

**2019 School Charter**

**including**

**Strategic Plan 2019-2021**

**and**

**Annual Plan**

**2019**

Taupiri School

Greenlane Road

TAUPIRI 3721

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**School Vision**

The Taupiri School Vision Statement is:

**Toi te kupu, toi te mana, toi te whenua**

Our stories, our mana, our place

**School Mission**

The Taupiri School Mission Statement is:

**To build responsible and resilient young people, who can establish and maintain positive relationships and create a better future for all.**

**Core Values of Taupiri School**

**Responsibility**

* Responsibility is managing yourself so that you are able to be a better learner and you can make the right choice.

**Relationships**

* Relationships is being ready, willing and able to learn from and with others, as well as on your own.

**Resilience**

* Resilience is being ready and able to ‘lock on to learning’ even when learning is hard or others are distracting you.

**Teaching Framework**

**Our school philosophy relating to school/class programmes and teaching means…**

* teachers are responsible for teaching and students are responsible for their learning outcomes.
* all students can learn provided they are motivated and receive appropriate help, guidance and encouragement.
* all staff will create a moral climate that promotes honesty and respect.
* we will develop a learning environment throughout the school that recognises effort, enthusiasm and commitment by the learner.
* we will provide a wide range of learning experience based on each of the learning areas and developing key competencies**.**

**We believe that…**

* all students can learn.
* learning will be holistic.
* teachers will provide an environment to challenge all students.
* all people will feel valued and respected - we are a learning community.

**Description of the School and Community**

#### Taupiri has a long history of both Māori and European settlement.

During the sixteenth century Tainui tribes settled throughout the Waikato. In the following hundred years settlements became established in the Taupiri district – Te Uapoto, Komakorau and Kaitotehe, which was opposite Taupiri Mountain. During this time the Ngati Mahuta of the central Waikato was the most important hau of the river tribes. Their headquarters were at Kaitotehe.

It was Te Putu, chief of the Waikato people, who built Taupiri pa. Its excellent strategic site made it easy for Te Putu to control the traffic on the three main right-of-ways of the time. The first was the Waikato River, the second was a track from Taupiri via the Mangawara to the Piako Valley, and the third was the Kaitotehe to Kawhia track.

Taupiri Mountain became tapu and a cemetery for the Waikato people around 1740. The reason for this was Te Putu’s death and the incident surrounding it.

A Māori Mission School was established on the western side of the Waikato River

Around 1877 a soldier’s camp was established at the junction of the Waikato and Mangawhara Rivers, and the present highway runs through the site of the camp.

The only known battle fought between the Māori and the early settlers was at the junction of the Waikato and Mangawhara Rivers. By accounts it was a desperate battle and many were killed. The graves are now covered by the main highway and are unknown to today’s travellers.

#### Taupiri School History

Taupiri School has a long history of educating local children. Sometime during 1875 - 1880 milled timber arrived by river for the building of Taupiri School and was landed just up the river from the Anglican Church. A settler was given the job of carting the heart kauri timber and the bricks for the chimney onto the school site. During the Christmas holidays around 1888 the chimney was replaced and a central heating system was installed in the centre of the large one-roomed school. Wooden spouting and shingles were replaced by iron. The school grounds were extended to four and half acres of land. Unregistered race meetings were held in the school paddock, as were sports and cricket.

By 1902 Taupiri School consisted of one building with two classrooms and a porch. The grounds included a playground and a covered shelter-shed. The tennis courts were situated on the grounds of the six-roomed residence of the headmaster.

In 1920 a two-room building was built which over time has been used in a variety of ways; the internal walls between the two classrooms have been removed and today, this lovely sunny historical building houses our Junior class.

#### School Description

Taupiri School is a full primary school, catering for children from Year 1 – Year 8 (5 year-olds to 13 year-olds).

The school is separated into 3 learning classrooms. The year levels within these rooms change throughout the year, as student need and numbers demand. They are looked at as our Junior, Middle and Senior rooms.

The school grounds consist of two large playing fields, two tarsealed courts, a fabulous interactive playground, growing number of native gardens and play areas, including a playhouse build by our students and whanau, a shaded sandpit and a large hall with storage facilities.

Taupiri School students have a wide ranging curriculum including whole school kaphaka, sign language and manual for our Year 7 and 8’s at a local school. We work to develop new curriculum ideas each year with input from students, whanau and the wider community.

Taupiri School is part of the Huntly District Kaahui Ako, working to improve all aspects of school life and community involvement. We work with the Tainui Education Plan and implement their philosophy where practical.

