

# Chaucer School Strategic Plan 2025



Our Vision Statement  
Empowering confident learners

## Introduction

Vision	Values	Goals
<b>Empowering confident learners</b>	<ul style="list-style-type: none"><li>● Respect</li><li>● Responsibility</li><li>● Safety</li><li>● 100% effort</li></ul>	<ul style="list-style-type: none"><li>● <b>Manaakitanga</b> - To foster a culture of respect - Awhi</li><li>● <b>Rangatiratanga</b> - To embed student led learning - Ahua</li><li>● <b>Whanaungatanga</b> - To create collaborative relationships that deepen learning - Aroha</li></ul>

The Chaucer Family - Who are we?



## Chaucer School Strategic Direction 2024 - 2025

Vision	Strategic Goals	Measurable Outcomes Success [add explanation statements]	Current	2024	2025
<b>Empowering confident learners</b>	<b>Manaakitanga</b> - To foster a culture of respect - Awhi	All students have a leadership role within our school	All year 6 students have a leadership role & some assist with inductions and train upcoming student leaders	All students are able to identify & take up leadership opportunities <i>orange</i>	Students are actively collaborating on planning e.g. new class/team/school events schoolwide
		A strong culture of coaching exists at our school	All staff members are engaged with the coaching approach	Coaching approach shared with the wider community <i>red</i>	Students coaching students programme implemented
	<b>Rangatiratanga</b> - To embed student led learning - Āhua	All parents have a clear understanding of student led learning [SLL] & their role within it	Some parents have a clear understanding of SLL & their role within it	100% of parents have a clear understanding of SLL & their role within it <i>orange</i>	Parents supporting new parents with their understanding of SLL
		All students confidently lead their own learning	The 'SLL self reflection rubric for students' is fully implemented by students in senior classes	All students are consistently self-assessing against the 'SLL self reflection rubric for students' <i>Yr 4-6 - orange</i> <i>Yr 1-3 - red</i>	Tuakana-Teina strengthened within and across classes/teams
	<b>Whanaungatanga</b> - To create collaborative partnerships that deepen learning - Aroha	An active partnership with parents and whanau to support students' learning and wellbeing and to	Parents see themselves as valued partners and many are engaging at a deep level in their children's education	100% of parents are actively engaged as partners in their children's education <i>Orange [specific events = 100% e.g. Cultural day]</i>	Parents actively supporting other parents with learning partnerships

		build strong community networks			
	*Chaucer Community Group	Opportunities created for Parents, whanau and members of the wider Chaucer Family to connect	Successful onsite events run at class/team/school level	Class, syndicate & whole school events organised Parents/whanau organise & lead some of these <i>Orange</i>	Parents/whanau organise & lead regular events

## Strategic Goals 2025

Strategic Goal 1 - Manaakitanga To foster a culture of respect - Awhi			
Initiative What will support us to get there?	Specific actions How will we get there?	12 month milestone At the end of 2025, success looks like: [Students;Staff;Whanau]	How will we measure success?
Develop high performing staff	<ul style="list-style-type: none"> <li>● PLD on Te Ao Maori/ Te Reo Maori provided for all staff</li> <li>● Strengthen use of effective approaches to teaching and learning to embed SLL, using the context of the NZH Curriculum</li> <li>● Targeted Coaching PLD for staff</li> <li>● Staff reflection using Te Whare Tapa Whā</li> </ul>	<ul style="list-style-type: none"> <li>● All staff have a base level of Te Reo Maori</li> <li>● Te Ao Maori overview understood and consistently implemented</li> <li>● Create a shared approach to give mana to Te Tiriti o Waitangi</li> <li>● Increased coaching capacity &amp; competence</li> <li>● Staff reflect on</li> </ul>	Staff self assess their learning of Te Reo against the specific programme shared at the beginning of school year.
Programme of events planned by students, staff, CCG, wider Chaucer Family	<ul style="list-style-type: none"> <li>● Produce a Community consultation framework</li> <li>● Explore setting up a range of cultural whanau groups</li> </ul>	<ul style="list-style-type: none"> <li>● Parents/whanau contribute to community consultation framework</li> <li>● Students have a sense of belonging in, and awareness of, our local community</li> </ul>	Feedback from parents/whanau around the Community consultation framework  Students engaged in projects that involve the local community.

