

Tuakau Primary School Charter



Mission Statement

Together we learn, grow and succeed.

Kia ako tahi tātou

Kia tipu tahi tātou

Kia puāwai tahi tātou



The staff, community and Board of Trustees are still in the process of reviewing the Charter to allow reporting against Strategic Goals and a greater emphasis on teaching and learning.

The Board will also consider the type of reporting to be carried out with consideration of the removal of National Standards.

Care is taken to include the school community in each step of the review.



Tuakau Primary School

CHARTER UNDERTAKING

In accordance with Section 64 of the Education Act, the Tuakau Primary School Board of Trustees undertakes to take all reasonable steps to achieve the aims, vision and goals in the Charter which have been approved by the Board following consultation with the staff of Tuakau Primary School, Maori and the community in terms of Section 61 and 63 of the Education Act, and to take full account of the National Education Guidelines and all the statutory obligations. The Board has accepted this charter and its undertaking to the Ministry of Education.

Tuakau Primary School Statement -2018

Tuakau Primary is a Contributing Decile 2D school built within large, attractive grounds and with a current roll of 244 children. It is situated in the Franklin area, 40kms from Manukau City, 10 km. from Pukekohe and is one of three schools in the small town of Tuakau.

Ethnically, the major groups are: 60.8% NZ Maori, 17.55% NZ European; 3.27% Indian; 4.08% Tongan; 2.04% Cook Is. Maori; 6.12% Other Pacific Is groups (Kiribati, Tuvaluan, Tokelauan, Fijian); 0.82% other European; 0.41% Samoan; 1.63% Filipino.

School facilities include 8 single-cell classrooms, a 4-classroom flexible learning space, a 3-classroom flexible learning space, a well-equipped library, an Administration area, sheds and storerooms for the caretaking equipment, art supplies, and sports' equipment, and a resource room. The shady covered outdoor stage area serves as an assembly area when the weather permits. Play areas include two adventure playgrounds, two hard court areas, large grassed playing fields and a swimming pool. There is a kindergarten onsite, a Playcentre, 4 privately run Early Childhood Centres in Tuakau and 2 Kohanga Reo in the area.

Currently the staff consists of a Principal, a Deputy Principal (fully released) and 13 classroom teachers, 10 of whom are permanent, and 3 fixed term. Two classes cater for parents who wish to have their children taught in te reo Maori. There are 2 kaiawhina in support.

We have support staff who work with children with special needs; support staff who work in a general capacity to aid classroom teachers; one who organises the resource room; one who supports in the library; a part-time caretaker; a part-time accounts person; 2 cleaners; and an administration officer.

The Charter, Strategic and Annual Plans have all been reviewed by the Board of Trustees and Principal this year with input from staff and the community. It builds on the successes of the past and sets a direction for the next three years.

'Together: We Learn, Grow and Succeed'



Vision Statement

To acknowledge, value and foster the unique qualities and attributes of our school community.

To challenge our children to achieve personal standards of excellence through a balanced educational programme within a safe and caring environment.



New Zealand's cultural diversity

- All cultures within the School will be acknowledged, accepted and celebrated through active encouragement of an inclusive school culture and values.
- Staff members will ensure that students from all cultures are treated with respect and dignity, and will actively work towards high standards of achievement from all children, irrespective of cultural backgrounds.

The unique position of Maori culture

- All Staff members are expected to develop an awareness of tikanga Maori and Te reo Maori, and to incorporate these into classroom programmes.
- Tuakau Primary School will encourage better cultural understanding, consistent with the Treaty of Waitangi.
- Staff will undergo professional development to build knowledge of and connections with the local area and students.

What reasonable steps will the school take to incorporate tikanga Maori into the school's curriculum?

- Themes and units will have a Maori perspective appropriate to topic and class level
- Children have the opportunity to join a kapa haka group
- Classroom practice reinforces tikanga Maori (eg. No sitting on tables, no shoes in classroom)
- EEO principles are met when employing staff
- Bilingual signage and instructions will be used where appropriate
- The children will experience powhiri and learn about the relevant components
- Whakatauki (weekly values focus)

What will the school do to provide instruction in Te Reo Maori (Maori language) for full time students whose parents request it?

