none"> ➤ Regular opportunities provided for teachers to share resources, innovative practice and inquiries that have made an impact on achievement. 	<ul style="list-style-type: none"> - Management Team 	<ul style="list-style-type: none"> - 2021 ongoing <li style="text-align: center;">↓

support aimed at optimising student achievement.	<ul style="list-style-type: none"> ➤ Regular monitoring to ensure programmes are differentiated. ➤ Staff are provided professional development opportunities to ensure 'best practice'. 	<ul style="list-style-type: none"> - Management/teachers 	
1.4 Resources and technologies that assist all teaching, learning and inclusive practices will be identified and used to support improvement.	<ul style="list-style-type: none"> ➤ Applications for assistance will be made when required (eg RTL, RTLit) ➤ Professional Development to provide support teachers implementing appropriate literacy programmes with technology aspects to ensure best practice. 	<ul style="list-style-type: none"> - Teachers - Teachers/Management 	<ul style="list-style-type: none"> - As required - Ongoing (2021+) <ul style="list-style-type: none"> ↓
1.5 By sharing expertise and best practice through participation in collaborative and connected learning communities (e.g. Kahui Ako, COPS) the following opportunities will assist in: - extending and enriching teaching and learning, provide opportunities for developing positive relationships for both teachers and students.	<ul style="list-style-type: none"> ➤ Staff will attend the Kahui Ako Teacher Only Day (Monday 3rd May) ➤ Take advantage of any PD offered through the Kahui Ako or COPS groups related to accelerating student progress. 	<ul style="list-style-type: none"> - All staff - Management/Teachers 	<ul style="list-style-type: none"> - Monday 3rd May 2021 - Ongoing <ul style="list-style-type: none"> ↓
1.6 Student voice, as an integral part	<ul style="list-style-type: none"> ➤ Student voice used to 	<ul style="list-style-type: none"> - School students 	<ul style="list-style-type: none"> - Ongoing (2021+)

<p>of teaching as inquiry, will develop further understanding of what and how learners learn.</p>	<p>inform teaching and learning.</p> <ul style="list-style-type: none"> ➤ Student voice to support selection of student leadership team. ➤ Student leadership team (with support) to get student voice from school/wider school community to be taken into account with future decision making. 	<ul style="list-style-type: none"> - School students - Student Leadership Team/Teachers/Management 	<p style="text-align: center;">↓</p>
<p>1.7 Learners will be supported in their transitions.</p>	<ul style="list-style-type: none"> ➤ Classroom visits ➤ Parents will be well informed of any changes or transitions happening in advance. ➤ All learners will be well informed of any transitions/changes in advance. All students with needs will be heavily supported during transitions. 	<ul style="list-style-type: none"> - Teachers - SENCO - Teacher Aid - Management - Parents/families 	<ul style="list-style-type: none"> - As required/Ongoing (2021+) <p style="text-align: center;">↓</p>
<p>1.8 Learners will be encouraged to use and develop the competencies across all learning areas, in increasingly complex and unfamiliar situations, as well as being actively involved in decisions about their learning. (Student Agency)</p>	<ul style="list-style-type: none"> ➤ Teachers will encourage and support students to share their 'voice'. ➤ Students will be encouraged to be involved in sharing their ideas when making classroom decisions with their learning. ➤ Student leadership team will share with 	<ul style="list-style-type: none"> - Teachers - Management - Students 	<ul style="list-style-type: none"> - Ongoing (2021+) <p style="text-align: center;">↓</p>

	management/teachers student 'voice' gathered with regards to whole school initiatives.		
1.9 Student Led Conferences give students responsibility and opportunities to share their achievement and ongoing learning goals with their whanau.	<ul style="list-style-type: none"> ➤ Parents, teachers and students will work together to set goals for the year. ➤ Parents, teachers and students will ensure they check in at least once a year to revisit goals. 	<ul style="list-style-type: none"> - Parents - Teachers - students 	<ul style="list-style-type: none"> - Ongoing (2021+) <li style="text-align: center;">↓

Strategic Aim 2 - Teaching & Learning

Future-focused practices using rich innovative programmes that provide for all learners, whilst implementing a growth mindset towards teaching and learning.

ANNUAL OBJECTIVE

- Professional Development will support all staff to develop their practice and reach their potential. To build and foster collaborative, well balanced, rich concept based programmes for our tamariki.

Baseline Data:

We will continue to encourage all staff to take up opportunities in Professional Development that will ensure we are using best practices in our classrooms. As part of this we will continue our development and implementation of our digital curriculum this year.

Our School curriculum is ongoing with its development. All Board, staff, community, families/whānau, and students will have a voice within this document through surveys/consultation processes.

All Professional Development, programme/curriculum design and developing robust assessment processes will all be with our students as our focus, as per ERO recommendations.

