

TARADALE PRIMARY SCHOOL

PROFILE NO. 2688



CHARTER 2018

MISSION STATEMENT

To enable our learners to be lifelong achievers who can think creatively and critically as part of a caring global community.

OUR SCHOOL

Founded in 1879, Taradale Primary School serves the primary educational needs of the many families living on the western side of Taradale. We are a Decile 10 contributing school with a roll of around 450 pupils, and a teaching staff of 23.

The school community takes pride in the quality of teaching and learning programmes, student attitudes, being very well resourced and having attractive facilities. Children have a strong sense of belonging, taking great pride in both behaviour and performance with a well regarded and positive school culture and tone. We enjoy and foster an extremely strong community and parental support. Parents tend to have high expectations and aspirations for their children and take a keen interest in their learning. Our parents provide the staff with valuable non-teaching assistance.

Our most recent ERO report (2017) stated....

"Students learn in calm, supportive, well-organised and resourced learning environments. Caring and respectful relationships prevail. A wide range of experiences in the arts, cultural, physical activity and education outside the classroom, provide breath to the school curriculum. A focus on growing student's self-management is encouraging their independence"

TARGETS

Priority will be given to those learning groups deemed to be part of the Government focus - Maori, Pasifika and those from lower socio-economic families.

TARGET 1 - READING

To have 95% of our learners reading At or Above expectations for reading. In 2017 we achieved 88% At or Above.

TARGET 2 - WRITING

To have 90% of our learners performing At or Above expectations for writing. In 2017 we achieved 83% At or Above.

TARGET 3 - MATHEMATICS

To have 90% of our learners performing At or Above expectations for Mathematics. In 2017 we achieved 82% At or Above.

Please note that these targets are aspirational. Like the old saying suggest, what you aim for you get. If we aim low and achieve that then we might sell ourselves short!

TARADALE PRIMARY CHARTER 2018

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Submission to Ministry of
Education

Ratification of Charter 28/3/2018

CULTURAL DIVERSITY AND TREATY OBLIGATIONS

Taradale Primary School will recognize and value the unique position of Maori in New Zealand society. This will be reflected in school policy, procedure and curriculum delivery as well as the children and staff being encouraged to respect and understand all cultures within New Zealand society.

We currently have an 8% Maori roll. We are fostering a close relationship with the urban Marae, Moteo and we have created a Whanau group which meets regularly.

Any child who wishes to receive an education in Te Reo Maori will be assisted in doing so through Correspondence or assisted in finding a school that can offer Te Reo in an appropriate fashion.

VALUES AND BELIEFS

Attitudes and values are extremely important aspects of education. Developing the '**right**' attitudes at a young age are vital. By '**right**' we mean those that are acceptable to society. This is appropriate because part of our goal as a school is to develop children who will become '**valuable members of society**'.

At Taradale Primary School we focus on the following '**core values**' as an integral part of the classroom and playground culture. Collectively we term this the '**School Community**' approach as part of our '**integrated curriculum**'.

The **10 values** we currently focus on at Taradale Primary School are:

- | | |
|------------------|------------------------------|
| * Respect | * Personal Excellence |
| ▪ Consideration | ▪ Flexibility |
| ▪ Compassion | ▪ Self-discipline |
| ▪ Tolerance | ▪ Purposefulness |
| ▪ Honesty | ▪ Creativity |

* Denotes our two Value foci

STRATEGIC PLAN

Goal 1: To deliver high-quality educational Programmes focused on Literacy and Numeracy

Goal 2: To deliver an innovative curriculum through Higher Order Thinking Skills, an effective ICT e-learning strategy and through strong information literacy which will encourage creative, critical and reflective thinking.

Goal 3: To encourage children to take responsibility for their own assessment and learning and progress through the Key Competencies, school values and formative strategies.

Goal 4: To encourage within our children a sense of belonging (Turangawaewae), responsibility for self and others (Mana whakahaere), strong cultural awareness and a pride in their environment (Ao taiahio).

Goal 5: To enhance the effective partnership between school and the community.

Goal 6: To maximize the benefit to students through the prudent allocation and control of financial and property assets.

Goal 7: To provide for the safety and wellbeing of students, staff and visitors to our school.

NAG 1 - CURRICULUM

- Professional Development
 - Modern Learning Environments
 - Cultural Responsiveness
 - Student Writing
 - Exploration of Play Based Learning
- Student Achievement
 - Utilisation of Reading Recovery
 - Utilisation of MST 3
- Community Partnership
 - Maori hui, reaching out to Chinese families

RESPONSIBILITY: PRINCIPAL, STAFF REP.

