

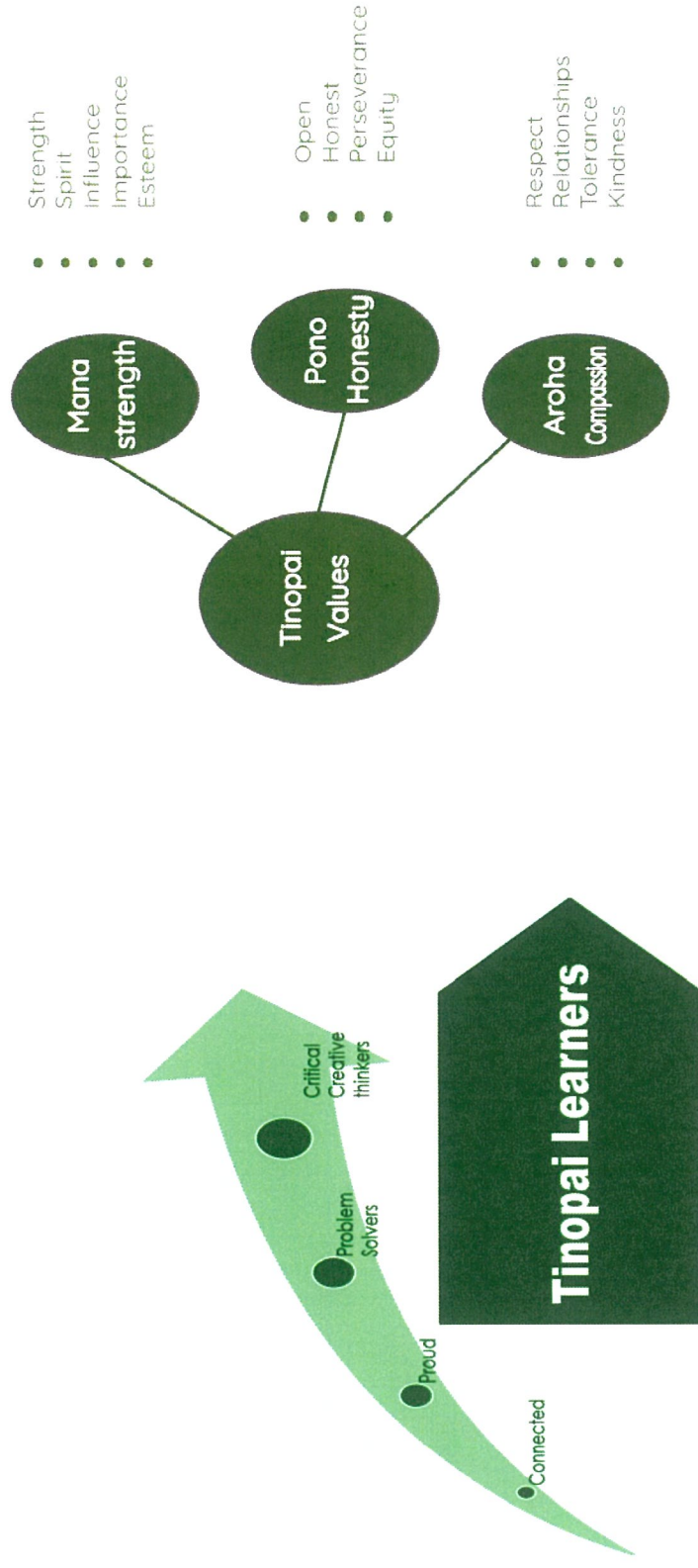


School Charter
Strategic and Annual Plan for
Tinopai School MOE: 1114

2023 to 2024

Principals' endorsement:	Maree Rossiter
Board of Trustees' endorsement:	March 2023
Submission date to Ministry of Education:	May 2023

Vision: students who are critical, creative lifelong learners with connections to their whanau and whenua.





