



Tapora School

Charter 2018

*Empowering our children to discover their passion
and fulfil their potential*

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document:

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Introduction

Tapora School has an overarching aim to create a learning community where all students are actively engaged in their learning and achieving educational success with pride in their unique identity. Students will be supported in their learning so that they can fully participate and contribute to the school and the community and make progress in relation to the New Zealand Curriculum. Our teachers aim to deliver an exciting, engaging and challenging programme with an emphasis on an integrated literacy, numeracy and inquiry learning. Teachers at Tapora School are passionate and enthusiastic about teaching and learning while, through our CHaOS curriculum delivery framework, our learners will be motivated and self-managed. Values based education through the C.A.R.E programme has been integrated throughout the whole school.

Whanau are encouraged to support their children's learning and help build strong connections with the rural community to create a culture of shared learning within a supportive learning environment. We aim for our students to respect both themselves and others, take responsibility for their own learning and their actions and have the willingness and confidence to pursue their dreams with integrity and a generosity of Spirit.

Description of Tapora School

Tapora School is situated in a supportive rural community on the Okahukura Peninsula which juts into the Kaipara Harbour. The area was originally settled by Ngati Whatua and then, more recently by returned servicemen after the war. There are still farms run by the descendants of these settlers.

The district has two distinct geographical areas: the low lying western end of the peninsula taken up largely by dairy farms; and the more rugged and hilly central and eastern regions of mainly sheep and cattle farms. There is a settlement of holiday and retirement homes near the beach. It takes an hour and 30 minutes to drive to central Auckland from Tapora so members of the community enjoy a beautiful rural setting while having access to city facilities if needed. The school draws students from the Tapora district, as well as from Wellsford, the Wharehine and Port Albert areas.

The school is well resourced and has its own swimming pool, a school-wide computer network, large hall and library. The school is enormously proud of its sporting achievements and has a large sports area with a netball court and rugby field. We ensure that we have regular excursions into the wider community which includes a week-long senior school camp. We believe that "small is good" and we are fortunate to be able to smaller class sizes, a 1:1 computer to student ratio and a strong tuakana/teina culture in which our senior students are always looking out for our younger students and everyone knows and cares about each other. As a school, we welcome and embrace community involvement and engagement. Parents and members of the wider community visit regularly and give their time, skills and expertise to enrich our school environment and the learning that goes on here.

Tapora School ensures that its community is well informed of news and events occurring within the school. We have a fortnightly newsletter that goes home, as well as being emailed and published on the school website – www.tapora.school.nz. We also communicate with our wider school community via Facebook. The school also provides information to parents and caregivers about the achievement of their children. This includes regular reporting and communication.

Mission Statement

We will work closely with the community to encourage students to show integrity, be generous in spirit, kind and respectful.

Students will have opportunities to accept responsibility and learn from taking risks and making mistakes. Celebrating student successes can come about by directing and being engaged in learning that develops a sense of confidence, self worth and self belief.

Our Vision at Tapora School

Empowering our children to discover their passion and fulfil their potential.

*Tapora School is a **Learning Community** where we are:*

Tolerant

Active

Persevering

Optimistic

Respectful

Adventurous.

The Tapora Vision Explained

At Tapora School, being active in both mind and body is very important. We have a range of programmes and sports aimed at increasing students' physical abilities and fostering a love of the outdoors. Our teachers aim to develop curiosity among our students to become excited inquirers about their learning.



Tolerant & Future Focused – *Tolerant of today but, taking action for a better tomorrow*

We want the children at Tapora School to have both a voice and be tolerant of other points of view. Unified voices and actions can help make changes for the future. This means empowering our students to make good decisions for their future, to set goals and work hard towards them.



Achieving & Inquiring - *Get involved, give it a go and wonder!*

Our teachers aim to develop curious students and become excited inquirers about their learning. In an ever changing world, our children need to think outside the square, be highly resourceful, collaborative, and not afraid to make mistakes.



