

Miramar Central School

Te Kura O Whataitai

Empowering Our Children



Miramar Central School Charter 2016 - 2019

Miramar Central School is working with whanau (families and community) of our tamariki to raise them to be children who will grow into independent, functioning adults, who contribute positively to society. This document describes the vision of our whanau for those students and what we think needs to be done to help them be the best they can be.

For the School Board of Trustees this document is the main reference for our decision making, in each decision we ask, 'How will this help us achieve the vision in the Charter?' The Board works closely with the School Leadership Team to see the vision and plans are carried out.

If you are reading this as someone thinking of sending your child to Miramar Central School, we hope you find that we think the same way you do, and that we are as excited about the future of your child as you are.

If your child is already coming to Miramar Central, we hope you find the reasons and vision described here are ones you agree with – after all it was created after talking to many parents, students, teachers and others in our community to make sure we are delivering the best education for your child we can.

This Charter is updated every year, we welcome your views as they will help us make sure we are always working to deliver what you want for your child. See the Contact Us section if you would like to tell us what you think.

The Miramar Central School Board of Trustees

Last Reviewed: 14/02/2017; BOT Reviewed & Approved 20/02/18

Principal JT-S & ET 20.12.17; 18.01.18 ET; Leadership Team: 30.01.2018

Staff PLD 1/02/18; Leadership Review 12/02/18; 18.02.18 Staff updates added

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Contact Us

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Board of Trustees

- Georgie Miles (Chairperson)
- Nathan Meyer
- Peter McFarlane
- Julie Griffin
- vacant position (parent)
- Rachel Burke (Staff Representative)
- Ed Trotter (Principal)

Vision

Discussion with the parents of tamariki at Miramar Central School ended with agreement that the school is all about ‘**Empowering our Children**’. This means that when our children leave our school they should have everything they need to continue learning and grow into being a better person through experiences.

Empowered children means they are:



- eager and able to learn
- confident
- respectful and respected
- aware of their strengths and worth
- responsible
- able to make good choices
- able to stand up for what is right
- able to embrace differences
- self-regulated independent learners
- able to take risks with their learning and be resilient

A Miramar Central student leaving the school at the end of Year 6 will:

- be empowered, motivated and a confident learner
- know how to learn and display independence
- engage with future focussed learning approaches
- be a global citizen who contributes positively to society
- be a leader of others and be resilient
- embrace inclusive education principles
- be open-minded and try new things
- demonstrate the Treaty of Waitangi principles

For Miramar Central School, learning is not just about reading, writing and numbers. We recognise that the arts and sports have important roles in the culture and identity of our children and nation. Therefore we encourage children to excel in whatever their strengths and abilities may be.



Mission

Through a well-balanced curriculum we will empower our tamariki by:

- teaching our children to be confident with words and numbers
- inspiring our children to be successful life-long learners
- motivating our children to realise their full potential
- encouraging our children to be inclusive, caring and respectful
- providing a wide range of extra-curricular activities (art, music, sport, EOTC) that develop skills

Values: Respect (Mana), Independence (Mana Motuhake) and Community (Whanaungatanga): (2017-2019 under PB4L)

Respect – Mana

We will respect ourselves, others, authority and property.

Respecting ourselves means that we will behave in a way we can be proud of. We know we are valuable people because we are ourselves. We will be responsible for our own actions and words, knowing that through these we can make our world a better place.

We will respect others, everyone is different, but everyone has something valuable to contribute. We will look for the good in others, we will give them time and space to add their value to what we do. This may be by listening, letting them join in, or helping them. We will help those we see in need or distress, as best we can. We will always use our manners when interacting with others.

We will follow the law, guidelines and expectations of our school. We will listen to instructions and do what we are asked to do quickly and quietly. If we see the law or school expectations being broken then we will report this to the nearest person in charge and let them handle the situation.

We will respect property by looking after the school grounds, school property, our own things or things belonging to others. We will always ask before taking, and return what is borrowed in the same or better condition it was in when we received it.



Independence – Mana Motuhake

We will have the confidence to be an individual and grow in independence. We will recognize what makes us unique and use our individual skills and knowledge to help others when needed.

We will have mana - self-determination and control over one's own destiny.

We will look for opportunities to display independence amongst our peers, school community and at home.

We will recognise difficult situations and endeavour to make the right decision, not just the popular decision.

We will try new things, even things we find difficult and be empowered learners. New experiences enable new learning and helps us to better understand ourselves and others in our school community.