<p>Visual representation of our vision, 'tanga's &amp; values in and around our school</p>	<ul style="list-style-type: none"><li>• Te Ao Maori lens applied to our Chaucer Values</li><li>• Artwork/signage/mural on external wall</li><li>• Vision and values on display to be bilingual (tanga's and a's)</li></ul>	<ul style="list-style-type: none"><li>• New signage installed around the school [in English, Te Reo Maori &amp; NZ Sign language]</li><li>• Completed artwork installed</li></ul>	<p>New signage installed around school</p>
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## Strategic Goal 2 - Rangatiratanga

To embed student led learning - Āhua - *At Chaucer we empower students/ākonga to be independent learners that take risks, set goals and think critically*

<b>Initiative</b> What will support us to get there?	<b>Specific actions</b> How will we get there?	<b>12 month milestone</b> At the end of 2025, success looks like: [Students;Staff;Whanau]	<b>How will we measure success?</b>
Extending student ownership of their learning  * Reviewed & updated ** see Digital Technologies curriculum	<ul style="list-style-type: none"> <li>● Provide opportunities for teachers to share their reflections on SLL and aspects of best practice</li> <li>● SLL teacher self refl rubric reviewed &amp; hybrid learning element added</li> <li>● Authentic, real world learning activities provided for all students</li> <li>● Students reflect using 'SLL self reflection rubric' for students' [modified for year levels]</li> <li>● Fortnightly goal setting for all students consolidated</li> <li>● Provide access to digital technologies for all learners</li> <li>● Audit re digital devices [ratio &amp; use+needs]</li> </ul>	<ul style="list-style-type: none"> <li>● Shared understanding of 'Achievement through student led learning @ Chaucer'</li> <li>● Students in Years 3-6 are self-assessing against the updated SLL self reflection rubric for students' criteria</li> <li>● All students able to set realistic learning goals</li> <li>● All teachers assess themselves using the updated 'SLL teacher self reflection rubric'*</li> <li>● Parents &amp; whanau have understanding of SLL &amp; goal setting</li> <li>● All students can recall, &amp; demonstrate an understanding of, our school vision</li> <li>● Students can engage effectively with learning programmes regardless of where they are located</li> <li>● More concise Board reports, collaboratively produced -</li> <li>● Wi-fi upgrade completed</li> <li>● Appropriate ratio digital devices provided school wide to meet learning needs - full review needed</li> </ul>	Annual student, staff and parent/whānau feedback methods to measure engagement and understanding of our local school curriculum including SLL  Annual student learning and progress achievement data analysis with respect to our local school curriculum  Board reports are created collaboratively.  Students are self assessing utilizing level appropriate tools.



	<ul style="list-style-type: none"> <li>● Support students &amp; staff to be digitally capable learners**</li> <li>● Constant/effective communication with whanau to ensure their understanding of SLL program so they can help their kids to learn [e.g. Parent workshop]</li> <li>● Board Reports shared with staff</li> <li>● Upskill staff re their contributions &amp; presentation at Board level</li> <li>● Kahui Ako WSL's share inquires with staff</li> <li>● Regular communication with parents re schoolwide opportunities in: leadership; sports; learning; the Arts</li> </ul>		
Growing student leadership	<ul style="list-style-type: none"> <li>● All students given opportunities to take on positions of leadership &amp; responsibility</li> <li>● Student voice incorporated into e.g Physical environment refreshment</li> </ul>	<ul style="list-style-type: none"> <li>● Yr 3-6 students can identify leadership roles &amp; Responsibilities</li> <li>● Raised awareness amongst parents re schoolwide leadership opportunities for their children</li> </ul>	

	plans, tuck shop feasibility study		
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### Strategic Goal 3 - Whanaungatanga