Taupiri School has the benefit of a Social Worker in Schools (SWiS) who is based at the school one and a half days a week and who is avaliable for both students and their whanau. The SWiS works alongside the teachers in the classroom and utilises one of our withdrawal spaces.

Taupiri School works in harmony with Sport Waikato to enhance the Health and Physical Education curriculum. This also gives our students the opportuntiy to experience a wide variety of sporting activities and represent the school in a number of different sporting codes.

We are a member of the Breakfast in School club, as well as the Duffy-Books-in-Homes programme and Kiwi KidsCan. The students at Taupiri School benefit directly from the fundraising acheivements of the PTA who assist with the cost of school trips, purchasing sports equipment and playground facilities.

Taupiri has as a whanau philosophy, where everyone is an important part of how we do things. This allows for tuakana teina relationships to be utilised, both within a classroom and across the school. Whanau are welcome and encouraged to participate in the learning that takes place.

Outdoor activities, such as gardening, has given us opportunity to promote and gain understanding of our environment and our responsibility to leave our planet better than we found it.

The board, staff, students and whanau are committed to working co-operatively in order to lead Taupiri School from the present to the future.

**School Roll February 1, 2019:**

|  |  |  |  |
| --- | --- | --- | --- |
|  | Boys | Girls | Total |
| Māori Students | 20 | 19 | 39 |
| Pasifika Students | 0 | 1 | 1 |
| Asian Students | 1 | 0 | 1 |
| European Students  | 18 | 19 | 37 |
| All Students | 39 | 39 | 78 |

**Cultural Dimensions**

**Cultural Perspectives**

Taupiri School’s curriculum will recognise the unique position of Māori within New Zealand society. It will provide students with experiences and understandings in cultural traditions, language and local and national histories.

At Taupiri School we are able to enjoy the tuakana-teina relationships in our learning and teaching environment.

**Tikanga Māori and Te Reo Māori**

Taupiri School will provide learning opportunities in tikanga Māori and te reo Māori for all students, as a part of the daily classroom programmes. Whole school Kapahaka will be timetabled on a weekly bases and powhiri will be a routine event when we have visitors. Integrated Unit plans will include a Te Ao Māori component where possible. Full time Te Reo Māori instructional classes will be considered based upon personnel with required skills and qualifications, financial position and ability to accommodate within the school programmes.

**Consultation With Māori**

Hui are held in which all families with a Māori child/ren attending Taupiri School will be invited to attend and encouraged to bring members of their whānau. Ideas agreed on at the hui may be incorporated in the school’s planning and where applicable included in the schools annual plans for the forthcoming year.

**Board’s Undertakings**

**Consultation**

The Taupiri School Board consults with the Māori community and wider community. Processes for consultation include School Newsletters, Board of Trustees Meetings, Whanau and Teacher Conferences, Curriculum Evenings, Whanau hui, and kanohi ki te kanohi (face to face with parents and family).

###### **Planning Year**

Taupiri School’s planning year is mid December to mid December. The implementation of the school’s plans is from the beginning of the new school year.

###### **School’s Charter**

The Taupiri School Board sends a copy of the School Charter to the Ministry of Education annually by March 1.

###### **Annual Report**

By May 31, the Ministry of Education will forward a copy of the school’s 2019 Annual Report to those requiring a copy.

