Mingimingi Hautoa
Knights Stream
School

Charter 2025

Knights Stream School | Mingimingi Hautoa - Details

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Knights Stream School | Mingimingi Hautoa - Charter and Strategic Plan

The sections included in this strategic plan expand on the actions and measures taken and required for each of the strategic areas of the charter. It is accepted that the school will also focus on 'business as usual' as this is taken as a basic requirement and expectation. Beyond this it is expected that:

- The school will follow the national curriculum, covering all curriculum areas with a special emphasis on achievement in literacy, numeracy and the key competencies.
- Local curriculum priorities will be identified through the school's programme of self-review, community consultation and analysis of school-wide assessment data.
- The school will meet obligations of the National Education Guidelines through its strategic plan.
- The child will be at the centre of all learning.
- We will focus on developing positive relationships within and across our community.

These strategic directions have been developed after consultation with our community, research into best practice, participation in up-to-date quality professional development and in consideration of the vision, values and beliefs of the revised New Zealand Curriculum.

This strategic plan was ratified at the Knights Stream School Board of Trustees on 19 February 2024. This document is dynamic and under continual review and evaluation as we as a board, staff and community seek to provide the best educational opportunities for the pupils of Knights Stream School | Mingimingi Hautoa.

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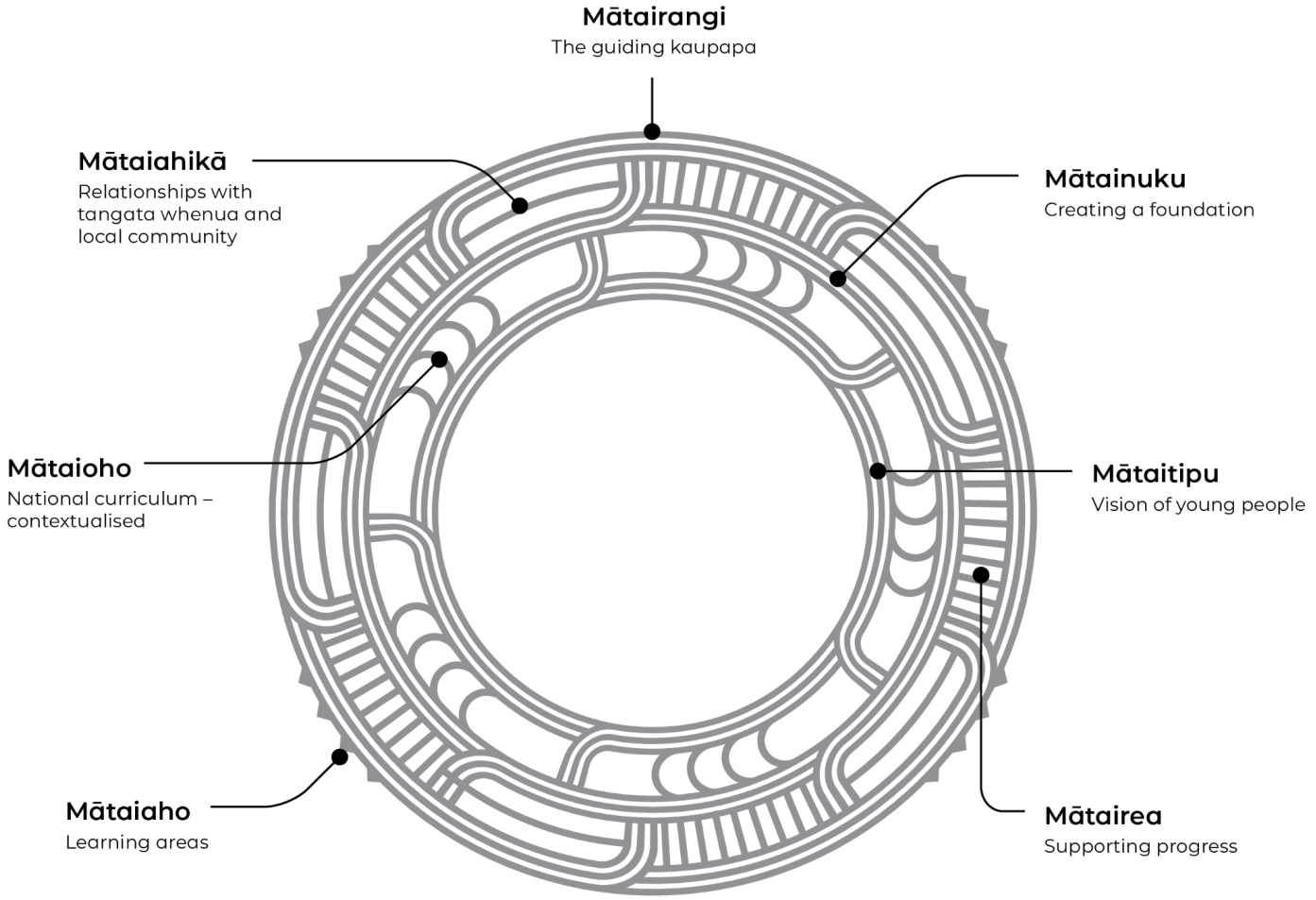
(Presiding Member) (Principal)

