



RUSSLEY



SCHOOL CHARTER 2022-2024

SCHOOL CONTEXT: **RUSSELY SCHOOL**



Russley School, established in 1963, is a decile 7, full primary school in the North-West of Christchurch, New Zealand. The roll ranges between 420-460 students. Large playing fields, adventure playgrounds and paved court areas provide excellent play areas for students. Russley School has a diverse community, consisting of more than 30 ethnicities. The school population is NZ European (56%), Chinese (12%), Māori (12%), European (8%), Pasifika (4%), Middle Eastern (4%) and other ethnicities (4%). This cultural diversity is an aspect to be celebrated. At Russley School, we seek to embrace and develop opportunities to grow our cultural inclusion.

The school's vision is, '*Russley School - where every child experiences personal success*' is currently undergoing review, along with our logo, branding and dispositions.

The school's dispositions, encourage all who are part of Russley School to be respectful, self-aware, self-managers, team players, creative, problem solvers and healthy.

Respectful (Manaakitanga) - Value themselves, others and the environment.

Self-aware (Kiri mohio)- Understands the impact of their actions on others. Identifies strengths and next steps.

Self-managers (Rangatiratanga) - Is organised, responsible and self-motivated.

Team player (Whanaungatanga) - Relates well to others. Communicates and contributes positively.

Creative (Auaha) - Contributes imaginative and original ideas.

Problem solver (Wānanga) - Is curious and explores ideas. Thinks logically and critically to find solutions.

Healthy (Hauora) - Contributes to their own and others' well-being.



A feature of the school is the very respectful relationships that exist across the school - between students, between students and staff, and between staff and the community.

In developing strategic goals for Russley School, a strong sense of 'togetherness' was highlighted as an underlying feature of the school and something worth promoting. The three new strategic goals reflect this sense of togetherness.



'Growing together' - Brave, resilient champions of our learning

(Be daring, facing difficult things, positive attitude, bouncing back, never giving up. Being happy to face challenges. We are self-directed, we know our learning, we know where we are going, we are committed to learning.)

'Creating together' - Inspiring confident innovators of tomorrow

(Our school needs to be about inspiration. We want to back ourselves as learners, be self-aware. We are future-focused and challenging the status quo.)

'Walking together' - Nurturing an inclusive, respectful community

(Nurturing is what we do. We have a diverse community, so we want to be inclusive. Respectful is good!)

'Flourishing together' – Feeling good and doing good (Added as a result of 2021 strategic/community consultation)

Revisioning and rebranding

The school is currently undertaking a large body of work, in conjunction with the planned rebuild of the school, to revision and rebrand the face of Te Parito Kōwhai Russley School, to in particular, accentuate the bi-cultural aspect of our school name.

External contractors have been engaged to consult on and design a new school logo, with an accompanying narrative, refinement and enhancement of our current dispositions, and a plan for how our narrative is to be manifest in our new school build.

National Education and Learning Priorities

The National Education and Learning Priorities as mandated through the Education and Training Act (2020) are supported through the strategic goals identified by Te Parito Kōwhai Russley School.

