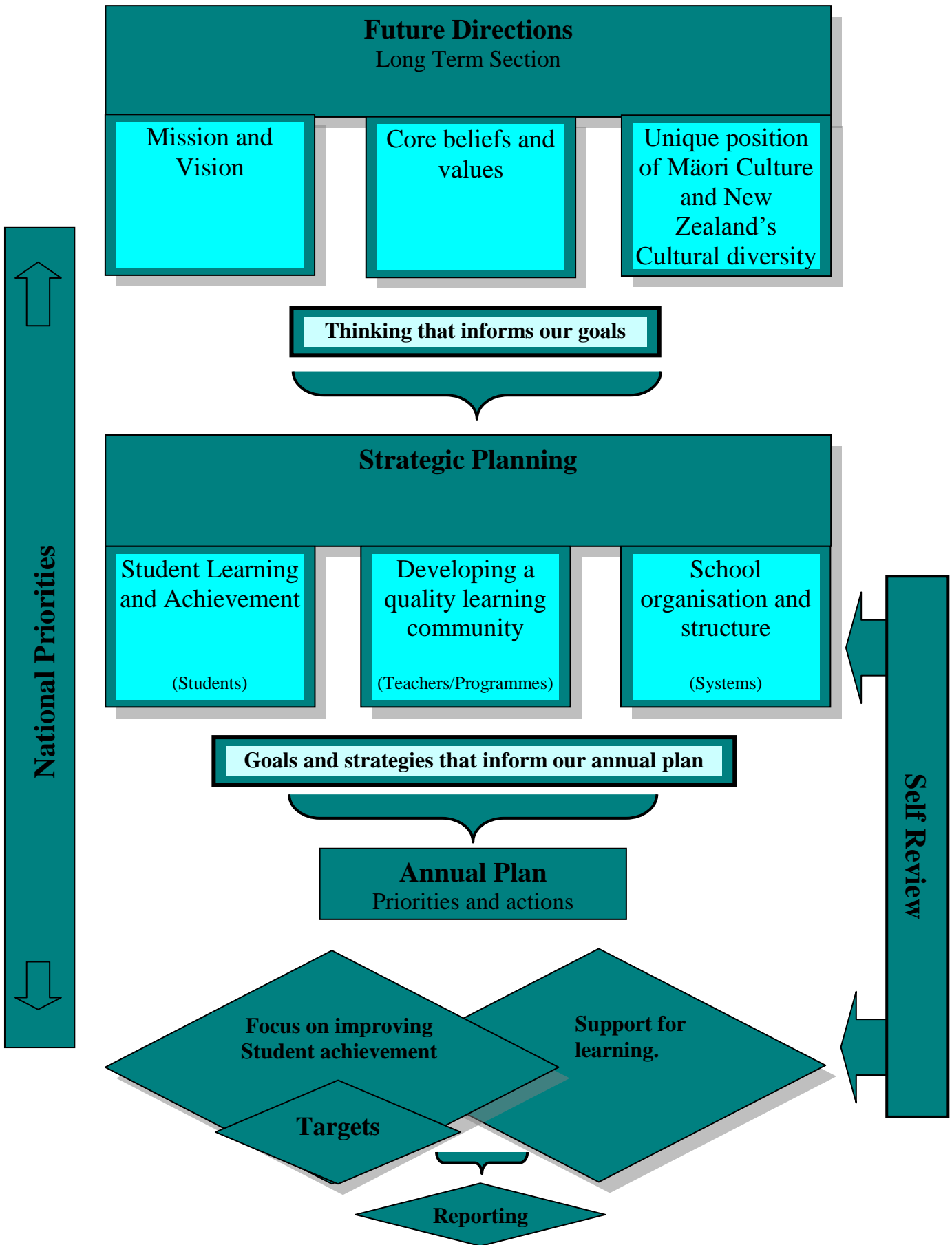
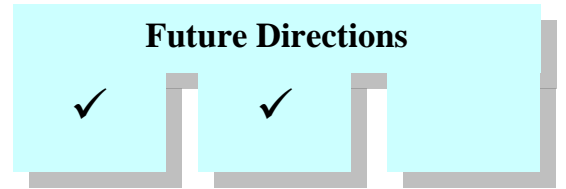


TAHATAI COAST SCHOOL CHARTER 2011



CHARTER/FUTURE THINKING



What will students need to know and be able to do for tomorrow's world?

