



Special character Integrated School

The spiritual connection is what makes our school unique. Our founder, Srila Prabhupada explains that the ultimate aim of education should be self-realisation of the spiritual values of the soul.

In the spirit of the Vedic teachings, we hold a holistic approach to education and acknowledge that a successful education needs to provide a set of foundation skills which are transferable and adaptable for whatever the future holds.

Our Krishna conscious teachings develop the child's wisdom, character and higher order thinking skills. The fostering of respectful and meaningful relationships support the development of the child's social and emotional wellbeing. The joy of devotion and the celebration of learning successes ensure that a life-long learning journey is established for each child.

Our mission:

In faithful accord with the teachings and mission of His Divine Grace A. C. Bhaktivedanta Swami Prabhupada:

We empower every child to discover their unique and extraordinary potential, their connection with Krishna and to experience the joy of learning and devotional service.

Within a culture of genuine respect we offer a dynamic, holistic education to prepare our students for lifelong success in an ever-changing world



Charter 2021



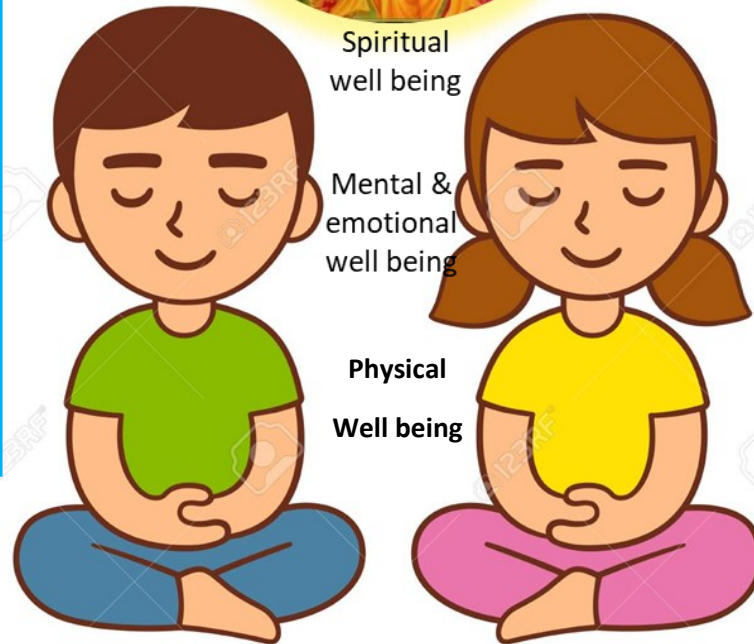
Our Values



Wisdom

Chit: In Sanskrit is pure knowledge of the absolute truth

Wairuatanga Spirituality, holistic wellbeing and positive identity



Spiritual
well being

Mental &
emotional
well being

Physical
Well being

Joy

Ananda: In Sanskrit is a state of pure spiritual happiness and bliss.

Whakamana: Empowerment to reach our highest potential

Respect

Sat In Sanskrit Sat means eternity. Real respect for oneself and others is based on the eternal reality of the soul

Whanaungatanga

Creating positive and collaborative relationships

GUIDING PRINCIPLES for our school's curriculum:

Our guiding principles for our school come directly from our mission statement:

In accord with Srila Prabhupada's Teachings, Mood and Mission:

Empower every child to form connections with:	<ul style="list-style-type: none">• Themselves• Others• The natural world• The Supreme Lord Krishna
Empower students to achieve their unique and extraordinary Potential. Prepare our students for life long learning & success.	<ul style="list-style-type: none">• Developmentally appropriate practices• Child centred pedagogy• Giving students a voice - democratic.• Developing growth mind-sets and learner agency• Providing a balance between student-directed, discovery-based learning and direct instruction.
Empower every child to experience the joy of learning and the joy of devotional service	<ul style="list-style-type: none">• Enabling authentic learning experiences• Developing intrinsic motivation• Developing creativity & innovation• Inspiring a genuine love for learning.• Incorporating all aspects of a child's development (Head, Heart and Hands)
Create a culture of genuine respect:	<ul style="list-style-type: none">• Developing positive personal relationships• Recognising and nurturing the value in each individual• Enhancing positive and transformative communication skills