Teaching & Learning

STRATEGIC INTENTIONS	ACTIONS	WHO	WHEN
2.1 All teaching staff will be provided with opportunities to improve their skills and knowledge, and are valued and have their well-being cared for.	<ul style="list-style-type: none"> ➤ All staff will be given opportunities and encouraged to take up opportunities to further their skills and knowledge. ➤ Board and Management will check in with staff regularly and monitor staff well being. Appropriate action will be taken in response to the situation as required. ➤ Staff well-being survey will be carried out to monitor well-being. 	<ul style="list-style-type: none"> - All staff - Board and Management 	<ul style="list-style-type: none"> - 2021 Ongoing ↓ - Mid- year 2021 (TBC)
2.2 All learners will have access to the appropriate digital technologies they need to participate in all learning experiences. At Maihihi School digital technology will be used as a tool to improve learning outcomes.	<ul style="list-style-type: none"> ➤ The Digital Curriculum Whole school overview will be designed by teachers with support from outside agencies ready for implementation 2020. ➤ The Digital Curriculum will be implemented school wide 2020 onwards ➤ Online learning will be available for all students 	<ul style="list-style-type: none"> - Teachers/Management 	<ul style="list-style-type: none"> - 2021 Ongoing ↓

	to ensure all learners have access to learning. Maihihi School will work with our families to ensure they have access to this learning.		
2.3 The school will ensure that there is a balanced curriculum with a wide range of opportunities that meets the needs of each learner and prepares them for their future.	➤ Management will continue to develop the school curriculum with teacher/staff/student/w hānau input.	<ul style="list-style-type: none"> - Management - Teachers - Staff - Student - Whānau/family - Community 	- 2021 Ongoing ↓
2.4 There will be rich and concept based programmes that promote inquiry, curiosity and opportunity for all learners.	<ul style="list-style-type: none"> ➤ Teachers will work collaboratively (with students) to create personalised, real world learning that promotes inquiry, curiosity and opportunity for our learners. ➤ Teachers will be encouraged to participate in PD opportunities that support 'best practices within their classrooms and with creating learning programmes. 	<ul style="list-style-type: none"> - Teachers 	- 2021 Ongoing ↓
2.5 Maihihi School will provide opportunities for teachers and students to develop and	➤ Teachers will be encouraged and supported through	<ul style="list-style-type: none"> - Teachers/Management - Students 	- 2021 Ongoing ↓

<p>promote growth mindset.</p>	<p>in-house and external PD. By leading by example we hope to see our students display the same mindset.</p> <ul style="list-style-type: none"> ➤ Management will lead by example. 		
<p>2.6 Teachers collectively and individually use the inquiry process to build their capacity to personalise learning to develop student agency in our learners.</p>	<ul style="list-style-type: none"> ➤ Teachers will build their own knowledge of the inquiry process while supporting their students to develop student agency. ➤ Support will be given and PD provided where appropriate with regards to building robust inquiry processes. 	<ul style="list-style-type: none"> - Teachers - Students 	<ul style="list-style-type: none"> - 2021 Ongoing <li style="text-align: center;">↓
<p>2.7 Through inquiry we will explore and develop positive collaborative innovative learning that will allow all tamariki to reach their highest potential through high-quality teaching and leadership.</p>	<ul style="list-style-type: none"> ➤ Teachers will build their own knowledge of the inquiry process while supporting their students to develop student agency. ➤ Support will be given and PD provided where appropriate with regards to building robust inquiry processes. ➤ All staff and students will explore collaborative strategies/practices to support growth and 'best 	<ul style="list-style-type: none"> - Teachers - Support staff - Management 	<ul style="list-style-type: none"> - 2021 Ongoing <li style="text-align: center;">↓

	<p>practice’.</p> <ul style="list-style-type: none"> ➤ Staff will be encouraged to take up PD opportunities. They will also be encouraged to share their learning with their colleagues to help grow our school/kura. ➤ Management will lead by example. 		
<p>2.8 The school acknowledges the importance of learning the official languages of New Zealand, and incorporates these throughout all areas of the school curriculum.</p>	<ul style="list-style-type: none"> ➤ Our Board of Trustees will encourage and support school initiatives to include all 3 official languages in our school curriculum. ➤ All staff will be encouraged to take up PD opportunities to further their knowledge in this area. 	<ul style="list-style-type: none"> - BOT - All staff 	<ul style="list-style-type: none"> - 2021 Ongoing ↓

Strategic Aim 3 - Community

Develop and sustain collaborative partnerships that support and enhance learning together.

ANNUAL OBJECTIVE

- **For the Board, Teachers, learners and families/whānau to work collaboratively, to put into practice new innovative ideas, expectations and develop a shared understanding of partnership leading to enhanced learning for all.**

Baseline Data:

“The school and community are engaged in reciprocal, learning-centred relationships. Parents, whānau and the wider community contribute to the curriculum in a number of different ways including an electives programme, and excursions into the community. The wider community also provides financial and material assistance to the school. Trustees are representative of the community and use their local networks to support the school. They have established a trusting and open relationship with school leadership.” *(ERO Jan 2019)*

It is well researched that building strong relationships between school and home will support students to have success with learning outcomes. At Maihihi School we believe that building these positive partnerships are vital to our students learning and we work collaboratively towards achieving this outcome.

