

# Tapora Primary School Charter 2012



***'Yearn to learn'***

# Our School

Tapora School is situated in a supportive rural community on the Okahukura Peninsula which juts into the Kaipara Harbour. The area was originally settled by Ngati Whatua and then, more recently by returned servicemen after the war. There are still farms run by the descendents of these settlers.

The district has two distinct geographical areas: the low lying western end of the peninsula taken up largely by dairy farms; and the more rugged and hilly central and eastern regions of mainly sheep and cattle farms. There is a settlement of holiday and retirement homes near the beach.

The closest town, Wellsford, is 33 kilometres away. It acts as a service town for a large rural area that stretches from the east coast to the west. Warkworth is another fifteen minutes drive south from Wellsford and offers a greater range of services and employment opportunities. It takes an hour and 30 minutes to drive to central Auckland from Tapora so members of the community enjoy a beautiful rural setting while having access to city facilities if needed.

The school draws students from the Tapora district, as well as from Wellsford, the Wharehine and Port Albert areas. The school is bi-cultural rather than multi-cultural. Approximately 10% are Maori and most of the other children are European.

The school is staffed by the Principal, a full time teacher, one 0.5 principal release teacher, a part time office administrator, one part time teacher aide, a part time caretaker and two part time cleaners. Our teachers aim to deliver an exciting, engaging and challenging programme with an emphasis on literacy, numeracy and inquiry learning. Teachers at Tapora School are passionate and enthusiastic about teaching and learning while, through our CHaOS curriculum delivery framework, our learners are motivated and self-managed.

We offer something different for children and their families at Tapora School. We believe that "small is good" in that we offer smaller class sizes, a 1:1 computer to student ratio and a strong tuakana/teina culture in which our senior students are always looking out for our younger students and everyone knows and cares about each other. As a school, we welcome and embrace community involvement and engagement. Parents and members of the wider community are always welcome and regularly give their time, skills and expertise to enrich our school environment and the learning that goes on here.

Tapora School has a strong commitment to staff and students having access to and the use of high quality computer and digital technology to support teaching and learning in the areas of communication and information skills. We aim for our students to respect both themselves and others, take responsibility for their own learning and their actions and have the willingness and confidence to pursue their dreams with integrity and a generosity of spirit.

## Vision:

*to equip children to be informed and confident life long learners.*

## Our Values

We see our school as a Learning Community based on simple shared values and expectations where students, staff and parents work together to realize our goal 'to equip children to be informed and confident life long learners'.


*We want our students to **Respect**, both themselves and others, take **Responsibility** for their own learning and their actions and have the **Willingness** and **Confidence** to pursue their dreams with **Integrity** and a **Generosity of Spirit**.*

*We want our students to gain a passion and enthusiasm for learning and hope that they can feel **Pride in themselves and the place** where they have come from and wherever they may be in the future.*

*We want our students to **Strive to do their Best** and show **Loyalty and Friendship** to others.*

### Charter Undertaking :

This Charter was ratified by the BoT on 14<sup>th</sup> February 2012 and will be submitted to the Ministry of Education for the Minister's approval by the 17<sup>th</sup> February 2012

  
Chairperson, Board of Trustees

Date

14/2/2012

### Consultation process :

This document was reviewed by staff and the Board of Trustees in the following meeting:.

Staff consultation: Staff Meeting: 16<sup>th</sup> February 2012

Board of Trustees Consultation and Ratification: BoT Meeting February 14<sup>th</sup> 2012