OBJECTIVE 1		OBJECTIVE 2		OBJECTIVE 3		OBJECTIVE 4
LEARNERS AT THE CENTRE		BARRIER FREE ACCESS		QUALITY TEACHING AND LEADERSHIP		FUTURE OF LEARNING AND WORK
Learners with their whānau are at the centre of education		Great education opportunities and outcomes are within reach for every learner		Quality teaching and leadership make the difference for learners and their whānau		Learning that is relevant to the lives of New Zealanders today and throughout their lives
1	2	3	4	5	6	7
Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying	Have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures	Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs	Ensure every learner/ākonga gains sound foundation skills, including language, literacy and numeracy	Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning	Develop staff to strengthen teaching, leadership and learner support capability across the education workforce	Collaborate with industries and employers to ensure learners/ākonga have the skills, knowledge and pathways to succeed in work
<p>Ask learners/ākonga, whānau and staff about their experience of racism, discrimination and bullying, and use that information to reduce these behaviours</p> <p>Have processes in place to promptly address and resolve any complaints or concerns about racism, discrimination and bullying</p> <p>Create a safe and inclusive culture where diversity is valued and all learners/ākonga and staff, including those who identify as LGBTQIA+, are disabled, have learning support needs, are neurodiverse, or from diverse ethnic communities, feel they belong</p>	<p>Partner with family and whānau to equip every learner/ākonga to build and realise their aspirations</p> <p>Help staff to build their awareness of bias and low expectations, and of how these impact learners/ākonga, staff and whānau</p> <p>Identify and respond to learner/ākonga strengths, progress and needs, and learner/ākonga and whānau aspirations</p> <p>Build relationships with Māori, involve them in decision making, and partner with them to support rangatiratanga, and Māori educational success as Māori</p> <p>Collaborate with Māori communities to invest in, develop and deliver Māori-medium learning</p>	<p>Work with whānau and Pacific families to identify and understand barriers that may prevent learners/ākonga from accessing, participating or remaining engaged in schooling, and work to address them</p> <p>Ensure disabled learners/ākonga and staff, those with learning support needs, gifted learners/ākonga, and neurodiverse learners/ākonga are safe and included in their school or kura, their needs are supported, and that learning support programmes are robust and effective</p> <p>Where possible, reduce non-fee costs, including costs associated with BYOD² policies, and take advantage of policies to reduce financial dependence on families and whānau</p>	<p>Ensure all learners/ākonga have ongoing opportunities to develop key capabilities, including communication, problem solving, critical thinking and interpersonal skills</p> <p>Identify learners/ākonga who are not making sufficient progress in key foundation skills, and adjust learning opportunities, teaching approaches and supports, including seeking additional support from specialists</p> <p>Value the heritage languages spoken by Pacific learners/ākonga, and provide opportunities to use and to build on them</p>	<p>Seek advice from Māori on how best to include tikanga Māori in values, practices and organisational culture</p> <p>Use development opportunities for teachers/kaiako and leaders to build their teaching capability, knowledge and skills in te reo Māori and tikanga Māori</p> <p>Talk with learners/ākonga and staff about why correct pronunciation of te reo Māori is important, and provide them with opportunities to learn and practice without judgement</p>	<p>Identify gaps in teaching capability and invest in opportunities for teachers/kaiako and staff to strengthen teaching, leadership and learning support</p> <p>Develop teacher/kaiako confidence and competence to teach diverse learners/ākonga with varying needs, and to appropriately modify teaching approaches</p> <p>Expect and support teachers/kaiako to build their understanding of learners'/ākonga contexts, including languages spoken at home, histories, stories and cultural values, to provide culturally responsive teaching</p>	<p>Support learners/ākonga to see the connection between what they're learning and the world of work</p> <p>Break down ethnic, gender and socioeconomic stereotypes around education and career pathways, including for girls and young women</p> <p>Collaborate with industries, employers and tertiary education providers to plan for successful transitions to enable all learners/ākonga to succeed in education</p>

NZ cultural diversity and the unique position of the Māori culture

At Te Parito Kōwhai Russley School, students learn in an inclusive and supportive environment where their diversity is recognised and valued. School policies and practices reflect NZ's cultural diversity and fulfil the intent of Ka Hikitia. In addition, there is a focus on prioritising the principles of Te Tiriti o Waitangi; participation, protection and partnership through our school's bi-cultural planning context.

The school ensures that Māori and Pasifika students achieve personal educational success as Māori and Pasifika, and are confident in their identity, language and culture. Māori and Pasifika students' progress and achievement is strengthened through productive partnerships and engagement with whānau and community. All reasonable steps are taken to provide instruction in Tikanga Māori Te Reo Māori for all students and extension Te Reo for students whose parents request it.

STRATEGIC VISION & GOALS: **RUSSLEY SCHOOL**

Promoting Personal Best

In collaboration, the BOT, Senior Leadership team, staff and community have developed the following strategic vision and goals. The strategic goals, **Walking Together**, **Growing Together** and **Creating Together** reflect a long-term view towards the direction of Te Parito Kōwhai Russley School and its learners.