#### To create collaborative partnerships that deepen learning - Aroha

<b>Initiative</b> What will support us to get there?	<b>Specific actions</b> How will we get there?	<b>12 month milestone</b> At the end of 2025, success looks like: [Students;Staff;Whanau]	<b>How will we measure success?</b>
Mutukaroa programme	<ul style="list-style-type: none"><li>• Make physical contact with whanau (e.g. before/after school)</li><li>• Online meetings with whanau offered</li><li>• Resources/tests taken home with the child or shared when meeting with whanau</li></ul>	<ul style="list-style-type: none"><li>• 100% of parents are actively engaged, &amp; feel empowered, as partners in their children's learning</li><li>• 100% whanau / parents are present during online/face to face meetings, Mutukaroa resources are used at home</li><li>• Parent/whanau report high level of satisfaction with Mutukaroa process</li></ul>	Mutukoroa - beginning school assessment completed on all students and six month assessments completed where needed.  Meetings with new parents take place at both checkpoints

<p>Collaboration with our community</p>	<ul style="list-style-type: none"> <li>● Educate and inform parents about SLL in each area of the school</li> <li>● CCG restart continues, Parents/whanau led</li> <li>● Events organised for Parents &amp; whanau at class/team/whole school levels</li> <li>● Kowhai / Middle syndicate create a promotional video explaining student-led learning</li> <li>● Engagement with local Iwi</li> <li>● Opportunities provided for parents &amp; whanau to connect</li> <li>● Implementation plan for Community hub formulated [connect with existing hubs]</li> </ul>	<ul style="list-style-type: none"> <li>● Parents &amp; whanau have deeper understanding of SLL and their role within it</li> <li>● Options re establishment of a Community Hub have been explored</li> <li>● Local Iwi connection made</li> <li>● Kowhai video shared schoolwide e.g. at assembly</li> <li>● Community hub plan completed</li> </ul>	<p>Tangata whenua satisfaction that whanaungatanga has been strengthened with them, leading to codesign of our local curriculum</p> <p>Termly events held to support whanau connection (all teams e.g. Open mornings, picnics)</p> <p>Videos shared (all teams)</p>
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<p>Collaboration between teachers of Priority Learners (PL's) to ensure smooth transitions, especially between teams</p>	<ul style="list-style-type: none"> <li>● More in-depth learning conversations between teachers of PL's</li> <li>● Increase profile of all staff among students through e.g. assemblies, newsletters, website</li> <li>● Teachers spend time across levels and school</li> <li>● Upskilling of AT's and Teachers to support Priority Learners</li> <li>● Buddy class system operating effectively</li> <li>● Teachers read stories/teach in/to a different class each term</li> </ul>	<ul style="list-style-type: none"> <li>● Teachers have relationships with the students in their new classes before the start of the academic year</li> <li>● All children know the names of all staff through e.g. staff share pepeha at assembly, assembly spotlight on staff member, staff profiles in newsletter</li> </ul>	<p>Staff members are introduced and their role in the school is shared e.g A spotlight segment at assembly, profile in the newsletter/video profile</p>
<p>Chaucer Community Group</p>	<ul style="list-style-type: none"> <li>● CCG - decision making process shared</li> <li>● Parents/whanau led</li> <li>● Parents, whanau &amp; members of the wider Chaucer Family organise &amp; lead school events/activities</li> <li>● Parents &amp; whanau organise &amp; lead hui/fono</li> <li>● Parents &amp; whanau run workshops for parents &amp; whanau (face to face/online/recorded)</li> </ul>	<ul style="list-style-type: none"> <li>● Whanau led events/workshops take place</li> <li>● Whanau led hui/fono take place</li> </ul>	<p>Whanau led CCG by the end of term 4 and lead / organise wider school events</p>

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## Annual Aspirational Goals

### **Our students will experience a broad and integrated curriculum 2025**

Our curriculum acknowledges the principles of the Te Tiriti o Waitangi / Treaty of Waitangi and the bicultural foundations of Aotearoa New Zealand.

All students have the opportunity to acquire knowledge of Te reo Māori me ōna tikanga.

Our curriculum reflects New Zealand's cultural diversity and values the histories and traditions of all its people.

Our curriculum has meaning for students, connects with their wider lives, and engages the support of their families, whānau, members of the wider Chaucer Family and the community.

Our curriculum is non-sexist, non-racist, and non-discriminatory; it ensures that students' identities, languages, abilities, and talents are recognised and affirmed and that their learning needs are addressed.

Our curriculum supports and empowers all students to learn and achieve personal excellence, regardless of their individual circumstances.

Our curriculum encourages students to look to the future by exploring such significant future focused issues as sustainability, citizenship, enterprise, and globalisation.