Mission Statement – The schools' purpose

Learning today for tomorrow's world.

Vision – Where the school intends to be



Beliefs: - What beliefs underpin our teaching and learning?

Teaching and Learning

- is a collaborative and co-operative activity
- enhances and encourages creativity
- shows learning in the context of a literate, numerate and digital world
- is authentic and provides timely feedback and feed forward
- is directed to higher-order thinking and problem solving
- is highly motivating and engaging

Values: - What are our learning and living values?

Educational Values

- **Success:** Accomplishing something noteworthy and admirable
- **Expressiveness:** Ability to share feelings clearly and openly
- **Productivity:** Energised by generating and completing tasks and achieving goals and expectations
- **Responsibility:** Being personally accountable for and in charge of actions
- **Collaboration:** Co-operation and interdependence between all members of the community

Virtues Values

- Understanding and empathy
- Honesty
- Friendliness
- Gentleness
- Humility
- Excellence
- Respect

LIVING AND LEARNING BEHAVIOURS

Our “i Live and i Learn” behaviours can easily be aligned to the Key Competencies in the N.Z. Curriculum.

These behaviours (previously known as the 6Cs) are an integral part of the iCan tool kit, which is used to deliver a Connected Curriculum inquiry approach to learning at Tahatai Coast School.

- i Support** - *Relating to others* (compassion)
 - i Think** - *Thinking* (contemplation)
 - i Self manage** - *Managing Self* (conscience)
 - i Communicate** - *Using languages, symbols & text* (communication)
 - i Belong** - *Participating and Contributing* (citizenship)
- and**
- Creativity** - *the ability to innovate, which is central to Tahatai Coast School’s philosophy and culture.*

CULTURAL DIVERSITY AND MÄORI DIMENSION



New Zealand's cultural diversity

Multicultural Perspectives

The school curriculum will encourage students to understand and respect the different cultures which make up New Zealand society. It will ensure that the experiences, cultural traditions, histories, and languages of all New Zealanders are recognised and valued. It will acknowledge the place of Pacific Islands societies in New Zealand society, and New Zealand's relationships with the peoples of Europe, Asia, and the South Pacific.

Students from a diverse range of cultural groups are present in many New Zealand classrooms. When exploring cultural experiences and cultural diversity, social science programmes in schools will:

- recognise and value the traditions, histories, and languages of the cultures within New Zealand;
- examine issues related to racism and explore ways to promote non-racist attitudes and behaviour in the school and wider community;
- recognise that students may need to meet more than one set of cultural expectations;
- consider members of cultural groups within the local and wider community when including aspects of content related to those cultures.

The unique position of the Mäori culture

Bicultural Perspectives

New Zealand's bicultural heritage is unique and is important to all New Zealanders.

Me ahukahuka, me uara hoki te marautanga o te kura i te tunga ahurei o te Maori i roto i te porihanga o Aotearoa ... Me ahukahuka te marautanga o te kura i te tino whai take o nga tikanga, korero nehe, uara hoki o nga Maori me nga Pakeha, mo nga tangata katoa o Aotearoa.

The school curriculum will recognise and value the unique position of Maori in New Zealand society ... The school curriculum will acknowledge the importance to all New Zealanders of both Maori and Pakeha traditions, histories, and values.

Students will:

- understand the nature of biculturalism and the partnership between Maori and Pakeha
- explore the bicultural heritage of New Zealand society, a heritage that contributes to their identity as New Zealanders.

When incorporating Maori perspectives in programmes, teachers should:

- endeavour to ensure that the perspectives are in accordance with the views of iwi kainga and tangata whenua;
- recognise that te reo Maori and nga tikanga Maori are taonga and have an important place within the social studies curriculum.

The reasonable steps the school will take to incorporate tikanga Māori (Māori culture and protocol) into the school's curriculum.

School occasions will reflect a Maori perspective where this is possible and practical.

