



MAUNGAKAMEA
PRIMARY SCHOOL

CHARTER 2018



School Vision & Description

Vision

“Maungakaramea School aims to be a supportive, responsive community where students, staff and parents work together to create an environment where all are valued and each is challenged”.

In order to achieve our vision we aim to:

- provide authentic stimulating learning opportunities for children that incorporate all curriculum areas
- involve children in all aspects of their learning and develop skills to support self management and self reflection
- foster an environment of trust where everyone feels safe
- develop lifelong learners who will strive for excellence in everything they do
- provide opportunities to prepare the children for 21st century learning - develop critical and caring thinkers who will be able to contribute confidently to society
- encourage individuality and creativity in students

CORE BELIEFS AND VALUES

At Maungakaramea School we believe that students and staff should exhibit the core values that we have identified as being integral to becoming positive citizens within a local and global world. These values will be expressed in everyday actions and interactions within the school.

Respect: Respect for self, others, the environment and property. Caring, accepting of diversity and empathy for others.

Responsibility: Trustworthy, reliable, self-disciplined, shows initiative, for ecological sustainability and global issues.

Integrity: Honest, loyal, fair, humble, tolerant, accountable, ethical.

Excellence: Positive, proud, confident, resilient, committed, enterprising, persistent, focussed.

Curiosity: Inquiring, critical thinker, innovative, interested, adventurous.

DESCRIPTION OF THE SCHOOL

Maungakamea School is a co-educational, full primary, state school, which has been functioning in the community since 1875. It is a U1 school with a staff of 3 teachers, one principal, one teacher aide, a caretaker and one administration officer. The school's decile rating is 5.

The present school buildings are composed of a three-classroom block with an office, reception, stationery room, teachers prep room, staff room, principal's office, staff toilet/shower and two sets of cloakrooms and toilets for boys and girls. The fourth and fifth classrooms are situated to the right of the path as you enter the school. We have an outdoor learning area which provides an opportunity for our students to learn in a shaded, natural space outside the class. This space is also used for playtime activities and by the wider community as a recreational area. There is also a separate library/multi-purpose room, as well as a combination resource room and art shed. We also have storage shed (sports gear) adjoined to the swimming pool changing rooms. A prefab building is currently used as a place for OSCAR – our after school care programme.

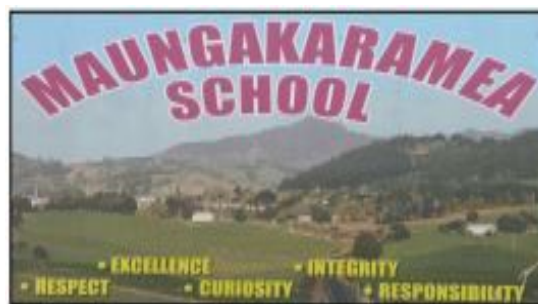
The school is situated on a flat, well-drained, 1.42-hectare block of volcanic land. The grassed area is used for winter and summer sports activities as well as physical education and free play. There is also a turf multi sport court area, a swimming pool, and two barked playgrounds. Lawn areas are attractively arranged with established trees, shrubs and planted gardens. A feature is the old puriri tree (monkey tree) that generations of Maungakamea School pupils have played on.

Maungakamea School works collaboratively with the community in order to provide rich learning experiences. Families are also consulted on a regular basis on school strategic policy as their feedback is viewed as a vital component. The school embraces the Inquiry Learning philosophy with focus on providing higher order thinking skills for children, with staff working in a collegial and professional manner. We are also integrating the use of ICT throughout all classroom programmes and developing student voice whereby all students take an active role in their own learning. The school begins professional development during this year in Accelerated Literacy Learning (ALL), and Positive Behaviour for Learning (PB4L). These areas will support our students to ensure that necessary skills are taught.



DESCRIPTION OF THE COMMUNITY

Maungakaramea School's community is the rural village of Maungakaramea, 23 km southwest of Whangarei, and in the surrounding Mid-Western district.



Maungakaramea is the centre of a farming, agricultural and horticultural farming community. The village has comprehensive sporting facilities, a social hall, retirement village, saleyards, three churches, a playcentre, service station/shop/postal delivery centre and a number of active voluntary organisations.



To foster community involvement, fortnightly newsletters, open days, annual concerts, prize-givings, calf club events, working bees, festivals of learning and community BBQs are used. The families contributing pupils to the school reflect social patterns that are changing as more local land is subdivided into small blocks and sections.

The churches, playcentre, sports clubs and other local schools play a big part to enhance our children's learning. Community expectations of the school include a wide range of educational, social, sporting, cultural and vocational goals.



Cultural Diversity and Māori Dimension

Maungakaramea School, as appropriate to its community, is developing procedures and practices that reflect New Zealand's cultural diversity and the unique position of the Māori culture. Catering for cultural diversity at Maungakaramea School makes a difference for all children.

In recognising the unique position of Māori, Maungakaramea School, provides instruction in Tikanga Māori (Māori culture) and Te Reo Māori (Māori language). We have an active Kapa Haka group, which performs at a number of events throughout the year. We celebrate Māori achieving as Māori to ensure that we embed this philosophy within the school. Maungakaramea School's Performance Management System requires teachers to prepare programmes that reflect the culture of the school and include elements of Te Reo and Tikanga.