Persevering & Striving for Success - *Not the best, but trying your best*

Our Striving for Success value is about empowering our children to try their best. We aim to develop perseverance and resilience within our students, as well as equipping them with the necessary skills and tools to effectively problem solve. This leads to students gaining increased confidence and self-esteem.



Optimistic & Positive Attitude - *Be involved and make learning fun*

For students to really connect with their learning it needs to be fun and engaging, this starts with an enthusiastic Board of Trustees and permeates through the school, the notion of being involved, positive and having a can-do attitude.



Respectful & Resourceful - *Being respectful to other people, places and beliefs and use these rich resources in their learning*

Resourceful, this value is the ability for our students to self-select the most appropriate tools for any challenge. We also want our children to be aware of their impact on the environment and global pressure on some of our natural resources. At the same time we encourage our students to be respectful of others, their ideas and beliefs.



Active Adventurer - *Get involved, give it a go!*

Positive Behaviour for Learning

Tapora School is a PB4L school. PB4L School-Wide looks at behaviour and learning from a whole-of-school as well as an individual child perspective. The framework is based on international evidence.

The Positive Behaviour for Learning School-Wide framework, otherwise known as PB4L School-Wide, is helping New Zealand schools build a culture where positive behaviour and learning is a way of life. It's not about changing the students; it's about changing the environment, systems and practices already in place to support them to make positive behaviour choices.

PB4L School-Wide is based on the Positive Behavioural Interventions and Supports (PBIS) framework developed at the University of Oregon in the 1990s. PBIS is now in thousands of schools across the US and there are over 700 School-Wide schools in New Zealand.

CARE Values

- Citizenship - Raraunga
- Achievement - Taeatanga
- Responsibility - Haepapa
- Effort - Ngākina

At Tapora School students earn points during the year towards the four areas of: Citizenship, Achievement, Responsibility and Effort.

There are three levels of achievement Bronze, Silver and Gold.

Bronze and silver certificates are given out during the year and students who have achieved gold receive theirs at the end of year prizegiving along with the Tapora School medal.

Cultural Diversity and Maori Dimension

How will our school reflect New Zealand's Cultural Diversity

Maori are the Tangata Whenua of Aotearoa and their language and culture are a living part of New Zealand society. All New Zealanders should recognise and understand the dual cultural heritage of New Zealand.

The school curriculum will encourage students to understand and respect different cultures that make up New Zealand society. It will ensure that the experiences, cultural traditions, histories and languages of all New Zealanders are recognized and valued. It will acknowledge the place of the Pacific Island societies in New Zealand society, and New Zealand's relationship with the people of Asia, Europe and the South Pacific. The school is multi-cultural with approximately 30% NZ Maori. The remainder of the school is a mix of NZ European, Australian and Japanese. The school will provide a welcoming atmosphere for all parents and children that reflects its bicultural dimension.

How will our school reflect the unique position of Maori?

Approximately one out of three NZ Maori children on our roll at Tapora School and it is essential that this is reflected in the life of the school. The School curriculum will recognise and value the unique position of NZ Maori in New Zealand society. All students will have the opportunity to acquire some knowledge of the Maori culture and language. Tapora School will encourage children to understand, respect and show sensitivity for tikanga Maori, i.e. values, attitudes, behaviour and te reo Maori. The school curriculum will acknowledge the importance of NZ Maori within the multicultural context of NZ; their values, traditions and histories. The school participates in trips to places of NZ Maori significance as often as possible.

What reasonable steps will the school take to incorporate Tikanga Maori (Maori culture and protocol) and Te Reo (Maori Language) into the school curriculum?

Through our inquiry learning topics and our delivery of the Social Studies strands students will have the opportunity to learn about themselves and their culture and heritage, and the culture and heritage of other students. These programmes will recognise the multicultural society in which we now live, as well as increasing awareness and respect for cultures and beliefs that differ from our own. Instruction for all children must cherish their unique identity and cultural values.

