

St Peter Chanel School (Green Island)

Te Kura o Hato Petera Kaniera (nō Ōkaihe)



Charter | Tūtohunga 2022

Principal Tumuaki endorsement	Tim Lucas
Presiding Member, School Board endorsement	James Crawford
Submission date to Ministry of Education	1 March 2022

Prayer | Karakia

Kororia ki te Matua, ki te Tamaiti, ki te Wairua Tapu.

He pera ano te timatanga,

he pera ana i-inaianei rā.

He pera ano tonu ake ake,

Amene.

Glory be to the Father, the Son, the Holy Spirit.

As it was in the beginning

is now and ever shall be.

World without end,

Amen

Nano Nagle Prayer | Karakia mō Hano Hakia

Holy Spirit of God, enlighten us to understand how we can use our gifts to give you praise and serve your people in works of justice and mercy.

Teach us to listen, that we may hear your words, give us vision born of faith to know your way for us and courage born of love to follow it.

Give us Nano Nagle's zeal, so that learning what you would have us to do, we may love and serve according to your will. Direct us, guide us, inspire us and give us a listening and generous heart.

Amen.

Proverb | Whakataukī

Ko te manu e kai ana i te miro nōnā te ngahere, ko te manu e kai ana i te mātauranga nōnā te ao.

Literally translated, our whakataukī says 'the forest belongs to the bird who feasts on the miro berry, the world belongs to the bird who feasts on education'.

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SECTION ONE | WĀHANGA TUATAHI

Our Vision | Matawhānui

St Peter Chanel School | Te Kura o Hato Petera Kaniera - Vision
 “Growing creative thinkers, who through following Jesus, are respectful, confident and successful learners.”

Followers of Jesus	Creative Thinkers	Respectful	Confident	Successful Learners
<ul style="list-style-type: none"> • Believe in God • Are guided by the 	<ul style="list-style-type: none"> • Independent decision makers 	<ul style="list-style-type: none"> • Respect others, school property 	<ul style="list-style-type: none"> • Think positively • Show resilience 	<ul style="list-style-type: none"> • Engaged in learning

<p>Holy Spirit</p> <ul style="list-style-type: none"> • Share • Love • Care for and help others • Forgive • Are prayerful • Are respectful • Are honest • Are fair. 	<ul style="list-style-type: none"> • Like to find out new things • Can work cooperatively and independently. • Think in different ways • Make connections • Listen, observe and wonder • Ask questions • Challenge the world around them. 	<p>and themselves</p> <ul style="list-style-type: none"> • Care for the environment • Loyal • Show responsibility. 	<ul style="list-style-type: none"> • Not afraid to have a go • Can talk about things they do well • Able to talk about feelings, opinions and ideas • Stand up for self and others • Use their growth mindset • Can speak to groups of people. • Happy and confident. 	<ul style="list-style-type: none"> • Active in learning • Try their best • Are physically active • Take risks • Achieve learning goals • Think about what they have done well and what they need to improve • Listen to feedback and make changes • Achieve to the best level they can.
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We reflect this in our pēpeha (motto) at our kura (school) which is:

We shine; We share; We care.

Ka pīataata tātou; Ka tū ngākau manaaki tātou; Ka tū ngākau aroha tātou.



Our Dunedin Catholic Schools Kāhui Ako Shared Vision

Strengthened by Faith. United for Unity and Excellence.

We are a community united and strengthened by our Catholic Faith, who values each person in our community as being born in the image and likeness of God. Jesus is at the heart of our schools and the measure of all we do as people and as educators. The principles of social justice and equity are important to us, as is ensuring pastoral care is given to those in need. Our focus is on the education of the whole child.

We are a community that builds strong relationships with many people. The contribution of each individual counts and ensures we are truly representative of stakeholders. Being inclusive of all cultures, respectful of tradition and accepting of differences is something we promote. Our community is nurturing and there are structures in place to ensure people feel supported. Opportunities to gather, share, consult and reflect on what is working well, is essential for the growth of our community.

We are a community that recognises the importance of having competent, dedicated, faith-filled and caring teachers, who seek to be innovative in their practice. We have a shared vision and are clear about what the aims, mission and goals for our community are. There is a high degree of professionalism expected. We collaborate with each other, share the load, share best practice and ensure everyone takes personal responsibility for making things happen.