To achieve this the school will:

- use local whanau if applicable and if available, to help develop knowledge in the above areas
- consult regularly with the community in order to seek their views and advice on the programmes offered at Maungakaramea School
- expect teachers to follow the school wide implementation plan on Te Reo and Tikanga and use appropriate resources to support these programmes
- implement aspects of Māori culture and language in all curriculum areas
- include a questionnaire for parents in the school's enrolment booklet to ascertain parents wishes for their children's learning of Te Reo
- identify Māori achievement results for Māori academic targets, plan to accelerate those Māori children who are deemed to be underachieving

Children are encouraged to:

- be accepting of other cultures and differences
- value each other's heritage, culture and people
- reflect the nature of multiculturalism in classroom activities
- be involved in Tikanga Māori protocols within the school setting

The priority is for Māori children to feel positive about being Māori within our school environment.



Strategic Overview 2016 - 2018

Student Achievement

Documentation: All teachers confidently use the New Zealand Curriculum, Tataiako and relevant documents to plan and implement a well rounded teaching and learning programme.

We will enhance student achievement by:

- developing, reviewing, and enhancing on an ongoing basis to strengthen programmes in all curriculum areas
- putting programmes in place to support underachieving students
- developing strong community engagement by actively encouraging whanau involvement in their child's learning
- ensuring students have authentic, stimulating and challenging learning opportunities
- develop life skills to enable lifelong learning, with emphasis on application, transference and adaptability
- developing higher order thinking skills (deep learning)

Maori Language

- development of Basic Te Reo, Tikanga Maori as per our school wide implementation plan
- support from community members



Student Personal Development

- continue to develop Y7 & 8 students' leadership skills and provide sound careers education
- to empower students to take more responsibility for their own learning, develop skills of self and peer assessment and goal setting
- develop student agency
- students reporting to parents – student led conferences

Teacher Practice

- formative and summative assessment is used effectively and appropriately
- teachers are up to date with, and use current educational practices that promote high quality teaching and learning programmes to reflect the needs, interests and abilities of all children
- planning is relevant and caters for needs of all students
- target children are identified and planning reflects programme to accelerate learning of these children
- high expectations of all children

Behaviour

- use Positive Behaviour for Learning strategies to develop a positive culture within the school in order to provide a safe environment for all
- students will be expected to understand, articulate and demonstrate the Maungakaramea School values in everyday interactions

Enviro school

- develop school gardens, composting, sustainability and knowledge of caring for our environment for future generations. We plan to obtain our Enviro School bronze award and become a Waste Wise School in 2018



EOTC and Physical Activity

- provide opportunities for education outside the classroom (EOTC) to extend our pupils experiences, knowledge and skills
- provide regular quality physical education
- provide opportunities for children to participate in a variety of sporting activities

Children with Special Education Needs

- identification of students with special needs and develop appropriate programmes to meet their needs (IEP – Individual Education Programme)
- use appropriate personnel when required to support programmes
- to become a fully inclusive school where children with special needs are supported to come to school, engage in all school activities and achieve against the key competencies and learning areas of the New Zealand Curriculum (NZC)
- to work closely with parents of children with special needs to gain a deeper understanding of individual needs

Attendance

Continue to target those students who:

- have a pattern of lateness
- have poor attendance

Digital Literacy

- extend use of digital tools and knowledge to ensure that students can safely use a range of devices to suit their learning needs.

Quality Learning

Providing all staff with professional development to enhance student achievement.

We will enhance quality learning by...

- leadership and assessment professional learning development (PLD) - continuing to develop formative assessment practices
- ensuring we have high expectations of student achievement
- continuing to develop and use 'Teaching as Inquiry' approach to reflective practice and link it to appraisal system and strategic goals
- continue to undertake appropriate professional development to ensure current and effective teaching approaches are utilized
- developing student voice to allow for their greater involvement in their learning
- using the School Management system to record assessment data and monitor progress
- ensure differentiated programmes operate in all classes so that all children's needs are met through ability grouping, especially in core subjects
- using the Inquiry learning approach whereby children are provided with opportunities to lead their own learning and develop effective information skills as well as critical thinking skills
- using staff strengths to assist with the development of all staff in the targeted areas.
- teachers regularly sharing effective teaching practices at staff meetings and on an informal basis
- effective teaching practices will reflect: motivation, authenticity, engagement, positive relationships and success
- aligning Performance Appraisal System with the criteria for registered teachers
- including the community in all areas of learning
- utilising local resources to increase our student's educational opportunities
- developing a culture of celebration, success and sharing

School Organisation

Self Review – We will ensure a self review programme is in place that enables quality decisions to be made.

- review Charter and school vision regularly
- regularly consider the direction of the school in line with the strategic plan
- Board of Trustees (BOT) to review own performance at regular meetings
- to continue to up-skill BOT members to develop effective governance understanding and skills
- triennial plan to be updated regularly
- resources will be provided to ensure the school's vision and goals are developed

Curriculum:

- Maungakaramaea School will regularly review the school curriculum and the links with New Zealand Curriculum to ensure students are being provided with appropriate learning opportunities in all areas

Human Resources:

- To ensure the BOT is a good employer and give our students the best opportunities for learning.
- Provide appropriate professional development for staff and Trustees based on school-wide needs.

Finance:

- Budget reflects appropriate funding for key areas that support teaching and learning and maintains assets and school property to a high standard.

Health and Safety:

- We will ensure that Maungakaramaea School is a safe and healthy environment at all times.

Property:

- The school's property programme will address needs that are identified to support the development of our school and adopt an effective 10 year property plan (10YPP) / 5YA that supports these ideas.

Community:

- The community plays an important role in our school and we need to ensure that our communication is clear, concise and timely.
- Encourage community members to contribute to the development of our school and positively engage in their child's learning.
- We will regularly consult with the community to gather their ideas through a

variety of means – surveys, questionnaires, website, facebook etc.