Curriculum - Guiding Kaupapa

The science of learning informs curriculum sequencing and teaching practice. The curriculum builds on scientific understanding to identify five characteristics of how we learn:

"We learn best when we experience a sense of belonging in the learning environment and feel valued and supported."
"A new idea or concept is always interpreted through, and learned in association with, existing knowledge."
"Establishing knowledge in a well-organised way in long-term memory reduces students' cognitive load when building on that knowledge. It also enables them to apply and transfer knowledge."
"Our social and emotional wellbeing directly impacts on our ability to learn new knowledge."
"Motivation is critical for wellbeing and engagement in learning."



Guiding Principles

At Knights Stream School our Teaching and Learning Programme will be guided by the following principles:

- **high expectations** and **excellence** - empowering everyone to achieve their personal best
- the principles of **Te Tiriti o Waitangi and Aotearoa New Zealand's bicultural heritage** will be given effect to our obligations. All students will have opportunities to gain knowledge of **Te Reo Māori** me ona **Tikanga**
- **cultural diversity** - community partnerships - the **diverse, multicultural** identities of our community will be celebrated
- **inclusion** - all learners at the centre of decision-making - individual abilities, talents, and identities of students will be recognised through their interests and passions. We relish the opportunity to have a Waitaha Special School Satellite - *Te Tupu Harakeke* onsite.
- learning to learn - **child-centred**, **connected** with their outside lives and **engaging the support of whānau**
- forming **strong relationships** with others is critical
- **success** looks different for each individual based on their needs
- **coherence** - learning is integrated and linked where possible
- **future focus** - looking to the future and challenging the norm
- to increase student **engagement**, motivation and achievement levels
- to use ICT to foster **collaboration**, access the wider community and world, foster individualised learning, celebrate learning (as a published author), receive regular and authentic feedback from a wider audience, encourage creativity, provide student choice, self-management, and parent involvement
- to **create** and collaborate - not consume
- **Purposeful, authentic learning through inquiry**

Key Concepts for Quality 21C Learning:

Ubiquity - anywhere, anytime, any pace, any device

Agency - 'the power to act' –informed/empowered/enabled learners

Connectedness - 'edgeless' education, connected minds

Learning priorities will be our **school values**, the **key competencies** and a strong foundation in **literacy** and **numeracy**.