- All such requests will be given full and careful consideration by the Board of Trustees with regard to personnel with appropriate skills and qualifications; the overall school financial position; and availability of accommodation within the school.
- The school has 2 bilingual classes
- Two kaiawhina are employed to support the bilingual classes
- Bilingual staff will take part in te reo Māori professional development and will lead the rest of the school in te reo Māori acquisition.

What steps will be taken to discover the views and concerns of the school's Maori community?

- Close association with local marae and kohanga will continue.
- Consultation with our Maori community will be undertaken at least once a year.
- The school will consult and communicate with Maori families about Maori student achievement and progress
- Maori representation is strong on our Board of Trustees and whanau hui are held twice a term.
- Involve the community in discussions and workshops about the intent of *Ka Hikitia – Managing for Success* – to help make the shifts in thinking and expectations to ensure Maori students experience success as Maori. (Community/whanau involvement is vital!)
- Explore ways to involve whānau in their children's learning



Mission Statement

Together

We Learn,

Grow,

and Succeed

Kia ako tahi tātou

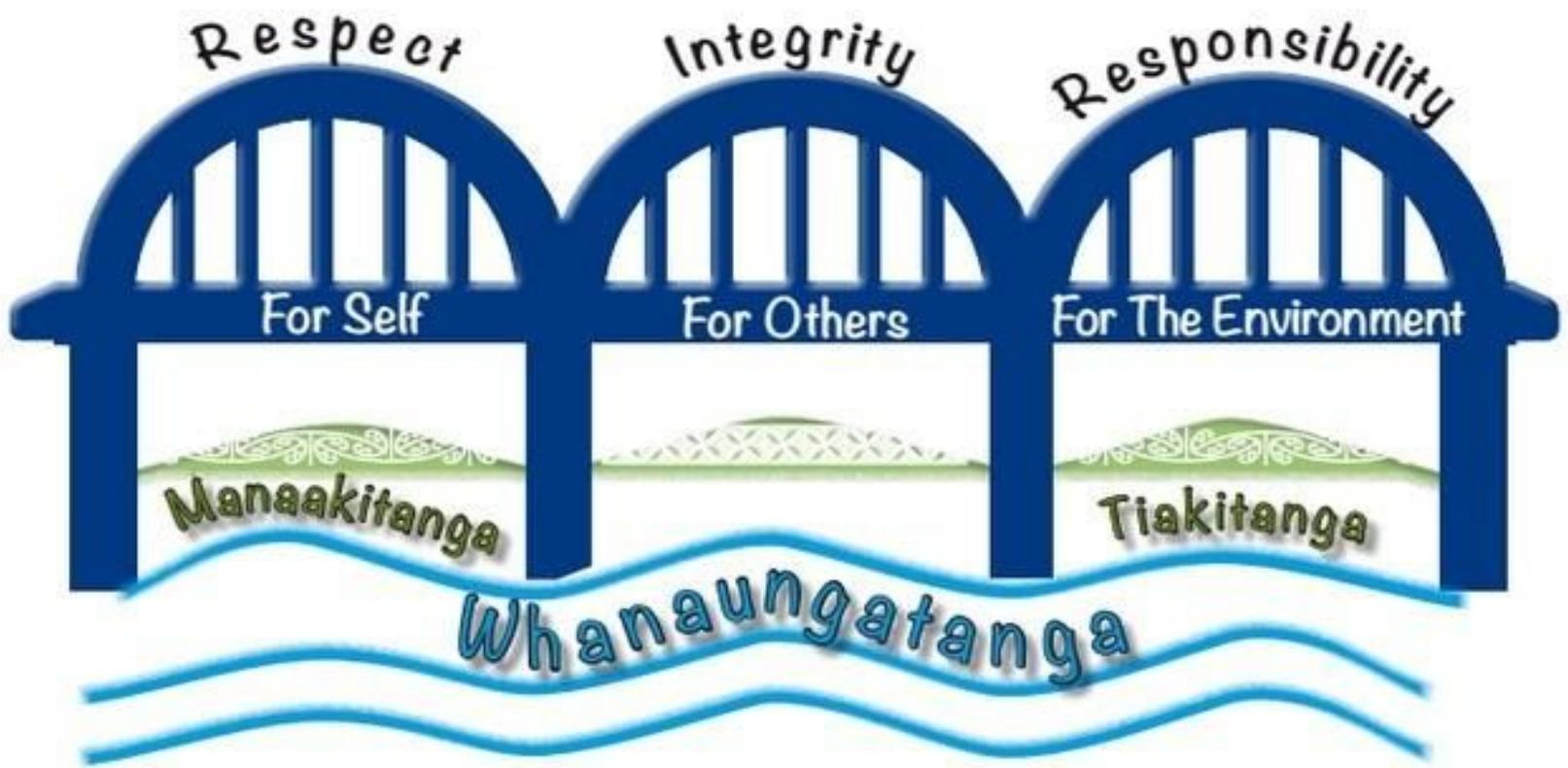
Kia tipu tahi tātou

Kia puāwai tahi tātou.

Our Mission is to provide our children with a positive environment which promotes success for all.

'Together' is the key word that embodies the way we want to move forward toward that success, giving our children the very best opportunities to guide their future.

TUAKAU PRIMARY SCHOOL



OUR CORE VALUES

School motto:

Service:
The Master Key of Life



Tuakana helping our teina.



Awards for looking after the environment.

Tuakau Primary School: Strategic Plan, 2018-2020

Student Achievement: To accelerate the achievement of all learners.

	2018	2019	2020
1.1 Data and Assessment:	<p>Through internal and external professional development, teachers' will review current assessment tools and data, making sure they are the best tool to measure progress.</p> <ul style="list-style-type: none"> • Maths: moderation tasks • Running Records • Writing exemplars and AsTtle • Literacy/Mathematics progressions <p>Discuss and create benchmarks based on the Learning progressions to replace National Standards framework.</p> <p>Regularly monitor student achievement.</p>	<p>From 2018 professional development and review of assessment tools, teachers will have professional development on:</p> <ul style="list-style-type: none"> • How to best utilise them to improve student outcomes. • Raising Teacher Capability in the use of the tools. <p>Continue to refine the National Curriculum benchmark.