“Partners in learning (2016) Strong connections between schools and parents and whānau are essential to accelerating children’s achievement, particularly for those at risk of underachieving.”-*Building genuine learning partnerships with parents (July 2018 ERO pg: 7)*

	<p>school website is up to date and informative.</p> <ul style="list-style-type: none"> ➤ A school/Community Newsletter will be provided every 3 weeks. ➤ Teachers/staff will be encouraged to phone families/caregivers whenever communication is needed when 'one off' situations or exciting learning occurs. 	<ul style="list-style-type: none"> - Admin/Management/Teachers - All staff 	
<p>3.2 Community voice will be used for consultation on relevant matters.</p>	<ul style="list-style-type: none"> ➤ Maiihiihi School Hui at the start of the year inviting our families to take part. ➤ Survey Monkey is used to gather community and school family feedback. 	<ul style="list-style-type: none"> - All staff - School families/whānau - Management 	<ul style="list-style-type: none"> - Week 2 (Thursday 11th February 2021) - As required around specific topics. (2021 Ongoing) - A general survey will be sent out mid year
<p>3.3 Opportunities will be provided for the community and whānau/family to participate and contribute in.</p>	<ul style="list-style-type: none"> ➤ Blokes Day is an annual day for our Blokes of the community to come see the kids learning (usually some learning together) and help with some school jobs. ➤ Maiihiihi School Hunting Competition 	<ul style="list-style-type: none"> - Community Blokes/Dads/Grandads - Community, school family/whānau 	<ul style="list-style-type: none"> - Annually (Term 2 or 4) - Annually 24th-28th March (Note: outside

	<ul style="list-style-type: none"> ➤ Electives Week is when our community members volunteer to teach a skill or provide a learning opportunity for our tamariki. ➤ Trail Ride- organised and run by a Fundraising Committee. Community participates and contributes to the day. ➤ Slink Run- organised and run by a Fundraising Committee. Community participates and contributes to the day. 	<ul style="list-style-type: none"> - Admin - Management - Fundraising Committee - Community members - Family/whānau 	<p>school hours)Weigh in: Sunday 28th March</p>
<p>3.4 Maihihi School will continue to share resources with the local community eg; pool, cricket pitch and scooter track.</p>	<ul style="list-style-type: none"> ➤ Our community is encouraged to use our resources that work in partnership with the school. 	<ul style="list-style-type: none"> - Board - Management - Community 	<ul style="list-style-type: none"> - Annual T20 cricket game - Summer swimming - 2021 Ongoing ↓
<p>3.5 Maihihi School will continue to have an open door policy & strengthen partnerships through regular community hui, student led conferences/goal setting, and parent interviews.</p>	<ul style="list-style-type: none"> ➤ Maihihi School Hui at the beginning of the year. ➤ Student/Teacher/parent goal setting once a year and a check in once a year. ➤ Community picnic 	<ul style="list-style-type: none"> - All staff - Management - Family/whānau - Community 	<ul style="list-style-type: none"> - Term 1 (week 2 Thursday 11th February) - Term 1 (week 8) - Term 2 or 3 (TBC)

Strategic Aim 4 - Values

Develop and sustain collaborative partnerships that support and enhance learning together.

ANNUAL OBJECTIVE

- **Our Board, Staff, and tamariki will embrace our new Values system. This will become a living breathing aspect of Maihihi School life.**

Baseline Data:

“Students participate and learn in a caring, supportive and inclusive environment. There is a positive approach to behaviour management, which has an emphasis on promoting values and virtues. This has reduced incidents of inappropriate behaviour and is contributing to a positive school tone. There are strong, respectful relationships among teachers and students.” - *(ERO Jan 2019)*

Values

A lot of work went into the development of our 'Maihihi Learner' and the values and virtues that aligned with it. We did not want to undo this work from the previous board but continue to develop the idea until we formed a more child friendly version.

After much discussion, at the end of 2019, our acronym that encompassed all our important values was created. Our Maihihi '**LEARN**'-er was born.

2020 and ongoing will be about unpacking and understanding these values. Making them a living breathing expectation in our kura.

STRATEGIC INTENTIONS	ACTIONS	WHO	WHEN
4.1The school will ensure that our school values are living and breathing in our school.	<ul style="list-style-type: none"> - All staff will unpack the values over the year. - All staff will unpack 1-2 of our values per term with our tamariki. - Tamariki will be encouraged to follow and celebrate our school values and recognise these when others are as well. - Celebrating our values will become a larger part of our weekly assembly. - Our school values will be celebrated in our community newsletter. 	<ul style="list-style-type: none"> - All staff - All students 	<ul style="list-style-type: none"> - 2021 Ongoing ↓

**This charter was ratified by the Maihihi School
Board of Trustees on 1st March 2021.**