Applying our Core Values and Achieving our Mission

<i>Wisdom</i>	<i>Respect</i>	<i>Joy</i>
<p><u>How is Wisdom applied practically to students' learning?</u></p> <ul style="list-style-type: none"> • Learning and applying the Philosophy of Krishna consciousness by: <ul style="list-style-type: none"> ◇ Learning Sanskrit slokas ◇ Hearing and telling & acting out scriptural stories ◇ Discussing spiritual & philosophical concepts and how they relate to our lives ◇ Developing faith in the Supreme Lord ◇ Developing moral literacy and character values ◇ Sharing our philosophy & values with others • Engaging in Inquiry/project based learning • Developing effective mathematics, literacy and communication skills • Encouraging self management and leadership skills 	<p><u>How do we create this culture of respect?</u></p> <ul style="list-style-type: none"> • Personalised & authentic Learning that takes into account the relevant natures and interests of each child. • Empowering intrinsic motivation & ownership of the learning • Applying developmentally appropriate practices (supporting students to learn at their own stage and pace). • Empowering Student Voice and Student Leadership • Creating a school-wide Culture of Respectful Communication • Engaging learners in collaborative Learning and relating with all ages • Maintaining a family Mood and Culture • Learning in & with Nature • Encouraging responsible citizenship and democratic decision making 	<p><u>How do we invoke the souls joyous nature?</u></p> <p>Learning which is dynamic & holistic</p> <ul style="list-style-type: none"> • Authentic, Experiential, Discovery Learning • Investigative Play Based Learning • Engaging the head, heart, hands- mind, body and spirit • Enabling Achievement of Mastery • Celebrating Achievement • Engaging in The Arts & traditional crafts <p>Joy of Devotional Service:</p> <ul style="list-style-type: none"> • Festivals and Community Celebrations. • Engaging in a Multitude of Ways of Connecting with Krishna (God)- according to individual inclinations. • Temple Worship - singing, dancing, Deity worship • Sharing our Culture with Others
<p><u>Bicultural connection:</u></p> <p>Wairuatanga: Spiritual connection and well being</p>	<p><u>Bicultural connection:</u></p> <p>Whanaungatanga. Positive and meaningful relationships - a relationship through shared experiences and working together which provides people with a sense of belonging.</p>	<p><u>Bicultural connection</u></p> <p>Whakamana: Empowerment to reach our highest potential</p>

Graduate Profile (vision)

In faithful accord with the teachings mood and mission of HDG A.C Bhaktivedanta Swami Srila Prabhupada

		Hare Krishna school students will:
<p>Wisdom</p> <p>We empower every child to discover their unique and extraordinary potential,</p>	<p>Connection with self (Self development, Self realisation)</p> <p>Thinking & Managing self,</p>	<ul style="list-style-type: none"> • Know how to think (critical, creative thinking) and how to control their minds • Be life-long learners with a strong sense of learner agency to achieve academic & personal success • Have a strong and confident sense of personal identity as a servant of God.
<p>Respect</p> <p>We empower every child to discover their connection with Krishna, others and nature</p>	<p>Connection with God, others and Nature</p> <p>Relating to others,</p>	<ul style="list-style-type: none"> • Have positive connections and relationships with peers and school staff • Have a positive connection and relationships with the supreme lord Krishna and His representative Srila Prabhupada. • Have a positive connection with the natural world and a desire to enhance and protect our world (Kaitiakitanga).
<p>Joy</p> <p>We empower every child to experience the joy of learning and devotional service.</p>	<p>Connection with purpose</p> <p>Participating & contributing</p>	<ul style="list-style-type: none"> • Contribute positively to Srila Prabhupada's mission and demonstrate a desire to make a difference in our world. • Celebrate successes and mastery of skills according to their personal nature and proclivities • Be Healthy and balanced

‘Te piko o te māhuri, tērā te tupu o te rākau’

‘The way in which the young sapling is nurtured, determines how strong it will grow as a tree’.

Cultural Diversity and our Māori Dimension:

Hare Krishna School will reflect New Zealand's cultural diversity by:

- Recognising and valuing the cultures within the school and wider community.
- Understanding local and national cultural traditions and histories.
- Acknowledging and celebrating New Zealand's cultural diversity.

Hare Krishna School will reflect the unique position of the Māori culture by:

- Following and honouring the principles of The Treaty of Waitangi.
- Recognising the unique position of Māori within New Zealand society.
- Understanding the nature of biculturalism and the partnership between Maori and Pakeha.
- Exploring bicultural heritage and how it contributes to a sense of identity for New Zealanders.

