

The Terrace School

MISSION: TO PROVIDE LEARNING IN A CARING ENVIRONMENT WHERE EACH INDIVIDUAL HAS OPPORTUNITIES TO GAIN "SATISFACTION FROM SUCCESS THROUGH EFFORT"

"Ma te kaha – ka u"

The Terrace School reflects New Zealand's cultural diversity and the unique position of Maori.

Stated below are the values and associated contexts that the Board of Trustees are committed to providing for the families and whanau of the children attending The Terrace School. The following pages give more detail of the specific aims and objectives of the Annual Plan in place to ensure that these key goals are met.

Values

Environment

- Engaging, safe and healthy
- Participate in our local environment
- Conducive to teaching and learning

Relationships

- Treating others the way you want to be treated.
- Valuing whanaungatanga ☺
- Effective communication

Learning and Achievement

- Learning how to learn
- Taking responsibility
- Meeting the individual needs of learners

Contexts

- 1) Finance and Property
- 2) EOTC
- 3) Community Partnership

- 4) Cultural Diversity
- 5) Self Review
- 6) Personnel
- 7) Consultation

- 8) Curriculum Content
- 9) Student Progress and Achievement
- 10) Curriculum Delivery

☺ Relationship, kinship, and sense of family connection - a relationship through shared experiences and working together which provides people with a sense of belonging.

Refer to The Terrace School Policy and Procedures for more detailed objectives and rationale.

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Specific outcomes and goals for The Terrace School's Board of Trustees and staff in 2013

Environment

- 1A) To efficiently manage and use the school's finances for the benefit of teaching and learning.
- 1B) To meet immediate commitments and longer-term goals.
- 1C) To provide a welcoming, attractive and safe school environment.
- 2A) Help children gain an appreciation of the local community's physical environment.
- 2B) Promote in children an appreciation of their responsibility to the community and to reach an understanding of the Community's structure.
- 2C) Help children gain practical experience in our community's unique social and recreational activities.
- 2D) Enhance learning, through a variety of well designed, first-hand experiences.
- 2E) Provide experiences for children that encourage awareness of the values and philosophies of the tangata whenua, along with other cultures within the school community.
- 3A) Promote parent and community support, goodwill and confidence in the school.
- 3B) Foster a sense of partnership and shared responsibility for the well being of the school and its students, and to contribute to the life of the community.

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Context

- 4) Cultural Diversity**
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Specific outcomes and goals for The Terrace School's Board of Trustees and staff in 2013

Relationships

- 4) The school's policies will be sensitive to the cultural backgrounds, needs and values of individual students and their families. This includes recognition of the unique position of the Maori people.
- 5A) The Board will follow a 5 year Strategic Planning and Review Cycle. (Refer to 5 Year Programme of Self Review 2013-2017)
- 5B) The Board will annually report to its community on its performance for that year. This will form the basis for deciding priorities for school development.
- 6) In consultation with staff, the board will prepare policies and plans to reflect its commitment to being a good employer and the operation of fair and effective performance management systems. Policies and plans will be reviewed regularly and revised as the need arises. (Refer to 5-Year Programme of Self Review 2013 – 17)
- 7A) In consultation with the school's Māori community, develop and make known to the school's community policies, plans and targets for improving the achievement of Māori students.

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Learning and Achievement

- **Learning how to learn**
- **Taking responsibility**
- **Meeting the individual needs of learners**

Context

- 8) Curriculum Content**
- 9) Student Progress and Achievement**
- 10) Curriculum Delivery**

Specific outcomes and goals for The Terrace School's Board of Trustees and staff in 2013

Learning and Achievement

- 8A) Promote students' learning and well being by recognising their individual needs.
- 8B) Encourage high expectations of achievement, foster positive attitudes, aspirations and self-responsibility.
- 8C) Encourage students to relate well to one another.
- 8D) Provide an encouraging learning environment inside and outside the classroom.
- 8E) Emphasise teaching children 'how to learn' and inquire
- 8F) Comply with (National Administration Guideline 2 Nov 2009) to have a policy/procedures which document how the school is giving effect to National Standards.
- 8G) Plan regular quality physical activity that develops movement skills.
- 9A) Present a broad and balanced curriculum.
- 9B) Extend the essential learning areas by offering a range of experiences that widen our students' knowledge, interests, skills and horizons.
- 9C) Emphasise high standards of literacy and numeracy.
- 9D) Develop social, co-operative, work and study skills.
- 9E) Provide regular quality physical activity that develops movement skills.
- 10A) Encourage students to understand their learning processes and set realistic goals.
- 10B) Identify learning difficulties and take early and effective action.
- 10C) Regularly monitor and report student progress clearly, accurately and dependably to the community, parents and students.
- 10D) Identify and support the learning of our gifted and talented students.
- 10E) Collect and use National Standards data.