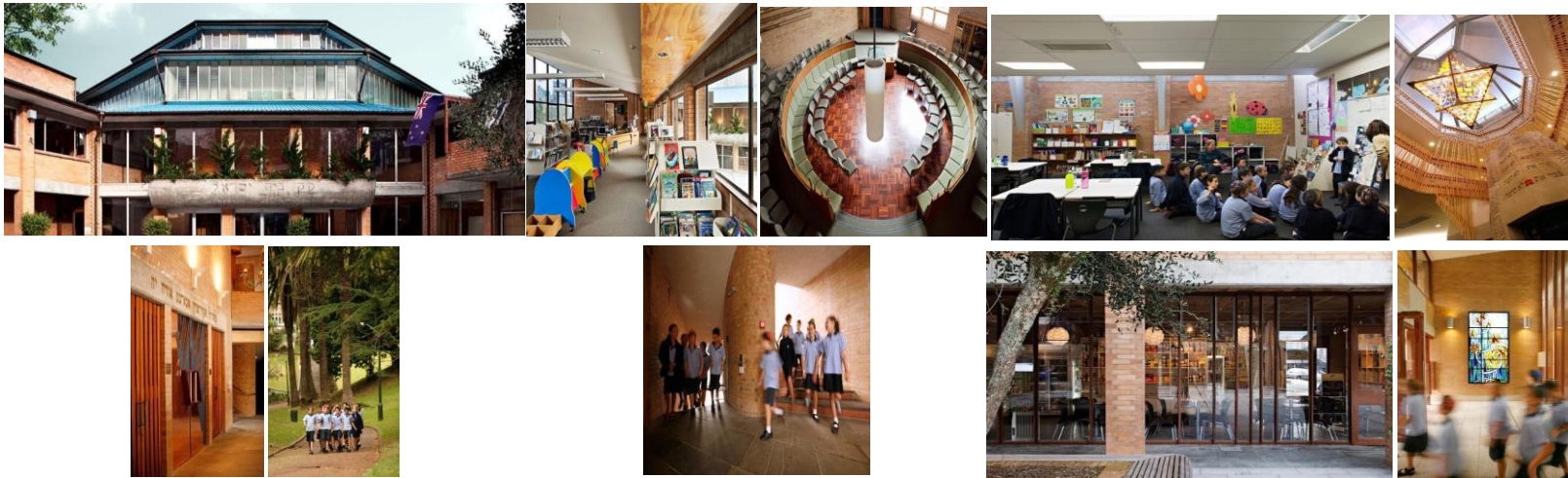




**CHARTER**  
**YEAR 5783-5784**  
**January 2023 – December 2023**  
**MOE NUMBER 453**



<p>"If I am not for myself, who will be for me? If I am only for myself, what am I? If not now, when?" Rabbi Hillel</p>		
<p><b>Whakaaete/Whakamua/Hebrew</b></p>		
<p><b>Values/Nga Uara d'any - ערכים (A'rachim)</b></p>		
<p><b>Learning</b> - Fostering a culture which promotes knowledge, fulfilment, and creativity.  <b>T'fillah</b> - תפילה - Incorporating prayer, belief and spirituality  <b>Identity</b> - Respecting individuality, diversity, and community  <b>Middot</b> - מידות (<b>Torah values</b>) - Encouraging good deeds exemplified by compassion, kindness and empathy  <b>Partnership</b> - Strengthening the ties between families, community and school</p>		
<p><b>Learning Pathways/Huarahi Ako</b> דרכי לימוד (Darkei Limud)  <b>Kadimah Learners</b></p> <ul style="list-style-type: none"> <li>- Learning experiences</li> <li>- Types of learning experiences Progressions, guidelines, benchmarks to help teachers.</li> <li>- Sharing learning with students</li> <li>- Multiple opportunities for all stakeholders to engage with learning and transfer knowledge.</li> </ul> <p><b>Goals</b></p> <ul style="list-style-type: none"> <li>- Literacy and Numeracy</li> <li>- Language learning: Hebrew and Te Reo Leadership</li> <li>- Acceleration of learning</li> <li>- Careers Year 7/8</li> <li>- Health and PE</li> <li>- Inquiry</li> <li>- Aotearoa New Zealand's Histories</li> <li>- Literacy, BSLA</li> </ul>	<p><b>Learning to Learn/ Tikanga Ako/ כלי למידה (K'lei Lemida)</b>  <b>Kadimah Learners</b></p> <ul style="list-style-type: none"> <li>- Strategies for choices, problem solving, making connections, set goals, , reflect Develop skills- lifelong learning and wellbeing (<b>hauora/ holistic wellbeing/revacha</b>) Value learning</li> <li>- Appreciate the effort of learning- needing focus, effort, resilience and perseverance.</li> <li>- STEAM and Coding.</li> </ul> <p><b>Goals</b></p> <ul style="list-style-type: none"> <li>- Shared understanding of how we operate "Kadimah values".</li> <li>- Shared and dynamic Pedagogy</li> <li>- Teachers PLD and reflection</li> <li>- Regular inquiry cycle</li> <li>- STEAM</li> <li>- Digital Technology and Coding.</li> <li>- PLD for staff Aotearoa New Zealand's Histories and writing Local Curriculum</li> <li>- Literacy, BSLA</li> </ul>	<p><b>Working together /Mahitahi/ עבודה משותפת (Avoda M'shutefet)</b>  <b>Kadimah Learners</b></p> <ul style="list-style-type: none"> <li>- Identity</li> <li>- Community engagement</li> <li>- Middot</li> <li>- Diversity</li> <li>- Inclusive</li> <li>- Part of the wider community</li> <li>- Learning from and with each other</li> <li>- "By contributing and working collaboratively we can go further"</li> </ul> <p><b>Goals</b></p> <ul style="list-style-type: none"> <li>- Explicitly to teach well</li> <li>- Collaborative skills</li> <li>- Collaborative practises</li> <li>- Safe and inclusive environment</li> <li>- Shared responsibility for learning and wellbeing</li> <li>- Communication Family/whanau/משפחה (mishpacha) engagement and contribution</li> <li>- Engaging and informing Whanau</li> </ul>