Strategic Planning 2018-2020

|  |  |  |  |
| --- | --- | --- | --- |
|  | **2019** | **2020** | **2021** |
| **Goal One**All students will access the New Zealand Curriculum and achieve success in relation to the approapriate Curriculum Levels. This will include priority groups: Māori, Pasifika, learners with special education needs and learners from low socio-economic backgrounds. | * Learning Progressions will be incorporated into the Taupiri School Curriculum Framework and evident in classroom practice.
* Review schoolwide approach to integrated teaching and learning.
* Implement the Taupiri School Māori Curriculum.
* Begin to develop Digital Technologies technology into the school programmes.
 | * Look at the integration of Pasifika into our school culture and programmes.
* Review programme for students with special abilities and those requiring extension.
* Review curriculum coverage in across all curriculum areas and make or plan for adjustments as necessary.
 | * Review and refine aspects of the Taupiri School Curriculum Framework.
 |
| **Goal Two**Support the improvement of pedagogy, teaching, learning and assessment. This in turn will support increased student achievement. | * Continue to embed Teaching as Inquiry, and Effective Teaching PLD into school programmes.
* Learning Progressions will be incorporated into the Taupiri School Curriculum Framework and evident in classroom practice Beginning Effective use of Assesment PLD
* Peer Observations for learning and apprasial.
 | * Continue to refine the use of methods to collect evidence of PD and professional conversations.
* Peer Observations for learning and apprasial – critical reflection for self and peer.
* Review Learning Progessions and Assessment procedures
 | * Research based learning of different assessment methods.
 |
| **Goal Three**Develop, foster and promote leadership. This is including, but not limited to the Board of Trustees, Principal, staff and students. | * Continue PD for Board of Trustees.
* Participate in the ‘Looking to Lead’ programme and bring down into the Middle school – ‘Hands up to step up’.
 | * Continue PD for Board of Trustees.
* Develop Student Lead Conferences as a means of reporting to whanau
 | * Continue PD for Board of Trustees.
* Review and refine Student Lead Conferences as a means of reporting to whanau.
 |
| **Goal Four**To grow and further encourage whanau and community partnership. | * Develop timetable for Whanau Hui and consultation.
* Visit Early Childhoood Centres regulary.
* Build Parent Learning Support programme.
* Support the growing of the Taupiri School PTA.
* Create celebration events that include whanau and community.
 | * Develop Student Lead Conferences.
* Review Whanau Hui and consultation approaches.
* Review and refine Parent Learning Support programme.
 | * Extend the purpose and audience of Whanau and Community Hui and consultation approaches.
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Annual Plan 2019 Overview

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| --- | --- |
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* Review schoolwide approach to integrated teaching and learning.
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Annual Plan 2019

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| --- | --- | --- |
| **Writing** Children currently working below appropriate curriculum will make accelerated progress in Writing . | * Renew and continue internal PLD on Effective Teaching and Learning, and Effective use of Assesment.
* Work alongside our RTLit to increase teacher knowledge and student achievement in Writing
* Participate in the Ian Hunter ‘Write that Essay’ PLD as a part of the Kahui Ako
 | Judith to lead with full staff participationSusan RTLit with full staffBrainne and Judith as part of Kahui Ako |
| **Māori** All middle and senior school children will be working at Level 2 of the Māori curriculum. | * Continue Second Language Learning PLD with Māori advisor
* PLD for Te Reo Māori with Māori advisor
* Children and/or will attend a noho marae to learn about tikanga and reo.
 | Merimeri working with Brainne and whole staffBrianne and Donal Turner (Taupiri Marae) |
| **Hauora**All children feeling happy and safe in school. | * Investigate/undertake online wellbeing survey to identify areas for development.
* Continue to work with Kahui Ako to inquire into supporting student Hauora.
 | JudithJudith and Brianne as par of Kahui Ako |

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| **2018 Review** | **Area of Review** | **Board Meetings** |
|  |  | **February** | **March** | **April** | **May** | **June** | **July** | **August** | **September** | **October** | **November** | **December** |
| Strategic Review | *Charter* | Confirm Charter and send to MOE |  |  |  |  |  |  |  | Review of strategic plan | Annual plan draft |  |
| *Strategic Aim* |  | Aim 1 | Aim 2 | Aim3 | Aim 4 | Aim 1 | Aim 2 | Aim 3 | Aim 4 | Aim 1 |  |
| Regular monitoring | *Policy* |  | UniformFood and Nutrition |  | Theft and Fraud PreventionSchool Finances | Governance | Responsibility of the PrincipalDisciplinary Process in Relation to the Principal | Reporting to the BoardTrustees’ Code of Conduct | Principal Professional ExpensesTrustee Remuneration and Expenses | The Relationship between the Board and the PrincipalThe Relationship between the Chair and the Principal | Chair’s Role DescriptionStaff Trustees Role Description | Principals Performance ManagementCommittee  |
| *Student achievement* |  | Target Students | Senco report |  |  | Interium achievement results | Senco Report | Target Students |  | End of year results |  |
| *Human Resources* | Appoint Principal appraiser | Mid point review |  |  | Staff mid Year appraisal  reports | Principal appraiseal final report |  |  |  |  | Staff End of year appraisal reports |
| *Budget* | Approve | Monitor | Monitor | Monitor | Review | Monitor | Monitor | Monitor | Monitor | 2020 draft |  |
| *ERO Evaluation Indicators* |  | Domain 1: Stewardship |  | Domain 2: Leadership for equity and excellence |  | Domain 3: Emotionally powerful connections and relationships |  | Domain 4: Responsive curriculum, effective teaching and opportunity to learn |  | Domain 5: Professional capability and collective capacity |  |
| Board process requirement |  | Roll return 1st March.Accounts to AuditorsDelegation of Authority | Annual Report approved and sent to MoE |  |  |  |  |  |  |  |  |  |