

CHARTER 2020 – 2022

Vision: Ka taea e tātou

Ki te moemoea ahau, ko ahau anake; ki te moemoea tātou, ka taea e tātou! (Nā Te Puera Herangi)

Te Kura Kaupapa Māori o Bernard Fergusson believes implicitly that when we work together, our students can and will achieve!

Values: Mahia te mahi hei painga mō te iwi

This tongi of Te Puera's is the principle saying which re-enforces the following:

Manaakitia te iwi i.e. always provide hospitality (in the first instance for and to the people).

Whangaingia te tangata i.e. the people must be fed no matter who they are or where they are from.

Kia mau ki te aroha me te rangimarie i.e. when all else fails, hold fast to the value of aroha, peace and good will.

Forced by Mahuta to take responsibility of the people and provide for their needs, coupled with her mother Tiahuia's deathbed wish to care for the people, Te Puera worked tirelessly to uphold their demands.

As a landless people, all we had left was our faith that kept Waikato iwi strong. Waikato's belief in this faith called Kingitanga became its salvation.

(Interpretation given by Mamae Takerei 17 October 2006).

Teaching and Learning Programme

Te Marautanga o Aotearoa is the curriculum framework that guides all teaching and learning. It is therefore, incumbent upon the kaiako to reference the document in all learning activities. Furthermore, the activities should:

- Be authentic
- Lay the foundations for further literacy and numeracy development

- Build strong moral character
- Engender genuine concern for others
- Contribute to personal prosperity and that of the whānau, hapu, iwi and marae

Our Students

Most students who enroll are graduates from Tūrangawaewae, Te Kaahu and Waikeri Kohanga Reo. On exit at Year 8, most students enroll at Te Wharekura o Rākaumangamanga or Ngā Taiātea Wharekura with a minority choosing the local secondary school or another in Hamilton.

Our Kura

Te Kura Kaupapa Māori o Bernard Fergusson is a full primary school providing a total immersion Māori programme up to Year 8, adding formal instruction in English from Year 6 to Year 8.

Statistics

- Expected end of year roll range: 170+
- Expected new entrant (5 year old) annual intake: 20+
- Expected Y8 students to graduate at the end of the year: 14
- Ethnic group composition of students and staff: 100% Maori
- Teaching staff
 - Principal
 - Deputy Principal
 - Assistant Principal
 - Teachers (8 – including a dedicated English teacher)
- Ancillary staff
 - Administration officer
 - Librarian/Resource officer
 - Caretaker/groundsman
 - Part-time cleaner
 - Kaiawhina

Teaching Spaces

- 8 classrooms (two teaching spaces to be added early 2020)
- 1 indoor assembly area

Additional Spaces

- Administration block
- Library
- Resource room
- Sports equipment shed
- Caretaker's workshop/kaiāwhina office
- Storage container

Facilities

- Swimming pool
- Adventure playground
- Artificial turf netball and basketball courts
- Grassed playing field
- Secure covered trailer storage
- Caretaker's equipment shed
- Staff car park
- Service entry and carpark

Support Services

- Mobile dental clinic
- Vision and Hearing screening
- Public Health Nurse
- Ngā Miro Health Centre personnel
- Ngāruawāhia Police
- Professional development providers

Our Community

Te Kura Kaupapa Māori o Bernard Fergusson is situated on the eastern bank of the Waikato River over the bridge from the Ngāruawāhia township. It is adjacent to Ngāruawāhia High School and Tūrangawaewae Marae.

The kura community consists of parents and grandparents who have a long association with and hold steadfast allegiance to Tūrangawaewae Marae. Students come from a mixture of single and double income families, single and both-parent families.

The kura has access to community facilities such as Paterson Park playing fields and netball courts, the town swimming pool and library. The school has strong relationships with Tūrangawaewae Marae, three local kohanga reo, other local mainstream primary schools and the adjacent secondary mainstream school and two wharekura - Te Wharekura o Rakaumangamanga (Rāhui Pōkeka), Ngā Taiātea Wharekura (Kirikiriroa).

