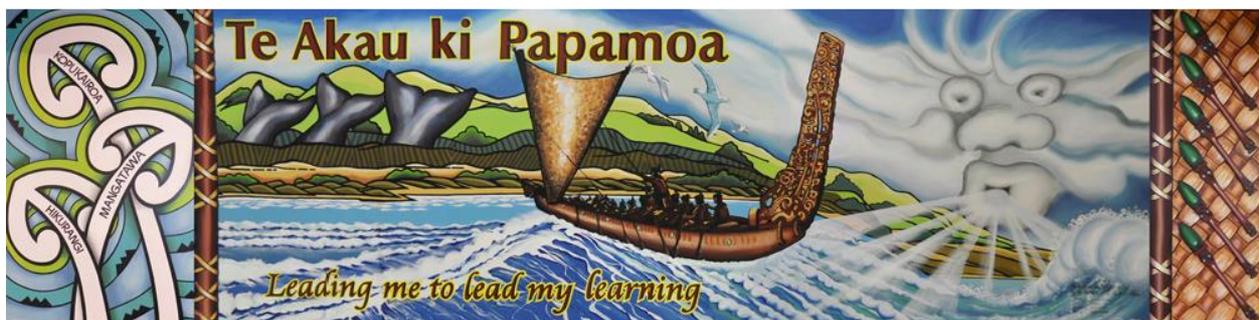




Te Akau ki Papamoa School Charter 2019 – 2021

School Number 6940



School Mission

Develop young people who will be confident, actively involved, lifelong learners

School Vision

Leading me to lead my learning

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Review version 5

Introduction

Vision - leading me to lead my learning

Te Akau ki Papamoa School's vision is expressed through our skills, attitudes and values.



It embodies our school community's deeply held beliefs, values and goals and are used for continued achievement and lifelong learning success.

Empathy is seeing with the eyes of another, listening with the ears of another and feeling with the heart of another-Alfred Adler

We keep moving forward exploring, experimenting and doing new things because we're curious and **curiosity** keeps leading us down new paths -Walt Disney

Integrity is doing the right thing when no one else is watching- CS Lewis

Minds are like parachutes, they only function when they are **open**-Thomas Robert Dewar

Perseverance is the hard work you do after you get tired of doing the hard work you already did-Newt Gingrich

Te Akau ki Papamoa is a learning community where children, parents, teachers, staff and the board of trustees are all either "learners or lead learners" sharing in the responsibility to deliver to our school vision.