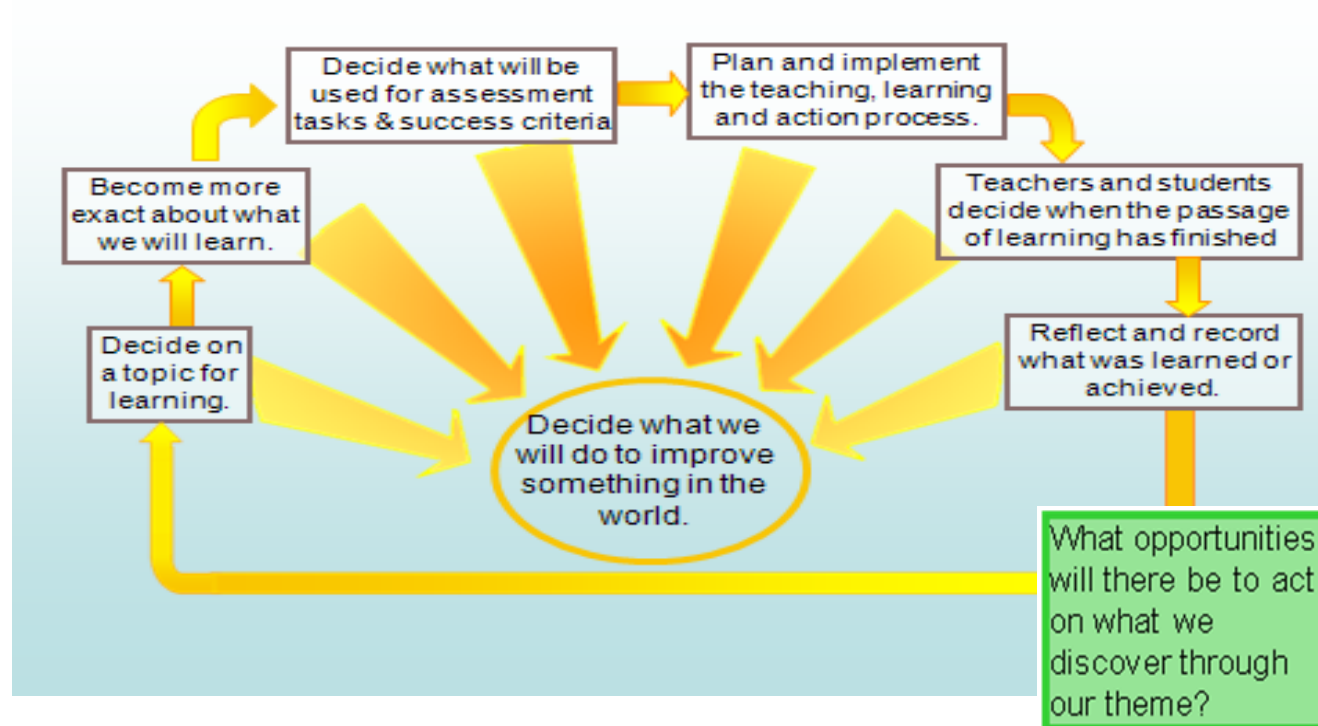
STRATEGIC SECTION NATIONAL EDUCATION PRIORITIES Tapora School acknowledges that all of the National Education Priorities are relevant to Tapora School. These priorities are given differing emphases in our charter and planning.