Classroom programmes will also incorporate the elements of culture able to be delivered by the teacher and as circumstances permit.

The school's ability to provide instruction in te reo Māori (Māori language) for full time students whose parents request it.

Tahatai Coast School, where sufficient interest is expressed, will consider offering the option for children to experience and be taught in a bilingual (partial immersion) environment from Years 2 to 6 where numbers ensure this can be sustained.

Currently, the school does not operate a bi-lingual class.

A fixed term specialist teacher will be employed to deliver regular classroom programmes, working alongside classroom teachers to teach te reo/tikanga maori throughout the school.

The steps to be taken to discover the views and concerns of the school's Māori communities.

The school Board of Trustees will consult on a regular cycle with the school's Maori communities. (Approximately three yearly – dependent on need)

The contacts will be through either or all.....

- Hui called for the purpose
- Newsletter
- Questionnaire

..... and will be to consider the school strategic planning (intentions and programme provisions) for the coming years.

The school's Maori communities include.....

- Our tangata whenua
- Parents/caregivers of children in bilingual education, when in operation.
- Parents/caregivers of Maori children in general classes.

DEVELOPING STRATEGIC GOALS



Goals that focus on improving student achievement:

Children's achievement within core areas is developed, with a particular focus on reading, writing and numeracy.

Maintain a focus on the teaching of literacy, especially spelling.

The Year 5 – 8 area of the school continue to build a focus on recognising groups and individuals through an electives programme

Goals for curriculum, support programmes and teacher development:

The TCS Curriculum (National Curriculum) is implemented and includes a focus on curriculum integration and our learning iCan 'toolkit'.

The Tahatai Coast School curriculum is further developed and also enhanced through ICT integration.

An annual staff development focus (whole school and individual) is identified, particularly in implementing National standards, Visual Arts, spelling and te reo maori. Partnerships with the school's communities, particularly through 'reporting to parents' are further developed.

Goals for personnel, processes and systems (e.g. financial management):

Financial systems are maintained and requirements met.

Property is developed considering student needs and curriculum delivery.

Equipment systems are maintained and priorities met

Personnel priorities are pursued.



FROM GOAL TO STRATEGIES:

Goal: For Improving Student Achievement			
Objectives	Strategies	Anticipated Duration	Self Review/ Reporting
<i>The what</i>	<i>The how</i>	<i>The when</i>	<i>Where have we got to and what do we intend to do next?</i>
Children's achievement within core areas is developed, with a particular focus on literacy.	A one year focus on spelling skills to enhance literacy achievement Staff meetings Teacher readings Team and staff discussions	Whole year with an emphasis on 'low achieving children', and assessment. Whole year	
Maintain a focus on the teaching of literacy	Consolidate the school approach to data collection. Emphasise the relevance of data to evidence based teaching through team discussion	Whole year Whole year	
The Year 5 – 8 area of the school continue to build a focus on recognising groups and individuals through an electives programme	Providing a range of opportunities to allow children to pursue their interests and talents	Terms 2 & 3	



FROM GOALS TO ACTIONS:

Goal: To develop a quality learning community				
Objectives	Year One Actions	Year Two Actions	Year Three Actions	Self Review/Reporting
The TCS Curriculum (National Curriculum) is implemented and includes a focus on curriculum integration and our learning 'toolkit'.	Implement and further develop the TCS curriculum.	Implement and further develop the TCS curriculum.	Implement and further develop the TCS curriculum.	
The Tahatai Coast School curriculum is further developed and also enhanced through ICT integration.	Staff Meetings Beginning teacher programmes. Professional readings Tekkie-Sessions Individual Prof. Dev.	Staff Meetings Beginning teacher programmes. Professional readings Tekkie-Sessions Individual Prof. Dev.	Staff Meetings Beginning teacher programmes. Professional readings Tekkie-Sessions Individual Prof. Dev.	
An annual staff development focus (whole school and individual) is identified particularly in Visual Arts and Spelling	Staff Meetings Beginning teacher programmes. Professional readings Individual Prof. Dev. Team Meetings	Staff Meetings Beginning teacher programmes. Professional readings Individual Prof. Dev. Team Meetings	Staff Meetings Beginning teacher programmes. Professional readings Individual Prof. Dev. Team Meetings	
Partnerships with the school's communities, particularly through 'reporting to parents' are further developed.	Consider all opportunities to encourage parent participation	Consider all opportunities to encourage parent participation	Consider/review all opportunities to encourage parent participation, including new report formats against NS.	