Growing Together – We are brave, resilient champions of our learning by:

- Directing our learning priorities using timely and relevant assessment
- Encouraging learners to seek and value success
- Empowering learners to be knowledgeable about their needs and well-being
- Evaluating internally to inform us of our growth and next steps

Creating Together – We are inspiring confident innovators of tomorrow by:

- Exploring innovative learning opportunities and practices
- Developing digitally literate pedagogy and learning spaces
- Being self-aware, future focused learners who challenge the status quo

Walking Together – We are nurturing an inclusive, respectful community by:

- Developing learning- focused partnerships with our community
- Investigating opportunities to recognise and value our cultural identity and diversity
- Building a culture of care that enables learners and focuses on success

Flourishing Together – Feeling good and doing good

This strategic goal has been added as a result of strategic and community consultation during 2021. Currently, we are engaged in a rebranding journey that will align all of our school values and beliefs and will particularly enhanced the bi-cultural Te Parito Kōwhai aspect of our name.

Te Parito Kōwhai Russley School : Our Strategic Plan

Priority Areas	Our Goals (2022-2024)	Our Implementation Actions (2022-2024)	Our success outcomes Our ākonga, kaiako and whānau..
Growing Together	<p>Invest in continuing to develop a local curriculum for all stakeholders.</p> <p>A growth mindset exists to push the boundaries to progress teaching and learning opportunities and development.</p>	<p>Review and refine our current curriculum, alongside the National Curriculum refresh to create a responsive and inclusive local curriculum document.</p> <p>Ākonga and kaiako are supported to demonstrate growth and develop personal capabilities.</p>	<p>will access and support a school curriculum that is explicit, effective and innovative</p> <p>desire to create teaching and learning opportunities that raise the bar for learners</p>
Walking Together	<p>The principles of partnership, protection and participation are understood and valued to give practical effect to Te Titiri o Waitangi.</p> <p>A home/school partnership is established for every child to regularly share learning, progress and achievement.</p>	<p>Ensure that our school environment demonstrates our commitment to bi-culturalism. Improve teacher capabilities in teaching Aotearoa NZ Histories Curriculum.</p> <p>EDUCA use continues to be developed as a wholistic home/school partnership tool.</p>	<p>all learners will be able to learn in (te reo), through (tikanga) and about (history, place and people) Māori culture at our school, with a continued focus on improving outcomes for Māori learners</p> <p>whānau are engaged in their tamariki's learning, progress and achievement through effective feedback processes</p>
Creating Together	<p>Digital capability supports an explore and 'create' perspective.</p> <p>The creation of our new school comes to fruition.</p>	<p>Implementation of the Digital Technologies Curriculum, including final stages of centrally-funded PLD.</p> <p>Detailed planning and consultation informs decisions</p>	<p>are digitally capable of integrating technology into meaningful learning opportunities</p> <p>can celebrate the creation of a 'school for the future'</p>
Flourishing Together	<p>Ākonga, kaimahi and whānau will have the tools, environment and support they need to feel good and do good.</p>	<p>Strengthen the profile and the teaching of our positive education practices through the E Tū Tangata philosophies and strengths-based language.</p> <p>Zones of regulation is promoted and used as a tool within all school settings to build emotional self-awareness and regulation.</p>	<p>have the tools and supports to feel good and do good, most of the time</p> <p>are brave, connected, kind and respectful</p> <p>value difference and diversity within and beyond our school community</p>

ANNUAL PLAN & GOALS: **RUSSLEY SCHOOL**

Promoting Personal Best



GROWING TOGETHER

Quality teaching and leadership (NELP 5 & 6); Quality teaching and leadership make the difference for learners and their whānau.

Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning.

Barrier free access (NELP 3 & 4); Great education opportunities and outcomes are within the reach of every learner.

Every learner/ākonga gain sound foundation skills, including language, literacy and numeracy.