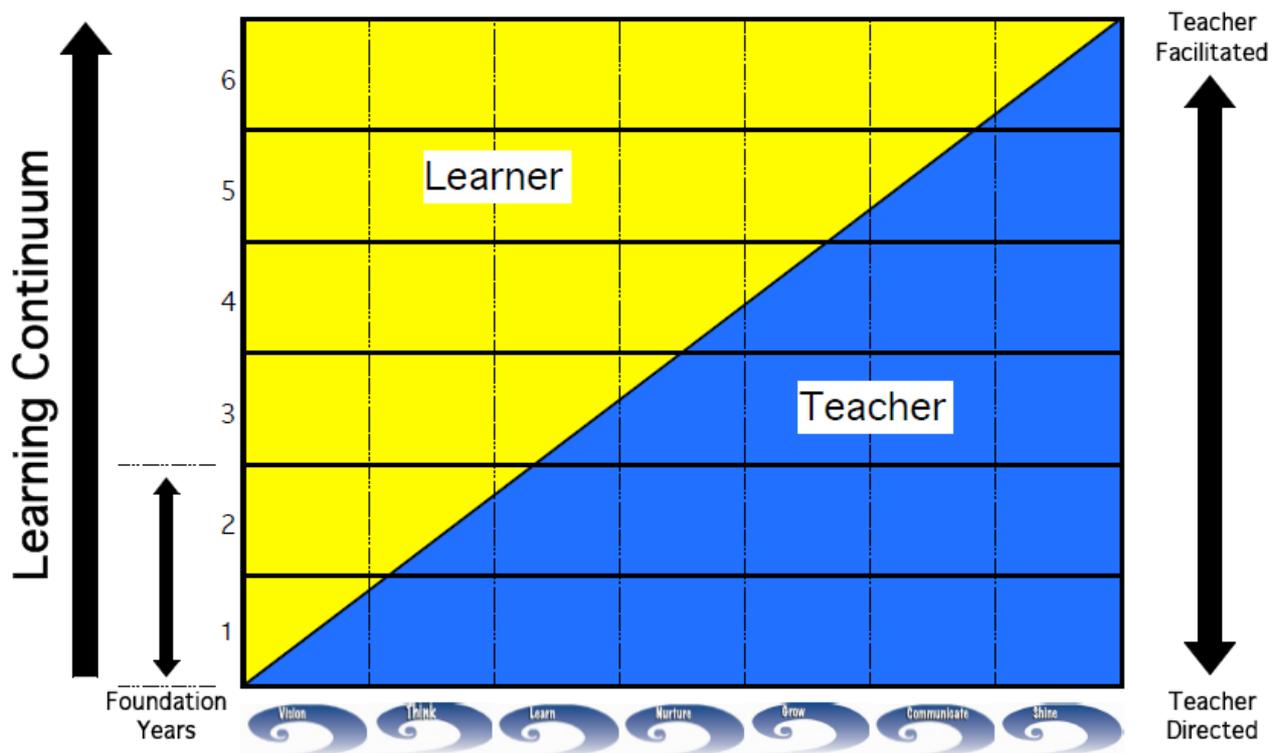
The Learning Continuum

At each stage, who is responsible for leading the learning is a crucial dynamic. It is different for every learner.

The graph below shows the input of teacher versus learner from year new entrant to year 6 (11 years old).

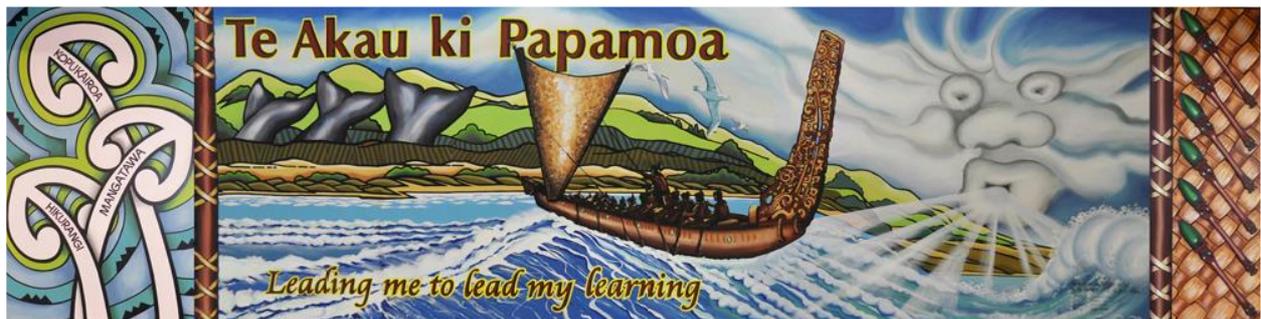
The changes at each year level indicate that as each learner grows the pathway is self actualising, as they take responsibility for their future as lifelong learners. This reinforces the pathway towards our school vision, 'Leading me to lead my learning'.

Leading Me to Lead My Learning



Pictorial Depiction of our School Vision

With the support of our school community, learners and lead learners the school has created a mural or pictorial Pepeha above the stage in our school hall. This further express what our school vision means to us and how it embodies our history and surroundings.



The Central Panel

Our waka is our 'vehicle of learning' where Learners, Lead Learners, Whanau / Community and the Board of Trustees journey together, riding the 'crest' of our 'seven waves of learning'. (Represented as seven waves leading towards the 'Te Moana o Toi' - the ocean of Toi - being the stretch of beach between Mauao and Ohope).

Our Waka is 'navigated and driven' by all those on board, each having a role - Learners leading their learning, Lead Learners facilitating the process, Whanau and Community providing guidance and support and the Board of Trustees providing governance.

The 'journey' is also guided by Tawhirimatea with the power of the 'four winds' (e hau e wha) which signifies the ever-changing direction of learning for the individual.

