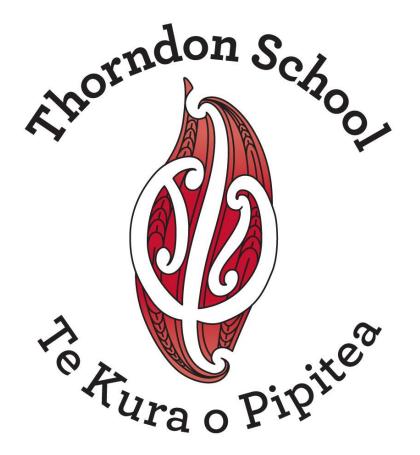# Thorndon School Charter and Strategic Plan 2022 - 2024

Please note: This Charter was completed by previous principal and the BoT at the end of 2021. The new principal is tasked with reviewing this document with the Senior Leadership Team and BoT to reflect current needs and direction.

Vision

An inclusive community that fosters resilient, collaborative learners and creators.

Values

Our values are used to guide the school in all its activities.

Character - promoting the development of kindness, confidence, resilience and respect.

Creativity / innovation - developing innovation, inquiry, and curiosity, by thinking critically, creatively, and reflectively - by aiming high and by persevering or adapting in the face of difficulties.

Collaboration - we are all jointly members of a learning community.
- Teachers (kaiako / kaiawhina) and teachers (kaiako / kaiawhina) (and other staff) - we foster mana enhancing relationships.
- Teachers (kaiako) and students (akonga) - we respect the principle of 'ako' by creating an extended family-like context for learning.
- Students akonga) and students (akonga) - we are all members of a positive learning community.
- Teachers (kaiako) and whanau - we share a mutual relationship of respect and care.

Inclusion – welcoming diversity, seeking equity (through fairness and social justice), participating in community for the common good.

Sustainability – leading ecological sustainability, which includes knowledge of and care for the environment.

Treaty of Waitangi Statement

We are committed to the principles of the Treaty of Waitangi – partnership, protection, and participation – and recognise the unique status of Maori as tangata whenua within an increasingly diverse Aotearoa New Zealand. This means:

- We will support the development of a culturally competent teaching staff.
- We will partner with whanau to improve and enrich the educational experiences and outcomes of our students.
- We will respect and promote te reo me nga tikanga Maori.
- We will recognise the role of mana whenua in the Pipitea area.
- We will develop, maintain and implement a local curriculum that fosters knowledge and appreciation of the bi-cultural character and history of Pipitea, Te Whanganui-a-Tara and Aotearoa.

Strategic Goals	Our Strategic Initiatives	Success looks like:
1. Learning Community **We are a learning community with a commitment to deep learning, inclusiveness and fostering resilience.**	- *We will implement the recommendations made in the Inclusive Practices Review. (Action Plan developed).* - *New teachers will be trained in the KiVa anti-bullying programme.* - *We will implement at least one rōpū activity each term.* - *We will implement the Deep Learning competencies across the curriculum.* - *We will regularly gather student voice in relation to the students' experience of learning.*	*All our communities share a commitment to our vision and values.* - *There is strong evidence of inclusive practices - in respect to cultural identity, educational needs, gender (including transgender status), sexual orientation, age, disability, medical conditions, nationality, ethnicity, religion (or lack thereof), physical appearance, politics or ideology.* - *There is collaboration across all levels of the school* - *There is strong evidence of equity and excellence.* - *Student voice is sort when decisions that affect students are made.* - *Thorndon School is effectively implementing, embedding and sustaining New Pedagogies for Deep Learning (NPDL) so that learners are supported to be resilient, collaborative and creative.*
2. Learners & Creators **We will be collaborative learners and creators as we fully implement**	- *Effectively deliver **the core enabling***	*Thorndon teachers interact with students in ways that promote effective learning of core enabling skills.*