Mingimingi Hautoa
Knights Stream School
STRATEGIC ROADMAP 2024 – 2025

Our Vision *Courageous learners who positively influence the world.*

Our Roadmap Goals	Year 1 – 2024	Year 2 – 2025
Teaching and learning opportunities leading to personal and collective excellence.	*Leadership Growth Coaching with the Education Group* *New Staff PD - Storyways, more props and resources to support Storytelling*	*Leadership Growth Coaching* *Kaiako Growth Process Embedded* *Supporting new staff with creative teaching practices - Mandy Dempsey* *New staff 180 day induction*
Strengthening our literacy and numeracy curriculum to encourage courageous learning.	*Kaiako Te Reo Courses Te Ahu o Te Reo Māori ki Ngāi Tahu - Level 1 & 2* *Literacy Curriculum Development and Refresh through Teacher Only Days and Unit Holder Leadership* *Termly parent information sessions (T2-4)* *Librarian Year 1 (2 days)*	*Mathematics Professional Development - Numicon* *Structured Literacy Training - Clarity Education* *Lifting Reading Engagement - Librarian Year 2 (2 days)*
A caring and connected school community.	*PB4L Year 1* *E Tu Tangata Y5-8*	*PB4L Year 2* *Developing the common language of E Tu Tangata* *Consultation for Charter 2026-2028*

Our Whakatauki

Kaua e rangiruatia te hāpai o te hoe; e kore tō tātou waka e ū ki uta.
Do not lift the paddle out of unison or our canoe will never reach the shore.

He waka eke noa.

Our 5Cs

Caring / ***Courage*** / ***Creativity*** / ***Curiosity*** / ***Connectedness***

Annual Plan - Goals 2025

Strategic Goals		
1. Teaching and learning opportunities leading to personal and collective excellence.	**2. Strengthening our teaching of literacy and numeracy leading to improved student achievement.**	**3. A caring and connected school community.**
Strategic Initiatives		
A) Engage in professional learning and development with Neill O'Reilly to develop shared conviction among the leadership team in order to improve teaching and learning. B) The leadership team adopts a coaching approach, supporting staff in gaining insights into challenges and exploring solutions through reflective practice and self-development. C) Continue the use of creative and effective digital teaching practices through professional learning and development opportunities. **NELPS 1.1, 1.2, 3.6**	A) Review and align our teaching approach with the refreshed English and Maths and Statistics curriculum with support from Clarity Education (literacy) and Ministry of Education Advisors (maths). B) Grow teacher capability to implement a structured approach to teaching literacy and numeracy through ongoing professional learning and development. C) Support the role of the librarian by providing funding for time. **NELPS 1.2, 2.4, 4.7**	A. Develop and implement a school-wide PB4L matrix, incorporating the school values, E Tū Tangata language, and social emotional learning programmes. B. Voice is gathered and used for improvement (NZCER Well-being Survey, student surveys, parent surveys). **NELPS 1.1, 1.2, 2.3, 3.5**

We know we have been successful when...		
Leaders apply the GROWTH coaching model in their weekly practice to support other leaders and kaiako in reflective and goal-oriented teaching. Kaiako embrace a culture of professional growth and responsibility to meet students' needs and improve outcomes. *HERO* is used as a dynamic tool to document and track kaiako professional growth, providing transparency and accountability against the teaching profession standards.	Learners will experience a coherent learning pathway which is connected and builds on their understanding, knowledge, and skills. A consistent, explicit, and sequential teaching approach to writing, reading, and oral language will be used across the school following a structured literacy scope and sequence. The librarian actively supports literacy by curating high quality, diverse texts, facilitating literary opportunities in the library, and collaborating with kaiako to integrate literacy-rich experiences across the curriculum.	Learners feel an increased sense of acceptance - within self and from others. Learners have an increased awareness of and inclusion of others. *HERO* strengthens communication between students, parents, and kaiako by providing clear insights into learning progress, achievements, and next steps. There will be a reduction in negative behaviours and an increasing culture of encouragement.
We measure success by...		
Neill O'Reilly Feedback and self appraisal for Senior Leadership. Staff Rubric/Self assessment - SOY and EOY Staff feedback on digital practice. Self review of classroom practice. Staff regularly evidence and reflect against the teaching profession standards.	Improvement in Literacy Assessment OTJs (Overall Teacher Judgements) data every 6 months. Improvement in Mathematics Assessment OTJs (Overall Teacher Judgements) data every 6 months. Improved Reading Engagement Data. Teachers and students use *HERO* to analyse their data and inform practice (success and next step learning).	NZER Wellbeing Survey and/or UC Study Data. Student Feedback Surveys. Parent Feedback Surveys and *HERO* Engagement. Lower rates of recorded behavioural data within teams (*HERO* Data).