The triangular sail is significant depicting the use of technologies to assist in the learning process and recognises the 'markers' provided by the stars as another means of navigating.

The inclusion of the three seagulls recognises the importance of 'guides' in our journey which connects us to the natural world within which we live providing further direction.

The Papamoa Hills (Ngā Rae o Papamoa) are featured as our Maunga (Mountains) recognising the importance of Tangata Whenua (People of the land) and our relationship with the land and our school.

The three whale flukes recognise the importance of Pakiwaitara (local legend) of the three maunga - Mangatawa, Hikurangi and Kopukairoa of Mataatua Waka and the hapu (sub tribe) of Nga Pōtiki. (Four waka are associated with this area: Mataatua, Te Arawa, Tainui and Takitimu)

The area between Ngā Rae o Papamoa (the Papamoa Hills) and the beach is traditionally important for Harakeke (Flax) and this is represented within the green clusters between the Maunga and the

beach. Harakeke also features prominently with triangular whatu bindings which tie the three elements (the three panels) together.

The Left Panel

This panel contains the Mangapare design (Hammerhead Shark) and the names of the three whales (maunga) acknowledging the whenua (land) that remains when we journey beyond our school of learning and into the wider world.

The Right Panel

This panel depicts six 'hoe' (paddles) that signify the importance of whanau / family that continue to guide learner's vision.

W - Whanaungatanga: Interrelatedness.

H - Hui: The importance of shared understandings.

A - Awhi: To support and assist.

N - Ngati: Inclusiveness.

A - Aroha: The love of Whanau / Family.

U - Ukaipo: Protection, Governance.

Te Akau ki Papamoa School History

The Papamoa community has grown rapidly over the last 20 years from a population in 1991 of 5,532 to 17,583 in 2006. Projections are for the population to reach 58,000 by 2051 ¹.

To meet this growth, Te Akau ki Papamoa School was established and formally opened in October 1999. Since then a new primary school and a new middle/high school have opened in 2011.

Following is the history of the Papamoa area. Sincere thanks to Nga Pōtiki for providing this important part of the school's heritage.

Mangatawa is sacred to all Maori, being the site of one of Tauranga's most historic pa and the subject of some of its best known legends.

We refer to Mangatawa in its entirety and in essence reflect Hikurangi (existing reservoir site) whom are especially sacred to Tauranga Moana tribes and Te Arawa tribes. The maunga is associated with the arrival of waka in the region, and with several important ancestors who settled here. Before the maunga was damaged by quarrying its shape was said to resemble that of a whale gazing out to sea.

Because of its shape Mangatawa is also known as Te Tohora, the whale. The following quote explains how the whale became a landform;

¹ [Papamoa Smart Growth - Tauranga City Council paper](#)

Long, long ago, a whale and her baby cruised into the harbour through the entrance past Mauao (Maunganui) and Matakana Island. They swam up the harbour past Te Papa and Matapihi toward Maungatapu. They found the water was getting very shallow and they turned round to return to deeper water. Unfortunately, they turned into the Rangataua arm of the harbour between Matapihi and Maungatapu. They knew which direction the ocean lay as they could hear the wave's pounding on the beach at Omanu and Papamoa but, they struggled over the mudflats of Rangataua, trying to find a way back to the open sea. They stopped at Karikari point on the eastern shore of Rangataua. There was a spring there and they drank from it, because they were tired and thirsty. They were not aware that the spring had magic powers. All life departed from the body of the mother whale and she was fixed there, gazing northward out to sea. The baby nestled beside the mother and was also fixed there as the small hill (Hikurangi) beside Mangatawa on the Papamoa side the father whale later came in search of his family and unfortunately he too turned to stone, becoming what is commonly known to Tauranga Moana as Kopukairoa hill. The spring at the base of Mangatawa is called Te Waiu o te Tohora, the milk of the whale. Sometimes the water flowing from it is quite white or milky, and is regarded as the milk from the whale.

Te Arawa tribe tradition describes Mangatawa as the taniwha that guided their canoe from Hawaiki to Maketu. The chief of the Takitimu waka Tamatea Arikinui built his whare on Maungamana hence the connection with the Ngati Ranginui tribe of Tauranga Moana.