the NZ Curriculum.	*skills* outlined in the English Language and Maths curriculums to all students. ● *Further deliver the full, extended curriculum.* ● *Align our local curriculum directly with the principles of New Pedagogies for Deep Learning*	*Over a three year period Thorndon School will achieve the following academic goals:* ● *85% of students will achieve 'at' or 'above' the age appropriate level for Reading.* ● *85% of students will achieve 'at' or 'above' the age appropriate level for Maths.* ● *85% of students will achieve 'at' or 'above' the age appropriate level for Writing.* *Thorndon School teachers are supported to deliver the NZ Curriculum in **full** with emphasis on e-learning and digital technologies, Aotearoa NZ Histories and New Pedagogies for Deep Learning.* *New Pedagogies for Deep Learning is integrated into everything we do.*
3. Connected Communities **We will promote effective communication and inclusive relationships within and between our communities.**	● *Enhance communication within our communities by developing a* *communication strategy**.* ● *Explore digital platforms to enhance communication.* ● *Enhance communication between our communities by planning community*	● *Our messages are reaching the desired audiences.* ● *Community events are taking place* ● *There are strong connections between families.* ● *The communication needs of our different communities are being met.* ● *Informal events taking place.*

	events, providing opportunities for informal events and planning cultural events. ● *Build collaborative relationships with Wellington organisations.* ● *Facilitate Parent-led initiatives.* ● *Be prepared to facilitate whānau led remote learning.* ● *Develop a deeper understanding of our obligations as treaty partners, and* *an action plan* *around how to meet them.* ● *Work with manawhenua to develop a* *cultural narrative* *as to the significance of our site.*	● *Cultural events are taking place for our larger and priority communities - Maori, Pasifika, Indian, Chinese* ● *We are proactively engaging with Wellington organisations.* ● *Parent initiatives are well received and supported where they align with our strategic initiatives.* ● *Effective whānau led remote learning takes place wherever the school needs to closed for an emergency.* ● *There is an action plan in place to guide us in implementing our obligations under the Tiriti o Waitangi.* ● *Students, teachers and community are aware of the cultural significance of our wahi.*
4. Sustainable Financing and resourcing **We will provide the resources necessary to deliver the curriculum effectively.**	*A targeted* *professional development plan* *is developed, and is supported by funding from the BoT.* *Develop* *three year ICT resourcing plan**.* *Develop responsive* *international strategy.*	● *We work together effectively as a school community to achieve our targets (Mahi Tahi).* ● *The school clearly communicates to parents what the school's resource needs are.* ● *The school enjoys generous but sustainable staffing levels.* ● *Staff members receive professional development that enhances their abilities to implement our strategic priorities.* ● *Thorndon School provides digital technology that supports learning.* ● *Refreshed international programme in place.*

1. Learning Community

We are a learning community with a commitment to deep learning, inclusiveness and fostering resilience.

Strategic initiatives	Baseline	Measures	2022 Milestone	2023 Milestone	2024 Milestone
1.1 *We will implement the recommendations made in the [Inclusive Practices Review.](#)*	[Inclusive Practices Review](#) completed and recommendations formulated. Inclusive Practices student survey (2021). Question: *I can be myself at school* Baseline: 65% agreement Inclusive Practices teacher survey. Question: *All staff know how to work with parents and whānau from different cultures*	*Biennial NZCER surveys of student Wellbeing (Wellbeing@School) will be undertaken.* *2024 milestone measure: Redo Inclusive Practices suite of surveys.* *Surveys will be used to monitor staff wellbeing and collaboration.*	● Students, staff and community socialed in the findings of the Inclusive Practices Survey. ● Action Plan formulated.		*There is strong evidence of inclusive practices in respect to cultural identity, educational needs, gender (including transgender status), sexual orientation, age, disability, medical conditions, nationality, ethnicity, religion (or lack thereof), physical appearance, politics or ideology.* Inclusive Practices student survey. Question: *I can be myself at school*

	or backgrounds Baseline: 44% agreement (2021) Inclusive Practices student survey. Question: *Teachers listen to the things I am worried about.* Baseline: 58% agreement (2021)				Target: 75% agreement. Inclusive Practices teacher survey. Question: *All staff know how to work with parents and whānau from different cultures or backgrounds* Target: 65% agreement. Inclusive Practices student survey. Question: *Teachers listen to the things I am worried about.* Target: 70% agreement.
1.2 *All teachers will be trained in the KiVa anti-bullying programme.*	All teachers in permanent roles are currently trained in KiVa. We have three fixed-term teachers who are not trained. Our teacher aides are trained.	*Register of teacher training in KiVa is kept.* *Students are surveyed annually on their experience of bullying.*	There representation from all four syndicates on the *KiVa* team. Untrained teachers receive *KiVa* training.		

