



## **Charter**

(This document is based on the Draft Arahunga Development Plan for 2021-2027.)

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**Summary of Strategic and Annual Plans**

**2021 -2024**

## Introductory Section - Strategic Intentions

<b>Vision</b>	Empowering students through education to become active, confident members of society.
<b>Values and Expectations</b>  <i>A more detailed breakdown of what each of these areas involves can be found in the Curriculum Overview section of the Development Plan.</i>	<p>1.) Student Independence and Autonomy <i>We help students learn to make choices and to have an expectation that those choices will be respected by other people.</i></p> <p>2.) Personalised Learning and Inquiry <i>We recognise individual's abilities and needs throughout their individual learning journey.</i></p> <p>3.) Integrity and Honesty <i>We have honest and trustworthy interactions with each other.</i></p> <p>4.) Community and Participation <i>We interact with manaakitanga and whanaungatanga.</i></p>
<b>Māori Dimensions and Cultural Diversity</b>	<p>We value the cultural diversity that all of our students bring to Arahunga. Their unique backgrounds and interests enable learning to be adapted to foster creativity and awe in learners.</p> <p>The Māori culture in particular provides a focus for understanding our wider New Zealand society, both historically and in the present. It creates an opportunity for our classrooms to draw upon rich traditions and knowledge which can help students to gain empathy and contribute to our multicultural society.</p> <p>At Arahunga we are working on how to incorporate Te Whare Tapa Whā into our practices: This includes the Taha Hinengaro, Taha Whānau, Taha Tinana, and Taha Wairua, as well as a connection to Whenua, Ngā Awa, Moana and Maunga. We are consulting this year on what that connection looks like for us as a multi-regional organisation and community.</p> <p>If a parent wishes their child to receive instruction in Te Reo Māori Arahunga will do our best to accommodate this based on staffing and resources available to the school at that time. Our classes at City College and Tawhero School have a particular focus on increasing the use of Te Reo Māori by students and staff.</p>

<p><b>Special School Status</b></p>	<p>We are a state funded Special School, educating students from Year 0 to 15 who are ORS verified. Arahunga operates the largest Outreach Service for students with a range of diverse learning needs in the country. It is both geographically and numerically the largest of its kind.</p> <p>Students enrolled on our base roll under a Section 9 agreement may attend classes at local schools operated by Arahunga Specialist Teachers, Specialist Services Staff and Support Staff who support their inclusion in the life of the local (host) school.</p> <p>Students who are enrolled at other schools may be enrolled in our Outreach Service, so that both their teachers and schools can receive Arahunga Specialist Teacher support.</p> <p>In addition to this we are the Fundholder for several schools who are able to access our Specialist Services and, as with all other schools our Outreach Service.</p>
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<p align="center"><b>Baseline Data or School Context</b></p>	
<p><b>Students' Learning</b></p>	<p>Arahunga is constantly striving to increasingly offer an inclusive education experience to all our students. For this reason, only Transition to Work students are onsite at base, with all other students being educated in regular school sites. (The exception to this is Te Kura students accessing the Outreach Service of which we have a significant number of students.)</p> <p>Arahunga's students have a diverse range of specific and identified learning needs and abilities. The majority of learner's working level is within the first level of the New Zealand Curriculum, although our personnel work to help students succeed at whatever level of the curriculum they are at.</p> <p>Arahunga classes are located at host schools with whom we have a close working relationship allowing for student interaction and co-learning with the students of these schools.</p> <p>Arahunga Outreach Services operate across regular schools assisting teachers and schools to develop inclusion for students with specific and identified learning needs and abilities. Our Outreach Service operates in a wide and diverse range of settings where we are responsive to the specific needs of each individual learner and their community.</p>
<p><b>Student Engagement</b></p>	<p>All students supported by Arahunga have Individual Education Plans and these are jointly created with students, whanau, therapists/specialists, and educators to specifically tailor the education which the student</p>