The school will undertake to incorporate Māori culture and protocol (tikanga Māori) into the school's curriculum and practices through:

- Integrating Maori values & and spirituality with our Krishna conscious spirituality and values.
- Teaching of basic Te Reo
- Teaching of Tikanga Māori.
- Inviting Maori members of the community to assist with staff and student education

Special occasions.

- Hare Krishna school will recognise, honour and celebrate special occasions such as Matariki
- Hare Krishna school will incorporate Maori into our own special occasions such as the end of year celebration

Te Reo

Hare Krishna School will implement basic Te Reo programmes in classes for all students and all reasonable steps will be taken if parents request Te Reo Māori.

Steps taken to establish the views and concerns of the school's Māori communities may include:

- Direct contact via face to face meetings, phone, email.
- Indirect contact via surveys.
- Community forums/hui.



Our Strategic Goals 2020

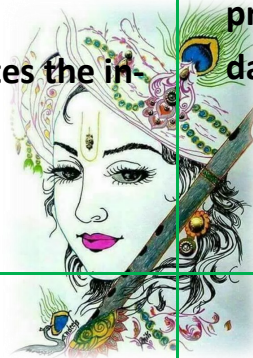
Special Character

1.1: To provide instruction on KC principles & culture

1.2: To ensure KC is integrated and experienced through the curriculum

1.3: Ensure our school's special character incorporates the inclusion of bicultural elements

1.4: Prasadam (Spiritually blessed food)



Student Achievement

2.1: All learners achieving their unique & extraordinary potential and striving for excellence

2.2: All children accessing the NZ curriculum as evidenced by progress & achievement in formative & formal assessment data

Personalised Learning Journeys

3: Provide students with holistic, personalised & authentic learning experiences

Community

4: Further build and grow a collaborative, community spirit amongst students, staff and parents

Goal 1: Krishna Consciousness

Objectives	Actions	Responsible	2020	2021	2022
1.1 To provide instruction on KC principles & culture to our community	Implement an in person induction program twice per annum for new parents—supplement with a video or slide show—handbook	Principal			
1.2 To ensure KC is integrated and experienced through the curriculum	Continue to develop the Krishna conscious curriculum that shows knowledge, skills, and values to be attained at each year level. Develop a corresponding assessment process incorporating knowledge, skills and values.	Principal			
	Inspire teachers in developing critical and creative thinking and applying this to their teaching of Krishna consciousness through the Philosophy for Children program, with the aim of applying this to classroom practice.	Principal			
1.3 Ensure our school's special character incorporates the inclusion of bicultural element	Treaty of Waitangi, Te Reo greetings & Simple Maori Whakatauki (proverbs) – To be embedded in all classrooms to support the NZ Curriculum Treaty of Waitangi requirements, and where possible being related to our special character	Principal			
1.4 Prasadam meals	Develop a sustainable prasadam program that provides vegetarian meals daily to all students.	Krsnendu			

Goal 2: Student Achievement

Objectives	Actions				
2.1 All learners achieving their unique & extraordinary potential and striving for excellence	Ensure progress for all students, particularly Māori students, children with additional learning needs. Accelerate progress of students performing 'below' curriculum level expectations.	Principal			
	Develop & demonstrate the culture and language of 'growth mindset' development at all year levels	Principal			
2.2 All children accessing the NZ curriculum as evidenced by progress & achievement in formative & formal assessment data.	Implement our graduate profile as part of our learning journey - Why, how, what?				
	Ensure reporting of all student achievement information to parents & the board is succinct and relevant				
	Develop a collective understanding of the conditions and teacher pedagogy that supports student agency and how this is applied in our context.				

Goal 3: Personalised Learning Journeys

Objectives	Actions	Resp.	2020	2021	2022
3 Provide students with holistic, personalised & authentic learning experiences	Continue to develop our knowledge, skills and resources for investigative play at junior levels & personal project-based learning in years 3-6 and years 7-10	Principal			
	Address the specific social, emotional, academic and spiritual needs and career pathways of our year 9-10 students				
	Continue to develop our craft and technology curriculum & corresponding skills & resources	Principal			
	Continue to Develop teacher knowledge and competencies with the new digital technologies curriculum				
	Continue to develop dynamic modern learning spaces	Principal			

Goal 4: Community

4.1 Further build and grow a collaborative, community spirit amongst students, staff and parents	Continue to develop the Celebration of students' learning with all members of the community				
	Work with the PTA to increase parental involvement at the school in student learning				
	Continue to Build the leadership capabilities of syndicate leaders and within school lead teachers				
	Further support teacher & student wellbeing and positive relationships for learning				