NAG 2 - SELF REVIEW

- Develop Annual Plan
- Board – Review all Policies and Procedures
- School Self-Review
 - EOTC Document
 - Curriculum plan
 - Staff Handbook
 - MLE Pamphlet
- Community – Strategic Plan (4 years)

RESPONSIBILITY: PRINCIPAL, RACHEL READ

NAG 3 - PERSONNEL

- Professional Development
 - Focus on Modern Learning Environments
 - Focus on Cultural Responsiveness
 - Focus on Student Writing
 - Focus on Play Based Learning
- Teaching as Inquiry / Appraisal
 - Reviewing and reformatting the systems
 - Focus on growth in coaching

RESPONSIBILITY: PRINCIPAL, ROGER COLEMAN

NAG 4 - PROPERTY

- Work with community groups / MOE to revitalise and open pool.
- Implement Property Enhancements for year
 - Focus on MLE – outdoor environments
 - Cloud based IT systems
 - Storage sheds for play based learning
 - Shade corridor of trees on field
 - Potential removal of phoenix palm trees
- Plan / implement maintenance
- New MLE Furniture – Team 2

RESPONSIBILITY: PRINCIPAL, DARREN CLARK

TARADALE PRIMARY SCHOOL



ANNUAL PLAN 2018

NAG 5 - HEALTH & SAFETY

- Practice emergency procedures
- Check of ...
 - Argest
 - Playground Safety
- Implement new Health and Safety Legislation
- Ensure that the welfare of both students and staff is paramount

RESPONSIBILITY: PRINCIPAL, JEMMA MCDADE

NAG 6 - LEGISLATION

- Implement and continue to review all aspects of the new Health & Safety Legislation
- Review aspects of Charter and Strategic Plan

RESPONSIBILITY: PRINCIPAL, RACHEL READ

NAG 4 - FINANCE

- Preparation for Annual Audit
- Monitoring of Budget 2018
 - Monthly and Half -Yearly
- Growth of reserves
 - Aim for end of year of \$250,000
- Applications for Grants
- Budgets
 - Link 2018 budget to ensure effective learning and teaching programmes
 - Prepare 2019 Budget
- Liaise with PTA

RESPONSIBILITY: ROCHELLE TOOP

COMMUNITY PARTNERSHIP

- Communication
 - Weekly school newsletter
 - Weekly class newsletters
- Website
 - Continue to monitor the effectiveness of our website
 - Explore the PTA use of Facebook
- Liaison
 - With PTA
 - Community consultation
- Reporting to Parents
- Whanau Hui / relationships with Chinese families

RESPONSIBILITY: PRINCIPAL, JEMMA MCDADE

NAG 7/8 – REPORTING

- To provide relevant information, including all National Standards and Charter/Strategic Plan, as per legislative requirements. Further focus on....
 - School strengths and identified areas for improvement
 - Basis for identifying those areas
 - Planned actions for lifting achievement

RESPONSIBILITY: PRINCIPAL, ANDREW PALAIRET

PRINCIPLES

The Principles are the foundation of all curriculum decision making. They embody beliefs about what is important and desirable in our School curriculum.

The Principles as stated in the NZ Curriculum Document	What the Principles look and sound like at TPS
<p>High Expectations The NZ Curriculum:-</p> <ul style="list-style-type: none"> • Supports and empowers all students to learn • Personal excellence <p>Treaty of Waitangi Curriculum acknowledges:-</p> <ul style="list-style-type: none"> • Principles of Treaty of Waitangi • Bicultural foundations of NZ • Opportunity to gain knowledge of te reo Maori me ona tikanga <p>Cultural Diversity Curriculum reflects:-</p> <ul style="list-style-type: none"> • Reflects NZ's cultural diversity • Values histories and traditions of all its people 	<p>High Expectations Teachers:-</p> <ul style="list-style-type: none"> • Planning for success • Modelling / Exemplars • Feedback / feed forward (Formative assessment tools) • School-wide systems / consistency <p>Students:-</p> <ul style="list-style-type: none"> • Actively engaged • Pride in achievements / striving for excellence • Sharing and presenting learning • Talk about learning – where they are at / next learning steps • Act on feedback / feed forward <p>Treaty of Waitangi Teachers:-</p> <ul style="list-style-type: none"> • Understand principles of Treaty and impact on teaching / learning <p>Teachers and students:-</p> <ul style="list-style-type: none"> • Knowledge of our bicultural heritage • Participating in te reo Maori programmes / correct pronunciation • Opportunities to participate in Kapa Haka etc <p>Cultural Diversity Teachers and students:-</p> <ul style="list-style-type: none"> • Actively celebrate and embrace all cultural diversity within our school, community and New Zealand • Integrate different cultural histories and traditions into learning programmes