	Our After School Care workers are untrained.				
1.3 *We will implement at least one rōpū activity each term.*	First year of rōpū activities. One activity held each term.	*Record of rōpū activities kept.*	One or more rōpū activities carried out each term.		
1.4 *We will implement the Deep Learning competencies across the curriculum.*	2021 Three competencies (character, communication and collaboration) have been explored in depth.	*Syndicate record of teaching of Deep Learning competencies visible in planning.*			Deep Learning competencies thoroughly imbedded across our kura.
1.5 *We will regularly gather student voice in relation to the students' experience of learning.*	Student Inclusive Practices Survey 2021 Q. Teachers listen to my ideas about learning 70% of students positive overall Students Year 4 88% agree	*Inclusive Practices Review*			Signifant increase in the number of students reporting that they feel listened to by teachers.

	Students Year 5 80% agree Students Year 6 78% agree Students Year 7 65% agree Students Year 8 42% agree				

Goal 2. Learners & Creators:
We will fully implement the NZ Curriculum.

Strategic initiatives	Baseline	Measures	2022 Milestones	2023 Milestones	2024 Milestones
2.1 *Effectively deliver the core enabling skills outlined in the English Language and Maths curriculums to all students.*	*2021:* *82% of students achieved 'at' or 'above' the age appropriate level for Reading.* *76% of students achieved 'at' or 'above' the age appropriate level for Maths.* *77% of students achieved 'at' or 'above' the age appropriate level for Writing.*	*Monitor student progress towards targets in Reading, Writing and Maths.*	The new SMS is used to profile student progress and achievement in Reading, Writing and Maths. Target groups will be identified, specifically planned for and monitored.		*Over a three year period Thorndon School will achieve the following academic goals:* *• 85% of students will achieve 'at' or 'above' the age appropriate level for Reading.* *• 85% of students will achieve 'at' or 'above' the age appropriate level for Maths.* *• 85% of students will achieve 'at' or 'above' the age appropriate level for Writing.*
2.2		*A balanced*	*Thorndon School*		Thorndon School is

Further develop the full extended curriculum.
   ● *Thorndon School teachers are supported to deliver the NZ Curriculum in **full** with emphasis on e-learning and digital technologies, Aotearoa NZ Histories and New Pedagogies for Deep Learning.*
	As a staff we have taken a guided tour of our local wahi and some staff have attended Wellington Loop sessions on the 'NZ Histories' curriculum.
	
	We have trialled digital technologies activities in the Junior and Senior schools and shared with staff the basics of the DT curriculum.
		curriculum is planned, implemented and monitored.
		
		Our local curriculum document provides evidence of developments in this area.
		
		Record of professional development.
		
		Teachers are surveyed as to their preparedness to deliver quality teaching in the areas of e-learning and digital technologies, Aotearoa NZ Histories and New Pedagogies for Deep Learning.
		
		Principal's report to
			teachers are supported to deliver the NZ Curriculum in full:
			   ● *Professional Development in e-Learning and digital technology curriculum*
			   ● *Professional development on Aotearoa NZ Histories.*
			   ● *Continued professional development in NPDL*
			   ● *Continued professional development in te Ao Maori.*
					planning for, implementing and monitoring the NZ Curriculum in full.

