

LOGAN PARK HIGH SCHOOL

Te Kura Tuarua o Kapua o te Raki

Charter 2018: Strategic Intentions - Mission, Vision, Values

What is important at Logan Park High School?

We care about all of our students, their whanau and their educational success. We aim to inspire a love of life-long learning. We value being a creative, inclusive and diverse school community. We understand the importance of positive, respectful learning relationships and appreciate the importance of well-being for all of us to learn, to achieve and to contribute. We work hard to innovate and adapt, to deliver programmes of learning that are relevant to our learners. We want all of our students to be inspired to achieve their full potential and to contribute to their communities.

The purpose of the curriculum, teaching and learning at Logan Park High School is to ensure our students acquire and develop the knowledge, skills, tools and values expected of a well-educated person and life-long learner. Logan Park aims to inspire creative, connected, critical thinking, community-minded global citizens.

The Logan Park High School curriculum is designed to flexibly interpret and give effect to the New Zealand Curriculum and the National Education Guidelines, reflecting the local needs and wishes of the Logan Park communities.



Te Tiriti o Waitangi.

Our curriculum acknowledges the principles of the Treaty of Waitangi and the bicultural foundations of Aotearoa New Zealand. All students have the opportunity and support to acquire knowledge of te reo Maori me ona tikanga.

We encourage increased engagement and achievement by Maori through the advancement of successful, evidence based Maori educational initiatives such as Ka Hikitia, He Kakano and Kia Eke Panuku. This includes providing education in Te Reo Maori, the provision of a specialist Whanau room “Nga Hau E Wha,” supporting the school Kapahaka group, and liaising with Maori parents/whanau and local iwi. The school will maintain a close and consultative relationship with the Kai Tahu Runaka on issues relating to Maori learners and learning.

LPHS recognises that Maori culture and language are an integral part of New Zealand culture. We aim to continue to increase the presence of Te Reo and Tikanga Maori in different subject



areas. Teachers are aware of their role and responsibility to promote the understanding of Tikanga within the school. All of our learning spaces should reflect the cultural location of Aotearoa New Zealand.

We will continue to effectively monitor and mentor Maori/Pasifika identified learners with a focus on strategies that lead to improved attendance, retention, engagement and achievement (AREA goals).

We will continue to embed culturally responsive and relational pedagogy that see Maori students achieving success as Maori and support all of our students to experience success.

Culturally responsive and relational pedagogy means our teachers will create contexts for learning within which:

- Relationships of care and connectedness are fundamental (whanaungatana)
- Power is shared and learners have the right to equity and self-determination (mahi tahi, kotahitanga)
- Culture counts, learners’ understandings form the basis of their identity and learning (whakapapa)
- Sense-making is dialogic, interactive and ongoing (ako)
- Decision-making and practice is responsive to relevant evidence (wananga)

Our common vision and interdependent roles and responsibilities focus on the potential of learners – Maori students achieving and enjoying educational success as Maori (kaupapa.)

Aims.

Our Curriculum is designed to:

- Engage all students in learning and achieving.
- Focus on individual students and their needs.
- Cover the 8 essential learning areas.
- Encourage the development of key competencies.
- Foster positive attitudes, values and learning dispositions.
- Offer a wide choice of learning options to students.
- Enable students to achieve success in learning and national qualifications.
- Prepare students for either tertiary education, or entry to the workforce.
- Motivate and enable lifelong learning and adaptability.
- Develop engaged, critical citizens prepared for their roles and responsibilities in wider communities.

Students coming to Logan Park High School can expect to learn and achieve in a friendly, caring, inclusive, innovative and safe environment. Engagement and achievement is expected academically, socially, and in cultural, sporting, leadership and service activities.



The following **principles** are shared by the Logan Park High School community, and are the basis upon which individuals act and relate to one another. These principles guide all teaching and learning at Logan Park High School:

1. **Excellence.** Members of the LPHS community consistently strive for personal excellence, and prize high standards of effort and achievement in academic, sporting, cultural and service activities. Education at LPHS is aspirational and inspirational, a vehicle for individual and community betterment.
2. **Creativity.** Creativity requires opportunities for individual and collective inquiry, the confidence to take risks and an environment that supports variable outcomes as worthy and instructive. The curriculum provides such a framework so that students can be active, confident, creative, rational, evaluative, analytical, enquiring and innovative learners, thinkers and achievers.
3. **Community.** LPHS is a community of learning where the common good is a prerequisite for individual and group achievement. Individuals within the community are connected by the school's principles and values. Within that framework, diversity is celebrated. Our community of learning intersects and interacts with other communities that

our students, parents and staff are engaged with and we are aware of and responsive to these broader relationships.

4. **Heritage.** Education involves the transmission of cultures from one generation to another. Members of the LPHS community learn, know and value their own intellectual and cultural heritages, and show respect for others' histories and legacies. Our curriculum is based on New Zealand's Pakeha and Maori bicultural heritage, and reflects the multicultural nature of our community and society.