<b>Success for all</b>	<b>Reporting</b>	<b>Improving outcomes for students at risk</b>	<b>Better use of student achievement information</b>
<p>The students at Tapora have opportunities for success. The planning is based on the identified needs of the students. The aims and objectives of the NZ Curriculum, are incorporated through the implementation of CHaOS (Children having ownership of their Schooling) and we cater appropriately for students in a multi level setting. We emphasize the self-managed learning skills, authentic learning and resource our school with the materials, equipment and personnel the students need. We cater for a diversity of learning styles, and incorporate a variety of teaching approaches into the programme. We celebrate all success, and scaffold learning to meet individual need. We offer individualized instruction in our school, and provide a wide and exciting range of learning experiences both in and outside the classrooms.</p> <p><i>Identifying strategies to improve student learning and achievement.</i> The external professional development facilitator and principal should continue to model new teaching strategies and should enable teachers to observe each other. The resultant professional critiquing, discussion and sharing with peers, should assist teachers to identify additional effective strategies to incorporate into their planning and teaching practices. The development of differentiated teaching strategies should cater for students' individual learning needs and further improve student learning and achievement.</p> <p><i>Students' independent learning.</i> Teachers plan relevant learning tasks that are starting to develop students' strategic thinking skills and encourage them to source information for topic studies. The next step for teachers is to help students to develop the skills that will enable them to become independent thinkers and learners</p>	<p>Tapora School's parents and families receive comprehensive student portfolios that contain samples of the students' work, the achievement objective, teacher assessment and future goal setting Term 2 and Term 4. Parents/caregivers are offered the opportunity to meet with the Principal also. The Board receives comprehensive student achievement data at the beginning of the year, allowing targets, and budgeting to be directed to the identified areas of need. Reporting is also meet as per student assessment schedule. Updates and strategies being employed are given at each meeting as per the Boards Triennial Review Programme 2010 - 2012. This reports on student achievement as a whole and the achievement of identified groups within the school, including Maori. Increasingly the Board is measuring student achievement against National standards.</p> <p>Reporting also occurs in the school newsletter and in the Boards annual report which are both accessible on the Tapora School website.</p>	<p>Currently student's benefit from programmes that address their learning strengths and individual learning needs. Assessment is integrated into the teaching programme and is used to identify learner's strengths and needs thus allowing for specific learning objectives and appropriate learning sequences for each student.</p> <p>Intervention programme for students at risk to be supported by Strong home-school partnerships which involve parents in the child's programme, and goals and targets are shared. External support services (e.g. RTLB, GSE, Community Health Nurse, Waitemata Health Child &amp; Family Social Worker) are accessed if needed.</p> <p>The school will not tolerate bullying in any form, shape or size. The school takes a proactive stance on bullying and runs the Cool Schools Peer Mediation Programme.</p> <p><b>Regular Quality Physical Activity that develops movement skills for all students.</b></p> <p>The School places a high emphasis on physical activity within the school. 10 minute daily fitness programme which could include Learning stations re: Physical Activities. Each classroom has two weekly 30 - 40 minute Physical Education Lessons - which are skills focused. These skills are reinforced on Tuesdays with 40 minute Sports time.</p>	<p>We gather comprehensive assessment evidence on our students, to inform future teaching and learning programme priorities. Assessment is based on standardized and diagnostic tools and at the end of the school year, will be compared with the National Standards. There is also unit assessment against the achievement objectives of the NZ Curriculum, teacher observation and anecdotal evidence. Comprehensive records are maintained, which demonstrate student progress over time. Areas of student or curriculum needs are identified by the teacher and students and collaboratively prioritized in planning. Tapora School is involved with SMS through Etap.</p> <p><b>Improving outcomes for Talented &amp; Gifted Students</b></p> <p>The school is working to identify its gifted and talented students and will work towards providing professional development opportunities for all appropriate school personnel in meeting the learning needs of these students. The school will provide an appropriate range of opportunities for its gifted and talented students and make provision for these children in the class programme as well as the Health &amp; PE Curriculum Delivery.</p>

<b>A safe learning environment.</b>	<b>Improving Numeracy and Literacy</b>	<b>Providing career guidance</b>	<b>Improving Maori outcomes</b>
<p>The Tapora School BOT places a high emphasis on providing a safe and enjoyable learning environment - safe physically and emotionally. As a result students at Tapora School feel secure, affirmed and are beginning to feel confident in taking risks.</p> <p>The BOT and Principal have developed a family atmosphere at Tapora School, believing that in a small community this is particularly important and conducive to students learning.</p>	<p>Tapora School places a particular emphasis on numeracy and literacy, authentic learning and self-managed learning. This is reflected in our strategic goals and the annual budget. Student progress is closely monitored and individual students identified areas of need are addressed through learning programmes based on achievement information.</p> <p>The School's Programme of inquiry promotes Authentic Learning, Learning Habits, Self-Managed Learning, Thinking Strategies, Problem solving, Inquiry &amp; Experimentation and Learning through ICT.</p>	<p>Tapora School places importance on the students being exposed to positive role models in a wide range of careers fields, providing them, especially years 7 &amp; 8 students, with future careers information. Students will be provided with career guidance in the context of unit studies (e.g. when visiting a workplace or receiving a visitor at school). Internet resources (e.g. 'kiwi careers' website) are introduced and used by students. Yr 7 &amp; 8 students attend Technology, at Rodney College which is timetabled for six weekly rotations.</p>	<p>Planning for improving outcomes for Maori is integrated into the school wide programme.</p> <p>Consultation with the Maori community to discover their views and concerns occurs in a variety of ways - newsletters, parent/teacher interviews, open door policy and informal and formal discussion.</p>

Student achievement is regularly measured, using nationally recognized testing and benchmarks. In 2010, the National Standards were introduced and those benchmarks have been used in the latter part of 2010.

The Board of Trustees and staff of Tapora Primary School are committed to ensuring that students receive a high quality education in a supportive learning environment. Staff have worked throughout 2007-2010 developing CHaOS and the Tapora Curriculum, which incorporates the New Zealand Curriculum. Student engagement is promoted through the delivery of CHaOS.



### IMPROVING STUDENT ACHIEVEMENT

The Tapora School BOT has developed a triennial review programme and is implementing an effective self-review system which ensures that these priorities are all addressed and improvements will be sustained and on going.