	<p>engages with towards the individual's interests, inclinations and aspirations while taking account of their needs and abilities.</p> <p>We are also focused on working with students and their whānau to chart a cohesive pathway through their education in order to help students achieve their future goals beyond school so that they can be active members of their local communities.</p>
<p><b>School Organisation and Structures</b></p>	<p>Students can attend Arahunga classes or receive Outreach Service support from their New Entrants year till the end of the year in which they turn 21, provided they are eligible for appropriate funding.</p> <p>All students with Ongoing Resource Scheme funding are entitled by law to enrol for and attend Arahunga classes and Arahunga will actively support the enrolment rights of whānau who have chosen to have their students attend our classes (e.g. Section 9 Agreement processes).</p> <p>Arahunga is structured towards preparing students for active participation in the life of their local community after they leave school. Our curriculum is based in the New Zealand Curriculum with a focus on functional skills and specific knowledge which will allow our students to participate more fully in the workplace and social settings after they leave school.</p> <p>Classes at primary, intermediate and secondary levels provide a regular school setting for our students to be educated in while delivering the specialist teaching and resourcing our service specialises in. The staff at these classes work to provide an increasing variety of inclusive experiences for students as they learn to socialise and work with their peers in the host school. The Outreach Service assists other schools to provide this in their communities.</p> <p>For students 17 years and older we offer a Transition to Work programme where students experience work, gaining the skills and experience needed to participate in employment. (When appropriate students can join transition to work from 16 years old if there is a structured pathway to employment or occupation.)</p>
<p><b>Review of Charter and Consultation</b></p>	<p>Arahunga has reviewed its charter in light of the DRAFT Development Plan. The Development Plan is a comprehensive document which is updated every 3-4 years with consultation on it various aspects occurring. This is a lengthy process but the results of each successive Development Plan production have been a stable and focused pathway to strategic success and growth. The third iteration of this Development Plan is well underway and is expected to come out of DRAFT this year.</p> <p>One major area of consultation for 2021 is surrounding our Māori Studies plan. This is an area where a lot of learning has and continues to take place. The model which is being developed for consultation is based on M. Durie's Te Whare Tapa Whā model and incorporates out cross-regional commitment to learner's</p>

	development and success as unique learners with a whakapapa that has gone before, a local community that supports them today, and aspirations that guide their future.
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## Strategic Section

<b>Strategic Goals</b>		<b>Core Strategies for Achieving Goals 2021 – 2024</b>
<p><b>Students’ Learning</b></p> <p><i>It was decided to make Numeracy the target area of focus because it is a foundational skill to learning success, for emergent learners. And, because it is an area in which more understanding of assessment levels for learning would be beneficial.</i></p>	<ol style="list-style-type: none"> <li>1. To understand the working Numeracy levels of learners in Arahunga classes, with a specific focus on early learning.</li> <li>2. To improve learner’s knowledge and application of Numeracy, with a specific focus on early learning.</li> </ol>	<ol style="list-style-type: none"> <li>1) Provide access to professional development around teaching Numeracy and connecting this to Key Competencies in the classroom.</li> <li>2) Access to expert in-school teachers of Numeracy and early learning across classes.</li> <li>3) Follow up support and regular coaching and mentoring to be provided by Team Leaders around the use of assessment, planning and teaching resources.</li> <li>4) Problem solving discussions to continue through the Arahunga Communities of Practice.</li> </ol>
<p><b>Student Engagement and Transition</b></p> <p><i>Following community feedback from whanau it was decided that increased inclusion in the host school setting, for students who are capable of this, should be a significance focus over the next couple of years.</i></p>	<p><b>Long term goal:</b></p> <ul style="list-style-type: none"> <li>• To develop students into active confident members of our society.</li> </ul> <p><b>Short term goals:</b></p> <ol style="list-style-type: none"> <li>1. To increase the level of inclusion of our classes and their students in our host schools.</li> <li>2. To increase the number of individual pathway focused learning</li> </ol>	<ol style="list-style-type: none"> <li>1) Provide access to professional development for class teachers around promoting inclusion, including accessing Outreach for examples and coaching.</li> <li>2) Team Leaders will work with each class team to produce a plan for how they are going to work towards greater inclusion of their students into the host school (including not just attending host school events, but also time in host school classes, etc.)</li> <li>3) Team Leaders will follow up and support the class teachers’ work towards greater inclusion.</li> <li>4) Specialist Services will be regularly involved in classroom planning and at least one member of the Specialist Services Team will attend each IEP, unless alternative arrangements are made in advance with the Regional Manager concerned.</li> </ol>