A performing arts programme, aligned with our Chaucer Values, will be provided for all students.

Our curriculum ensures that every learner and every staff member will be able to continue to teach and learn, regardless of where they are located. This includes ensuring they have access to the tools for learning remotely, and the skills required to do that effectively.

### **Our students will be achieving above the Chaucer expectation in literacy 2025**

Priority learners & their literacy learning needs identified

Literacy interventions, including small group support, implemented

Literacy programme delivered for parents

For all students to be making at least satisfactory progress in reading and writing

Moderation workshops to ensure consistency of OTJ's, including across school moderation (Kahui Ako)

Utilise Kahui Ako Across school teachers to support teacher led inquiries in order to maximise impact on student learning

**Our students will be achieving above the Chaucer expectation in mathematics  
2025**

Priority learners & their maths learning needs identified. Teaching & learning programmes based on this.  
Maths workshops delivered for parents  
Opportunities provided for increased student led learning in maths  
For all students to be making at least satisfactory progress in maths  
Utilise Kahui Ako 'Across school teachers' to support teacher practice and making consistent OTJ's

**Raise levels of achievement and engagement of Maori and Pasifika students  
2025**

Maori & Pasifika priority learners identified and targeted, based on learning needs  
Te Ao Maori ('Maori world', includes Te Reo & tikanga) programme delivered effectively in all classes  
Increased & improved communication amongst whanau  
Through Mutukaroa programme 'at risk' Maori & Pasifika priority learners supported through a whānau scaffolding programme  
Maori & Pasifika students have strong sense of their cultural identity within the Chaucer Family  
Maori & Pasifika achievement data is analysed and used to inform practice throughout the year

**Effective self review processes and reporting  
2025**

Programmes and initiatives are effectively reviewed, evaluated and next steps planned & implemented  
The Strategic Plan is a living document, regularly reviewed and refined  
A self review culture continues school wide

Key:

BEW = By exactly who ST = Springboard Trust AT = Assistant teacher  
Tchers = teachers CCG = Chaucer Community Group  
S = Students e.g. MF = initials of staff members  
P&W = Parents & whānau KA = Kahui Ako [Lynfield]  
LT = Leadership team WSL = Within school leaders [KA]  
TLdrs = Team leaders SLL = Student led learning



## Student Achievement Targets - 2025

Historical position	Targets	Plan to achieve this	Resources	Timeframe
<p>Chaucer Values well embedded.</p> <p>Behaviour incidents (minor &amp; serious) incidents, have been reducing over time</p>	<p>All students independently model our Chaucer Values in person &amp; online with a focus on Rangatiratanga</p>	<p>Students self assess against the Chaucer Values</p> <p>Te Ao Maori lens applied to our Chaucer Values</p> <p>Student leaders share Chaucer Values messages at e.g. assemblies</p> <p>Term focus on values</p>	<p>Chaucer Values term plans</p> <p>Leadership responsibilities &amp; opportunities</p>	<p>December 2025</p>
<p>Connections/Whanaungatanga: Student-Student; Staff-Student; Staff-Whanau; Staff-Staff = Going well.</p> <p>Whanau-Whanau=Rebuilding following Covid</p> <p>Coaching programme implemented, Chaucer Values lived &amp; breathed</p>	<p>Build resilience and wellbeing for students and staff through connection &amp; whanaungatanga</p>	<p>Opportunities provided for whanau to connect [class &amp; syndicate level]</p> <p>Te Ao Maori events implemented</p> <p>Te Tiriti O Waitangi policy to inform this</p>	<p>Chaucer Values focus</p> <p>In house coaching expertise accessed</p> <p>Kahui Ako expertise accessed</p>	<p>December 2025</p>
<p>Some students have disengaged/been unable to engage with learning</p>	<p>Ensure that every student is able to continue to learn, regardless of where they are located</p>	<p>Upskilling of staff &amp; students re hybrid learning</p> <p>Support for whanau to access digital devices at home</p>	<p>Relationships with suppliers</p> <p>MOE support</p>	<p>December 2025</p>