		Board of Trustees.			
2.3 *Align our local curriculum directly with the principles of New Pedagogies for Deep Learning.*	Two years of professional development in NPDL, but interrupted by COVID lockdowns. At the end of 2020 we included information on students' Deep Learning Competencies in the General Comment section of our reports. Reporting to BoT. We have begun gathering data on where students sit on the competencies matrix at the start of a targeted unit. This is teacher-moderated self-assessment.	*Check for evidence of NPDL content and principles in all our curriculum documents and planning.* *Check for evidence of reporting on (NPDL) competencies to parents and Board of Trustees which reflects their central role in our local curriculum.* *NPDL team minutes.* *Students, teachers and community can use the language of NPDL effectively.* *Student voice*	All staff are trained in and confident in the implementation of the purpose, principles and practices of NPDL.	Our local curriculum has been redesigned to reflect the purpose, principles and practices of NPDL.	The purpose, principles and practices of NPDL are identifiable in everything we do.

	We will gather the same data at the end of the unit in order to make comparisons and measure value added.				

Goal 3. Connected Communities

Strategic initiatives	Baseline	Measures	2022 Milestones	2023 Milestones	2024 Milestones
3.1 *Enhance communication with and within our communities*	We currently use email, digital newsletters and our school app for	Survey parents on effectiveness of communication.	Informal review of communications.		Formal review of communications.

by developing a communication strategy.	general communication. We currently use WeChat to communicate with our Chinese community and WhatsApp to communicate with our Indian community.	Are our messages reaching parents? Do students turn up on Teacher Only Days? Do parents turn up for social events? Are all our communities engaged in our activities?	Parents surveyed.		
3.2 *Explore digital platforms to enhance communication.*	As above.	Survey parents on preferred channels of communication.	Parents surveyed.		Full implementation of review.
3.3 *Enhance communication between our communities by planning community events, providing opportunities for informal events and planning cultural events.*	We hold community events at the start and end of the year: Meet the Teacher Barbecue (Feb. / March), Art Week Picnic (Oct.), Guitars on the	Calendar of community events. Participation level at community events. Feedback on community events.	Attempt to implement a full cycle of social and cultural events. Explore whether all groups are being catered for. (See Inclusive Practices		All communities consulted and catered for to some degree.

	Grass (Dec.), Prize Giving (Dec.). Cultural events include: powhiri at the start of each term, Diwali festival for Indian Community, and Mid-Autumn Festival for Chinese community.		[Review](#) Recommendations Page 4)		
3.4 *Build collaborative relationships with Wellington organisations linking directly to our local curriculum and NPDL.*	We currently have informal relationships with the Royal Society, Wellington Astronomical Society, Wellington Zoo, and Parliament education programme.	Record examples of collaboration in principal's report to Board, explaining how these relationships relate to our local curriculum.	Include line for 'external relationships' with some examples in our Inquiry Planning template.		Relationships built with a raft of local organisations.
3.5	We have held parent consultation	Record of parent led initiatives in principal's report,			

Facilitate Parent-led initiatives ● *Parents are encouraged to come forward with ideas.* ● *Parent initiatives are well received and supported where they align with our strategic initiatives.*	meetings on our values, aspirations and strategic plan. Parents have initiated a range of academic and cultural programmes and activities.	including participation levels.			
3.6 *Be prepared to facilitate whānau led remote learning.*	From our experience of two COVID lockdowns we have developed guidelines for future lockdowns which have been circulated to our community.	Parent satisfaction.	Guidelines are communicated and followed so parents have clear expectations of what they will receive.		Thorndon School can shift seamlessly from school-based to online learning and back.
3.7 *Develop a deeper understanding of our obligations as treaty partners, and an action plan around how to meet them.*	We have a Treaty statement in our school Charter.	Action Plan			Action Plan completed and implemented.

3.8 *Work with manawhenua to develop a cultural narrative as to the significance of our site.*	We have a [transcript](#) of a meeting on this topic with manawhenua, Ben Ngaia.	Board Reports			Cultural narrative known to staff and students.

Goal 4. Sustainable Financing and Resourcing

Strategic initiatives	Baseline	Measures	2022 Milestones	2023 Milestones	2024 Milestones
4.1 A targeted professional development plan is developed, and is supported by funding from the BOT.	We have completed two years of a three year professional development programme on NPDL. This was largely MoE funded.