<p><b>Reporting Schedule to the Board.</b>  <b>Term 1</b> - Annual report of OTJs 2022 baseline data - Targets and goals for 2023  <b>Term 2</b> - Maths and Reading PAT report and comparison to previous years.  <b>Term 3</b> – Cultural Special Character, Sporting, Science Achievements and Digital technology achievements  <b>Term 4</b> - Presentation about of PLD focus for the 2023</p>
<p><b>Baseline data and School context for 2023</b></p>
<p><b>STUDENTS LEARNING</b>  In Literacy and in Mathematics of all Year 1 to 8 students are progressing and achieving in line with national expectations of curriculum levels for each year group. <b>READING, MATHEMATICS, WRITING</b></p>
<p><b>STUDENT ENGAGEMENT</b>  <b>Our Student leaders continue to have multiple and varied opportunities to grow their skills as leaders –</b>  Ponsonby Leadership Day.  Leadership Day at Manukau City  STEAM/ Science Curriculum has been designed to engage the students in collaborative thinking for 21st century - this includes coding, VEX Robotics, Epro8,  Science Fair  Speech Competitions  Also integrating our Special Character curriculum - Etgar Yesodi (אתגר יסודי) and Hebrew Curriculum according to arising themes and Jewish Festivals.  Development of Family Heritage Projects –Anu Museum- <b>Manuel Hirsch Grosskopf International Competition, the My Family Story</b></p>
<p><b>SCHOOL STRUCTURES</b>  In 2023 we have mostly had a steady and secure staff. We will continue to strengthen our induction programme in 2023 This is so all roles and responsibilities are clear to all. We will continue to do this through 2023.</p>
<p><b>BICULTURAL PERSPECTIVE</b>  New Zealand's bicultural heritage is unique and at Kadimah School we have a commitment to Te Tiriti o Waitangi.</p>
<p><b>MULTICULTURAL PERSPECTIVE</b>  Students from a range of cultures/ethnicities are present at Kadimah. We will ensure that the way in which we operate and our teaching programmes: recognise and value traditions, histories and languages of cultures within New Zealand, promote nonracist attitudes and behaviour within our school community, recognise that students may need to meet more than one set of cultural expectations. Consider members of cultural groups within the local community when including aspects of content related to those cultures/ethnicities.</p>
<p><b>SPECIAL CHARACTER</b>  Kadimah will offer the highest standard of Jewish education within a framework that fosters Torah values, Jewish Identity, and a sense of belonging by developing an understanding and practical application of Jewish observance, Jewish religious values, the Hebrew language, and Israeli cultures.</p>