</p> <p>Moderate with other schools in the Kahui Ako to share good practice around assessment.</p> <p>Regularly monitor student achievement.</p>	<p>Review current good practice in Assessment.</p> <p>Consider any new Ministry assessment initiatives.</p> <p>Continue to monitor student achievement through robust assessment practices.</p>
1.2 Maori and Pasifika Achievement:	<p>Work with SAF to create a Maori and Pasifika Achievement action plan.</p> <p>Create educationally powerful relationships with whanau</p> <ul style="list-style-type: none"> • Identify and engage key people in focus groups and community groups • Create opportunities to interact positively with whaanau. 	<p>Build on previous years relationships formed and continue to work together to raise student achievement through whanau engagement in learning.</p>	<p>Review the Maori and Pasifika Action Plans and work with whanau and community to implement any changes needed.</p>
1.3 Engagement of boys	<p>Gather student voice through surveys on what interests boys and offer opportunities for learning in these contexts.</p> <p>Have boys involved in purchasing books of interest for boys.</p> <p>Share good practice and research around engaging boys in learning.</p>	<p>Build on previous years work engaging boys.</p> <p>Examine boys achievement data: Inquiry Question: Does an increase in boys engagement increase student achievement?</p>	<p>Review engagement of boys at Tuakau School. Make any changes necessary.</p>

<p>1.4 Learner Support</p>	<p>Identify children with special educational needs.</p> <p>Create an action plan to meet these children's needs.</p> <p>ESOL: Provide an additional language programme for speakers of other languages.</p> <p>Work with parents/whaanau/caregivers to ensure all are informed of interventions for their child throughout the process.</p> <p>Access the support of appropriate outside agencies.</p>	<p>Keep an up-to-date register to monitor the progress of all children with intervention programmes</p> <p>Hold regular meetings of stakeholders in order to review processes around children with special needs</p>	<p>Continue to monitor the progress of all children with intervention programmes.</p> <p>Review the interventions to ensure they are meeting the needs of the students with special educational needs.</p>
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Tuakau Primary School: Strategic Plan, 2018-2020

Future Focused Curriculum: Preparing students to be active, engaged, consciously critical members of an ever-changing world.