Annual Plans 2021

Goal 1 Special Character

Objectives	Actions 2021	Who	When	Budget
1.1 To provide instruction on KC principles & culture to our community	Implement an in person induction program twice per annum for new parents—supplement with a video or slide show—handbook	Krsnananda	Term 1 first day & term 3	
1.2 To ensure KC is integrated and experienced through the curriculum	Continue to develop the Krishna conscious curriculum that shows knowledge, skills, and values to be attained at each year level. <ul style="list-style-type: none"> • With the teachers—Develop a corresponding assessment process incorporating knowledge, skills and values. • Begin implementation of the new curriculum and assesment 		Completed by end of term 1	
	Inspire teachers in developing critical and creative thinking and applying this to their teaching of Krishna consciousness. Krishna consciousness through the Philosophy for Children program, with the aim of applying this to classroom practice. <ul style="list-style-type: none"> • Principal attend PD in P4C to advanced level • Principal to implement this practice in staff meetings • Teachers to reflect on the value of this practice • Teachers to have a go with their classes and provide feedback 		Ongoing each term	\$600 for principal to attend pd
	<ul style="list-style-type: none"> • Continue looking at more creative, fun and inspiring play areas in junior classes connecting to Krishna Consciousness and NZ curriculum. 			
1.3 Ensure our school’s special character incorporates the inclusion of bicultural elements	Treaty of Waitangi, Te Reo greetings & Simple Maori Whakatauki (proverbs) – To be embedded in all classrooms to support the NZ Curriculum Treaty of Waitangi requirements, and where possible being related to our special character. <ul style="list-style-type: none"> • Included in all major documentation charter, prospectus, advertising materials • Included in our values and displayed in classrooms with our values • Explore whakatauki with staff 	Krsnananda/ VisnuMaya/ teachers	Ongoing	
1.4 Prasadam meals	Develop a sustainable prasadam program that provides vegetarian meals daily to all students: <ul style="list-style-type: none"> • Establish a working team • Create potential models • Decide on a model and work towards achieving it by term 3 			

Student Achievement

2.1 All learners achieving their unique & extraordinary potential and striving for excellence

2.1.1 Ensure progress for all students, particularly Māori students, children with additional learning needs. Accelerate progress of students performing 'below' curriculum level expectations.

2.1.2 Ensure Every learner continues to be challenged and make progress in core learning areas, reading, writing, maths

Writing— student achievement results 2020

Expectation	End Year 1	End Year 2	End Year 3	End Year 4	End Year 5	End Year 6	End Year 7	End Year 8	End Year 9	Totals
Well above	0	0	0	0	0	1	3	0	0	4
Above	1	2	0	3	0	2	4	3	0	15
At	21	9	5	9	5	6	6	1	1	63
Below	0	2	8	2	2	0	1	2	1	18
Well below	0	0	0	0	0	2	3	1	0	6
Totals	22	13	13	14	7	11	17	7	2	106
Percentage At or above	100%	85%	38%	86%	71%	82%	76%	57%	50%	77%

2021 targets Writing

8 students in year 4 who were below in writing at the end of year 3 will make accelerated progress.

Expectations	End Year 1	End Year 2	End Year 3	End Year 4	End Year 5	End Year 6	End Year 7	End Year 8	End Year 9	Totals
Well above	0	0	0	0	0	1	5	2	0	8
Above	1	3	5	6	1	4	6	0	1	27
At	4	6	4	7	4	3	3	4	1	35
Below	17	2	4	1	2	3	1	1	0	32
Well below	0	2	0	0	0	0	2	0	0	4
Totals	22	13	13	14	7	11	17	7	2	106
Percentage	23%	62%	69%	93%	71%	73%	82%	86%	100%	66%

2021 targets Reading

17 students in year 2 who were below in writing at the end of year 1 will make accelerated progress.

Planned Actions Writing	Who/when	Budget
Introduce structured handwriting program for the years 1-2 eg. Casey Caterpillar.	Vimala, Pia	
Word Lab years 1-6 <ul style="list-style-type: none"> • Jigsaw research (origin) activity with the words for older students. • Continue to use it and try to adapt it to fit the classroom. • Spelling test to be done regularly • Communicate words with parents for home learning • Have individual spelling test results charts in their notebooks that document their learning progress. 	Principal & class-teachers	
Ensure effective practices of modelled, shared, independent and guided writing	Principal, Class teachers	
Whole school Focus on personal goal setting for writing & growth mindsets: <ul style="list-style-type: none"> • Review the assessment established in 2020 • Continue to establish systems for students setting relevant goals (Agency) • Ensure students and teachers align with the goals • Ensure students receive feedback and feedforward on their goals • Ensure students reflect on their progress • Ensure consistency of practice across the school 	Principal, Class teachers	
Celebrate students writing across the school Establish systems for sharing writing with other classes & parents	Principal, Class teachers	
Ensure Target students have clear goals, receive additional support and strong connections with families.	Principal, Class teachers	