We have done some groundwork on Digital Technology Curriculum. | Record of professional development in principal's report to BoT, including whole staff and individual training. | Within this document there are references to professional development in KiVa, NPDL, e-Learning and digital technology curriculum, Aotearoa NZ Histories and te Ao Maori. The svale of this PD will be budget dependent. | | |

4.2 *Develop and implement three year ICT purchasing plan.*	E-learning and Digital Technologies Strategy document drafted in 2021. Three year ICT purchasing plan under development.	Relevant and wide ranging E-learning and Digital Technologies Strategy document in place. Targets for deployment of digital devices met.	Three Year ICT purchasing plan developed and submitted to BoT.		●
4.3 *Develop responsive international strategy.*	We have not enrolled any new international students since 2020. We are signatories to the Code of Practice for Pastoral Care of International students.	Target number of International students achieved.	Continue to maintain International Code attestation obligations so we will be ready to receive new International students when this becomes possible.		

Please note: A new principal has been appointed 2022, who is working with the SLT to review and reset key targets based on up-to-date data obtained from 2022 Term 1 data.

Thorndon School Annual Plan 2022

STRATEGIC GOAL 1:

Learning Community.
We are a learning community with a commitment to deep learning, inclusiveness and fostering resilience.

Initiative	Action	Owner(s)	Delivery Lead(s)	Timing	KPIs
1.1 *We will implement the recommendations made in the Inclusive Practices Review. (Action Plan developed).*		Principal		Term 1 – 4	.

1.2 *New teachers will be trained in the KiVa anti-bullying programme.*					•
1.3 *We will implement at least one rōpū activity each term.*					
1.4 *We will implement the Deep Learning competencies across the curriculum.*					

1.5 *We will regularly gather student voice in relation to the students' experience of learning.*					

STRATEGIC GOAL 2:

Learners and Creators.

We will be collaborative learners and creators as we fully implement the NZ Curriculum.

Initiative	Action	Owner(s)	Delivery Lead(s)	Timing	KPIs
2.1 *Effectively deliver **the core enabling skills** outlined in the English Language and Maths curriculums to all students.*					

2.2 Further deliver the full, extended curriculum.					

2.3 *Align our local curriculum directly with the principles of New Pedagogies for Deep Learning*					

Academic Goals 2022

Strategic Aim:	**Strategic Goal 2022 - 24** **We will be collaborative learners and creators as we fully implement the NZ Curriculum.** **Over a three year period Thorndon School will work towards achieving the following academic goals:** **• 85% of students will achieve 'at' or 'above' the age appropriate level for Reading.** **• 85% of students will achieve 'at' or 'above' the age appropriate level for Mathematics.** **• 85% of students will achieve 'at' or 'above' the age appropriate level for Writing.**
Results 2021	At the end of 2021: ● 82% of students were 'at' or 'above' in Reading ● 76% of students were 'at or 'above' for Mathematics. ● 77% of students were 'at' or 'above' for Writing.

Annual Targets:	By the end of 2022 xx% of the Year x students will be achieving at or above the expected level in Xxxx
	By the end of 2022 xx% of our Year x will be achieving at or above the expected level in Xxxx.
	By the end of 2022 xx% of the Year x students will be achieving at or above the expected level in Xxxx.
	By the end of 2022 xx% of the Year x students will be achieving at or above the expected level in Xxxx.

Target Cohorts / Target Students 2022

Tūī

Target for Raising Student Achievement			2022 Tūī
Strategic Goal: We will be collaborative learners and creators as we fully implement the NZ Curriculum. **Annual Aim 2022**			
Identified Target Group:	**Annual Target**		
Baseline data **At the end of 2021**			
Planned Actions	**Timing**	**Responsibility**	**Resourcing**

Interim result	End of Year result		

Kererū

Target for Raising Student Achievement	2022 Kererū
Strategic Goal: We will be collaborative learners and creators as we fully implement the NZ Curriculum. **Annual Aim 2022**	

Identified Target Group:	Annual Target By the end of 2022 …. Target Group

Baseline data
At the end of 2021 xx% of

Planned Actions	Timing	Responsibility	Resourcing
We will do this by:			
Interim result	End of Year result		