	2018	2019	2020
2.1: Identity: Children understand who they are:	<ul style="list-style-type: none"> • Make opportunities to know our learners • Make links with the community and connecting to Tuakau • Create reciprocal relationships • Work with key groups to plan cultural activities for 2019 	<ul style="list-style-type: none"> • Build on relationships forged in 2018 • Create a data base of key personnel in all groups that feed into the school. • Implement cultural activities with key personnel. 	<ul style="list-style-type: none"> • Review cultural activities with whanau and make any changes as necessary. • Update database of key personnel and continue to build relationships
2.2 Authentic curriculum	<ul style="list-style-type: none"> • Have a localised curriculum • Children see themselves in their learning • Community voice • Unpack and use the Tuakau Inquiry Model 	<ul style="list-style-type: none"> • Survey the parent/caregiver community re curriculum content • Survey students for their thoughts on what is being taught • Review the Inquiry Model to ensure all understand the process 	<ul style="list-style-type: none"> • Continue to have students and parents voice included in planning the curriculum.
2.3: Student Agency	<ul style="list-style-type: none"> • Children setting goals • Children reflecting on their progress against their goals • Children understand their next steps • Use of seesaw for students to share goals with whanau. 	<ul style="list-style-type: none"> • Kanohi - ki - te -kanohi discussions about learning, goal setting and children's understanding of their learning • Review use of seesaw and make any changes needed. 	<ul style="list-style-type: none"> • Continue to have Kanohi - ki - te -kanohi discussions about learning, goal setting and children's understanding of their learning
2.4 Infrastructure/Room Environment and Technology to support curriculum	<ul style="list-style-type: none"> • Whare Manaaki building work completed and renovated as a flexible learning space. • Provide 1:1 devices for Yrs 4-6 (Start 3 yr lease for 100 chromebooks) • Te Waahi : Continue to work collaboratively and induct a new staff member. 	<ul style="list-style-type: none"> • Review the school infrastructure to make amendments to the 5YA. • Involve children in landscape design for the outside of their buildings • Continue to provide 1:1 devices for yrs 4-6. • Keep up to date with new technology and initiatives • Support collaborative practice across the school 	<ul style="list-style-type: none"> • Implement the 5YA • Continue to improve the school landscaping. • Continue to provide 1:1 devices for yrs 4-6. • Keep up to date with new technology and initiatives • Review collaborative practice across the school and make any changes as necessary.

Tuakau Primary School: Strategic Plan, 2018-2020

Create Educationally Powerful Relationships with Parents, Family and Whanau to encourage engagement in learning

	2018	2019	2020
<p>3.1 Relationships (building relational trust and collaboration)</p>	<ul style="list-style-type: none"> To review relationships with parents/family/whanau. To review engagement practices with parents/family and whanau. To analyse teacher perceptions and assumptions around engagement with whanau. To understand cultural responsiveness. Students to use see saw to engage with whanau. 	<ul style="list-style-type: none"> With parents, review the usefulness of see saw as a collaborative tool Work collaboratively with key parents to ensure all students and whānau can access and understand the curriculum. Explore a variety of ways of communicating to whānau about their child's learning 	<ul style="list-style-type: none"> To continue to review relationships with parents/family/whanau. To offer a range of opportunities for whanau to engage with their child's learning.
<p>3.2 Wellbeing:</p> <ul style="list-style-type: none"> To promote staff well being through a variety of initiatives. To ensure well being of students in a variety of ways 	<ul style="list-style-type: none"> Create a staff survey and analyse results Offer a variety of initiatives to promote staff well being. Create a student survey and analyse the results Discuss results with staff, students and Board of Trustees. Formulate an action plan to address any issues that arise from the surveys. 	<ul style="list-style-type: none"> Build on the previous years well being initiatives and continue to work together to promote staff and student well being. . Create a parent/whaanau survey about student well being and analyse the results. Discuss results with staff, students and Board of Trustees. Formulate an action plan to address any issues that arise from the surveys. 	<ul style="list-style-type: none"> Review previous years action plan and implement any changes needed.
<p>3.3: Kāhui Ako</p>	<ul style="list-style-type: none"> Share ideas for whaanau engagement with Kāhui Ako schools Create opportunities for our school communities to work together toward the common goal of raising student achievement. 	<ul style="list-style-type: none"> Continue to work within the strategic goals and framework of the Kāhui Ako 	<ul style="list-style-type: none"> Review our work and progress within the Te Puaha o Waikato Kāhui Ako