## Cross referencing with National Education & Learning Priorities (NELP)

Strategic Goal	Initiative / Student achievement target	NELP Reference Objective / Priority
Manaakitanga - To foster a culture of respect - Awhi	Programme of events planned by students, staff, CCG, wider Chaucer Family Develop high performing staff	Obj 2 - Barrier free access: Priority 4 Obj 3 - Quality teaching & Leadership: Priority 5 & 6
Rangatiratanga - To embed student led learning - Āhua	Extending student ownership of their learning	Obj 2 - Barrier free access: Priority 3
Whanaungatanga - To create collaborative partnerships that deepen learning - Aroha	Mutukaroa programme Collaboration with our community Collaboration between teachers of Priority learners...	Obj 1 - Learners at the centre: Priority 2 Obj 1 - Learners at the centre: Priority 2 Obj 2 - Barrier free access: Priority 3
	All students independently model our Chaucer Values in person & online	Obj 1 - Learners at the centre: Priority 1

## Annual implementation plan 2025

### Strategic Goal 1

**Manaakitanga** - To foster a culture of respect - Awhi

#### Annual target

All students independently model our Chaucer Values in person & online

#### What do we expect to see by the end of the year?

- A shared approach implemented, to give mana to Te Tiriti o Waitangi
- Students have an age appropriate understanding of what 'Respect' looks like for them
- Refer to 'Chaucer Values Expectations' doc & 'Chaucer Values student self reflection rubric'

### Strategic Goal 2

**Rangatiratanga** - To embed student led learning - Āhua

#### Annual target

Ensure that every student is able to continue to learn, regardless of where they are located

#### What do we expect to see by the end of the year?

- Effective approaches to teaching and learning to embed SLL, using the context of the NZH Curriculum, implemented schoolwide
- Students display greater independence and confidence towards their learning
- Students are consistently self-assessing against the 'SLL self reflection rubric for students'

### Strategic Goal 3

**Whanaungatanga** - To create collaborative partnerships that deepen learning - Aroha

#### Annual target

Build resilience and wellbeing for students and staff through connection & whanaungatanga

#### What do we expect to see by the end of the year?

- We understand our communities' priorities for their tamariki
- Empowering our parents & whanau to engage and lead e.g. CCG, Community Hub
- We have a developing relationship with tangata whenua to ensure we can reflect their aspirations for our school and give effect to Te Tiriti o Waitangi and its principles in our local school curriculum

## 2024 Progress & Achievement

Target: All students independently model our Chaucer Values in person & online

To achieve this target in 2024:

Our plan to achieve this target in 2024 included:

### Rimu

- Karakia
- Greetings in Te Reo each day
- Looking after others in the playground
- Using respectful words in the classroom
- Sharing resources.
- Sharing friendships
- Learning to make compromises
- Playing safely
- Putting effort into things we like and do not like
- Being responsible for own belongings
- Being respectful to new children
- Learning how to be patient and take a turn
- Buddy classes model behaviour

### Totara

- Karakia
- Greeting each other everyday
- Use kind words
- Remind each other of the school values
- Use integrated learning to highlight our school values
- Work collaboratively
- Respect each other's differences
- Compliments are given at inter school sporting events
- All Y6 students have leadership roles and expected to role model our values
- Students got their own password
- Limitations on what they can do on their account
- Not going on tricky websites
- Learning how to stay safe online

- Tuakana teina programmes



Target: To build resilience and wellbeing for students and staff through connection and whanaungatanga

To achieve this target in 2024:

Our plan to achieve this target in 2024 included:

- 'Meet the teacher' day at the start of the year
- Chaucer Family Nights
- Cultural day
- Matariki events
- Te Whanau/Aiga Hui every term
- Reinvent the concept of the pataka kai
- Book Week
- Re-establishment of CCG
- Wheels Day
- Leaders have weekly lunchtime events
- Pink Shirt Day
- Grandparents day
- Assemblies
- Student-led conferences
- Students are taught strategies to build resilience when interacting with others

- Whanaungatanga activities at e.g. TOD
- Karakia beginning & end of day



Target: Ensure that every student is able to continue to learn, regardless of where they are located

#### Rimu

- Digital tools including Seesaw
- Online worksheets
- Sunshine online
- Year 2 Mathseeds

#### Totara

- 70% - 80% student led learning where students initiate learning projects and follow through with teacher becoming a facilitator
- Students with internet at home have access to their learning
- Flipped/Hybrid learning with videos to support learning
- All children have a school email address (work gets sent via email)

Possible next steps:

- Consistent student led learning programme throughout the school
- Ensure all students have internet access
- Whanau to understand the value of hybrid/flipped learning
- Learning goes beyond 9-3pm
- Whanau to have access to a device.
- Hard copy if a device is not available
- Using Whatsapp when other apps are not appropriate.
- Setting more problem solving activities for distance learning.