OTHER KEY ACTIONS FOR 2023 TO ACHIEVE OUR STRATEGIC VISION - KADIMAH			
PERSONNEL	LED BY	SELF REVIEW PROGRAMME	LED BY
Induction of new Board members and upskilling of all members. Induction and support for new staff <b>PLD for all staff</b> - Ongoing eTap training - Provide all staff with communication tools for effective collaboration and assist staff to build strong positive relationships. - First Aide Training in 2023 for some staff. - Literacy project - Mitey – Term 2 - Te Reo PLD in 2023 on going and in the following Year, 2022. Staff are encouraged to sign up for courses. - JEN Conference in Melbourne 2023 – Possibility 2 Staff attending. - PLD on Aotearoa New Zealand's Histories and on writing the local Curriculum for this. The new Literacy curriculum ..... - BSLA	BOT   SMT SM   SMT and Staff		

<b>Property and Health and Safety</b>	<b>LED BY</b>	<b>Teaching and Learning</b>	<b>LED BY</b>
Continued Training for Health and Safety Rep. New 10YP for new school site 2023 Ongoing update of Lock down procedures for new site 2023 Review any hazards that need rectifying if they arise.	JB BOT Principal	Range of parent Information Sessions to be held - Mathematics Evening and Health evening – Epro8 evening Cyber safety evening/ Family wise implementation Implementation of a Te Reo programme with staff PLD- ongoing Parent Interviews Special Character celebrations - Siddur Presentation, Tanakh Ceremony, Purim Pesach Celebration. Start Learning Difference parent/school support group to build a positive approach to working with our children both at home and school. Grandparents and friends of the school day. Class / Syndicate picnic in the summer months to welcome new Kadimah Families and immigrants. ASB First Aide for all classes. Scooter/ Bike training with AT Kea Crossing Training with Police. Aotearoa New Zealand's Histories and Literacy Mitey – Introduction Term 2 2023	Tech and ICT   All Staff  Jewish Studies Staff  Staff and SMT

**IMPROVEMENT PLAN FOR LEARNING - LEARNING TO LEARN**

**Kadimah Learners are empowered to use a range of strategies to make the right choices, problem solve, make links to prior learning, set goals, achieve them and reflect on what we have learned. We develop skills for lifelong learning and wellbeing. We value learning and appreciate that it involves focus, effort, resilience and perseverance**

**FOCUS AREAS - HGA ARONGA MATUA - תחומי מיקוד (T'chumei Mikud) - ת"ח**

**LEARNING TO LEARN-TIKANGA AKO - Otin - כלי למידה (K'lei Lemida)**

**BASELINE DATA: MONITORING AND EVALUATING THE IMPACT OF OUR PREVIOUS ACTIONS**

Research shows us that formative assessment has the most impact on student improvement and progress. From our collaborative inquiry during 2023 we investigated the systems and practices we were engaging in as a school to determine a tool to best support the pedagogy we wanted to support in the school.

Environments for learning are underpinned by positive relationships and inclusive values therefore during 2023 we would like to further promote our schools living values. We would like to continue to give teachers a toolbox of strategies to allow all students to be successful, including pedagogical strategies that support both learning and behaviour, this will be done through ongoing PLD. Benchmarks are a tool that integrates our goal for formative assessment, giving students a say in their learning. It also ties into our ongoing work of creating a culturally responsive curriculum. We continue our work on our STEAM approach to learning and promote this through our Special Character Curriculum so that it can be felt throughout the school.