We will work towards being more independent and knowing how to learn and having the opportunity to direct our learning.

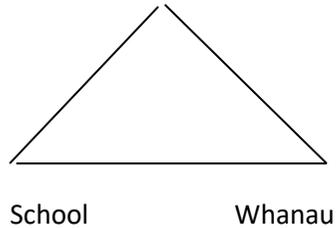
We will grow in independence and successfully transition to further education.

Community – Whanaungatanga

We will build friendships with as many people as we can. We will invite others to join us in what we do. We will share and create a community that others want to join. When you are with us, it is a safe place where you can feel good about who you are, knowing that you are wanted, needed and valued.

We actively promote the concept of '**Ako**' which affirms the value of reciprocated learning: co-operative learning approaches in which students learn from teachers, their whanau and each other (mahi tahi) in a caring and inclusive learning community.

Tamariki



We use **Tuakana –Teina** relationships where Tuakana (older) help and model behaviours for the Teina (younger) akonga.

‘Celebration’ encompasses all of our three values: Respect, Independence and Community

Strategic Goals

Miramar Central School has identified four strategic goals, centred around empowering our learners, so that they will have a great start to schooling and go on to bigger successes in life.

Miramar Central School has four strategic goals:

- 1. Promote excellence through the principles, values and key competencies of the New Zealand Curriculum.**
- 2. Provide opportunities for students to be confident in using words and numbers.**
- 3. Recognise and celebrate diversity.**
- 4. Foster strong connections between home, school and the community.**

Miramar Central School is committed to providing opportunities for students to learn Te Reo Maori, Tikanga and Kapa Haka as the school community’s commitment to the Treaty of Waitangi.

SA1: Promote excellence through the principles, values and key competencies of the New Zealand Curriculum

The New Zealand Curriculum is a statement of official policy relating to teaching and learning in New Zealand Schools. It sets the direction for student learning and applies to all state schools. We incorporate the key competencies and 7 ESOL principles to frame our teaching and learning experiences.

Principle 1 - **Know your learners - their language background, their language proficiency, their experiential background.**

Principle 2 - **Identify the learning outcomes including the language demands of the teaching and learning.**

Principle 3 - **Maintain and make explicit the same learning outcomes for all the learners.**

Principle 4 - **Begin with context-embedded tasks which make the abstract concrete.**

Principle 5 - **Provide multiple opportunities for authentic language use with a focus on students using academic language.**

Principle 6 - **Ensure a balance between receptive and productive language.**

Principle 7 - **Include opportunities for monitoring and self-evaluation.**

It takes as its starting point a vision of our young people as lifelong learners who are confident, creative, connected and actively involved. It includes a clear set of principles on which to base curriculum decision making:

- high expectations
- Treaty of Waitangi
- cultural diversity
- inclusion
- learning to learn
- community engagement
- coherence - collaboration, inquiry and relating to real world experiences
- future focus - in sustainability, citizenship, enterprise and globalisation

It sets out values that are to be encouraged, modelled and explored:

- excellence

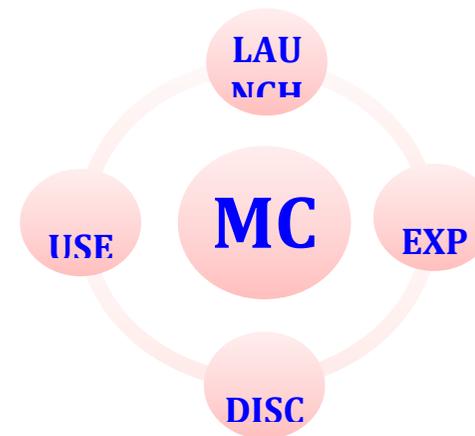
- innovation, inquiry and curiosity
- diversity
- equity
- community and participation
- ecological sustainability
- integrity
- respect

The New Zealand Curriculum sets out five Key Competencies:

- thinking
- using language, symbols and texts
- managing self
- relating to others
- participating and contributing.

At Miramar Central the key competencies, 7 ESOL Principles and MCS inquiry model will be woven throughout all learning areas of: English, The Arts, Health and Physical Education, Learning languages, Mathematics and Statistics, Science, Social Sciences and Technology by:

- creating a supportive learning environment
- encouraging reflective thought and action
- enhancing the relevance of new learning
- facilitating shared learning
- making connections to prior learning and experience
- providing sufficient opportunities to learn
- teaching as inquiry - MCS Inquiry Waka
- buddy coaching





- e-learning approaches
- greater student agency

SA2: Provide opportunities for students to be confident in using words and numbers

Being able to read, write and solve number problems is important for our students. These skills are needed for learning and they enable success in life. Gaining these skills means we can have the confidence to tackle challenges that come our way.

