



# TIRIMOANA PRIMARY SCHOOL

**CHARTER**

**2020**

# **TIRIMOANA PRIMARY SCHOOL**

## **CHARTER**

### **TYPE OF SCHOOL**

**Tirimoana Primary School** is a co-educational contributing, urban, state primary school. The school is located in the Te Atatu South suburb of Waitakere City in the West Auckland metropolitan area. The school was opened in 1969 and is sited on a quiet suburban street, which feeds into high-density traffic routes. Children are enrolled from age five years and generally complete six full years at primary school.

### **GENERAL DESCRIPTION OF SCHOOL**

The school is currently a U7 category contributing primary school with a roll of between 680-720 students. The school population is predominantly NZ European. There are also a number of other ethnic groups represented in the school population. The school is categorised as being Decile 5.

For an increasing proportion of children English would be classed as a second language.

### **STAFF**

Staff at Tirimoana School includes the Principal, Senior Management, Teachers, Secretary, Executive Officer, Teacher-Aides, Library Assistant, Property Manager, Groundsman and Cleaners.

### **SCHOOL PROPERTY**

The school covers an area of 8 hectares. The school buildings comprise 26 teaching classrooms, an administration block, library/ICT suite, hall, resource room, and property manager facilities.

The school has additional facilities - asphalt areas, adventure playgrounds, a fitness trail and grass playing areas.

### **COMMUNITY CONSULTATION**

The school charter was developed by the elected Board of Trustees in consultation with parents in the school community and with staff. This consultation has included the Maori community. The Board of Trustees periodically reviews the Charter, with input from the community.

### **ANNUAL CONSULTATION**

- Written survey for parents
- Specific consultation with Maori
- Consultation with a random cross section of students
- Written Survey for staff
- Periodic consultation on specific matters and issues

### **LANGUAGES**

The school employs a bi-lingual teacher of Te Reo Māori who provides leadership in Te Reo Māori and Tikanga Māori across the school.

The school currently offers opportunities for students to learn French, Mandarin and other languages when available.



## Mission Statement

In a world of opportunity, we aim for all our children to grow as confident, informed, reflective individuals who will embrace diversity and sustainability in order to fulfil their potential as members of society, both locally and globally.

## CARE

Key Values:

Compassion Act Responsibly Respect Effort

## School Affirmation

Children's right to learn.  
Teacher's right to teach.  
Everyone's right to be safe  
and to be respected.

## School Motto

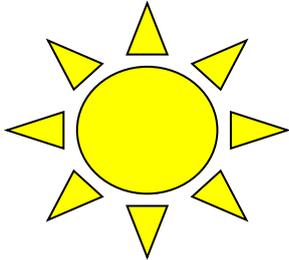


The school motto was developed after consultation with parents and staff in 1994.  
It reflects the school philosophy whereby each child is seen as unique, with his/her own potential talents.  
Our aim is to assist each child to discover and develop his or her own talents.





## TIRIMOANA PRIMARY SCHOOL



### VISION

In our school we will regard everyone as an individual, where each child is unique. We will aim to retain this uniqueness and belief in oneself by helping each child to develop their strengths and talents.

We will provide a safe, peaceful, learning environment where tolerance and respect for other cultures is acknowledged and practised.

To this end we expect everyone within our school to be culturally sensitive, to respect the different ethnicities of our multicultural community, and to honour the principles of Te Tiriti O Waitangi.

We will focus on high expectations for achievement and behaviour in all things we do. In this way we aim to develop our children as confident, articulate, critical-thinking learners.

As an Enviroschool we will promote Environmental Education with children actively participating in sustainable practices in our school and community.

As a future focused school we will foster an awareness of global issues, connectedness, and conflict resolution, both reflecting our local community and the world at large.

In order to achieve this we will develop skills in the use of communication technologies and the learning of languages.

We believe that for effective learning in the 21<sup>st</sup> Century a strong partnership between our school, the home and the wider community is essential.

Together we hope that each person in our school, staff and students, will discover their own talents.



## KEY EXPECTATIONS

### ***Future Focus; Coherence***

We expect our children to be confident and actively involved as they develop into life-long learners.

### ***Learning to Learn; High Expectations***

We expect our children to feel pride in their own achievement and to acknowledge the achievements of others.