Kākāpō

Target for Raising Student Achievement	2022 Kākāpō
Strategic Goal: **We will be collaborative learners and creators as we fully implement the NZ Curriculum.** **Annual Aim 2022**	

Identified Target Group:	Annual Target By the end of 2021 xx% of

Baseline data
At the end of 2021 xx% of

Planned Actions	Timing	Responsibility	Resourcing
We will do this by:			
Interim result	**End of Year result**		

Kea

Target for Raising Student achievement			Kea 2022
Strategic Goal: **We will be collaborative learners and creators as we fully implement the NZ Curriculum.** **Annual Aim 2022**			
Identified Target Group:	**Annual Target** **By the end of 2022 xx% of the Year**		
Baseline data **At the end of 2021 xx% of Year**			
Planned Actions			
We will do this by:	**Timing**	**Responsibility**	**Resourcing**
Interim result	**End of Year result**		

STRATEGIC GOAL 3:
Connected Communities

We will promote effective communication and inclusive relationships within and between our communities.

Initiative	Action	Owner(s)	Delivery Lead(s)	Timing	KPIs
3.1 *Enhance communication within our communities by developing a communication strategy.*					

3.2 *Explore digital platforms to enhance communication.*					
3.3 *Enhance communication between our communities by planning community events, providing opportunities for informal events and planning cultural events.*					
3.4 *Build collaborative relationships with Wellington organisations.*					

3.5 *Facilitate Parent-led initiatives.*					
3.6 *Be prepared to facilitate whānau led remote learning.*					
3.7 *Develop a deeper understanding of our obligations as treaty partners, and an action plan around how to meet them.*					
3.8 *Work with manawhenua to develop a cultural narrative as to the significance of our site.*					

STRATEGIC GOAL 4

We will provide the resources necessary to deliver the curriculum effectively.

Initiative	Action	Owner(s)	Delivery Lead(s)	Timing	KPIs
4.1 *A targeted professional development plan is developed, and is supported by funding from the BoT.*		Principal	Principal Leadership Team		

4.2 *Develop three year ICT resourcing plan.*					•
4.3 *Develop responsive international strategy.*					

Appendix 1: School Description

Thorndon School: Te Kura o Pipitea

Thorndon Primary is a medium-sized inner-city school with a long history, having been first established as a church school in 1852. Since then the school and the surrounding area have been through many changes. In the early part of last century Thorndon was the largest school in the city, and for a while housed the Teachers Training College. By the early 1990s the roll was down to under 100 but steady growth since then has meant that in 2002 an enrolment scheme had to be put in place to manage the roll. Demand for places in the school continues to grow.

During the summer the children swim at Thorndon Pool. In 1999 a hall, the Old St Paul's Schoolroom, was donated to the school and moved onto our field. While this reduced play space, the benefits of having a hall far outweighed any negatives. The hall has some historic links with the school, having been moved here from the original school site in Kate Shepherd Place. It is also, reputedly, the setting for the Katherine Mansfield short story, "Her First Ball".

The school is well resourced, having a separate library, music room, a hall for PE and assemblies, growing ICT resources, and comprehensive equipment for Science and Technology, Sport and PE, Music and Art. These resources are constantly being renewed and upgraded. The school was an early adopter of ICT and we have a high-speed fibre optic link which gives all classes fast access to the internet. In 2014 Thorndon School was connected to ultra-fast broadband through Network for Learning. The school received a SNUP (school network up-grade) in 2015, consequently there is now wifi across our whole site.

In February 2016 a major rebuild of the school was announced. Construction of Stage One began in Term 2 of 2017. This stage included four classroom spaces, a staffroom, library and administration block. Stage One was completed and occupied in the middle

of March 2018. Stage 2 which involves the construction of three three-teacher studios, was completed at the end of Term 2 2019. The school hall was earthquake strengthened in 2019. Stage 3 which involved the incorporation of the end of Turnbull Street into the Thorndon School site and the construction of a new playground is also now complete. This development includes a designated pedestrian walkway through the school from Turnbull Street to Hobson Crescent.