All those involved in our community have access to powerful, focused professional learning and development from experts, educational leaders and from within our community. We identify and address common learning needs. Realistic goals are set and students, teachers and caregivers are all aware of the learning pathways. Learning is celebrated within and beyond our community.

We are a community that is child centred. We believe that all children matter and that they want to, and are capable of learning and achieving great things. We know our learners are all different and learn in different ways so we have to give them the best opportunities we can. There are many ways to achieve this, some we may know and some we are still to discover. Learning is a lifelong process!

St Peter Chanel School Core Values | Ngā Matatika o Te Kura o Hato Petera Kaniera

- Our Catholic heritage and the opportunity to pass on our Faith
- The uniqueness of each individual
- Respect, compassion, honesty and courage
- Justice and fairness
- Family / Whānau
- Our environment / Te whenua
- Excellence
- Achievement
- Our multicultural society

Dunedin Catholic Kāhui Ako Core Values | Matatika o te Kāhui Ako Katorika nō Ōtepoti

- Our Catholic tradition and identity
- Our children, who are at the heart of what we do

- Inclusive decision making
- Being future focused with visions and decisions
- Living with honesty, integrity and humility
- The fostering of wonder and awe for learners.

Acknowledging our Special Character | Mihi ki Te Wairua Tapu

Our Special Catholic Character is defined in the Integration agreement as follows:

“The school is a Roman Catholic School in which the whole school community, through the general school programme and in its religious instructions and observances, exercises the right to live and teach the values of Jesus Christ. These values are expressed in the Scriptures and in the practises, worship and doctrine of the Roman Catholic Church, as determined from time to time by the Roman Catholic Bishop of the Diocese.”

In our school this means that:

- Gospel values are taught and lived through our prayers, words and actions
- Catholic beliefs and traditions are taught through daily prayer, the Religious Education Programme, participation in Sacramental programmes and attending Masses
- We acknowledge the importance of, and learn about the Charism of our school, including the Nano Nagle values of Faith, compassion, love, courage and justice for all
- We seek the guidance of the Holy Spirit, through prayer, when important decisions are to be made
- We engage in pastoral care for each other and in the community that we live in
- We support those in need, in our community and around the world, through Young Vinnies, mission days and Caritas
- We care for the world in which we live

- We have a holistic approach to education, promoting physical, academic, emotional, and spiritual development.



Acknowledging Cultural Diversity in our school | Mihi ki ngā iwi ō mātou kura

A reasonable number of our students identify as Māori or Pasifika. We acknowledge the unique position of Māori, the dual heritage of New Zealand and our country's cultural diversity.

In recognising the unique position of Māori as tangata whenua (people of the land), St Peter Chanel School will take all reasonable steps to provide instruction in tikanga Māori and te reo Maori for all our students at an introductory level.

To achieve this, the school will:

- Integrate and teach tikanga and te reo as part of class programmes
- Use resources across the Kāhui Ako to work with iwi and kaumatua (elders)
- Consult with the parents of our Māori and Pasifika children regarding the programme of learning
- Promote the theme of New Zealand as a multicultural community with a bicultural heritage.

Should there be a request that children be taught in the medium of Te Reo Māori then the Board will:

- Refer to our Resource Teacher of Te reo Māori for advice and assistance
- Refer the family to the nearest bilingual unit, Te Kura Kaupapa Māori o Ōtepoti
- Support an application for dual enrolment at Correspondence School for the child.

The school's plans and policies will be implemented in ways that are sensitive to the diverse cultural backgrounds and values of individual children and their families.



Consultation with the community | Kōrerorero whānui

In order to achieve the vision of the Charter, the school has policies and procedures that are detailed in our Governance and Operations manuals.

We are committed to establishing an effective partnership with the school's community and parish and being responsive to their educational and spiritual needs. We communicate, consult, and engage with our community regularly, both informally and formally.

- All Charter statements and Board policies are to be made available to the school community
- Everyone in our school community has the opportunity to participate in sessions relevant to strategic planning
- Strategic goals are visibly displayed in our office area
- We regularly survey our parent community
- Board reports on student performance are in school newsletters following board meetings. Minutes are also displayed in the office area

- Our Māori community is consulted on programmes and achievement of Māori children in a variety of ways
- The community is consulted every two years on the Health & Physical Education Curriculum
- We communicate regularly on children's learning and achievement through interviews, written reporting, class meetings, home-school books, newsletters, Seesaw, School Facebook page and school-wide achievement reports to the Board
- Parents are welcomed and encouraged to initiate contact with school personnel.