School Description

Te Akau ki Papamoa School provides high quality educational opportunities for children in years 1-6. It is New Zealand's first Apple Distinguished School at Primary level, recognized as an exemplary learning environment for innovation, leadership, and educational excellence.

The school is decile 6 with the roll of about 700 students. It is centrally located on Doncaster Drive Papamoa and caters to a community made up of families from a wide range of ethnicity and socio-economic backgrounds. The current roll comprises NZ European (47%), Māori (30%), Indian (9%), Samoan (2%), Cook Island Maori (1%), (Asian (2%) and Other (4%).

A stylish yet practical uniform is worn by students with pride, attending from a zoned area of Papamoa beach. There is a close relationship with the local (bordering) kindergarten, Kohanga Reo and other early childhood education centres. Statistics show a high proportion (90%+) of their learners choose to attend Te Akau ki Papamoa School.

Out of zone enrolments are welcomed and assessed based on the Ministry of Education Guidelines.

Five modern classroom pods built to MLE code, an administration block, resource room and multi-purpose school hall are set amidst two hectares of landscaped grounds, turf surfaced courts, playing fields and playgrounds. Each pod has been built to modern learning environment specifications and all rooms are very well resourced with modern furniture, specialist ICT learning areas and equipment.

Focus Areas that our School is committed to:

- Success for all within 1:1 digital learning environment
- A safe learning environment
- Reading, writing and mathematics
- The use of student achievement information to personalise learning
- Effective data analysis
- Improving outcomes for prioritised learners
- Improving Māori student outcomes
- Planning and accurate reporting in accordance with Statutory requirements
- International Schooling (Pastoral Care of International Students Code of Practise)

Our Teaching Philosophies

Te Akau ki Papamoa School encourages and fosters freedom and creativity in a well-balanced teaching structure.



Specialist Resource Teachers

The school has a number of specialist teachers to deliver targeted learning to specific needs. These cover:

- Dedicated leader to learners with needs
- ICT / Technologist (Information and Communication Technology)
- Reading Recovery Teacher/s
- Reading Recovery trained teachers
- SENCO / ORRS (Ongoing and Reviewable Resourcing Schemes) Coordinator
- Sports Coordinator
- NESB Specialist Teacher
- International Student Manager
- Rainbow Reading
- CWSA Teacher
- 5 Apple Distinguished Teachers
- 33 recognized Apple Teachers
- Teachers in the process of becoming ADE's – Apple Distinguished Educators
- Itinerant Music teachers-Dance & Drama(performing arts), Piano, Guitar, Choir, drumming
- Te Reo Māori Specialist teachers

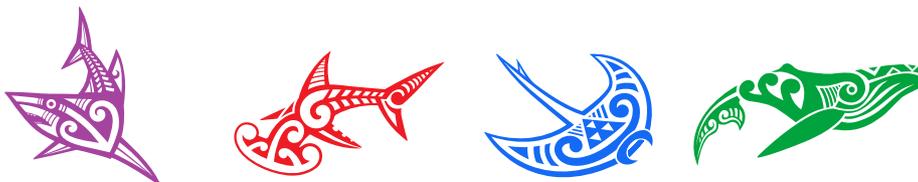
Passionate Teachers and Staff

Teachers and staff are drawn to Te Akau ki Papamoa School primarily for the culture that exists to which they can add value. A culture that provides for:

- Teaching for the joy of leading the learners to discover what success means to them
- Providing to learners a wide range of opportunities so they can experiment and experience the best learning methods for them
- Through the vision and the curriculum developing the individual to have the confidence and skills to think for themselves and to make the right choices.

House System

The school House system weaves the development of the desired skills, attitudes and values into sporting, cultural and academic activities. The construct provides a sense of belonging and identity through student activities and voice.



Children with Special Needs

The School caters for ORRS, ACC and High Health learners. Te Akau ki Papamoa School is recognised in the community and beyond for its ability to educate and develop children with special needs.

Consistent feedback is received from parents that having children with special needs in the school helps all to understand how to build stronger relationships and how to value others for who they are – learning that will benefit all as they move through life.