Tuakau Primary School: Strategic Plan, 2018-2020

BOARD RESPONSIBILITY 5:

EMPLOYMENT

National Education Goals:

Excellence in teaching

NAG 1

Promote high levels of staff performance, use educational resources effectively and recognize the needs of students;

Be a good employer as defined in the State Sector Act 1988 and comply with the conditions contained in employment contracts applying to teaching and non-teaching staff.

Strategic Issue	Goals	Intended Actions	Desired Outcomes
<p>Employment of Staff</p>	<p>To employ staff who demonstrate a high level of knowledge and skills relating to the New Zealand Curriculum and the Tuakau School vision.</p>	<p>Utilise passions and expertise of staff wherever possible</p> <p>Review needs and direction of the school annually</p> <p>Decide on needs through Performance Management System and goal setting.</p>	<p>Best use will be made of staff strengths in meeting the school vision and needs.</p>
<p>Being a 'Good' Employer</p>	<p>To ensure the Board of Trustees demonstrates good employer practices.</p> <p>To develop a schoolwide professional development plan for staff and BOT members.</p> <p>To ensure positive, reciprocal relationships between the Board and the staff.</p>	<p>The Board of Trustees has offered a \$1000 scholarship for a staff member to pursue professional development that will benefit the individual and the school.</p> <p>The BOT facilitates at least two activities per year with staff.</p> <ol style="list-style-type: none"> 1. Morning Tea in December 2. Staff / Trustee 'Breakup' 3. Gift and Christmas lunch for staff at the end of the year 	<p>BOT complies with all policies, procedures and legal requirements.</p> <p>Staff and BOT attend focussed professional development.</p> <p>Positive staff and BOT relationships maintained.</p>

<p>Performance Management Systems (PMS)</p>	<p>To set high expectations and have clear professional performance goals.</p> <p>To promote high levels of staff performance by establishing an ongoing system of review of personnel, performance and related professional development.</p>	<p>Ensure job descriptions are reviewed and updated annually.</p> <p>Continue with Blogs for teachers for collecting evidence against the Professional Standards and their personal and schoolwide goals.</p>	<p>All teaching staff are appraised according to Registered Teacher Criteria.</p> <p>PMS procedures are updated and discussed with staff. All staff job descriptions are updated and signed by the end of Term 1.</p>
<p>Whare Manaaki bilingual unit development</p>	<p>To engage in Māori Medium professional development with Chris Lowman</p>	<p>Kaiako, kaiawhina, Board and parents are engaged in collaborating around creating a connected curriculum that embraces the Tainui Education Strategy and the aspirations of parents.</p> <p>The pedagogy required to achieve the above will be a major focus of the professional development.</p> <p>Assessment in Te Reo Māori will also be a focus.</p>	<p>Whānau aspirations are realised</p> <p>Kaiako feel confident to increase the level of te reo Māori used in all aspects of the school day</p>

Tuakau Primary School: Strategic Plan, 2018-2020

BOARD RESPONSIBILITY 6: SCHOOL CLIMATE AND ENVIRONMENT

NATIONAL EDUCATION GOALS

Develop values needed to become full members of New Zealand society.

NAG 5

- Provide a safe physical and emotional environment for students;
- Promote physical activity;
- Comply in full with any legislation currently in force or that may be developed to ensure the safety of students and employees.