The primary feeders of students to the kura are Tūrangawaewae, Te Kaahu and Waikeri Kohanga Reo.

It is a strong desire of parents for the kura to support the Kīngitanga by:

1. providing support at poukai, koroneihana, tangihanga and other special events at Turangawaewae Marae;
2. attending similar functions at other Waikato Tainui marae;
3. imbuing the key principles of Kīngitanga throughout the curriculum; and
4. engaging with kaumatua either at kura, or the marae, or elsewhere depending on the occasion and circumstances.

STRATEGIC SECTION 2020 – 2022

Strategic Aim 1: Whānau Tangata

Te Kura Kaupapa Māori o Bernard Fergusson endeavours to build mutually beneficial relationships to engage with whānau, tamariki, the marae and community

	Engaging Whānau	Effective Teaching	Leading & Managing	Governing	School Ethos	Student Learning, Engagement, Progress & Achievement
2020	Continue large scale events. Use discretion & timing to share important information with parents. Meet & greet term one discuss A to Z handbook Continue parent workshops Continue student-led parent interviews Kaiako to be welcoming to parents at all times	Forming relationships/forming learning relationships Culturally responsive Manaaki tamariki Prepared e.g. plan, execute, reflect, plan	Clear lines of communication between keystakeholders	Greater visibility of Board at kura/kura events Board consider establishing parent support body Board of Trustees take advantage of NZSTA workshops/training	Identity, language & culture i.e. enduring legacy of Hera Johns and Iria Whiu	Goal-setting with students and parents Student-led parent interviews Written reports Use timely moments to share learning information with parents Celebrate student achievement
2021	Continue large scale events. Use discretion & timing to share important information with parents. Meet & greet term one discuss A to Z handbook Continue parent workshops Continue student-led parent interviews Kaiako to be welcoming to parents at all times	Forming relationships/forming learning relationships Culturally responsive Manaaki tamariki Prepared e.g. plan, execute, reflect, plan	Clear lines of communication between keystakeholders	Greater visibility of Board at kura/kura events Board consider establishing parent support body Board of Trustees take advantage of NZSTA workshops/training	Identity, language & culture i.e. enduring legacy of Hera Johns and Iria Whiu	Goal-setting with students and parents Student-led parent interviews Written reports Use timely moments to share learning information with parents Celebrate student achievement
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Strategic Aim 2: Akoranga

Te Kura Kaupapa Māori o Bernard Fergusson strives to provide authentic teaching and learning opportunities for students

	Engaging Whānau	Effective Teaching	Leading & Managing	Governing	School Ethos	Student Learning, Engagement, Progress & Achievement
2020	Continue large scale events. Use discretion & timing to share important information with parents. Meet & greet term one Continue parent workshops Continue student-led parent interviews Continue with term 4 presentations	Forming relationships/forming learning relationships Culturally responsive Manaaki tamariki Prepared e.g. plan, execute, reflect, plan Enquiry learning is embedded practice Shared planning	Scheduled peer moderation to validate OTJs Pedagogy coaching according to curriculum strengths Effective, strategic and innovative leading	Support and encourage kaiako to undertake PLD - often	Kia mau ki te aroha me te rangimarie	Explicit learning intentions and outcomes – scaffolded
2021	Continue large scale events. Use discretion & timing to share important information with parents. Meet & greet term one Continue parent workshops Continue student-led parent interviews Continue with term 4 presentations	Forming relationships/forming learning relationships Culturally responsive Manaaki tamariki Prepared e.g. plan, execute, reflect, plan Enquiry learning is embedded practice Shared planning	Scheduled peer moderation to validate OTJs Pedagogy coaching according to curriculum strengths Effective, strategic and innovative leading	Support and encourage kaiako to undertake PLD - often	Kia mau ki te aroha me te rangimarie	Explicit learning intentions and outcomes – scaffolded
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Strategic Aim 3: Āhuatanga o te kura

Te Kura Kaupapa Māori o Bernard Fergusson is a safe haven for physical, emotional, mental and spiritual growth