Planned Actions Reading	Who/when	Budget
<p>Ensure the target group in year 2 (17 students) make accelerated progress & ensure year 1 students make sufficient progress.</p> <ul style="list-style-type: none"> Continue ALL program in year 2 establish the 5+ reading program as part of this with teacher aide support Urmila's foundational reading program Strong connections with families:- Reading workshop for parents in term 1. Continued support in giving parents effective strategies to help their child's reading eg. through weekly newsletters. Build reading mileage with termly readathons. 	Pia, Vimala, principal, SENCO	\$4000
<p>Support students in years 3-6 who are struggling with reading to make accelerated progress</p> <p>Establish the 5+ & 7+ with teacher aide support for struggling readers</p> <p>Establish regular communication with families</p> <p>Build reading mileage with readathons termly</p>	Principal, teachers, SENCO	
<p>Whole school focus:</p> <p>Establish clear goals at each level and stage of the curriculum for reading</p> <p>Begin to establish a system for setting goals with students</p> <p>Using the "reading book" establish pedagogy around guided & independent reading</p>	Principal, teachers	
<p>Support students in years 7-10 to make accelerated progress</p> <ul style="list-style-type: none"> Utilise the Mahabharata reading resource Work closely with the ESOL co-ordinator to provide support for ESOL students Use the 7+ program where necessary 	Teachers, SENCO	

Planned Actions Mathematics	Who/when	Budget
<p>Continue to develop how we work with the PRIME maths"</p> <ul style="list-style-type: none"> Incorporate mental strategies from the NZ numeracy project into the learning program. Review & Develop assessment systems that align with PRIME and the NZC Ensure teachers focus on the problem solving aspects of PRIME and language around this PRIME maths as part of home learning and supporting parents 	Principal, teachers	\$4000
<p>Include iGCSE and NCEA Level 1 past paper tests in the math curriculum in 2021 to support students learning at levels 5-6 of the NZC.</p>	Dharma	
<p>Make a comparison between the mathematical language used in word problems presented in easTTle assessments, Prime, and Cambridge resources.</p>	Principal, teachers	
<p>Ensure Target students have clear goals, receive additional support and strong connections with families : To clearly identify the needs of each target student and communicate with parents about ways the school is supporting them and how they can be supported at home.</p>	Teachers, SENCO	

Goal 2: Student Achievement

Objectives	Actions	Who/when	Budget
2.1 All learners achieving their unique & extraordinary potential and striving for excellence	Develop & demonstrate the culture and language of 'growth mind-set' development at all year levels: <ul style="list-style-type: none"> • Establish our own philosophical approach to growth mind-set • Develop our specific language • Each teacher to develop their own inquiry around growth mind-sets in their practice 		
2.2 All children accessing the NZ curriculum as evidenced by progress & achievement in formative & formal assessment data.	Implement our graduate profile as part of our learning journey - <ul style="list-style-type: none"> • Refine the graduate profile so that all staff know it and are focused on achieving it. • Graduate profile needs to be more prominent and visible. • Needs to be integrated into practice—assessment , reporting and goal setting • It needs to be a specific school wide goal 		
	Ensure reporting of all student achievement information to parents & the board is succinct and relevant		
	Develop a collective understanding of the conditions and teacher pedagogy that supports student agency and how this is applied in our context: <ul style="list-style-type: none"> • Working in collaboration with the Te Whira Te Tengata collective—collective teacher only day etc • Working with our within school lead teachers to establish how this applies in our school • Review whether we need to make any additions/changes 		