School Description

Tinopai School is a coastal, rural, sole charge kura that caters for tamariki from year 1 to year 8 and is situated overlooking the beautiful Kaipara Harbour. We are a decile 1 kura with expansive grounds including a native bush and productive garden. Tinopai School opened on the 13th September 1916 and over 100 years later continues to be the main foci of the Tinopai community. In 2016 we celebrated our 100-year centenary.

Our community is caring and supportive and participates in tamariki learning and sustainability of our environment. We undertake an annual Tinopai Fishing Competition, which is known far and wide, and the proceeds of this event provide funds to support our community vision. The roll is currently at 10 with 80% Maori, 20% European descent. Our students are proud of their school, with a whanau culture and sense of belonging. Most of our tamariki are whanau, with some students' grandparents, great grandparent and great great grandparents having attended the school.

Annual events include swimming, triathlon, cross country, spring time sports and athletics with the local schools. We also participate in the Lions Speech contest and events held at the Matakōhe Museum; Matariki display and a science fair. We are part of the Northern Wairoa Kahui Ako with the focus on Culturally Responsive Pedagogy, Curriculum Development - learning through a developed local curriculum, and Educational Pathways - Transitions.

The Charter and Strategic plan are developed through ongoing consultation of our community and whanau (Te Uri o Hau te hapu and Ngati Whatua o Kaipara te iwi). This is through the representation of iwi within staff, BoT and community helpers. Their voices are heard, and progress informed continually throughout the year with a strong sense of community.



Recognising New Zealand's Cultural Diversity:

When developing policies and practices for Tinopai School, every endeavour is made to reflect New Zealand's cultural diversity including the unique position of Maori.

The school will incorporate Tikanga Maori into the culture and curriculum by:

- Regular consultation with our Maori community - Te Uri o Hau te hapu and Ngati Whatua o Kaipara te iwi
- Participation and support of the local marae including Ngatai Whakarongorua, Waiotea, Waiohau, Te Kowhai, Otamatea
- Teaching team will be expected to and fully support with professional development to extend their current abilities in Te Reo Tikanga Maori, Treaty of Waitangi understanding and cultural sensitivity
- Ka Hikitia resource will be utilised to support the promotion of Maori student achievement through the building of relationships with whanau and iwi
- Our school programmes and practices will foster positive cultural understandings through the involvement with local Maori community
- Regular consultation will take place with our Maori community, so they can be kept informed of Maori student achievement. A welcoming atmosphere for all parents and children regardless of their cultural background is the norm
- School will provide cultural experiences and recognise Maori needs with marae visits, consultation, parental involvement, and use of Maori resources in the community
- Provide instruction in tikanga (Maori culture) and te reo Maori (Maori language) for students
- If whanau request a higher level of tikanga and / or te reo than is presently evident in our school's Maori programme the teaching team and family will discuss and explore options
- With Assessment and analysis, the Board of Trustees will gain a clear perspective of the achievement of Maori and Pacific Island students within the school and therefore, will be able to implement programmes as required to allow these students to realise their full potential and talents