### ***Community Engagement; High Expectations***

We expect our children to be polite and well-mannered.

### ***Community Engagement; High Expectations; Coherence***

We expect our children to appreciate the role of authority in society, and to respect it in the home, at school and in the wider community.

### ***Inclusion***

We expect our children to be tolerant of others in the classroom, in the playground and on the sports field.

### ***Cultural Diversity***

We expect our children to accept the differences in appearances, ideas and beliefs of others.

### ***Cultural Diversity***

We expect our children to be culturally sensitive and respectful.

### ***Treaty of Waitangi***

We expect our children to recognize that Te Reo Māori and Tikanga Māori are important in our community.

### ***Learning to Learn; High Expectations***

We expect our children to apply effort, show perseverance, and achieve to the best of their ability.

### ***Learning to Learn; Coherence***

We expect our children to develop effective work and study habits, show curiosity and apply initiative.

### ***Inclusion; Coherence***

We expect our children to be as healthy and active as their potential allows, and to participate in and enjoy physical activity in games and sports.

### ***Learning to Learn; Coherence; High Expectations***

We expect our children to learn responsibility, practice self-discipline and be accountable for their actions.

### ***Future Focus; Community Engagement; Coherence***

We expect our children to understand and be actively involved in environmental education and sustainable environmental practices.

### ***Future Focus; Coherence***

We expect our children to develop an understanding of what it means to be a global citizen and engage fully in a world of expanding technologies in a digital age.

# KEY GUIDING PRINCIPLES

## A. Curriculum

The BOARD OF TRUSTEES accepts that every child in this school shall have the best possible learning opportunity.

This includes the provision of a rich curriculum, opportunities to acquire basic skills, create knowledge and practice new skills. Academic achievement will be recognised, with appropriate expectations for improvement and locally developed benchmarks for assessment. Teachers will implement the Curriculum with special regard to the Learning Areas, Achievement Objectives, Key Competencies and Values

The National Education Guidelines, the National Administration Guidelines and the New Zealand Curriculum are attached to the Charter as an appendix.

## B. Equity

The BOARD OF TRUSTEES accepts that equity objectives underpin all activities in this school.

The BOARD OF TRUSTEES will ensure that this school's policies and practices seek to achieve equitable outcomes for students of both sexes, regardless of their differences and irrespective of their ability or disability, irrespective of their religious, ethnic, cultural, social, family or class backgrounds, and regardless of their differences.

Two aspects of equity are:

### 1. Equal Educational Opportunity

The BOARD OF TRUSTEES will ensure equal opportunity for all students to participate and succeed in the full range of school activities.

The BOARD OF TRUSTEES will adopt policies and practices that identify and cater for the individual needs of each student in the school. These will affect implementation of the curriculum and the way the school distributes resources.

They will include programmes that redress existing inequities and address the current and future needs of students, particularly Priority Learners:

- Māori
- students with disabilities
- children for whom English is a second language
- equal opportunities for girls
- boys achievement
- other ethnic groups
- Pasifika students
- Gifted and Talented students

### 2. Treaty of Waitangi

The BOARD OF TRUSTEES accepts an obligation to develop policies and practices, which reflect New Zealand's dual cultural heritage.

Every child will be given the opportunity to appreciate the dual cultural heritage of New Zealand and the multi-cultural nature of our society with opportunities for Te Reo Māori and Tikanga Maori.

All reasonable steps will be taken to support families who request instruction in Te Reo Māori and in Tikanga Māori for full time students. Wherever this proves unachievable, the school will assist families with alternatives such as a school nearby, the nearest kura kaupapa, or opportunities for personalised instruction through the correspondence school.

## LOCAL GOALS

### 1. **Consultation with the Community**

1. Tirimoana School aims to foster positive and effective relationships with the parent community in the belief that education can best be delivered in a partnership between parents and teachers. To this end the school will actively pursue policies and practices to welcome and encourage parent involvement in school activities, and to engage in regular consultation with the parent community.
2. Tirimoana School aims to maintain an effective Parent Teacher Association which will support school activities and which will assist with parent – school consultation.