At Miramar Central we will work on achieving this goal by:

- having a consistent approach to teaching and learning for the whole school
- employing the best staff and providing professional learning development to ensure all staff use best practice in their interactions with students
- using a variety of teaching styles matched to the learning needs of our students
- including student voice and reflecting their learning
- doing our best to keep classes to a manageable size so we can cater for the needs of individuals
- partnering with parents and caregivers to help grow global citizens that contribute positively to society
- using resources such as English for Speakers of Other Languages (ESOL), Reading Recovery, Learning Support or Teacher Aides to help with enriching, accelerating or extending the learning of students
- monitoring the teaching and learning in our school against NZC (New Zealand Curriculum) so that continuous adjustments can be made to provide the best learning opportunities for our students
- providing up-to-date resources for teachers to enrich 'our children's' learning experiences
- reporting to parents and caregivers on the student's progress to ensure that everyone is working together to empower children
- using e-learning tools to enhance & consolidate words, numbers, research skills and other areas of learning

SA3: Recognise and celebrate diversity

One of the key skills in life is the ability to get on with others even though they may be different to us in many ways. We want our students to show empathy and actively accept and include others.

At Miramar Central we will work on achieving this by:

- actively promoting our school values & PB4L principles
- staff and leaders in the school modelling the values and behaviours expected of students
- making diversity a part of our school identity
- acknowledging and making a place for all cultures and ability levels within the activities of the school
- respecting and valuing the Treaty of Waitangi
- providing opportunities for the learning of other languages, particularly Te Reo Maori and New Zealand Sign Language (the two official languages of New Zealand)
- providing opportunities to learn about cultures from all parts of the world
- engaging with the families and wider local community to celebrate their cultures, language and history within school activities. This includes celebrating festivals, foods (the Food Fair) and other events
- including all students in our school community
- challenging our assumptions
- celebrating success of all akonga
- welcoming and providing for all learners
- identifying, challenging and extending gifted and talented learners

SA4: Foster strong connections between home, school and the community

At Miramar Central we recognise the powerful links that exist between the home, school and the community. Partnership between parents and the school is critical in helping our students discover their strengths, enjoy learning and succeed as people. The school facilitates connections between families, FaCE



(Fundraising and Community Engagement) and the community through shared events. This support is important to the school as it means a greater range of activities and opportunities can be offered to our students.

Miramar Central does this by:

- students goal setting and 3 way conferences where student results and achievement is discussed
- written reporting on student progress twice per year emphasising current achievement and next learning steps and how parents can support their child learning at home
- offering opportunities for formal meetings with parents
- staff being available to meet with parents before and after school
- holding Hui, Fono and cultural group meetings
- access via the School Website and blogs
- formal and informal meetings
- including cultures in lesson and programme plans (Kapa Haka, Powhiri, Cultural focusses)
- encouraging students to share their cultures
- making one region a cultural focus for 1 term each year so that all students have a wide exposure to cultures around the world as well as having their own culture recognised
- making the cultural diversity visible through the signs, ceremonies, objects and activities of the school
- holding an Annual Food Fair to promote cultural experiences through food
- offering a variety of artistic, sport and entertainment opportunities in which interests can be shared. Many of these activities require parent and community support
- having student voices in the school by way of blogs, surveys and student newsletters
- fostering a strong parent voice (consultation, surveys, policies reviews, FaCE, parent events)
- engaging parent help to enable learning outside of the classroom
- Miramar Central School has strong links to local facilities and outside agencies

- the Board has a minimum of three trustees representing the family and community views in the governance of the school. One of the Parent Trustees chairs the Board (The Principal and a Staff Representative complete the Board team)
- making the school hall and grounds available for community events
- ensuring our environment is aesthetically pleasing and leads to our us being an 'enviro school'

MCS Action Plan 2017 - 2018

Further to the Charter this action plan is part of ERO's longitudinal review. These three areas of focus are incorporated into the annual plan. The areas of focus are:

Student Achievement

- Increase student achievement
- Development of the student-led curriculum
- Closer tracking and monitoring of target students' progress, consistently implemented across the school