STRATEGY	2022	CHAMPION	EXPECTED OUTCOMES	PROGRESS
Directing our learning priorities using relevant and timely assessment	<ul style="list-style-type: none"> Students requiring support, adaptation or differentiation are identified and support programmes are in place. Student achievement targets are set to prioritise accelerated learning for identified groups. Targeted teaching interventions provide focused adaptation/differentiation for students and their learning. Learning reviews provide up-to-date learning/social/emotional information and monitoring of interventions for impact. Structured literacy practices continue to be prioritised with a specific ERO evaluation perspective for Years 1-4. 	<p>Senior leadership Team leaders</p> <p>Teaching staff</p> <p>Senior leadership Team leaders</p> <p>Senior leadership Team leaders</p> <p>Teams Waka/Roto SLT</p>	<p>Data forms the basis for making informed decisions about student learning, targeted groups, monitoring impact and as a support basis for external referrals. Learning reviews will inform understanding of data use, identification and monitoring of student outcomes through regular review and reflection. The Learning Reviews are considered a crucial document to helping inform actions for achieving accelerated progress.</p> <p>As well as setting student achievement targets for the Ministry of Education, other targets within teams will be identified, actioned and monitored for impact in curriculum areas of identified need.</p> <p>The delivery of literacy teaching and learning is through the philosophies of the structured literacy approach. There is a particular focus for this in Team Waka, with progression into Team Roto. Our school's ERO evaluation focus will be to document and evaluate the effectiveness of the delivery and achievement created through structured literacy.</p> <p>Following the maths development from 2021, the revised programme of work for maths provides the framework for maths teaching and learning with an expectation for implementation across the school.</p>	
Encourage learners to seek and value success	<ul style="list-style-type: none"> Strategic planning guides our school's development. 	<p>Principal/BOT</p> <p>Principal SLT</p>	<p>The strategic goals provide the basis for planning and reporting for Russley School in the medium-term future. An additional strategic goal, Flourishing Together, has been added to support the positive education initiatives and intent for our school.</p>	

	<ul style="list-style-type: none"> Strengthening teacher 'capabilities' contributes to professional growth. Leadership coaching and growth is supported with external leadership PLD 	Principal SLT	<p>The Professional Growth Cycle is used as the framework for teacher development and learning. The 'I am Capable' on-line tool will be the main mechanism used to support the identification and development of personal capabilities to integrate with the teaching professional standards through the Professional Growth Cycle. Team leaders will build on the coaching PLD from last year to engage in deliberate coaching conversations within their teams. Tony Burkin from Interlead will support specific leadership PLD for the SLT throughout 2022 to develop leadership depth and knowledge.</p> <p>Established coaching conversations between school senior leadership will continue.</p>	
Evaluating internally to inform us of our growth and next steps	<ul style="list-style-type: none"> On-going strategic consultation will inform future decisions connected to our school's revisioning journey. The Te Parito Kōwhai curriculum prioritises local, place-based learning. The NZ Histories curriculum features for introduction. The Te Parito Kōwhai Russley School internal evaluation framework guides school review. The School Docs policy framework drives policy review. 	<p>Board/Principal</p> <p>CART team</p> <p>CART team</p> <p>Board/Principal</p>	<p>The Russley School "How good is our school?" internal evaluation framework will be embedded to provide specific review information. This will reflect policy review through School Docs and a wide variety of strategic, planned and emergent contexts.</p> <p>The curriculum, assessment and reporting team will lead curriculum design for Russley School.</p> <p>Inquiry learning will continue to be prioritised to enhance a broad curriculum approach and align with the development of our localised, place-based curriculum.</p> <p>The New Histories curriculum will be introduced through an inquiry perspective. Respective teams are expected to choose one aspect of the NZ Histories curriculum and share/review the learning.</p> <p>School Docs policy tool continues to enable BOT, staff and community to easily access and review Russley School policies.</p>	

ANNUAL PLAN & GOALS: **RUSSLEY SCHOOL**

Promoting Personal Best:



WALKING TOGETHER

Learners at the centre (NELP 2); Learners with their whānau are at the centre of education.

Have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures.

STRATEGY	2022	CHAMPION	EXPECTED OUTCOMES	PROGRESS
Developing learning focused partnerships with our community.	<ul style="list-style-type: none"> Students requiring support, adaptation or differentiation are identified and support programmes are in place. EDUCA is used as the tool for real-time reporting throughout the year and engage parents in the feedback and support-at-home process. Explicit support is given for parents to expand their knowledge of high quality feedback. Parent engagement supports specific involvement in facilitating ākonga learning through feedback. 	<p>Senior leadership Team leaders</p> <p>JR/SLT CART</p> <p>JR/SLT CART</p> <p>JR/SLT CART</p>	<p>Learning reviews will continue to be the basis for teachers to be knowledgeable about their learners. Regular review and addition to the learning reviews inform interventions and outcomes for all teachers connected to the students within teams. Real-time reporting through Educa now provides the main mechanisms for sharing learning, achievement and reporting with parents. Goal setting with ākonga is the next step for inclusion in Educa.</p> <p>Educa will provide an on-line parent platform to share learning, progress and achievement of individual students. Educa will be used to report to parents. A schedule of curriculum reporting expectations will ensure curriculum coverage, with an initial focus on reading, writing, maths and Russley dispositions. Educa will focus exclusively on sharing learning information that is part of the created assessment and reporting schedule.</p>	
Encouraging opportunities to recognise, value and celebrate our cultural identity and diversity.	<ul style="list-style-type: none"> A bi-cultural perspective and cultural inclusiveness focuses on explicit actions and outcomes. 	<p>SLT RS/RB MCAT</p> <p>Board/Principal</p>	<p>Through our Bi-Cultural plan and the Cultural Inclusiveness Plan, give effect to the continued development of Te Ao Māori and the recognition and celebration of the wide variety of culture we have at Russley School.</p> <p>Following the Covid interruptions of 2020, mihi whakatau will be reintroduced to welcome new families to Russley School.</p> <p>In developing the Russley School 'place-based' curriculum, strong supporting links are sought to the bi-cultural history of the area and modern day connections.</p>	

