

Board of Trustees Commitment

The Board of Trustees and the staff of Goldfields School will ensure the core values in our charter and the curriculum are adopted in all areas of the school's operations. We will achieve this through:

- The adaptation and embedding of these values in all teaching and learning programmes
- Reflecting these values in all operational matters and structures
- The manner in which our internal and external professional relationships are developed and used for the growth of our ākonga (learners), staff, whānau and wider community
- An annual process of reflective review and inquiry into the hauora needs of our tamariki and how best we can meet these needs
- Timely and cyclical review of all school policies and procedures
- The board fully acknowledges, understands and utilises the New Zealand Curriculum and Key Competency document



Consultation

At Goldfields School we actively seek whānau engagement and participation in the decision-making processes that affect our tamariki, kura and community. To understand what direction the charter should take, we went through a collaborative process. First consultation began with local iwi and Hauraki District Council iwi liaison advisor to discuss the vision and values and gain feedback. Secondly, a survey was undertaken with whanau and all staff to gain feedback on all elements in the charter and determine what's important for the school and students.

Cultural Diversity

When developing policies and practices every endeavour is made to reflect our cultural diversity and the unique position of the Māori culture as a bicultural partner of Te Tiriti o Waitangi. All reasonable steps will be taken to provide instruction in tikanga Māori and te reo Māori for our students. This establishes the basis for a committed working partnership between Māori and the New Zealand Government. This unique partnership shall be reflected in the operational and governing protocols of Goldfields School.



He Mahitahi
Working Together

We are an innovative, inclusive school for students with special needs aged 5-21 years.

He mahitahi (working together) binds us and drives us forward to strengthen the school through partnerships.

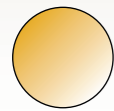
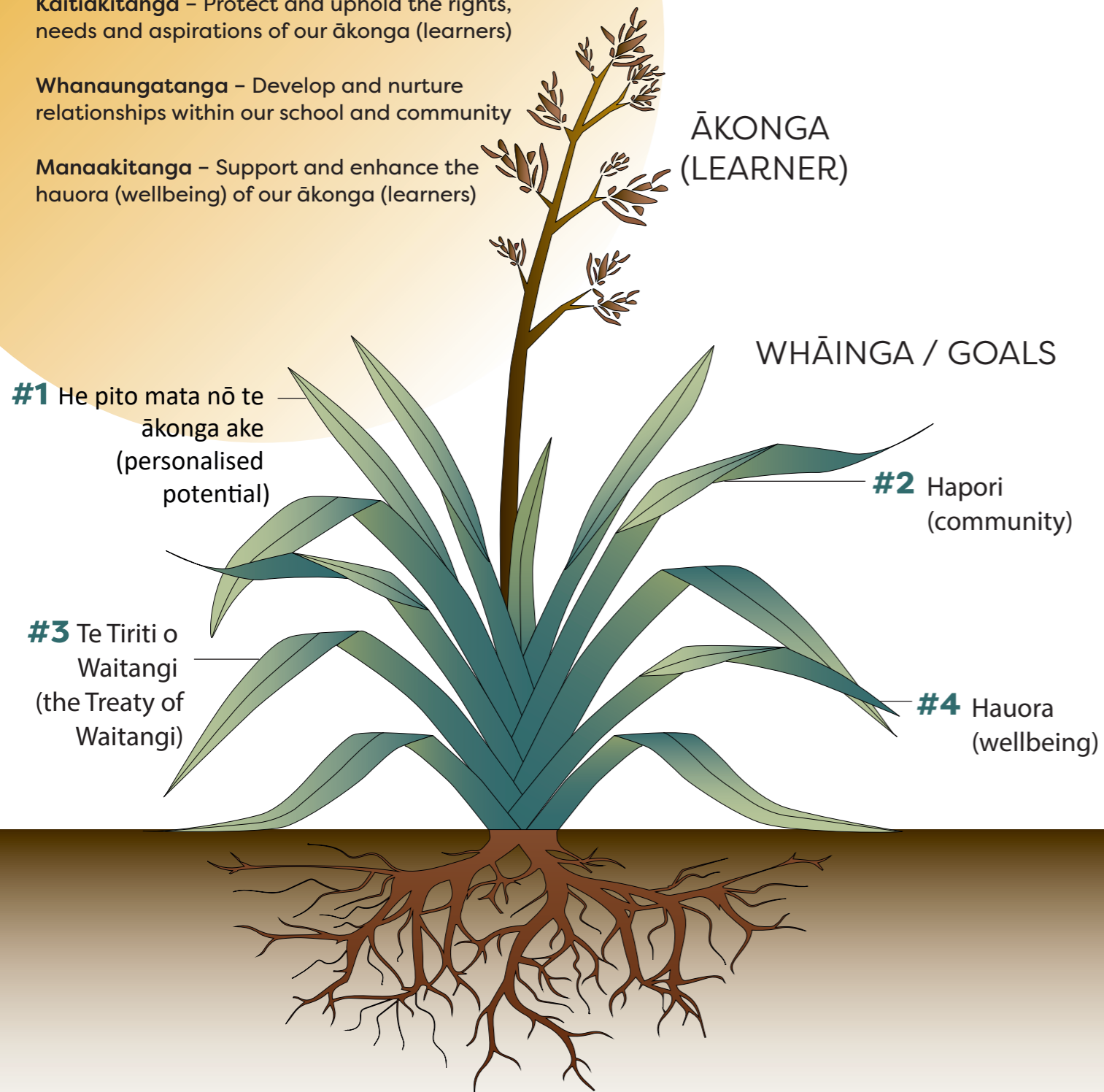
NGĀ UARA / VALUES