Literacy:

al Goal: our students will be achieving above the Chaucer Expectation in literacy in 2024.

Evidence:

Reading

34.7%(78 students) of all students are achieving above the Chaucer Expectation in reading.

Writing

10.7%(24 students) of all students are achieving above the Chaucer Expectation in writing.

Māori and Pasifika Students:

Aspirational Goal: Raise levels of achievement and engagement of Māori and Pasifika students 2024

Evidence:

Reading

Māori

72.8% (16 students) of all Māori students have met or exceeded expectations, compared to the school-wide average of 76%.

Pasifika

78.6% (33 students) of all Pasifika students have met or exceeded expectations, compared to the school-wide average of 76%.

Writing

Māori

54.6% (12 students) of all Māori students have met or exceeded expectations, compared to the school-wide average of 55.6%.

Pasifika

57.2% (24 students) of all Pasifika students have met or exceeded expectations, compared to the school-wide average of 55.6%.

Student Achievement Target:

Reading

For the 29%(12 students) of the current Year 4 students who did not meet our Chaucer Expectations in 2023, to meet Expectation by the end of 2024.

Evidence

66.6%(8 students) have now met expectations.

33.3%(4 students) have not met expectations.

For the 20%(6 students) of the current Year 5 students who did not meet our Chaucer Expectation in 2023, to meet Expectation by the end of 2024.

Evidence

33%(2 students) have now met expectations.

66% (4 students) have not met expectations.

Writing

For the 46%(19 students) of the current Year 4 students who did not meet our Chaucer Expectation in 2023, to meet Expectation by the end of 2024

Evidence

15.7%(3 students) have now met expectations.

84.2%(16 students) have not met expectations.

For the 53%(16 students) of the current Year 5 students who did not meet our Chaucer Expectation in 2023, to meet Expectation by the end of 2024

Evidence

6.25%(1 student) has now exceeded expectations.

43.7%(7 students) have now met expectations.

50%( 8 students) have not met expectations.

Mathematics:

Mathematics:

Aspirational Goal:



Our students will be achieving above the Chaucer Expectations in mathematics 2024.

Evidence:

19% of all students are achieving above the Chaucer Expectations in maths.

Māori and Pasifika Students:

Aspirational Goal: Raise levels of achievement and engagement of Māori and Pasifika students 2024.

Evidence:

Māori

68.2% (15 students) of all Māori students have met or exceeded expectations in maths, compared to the school-wide average of 71.5%.

Pasifika

57.1% (24 students) of all Pasifika students have met or exceeded expectations in maths, compared to the school-wide average of 71.5%.

Student Achievement Target:

For the 56%(16 students) of the current Year 4 students who did not meet our Chaucer Expectations in 2023, to meet Expectations by the end of 2024

Evidence:

Of the 16 students, 10 students met Chaucer Expectations and 6 students did not meet Expectations.

Of the 16 students, 4 students made excellent progress, 8 students made pleasing progress and 4 students made satisfactory progress. No students made unsatisfactory progress.

Student Achievement Target:

For the 52.5% (17 students) of the Pasifika students who did not meet our Chaucer expectations in 2023, to meet expectations by the end of 2024.

Evidence:

Of the 17 students, 1 student exceeded expectations, 4 students met expectations and 12 students did not meet expectations.

Of the 17 students, 5 students made excellent progress, 8 students made pleasing progress and 4 students made satisfactory progress.

Te Ao Maori

**Rimu:** Time is allocated time once to twice weekly for an explicit focus on Te Ao and Te Reo Maori. Content included general vocabulary for simple communication, aspects of local history, tikanga or the sharing of traditional stories.

Integration occurs through other Curriculum areas such as visual arts, literacy and Aotearoa New Zealand Histories.

Simple language such as greetings or instructions (for example, "Haere mai ki roto" after break times) is utilised regularly in all classrooms.