Goal: To develop a quality learning community

Objectives	Year One Actions	Year Two Actions	Year Three Actions	Self Review/Reporting
Repair and replace buildings as determined to meet Health and Safety issue.	Implement decisions from reports re leaky buildings Work with contractors Develop the schools approach to the work occurring	Implement decisions from reports re leaky buildings Work with contractors Develop the schools approach to the work occurring	Implement decisions from reports re leaky buildings Work with contractors Develop the schools approach to the work occurring	
Traffic and Road safety	Continue to develop the 'walking school bus, cycle safety, feet first Drive through drop off area, yellow lines, Disabled access	Continue to develop the 'walking school bus, cycle safety, feet first Drive through drop off area with kiss'n'go sign, yellow lines, Disabled access	Continue to develop the 'walking school bus, cycle safety, feet first Drive through drop off area, yellow lines, Disabled access re sign	
Managing the decisions of the Papamoa Area growth strategy and planning for the future	Review enrolment zone and categories for enrolment regularly. Implement decisions announced.	Review enrolment zone and categories for enrolment regularly. Implement decisions announced.	Review enrolment zone and categories for enrolment regularly. Implement decisions announced.	

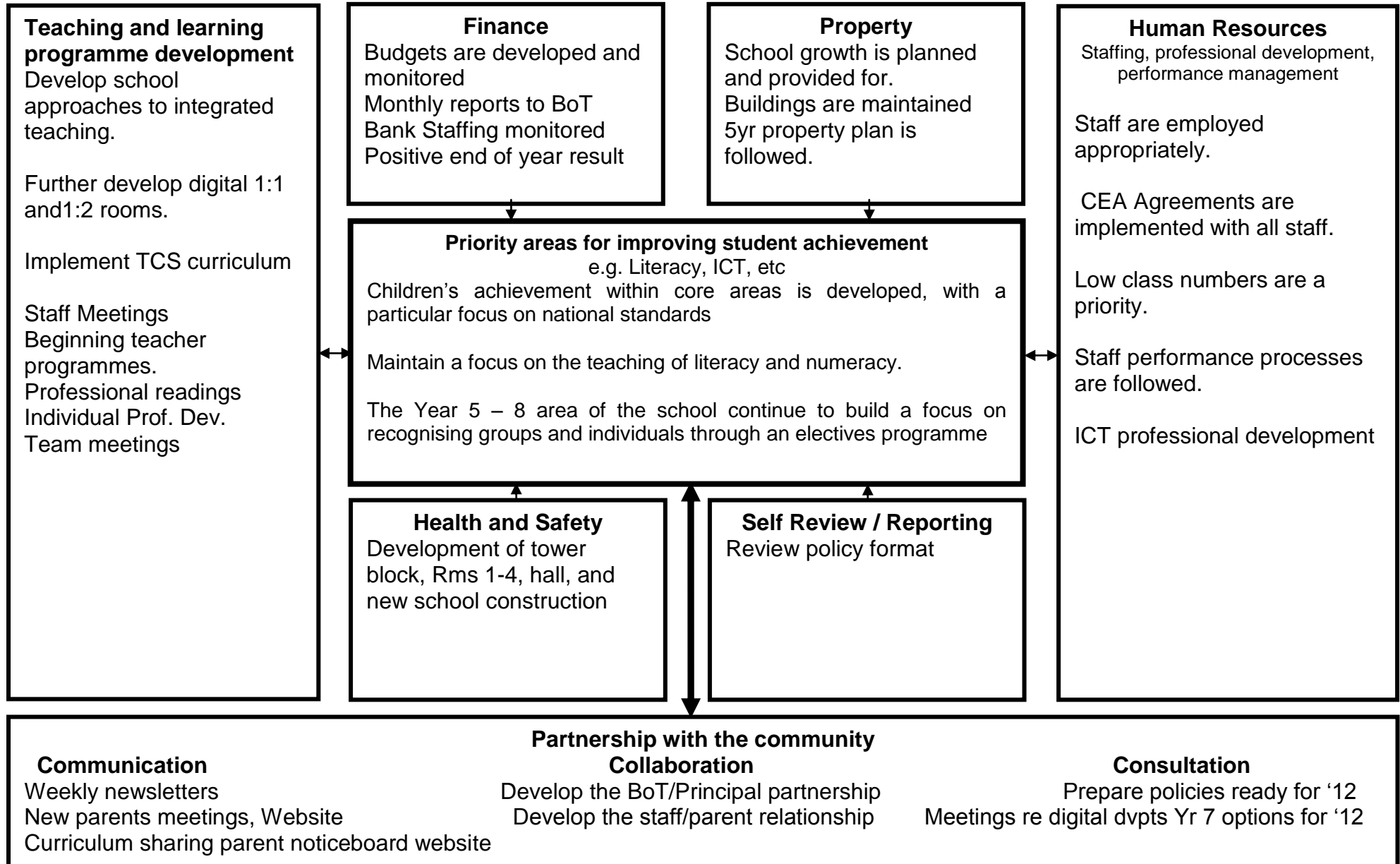
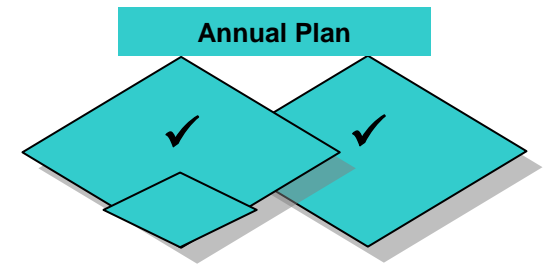