Leadership

- Strategic Stewardship - school records, in-committee minutes, health consultation
- Developing approach to supporting students whose achievement requires acceleration
- Developing understanding of acceleration and further consideration of assessment tools and practices to support consistency and greater dependability of judgements about progress and achievement
- Improve consistency of effective practice and way school guidelines are implemented
- Build consistency and shared understanding when making OJT's
- Focused professional leadership of systems and processes for ongoing monitoring, evaluation and development
- Inclusive education and integration of Kowhai students into mainstream classes
- PB4L(Positive Behaviour for Learning) UBRS (Understanding Behaviour-Responding Safely)
- Maths (annual focus and tracking up to 4 target students) - to be used to improve teacher practice
- Maths Focus promote positive mathematics identities. Invest in building class community - everyone participating in the class. Four pillars: Know and believe in your students, redefine mathematical success, prioritize student voice and monitor identity formation
- Reading & Writing (annual targets)

Internal evaluation

- Linking teachers' inquiry into their practice to more specific student outcomes and increased use of student progress data to consider the impact of their teaching

- Reporting progress, including the impact of special programmes to the board





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Strategic Plan 2016 to 2019

Goal 1: Progression	2016 Develop	2017 Extend & Engage	2018 Engage & Empower	2019 Empower/Embed
<p>Goal 1: Promote excellence through the principles, values and key competencies of the New Zealand Curriculum.</p>	<p>Use the Key Competencies, Ka Hikitia and the 7 ESOL Principles to frame our Teaching and Learning experiences.</p> <p>Teaching as inquiry and coaching will be the preferred mode of learning used by staff and students.</p> <p>Teachers will effectively meet the Practising Teacher Criteria and Tataiako.</p> <p>Teachers will have a collective understanding of collaborative practice. Student engagement is enhanced.</p>	<p>Use the Key Competencies, Ka Hikitia and the 7 ESOL Principles to frame our Teaching and Learning experiences.</p> <p>Teaching as inquiry and coaching will be the preferred mode of learning used by staff and students.</p> <p>Teachers will effectively meet with evidence the Practising Teacher Criteria(PTCs) and Tataiako.</p> <p>Teachers will have a collective understanding of collaborative practice. Student engagement is enhanced.</p>	<p>Use the Key Competencies, Ka Hikitia and the 7 ESOL Principles to frame our Teaching and Learning experiences.</p> <p>Teaching as inquiry and coaching will be the preferred mode of learning used by staff and students.</p> <p>Extend development of technology use to enhance learning experiences through 2:1 devices.</p> <p>Staff will participate in school-wide PLD and Positive Behaviour for Learning (PB4L) in order to provide a positive school climate for personal, social and academic growth for students and staff.</p>	<p>Implement our revised Charter/Strategic Plan.</p> <p>Develop plan to enable students to use their own technology devices (BYOD).</p>