Strategic Issue	Goals	Intended Actions	Desired Outcomes
<p>Health and Safety</p>	<p>To provide a safe and secure environment where students feel included and cared for and the community is welcome.</p> <p>To acknowledge and show tolerance towards others.</p> <p>To develop and nurture a family atmosphere throughout the school community.</p>	<p>Implement the shared Values and expectations decided on through consultation between community, whānau and staff.</p> <p>Review the school Vision with the community</p> <p>Unpack the school Values and the Key Competencies and work with community to align these and from them in 'kids speak'.</p>	<p>The Values of the school will be evident in programmes and in the behaviour of all school personnel.</p> <p>Community and school values will be compatible.</p> <p>Staff, students and community will be able to articulate the 'Tuakau Way'.</p>
<p>Physical activity</p>	<p>To encourage all children to participate in regular physical activity.</p> <p>Monitor staff and student emotional and physical safety.</p> <p>Implement EOTC policies.</p> <p>Ensure required safety procedures are carried out.</p>	<p>Ensure regular physical activity is a part of daily programmes in all classes</p> <p>Provide a range of activities as choices for students during break times</p> <p>Approve EOTC applications as per the policy</p> <p>Authorise writing and distribution of a report</p>	<p>Children will be involved in physical activity through classroom programmes.</p> <p>Equipment will be provided to encourage physical activity.</p> <p>Children will choose to be physically active.</p> <p>Report on staff and student safety.</p>

Tuakau Primary School: Strategic Plan, 2018-2020

BOARD RESPONSIBILITY 7:

ASSET MANAGEMENT

NATIONAL EDUCATION GOALS

- Respect for the diverse ethnic and cultural heritage of New Zealand, with acknowledgement of the unique place of Maori, and New Zealand's role in the Pacific and as a member of the international community of nations.
- A sound foundation in the early years for future learning and achievement through programmes which include support for parents in their vital role as their children's first teachers.

NAG 4

- Allocate funds to reflect the school's priorities as stated in the Charter;
- Monitor and control school expenditure, and ensure that annual accounts are prepared and audited as required by the Public Finance Act 1989 and the Education Act 1989;
- Comply with the negotiated conditions of any current asset management agreement, and implement a maintenance programme to ensure that the school's buildings and facilities provide a safe, healthy learning environment for students.

Strategic Issue	Goals	Intended Actions	Desired Outcomes
Maintenance of school buildings and facilities	<p>To monitor and effectively implement the 10YPP and 5YA programmes.</p> <p>Ensure compliance of buildings and grounds safety</p>	<p>Maintain the buildings and grounds, giving consideration to safety, standards and future development.</p> <p>Approve maintenance and capital works programmes</p> <p>Monthly checks of the playground to ensure equipment and the area is safe</p>	<p>All maintenance/purchasing of capital items scheduled in the 10YP are attended to.</p> <p>Buildings and facilities are safe for all.</p> <p>Report of the implementation of the plans.</p> <p>Report on state of buildings and grounds.</p>

<p>Student Safety</p>	<p>To provide a safe physical environment for students and staff.</p>	<p>Audit for playground safety.</p>	<p>A playground that students can play safely on. An environment that is physically safe</p>
<p>Financial management</p>	<p>To monitor internal procedures relating to financial management.</p> <p>To target funding to support programmes to lift student achievement.</p> <p>To allocate funds through a budget, to support the strategic and annual targets.</p> <p>Ensure accounts are audited</p>	<p>Annually review related systems and monitor internal procedures.</p> <p>In consultation with staff, decide which learning areas need support and what form this support will take.</p> <p>Discuss and analyse data to decide on annual targets.</p>	<p>The school's financial viability will be secured.</p> <p>Student achievement in all learning areas will improve.</p> <p>Funds are allocated effectively and efficiently, reflecting the annual plans.</p> <p>Ensure audit process is completed and audit is satisfactory.</p>

Tuakau Primary School: Annual Plan 2018

BOARD RESPONSIBILITY 2: Curriculum Targets 2018

National Education Goals:

- High standards of student achievement

NAG 1 CURRICULUM

1. Through a range of assessment practices, gather information that is sufficiently comprehensive to enable the progress and achievement of students. With a focus on: Breadth and depth of learning related to the needs, abilities and interests of students, the nature and scope of the New Zealand Curriculum and, in particular, improvement in Maori student achievement.