<p>Inclusion Curriculum is:-</p> <ul style="list-style-type: none"> • Non-sexist • Non-racist • Non-discriminatory • All languages, abilities and talents are recognised and affirmed • All learning needs are addressed 	<p>Inclusion Teachers:-</p> <ul style="list-style-type: none"> • Planning / teaching to address all learning needs, styles and backgrounds • Communicating with parents/caregivers and communities • Positive role models <p>Teachers and students:-</p> <ul style="list-style-type: none"> • Positive, encouraging, supportive • Accepting, including, co-operating • Celebrating, praising and displaying all abilities and cultures
<p>Learning to Learn Encourage students to:-</p> <ul style="list-style-type: none"> • Reflect on own learning • Learn how to learn <p>Community Engagement Curriculum:-</p> <ul style="list-style-type: none"> • Has meaning for students • Connects with their wider lives • Engages support of their families, whanau and communities 	<p>Learning to Learn Teachers:-</p> <ul style="list-style-type: none"> • Metacognitive and reflective – learning / teaching • Professional discussions • Parent / community discussions <p>Teachers and students:-</p> <ul style="list-style-type: none"> • Active / engaged learners • Reflect on and talk about their learning • Giving / actioning feedback and feed forward – next steps / goal setting / LIs and success criteria • Self / peer assessment • Transfer / apply learning to different situations • Action Learning / Inquiry Learning • Self – Management Arrow tool <p>Community Engagement</p> <ul style="list-style-type: none"> • Curriculum information evenings • Curriculum surveys • Open days • Involvement of local organisations in curriculum programmes • Reporting to Parents programme • Newsletters • Open door policy • Visitors / Community resource personnel • Community focused activities

Coherence

Curriculum that:-

- Makes links within and across learning areas
- Provides for coherent transitions
- Opens pathways for further learning

Future Focus

Students look to the future by exploring:-

- Sustainability
- Citizenship
- Enterprise
- Globalisation

The New Zealand Curriculum 2007

Coherence

Teachers:-

- School-wide systems
- Professional learning – whole staff
- Professional conversations
- Supporting / Induction of new staff
- Resources to support different learning pathways
- Integrated Curriculum / organised cooperative planning

Students:-

- Activating prior knowledge
- Learning Intentions / Success Criteria
- Making links / building on prior learning
- Relating to others

Future Focus

Teachers:-

- Professional learning opportunities
- Openness to new ideas and initiatives
- Staff development / focus
- Strategic Planning
- Providing / reinforcing sustainability opportunities
- Integrated Curriculum – Big Ideas / Rich Concepts
- Role models acting in a sustainable way

Students:-

- Student driven projects / initiatives / students taking responsibility / service to community
- Action Learning / Inquiry Learning
- Maintaining core values
- Thinking skills
- Explore significant future – focused issues
- Environmental groups / Green Caps
- Demonstrating and acting in a sustainable way

Taradale Primary School

DEVELOPING THE TARADALE PRIMARY CURRICULUM

At Taradale Primary School our aim is to develop improved student outcomes in learning through the following goals.....

- Deliver high quality educational programmes focused on literacy and numeracy
- Deliver an innovative curriculum through Higher Order Thinking skills, an effective ICT/e-Learning strategy and through strong information literacy which will encourage creative, critical and reflective thinking.
- Encourage our students to take responsibility for their own progress and learning.

This curriculum has been developed over many years in consultation with all stake-holders and has a strong Teacher as Inquiry focus underpinning all that we do. This inquiry involves developing and refining shared beliefs about learners and how meaningful and effective learning occurs. This Best Practice is highlighted through high levels of staff pedagogy, a continuous focus on Quality Learning Circles linked to our Appraisal systems and through an effective self-review system. This includes learning concepts and strategies such as Integrated Curriculum, the integration of Thinking Skills, the provision of full staff Professional Learning facilitated by experts, as well as a strong focus on Learning Intentions and formative assessment.

We believe that our strong in-class support mechanisms (ESOL, Reading Recovery, many specialised Teacher Aides and low class sizes) contributes greatly to the success of all students as does our school-wide consistency in regard to the 'Stop, Think, Do' behaviour management programme and our Self-Management Arrows. At all stages the students, their progress and needs are at the heart of all we do.

ASSESSMENT

Why we assess.....

At Taradale Primary we formatively assess student ability and progress so that.....

- We can meet each students individual learning needs
- We can formulate relevant and effective individual and group learning programmes
- Students can self and peer assess their own and others learning. This leads to the recognition and application of their next learning steps.
- Students can strive to achieve at high levels. This links to our core value, promoting Personal Excellence.

At Taradale Primary we assess children's progress so that we can find out what we, the teachers, need to learn. This links to our Teaching as Inquiry process. We can then report to parents so that they can become further involved in their children's learning.

This also enables us to accurately review the performance of our school which has direct impact upon budgeting and future Professional Learning focus. From this we can then report to our community, the Board of Trustees and to MOE.

REPORTING

At Taradale Primary we report on student progress and achievement in a variety of ways and to a wide sector of our learning community.

Students are fully involved in this process through.....

- Self and peer assessment
- Students involved in setting and reviewing their own learning goals
- Co-construction of the paths to achieving their next learning steps
- Learning Sample folders
- Student-parent-teacher conferences

Parents.....

- Written input within learning sample folders
- Filling in the Getting to Know Your Child forms
- Being involved in the three way conferences
- Parent-Teacher literacy and/or numeracy information evenings.
- E-Learning Journal entries and access to the school Knowledge Net.

At Taradale Primary we use the National Standards to assess children's progress, informing parents of that progress in relation to national expectations compared to students of the same age or year.