SECTION TWO | WĀHANGA TUARUA

Strategic Goals | Rautaki Whāinga

Goal one | Whāinga tuatahi

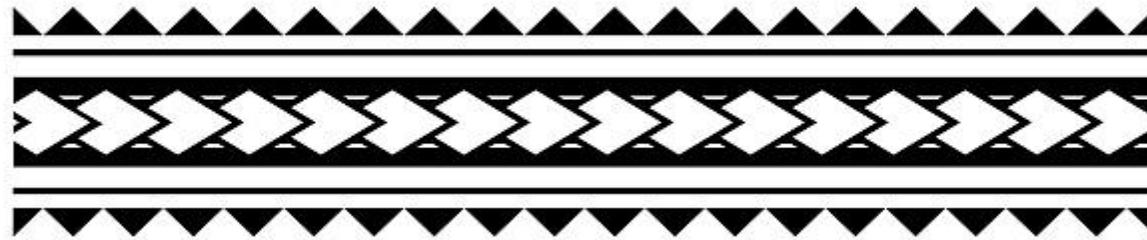
In collaboration, the BOT and Staff will enhance excellence in teaching and learning across the school in a safe, positive and supportive learning environment.

<p>To understand and live our Special Character.</p>	<ul style="list-style-type: none">• Be creative and enthusiastic in the planning and teaching of RE. Utilising the best of modern pedagogies to engage children in deep learning, linking RE to their life experiences• Develop a long-term vision of what Catholic Spirituality is (including through the lens of different cultures)• Make connections between Presentation values and our encounter with Jesus in the Gospels• Confident use of Te reo Māori when referring to school values• Build understanding that we are part of a global Catholic community• Develop a global awareness and concern for Social Justice• Regular review of four domains
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<p>Enhance effective teaching practice.</p>	<ul style="list-style-type: none"> ● Through Universal Design for Learning (UDL) will develop teaching and learning programs that personalise learning and develop student agency ● Actively reflecting ● Continue to enhance teacher's practice and embed effective learning schoolwide ● Grow Structured Literacy throughout the school
<p>Champion positive wellbeing to accelerate excellence in teaching and student achievement at St Peter Chanel School</p>	<ul style="list-style-type: none"> ● Focus on mindset and social and emotional well-being ● Focus on explicitly teaching Te reo Māori and Tikanga Māori specialist teacher/kaiako ● Plan using the Key Competencies to ensure a well rounded learning experience ● Continue play-based learning and exploring in learning ● Well-being for staff (healthy teacher), healthy and productive learning environment for children which leads to happy and confident learners ● Well-being for students (including the five dimensions of hauora - te taha tinana/physical well-being, te taha hinengaro/mental and emotional well-being, te taha whānau/social well-being, te taha wairua/spiritual well-being and te whenua/the environment).
<p>Foster Health & Physical and Education and Education Outside The Classroom (EOTC).</p>	<ul style="list-style-type: none"> ● Plan so that Health & Physical Education is timetabled as a specific lesson every day ● Focus on developing opportunities for Education Outside The Classroom (EOTC) ● Create an additional cca,p for our Year 5 & 6 class that incorporates a sports and cultural exchange with another local school or schools

	<p>in Term One and / or Term Four</p> <ul style="list-style-type: none">● Collaborate with other local schools to use the local environment to deliver EOTC opportunities and experiences● Plan to incorporate Local Curriculum into teaching and learning programmes
Kahui Ako Goal Universal Design for Learning (UDL) collaborative inquiry	<ul style="list-style-type: none">● Continue effective working relationships with others across the Kāhui Ako● Through school wide collaboration of UDL will be revisited and consolidated across the school.





SECTION THREE | WĀHANGA TUATORU

Strategic Goals | Rautaki Whāinga

Goal one | Whāinga tuatahi

In collaboration, the School Board and Staff will enhance excellence in teaching and learning across the school in a safe, positive and supportive learning environment.