The Tapora School BOT is committed to improving student outcomes for all students. Planning for improved student outcomes is integrated into the school wide programme. Targets are set at the end of Term 4 of the previous year and are based on evaluation of student assessment results collated in November/December identified individual areas of need. Students also experience a full and balanced education curriculum delivery, encompassing all strands of the National Curriculum Learning Areas – language, social studies, the arts, technology, health and physical well being, mathematics and science, with a particular emphasis on numeracy, literacy and Inquiry Learning. Tapora School is making a gradual transition of planning that is based on the aim of delivering the curriculum *through* CHaOS as a delivery model i.e. our planning formats

Our planning formats seek to identify a general organising theme which allows learning area/s of the curriculum to be covered by a particular unit of inquiry. It will also show where the learning areas of Numeracy and Literacy are being integrated within a unit of inquiry (in the ChaOS framework) and where these areas are being taught on a “stand alone” basis. ) Through the CHaOS Framework the teaching and learning that goes on in the classroom will also be fostering and developing in our learners authentic learning, self-managed learning, learning through ICT, problem solving, inquiry and experimentation, learning through ICT and learning habits which will incorporate the learning of Key Competencies.

CHaOS will support the principles and philosophy of the NZ Curriculum. It is student centred, supports authentic learning experiences, and it provides a framework for us to introduce strategies which will develop students' thinking skills, work habits, co-operative work skills, and self-management. It provides a gentle introduction to the tools and processes students need for self directed learning.

Tapora School has good resources and the use of ICT is effectively integrated into the teaching programmes.

### **CULTURAL AWARENESS/DIVERSITY**

Tapora School values cultural awareness and seeks to promote the self-esteem and confidence of students by recognizing individual cultures. We also recognize the unique position of the Maori culture in New Zealand and have already begun and will continue to develop policies and procedures and practices that reflect this. The school has recently implemented whole school Kapa Haka, 30 minutes weekly. These programmes are delivered by the Principal and Yr 4-6 teacher. Both teachers have successfully taught novice kapa haka to competition level. In 2007 Tapora School Kapa Haka participated in the Kaipara Maori Kapa Haka Cultural Festival . 2008 saw the increase of students wishing to participate in Kapa Haka by 100% i.e. from 25 participants in 2007 to 50 participants in 2008. This programme will continue.

Tikanga Maori is integrated in to curriculum delivery through: Powhiri, Te Reo Maori Programme, Te Kawa-o-te-Marae/Noho Marae, Waiata and The arts  
Te Reo is also integrated across the curriculum. Maintaining this level of learning in Te Reo or Taha Maori is dependent on the fluency of the teaching staff and/or availability of persons within the community.

In line with the expectations of the NZ Curriculum, the Te Reo Programme at Tapora School is being developed with a higher profile throughout all classes. The vision of this programme is that all children will learn Level 1 Te Reo from their first year at Tapora School, progressing to higher levels by the time the students reach the senior. Ministry of Education resources and support in staff training have been put in place for this year.

When a parent of a full-time student requests that their child(ren) be provided with instruction in Te Reo Maori the Principal, on behalf of the Board, will take all reasonable steps and:

- refer to our Resource Teacher of Maori for advice and assistance
- discuss with the parents the ways the school currently involves Te Reo and Tikanga Maori in our life and programmes
- discuss with the parents whether the student would have access to Te Reo in the home
- seek the assistance of REAP/Maori Resource Teacher in providing a tutor
- where appropriate support an application for dual enrolment at Correspondence School for the student/s, and provide support staff assistance

**COMMUNITY PARTNERSHIP** The Tapora School BOT are well informed about parents and the community's aspirations for the children and the school. Staff, trustees, parents/whanau and the community share a strong sense of common values, purpose and direction. This is a result of high quality consultation and communication. It is a priority of the school to engage the parents and community's involvement in ways, which will enhance and support the student's learning.

## Strategic Goals 2012

1. Raise levels of literacy to or beyond the child's chronological age.
2. All students to develop numeracy knowledge and Strategy to the numeracy project stage, appropriate to their level against the National Expectations.
3. Through involvement in authentic learning opportunities, students will develop in their learning habits, in their self-management (in setting and meeting their goals) in their thinking strategies, and in their capacity to use problem-solving and experimentation strategies, and in their abilities to use information technologies.




