



CHARTER 2014 - 2017



School Mission Mauri Ora Akoranga ~ Learning for Life

School Vision

A community of life-long learners - confident, connected and actively engaged.

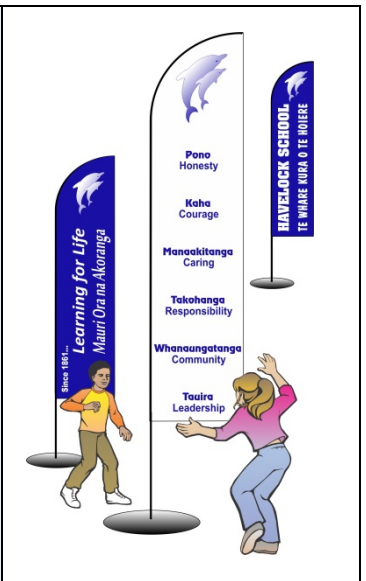
Confident	Connected	Actively Engaged	Life-long Learners
<ul style="list-style-type: none"> positive in their own identity self-motivated resourceful & resilient respectful & reasonable responsible & reliable 	<ul style="list-style-type: none"> relate well to others team player effective ICT skills connected to the environment, their communities & globally 	<ul style="list-style-type: none"> participates & contributes across a range of contexts physically active supports & encourages others - is a big dolphin 	<ul style="list-style-type: none"> literate and numerate critical and creative thinkers independent learners users & creators of knowledge informed decision makers

School Values

The double dolphin exemplifies the value of consideration for others promoted in our school.

Over the years the following values have been echoed by Havelock's community as being the currency for the myriad interactions of its members and include:

- Pono (nga) ~ Tika ~ Honesty**
truthfulness, trustworthiness, integrity, reliability, humility,
- Kaha ~ Toa ~ Courage**
best effort/quality, self-discipline, enterprising, preparation, organisation, independence, positivity, perseverance
- Manaakitanga ~ Caring (for others & self...)**
fairness, kindness, politeness/tact, understanding, helpfulness, co-operation, compassion, concern, reasonableness, rights, property, respect, courtesy
- Whanaungatanga ~ Iwi Whānui ~ Taurira ~ Community**
engagement, respect for difference/diversity, exemplary role-model, leadership
- Takohanga ~ Kawenga ~ Responsibility**
duty, obedience, loyalty/allegiance, honour
- Akoranga ~ Learning**
making meaning, throughout life, habits of mind, higher order thinking, creativity & adaptability, better life, well-being and happiness through learning



Strategic Goals



Annual Targets for 2017

Target		Actions
1.1 Reading <i>Boys & Māori</i>	<i>...reduce the proportion not yet achieving the NS from 16% to <10%.</i>	<ul style="list-style-type: none"> ✓ school aware of 2016 data analysis ✓ assessment provides clear data and focus for teachers and learners ✓ engagement with parents - learning goal/s set/agreed with whānau ✓ regular korero with whānau ✓ teachers identify particular needs/support - inquiry ✓ monitoring progress/achievement throughout year – mid-year ✓ Kapa haka continued – use of Te Reo ✓ <i>Reading Together</i> programme ✓ effective pedagogical practice – tchr appraisal etc ✓ 1:1 intensive teaching/learning/practice of specific skills ✓ older buddy/mentor for reading



Target		Actions
1.2 Writing <i>Boys & Māori</i>	<i>...reduce the proportion not yet achieving the NS to <15% and increase those achieving above the NS from 5% to 10%.</i>	<ul style="list-style-type: none"> ✓ 2016 data acknowledged and shared ✓ assessment provides clear data and focus for teachers and learners ✓ teachers identify particular needs/support - inquiry ✓ engagement with parents - learning goal/s set/agreed with whānau ✓ regular korero with whānau ✓ TiC Writing completes review ✓ relevant resources used ie authentic contexts etc ✓ close monitoring of target students ✓ mid-year data shared with board – parent reporting

Target		Actions
1.3 Math <i>All</i>	<i>...increase the proportion of those achieving the NS from 4% to 10%.</i>	<ul style="list-style-type: none"> ✓ 2016 data acknowledged and shared ✓ assessment provides clear data and focus for teachers and learners ✓ engagement with parents - learning goal/s set/agreed with whānau ✓ teachers identify particular needs/support - inquiry ✓ regular korero with whānau ✓ teachers revisit math curriculum ✓ relevant resources used ie authentic contexts etc ✓ close monitoring of target students ✓ mid-year data shared with board – parent reporting

NEEDS ~ COMPETENCIES ~ VALUES

- Early Childhood - Compulsory Schooling (Prim & Sec) - Tertiary Education

Glaser Choice Theory Borba/Frankl The Five Gifts	Te Whariki	Pelorus Transition Bridges	Havelock Values Havelock's Three 'Rs' NZ/MoE Values	Key Competencies	School Leavers...	Tertiary Key Competencies
fun & learning mission	Exploration - Mana aotūroa	Being a Learner - Whakaaro	Learning for life... Akoranga making meaning, throughout life, habits of mind, higher order thinking, creativity & adaptability	Thinking	can understand and critique the nature of the world around him/her and make informed decisions	Thinking
power, importance & success competence	Communication - Mana reo	Being a Communicator - Mana reo	Responsibility Kawenga duty, obedience, loyalty/allegiance, honour	Using languages, symbols and texts	is able to engage in learning throughout life	Using tools interactively
safety security	Well-being - Mana atua	Being Well - Kaha/Hauora	Honesty Pononga truthfulness, trustworthiness, integrity, reliability, humility Courage Toa best effort/quality, self-discipline, enterprising, preparation, organisation, independence, positivity, perseverance	Managing Self	takes responsibility for self; motivated, reliable and confident	Acting autonomously
freedom to choose self-hood	Contribution - Mana tangata	Taking Responsibility - Haepapa	Caring Manaakitia for others & self... fairness, kindness, politeness/tact, understanding, helpfulness, co- operation, compassion, concern, reasonableness, rights, property, respect, courtesy	Relating to Others	can participate effectively in and contribute to a range of life contexts	Operating in social groups
love & belonging affiliation	Belonging - Mana whenua	Being Perseverant - Pūkeke	Community Iwi Whānui ~ Taurira engagement, respect for difference/diversity, exemplary role- model, leadership	Participating & Contributing	has a positive sense of identity	