<b>GOALS</b>	<b>ACTIONS</b>	<b>WHO, WHEN, RESOURCING</b>	<b>INDICATORS AND PROGRESS</b>
<p>There is a shared and dynamic pedagogy.</p> <p>Curriculum and assessment practices are dynamic, responsive and learner driven. Teachers engage in PLD and ongoing cycles of inquiry to inform teaching and learning</p>	<p>Formative Assessment and Learner Agency.</p> <p>Further develop formative assessment capabilities across the staff</p> <p>Revisit Clarity in the Classroom and good Assessment for Learning</p>	<p>Principal, SMT and Teachers.</p> <p>Staff meetings and ongoing observations and discussions.</p>	<p>Formative Assessment and Learner Agency</p> <p>Formative practices are being used consistently across the school</p> <p>Students are using self and peer assessment and are better able to judge where they are at, set goals and provide feedback to others.</p>
<p>There is a shared understanding of the Kadimah School values.</p> <p>A safe and inclusive learning environment is enhanced by taking a shared responsibility for learning and wellbeing.</p>	<p>Shared values</p> <p>Reinforce our school values through a school-wide positive behaviour management plan to achieve greater consistency of expectations and shared language.</p> <p>Ongoing review of our current Behaviour Plan.</p> <p>Continue to build strong home school partnerships with parents to build a shared language and understanding of our school values.</p>	<p>All Staff and Parent Body</p>	<p>Children, teachers, and the community are living the values through their actions.</p>

Leadership is encouraged and supported at every level of the school	Key staff are sent on Middle Leaders Workshops where possible. APPA, NZPA, ICP meetings and conferences where possible,	SMT and Staff	Induction • Teachers have felt well-supported and clear about systems and structures, continual updating of Teachers Manual. Collected feedback from new teachers.
There is a shared language and understanding at Kadimah. Tikanga and Te Reo are well-embedded into English-medium learning. There is a shared and dynamic pedagogy.	All teachers to teach Te Reo at the level appropriate for their children, the parent body, and the teachers within the school who can support and share their knowledge of Te Reo. Aotearoa New Zealand's Histories. Encourage staff to learn Te Reo.	Principal, SMT and Class Teachers.	Learner's value and speak Te Reo Māori Improved learning outcomes for Pasifika students. Collected feedback from Pasifika students and parents in relation to cultural safety at Kadimah. Ongoing learning for staff.
That our Special Character and Hebrew Language are embedded in our school culture.	All teachers will be guided and supported by our Hebrew and Jewish Studies staff to integrate the language and culture in all classrooms and throughout the School.	Jewish Studies and Hebrew Staff	Learner's value and speak Hebrew and have a good understanding of our special character culture. Improved learning outcomes for all students.
Recruit and retain staff to ensure that student learning and achievement needs are met.	Ensure the provision of effective and relevant professional development to staff. Provide technology resources to staff and assist them to further develop ways to utilise the technology skills of the children and use technology to support the children's learning.	BOT and SMT	Settled staff that keep up to date with new pedagogy and systems.
Continue to foster environmental and eco awareness as well as our emphasis on STEAM based subjects and projects.	Ongoing redevelopment of the Parisian playground and kitchen gardens - worm and compost bins, chickens, water systems - collecting our own water. Continue with our bee project and selling Kadimah honey to our Kadimah Community.	Management	Use of more diverse varieties of plants grown with more intensive and eco-friendly methods, while supporting our STEAM curriculum, Digital Technology Curriculum and NZC.

	EPRO 8 and Robotics will continue to be developed and fostered at Kadimah as well as coding. We will also include coding and film and animation technology.		
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IMPROVEMENT PLAN FOR MATHEMATICS FOR 2023			
<b>Baseline data monitoring and evaluating the impact of previous actions -</b>			
<b>Above and At Curriculum Levels -2021 -92.5%(n=98), 2022 – 88.0%(n=66)</b>			
It is pleasing to see that our ongoing emphasis on PLD and revision of in mathematics is having an effect.			
2022 results year by year At or Above the Curriculum Level After 1 year = 4 = 80.0% After 2 years = 5 = 85.7% After 3 Years = 13 = 81.0% End of Year 4 = 14 = 93.3.4% End of Year 5 = 10= 91.6% End of Year 6 = 26 = 93.3% End of Year 7 = 12 = 95.6.0% End of Year 8 = 14 = 94.4%			
Annual target for 2023 is to have our below curriculum for their year level at At the curriculum level by the end of 2023			
<b>Goal</b>	<b>Action</b>	<b>When, who, resourcing</b>	<b>Indicators of progress.</b>
Every student leaves Kadimah with a strong foundation in Mathematics Accelerate the learning of our priority and targeted students. Also identify any students that have slipped in standard due to Covid and keep monitoring them this year.	To identify every Year 1 to 8 student at the beginning of 2023 who is below and well below the curriculum level for mathematics from 2022 data and - Set and achievement target for each student Set some learning goals for each student Decide teaching approaches/ actions that the teacher needs to undertake to help the students reach their targets/goals. Extra support for children that need it post the lockdowns of 2022.	Mathematics Team and Teachers.	By the end of 2023 our targets have been met or exceeded. Interventions are in place for PLDs which may include, targeted workshops, acceleration workshops, extra learning time with teacher - tracking documentation Ongoing analysis of data shows the progress and improvement in mathematics of our priority and targeted students. Children can use indicators to self - assess progress and set goals.