Tikanga Maori is incorporated into the school's Marae study, waiata and Kapa Haka programmes. Further assistance will be accessed through local resources to increase teachers' awareness of customs and protocols. Te Reo Maori and Tikanga Maori will be integrated into curriculum areas in an appropriate manner. The Maori language, Te Reo Maori, will be part of the school's curriculum and employee development will include te reo Maori, tikanga Maori and cultural sensitivity where necessary.

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

If a parent were to make a request formal instruction, the matter would be referred to the Board of Trustees for consideration. There are options such as enrolment in Te Kura or the VLN Primary School for online Te Reo Maori to be extended further than what the school currently can offer.

What will the school do to discover the views and concerns of the school's NZ Maori community?

The Board of Trustees will consider all requests for instruction in Te Reo Maori in light of the schools resources and capabilities at the time. In the event of such a request the school will make every attempt to provide information on schools in the district that have the capability for such instruction.

We empower NZ Maori parents and caregivers to participate in their children's education by encouraging them to bring children to meetings and consult with the community using their own consultation processes, in the development of priorities for the education of NZ Maori children. As part of reporting to the Board of Trustees on student achievement, the Principal will report separately on NZ Maori achievement where appropriate. We recognise that students may need to meet more than one set of cultural expectations. The school curriculum will enable children to be accepting of other cultures and cultural differences.

Board of Trustees

The Tapora School Board of Trustees recognises the importance of training for members of the School Board. In an effort to improve the performance of the Board, both professional development and external support will be utilised when appropriate. As part of the Board meetings, members of the Board will be asked regularly to reflect on their conduct as a Board member, as well as the way in which Board meetings are held. The performance of the Board will also be monitored through the use of the Self Review Tools for Boards. The Board of Trustees performance is also linked to the school's annual student achievement targets. The Board has created an environment where members constantly consider how they can impact on the achievement of the students. This may be in terms of providing resources, asking the right questions and ensuring that school targets Strive for Success.

Equal Opportunities Employer

Tapora School Board of Trustees is an Equal Opportunities Employer and operates a personnel policy that complies with the principle of being a good employer.

Tapora School Board of Trustees will ensure that all applicable School policies and procedures will incorporate EEO requirements and reflect the School's commitment to the Treaty of Waitangi.

Tapora School Curriculum

Our TAPORA Curriculum underpins everything that we do at our school. It ensures that our students receive an education that is challenging, exciting and meaningful for today, whilst preparing our students for the future.

Tapora School promotes a learning lifestyle amongst our students and staff. We believe that learning occurs not just at school, but also in all environments, including the home and the community. We strive to provide a programme that allows our students to maximise learning in all aspects of their lives, anywhere and anytime.

Student Engagement

In 2017 there were no anticipated or completed stand-downs, suspensions or exclusions.

Attendance data showed 85% attendance for 2017 with 3% unjustified absences and 7% justified due to illness, medical reasons and doctors or dentists appointments.

School Organisation and Structures

Tapora School consists of main building - two classrooms: Junior class Year 0-4 and Senior class Year 4-8; administration and Principal's offices; sickbay and storage room. Attached to main (original building) is a resource storage room, staffroom and staff toilets. Stand alone buildings: 3rd classroom, library and school hall. Student toilets are in a separate block behind the school. There is also a swimming pool and change sheds.

Staffing allocation for 2017 began as 2.34 (2 full time teachers, .3 Principal release and .04 for classroom release time) By the end of the year this was 2.54 due to roll increase. The board funds a teacher aide for 10 hours a week, school/BOT administration 20 hours per week, cleaner 12.5 hours per week and grounds person up to 6 hours per week.

The majority of students travel to school by bus.

Review of Charter and Consultation

The Charter is a working document continually changing in response to personnel and student changes and needs. Consultation was undertaken at the end of 2017 with the school community to ensure that the school values were still important and relevant.

Principal's endorsement:	Keryl S Lee
Board of Trustees' endorsement:	Simon Robinson
Submission date to Ministry of Education:	29th March 2018