

**2020 School Charter**

**including**

**Strategic Plan 2020-2022**

**and**

**Annual Plan**

**2020**

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 Maaori 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 Maaori 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 Maaori 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 5 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 whaanau, 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 technology for our Year 7 and 8’s at a local school. We work to develop new curriculum ideas each year with input from students, whaanau and the wider community.

Taupiri School is part of Te Kaahui Ako Raahui Pookeka, 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 whaanau. 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 whaanau 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. Whaanau 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 whaanau are committed to working co-operatively in order to lead Taupiri School from the present to the future.

**School Roll February 1, 2020:**

|  |  |  |  |
| --- | --- | --- | --- |
|  | Boys | Girls | Total |
| Maaori Students | 19 | 21 | 40 |
| Pasifika Students | 1 | 1 | 2 |
| Asian Students | 2 | 0 | 2 |
| European Students  | 14 | 15 | 30 |
| All Students | 36 | 37 | 74 |

**Cultural Dimensions**

**Cultural Perspectives**

Taupiri School’s curriculum will recognise the unique position of Maaori 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 Maaori and Te Reo Maaori**

Taupiri School will provide learning opportunities in tikanga Maaori and te reo Maaori 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 Maaori component where possible. Full time Te Reo Maaori 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 Maaori**

Hui are held in which all families with a Maaori child/ren attending Taupiri School will be invited to attend and encouraged to bring members of their whaanau. 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 Maaori community and wider community. Processes for consultation include School Newsletters, Board of Trustees Meetings, Whaanau and Teacher Conferences, Whaanau 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 2020 Annual Report to those requiring a copy.

Strategic Planning 2020-2022

|  |  |  |  |
| --- | --- | --- | --- |
|  | **2020** | **2021** | **2022** |
| **Goal One**All students will be exposed to a wide local curriculum that reflects the desires and needs of the community. This will include priority groups: Maaori, Pasifika, learners with special education needs and learners from low socio-economic backgrounds. | * Writing Learning Progressions will be introduced into the Taupiri School Curriculum Framework and begin to be used in classroom practice.
* Review schoolwide approach to integrated teaching and learning.
* Review curriculum coverage in across all curriculum areas and make or plan for adjustments as necessary.
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* Reading Learning Progressions will be introduced into the Taupiri School Curriculum Framework and begin to be used in classroom practice.
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 |
| **Goal Two**Develop a reciprocal learning relationship between school, child and whaanauThis in turn will support increased student achievement. | * Build Parent Learning Support programme.
* Review Whaanau Conferences, reporting and portfolios
* Create events where learning can be whaanau based activities.
 | * Review Parent Learning Support programme.
* Initate changes to Whaanau Conferences, reporting and portfolios based upon 2020 review.
 | * Review changes to Whaanau Conferences, reporting and portfolios based upon changes made in 2021.
 |
| **Goal Three**Develop and deepen connections to our local Maarae  | * Plan for and implement visits to Taupiri Marae.
* Create events that Taupiri Marae/Kohanga Reo could attend.
 | * Plan for and implement overnight visits to Taupiri Marae.
* Build a day-to-day relationship with Taupiri Marae to support classroom programmes.
 | * Review with Taupiri Marae areas that need to be strengthened and deepened in our relationship and learning connections.
 |
| **Goal Four**To develop a greater link to the community – school and wider. | * Visit Early Childhoood Centres regulary.
* Support the growing of the Taupiri School PTA.
* Create celebration events that include whaanau and community.
* Build up Community gardens.
 | * Continue to support the growth of the Taupiri School PTA.
* Continue to build community gardens
* Create learning events that include whanau and community learning from/with/to the students
 | * Review community engagement initiatives.
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Annual Plan 2020 Overview

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| --- | --- |
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Annual Plan 2020

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| Writing8 ‘struggling’ writers will move to ‘novice’ or beyond status according to Write That Essay | * Continue to work with Write That Essay to learn more about how to teach writing in an effective manner – build teacher knowledge; build teacher pedagogy; enhance student achievement
* Use the Learning Progressions for Writing as a whole school approach to assessing writing
* Lead moderation within school and across schools within the Kaahui Ako
 | Judith Within School Lead for Kaahui Ako – CherryAll staff |
| Promote a positive Pro-social student culture and strategiesPositive progress in this area of the Wellbeing@school survey completed by Year 5-8 students | * Use the results of the Wellbeing@school survey to deepen the 3R’s – relationships, resilience, responsibility within the school
* Focus on humanity aspect of virtues within each unit.
* Life Education
 | Whole staff lead by JudithSenior school staff – Alia and JessicaAll staff |

|  |  |  |
| --- | --- | --- |
| **2020 Review** | **Area of Review** | **Board Meetings** |
|  |  | **February** | **March** |  | **May** | **June** |  | **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 |  | Aim2 | Aim 3 |  | Aim 4 | Aim 1 | Aim 2 | Aim 3 |  |
| Regular monitoring | *Policy* | Health Curriculum Delivery statementStudents with Special Educational Needs | Achohol/Drug and other harmful substancesRecognition of Cultural Diversiy |  | UniformFood and NutritionTheft and Fraud PreventionSchool Finances | Sensitive ExpenditureGovernance |  | Responsibilities of the PrincipalDisciplinary Process in Reation to the PrincipalReporting to the BoardTrustees’ Code of Conduct | Principal Professional ExpensesTrustee Remuneration and Expenses | The Relationship between the Board and PrincipalThe Relationship between the Chair and the Prrincipal | Staff Trustees Role Description | Principal Performance Management PolicyCommittee Policy |
| *Student achievement* |  |  |  | End of Term One Results |  |  | End of Term Two Results |  |  |  | End of year results |
| *Human Resources* | Appoint Principal appraiser |  |  |  | Staff mid Year appraisal  reports |  |  |  |  | Principal appraisal final report | Staff End of year appraisal reports |
| *Budget* | Approve | Monitor |  | Monitor | Review |  | 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 |  |  |  |  |
| Board process requirement |  | Roll return 1st March.Accounts to AuditorsDelegation of Authority | Annual Report approved and sent to MoE |  |  |  |  |  |  |  |  |  |