**STRATEGIC GOAL 1**

**Raise levels of literacy to or beyond the child's chronological age.**

Students will be:

1. reading, responding to, and thinking critically about a wide variety of texts in instructional, social and recreational context.
2. writing texts in order to think and communicate for a variety of instructional, social and personal purposes. Students will be able to produce texts in print and electronic forms to meet the demands of the curriculum.
3. Progressively extending oral language development, vocabulary development, fluency and purpose, in a variety of instructional, social and recreational contexts.


2011	2012	2013
	<ul style="list-style-type: none"><li>•Purchase and use of appropriate resources</li><li>•Ensure a balanced Reading Programme</li><li>•Regular assessment of student progress</li><li>•Integration of ICT in literacy programmes</li><li>•Enrichment programmes for talented and gifted</li><li>•Integration of literacy in units of inquiry</li><li>•Seeking and undertaking Professional Development</li></ul>	

**STRATEGIC GOAL 2**

**All students to develop numeracy knowledge and Strategy to the numeracy project stage, appropriate to their level against the National Expectations**


Students will have: increased knowledge and strategy skills in the numeracy project to their age group or beyond.

2010	2012	2013
	<ul style="list-style-type: none"><li>•Purchase and use of appropriate resources</li><li>•Ensure Numeracy groups are fluid</li><li>•Regular assessment of student progress</li><li>•Integration of ICT in Numeracy programmes</li><li>•Enrichment programmes for talented and gifted</li><li>•Integration of Mathematics strands in units of inquiry where and when appropriate</li></ul>	



**Strategic Goal -3 Through the promotion of inquiry based learning, students will participate in Authentic Learning, Learning Habits, Self-managed Learning, Thinking Strategies, Problem Solving, Inquiry and Experimentation and Learning through ICT.**

Students will be: familiar with CHaOS and the six pronged strategy aimed at empowering students to take ownership of the schooling process.

2011	2012	2013
<p>Successful planning and implementation of inquiry units on a termly basis.</p> <p>Through whole school planning, Long term planning is to reflect <b>Authentic Learning, Learning Habits, Self-managed Learning, Thinking Strategies, Problem Solving, Inquiry and Experimentation and Learning through ICT</b></p>	<ul style="list-style-type: none"> <li>• Long Term Plans</li> <li>• 6 organising themes</li> <li>• Staff meetings and sharing of learning areas addressed by units of inquiry and identification of and gaps</li> </ul>	

## Tapora School Annual Strategic Action Plans – 2012

### Strategic Goal 1: Raise levels of literacy to or beyond the child's chronological age.

Specific Strategies for 2012	Who	Budget	When	Expected Result	Actual Result
<p><b>Purchase and use of appropriate resources</b></p> <ul style="list-style-type: none"> <li>• Lead teacher assigned to oversee resourcing, PD and initiatives in literacy</li> <li>• Graded Readers for Room 3 Group reading</li> <li>• Use of Newspapers in education for Room 1</li> <li>• New School Journals to be stored and utilised to enrich literacy and inquiry programmes.</li> <li>• Library books to be purchased on an ongoing basis</li> </ul>	<p>J. Casale</p> <p>D. Ashby and L. MacGillivray</p> <p>H. Burchett</p> <p>D. Ashby and H. Burchett</p>	<p>\$100 (Literacy Writing)</p> <p>\$300 (English)</p> <p>Room within budget for extra discretionary resourcing</p>	<p>Ongoing</p>	<p>A wider use of various resources will be used in the classroom across a balanced reading and writing programme.</p>	
<p><b>Ensure a balanced Reading Programme</b></p> <ul style="list-style-type: none"> <li>• Reading programmes in both classes to be comprised of guided reading, shared reading, teacher reading, individual silent reading, a reading group programme and reading for inquiry. This will be reflected in term and weekly planning</li> </ul>	<p>J. Casale, D. Ashby, and L. MacGillivray</p>		<p>Term by term</p>	<p>Teacher term plans and weekly plans will reflect a balanced reading programme which will to be comprised of guided reading, shared reading, teacher reading, individual silent reading, reading group programmes and reading for inquiry.</p>	
<p><b>Regular assessment of student progress</b></p> <ul style="list-style-type: none"> <li>• Running Records to be completed tri-annually or as needed.</li> <li>• E-Astle Assessments conducted tri annually</li> <li>• Use of benchmarks and exemplars in assessment of writing</li> <li>• Practise of moderation when assessing writing</li> </ul>	<p>J. Casale, D. Ashby</p> <p>All Teachers</p> <p>All Teachers</p>		<p>Various time frames according to student needs</p>	<p>Teachers, parents and students will have an on-going grasp of student progress in reading and writing. Not just diagnostic and summative assessment data at the beginning and end of the school year</p>	