**Kowhai:** Within the syndicate, you can see aspects of Te Āo Māori in many ways. The date on the board daily and the names of different learning activities during the day as well as common classroom phrases are all in Te Reo. We start each day with a Karakia. We learn waiata and action songs during our performing arts sessions. We also use authentic situations to incorporate Te Āo Māori, such as learning about Te Tiriti o Waitangi in Term 1 and Matariki in Term 2.

- Kauri:**
- The history of Aotearoa New Zealand from a Māori perspective
  - The Treaty of Waitangi
  - Myths and Legends (ongoing)
  - Matariki
  - Māori leaders
  - Regular use of tikanga e.g. through sharing our school karakia at the start and end of day
  - Senior students learning to memorise karakia for kai with a view to leading the school in future
  - Student leaders say the pepeha when addressing the school at assemblies
  - Weekly kapa haka sessions
  - Teachers greet students using Te Reo and use Māori phrases to give instructions
  - Integration of Te Reo into our displays; for example, He Waka Eke Noa (We are all in this together with no exception) has become the Kauri Motto

**Integrated Curriculum:**

Our students will experience a broad and integrated Curriculum

**Rimu**

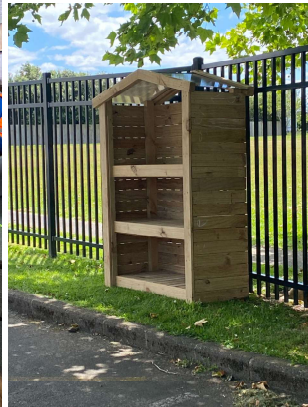
- Maths and science activities integrated
- Music and literacy; writing an explanation about playing percussive instruments.
- Science and literacy, writing an explanation about an experiment.
- Student-Led Exploration Programme and literacy. Writing a recount about an experience
- Te Reo Maori, used throughout the day as requests, numbers, dates, specific lessons. Integrating with art especially NZ histories.
- School values integrated into all things daily.
- ICT used for multiple lessons
- Digital literacy is integrated with maths.
- Digital curriculum with Student Exploration Programme.

**Totara:**

- School values are an integral part of our learning and taught through inquiry units, writing, reading, oral language, Physical Education, History of NZ etc.



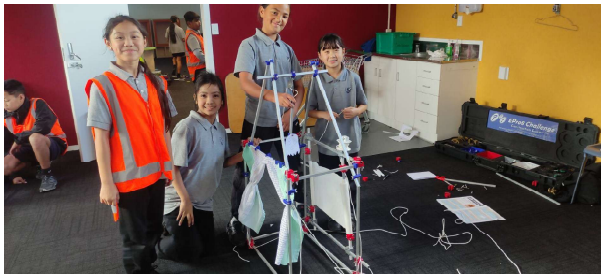
Bike Safety



Pataka



Swim Safe



E-Pro 8



E-Pro 8



Cleaning the Whau River

Our targets and actions will support our Te Tiriti o Waitangi obligations through:

At Chaucer School we acknowledge and give effect to Te Tiriti o Waitangi. We actively seek to engage and promote the principles- partnership, protection and participation of Te Tiriti O Waitangi.

Our curriculum acknowledges the principles of the Te Tiriti o Waitangi / Treaty of Waitangi and the bicultural foundations of Aotearoa New Zealand. Te Tiriti and its principles set out obligations for the Crown and Māori, that guide how tangata Tiriti and tangata whenua can live together with mutual respect. The key principles include rangatiratanga, partnership, participation, active protection, equity, and opportunity. They provide for the active protection of taonga, including te reo Māori, tikanga Māori, and mātauranga Māori, and enable fair and equitable educational processes and outcomes for Māori and for all ākonga.

When we enrol a new child we emphasise that we are not only welcoming the child into the Chaucer Family we are welcoming the whole whanau into the Chaucer Family. We work in an equal partnership with whanau to support the child to reach their full potential [see harakeke image on page 3 of this document]. All students have the opportunity to acquire knowledge of Te reo Māori me ōna tikanga. Maori students have a strong sense of their cultural identity within the Chaucer Family.

**Signed:** *Phil Sneddon* Date: 5-3-25

Board Presiding Member

**Signed:** *Michael Fletcher* Date: 5-3-25

Principal