TINOPAI

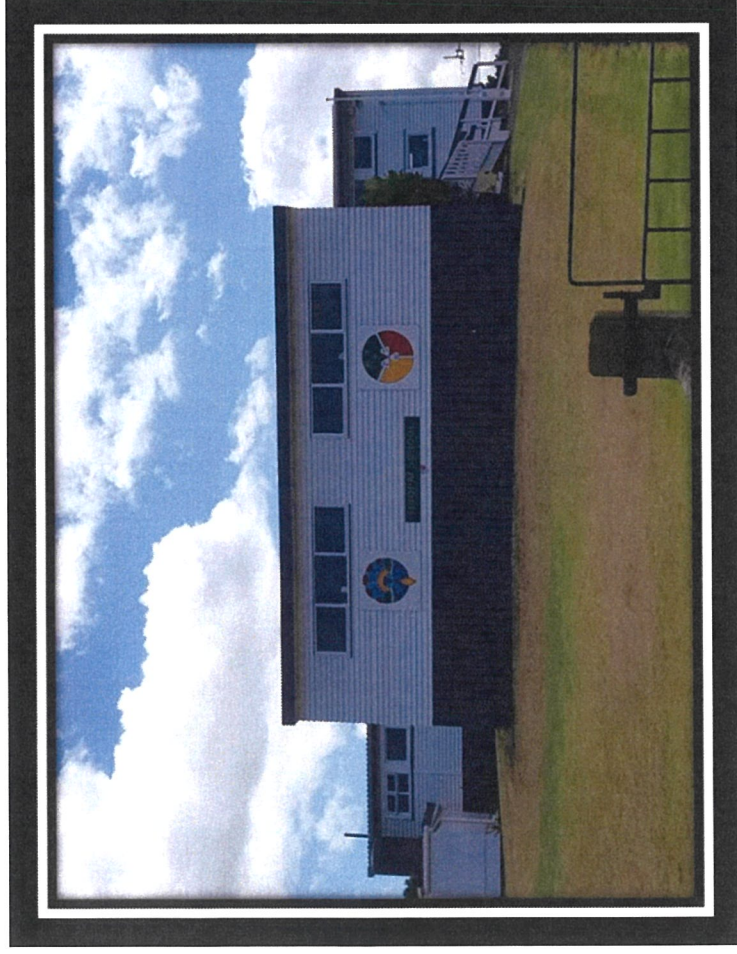
Achieve through effort



SCHOOL

Kia mau ki te iugoo!

Tinopai School Statement on Effective Pedagogy



Tinopai School Effective Pedagogy is based on our values (Mana, Aroha, Pono) and the core beliefs of teaching and learning.

Collaborative: communicating, sharing and working as a team. Sharing skills, knowledge and responsibilities providing a consistent and stable teaching practice.

Relational: Me aroaha tetahi ki tetahi. Kind, compassionate and empathetic building strong, positive and inclusive relationships with akonga, whanau, and colleagues.

Reflective: Using effective assessment and sound knowledge of level inquiry indicators that continually develop deliberate pedagogy and acts of teaching, are responsive and are used to enhance and accelerate akonga learning.

Cultural: Protect the quality of the culture inherent in the Tinopai community. Create an inclusive and cohesive class culture that exists within and alongside the wider and local community.

Teaching and Learning as Inquiry:

QUESTIONING →

DISCOVERING →

ORGANISING

<p>ASSESSMENT</p> <p>Authentic baseline data is analysed as a school and shared with the students</p> <ul style="list-style-type: none"> • PAT Reading and listening comprehension/ Vocabulary/ Maths • JAM & Gloss & Summative / Formative assessments (Prime) • Writing exemplars • Learning intentions/Success criteria observations • Spelling, letter sound and identification • Running records: Ready to Read / Probe or other 	<p>PLANNING</p> <p>Students grouped according to assessment data results within each different curriculum area.</p> <ul style="list-style-type: none"> • Long term planning linked to term plans linked to daily plans. • Planning book annotated with changes based on emerging student needs. • Learning intentions are evident and explicit. • Flexibility in classroom programmes • Assessment completed, and student progress tracked • Students grouped in ability and mixed groups based on needs
<p>ENVIRONMENT</p> <p>Classrooms foster a learning environment where goal setting and achievement is celebrated.</p> <ul style="list-style-type: none"> • Student input is valued and displayed in the planning process. • Group skills evident. • Classroom environment promotes goal setting and achievement. • Classroom observations especially for literacy and numeracy. • Examples displayed for students to see what learning looks like. • Evidence of student success and achievement. 	<p>TEACHING</p> <p>Teachers use data to create programmes with targeted information.</p> <ul style="list-style-type: none"> • Sharing goals and targets so learning is specific. • Teacher modelling learning for/with students. • Students are able to talk and share about their learning. • Student evidence of learning and progress recorded and used as evidence of attainment. • Questions asked in team meetings concerning classroom practice and progress. • Feedback and feed forward • Student/ teacher conferencing throughout the year