<p><b>Integration of ICT in literacy programmes</b></p> <ul style="list-style-type: none"> <li>• Newspapers in Education online edition</li> <li>• Use of various websites in classroom programme. E.g. <a href="http://www.tutpup.com">www.tutpup.com</a> for reading and spelling <a href="http://www.spellingcity.com">www.spellingcity.com</a> for spelling activities</li> <li>• Use of various reading CD ROMS to enhance reading programme</li> <li>• Use of ICT to draft, edit and publish student written work</li> <li>• Students will use ICT to present work, ideas and findings to the class, e.g. powerpoint presentations</li> </ul>			Ongoing	Where appropriate ICTs will be more widely used specifically for literacy purposes, i.e. reading, writing, spelling, listening, viewing and presenting.	
<p><b>Enrichment programmes for talented and gifted. e.g.</b></p> <ul style="list-style-type: none"> <li>• Writing and spelling competitions</li> <li>• Interschool speech competitions</li> <li>• Young Leaders conference</li> </ul>	J. Casale to source and advise teachers	Parents to contribute to costs	Ongoing	Students who show strength in literacy will have opportunities to participate in various enrichment programmes throughout the year.	
<p>Integration of literacy in units of inquiry</p> <ul style="list-style-type: none"> <li>• Units of inquiry will have a literacy focus which coincides with the stand-alone literacy that is taking place in the classroom, e.g. letter writing, speeches, poetry, finding information in text.</li> </ul>	D. Ashby, L. MacGillivray		Ongoing	Teacher long term plans and teaching and learning programmes will reflect a direct relationship between stand-alone literacy and integrated literacy that is taking place during units of inquiry.	
<ul style="list-style-type: none"> <li>• <b>Professional Development</b></li> </ul>	Lead teacher responsible for seeking and advising of PD opportunities especially in assessment of writing	\$700	Ongoing		

## Tapora School Annual Strategic Action Plans – 2012 (Contd.)

**Strategic Goal 2: All students to develop numeracy knowledge and Strategy to the numeracy project stage, appropriate to their level against the National Expectations.**


Specific Strategies for 2012	Who	Budget	When	Expected Result	Actual Result
<p><b>Purchase and use of appropriate resources</b></p> <ul style="list-style-type: none"> <li>• Lead teacher assigned to oversee resourcing, PD and initiatives in numeracy and mathematics</li> <li>• Purchase and use of concrete resources</li> <li>• Purchase and use of Numeracy specific text books</li> <li>• Installation and use of electronic numeracy resources, booklets and activities on staff laptops</li> </ul>	L. MacGillivray	\$300  Room within budget for extra discretionary resourcing	As needed	Teachers will have a wide variety of resources (both manipulative, digital and paper based) to draw upon when planning numeracy programmes	
<p><b>Ensure Numeracy groups are fluid</b></p> <ul style="list-style-type: none"> <li>• Student numeracy groups are changeable throughout the year according to individual progress</li> </ul>	J. Casale and L. MacGillivray		Ongoing	Changes in student grouping will reflect the ongoing assessment in numeracy that is taking place throughout the school year.	
<p><b>Regular assessment of student progress</b></p> <ul style="list-style-type: none"> <li>• NUMPA forms A,B,C , Arbs</li> <li>• Ongoing formative assessment using portfolios and modelling books.</li> <li>• Progress will be measured by the comparison between initial and final NumPA assessments. Regular informal quizzes for basic facts and e-asttle assessments in mathematics strands</li> </ul>	J. Casale and I. MacGillivray		Ongoing	Assessment of student progress will be both formative and summative. Use of standardized testing will be supplemented with peer, group assessment, informal quizzes and tests, and parent/student conferencing.	