	Engaging Whānau	Effective Teaching	Leading & Managing	Governing	School Ethos	Student Learning, Engagement, Progress & Achievement
2020	Reciprocal rights i.e. parents & kaiako know and respect each others' expectations	Forming relationships/forming learning relationships Showing compassion Showing kindness	Induction programme Paired collegial support Ready access to professional guidance and support	Board is perceptive to risks to staff well-being and takes appropriate action	Trust one another Share with one another	Happy iwi learners who willingly share their learning
2021	Reciprocal rights i.e. parents & kaiako know and respect each others' expectations	Forming relationships/forming learning relationships Showing compassion Showing kindness	Induction programme Paired collegial support Ready access to professional guidance and support	Board is perceptive to risks to staff well-being and takes appropriate action	Trust one another Share with one another	Happy iwi learners who willingly share their learning
2022	Reciprocal rights i.e. parents & kaiako know and respect each others' expectations	Forming relationships/forming learning relationships Showing compassion Showing kindness	Induction programme Paired collegial support Ready access to professional guidance and support	Board is perceptive to risks to staff well-being and takes appropriate action	Trust one another Share with one another	Happy iwi learners who willingly share their learning

ANNUAL PLAN 2020

Target

Te Kura Kaupapa Māori o Bernard Fergusson will use all of its resources both human and material to provide authentic learning opportunities for students

	Current situation	Target	Action	Lead role	Reporting	Budget
Whānauगतanga	Parents/grandparents show strong support at large scale events e.g. art auction, kapa haka, sports meetings etc. Conversely, support for discussing strategic planning, parent workshops etc., is not nearly as strong.	Build stronger relationships with parents/grandparents. Gauge the appetite of parents to establish an advisory group to the BOT. Continue parent workshops. Continue student-led parent interviews	Continue large scale events and unobtrusively gather what is important to parents/grandparents. Establish parent advisory group. Challenge parents present to encourage another parent to attend the next workshop. Promote importance of attending interviews with evidence of direct correlation between parental involvement in a child's schooling and achievement results.	Board of Trustees Board of Trustees Kaiako Principal	Monthly Board reports. Report when appropriate. Monthly reports to Board via staff representative. Mid-year/end of year report to Board.	
Akoranga	Kaiako do their very best every day for the students they teach. Achievement data provides evidence for next-steps planning, execution and reflection. However, 'gaps' remain that need addressing. The best way to address these is to inform teacher practice.	Deliberate acts of building rapport with students. Participate in Kāhui Ako PLD e.g. Ipu Kōrero, te reo Māori, Pakirehua, Tūhauora. Participate in NKAI workshops/conference.	Conscious effort to meet and greet students every day with a cheerful disposition. What kaiako do and say will return a student to the ready to learn state – or not! Attend workshops, implement improved teacher practice/embed changed teacher practice. Attend NKAI workshops/conference. Build capacity.	Principal/kaiako Principal/kaiako Kaiako Kaiako	Anecdotal observations reported to Board. Report to Board via staff representative Report to Board via staff representative. Report to Board via staff representative.	Inservice course (code 2938) Conferences (code 2953)

<p>Āhuatanga o te kura</p>	<p>Kura is a happy and safe teaching and learning environment for the students. However, there are times when students arrive stressed. What kaiako say and do will return a student to the ready to learn state – or not!</p> <p>Likewise for kaiako who arrive showing signs of stress.</p>	<p>Show sympathy and compassion to students (and kaiako) who are out-of-sorts.</p> <p>Continue girls-only personal hygiene and grooming instruction.</p> <p>Increase safety for students arriving/leaving kura between service entry and staff carpark entry.</p>	<p>Kaiako must remember at all times that what they say and do will return a student to the ready to learn, engage, play state – or not!</p> <p>Information shared remains confidential to participants guided by Protected Disclosures Policy.</p> <p>Liaise with Waikato District Council</p>	<p>Principal/kaiako</p> <p>Kaiako/tutor</p> <p>Board of Trustees</p>	<p>Highlight/celebrate students overcoming learning barriers.</p> <p>Only when appropriate.</p> <p>As necessary.</p>	<p>Health (code 2458)</p>
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