

TIRIMOANA PRIMARY SCHOOL

SCHOOL CHARTER

2022



TIRIMOANA PRIMARY SCHOOL

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 West Auckland. 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 U6 category contributing primary school with a roll of between 660 -680 students. The school population is diverse with the largest group being NZ Pakeha/European students and a large Chinese community equivalent to 18% of total students. There are also several other ethnic groups represented in the school population including Māori, Pasifika peoples and students from India. The school is a Decile 5.

For many students, English is a second language.

STAFF

Staff at Tirimoana School includes the Principal, 2 Deputy Principals, 2 Assistant Principals, an across School Lead who collectively comprise the Senior Leadership Team, Middle Leaders, Teachers, Secretary, Executive Officer, Teacher-Aides/Support Staff, Caretakers and Contract Cleaners.

SCHOOL PROPERTY

The school covers an area of 8 hectares. The school buildings comprise 28 teaching classrooms, an administration block, library/ICT suite, hall, resource room, and large outdoor canopy covered areas.

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 Māori whanau. The Board of Trustees periodically reviews the Charter, with input from the community.

ANNUAL CONSULTATION

- Written survey for parents
- Specific consultation with Māori
- Consultation with a random cross section of students
- Survey Monkey for staff
- Hui
- 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 Te reo Māori, French, Mandarin and Samoan.

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



School Affirmation

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

School Motto



Discover Your Talents

The school motto was developed after consultation with parents and staff. 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 21st 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 - te Tiriti o 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 - te Tiriti o Waitangi - Te reo me o na tikanga Māori



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 Māori.

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. **Pandemic Planning**

The school has a pandemic policy and pandemic plans to ensure the Health and wellbeing of all students and staff, and that upholds the current public health mandates that are in place. These plans are reviewed as required to meet the changing circumstances of the pandemic.

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 and Early Literacy support services for specific students in the junior school.
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. In 2022 the school has transitioned from Office 365/Word to Google Workspace.
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 a Before and 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 and Learning Priorities** (NELP) **National Education Goals** (NEG) and **National Administration Guidelines** (NAG) as required by the Ministry of Education.

1. National Education and Learning Priorities

Objective 1: Learners at the Centre Learners with their whanau are at the centre of Education.	
Priority 1	Ensure places of learning are safe, inclusive, free from racism, discrimination and bullying.
Priority 2	Have high aspirations for every learner/akonga, and support these by partnering with their whanau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures.
Objective 2: Barrier Free Access Great education opportunities and outcomes are within reach of every learner.	
Priority 3	Reduce barriers to education for all, including Maori and Pacific learners/akonga, disabled learners/akonga and those with learning support needs.
Priority 4	Ensure every learner/akonga gains sound foundation skills, including language, literacy and numeracy.
Objective 3: Quality Teaching and Leadership Quality teaching and leadership make the difference for learners and their whanau.	
Priority 5	Meaningfully incorporate te reo Māori and tikanga Māori into everyday life of the place of learning,
Priority 6	Develop staff to strengthen teaching, leadership and learner support capability across the education workforce.
Objective 4: Future of Learning and Work Learning that is relevant to the lives of New Zealanders today and throughout their lives.	
Priority 7	Collaborate with industries and employers to ensure learners/akonga have the skills, Knowledge and pathways to succeed in work.
Objective 5: World Class Inclusive Public Education New Zealand Education is trusted and sustainable.	
Priority 8	Enhance the contribution of research and Mātauranga Māori in addressing local and global challenges (Tertiary level).

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.

The school will progressively participate in the New Zealand Curriculum refresh programme as it is roll out by the Ministry of Education.

It specifies eight Learning Areas.

- Technology - including Digital Technology
- English
- Health and PE
- Learning languages
- Mathematics and Statistics
- Science
- Social sciences and Aotearoa New Zealand Histories
- The Arts



The curriculum sets out five Key Competencies, Values and, Key Principles which underpin all learning.