FROM GOALS TO ACTIONS:

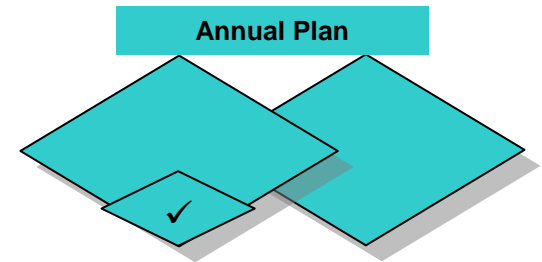
Goal: For school organisation and structure

Objectives	Year One Actions	Year Two Actions	Year Three Actions	Self Review/Reporting
Financial systems are maintained and requirements met.	Budgets are developed and monitored Reporting requirements are met	Budgets are developed and monitored Reporting requirements are met	Budgets are developed and monitored Reporting requirements are met	
Property systems are maintained and priorities met	School growth is planned and catered for. Buildings are maintained 5yr property plan is followed.	School growth is planned and catered for. Buildings are maintained 5yr property plan is followed.	School growth is planned and catered for. Buildings are maintained 5yr property plan is followed.	
Equipment systems are maintained and priorities met	Essential equipment is maintained. Items are purchased in a planned way. Register is updated.	Essential equipment is maintained. Items are purchased in a planned way. Register is updated.	Essential equipment is maintained. Items are purchased in a planned way. Register is updated.	
Personnel priorities are pursued.	Staff are employed appropriately. Low class numbers are a priority.	Staff are employed appropriately. Low class numbers are a priority.	Staff are employed appropriately. Low class numbers are a priority.	

ANNUAL PLAN OVERVIEW FOR TAHATAI COAST SCHOOL Year 2011



**ANNUAL TARGETS FOR STUDENT ACHIEVEMENT
TAHATAI COAST SCHOOL Year 2011**



LITERACY –NUMERACY

Priority area <i>We set out to</i>	Target <i>We said we would</i>	Outcome <i>We have</i>	Variance <i>An analysis</i>	Next steps <i>We will</i>
Improve achievement at appropriate NS for a student's time at school, in reading and writing.				
Improve achievement in Maths, to meet the NS for their time at school.				
All students from 6yrs upwards, will achieve an age appropriate level (or above) for spelling.				