Annual Plan 2025

1. Teaching and learning opportunities leading to personal and collective excellence.	
Initiatives: A) Engage in professional learning and development with Neill O'Reilly to develop shared conviction among the leadership team in order to improve teaching and learning. B) The leadership team adopts a coaching approach, supporting staff in gaining insights into challenges and exploring solutions through reflective practice and self-development. C) Continue the use of creative and effective digital teaching practices through professional learning and development opportunities. D) Research STEAM benefits, delivery methods and assessment initiatives.	***Outcomes*:** Leaders apply the GROWTH coaching model in their weekly practice to support other leaders and kaiako in reflective and goal-oriented teaching. Kaiako embrace a culture of professional growth and responsibility to meet students' needs and improve outcomes. *HERO* is used as a dynamic tool to document and track kaiako professional growth, providing transparency and accountability against the teaching profession standards.

Black - Additions/Amendments Term 1 Red - Additions/Amendments Term 2 Green – Additions/Amendments Term 3 Blue – Additions/Amendments Term 4

Activity	Responsibility	Budget	Principal Time	Leader and/or Staff Time	Start and End Date	Progress of Outputs
1A **Growth Coaching** for Associate Principal	Leigh H	$2,600 Travel $2,000	45 - 60 mins week	Leigh - 12 hours coaching	T1- 2	
1A **Growth Coaching** implemented by Team Leaders	Team Leader	-	30 mins week	60 mins week	T1- T4	
2A Senior Leaders mentoring from **Neill O'Reilly**	Mike, Anna A, Leigh	$5,600	1 day per term	1 day per term	T1- T4	
2A **Principal Growth** Meetings and Professional Learning Principal Group	Mike	$4,400	1 individual and 1 group per term.	-	T1-4	
3A New staff **induction** sessions	Mike and SLT		2 hours	2 hours	T4 2024 and T1-2 2025	
3B Planned staff PLD and reflection of practice time.	Mike	-	30 mins term	60 mins term	T1-4 twice termly	
1D The principal will research how other schools are catering to meet the needs of the students in STEAM/STEM subjects.	Mike	-	60 min week		T1-3	
2D Look for standardised assessment options for STEAM/STEM subjects	Mike	-	60 min week		T1-3	

2. Strengthening our teaching of literacy and numeracy leading to improved student achievement.

Initiatives:

A) Review and align our teaching approach with the refreshed English and Maths and Statistics curriculum with support from Clarity Education (literacy) and Ministry of Education Advisors (maths).

B) Grow teacher capability to implement a structured approach to teaching literacy and numeracy through ongoing professional learning and development.

C) Support the role of the librarian by providing funding for time.

***Outcomes*:**

Learners will experience a coherent learning pathway which is connected and builds on their understanding, knowledge, and skills.

A consistent, explicit, and sequential teaching approach to writing, reading, and oral language will be used across the school following a structured literacy scope and sequence.

The librarian actively supports literacy by curating high quality, diverse texts, facilitating literary opportunities in the library, and collaborating with kaiako to integrate literacy-rich experiences across the curriculum.

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Activity	Responsibility	Budget	Principal Time	Leader and/or Staff Time	Start and End Date	Progress of Outputs
2A1 Supporting the implementation of the **Curriculum Refresh with Clarity Education as Lead Facilitators PLD**	Leigh and Lit Team	MoE Funded	40 mins weekly	2 full days PLD	TOD Pre Term 1 Term 1 - 2	
2A2 Supporting the implementation of the **Curriculum Refresh with Clarity Education as Lead Facilitators - modelling and 1:1 sessions**	Leigh and Lit Team	MoE Funded	-	1 full day 5 hours week	T1-2	
2A3 **Literacy**: Storyways PLD - to help strengthen teachers with the knowledge, confidence and skill to be great storytelling teachers at their level of training and experience.	Leigh and Anna L	-	60min week	2 hours /week	Ongoing	
2B1 Unpacking the updated Maths Curriculum	Sally and Hayley	$5,000	60 mins termly	60 min term	T1-3	
2B2 Numicon Training - Mathematics	Sally and Hayley	$2,500	2 days training	2 days training	T3-4	