	<ul style="list-style-type: none"> The Te Parito Kōwhai Russley School place-based curriculum. The re-branded strategic vision and profile is decided and evident as our new identity. 		<p>Explore further opportunities to engage and liaise with our families from other cultures. Build on the 'Tea and Talk' initiative to encourage more opportunities to connect our school community with key community contacts.</p>	
Building a culture of care that enables learners and focuses on success.	<ul style="list-style-type: none"> Apply school-wide systems that enable the earliest possible identification of priority learners' and their needs. Ākonga can celebrate their successes through clear goal-setting and reflection. Teacher, ākonga and whānau relationships are enhanced through deliberate culturally inclusive conversations. 	<p>SLT Team Leaders</p> <p>SLT CART MCAT</p> <p>RS/RB MCAT</p>	<p>Priority learners will be known in detail and their learning needs are actively supported with explicit learning plans.</p> <p>Priority learners will have their learning needs assessed. Teaching programmes will be adapted and differentiated to meet their learning needs.</p> <p>Priority is given to encouraging meaningful whānau connections as the norm at Russley School. Conversations are had in person and where possible face-to-face.</p> <p>Tātaiako is used to guide and provoke culturally responsive interactions through understanding family connections and environments.</p> <p>Promote a school culture where ethnic diversity is valued and celebrated through strengthening the capacity of every staff member to be proactive and reflective in their teaching practice and actions; including UDL (Universal Design for Learning), Pasifika Education Plan and Ka Hikitia.</p>	
Supporting an international profile for Te Parito Kōwhai.	<ul style="list-style-type: none"> Continue to explore partnerships with key stakeholders in the international student market. Develop resources and marketing material for the international student market. 	<p>Principal</p> <p>Principal Admin staff Teachers</p>	<p>A broad-ranging marketing and development strategy for attracting international students to Russley School will identify the specific actions required to facilitate students from other countries to access schooling at Russley School. In readiness for an opening of the borders, post-Covid, resources and materials will be made available to enable connections to be made to external agents, marketers and international support agencies to enhance Russley School's profile in this space.</p>	

ANNUAL PLAN & GOALS: **RUSSLEY SCHOOL**

Promoting Personal Best:



CREATING TOGETHER

Future of Learning and Work (NELP 7); Learning that is relevant to the lives of New Zealanders today and throughout their lives.

Collaborate with industries and employers to ensure learners/ākonga have the skills, knowledge and pathways to succeed in work.