Goal 3: Personalised Learning Journeys

Provide students with holistic, personalised & authentic learning experiences

Actions	Who/ when	Budget
Continue to develop our knowledge, skills and resources for investigative play at junior levels & personal project-based learning in years 3-6 and years 7-10 <ul style="list-style-type: none"> • Juniors attend PD in advanced play practice with Longworth education & emotional intelligence pd with Walker. • In years 4-6 continue to collaboratively plan project units and develop the project based learning pedagogy. • Continue to develop the project based learning approach in years 7-10 with a focus on how this connects with special character and our values. 	Principal	
Address the specific social, emotional, academic and spiritual needs and career pathways of our year 9-10 students <ul style="list-style-type: none"> • Dedicated teacher (part time) for years 9-10, Develop strong relationships with families, Work with Te Kura curriculum, Develop a connection with Hobsonville point secondary, Develop clarity of pathways, Explore careers options, Develop strong connections with our special character & mission 		
Begin our journey with enviroschools program: Each class take on an annual environmental project. Work alongside advisors from Enviroschools and learn from other schools		
Continue to develop our craft and technology curriculum & corresponding skills & resources <ul style="list-style-type: none"> • 2 teachers attending the annual course with Artisan pathways • Complete the outdoor workshop and tools storage • Purchase of key resources • Continue to develop curriculum at all levels 	Principal	\$1400
Continue to Develop teacher knowledge and competencies with the new digital technologies curriculum <ul style="list-style-type: none"> • Apply for funding • Work with facilitator 	Facilitator Teachers	
Continue to develop dynamic modern learning spaces <ul style="list-style-type: none"> • Year 3 , 4 & 5-6 classrooms furnishing • New classroom developed for years 7-10 • Complete outdoor classroom 	Principal	\$40,000

Goal 4: Building Community

<h3 style="margin: 0;">Goal 4: Community</h3> 4.1 Further build and grow a collaborative, community spirit amongst students, staff and parents		
Action	Who/when	Budget
Continue to develop the Celebration of students' learning with all members of the community <ul style="list-style-type: none"> • Develop use of the learning page to share learning with parents on Hero • In years 7-10 students set up their own portfolios on Hero • Continue to develop the end of year celebration based on 2020 		
Work with the PTA to increase parental involvement at the school in student learning		
Continue to Build the leadership capabilities of syndicate leaders and within school lead teachers <ul style="list-style-type: none"> • Work with the Collective of schools • Ensure leaders are clear about their roles • Have regular leaders meetings • Provide PD and support as required 		
Further support teacher & student wellbeing and positive relationships for learning <ul style="list-style-type: none"> • Whole teacher focus on TET book—positive communication • Reconsider KIVA program • Teacher well being focus as part of their personal inquiries • Student well being survey 		

Other key improvement strategies for further achieving our vision in 2021

Area / focus / goal	Planned action / tasks to be achieved	Who's responsible	When.. To be achieved
Curriculum			
Ensure that Careers education happens in years 7-10 class on an annual basis	<ul style="list-style-type: none"> •Health curriculum topics (such as 'knowing myself' in Term 1) integrated into the process of career development. •Facilitating students in gaining experience based on their interests in real world contexts (work places). •Supporting students in developing entrepreneurial projects in real world contexts. •Facilitating practical means of "giving back" to the community. 	Principal, Bhaktimarga	By term 2
Make changes to health education curriculum	<ul style="list-style-type: none"> • Focus on cyber safety especially in years 5+ • More focus on our school garden and healthy eating • Lessons on physical well being • First aide training in years 7-10? • Improve resources & options for physical education 	Term 1	Krsnana nda
Property			
A well developed plan for property development	Continue to develop future property plan for the next 5 years	Guru-vani, principal	By term 4
Buses			
An efficient and sustainable bus service	Ensure sustainability of our bus funding and bus fleet.	Principal, Guru-vani, Rohita, BOT	
Administration			
An efficient and dynamic administration team	Review the implementation of our new administration model– Report to BOT	Principal	By term 1 end

Other key improvement strategies for further achieving our vision in 2019

Area / focus / goal	Planned action / tasks to be achieved	Who's responsible	When.. To be achieved
Finance & Property			
Improve school resourcing, equipment and learning environment	<ul style="list-style-type: none"> Review Capital Expenditure and create a 3-5 year plan 	Principal, BOT	By term 3
Health and safety			
Ensure lockdown procedures are well established and practiced	Create /install a system for alerting school of a lock down. Procedures in place and shared with staff Practice drill	Admin manager KN	By mid term 2
Personnel			
Continue to revise and develop our annual appraisal process for teachers	Review current process in consultation with staff.	Kn teachers	By start of term 1
Review Teacher aide appraisals	Consult with teacher aides on agreed goals Monitor & review progress	Principal, SENCO	Mid term 1
Admin staff growth cycle and appraisals well established	Consult with admin staff on their termly goals and implement a system for termly review and reflection.	Principal, admin manager	