### 2. **Learning Support**

1. Tirimoana School aims to focus on achievement standards and will recognise and reward high achievement in academic, cultural and sporting activities.
2. Tirimoana School aims to resource and actively support the provision of Reading Recovery services for six year old children for whom it is appropriate.
3. Tirimoana School aims to resource the provision of Information Communication Technologies to deliver the curriculum for all children, from New Entrant level through to Year 6 level. To this aim the school will adequately fund equipment, staffing, maintenance and professional development.
4. Tirimoana School aims to provide the necessary extra learning support for children with special learning needs and for children who are Gifted and Talented. To this aim the school will adequately fund staffing, learning resources and professional development where appropriate.
5. Tirimoana School aims to provide effective learning support for students for whom English is a second language.
6. Tirimoana School aims to give emphasis each alternate year to the Arts and to Sciences and Technology. This will include biennial Art Exhibitions and Science/Technology Exhibitions.
7. Tirimoana School aims to provide learning opportunities for limited numbers of International Foreign Fee Paying students annually, and is a signatory to the Code of Practice for the Pastoral Care of International Students.

### 3. **Environmental Awareness**

1. Tirimoana School, as an Enviro School, aims to create an attractive environment for students and staff. This will include developing environmentally friendly recycling practices and incorporating environmental education and principles of sustainability across the curriculum.

### 4. **Cultural Awareness**

1. Tirimoana School aims to create a culturally sensitive learning environment, where the different ethnicities and cultures in the school community are recognised, valued and respected.

### 5. **Community Services**

1. Tirimoana School aims to provide an After School Care programme for working families at reasonable cost as a service to the parent community.
2. Tirimoana School has a partnership with the Glendene Amateur Athletic club, which uses the school grounds to provide athletics activities for children during after school hours in summer months. The school aims to maintain a positive working relationship with the Athletic Club as host for the club's activities, in the belief that this is of direct benefit to the wider community.

### 6. **PB4L Mission Statement**

“We at Tirimoana School have implemented PB4L in order to develop school wide consistency in our approach to managing and promoting positive behaviour. This framework will support all of our learners, our teachers and our community to discover their talents”.

## **APPENDIX TO CHARTER NATIONAL EDUCATION GUIDELINES**

Tirimoana School will implement the following National Education Goals and National Administration Guidelines as required by the Ministry of Education.

### **1. National Education Goals**

The National Education Goals establish a common direction for education in New Zealand.

1. Attainment of the highest standards of achievement, through programmes, which enable all students to realise their full potential as individuals, and to develop the values, needed to become full members of New Zealand society.
2. Equality of educational opportunity for all New Zealanders, by identifying and removing barriers to achievement.
3. Development of the knowledge, understanding and skills needed by New Zealanders to compete successfully in the modern, ever-changing world.
4. 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.
5. A broad education through a balanced curriculum covering essential learning areas with high levels of competence in basic literacy and numeracy, science and technology.
6. Excellence achieved through the establishment of clear learning objectives, monitoring student performance against those objectives, and programmes to meet individual needs.
7. Success in their learning for those with special needs by ensuring that they are identified and receive appropriate support.
8. Access for students to a nationally and internationally recognised qualifications system to encourage a high level of participation in post-school education.
9. Increased participation and success by Māori through the advancement of Māori educational initiatives, including education in Te Reo Māori, consistent with the principles of the Treaty of Waitangi.
10. Respect for the diverse ethnic and cultural heritage of New Zealand people, with acknowledgment of the unique place of Maori and New Zealand's role in the Pacific and as a member of the international community of nations.

### **2. National Administration Guidelines**

The National Administration Guidelines support learning and assist our school to implement the National Education Goals.

#### **NAG 1**

Each Board, through the principal and staff is required to:

- (a) develop and implement teaching and learning programmes:
  - i. to provide all students in years 1-10 with opportunities to achieve for success in all areas of the National Curriculum;
  - ii. giving priority to Each board of trustees is required to foster student achievement by providing teaching and learning programmes, which incorporate the National Curriculum as expressed in *The New Zealand Curriculum 2007 or Te Marautanga o Aotearoa*.  
student achievement in literacy and numeracy, especially in years 1-8;
  - iii. living priority to regular quality physical activity that develops movement skills for all students, especially in years 1-6;
- (b) through a range of assessment practices, gather information that is sufficiently comprehensive to enable the progress and achievement of students to be evaluated; giving priority first to:
  - i. student achievement in literacy and numeracy, especially in years 1-8; and then to
  - ii. breadth and depth of learning related to the needs, abilities and interests of

students, the nature of the school's curriculum, and the scope of The National Curriculum as expressed in *The New Zealand Curriculum or Te Marautanga o Aotearoa*;