5. **Equity.** The identities and cultures of all members of the LPHS community and the broader communities we are part of are recognised and valued. Our curriculum and learning programmes look to identify and address individuals' learning needs, irrespective of gender identification, ethnicity, ability or disability, sexuality, religious or political belief, social or cultural background.

6. **Integrity.** Members of the LPHS community always strive to act ethically, honestly, and responsibly; showing respect for each other; and demonstrating pride in themselves and their community, honouring their own and others' achievements.

7. **Environment.** Members of the LPHS community value the quality and sustainability of the environment in which we live, and treat the world around its eco-systems and us respectfully and with care.



Coeducation.

Logan Park High School is proudly and confidently coeducational.

The education of girls and boys together is the most healthy, natural and normal setting for learning and achieving. LPHS provides a broad range of activities and experiences, tailored to meet the developmental needs of the widest possible range of individuals. We focus on each student's individual needs rather than specifically on their gender and presumed learning styles.

At a coeducational school such as Logan Park High School, students learn to relate, communicate, cooperate, compete, learn and achieve together.



A Well-Educated Person.

Ensuring our students acquire and develop the attributes, knowledge, skills and values of a well-educated person is one of our goals.

A well-educated person:

- Is self-aware, culturally located and confident, with a sense of past, place, and future. This includes having a body of heritage knowledge and cultural awareness.
- Is socially aware, with an ethical framework, empathy and concern for individuals, communities, the environment and world around them.
- Is articulate, cultured, and erudite.
- Has a disciplined and creative mind capable of critical thinking.
- Has a range of physical, practical, and technological skills for engaging with the world.
- Is active, enquiring and analytical.
- Is aware of their responsibility to contribute as global citizens.

Curriculum Themes.

Our curriculum is culturally located in Aotearoa New Zealand. The themes of “Our Past,” “Place,” and “Future” are reflected throughout our curriculum.

Our Past. Individual, group and shared history and heritage. How we came to this place. Heritage knowledge, literature, art, music, and stories. The geological and biological past. Our ancestors and whakapapa. Important people and events in the development of each subject.

Place. Family, whanau and myself. My communities and the expectations held of me. Te Ao, the world around me. The physical world. Cosmology. Current knowledge.

Future. Likely developments, trends and uncertainties. Qualifications and careers. Learning to participate, learn and change. Environmental sustainability. Learning to be a responsible adult.



Key Competencies.

Key Competencies are combinations of knowledge, ability, values and skills, which life-long learners use to live, learn, work, participate in and change their communities.

There are five Key Competencies, which are at the heart of our curriculum:

Relating to others. Social and cooperative skills; interacting positively and effectively in a range of contexts; recognising other points of view.

Using language, symbols and texts. Understanding, enjoying and using confidently the formal and informal modes in which knowledge, culture, ideas and experiences are expressed; communicating concisely with accuracy and precision; literacy and numeracy.

Managing Self. This involves being well motivated, resourceful and reliable; setting high standards; being self-disciplined; having excellent work and study skills, and physical skills; being self-aware and able to regulate emotions.

Participation, contribution, community, change. Having a strong sense of heritage and culture; balancing individual and group needs, rights and responsibilities.

Thinking. Learning, reflecting, and understanding; being creative and intellectually curious; problem-solving skills.

LPHS will encourage all students to develop all of these key competencies. Each subject department in their learning programmes will identify how the Key Competencies are covered.

The acronym TRIUMPH sits at the heart of our curriculum. R, U, M, P, T covers the key competencies with "I" representing Teaching as Inquiry. Effective pedagogy requires that teachers continually inquire into the impact of their teaching on their students' learning. The 'H' represents Hauora because we recognise that mental, emotional, physical health and well-being underpins effective learning.



Our school prioritises literacy and numeracy skills. As language is central to all learning and English is the medium for most learning, the importance of literacy in English cannot be overstated.

This school recognises that Engagement with Learning, Task Completion, Social and Co-operative Skills are particularly important to successful learning and achieving, so these aspects are included in each student's report. In Years 9-11, we provide weekly feedback on these aspects in "Attitude to Learning" reports available to parents through the Parent Portal on Edge.

Attitudes and Values.

Attitudes and values, along with knowledge and skills, are an integral part of the curriculum offered at LPHS. We expect students to grow into adults who live and work within an ethical framework.

School Values.

The School Values document sets out our expectations for students at LPHS. It contains our values as a school community, expressed as being Respectful, Motivated and Inclusive. These are commonly described as our RMI Values and were identified following extensive community consultation.

A strong focus for LPHS is learning and achieving in a friendly, caring and safe environment. Our community rejects sexual harassment, violence, bullying, threatening behaviour and abusive language. Our community values good health and rejects drugs, including tobacco and alcohol, and other harmful substances.

Our pastoral care system has at its core the vertical Group to provide a safe, nurturing whanau environment for all students. The key relationships established in Groups and Houses between teachers, Deans and students/whanau over several years underpins our school culture and reflects our values. LPHS provides a strong interconnected guidance network for student support. Students, staff, whanau and other professionals are part of our support networks.