<p>There is a shared and dynamic pedagogy</p>	<p>Teaching staff are clear about what the expectations for each cohort for mathematics are and share these expectations with students as appropriate. The Maths team support their year groups considering different ways of organising their students at syndicate level to addressing the needs of some groups underachieving in each syndicate.</p>	<p>Mathematics team and Teachers.</p>	<p>Ongoing engagement of PLD sessions for teachers and putting this learning into action. There is a consistent approach to teaching and learning across the School, including modelling and assessment. Maths team are identifying and supporting teachers who require extra support. Just In Time Maths at Year 3 Level and Year 7 and 8</p>
<p>Teachers engage in PLD and ongoing cycles of inquiry to inform teaching and learning</p>	<p>Targeted, and contextualised planning support. Ongoing support for those requiring 1 to 1 support or syndicate help and teachers new to the school or NZC.</p>	<p>Math Team</p>	<p>Each teacher's planning and practice reflects professional learning facilitated with improvements in teacher practice which is measured through observations and reflections. Co-planning in syndicate teams. Staff meetings are responsive to the needs of staff and next steps to support true assessment and one to one programmes. This will support acceleration and extension.</p>
<p>Multiple and varied opportunities enable meaningful and respectful communication and dialogue between us all.</p>	<p>Continue to develop strong parent/whanau links with the school through information sessions and evenings. Through the parent portal parents can access their children assessment data.</p>	<p>Maths Team</p>	<p>Parents are informed about ways they can support the numeracy curriculum at home, Parents are aware of their children's progress and achievement.</p>

**Improvement Plan for Reading 2023**

**Baseline Data Monitoring and Evaluating the impact of previous years.**

**At or Above Curriculum Levels – 2021- 88.9% 2022- 93.3%**

It is pleasing to see the increase of Reading Levels and working on the synthesising of information in nonfiction texts across the school.

- After 1 Year – 11 = 88.3%
- After 2 Years – 8 = 100.0%
- After 3 Years – 14 = 95.5%
- After 4 Years – 15 = 100.00%
- After 5 Years – 26 = 91.7%
- After 6 Years -15 = 100.00%
- After 7 Years – 18 = 100.00%
- After 8 Years – 8 = 100.00%

Annual Target for 2023 By the end of 2023 we hope to have all our children in nonfiction will have better understanding of synthesising information, interpretation of questions.

<b>Goals</b>	<b>Action</b>	<b>When, who, Resourcing</b>	<b>Indicators of progress</b>
Every student leaves Kadimah with a strong foundation in Reading Accelerate the learning of our priority and targeted students.	To identify every Year 1 to 8 student at the beginning of 2023 analyse all data from all the testing of reading and set targets/goals for all pupils that are not fully understanding and synthesising information, and also interpretation of questions. Also monitoring the children that are below curriculum level and making sure that they are being supported to reach, at the curriculum level by the end of 2023. Reading Recovery - for students below the 6-year net standard. Junior Staff PLD on Better Start Literacy Approach.	Literacy Team and Teachers	By the end of 2023 our targets have been met or exceeded Interventions are in place for PLDs which may include, targeted workshops, acceleration workshops, extra learning time with teacher - tracking documentation Ongoing analysis of data shows progress and improvement in reading and the targeted area. Children should also be made aware of how to use indicators to self - assess progress and set goals.
There is a shared and dynamic pedagogy	Teaching staff are clear about what the expectation are for each cohort for Reading and share these expectations with students as appropriate. The Literacy team support their year groups considering different ways of	Literacy Team and Teachers	Teachers are engaging in PLD sessions and putting learning into action. There is a consistent approach to teaching and learning across the school, including modelling and assessment. Literacy