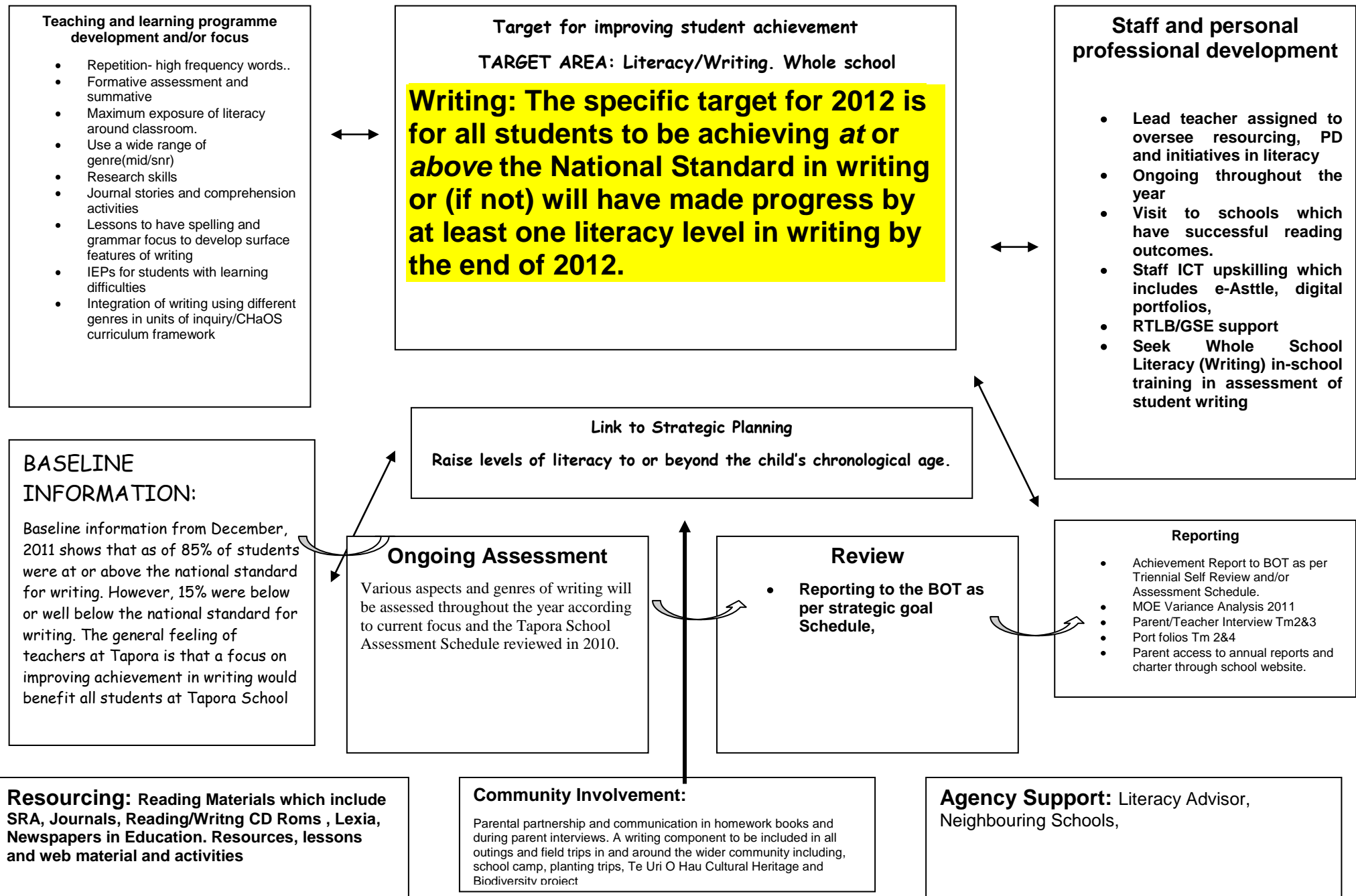
## Tapora School Annual Strategic Action Plans – 2012 (Contd.)

Strategic Goal 3: Through involvement in authentic learning opportunities, students will develop in their learning habits, in their self-management (in setting and meeting their goals) in their thinking strategies, and in their capacity to use problem-solving and experimentation strategies, and in their abilities to use information technologies.