	<p>activities for each transition student.</p>	<ol style="list-style-type: none"> <li>5) Regional Managers will continue to increase connections with schools and organisations.</li> <li>6) The Transition team will continue to consult heavily with whanau around individual students and their potential learning journeys to develop tailored solutions to learning for each individual in the class.</li> <li>7) Continue to seek out and refine Transition activities which prepare students for life beyond Arahunga in which they contribute to their local community.</li> <li>8) Encourage Transition students to be active and working towards independence in their daily routines. Specifically, students will be mobility scootering, walking and catching public transport to access their off-site activities. Use of school vans will be minimised.</li> </ol>
<p><b>School Finance &amp; Property</b></p>	<ol style="list-style-type: none"> <li>1. Operate within annual grants</li> <li>2. The planning and development of a new Arahunga base site.</li> <li>3. Have our learning hub at Otaki College recognised officially.</li> <li>4. Set up a learning hub at Takaro School and have it officially recognised.</li> <li>5. Upscale the push for more learning hubs around our regions with Arahunga providing the expertise to support the inclusive specialist learning delivery on site.</li> </ol>	<ul style="list-style-type: none"> <li>• Complete the year's budget with a focus to achieving our stated goals for the next 3 years.</li> <li>• In co-operation with the MoE complete the planning and break ground on the new Arahunga site by the end of 2021, with the build completed and moved into by the end of 2022.</li> <li>• Have our existing and effective learning hub at Otaki College recognised officially, as a joint educational offering by Arahunga and Otaki College.</li> <li>• In co-operation with Takaro School complete the scoping for a learning focused inclusive specialist hub at Takaro School.</li> <li>• Upscale the push for more learning hubs around our regions with Arahunga providing the expertise to support the inclusive specialist learning delivery on site.</li> </ul>

<p><b>Health and Safety</b></p>	<ol style="list-style-type: none"> <li>1. Review &amp; minimize risks to students and staff</li> <li>2. The planning and development of a new Arahunga base site (also included above under School Finance and Property).</li> </ol>	<ul style="list-style-type: none"> <li>• Review developed systems for regular Health and Safety checks.</li> <li>• Continue to have monthly Health and Safety meetings.</li> <li>• Ensure all incidents, near misses and concerns are recorded in the school health and safety handbooks available on site in classes.</li> <li>• In co-operation with the MoE complete the planning and break ground on the new Arahunga site by the end of 2021, with the build completed and moved into by the end of 2022.</li> </ul>
<p><b>Personnel</b></p>	<ol style="list-style-type: none"> <li>1. Review the structure of the school's administrative support.</li> <li>2. Implement new Professional Growth Cycle for all teachers.</li> <li>3. Staff collaboration regarding facilitating student's achievement of their individual student goals especially between teachers, specialists, and teacher's aides. This will be overseen by the Team Leaders who will regularly report to the Regional Managers on progress.</li> <li>4. Continue to grow, develop and integrate develop the Specialist Services Team.</li> </ol>	<ul style="list-style-type: none"> <li>• Analyse administrative needs, and available resourcing. Consult with administrative team members about their current roles and potential changes to them, update job descriptions as necessary.</li> <li>• Implement the new Professional Growth Cycle for all teachers across Arahunga.</li> <li>• Provide ongoing and regular mentoring and support to teachers through the Team Leader roles specifically.</li> <li>• Continue the Community of Practice meetings to both support staff with problem solving and to provide opportunities to learn from each other.</li> <li>• Allow student needs to determine staff placements and Professional Learning and Development.</li> <li>• Regular regional and working group staff meetings and planning sessions to specifically focus on building individual learning pathways focused on occupational attainment beyond school. These will be overseen by the Team Leaders who will regularly report to the Regional Managers on progress.</li> <li>• Continue to use student needs to identify and shape the Specialist Services delivery model.</li> </ul>



<p><b>Community Engagement</b></p>	<ol style="list-style-type: none"> <li>1. Community consultation process on Māori Studies – with a specific focus on the Te Whare Tapa Whā model.</li> <li>2. Promoting employment of students in the workforce as an end result of our learning pathways.</li> </ol>	<ul style="list-style-type: none"> <li>• Plan and implement a consultation project based on developing a working concept for Māori Studies using Durie’s Te Whare Tapa Whā model as a starting point.</li> <li>• Active communication and liaison with potential employers.</li> <li>• Active learning pathway building across Arahunga’s operations with occupational attainment as an end goal for individual students based on their interests and own choices.</li> </ul>
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## Annual School Improvement Plan – SUMMARY