	<p>organising their students at syndicate level to address the needs of some groups underachieving in each syndicate. Monitor our ESOL learners. Using indicators in the ESOL curriculum.</p>		<p>team are targeting and supporting teachers who require extra support.</p>
<p>Teachers engage in PLD and ongoing cycles of inquiry to inform teaching and learning.</p>	<p>Targeted, and contextualised planning support. Support for our non-NZ trained teachers. Buddy system within syndicates. Through SENCO our junior staff will be involved in Better Start – Literacy Approach</p>	<p>Literacy team SENCO</p>	<p>Teacher's planning and practice reflects professional learning facilitated with Improvements in teacher practice which is measured through observations and reflections. Planning in syndicate teams Staff meetings are responsive to the needs of staff and next steps to support true assessment and one to one programmes. This will support acceleration and extension.</p>
<p>Multiple and varied opportunities enable meaningful and respectful communication and dialogue between us all.</p>	<p>Continue to develop strong parent/whanau links with school through information sessions and evening. Through the parent portal parents can access their children assessment data.</p>	<p>Literacy team and teachers.</p>	<p>Parents are informed about ways they can support the Literacy curriculum at home. Parents are aware of progress and achievement. Support is provided for parents of ESOL learners.</p>

**Improvement plan for Hebrew and Jewish Studies 2023**

**Jewish Learning will enhance our Jewish Studies and Hebrew Curriculum linked to our deed of integration, infusing Jewish Life and values throughout the School.**

**Target for 2023 - By the end of 2023 85% of all our learners are working at or above expectation against our Hebrew learning progressions and meet all learning commitment for the Siddur and Tanakh ceremonies at Year 3 and Year 5 levels.**

<b>Goals</b>	<b>Action</b>	<b>When, Who and Resourcing</b>	<b>Indicators of progress</b>
Every student leaves Kadimah with a strong foundation in Hebrew and the Jewish Culture Accelerate the learning of our native Hebrew speakers.	To identify every Year 1 to 8 student at the beginning of 2023 who is below and well below the curriculum level in Hebrew. Set an achievement target for each student Set some learning goals for each student. Decide teaching approaches/ actions that the teacher needs to undertake in order to help the students reach their targets/goals.	Jewish Studies and Hebrew Staff.	By the end of 2023 our targets have been met or exceeded Interventions are in place for our language learners which may include, targeted workshops, acceleration workshops, extra learning time with teacher - tracking documentation. Ongoing analysis of data shows progress and improvement in the Hebrew language of our students Children are able to use indicators to self - assess progress and set goals for their future learning.
There is a shared and dynamic Pedagogy amongst the Jewish Studies department teachers.	Teaching staff are clear about what the expectation for each cohort for the delivery of Hebrew the first, second and sometimes a child's third language and share these expectations with students as appropriate. The Jewish Studies team support their students in a similar way.	Jewish Studies and Hebrew Staff	Teachers are engaging in PLD sessions and putting learning into action. There is a consistent approach to teaching and learning across the school, including modelling and assessment. Hebrew teachers/ team are targeting and supporting teachers who require extra support in class with support with year groups considering different ways of organising their students. Common phrases are identified and can be integrated in to the general classroom. Jewish Studies Team

<p>Multiple and varied opportunities enable meaningful and respectful communication and dialogue between us as a staff and school.</p>	<p>Continue to develop strong parent/whanau links with the school through information sessions and evenings. Celebration of festivals/ ceremonies that are part of our special character. International Family Heritage competition, Year 7 and 8.</p>	<p>Jewish Studies and Hebrew Staff</p>	<p>Parents are informed about ways they can support the Jewish Studies curriculum at home. Online links and work, both written and oral, will be on Google Classroom for each class level, Parents are aware of progress and achievement.</p>
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