ANNUAL PLAN

STRATEGIC GOAL

In collaboration, the School Board and Staff will provide the highest possible learning outcomes for our students. Enhance teaching and learning across the school in a safe, positive and supportive learning environment.

Annual Objective

1. To understand and live our Special Character.

How will we do this?	What will it look like?	Monitoring
Continue to engage in and nurture the learning of Religious Education (RE) in classes.	<ul style="list-style-type: none"> Continue to strengthen the implementation of the Bridging Document 	<ul style="list-style-type: none"> Share lessons and ideas with others regularly at Staff meetings

	<ul style="list-style-type: none"> • Grow and develop leadership in Catholic Special Character • Support staff to grow in knowledge and understanding through PLD • Build understanding that we are part of a World Wide Catholic Community • Develop a global awareness and concern for Social Justice • Regular review of four domains. 	<ul style="list-style-type: none"> • Get out of school development by looking at a teacher who teaches RE from another school. Go and observe • Using our Professional Growth Cycle and to observe each other teach Religious Education.
Continue to nurture the parish/school relationship	<ul style="list-style-type: none"> • Publish the dates and encourage attendance at all Whānau masses • Encourage parishioners to help in the school • Entertain the elderly Parishioners 	<ul style="list-style-type: none"> • Monitor the number of families attending. • Survey families about their connection and well being with Christian Faith.

Annual Objective

2. Enhance effective teaching practice.

How will we do this?	What will it look like?	Monitoring
Using the principles of Universal Design for Learning	<ul style="list-style-type: none"> • Build a common understanding about what is meant by UDL and what that 	<ul style="list-style-type: none"> • Regular reflections at staff meetings • Can students articulate their

	<p>looks like in practice.</p> <ul style="list-style-type: none"> Professional Development provided through Kahui Ako and LSC Use the inquiry model to strengthen practice. 	<p>learning goals when asked?</p> <ul style="list-style-type: none"> student voice using the learner agency survey.
Continue to enhance teachers' practice and embed effective literacy learning.	<ul style="list-style-type: none"> Develop a clear set of expectations on what Literacy looks like at SPC. Structured Literacy PD and development. Continue to implement Heggerty and Letters and Sounds Develop spelling in our senior school following structured literacy practice. 	<ul style="list-style-type: none"> Sharing planning at staff meetings LI and SC displayed in classrooms or in children's books where appropriate Can students share what they are learning? Support each other in teaching our literacy approach.
Continue to enhance teachers' practice and embed effective mathematics learning.	<ul style="list-style-type: none"> Development and PD in using Numicon across the school. Support from RTLB and teachers currently using equipment. 	<ul style="list-style-type: none"> Regular sharing sessions Combining with other schools using numicon to share ideas.

Annual Objective

3. Champion positive wellbeing to accelerate excellence in teaching and student achievement.

How will we do this?	What will it look like?	Monitoring
Focus on Mindset and social and emotional wellbeing.	<ul style="list-style-type: none"> Classes developing their understanding of Growth Mindset v Fixed Mindset. 	<ul style="list-style-type: none"> Create shared language across the school that is used with tamariki and

	<ul style="list-style-type: none"> • Kāhui Ako counselling service as a tool for children to access • Through our Special Character- share and talk about feelings • Prayer and meditation with Sr Noreen. 	<p>check in on how this is being used.</p> <ul style="list-style-type: none"> • Use Hearts as reward for positive mindset
Focus on explicit teaching of Te Reo Māori and Tikanga Māori	<ul style="list-style-type: none"> • Cultural well being • Every student in the kura to actively learn the school haka. 	<ul style="list-style-type: none"> • Children can use many new terms and phrases in Te Reo Māori • Sharing understanding of Tikanga Māori across the school.
Plan using the Key Competencies to ensure a well rounded learning experience	<ul style="list-style-type: none"> • A section in all planning for listing and expanding on which ones and how the Key Competencies are being used in the lesson/topic. 	<ul style="list-style-type: none"> • Staff to collaborate and design planning templates that are effective. • Share planning regularly at staff meetings. • Principal to check at regular planning meetings, one on one.
Well being for staff - Healthy teacher, healthy and productive learning environment for children which leads to happy and confident learners.	<ul style="list-style-type: none"> • Staff working collaboratively and for the direct purpose of student achievement • Less meetings if not needed. • Sharing responsibilities • People happy in their work • Teachers will give more if they feel valued and supported. 	<ul style="list-style-type: none"> • Use the NZCER well being survey tool for monitoring staff wellbeing. • encourage working efficiently and the power of collaboration for workload. • Share tips for each other at staff meetings • Principal and teacher catch