Curriculum Target	Professional Learning	Teaching and Learning	Reporting and Resources
<p>Mathematics Targets 2018</p> <p>The expectation is that by the end of the year, the majority of Year 5 students will be working at early level 3.</p>	<p>PLD: 50 hours with Charlotte Wilkinson</p> <p>In house workshops: lead by Maths co-ordinator</p> <p>Creation of Moderation tasks and moderating practice across school.</p> <p>Teaching as Inquiry: linking directly to Strategic Goal 1</p>	<p>All teachers take part in classroom sessions working with Charlotte that involve Modelling, co-teaching and observation. These will be done in pairs/teams to allow for reflection and support.</p> <p>Unpack the progressions and use these to improve teacher capability to plan, and teach, an effective Mathematics programme to address gaps.</p> <p>Improve Leadership capability through growing leaders and working with Charlotte to review current overviews, resources and curriculum documentation.</p>	<p>More informed decision making re children's achievement levels and identification of next learning steps.</p> <p>Involve community in lifting Mathematics achievement by:</p> <ul style="list-style-type: none"> - Creating opportunities to share data and goal setting in Mathematics with parents - Support parents with information about helping children at home <p>Create an overview and resource bank of assessment moderation tasks.</p>

Curriculum Target	Professional Learning	Teaching and Learning	Reporting and Resources
<p>Writing Targets 2018</p> <p>The expectation is that by the end of the year, 60% of children will be at their correct national curriculum level in writing.</p>	<p>Unpacking and revision of the Literacy Learning progressions: Writing.</p> <p>Introducing: Tuakau Literacy Hub to the staff. Sharing ideas on how it could be implemented into the classroom.</p> <p>Sharing ways to unpack and use AsTtle rubrics with the children.</p>	<p>Use the Literacy Learning Progressions to plan and teach an effective writing programme to address gaps.</p> <p>Unpack the transition descriptors (moving to Level 2 and 3) to improve teacher capability to plan and teach an effective Writing programme to address gaps</p>	<p>Written Reports reviewed. Will be sent home in term 2 and 4. Will share writing results, writing progress, how parents can help and goals in simple language.</p> <p>Teachers using writing exemplars with children to unpack and share expectations. Exemplars displayed in class.</p>
<p>Reading Targets 2018</p> <p>The expectation is that by the end of the year, 75% of children will be at their correct national curriculum level in reading.</p>	<p>Unpacking and revision of the Literacy Learning progressions: Reading.</p> <p>Introducing: Tuakau Literacy Hub to the staff. Sharing ideas on how it could be implemented into the classroom.</p> <p>Revise Running Records and comprehension strategies children are using.</p> <p>New Entrant Teachers: Attend Yolanda Soryl Phonics course and share with Junior Team.</p>	<p>Use the Literacy Learning Progressions to plan and teach an effective reading programme to address gaps</p> <p>Ensure resources are relevant to children's interests and community – culturally responsive</p>	<p>Written Reports reviewed. Will be sent home in term 2 and 4. Will share reading results, reading progress, how parents can help and goals in simple language.</p> <p>New readers purchased: Lower level PM readers and readers for boys.</p> <p>PM Running Record kits provided for all 4 teams.</p>

Curriculum Target	Professional Learning	Teaching and Learning	Reporting and Resources
<p>Te Reo target 2018</p> <p>The expectation is that by the end of the year, 70% of children will be able to respond orally at National Curriculum Level 1 (TAAM)</p>	<p>50 hours PLD: 50 hours with Marian Pearce</p> <p>Raising Teacher capability with Te Reo through an online Te Reo course.</p> <p>Unpacking Te Aho Arataki Marau Maori Curriculum Guidelines (TAAM). Making connections with TAAM and integrated planning.</p> <p>Meet with teacher's individually to plan how Te Ao Māori can be embedded in all areas of the curriculum (reo, tikanga, local history) – in context,</p> <p>Classroom modelling of effective pedagogy when teaching te reo Māori.</p> <p>Classroom observations of teachers pedagogy giving feedback and support.</p>	<p>To gain confidence using Te Reo Māori in the classroom.</p> <p>To integrate and embed Te Reo Māori in all areas of the curriculum.</p> <p>To demonstrate effective pedagogy when teaching Te Reo Māori.</p>	<p>To explore online te reo resources.</p> <p>To create te reo resources to use within the classroom.</p> <p>To add a Te Reo comment to the written reports</p>