2C1 **School Librarian** - Kelly	Kelly	$16,500	1 hour/mnth	10 hours week	T1-4	
2C2 Purchasing **Literacy Resources**	Literacy Team	$5,000	-	60 mins term	T1-4	
2C3 **Library Resource** - organise teacher training in utilising the National Library and 2C4 AccessIT Library System to support reading programmes. Utilise the Digital resources from the public Library. Purchase new books.	Kelly	$5,000	-	30 mins /week	Ongoing	
2D **Drop in Parent Curriculum Sessions -** Small drop in sessions held to support the implementation of the curriculum.	Unit Holders	$400	60 mins termly	60 min term	T1-3	

3. A caring and connected school community

Initiatives:

A) Develop and implement a school-wide PB4L matrix, incorporating the school values, E Tū Tangata language, and social emotional learning programmes.

B) Voice is gathered and used for improvement (NZCER Well-being Survey, student surveys, parent surveys).

***Outcomes*:**

Learners feel an increased sense of acceptance - within self and from others.

Learners have an increased awareness of and inclusion of others.

HERO strengthens communication between students, parents, and kaiako by providing clear insights into learning progress, achievements, and next steps.

There will be a reduction in negative behaviours and an increasing culture of encouragement.

Black - Additions/Amendments Term 1 Red - Additions/Amendments Term 2 Green – Additions/Amendments Term 3 Blue – Additions/Amendments Term 4

Activity	Responsibility	Budget	Principal Time	Leader and/or Staff Time	Start and End Date	Progress of Outputs
3A1 **PB4L** Programme - Year 2 leads to develop school wide expectations and Matrix	Mike/Tom	$10,000	60 mins week	60 mins week	T1-4	
3A2 New Staff Training Sessions - **Social and Emotional Learning** (SSIS) Programme	Anna A	$2,100	60 mins x 2	60 min Staff Meeting x 2	T1 Week 4 T1 Week 6 Implement Term 2	
3A3 Team Review **SSIS** - set up review process and timeline	Team Leaders	-	30 mins	90 mins	End T2, T2 and T4	
3B1 Introduce **E Tu Tangata** Mindset Schoolwide. Develop team language.	Tom	$1,000	30 mins week	30 mins week	T1-4	
3B2 Whānau Connection - Messaging	Tom/Mike	-	15 mins week	15 mins week	T1-4	
3B3 Use **University of Canterbury Survey** to measure the school's culture and climate to form a baseline	Tom/Mike	FREE	120 mins	80 mins	T1 Week 6	
3B4 Whānau Connection Evening	Mike and TL's	-	120 mins	120 mins	T1 Week 2	
3C1 Board led drop in sessions for **Charter Consultation**	Mike and Board	-	3 X 30 mins	3 X 30 mins	T3-4	
3C2 Board Community Survey for **Charter Consultation**	-	-	60 mins	60 mins	T4	

Achievement Goals 2025

Reading Current	Reading Goal
● 72.90% working within or beyond	78%
● 69.31% of boys working within or beyond in reading	75%
● 63.15% of Māori students working within or beyond in reading	70%

Writing Current	Writing Goal
● 80.39% working within or beyond for writing	84%
● 72.92% of of boys working beyond or within for writing	76%
● 71.05% of Māori within or beyond for writing	75%

Tracking

We use OTJ Data that is collected every 6 months to show added value (Mid Year and End Year). This is loaded into our SMS system *HERO* for analysis.

NOTE:

The assessment practices used and reported on will need to be adapted as the school develops its literacy and numeracy programmes to meet the mandated changes of the Government.