



**2022 School Charter**

**including**

**Strategic Plan 2022-2023**

**and**

**Annual Plan**

**2022**

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 original internal wall between the two classrooms have been removed and today, and has been replaced with lovely sliding doors. This lovely sunny historical building houses our Junior classes.

#### 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 6 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 ‘school’s. The classroom spaces are named after important historical places for our manawhenua. This names were gifted to us by Taupiri Marae.

The school grounds consist of two large playing fields, two tarsealed courts, two fabulous interactive playgrounds, 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 kapahaka, 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 has the benefit of a Social Worker in Schools (SWiS) who is based at the school one day 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 has enhanced the Health and Physical Education curriculum, with connections to the Huntly Sports Cluster, giving students the opportunity to broaden the range of sports they try and increase the level of healthy competition. Ka Ora Ka Ako, Healthy Lunches in Schools, will be another asset to our student community.

We are a member of the Duffy-Books-in-Homes programme and Kiwi KidsCan.

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. This allowed for learning opportunity to create a set of community vegetable gardens, where produce is given back to the school and wider community.

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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 8, 2022:**

|  |  |  |  |
| --- | --- | --- | --- |
|  | Boys | Girls | Total |
| Maaori Students | 2 | 28 | 50 |
| Pasifika Students | 2 | 2 | 4 |
| Asian Students | 2 | 0 | 2 |
| European Students | 18 | 13 | 31 |
| All Students | 44 | 46 | 87 |

**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.

Taupiri School staff have undertaken Culturally Responsive Pedagogy professional development, which has assisted in understanding Te Ao Maaori and its importance in our curriculum. The Prinicpal is also a part of the Maaori Achievement Collaboration, which has extended our view point and incorporation of Te Ao and Te Reo Maaori.

**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 is 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 2022-2023

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|  | **2022** | **2023** |
| **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 consistently used in classroom practice. * Continue the review of our schoolwide approach to integrated teaching and learning. * Review curriculum coverage across the school and make or plan for adjustments as necessary. * Introduction of New Zealand Histories as a trial. | * Review curriculum coverage in across all curriculum areas and make or plan for adjustments as necessary. * Reading Learning Progressions will be introduced into the Taupiri School Curriculum Framework and begin to be used in classroom practice. |
| **Goal Two**  Develop a reciprocal learning relationship between school, child and whaanau  This in turn will support increased student achievement. | * Build Parent Learning Support programme. * Initate changes to Whaanau Conferences, reporting and portfolios based upon 2021 review. | * Review Parent Learning Support programme. * Review changes to Whaanau Conferences, reporting and portfolios based upon changes made in 2022. |
| **Goal Three**  Develop and deepen connections to our local Marae | * 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. |
| **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 to include community members and support. | * Continue to support the growth of the Taupiri School PTA. * Continue to build community gardens * Create learning events that include whaanau and community learning from/with/to the students |

Annual Aims 2022 Overview

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Annual Plan 2022

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| Writing  Embed Write That Essay into all aspects of the curriculum | * Continue to work using Write That Essay to build teacher knowledge; build teacher pedagogy; enhance student achievement * Use the Learning Progressions for Writing as a whole school approach to assessing writing | Judith  Cherry |
| Cultural Responsiveness.  Extend Te Reo, Tikanga and Te Ao Maaori across all aspects of school life | * Using the Measurable Gains Strategic Framework, make appropriate changes to those areas of identified weakness. * Professional Growth Cycle will incorporate use of te reo Maaori for staff and Principal * Professional development for te reo Maaori for staff * Work alongside mentors from Maaori Achievement Collaborative to make changes * Work with the Taupiri School Board to ensure Te Reo, Tikanga and Te Ao Maaori is reflected in policies and procedures for Taupiri School. | Judith  Kellee  Board of Trustees |

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| **2022 Review** | **Area of Review** | **Board Meetings** | | | | | | | | | | |
|  |  | **February**  **21th** | **March**  **21th** |  | **May**  **16th** | **June**  **20th** |  | **August**  **22nd** | **September**  **19th** |  | **November**  **21st** | **December**  **5th** |
| **Strategic Review** | ***Charter*** | Confirm Charter and send to MOE |  |  |  |  |  |  | Board Elections | | Review of strategic plan | Annual plan draft |
| **Regular monitoring** | ***Policy*** |  | Responsibilities of the Principal Policy  Disciplinary Process in Relation to the Principal Policy |  | Reporting to the Board Policy  Enrolment Policy  Health Curriculum Delivery Statement Policy  Students with Special Educational Needs Policy | Students with Special Educational Needs Policy  Travel Expenditure Policy  Asset Protection Policy |  | Appointments Policy  Media Policy  Protection and Sharing of Intellectual Property Policy | Health and Safety policy  Child Protection Policy  Curriculum Delivery Policy |  | Personnel Policy  Surrender and Retention Policy  Physical Restraint Policy |  |
| ***Student achievement*** |  |  |  | End of Term One Results |  |  | End of Term Two Results |  |  |  | End of year results |
| ***Human Resources*** | Principal Professional Growth Cycle |  |  |  |  |  |  |  |  | Principal Professional Growth Cycle review | Professional Growth Cycle summary |
| ***Budget*** | Approve | Monitor |  | Monitor | Monitor |  | Review | Monitor |  | 2023 draft |  |
| ***ERO Evaluation Indicators*** |  | Domain 3: |  | Domain 4: |  |  | Domain 5: |  |  |  |  |
| **Board process requirement** |  | Roll return 1st March.  Accounts to Auditors  Delegation of Authority | Annual Report approved and sent to MoE |  |  |  |  |  |  |  |  |  |