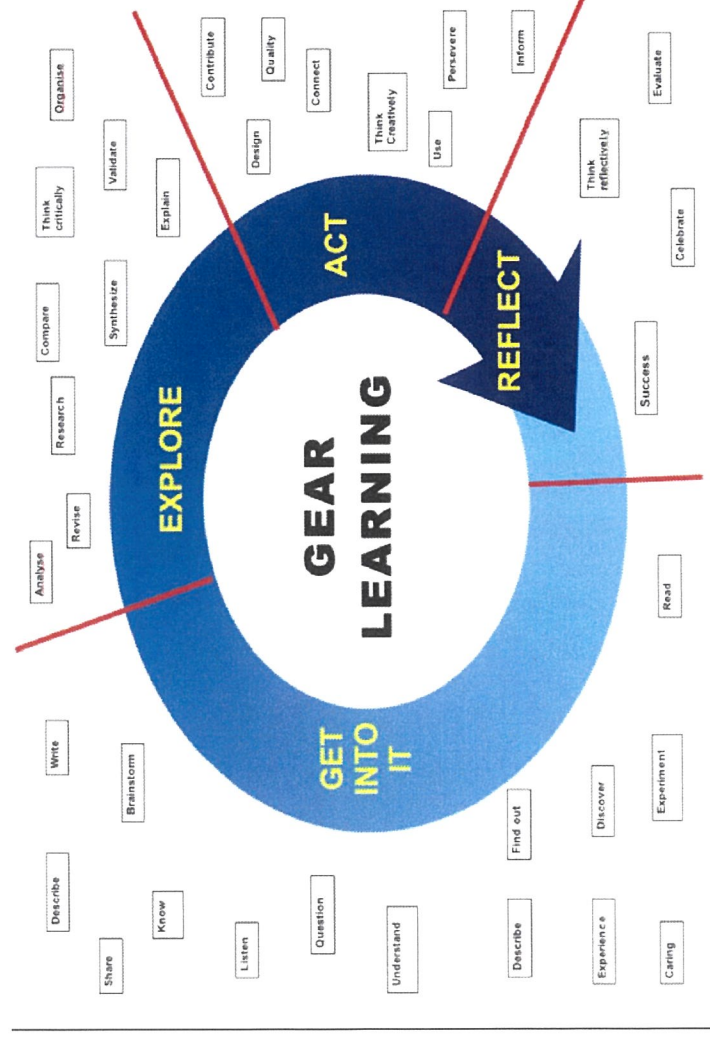
CELEBRATING ←

MAKING A DIFFERENCE ←

MAKING SENSE

Inquiry Learning

Model:



At Tinopai School inquiry learning is a concept, rather than a model that we strictly follow. We have discovered that the 'get into it' stage (the bit where the teacher does the teaching) is just as important as it always was. We endeavour to hook our children into their learning before they have opportunities to govern their own investigations. As a result, the inquiry process outlined is a guideline for inquiry learning that can be applied over a ten-week integrated unit, hence the *concept* of inquiry, not the model.

Our inquiry learning concept is based on the enviro schools action learning cycle. It is supported by our key competencies, our values and our principles, which we believe results in meaningful and coherent pedagogy.

Our Strategic Goals 2023 to 2024

Tinopai School Board undertakes to take all reasonable steps to achieve the goals, strategies and objectives in this charter.

<p>Strategic Goal 1</p> <p>To build the capacity, excellence and equity of our students by providing tools to think critically about their own learning.</p>	<p>Strategic Goal 2</p> <p>To build resilient, confident students by focusing on children's emotional and physical health.</p>	<p>Strategic Goal 3</p> <p>To develop a sense of belonging and pride of their tangata whenua and of Tinopai.</p>
<p>Sub Goals</p> <ol style="list-style-type: none"> 1. Students know Learning Outcomes and Success Criteria. 2. Student assessments and profiles guide students' next steps. 3. Opportunities and guidance for student agency. 	<p>Sub Goals</p> <ol style="list-style-type: none"> 1. Provide regular opportunities for students to reflect on learning. 2. Provide appropriate challenges for the students to develop perseverance. 3. Provide an environment where the students are comfortable to take risks. 	<p>Sub Goal</p> <ol style="list-style-type: none"> 1. Support staff in developing cultural competency 2. Recognise and celebrate learners' identities, languages, abilities and talents. 3. Support our students to be active in our environment.