- (c) on the basis of good quality assessment information, identify students and groups of students:
  - i. who are not achieving
  - ii. who are at risk of not achieving;
  - iii. who have special needs; and
  - iv. aspects of the curriculum which require particular attention;
- (d) develop and implement teaching and learning strategies to address the needs of students and aspects of the curriculum identified in (c) above;
- (e) in consultation with the school's Māori community, develop and make known to the school's community policies, plans and targets for improving the achievement of Māori students; and
- (f) provide appropriate career education and guidance for all students in year 7 and above, with a particular emphasis on specific career guidance for those students who have been identified by the school as being at risk of leaving school unprepared for the transition to the workplace or further education/training.

## **NAG 2**

Each board of trustees with the principal and teaching staff is required to;

- (a) develop a strategic plan which documents how they are giving effect to the National Education Guidelines through their policies, plans and programmes, including those for curriculum, assessment and staff professional development;
- (b) maintain an on-going programme of self-review in relation to the above policies, plans and programmes, including evaluation of information on student achievement; and
- (c) report to students and their parents on the achievement of individual students, and to the school's community on the achievement of students as a whole and of groups (identified through NAG 1 (c) above) including the achievement of Maori students against the plans and targets referred to in 1 (e) above.

## **NAG 3**

According to the legislation on employment and personnel matters, each board of trustees is required in particular to:

- (a) develop and implement personnel and industrial policies, within policy and procedural frameworks set by the Government from time to time, which promote high levels of staff performance, use educational resources effectively and recognise the needs of students; and
- (b) 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.

## **NAG 4**

According to legislation on financial and property matters, each Board of Trustees is also required in particular to:

- (a) allocate funds to reflect the school's priorities as stated in the charter;
- (b) 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; and
- (c) 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.

## **NAG 5**

Each Board of Trustees is also required to:

- (a) provide a safe physical and emotional environment for students;
- (b) promote healthy food and nutrition for all students; and

- (c) comply in full with any legislation currently in force or that may be developed to ensure the safety of students and employees.

#### **NAG 6**

Each board of trustees is also expected to comply with all general legislation concerning requirements such as attendance, the length of the school day, and the length of the school year.

#### **NAG 7**

Each board of trustees is required to complete an annual update of the school charter for each school it administers, and provide the Secretary for Education with a copy of the updated school charter before 1 March of the relevant year.

#### **NAG 8**

Each board of trustees is required to provide a statement providing an analysis of any variance between the school's performance and the relevant aims, objectives, directions, priorities, or targets set out in the school charter at the same time as the updated school charter provided to the Secretary for Education under NAG 7.

NAG 8 applies in relation to schools with students enrolled in years 1-8 from the 2013 school year, and all schools from the 2014 school year.

## THE NEW ZEALAND CURRICULUM

It is the responsibility of Tirimoana School to implement the New Zealand Curriculum to ensure all children have the right to gain a broad, balanced education. The Curriculum is for Young People who will be confident, connected, actively involved, lifelong Learners.

It specifies eight Learning Areas.

These are:

- English
- The Arts
- Health and Physical Education
- Learning Languages
- Mathematics and Statistics
- Science
- Social Sciences
- Technology and Digital Technology

The curriculum also sets out the five Key Competencies and a set of common Values.

These are:

### Key Competencies

- Thinking
- Using Language, Symbols and Texts
- Managing Self
- Relating to Others
- Participating and Contributing

### Values

- Excellence
- Innovation, Inquiry and Curiosity
- Diversity
- Equity
- Communication and Participation
- Ecological Sustainability
- Integrity
- Respect

The curriculum also has key principles which underpin all learning.

They are:

- High Expectations
- Treaty of Waitangi
- Cultural Diversity
- Inclusion
- Learning to Learn
- Community Engagement
- Coherence
- Future Focus