		<p>ups to monitor teachers' general feelings towards work.</p> <ul style="list-style-type: none"> • Use coaching as a tool to monitor each other. • Chaplin - Fr Michael to be available to support staff. • EAP sessions available and encouraging staff to use. • School Board will ensure Principal well being is being monitored. • Principal appraisal is an external provider - well being goal.
Wellbeing for Students - the four dimensions of hauora - Physical well being, Mental and Emotional well being, Social well being, Spiritual well being	<ul style="list-style-type: none"> • Four dimensions of Haoura are planned for and taught. • Dimensions are added into planning across the curriculum. 	<ul style="list-style-type: none"> • Reflective conversations on how we have added and been aware of these dimensions while planning. • Through whole staff planning sharing.

Annual Objective

4. Foster Health & Physical and Education and Education Outside The Classroom (EOTC).

How will we do this?	What will it look like?	Monitoring
Continue to implement and improve the Health & Physical Education (HPE) curriculum at St Peter Chanel School	<ul style="list-style-type: none"> • Students from Pihinga receive a minimum of 20 minutes HPE per day • Students from Mahuri 	<ul style="list-style-type: none"> • Explore further and consolidate and begin to implement progressions for learning

	<p>receive a minimum of 30 minutes HPE per day</p> <ul style="list-style-type: none"> • Students from Puawai receive a minimum of 40 minutes per day • Support for teachers to deliver the HPE programme 	<ul style="list-style-type: none"> • Build capacity in our teaching staff to deliver HPE • Seek feedback from students and whānau about activities and sports that our children are engaged with
Deliver an exciting Education Outside The Classroom (EOTC) at St Peter Chanel School	<ul style="list-style-type: none"> • Create authentic EOTC experiences for students of St Peter Chanel School 	<ul style="list-style-type: none"> • Plan and evaluate EOTC experiences • Seek feedback from students and whānau about activities
Using our Kāhui Ako strategic aim to integrate Local Curriculum in to our EOTC programme	<ul style="list-style-type: none"> • Discovering historical, municipal and natural features in Ōtepoti/Dunedin to compliment our EOTC programme 	<ul style="list-style-type: none"> • Plan and evaluate EOTC experiences • Seek feedback from students and whānau about activities

Annual Objective

5. Kahui Ako Goal - Collaborative Inquiry

How will we do this?	What will it look like?	Monitoring
Continue effective working relationships with others across the Kāhui Ako.	<ul style="list-style-type: none"> • Attending PD meetings across the Kahui Ako • Staff working in PLG groups across the Kahui Ako • Use collaborative approach to align and create pathways for school wide processes to improve learning. 	<ul style="list-style-type: none"> • Regular reflection and sharing at staff meetings. • Changes to classroom practice.

SECTION THREE: ANNUAL SECTION | STUDENT ACHIEVEMENT TARGETS

STRATEGIC AIMS

All children are able to effectively access the Te Matauranga o Aotearoa/New Zealand Curriculum and are engaged in, and achieve success, as evidenced by achievement results.

- To develop and maintain programmes and effective teaching and learning strategies to ensure students who are not achieving the expected curriculum level make accelerated progress.

Annual Target

That a schoolwide target on phonetical understanding and spelling will improve Reading and Writing outcomes and we will see accelerated progress in our Writing data.

Baseline Data

Our 2021 end of year data showed that 74.6% were 'At or Above' the expected curriculum level. 25.4% of all students were identified as 'Below' the expected curriculum level.

How will we do this?	Responsibility	Time	What will it look like?	Indicators of Progress
Whole school professional sessions in Writing. work with our LSC who is an expert in Literacy.	All staff LSC	Terms 1 - 4	<ul style="list-style-type: none">• Teachers moderating writing across the school and the Kāhui Ako.• Using the PaCT tool and learning progressions to make judgements on a student's writing piece.• Implementing	<ul style="list-style-type: none">• Discussions of students progress in staff meetings.