Tinopai School Strategic Plan Roadmap

	2023 Term 1	2023 Term 2	2023 Term 3	2023 Term 4	2023	2024
<p>Strategic Goal 1</p> <p>To build the capacity, excellence and equity of our students by providing tools to think critically about their own learning.</p>	Clear Learning Outcomes and Success Criteria					
	Student Profiles					
	Student Agency Systems					
<p>Strategic Goal 2</p> <p>To build resilient, confident students by focusing on children's emotional and physical health.</p>	Personal Learning Plans					
	Move Well Programme (MoE)					Reflect and consolidate initiatives
<p>Strategic Goal 3</p> <p>To develop a sense of belonging and pride in their tangata whenua and of Tinopai</p>	Te Reo / Tikanga / Kapa Haka					
	EnviroSchools programme					
	Investigating / Making Links to History Curriculum					

Strategic & Annual Plan for 2023

Goal 1: To build the capacity, excellence and equity of our students by providing tools to think critically about their own learning.

Initiative	Actions	Outcomes	Review
<p>Clear Learning Outcomes and Success Criteria</p>	<p>Mathematics, literacy modelling books with learning outcomes and success criteria Planning of learning outcomes derived from assessment and observations with students All curriculum areas have clear learning outcomes stated to students.</p>	<ul style="list-style-type: none"> Students can articulate what they are learning and why and are able to co-construct success criteria Students taking ownership of their learning Celebrations of specific learning 	
<p>Student Progression profiles</p>	<p>Seek and design profiles for all levels in reading, writing and mathematics Link profiles to learning progressions Student progress documented / shared with students / whanau Goals set using profiles</p>	<ul style="list-style-type: none"> Children will have positive disposition to their own learning Whanau engaged with students' goals and progress Students managing their own learning 	
<p>Student agency systems</p>	<p>Students managing time and focused on learning Learning inquiry set and driven by students Students completing student profiles / learning tools with kaiako and used within classroom</p>	<ul style="list-style-type: none"> Students accepting learning is a journey and mistakes are how we learn / noticing errors and making changes, building independence and initiative as a learner. 	

Goal 2: To build resilient, confident akonga by focusing on their emotional and physical health.			
Initiative	Actions	Outcomes	Review
Personal Learning Plans	<p>Profiles set and introduced</p> <p>Goals co-constructed with akonag, kaiako, and whanau.</p> <p>Review plans end of Term 2</p>	<p>Students can recall success and goals at conference 'get together' with whanau</p> <p>100% attendance of families to 3 Way Conference 'get together' - Term 2 / 4</p>	
Physical Health & Wellbeing	<p>Implementation of Movewell Programme with the support of Sport Northland facilitators.</p> <p>Kaiako will develop their understanding of the significant shift from the idea of teaching and developing fundamental movement skills and recognise that these develop in many ways for tamariki, including through children initiating and directing their own play.</p> <p>Tamariki will be exposed to the Movewell Programme through the five principles which provide a guideline for the resource: Play Games; Use Good Pedagogy; Develop Game Playing Ability; Design Game Contexts & Foster Personals Social, and Cultural Identity and kaiako working their way through the 'How to use this resource' spiral, and asking ourselves the related questions for Scanning, Focusing, Developing A Hunch, Learning, Taking Action and Checking.</p>	<p>Students will grow in confidence, knowledge, skills and attitudes so that they enjoy participating in physical activities.</p> <p>Children will experience physical activity in a variety of ways, in forms that are meaningful to them, their culture and wellbeing.</p> <p>Tamariki will have the opportunity to design play learning environments that promote positive outcomes.</p> <p>Tamariki will be exposed to and have an understanding of:</p> <ul style="list-style-type: none"> - Invasion and tag game skills - Cooperative game skills - Net/ Wall Games - Striking & Feilding Games - Challenge Games 	