Specific Strategies for 2012	Who	Budget	When	Expected Result	Actual Result
Long Term Planning <ul style="list-style-type: none"> <li>• to show inquiry units and NZC learning areas being covered</li> </ul>	D. Ashby, J. Marychurch, J. Casale		Each Term Long term plans to be completed and stored on school network	Long term plans will specify the nature of the unit of inquiry, which curriculum areas are being covered by the unit, along with the focus of stand-alone subjects being taught. <p style="text-align: center;"><u><b>CHaOS/Programme of Inquiry Organising Themes</b></u></p> <p><b>Who we are</b> An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human.</p> <p><b>Where we are in place and time</b> An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives.</p> <p><b>How we express ourselves</b> An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.</p> <p><b>How the world works</b> An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.</p> <p><b>How we organize ourselves</b> An inquiry into the interconnectedness of human-made systems</p>	

				<p>and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment.</p> <p><b>Sharing the planet</b> An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.</p>	
<p>6 organising themes</p> <ul style="list-style-type: none"> <li>to be used to guide student inquiry units and act as an umbrella to ensure better coverage of learning areas</li> </ul>	<p>D. Ashby, L. MacGillivray, J. Casale</p>		<p>Each Term Long term plans to be completed and stored on network</p>	<p>Each term, teachers will decide which curriculum areas should be covered by the inquiry that will take place in the class that term. An organising theme will be assigned to the unit in order to generate a "big picture" central idea to the unit of inquiry and to narrow down the curriculum area being covered. The organizing themes and their main learning areas are:</p> <p><b>Who we are</b> - Health, PE, Social Studies</p> <p><b>How We express Ourselves</b> - The Arts</p> <p><b>How We organize Ourselves</b> - Social Studies</p> <p><b>How the World Works</b> - Science</p> <p><b>Where We are in Place and Time</b> - Social Studies</p> <p><b>How we share the planet</b> - Science, environmental studies, social studies.</p> <p>State curriculum documents fit comfortably under these overarching themes. Mapping the curriculum against the organising themes over the years of primary school provides continuity and balance, ensuring that students grapple with big ideas at increasing levels of complexity.</p> <p>FOUR units of inquiry will be completed each year. At the end of the year, teachers will look at the units covered and which curriculum areas have had less coverage. These areas will become the inquiry focus for the following year.</p>	

# STUDENT ACHIEVEMENT TARGET 1 For Tapora School 2012



# ACHIEVEMENT TARGET 2 For Tapora School 2012

## Teaching and learning programme development and/or focus:

- Daily maintenance - basic facts
- Teacher modelling
- Increased time working with concrete materials. Numeracy Project materials focus for teacher/learning. Students grouped accordingly to assessment analysis of NumPA interview
- NuMPA Delivery Books 1-9
- Integration of Numeracy focus in CHaOS unit of inquiry when appropriate

## Target for improving student achievement

**TARGET AREA: Mathematics. Whole school**

**Mathematics: The specific target for 2012 is for all students to be achieving at or above the National Standard in mathematics or (if not) will have made progress by at least one 'best fit' stage in mathematics by the end of 2012.**

## Staff and personal professional development

- NUMPA support
- Professional Readings
- On-line Numeracy Websites
- NZ Maths online
- TKI
- Numeracy Lead teacher to lead Professional numeracy development during staff meetings
- Sharing of new ideas and ICT initiatives. e.g. [www.worldmathsday.com](http://www.worldmathsday.com)  
[www.tutpup.com](http://www.tutpup.com)

Link to Strategic Planning - All students to develop numeracy knowledge and Strategy to the numeracy project stage appropriate to their level against the National Expectations

## Baseline Information 2011

Baseline information from 2011 shows that 74-75% of students at Tapora School are achieving at or above the national standard in mathematics. While this represents progress from 2010, the Board of Trustees and staff believe we can continue to improve in this area.

## Ongoing Assessment

NUMPA forms A,B,C , Arbs  
E-Atstle for Mathematics Strands  
Ongoing formative assessment using portfolios and modelling books.  
Progress will be measured by the comparison between initial and final NumPA assessments.

## Review

Reporting to the BOT as per strategic goal schedule.  
NUMPA Have we met the target? Note trends, strengths, weaknesses and why.  
Recommendations - what to do next.  
Externally Referenced! Measure against National Numeracy Project Review.

## Reporting

MOE Variance Analysis Report 2011  
Achievement report to BOT comparison of school performance against National Standards. Term 4  
Portfolios/reports 2 per year.  
Parent Teacher Interviews Term 1 and 3

**Resourcing:** Daily maintenance sheets/resources eg ICT maths, NZ Maths online unit plans, Purchase Numeracy specific resources and books, ICT resources

## Community Involvement

Consultation: Parent Teacher Interview Term 1 and Term 2  
Parental Reinforcement with numeracy homework.

## Agency Support

NUMPA Teacher support - Team Solutions?  
Involvement: Colleague support/ Advisor