			Structured Literacy Spelling practice	
Staff will work collaboratively to identify what is best practice in writing and what this looks like at each level.	All staff	Terms 1 - 4	<ul style="list-style-type: none"> • SPC school-wide expectation in writing. • Use PaCT tool 	<ul style="list-style-type: none"> • PD on moderation of writing • Professional development for using PaCT tool.
All students will have writing groups with Learning intentions and success criteria identified.	All staff	Terms 1 - 4	<ul style="list-style-type: none"> • Identified in planning • Everyone is clear in the next learning steps. • Students can see their next learning step. 	<ul style="list-style-type: none"> • Planning • Everyone is clear on teaching and learning steps
Each child will have the goal they are working towards displayed during writing time	All staff	Terms 1 - 4	<ul style="list-style-type: none"> • Children are aware of their goal and can verbalise or identify it. 	<ul style="list-style-type: none"> • Observe goal sheets in books and talk to students.
Each teacher will identify and target students below to accelerate learning	All staff	Terms 1 - 4	<ul style="list-style-type: none"> • Progress discussed at staff meetings with changes to practice made to fit student's learning. 	<ul style="list-style-type: none"> • A report will be given to the Principal on progress of the targeted children at the end of each term • A report to the School Board will be given at mid-year and end-of-year • Monitored through the Kahui Ako dataon PACT.

Annual Target

Students identified as achieving 'At' the curriculum expectation in Writing in 2021 will make accelerated progress and will be working above their expected level by the end of 2022.

Baseline Data

Our 2021 data showed that 15.5% of students were achieving 'Above' their expected level in Writing.

How will we do this?	Responsibility	Time	What will it look like?	Indicators of progress
Whole school professional learning sessions in Writing	All staff	Terms 1 - 4	<ul style="list-style-type: none">Teacher's using PaCT for assessing writing	<ul style="list-style-type: none">Progress of students to be discussed at Kāhui Ako / staff meetings
Teacher's will give feedback about what has been mastered and what the student should focus on next	All staff	Terms 2 - 4	<ul style="list-style-type: none">Children are aware of their goals and can verbalise or identify itStudents will receive specific, frequent and positive feedback	<ul style="list-style-type: none">Give opportunity for children to discuss their progress and next stepsClose monitoring and regular reflecting on progress
All staff will use assessment data to identify the students next learning step accelerate progress for students working at to above	All staff LSC	Terms 1 - 4	<ul style="list-style-type: none">Using PaCT and moderation within school and across the COLTeachers will collaboratively reflect on planning and practice to improve teaching and learning	<ul style="list-style-type: none">● Monitor progress using PaCT

Annual Target

That a schoolwide target on phonetical understanding and spelling will improve Reading and Writing outcomes and we will see accelerated progress in our Reading data.

Baseline Data

Our 2021 data showed that 77.5% of all students were achieving at or above in Reading.

How will we do this?	Responsibility	Time	What will it look like?	Indicators of Progress
Whole staff development in a schoolwide phonics programme.	All staff LSC	Terms 1 - 4	<ul style="list-style-type: none"> Working with LSC and as a team to find a suitable programme that suits our learners and school to enhance learning for all. Use dyslexia kete and resources that LSC has and upskill staff in this area. 	<ul style="list-style-type: none"> Data tracking of phonetic programmes.
Use Quick 60 as a programme to support struggling readers	All staff	Terms 1 - 4	<ul style="list-style-type: none"> Targeted small groups or individuals working on Quick 60 programmes. 	<ul style="list-style-type: none"> Improvement in Reading ability for these lower readers.
Implement decodable readers	All staff	Terms 1 - 4	<ul style="list-style-type: none"> All children new to school begin on 	<ul style="list-style-type: none"> Improvement on Reading ability and being able to

for those who need them			sounds to letter • All children new to school are on decodable books.	project upwards in Reading.
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KEY:

Acronym Terms used in the above document:

- DT= Digital Technology
- LSC = Learning Support Coordinator
- PD/PLD= Professional Development / Professional Learning Development
- PLG = Professional Learning Group
- CoL (Kāhui Āko) = Community of Learning
- PaCT = Progress and Curriculum Tool
- RTLB= Resource Teacher of Learning and Behaviour
- LI = Learning Intentions
- SC= Success Criteria
- SB = School Board
- HPE - Health and Physical Education
- EOTC - Education Outside The Classroom