STRATEGY	2022	CHAMPION	EXPECTED OUTCOMES	PROGRESS
Exploring innovative learning opportunities and practices.	<ul style="list-style-type: none"> Support collaboration PLD for staff in preparation for school rebuild and shared learning spaces. The Te Parito Kōwhai Russley School rebuild planning is completed. The digital technology curriculum is integrated into learning opportunities across the Russley School curriculum. 	SLT CART Board/Principal Board/Principal	<p>The Russley School Curriculum shifts its focus towards a localised, place-based curriculum that prioritises localised settings as an initial focus for learning. Strong ties to bi-cultural connections will feature, along with the redeveloped Russley School inquiry model being used to support the learning choices and agency from the students.</p> <p>Staff will collaboratively plan their learning experiences to support the full implementation of all curriculum areas.</p> <p>Students will be encouraged to make decisions about their learning within the context of the selected learning field.</p> <p>Continued work to progress renewed Master Plan for Russley School from 2021 that focuses on the complete rebuild of Russley School.</p> <p>The school will be guided by MOE involvement. With such a significant project, specific project groups will be established to provide a coherent overview of the project.</p>	
Developing digitally literate pedagogy and learning spaces.	<ul style="list-style-type: none"> The Te Parito Kōwhai Russley School rebuild planning is completed. Future-proofed digital infrastructure is a priority for the school rebuild. Centrally-funded PLD supports further growth of teacher knowledge and capability in Digital Technology. 	Principal Board/Principal External consultants AW/RB External facilitator EP	<p>The revised ICT strategic plan informs the future direction for technology provision through the Digital Technologies curriculum. Rev IT will continue to challenge and advise on the infrastructure requirements for our school rebuild and support the upkeep of existing infrastructure</p> <p>There is an emphasis given to the inclusion of digital technology in learning opportunities.</p> <p>Building on the successful development of teacher knowledge and skills during 2021 through accessing centrally-funded PLD and Emma Planicka, the expectation is that we can access further PLD hours to continue development in the Digital Technology Curriculum area.</p> <p>The next area for development is to understand how the progress outcomes within the curriculum influence the integration of the DT Curriculum across other curriculum areas.</p> <p>Students will increasingly access the Digital Technology Curriculum because teacher knowledge and capability has been increased.</p> <p>Students can expect to receive cross-curricular learning opportunities that are supported with the inclusion of digital technology tools and strategies.</p>	

ANNUAL PLAN & GOALS: **RUSSELY SCHOOL**

Promoting Personal Best:



FLOURISHING TOGETHER

Learners at the centre (NELP 1); Learners with their whānau are at the centre of education.

Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying.

STRATEGY	2022	CHAMPION	EXPECTED OUTCOMES	PROGRESS
Fostering a safe environment where students feel respected, loved and cared for.	<ul style="list-style-type: none"> E Tū Tangata is a central philosophy that provides the pou for positive education planning. Maintain and develop pastoral care systems that actively include and promote well-being. Kind, caring and forgiving relationships across the community are nurtured through Restorative Practices and opportunities for social connectedness. Positive teacher - student relationships are prioritised. 	Principal/SLT Pos Ed. Christy Grennall; E Tū Tangata All staff	The philosophies and language of E Tū Tangata feature as pillars for the connection irrespective of their age, gender, sexuality, race, ethnic background or physical appearance or capabilities. The E Tū Tangata strands will be purposefully explored in classrooms and engaged with across the school. Each strand will be given school-wide priority as a means of introducing the philosophy behind each. E Tū Tangata is seen and developed as a conduit between our kura's "together" strategic goals and the outcomes for our students through the school's dispositions. The E Tū Tangata strands will be used to develop student leadership groups. Teachers actively investing in really knowing students and their whānau is a central priority to school/home partnerships.	
Empowering learners to be knowledgeable about their needs, the needs of others and their own wellbeing.	<ul style="list-style-type: none"> The E Tū Tangata strands, You Have Value, Others Matter and We Succeed Together are central themes throughout our kura. Zones of Regulation language and practice facilitates kaiako and ākonga interactions. 	Pos Ed.	The E Tū Tangata strands will be purposefully explored in classrooms and engaged with across the school. Each strand will be given school-wide priority as a means of introducing the philosophy behind each. The Zones of Regulation tool is promoted as a consistent language between teachers and students and throughout the school. Students will be encouraged to use the tools of self-regulation (managing their thoughts, feelings and behaviours). Making clear connections to understanding their emotions and actions through explicit teaching and support within classes.	

	<ul style="list-style-type: none"> • Provide an educational environment that cultivates students' personal skills, strengths, and strong relationships - strengths focused. • Positive philosophy of feeling good and functioning well 			
Prioritise and embed the training of staff in the principles of Positive Education	<ul style="list-style-type: none"> • Continue to profile Positive Education within the school culture and curriculum. • Provide high quality programmes that promote and teach social and emotional skills, awareness and self-regulation. 	Principal/SLT Pos Ed. Class teachers	With the development of E Tū Tangata philosophies across the school, an overarching Positive Education framework will be developed to outline the hopes, ambitions and priorities for the development of a formal approach to Positive Education at Te Parito Kōwhai Russley School. This framework will provide the basis for any future developments in this field.	