Domain	Strategic Goal	Target	Short Report
<b>Professional Learning</b>	To understand the working Numeracy levels of learners in Arahunga classes, with a specific focus on early learning.	Assess and utilise in planning accurate assessment of current student's working levels in Numeracy in order to develop next learning steps.	
<b>Students' Learning</b>	To improve learner's knowledge and application of Numeracy, with a specific focus on early learning.	For students to be able to complete out three additional indicators on the Numeracy progressions.	
<b>Student Engagement and Transition</b>	<p><b>Long term goal:</b></p> <ul style="list-style-type: none"> <li>To develop students into active confident members of our society.</li> </ul> <p><b>Short term goals:</b></p> <ol style="list-style-type: none"> <li>To increase the level of inclusion of our classes and their students in our host schools.</li> <li>To increase access to future focused off-site activities for transition student.</li> </ol>	<ol style="list-style-type: none"> <li>The time spent with host school peers will increase by an <i>average</i> of 20% per student in 2021.</li> <li>Team Leaders will produce a detailed reflective analysis in June 2021, including a strategic plan of how</li> </ol>	

		<p>their team will improve inclusion in their classes over the next half of the year (2021). This process will be repeated in Term 4 in preparation for 2022.</p>	
		<ol style="list-style-type: none"> <li>1. Each student in Transition will have at least two off-site activities they participate in on a regular basis.</li> <li>2. At least 30% of students will use a scooter supported by adults on a regular basis (2-3 times a week).</li> <li>3. Students who are unable to scooter will use a bus supported by adults on a regular basis (2-3 times a week).</li> <li>4. Transition class teachers will produce a detailed reflective analysis in June 2021, including a strategic plan of how their team will improve off-site participation</li> </ol>	

		<p>rates over the second half of the year (2021). This process will be repeated in Term 4 looking ahead to 2022.</p>	
<b>School Finance and Property</b>	<ol style="list-style-type: none"> <li>1. Operate within annual grants</li> <li>2. The planning and development of a new Arahunga base site.</li> <li>3. Have our learning hub at Otaki College recognised officially.</li> <li>4. Have a learning hub at Takaro School recognised officially.</li> <li>5. Upscale the push for more learning hubs around our regions with Arahunga providing the expertise to support the inclusive specialist learning delivery on site.</li> </ol>	<ol style="list-style-type: none"> <li>1. Arahunga will operate within annual grants.</li> <li>2. Construction will be at mid-point on the new Arahunga site in Konini Street by the end of the 2021 school year.</li> <li>3. The Arahunga learning hub at Otaki College will be officially recognised by the end of the 2021 year.</li> <li>4. Have an Arahunga learning hub at Takaro School officially recognised by the end of the 2021 year.</li> <li>5. Two more potential learning hub sites will have been identified.</li> </ol>	
<b>Health and Safety</b>	<ol style="list-style-type: none"> <li>1. Review &amp; minimize risks to students and staff</li> <li>2. The planning and development of a new Arahunga base site (also included above under</li> </ol>	<ol style="list-style-type: none"> <li>1. Arahunga will operate safely and without a major health and safety incident occurring.</li> <li>2. Construction will be at mid-point on the new Arahunga site in Konini</li> </ol>	

	School Finance and Property).	Street by the end of the 2021 school year.	
<b>Personnel</b>	<ol style="list-style-type: none"> <li>1. Review the structure of the school's administrative support.</li> <li>2. Implement new Professional Growth Cycle for all teachers.</li> <li>3. Staff collaboration regarding facilitating student's achievement of their individual student goals especially between teachers, specialists, and teacher's aides. This will be overseen by the Team Leaders who will regularly report to the Regional Managers on progress.</li> <li>4. Continue to grow, develop and integrate develop the Specialist Services Team.</li> </ol>	<ol style="list-style-type: none"> <li>1. The administration team will be in a position to support the continuing growth of the organisation.</li> <li>2. All teachers will be involved in the Professional Growth Cycle.</li> <li>3. Regular reports will be received from Team Leaders (twice a term) on how enrolled students are progressing towards their individuals' goals.</li> <li>4. The Specialist Services Team will have a new member and be able to clearly show intervention progress for each student they have worked with.</li> </ol>	
<b>Community Engagement</b>	<ol style="list-style-type: none"> <li>1. Community consultation process on Māori Studies – with a specific focus on the Te Whare Tapa Whā model.</li> </ol>	<ol style="list-style-type: none"> <li>1. A finished model for Māori Studies based on Te Whare Tapa Whā will be published by the end of 2021.</li> </ol>	

	<p>2. Promoting employment of students in the workforce as an end result of our learning pathways.</p>	<p>2. Employment opportunities will be identified and a consultable list will be created by the Team Leader of Transition and submitted to the Regional Manager and Principal by the end of August 2021.</p>	
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