Sporting Achievements

Te Akau ki Papamoa School experiences high levels of engagement and achievement within a variety of sporting activity. It is well recognised for high performance throughout the Bay of Plenty. They excel throughout Bay of Plenty competitions in e.g. basketball, netball, rugby, rugby league, rippa rugby, volleyball, athletics, gymnastics, surf lifesaving, hockey and flippa-ball.

The school placed second at the National Rippa Rugby Championships in 2018 and third in 2014 and 2015 representing the Bay of Plenty Province.

The Sports Coordinator role has been further enhancing the School's ability to capture the special talents of the learners. The School believes in the principle of "healthy body, healthy mind".

Māori Dimension

In consultation with our Maori community the School reviews how to best meet the needs of and requests for, teaching and learning in tikanga Māori (Māori culture) and te reo Māori (the Māori language).

The School won the prestigious Nga Tohu Reo Maori- Te Ao Matauranga-Tuwhera 2014

The acclaimed National Māori Language Award for Education in the Open Division which is presented by Te Taura Whiri i te reo Māori. (Māori Language Commission)

The school delivers te reo Māori to all students at all levels via audio and visual broadcasts on a daily basis and is recognised nationally for its expertise in the provision of a culturally inclusive environment and is a leader in developing cultural competencies.

If a parent requests a higher level of Te Reo Māori, the staff will explore opportunities that may include one or more of the following:

- Dual enrolment with the correspondence school
- They may be assisted to seek advice and/or enrolment with local Kura Kaupapa
- Discussions and meetings with other schools that offer greater levels of Maori Medium education.
- Using local resource people who are willing to assist and have expertise.
- Discussions and meetings with external Maori Advisors for guidance and support.

Te Akau ki Papamoa School leads mainstream education in this area and exceeds Ministry of Education requirements.

Charter Consultation and Development

The school charter is reviewed annually with the next full consultation to be undertaken in 2020.

The views and report recommendations will be integrated into current management actions and Board of Trustees governance actions.

On a less formal and more regular basis feedback is listened to, sought and asked for by the Principal at appropriate parent, teacher and staff interaction. The board of trustees also provide a different medium for bringing wider feedback forward.

Board of Trustees

Chairman Paul Hansen
Board Bruce Jepsen (Principal)
Sue Beesley (Teacher representative)
Shane Smith
Sharon Macquarie
Johnson Davis
Bobby Ketu
Andrew Lingman

Supporting Documentation

This Charter is supported by documentation that includes:

- Property Plans 10YPP / 5YA
- Professional Development Plan
- Health and Safety Plan
- Financial/Budget Plans
- Gifted and Talented Plans and Programmes
- Te Reo Plan

Long Term Strategic Plan

VISION - Leading me to lead my learning

WHERE WE WANT TO BE BY DECEMBER 2021

Our vision is that our learners, staff and school community continue to strive to excel by:

- being creative, energetic, and enterprising;
- seizing the opportunities offered by new knowledge and technologies to secure a sustainable social, cultural, economic, and environmental future for our country;
- working to create an Aotearoa New Zealand in which Māori and Pākehā recognise each other as full Treaty partners, and in which all cultures and ethnicities feel safe, valued and respected for the contributions they bring;
- in their school years, learners and staff continue to develop the values, knowledge, and competencies that will enable them to live full and satisfying lives;
- being confident, connected, actively involved, and lifelong learners and be excelling in academic achievement.
- excelling and acting as a model for others by attending to differences.

KEY RESULT AREAS

Area 1: Student Achievement

- Reading and Writing
- Mathematics
- Te Reo Māori and tikanga Māori
- Physical health and well being
- E-Learning

Area 2: Leadership

- Professional development
- TAKP teacher improvement cycles
- Inquiry into teaching practise (Accelerated teaching & learning)

Area 3: Structure and Organisation

- BOT professional development
- Finances (sustainability, audit)
- Facilities (10YPP Maintenance / 5YA Property development and modernization)
- Focus on collaborative 1:1 E-Learning within FLE/ILE/MLE
- International Schooling (Pastoral Care of International Students Code of Practise)