Goal 3: To develop a sense of belonging and pride of their tangata whenua and of Tinopai			
Initiative	Actions	Outcomes	Review
Te Reo / Tikanga / Kapa Haka Lessons	<p>Kapa haka leader found that is positive and inspiring</p> <p>Te Reo / Tikanga included in all learning areas</p> <p>Community members contribute to learning focuses</p> <p>Iwi and whanau encouraged to share stories with tamariki</p>	<p>Specific areas identified to build and sustain relationships with the kura and community created</p> <p>All kaiako developing a connection with all tamariki</p> <p>Students positively participating in Kapa Haka lessons</p>	
Enviro School Programme	<p>Review kaupapa of programme</p> <p>Develop a Vision Statement</p> <p>Create a Vision Map</p> <p>Prioritise Projects using a matrix to decide where to start</p> <p>Create icons / logos to show where our projects will go on Vision Map</p> <p>Learn about atua</p> <p>Continue to add to Awa Journey and Guiding Principles page in digital document</p>	<p>Kaiako and tamariki using and including Te</p> <p>Reo / Tikanga within daily interactions and present throughout the school environment</p> <p>Iwi and whanau participate regularly with our learning programmes / environment</p> <p>Community assist in creating a sustainable environment</p> <p>Kura grounds / Tinopai used as an outdoor classroom</p>	
History Curriculum	<p>Research local history resources</p> <p>Survey tamariki</p>	<p>Resources sourced / History Curriculum links to school local curriculum</p>	

TINOPAI SCHOOL WIDE TARGETS 2023															
Reading Target															
Strategic Goal: To build the capacity, excellence and equity of our students by providing tools to think critically about their own learning.						2023 Targets: To increase the number of students achieving towards or AT their expected curriculum level (5/10 students)									
Baseline Data															
End of 2022 / Beginning 2023						End of 2023									
	Above	At	WT	Below	Well Below	TNS	% AT Above		Above	At	WT	Below	Well Below	TNS	% AT
All	0	5	0	4	1	10	50%	All							
Actions (What will we do?)						End of Year (What did happen?)									
Follow the assessment plan and record information. Triangulate data for OTJ's mid / end of year.						Clear needs and progress will be recorded. Tracking of students will be accessible.									
Regularly review learning programmes and make adjustments where necessary. Contact outside agencies to support tamariki with additional learning needs.						Children will make the expected or accelerated progress									
Analysis of assessment to be completed at each term (more frequently if needed) to reflect and plan next teaching practices. Share with tamariki and whanau.						Teaching practice will reflect student progress. Students will know the next steps for learning.									
						Evaluation:									

TINOPAI SCHOOL WIDE TARGETS 2023														
Writing Target														
Strategic Goal: To build the capacity, excellence and equity of our students by providing tools to think critically about their own learning.					2023 Targets: To increase the number of students achieving towards or AT their expected curriculum level (6/10 students)									
Baseline Data														
End of 2022 / Beginning 2023					End of 2023									
	Above	At	WT	Below	Well Below	TNS	% AT	Above	At	WT	Below	Well Below	TNS	% AT
All	0	3	3	4	0	10	30%							
Actions (What will we do?)														
Follow the assessment plan and record information. Triangulate data for OTJ's mid / end of year					Predicted Outcomes (What will happen?)			End of Year (What did happen?)			Evaluation:			
Regularly review learning programmes and make adjustments where necessary. Contact outside agencies to support tamariki with additional learning needs.					Clear needs and progress will be recorded. Tracking of students will be accessible.									
Analysis of assessment to be completed at each term (or more frequently if necessary) to reflect and plan next teaching practices. Share with tamariki and whanau.					Children will make the expected or accelerated progress									
Create visual learning steps and criteria for all levels and student profiles.					Teaching practice will reflect student progress. Students will know the next steps for learning.									
					Students will level their writing; discuss next steps and progress.									