Kotahitanga – Unity in everything we do

Kaitiakitanga – Protect and uphold the rights, needs and aspirations of our ākonga (learners)

Whanaungatanga – Develop and nurture relationships within our school and community

Manaakitanga – Support and enhance the hauora (wellbeing) of our ākonga (learners)



The sun represents the vision, which provides the essential elements for growth



The flower represents the ākonga (learner) and blossoms when the environment is strong



The roots represent the values which feeds the harakeke with nutrients



The leaves represent the strategic goals and absorb the energy by the sun

MOEMOEĀ / VISION

The moemoeā/vision speaks to the passion and commitment of our kura (school) to nurture and prepare our ākonga (learners) to achieve tino-rangatiratanga and live self-determined lives.

The whakataukī in our moemoeā was gifted to the school by Joe Nicholls

WHĀINGA / GOALS

#1 He pito mata nō te ākonga ake (personalised potential)

This aligns with the Boards primary objective to maximise each student's educational journey. It emphasises tailored learning experiences to meet individual education plan (IEP) goals. We expect all students to reach their goals, with a focus on equitable outcomes, especially for Māori students. We will achieve this through personalised learning approaches and targeted support based on individual student needs. Success will be measured through ongoing analysis of student data, with a focus on Māori student achievement.

#2 Hapori (community)

This aligns with the Boards primary objective to reflect the community's needs, including iwi and whānau. It emphasises the importance of engaging with the community and understanding our role within it. We anticipate stronger relationships with iwi and whānau, increased participation in the Kahui Ako, and contributions to local and global initiatives embodying Māori values. Progress will be made by actively engaging with the community through ongoing dialogue and collaboratively developing plans and policies incorporating local tikanga Māori. Success will be measured through surveys, feedback sessions, and participation data.

#3 Te Tiriti o Waitangi (the Treaty of Waitangi)

This aligns with the Boards primary objective of fostering a culturally responsive and inclusive learning environment. It emphasises understanding and embracing the uniqueness of Aotearoa, recognising Māori as tangata whenua. We expect to see a learning environment that respects and reflects Māori culture, language, and customs. To achieve this, we will actively engage with Māori communities, seek input, and integrate perspectives into curriculum design and delivery. Success will be measured through assessments, feedback from stakeholders, and monitoring of te reo Māori usage and cultural practices.

#4 Hauora (wellbeing)

This aligns with the Boards primary objective of caring for the holistic wellbeing of students, staff, whānau, community and the environment. We expect to see a school environment prioritising these wellbeing's and to achieve this we will implement policies and practices as well as initiatives throughout the year. Success will be measured through surveys and direct feedback from stakeholders to understand the overall improvements in health and wellbeing within the school community and the wider environment.