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	<p>e-learning as a tool will engage and empower students particularly with respect to Language development.</p>	<p>e-learning will be a positive school climate for the personal, social and academic growth of students and staff. enhanced to engage and empower students. Particularly with Literacy and Numeracy.</p> <p>All staff will participate in school-wide Positive Behaviour for Learning (PB4L) in order to provide a positive school climate for personal, social and academic growth for students and staff.</p>	<p>Review our approaches with respect to the New Zealand Curriculum, Tataiako, Kahikitia and the Pasifika Education Plan (PEP) and Maori Action Plan (MAP).</p> <p>BOT - create a revised Charter/ Strategic Plan that reflects the aspirations and needs of our students and our school community.</p>	
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Goal 2: Progressions	2016 Extend	2017 Engage and Empower	2018 Empower	2019 Embed
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<p>Goal 2: Provide opportunities for students to be confident in using words and numbers.</p>	<p>National Standard benchmarks are used effectively to support improvement in student outcomes.</p> <p>Focus on development of Modern Learning Practices to enhance learning.</p> <p>Targeted Learning Support will be provided for those students who have identified learning needs as English Language Learners (ELL), Special Education (ORS) and those in need of Learning Support (LS). Extend the work initiated with SAF to enhance teaching.</p> <p>Teachers will develop their understanding of collaborative practice and explore the possibilities this offers for improved pedagogy and collective</p>	<p>National Standard benchmarks are used effectively to support improvement in student outcomes.</p> <p>Focus on the development of Collaborative Practice to enhance teaching and learning.</p> <p>Targeted Learning Support will be provided for those students who have identified learning needs as English Language Learners (ELL), Special Education (ORS) and those in need of Learning Support (LS) to enhance teaching.</p> <p>Invest in Mathletics as a means of learning with Digital Technology which will allow self-directed student learning in Mathletics for years 1-6.</p>	<p>NZC framework learning progressions will be used effectively to support improvement in student outcomes.</p> <p>Targeted Learning Support will be provided for priority students and those with identified learning needs as English Language Learners (ELL), Special Education (ORS), Gifted & Talented, and those in need of Learning Support (LS).</p> <p>Use and build upon Mathletics as a means of learning with Digital Technology which will allow self-directed student learning in Mathletics for years 1-6.</p> <p>Creating a physical environment conducive to learning (MLE and school grounds).</p> <p>BOT - create a revised Charter/Strategic Plan that reflects the aspirations and needs of our</p>	<p>Implement our new Charter/Strategic Plan.</p> <p>Undertake a formal review of the Collaborative and Modern Learning Practices across the school and deliver a long-term plan for ongoing improvement.</p> <p>Creating a physical environment conducive to learning (MLE and school grounds).</p>
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	strength.		students and our school community.	
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Goal 3: Progressions	2016 Plan and Extend	2017 Extend and Empower	2018 Empower	2019 Empower & Embed
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<p>Goal 3: Recognise and celebrate diversity.</p>	<p>Actively promote and embed the school values into all aspects of school activities.</p> <p>Investigate how the school can better recognise different cultures and their impact on the learning fabric of our school.</p> <p>Continue to host externally provided Gifted Children programme.</p> <p>Provide improved learning opportunities for students in the area of arts and music.</p> <p>Inclusion will be the norm wherever possible in the best interests of each child.</p>	<p>Embed the school values in our School Charter into all aspects of school activities.</p> <p>Continue the active recognition of different cultures and their impact on the learning fabric of our school.</p> <p>Continue to host externally provided Gifted Children programme.</p> <p>The Arts will feature as an integral part of the school programme.</p> <p>Inclusion will be the norm when considering class and school practices.</p>	<p>Actively promote and embed the new PB4L school values into all aspects of school activities.</p> <p>Extend the active recognition of different cultures and their impact on learning programmes.</p> <p>Continue to host the MindPlus Gifted Children programme in Room 6.</p> <p>The Arts Curriculum (Visual Arts, MDD: Music, Dance & Drama) will continue to be a point of difference at MCS.</p> <p>Inclusion will be the norm when considering class and school practices.</p> <p>Develop school documents so that they are in multiple languages for our parent community ie. charter, annual plan.</p> <p>BOT - create a revised Charter/ Strategic Plan that reflects the</p>	<p>Implement our new Charter/Strategic Plan.</p>
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			aspirations and needs of our students and our school community.	
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Goal 4: Progressions	2016 Plan, Extend & Engage	2017 Plan and Engage	2018 Empower and Extend	2019 Revisit & Extend
Goal 4: Foster strong	Collect permission and information to enable	Collect permission and information to enable	Collect permission and information to enable greater	Implement our new Charter/Strategic Plan.



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<p>connections between home, school and the community.</p>	<p>greater use of e-channels to share information about the school and school-related activities with families.</p> <p>Explore and plan greater use of the Internet to communicate with student families enhancing the homework and curriculum awareness experience.</p> <p>Our school community will be informed about key areas of school operation including our Charter, assessment, inclusion and other key areas in association with our FaCe and the Ministry.</p> <p>Hold elections for the School Board of Trustees. The 'new' Board will be elected and established.</p> <p>Host the School Dental Clinic for the Eastern and Southern suburbs area.</p>	<p>greater use of e-channels to share information about the school and school-related activities with families.</p> <p>Use all types of communication to reach and engage our students and our school community.</p> <p>Involve the community in 'Fun' events to foster 'Whanaungatanga'.</p> <p>Inform our community about key areas of school operation.</p>	<p>use of e-channels to share information about the school and school-related activities with families.</p> <p>Move to using the Internet as a primary means for connecting and communication with the school community.</p> <p>BOT - create a revised Charter/ Strategic Plan that reflects the aspirations and needs of our students and our school community.</p> <p>Engaging with and consulting the school community about student learning curriculum areas ie. maths & literacy information evenings, Hui and Fono meetings, biennial Health Curriculum.</p> <p>Engage with our local Community of Learning (CoL).</p> <p>Increase BOT knowledge through NZSTA governance</p>	
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[2018 Annual Plan](#) **2018 Annual Student Targets**