TINOPAI SCHOOL WIDE TARGETS 2023																	
Mathematics Target																	
Strategic Goal: To build the capacity, excellence and equity of our students by providing tools to think critically about their own learning.						2023 Targets: To increase the number of students achieving towards or AT their expected curriculum level (5/10 students)											
Baseline Data																	
End of 2022 / Beginning 2023																	
	Above	At	WT	Below	Well Below	TNS	% AT Above		Above	At	WT	Below	Well Below	TNS	% AT		
All	1	4	0	5	0	10	50%	All									
End of 2023																	
Evaluation:																	
Actions (What will we do?)						Predicted Outcomes (What will happen?)						End of Year (What did happen?)					
Follow the assessment plan and record information. Triangulate data for OTJ's mid / end of year.						Clear needs and progress will be recorded. Tracking of students will be accessible.											
Display the stages and strategies for students to reflect on their learning and next steps.						Students take ownership of their learning.											
Analysis of assessment to be completed at each term (or more frequently if necessary) to reflect and plan next teaching practices. Share with tamariki and whanau.						Teaching practice will reflect student progress. Students will know the next steps for learning.											

Assessment Schedule

		Term 1		Term 2		Term 3		Term 4	
	February	March	April	May	June	July	August Sept	October	November December
All students	Sight Word Assessment Basic Facts	Jam/Gloss	Sight Word Assessment	Jam/Gloss Reading Writing Maths	Sight Word Assessment	Jam/Gloss Reading Writing Maths	Sight Word Assessment Basic Facts	Jam/Gloss Learning Progressions: Maths Writing, Reading	
<u>Yr 4 – 8</u>	Running Records Writing	Running Records	P.A.T Maths Reading: Comp / Vocab Running Records	Running Records	Running Records Writing	Running Records Writing	Running Records Writing	P.A.T Maths Reading Comp / Vocab Writing	
<u>Yr 1 – 3</u>	Letter sound and identification Fluency word recall Writing Running Records * Ready To Read Phonics Plus Assessments	Letter sound and identification Fluency word recall Writing Running Records * Ready To Read Phonics Plus Assessments	Letter sound and id Fluency word recall Writing Running Records * Ready To Read Phonics Plus Assessments	Letter sound and id Fluency word recall Writing Running Records * Ready To Read Phonics Plus Assessments	Letter sound and id Fluency word recall Writing Running Records * Ready To Read Phonics Plus Assessments	Letter sound and id Fluency word recall Writing Running Records * Ready To Read Phonics Plus Assessments	Letter sound and id Fluency word recall Writing Running Records * Ready To Read Phonics Plus Assessments	Letter sound and id Fluency word recall Writing Running Records * Ready To Read Phonics Plus Assessments	
Goal Setting	Set goals in reading writing, maths Personal goals to share at 3WC	Set goals in reading writing, maths Personal goals to share at 3WC	Teacher / student review goals	Teacher / student review goals	Teacher / student review goals	Teacher / student review goals	Teacher / student review goals	Teacher / student review goals	
Reporting to Parents	3 Way Conferences	3 Way Conferences	Progress Reports	Progress Reports	Progress Reports	Progress Reports	3 Way Conferences	3 Way Conferences	End of year Reports
Reporting to Board	End 2022 / beginning 2023 data	Term 1 assessment tracking update.	Term 2 assessment tracking update.	Term 2 assessment tracking update.	Term 2 assessment tracking update.	Term 2 assessment tracking update.	Term 3 assessment tracking update.	Term 3 assessment tracking update (triangulation / OTJ's)	Term 4 assessment tracking update (triangulation / OTJ's)