

## MAUNGATAPU SCHOOL CHARTER 2020 - 2022



Te Kura o Maungatapu, Maungatapu School is a decile 5 contributing (Year 1-6) primary school with a roll range of 500 to 585, pupils. The children come from both rural and residential areas and a wide range of socio economic backgrounds. Parental involvement and interest in the school is a community strength.

Over 130 years old, Maungatapu School was established in 1881 and has experienced significant changes ever since. At the same time the school culture continues to value its rich heritage. The Maungatapu peninsula is steeped in Maori history. The land on which the school is currently situated, traditionally named Te Pūwhāriki, was gifted to the Education Department by local iwi in 1908.

The school is uniquely positioned between Ngāi Te Ahi and Ngāti Hē, with further connections to Waitaha nui ā Hei. Upholding relationships with local tangata whenua as kaitiaki of our community, is an imperative part of our school culture.

Te Aotūroa (the natural environment) provides a rich source for learning at Maungatapu School. The harakeke, kōwhai and tūi were once prolific in the area. Our local sites of significance, including our pā sites, our rivers, our maunga (mountain) Mauao, the tohorā (whale), and pāpaka (crab) are recounted in the tribal kōrero of the hapū and iwi of Te Tahuna o Rangataua (estuary of Rangataua).

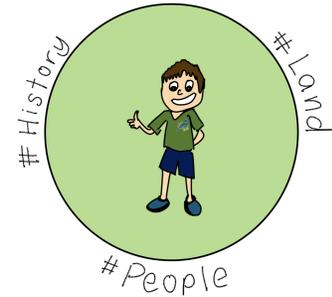
Te Kura o Maungatapu, Maungatapu School recognises cultural diversity, the unique position of Maori within New Zealand society and the importance of Te Tiriti o Waitangi. We are committed to ensuring that all students experience success at our kura. We acknowledge these rights and responsibilities through the acknowledgement of our history and the provision of dual medium learning: Auraki (Mainstream) and Te Pūwhāriki (Rūmaki/Reorua). Our dual medium nature is embedded into the fabric of the school's special character. This is further strengthened in the development of our localised curriculum (marau ā-kura) encompasses local cultural knowledge and identity.

The charter is a bi-lingual document, written in both English and Te Reo representative of the dual medium status of our school. If you wish to have assistance with a translation or explanation for any part of the charter, please contact the school office.

## MAUNGATAPU SCHOOL CHARTER 2020 - 2022

The strategic goals are linked to the Graduate Profile (He Tātai Manurererangi) and are based on the following overarching ideas to realise student potential.

- Child-centered
- High Expectations
- Acceleration
- Strengthening competencies
- Being responsive
- Holistic wellbeing
- Having a 'fit for purpose' environment



Maungatapu School's Mission, Vision, Values and Graduate Profile were reviewed in 2019. They form the basis for this Charter document.

### TE WHĀINGA - MISSION

*Nurturing our learners - Ki Te Aotūroa*

### TE MATAWHĀNUI - VISION

*Te Kura o Maungatapu/Maungatapu School will guide our learners to draw strength, courage knowledge and identity from our history, our land and our people.*

### NGĀ UARATANGA - VALUES

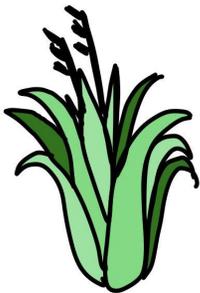
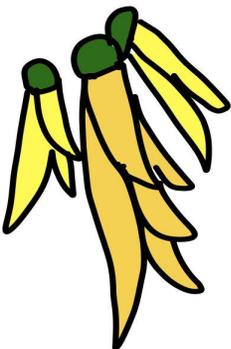
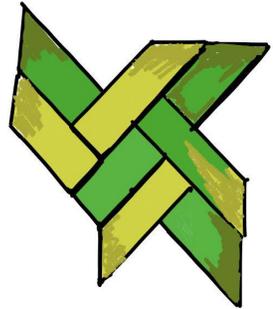
Kia tika, kia pono - Honesty

Kia kaha, kia māia - Courage

Manaakitia te tangata, tiakina te taiao - Respect the people, respect the environment

# MAUNGATAPU SCHOOL CHARTER 2020 - 2022

## GRADUATE PROFILE and INDICATORS - STRATEGIC GOALS

			
<p style="text-align: center;"><b>PĀ HARAKEKE</b></p> <p><b>TUAKIRITANGA</b>  <i>Hutia te rito. Ko au, ko koe, ko tāua</i>  <b>IDENTITY</b>  <i>Knowing and appreciating my culture, your culture, our culture</i></p>	<p style="text-align: center;"><b>PUA KŌWHAI</b></p> <p><b>AKO</b>  <i>Whangāia ki te puakōwhai, he puawānanga</i>  <b>LEARNING</b>  <i>Together we apply skills and knowledge learned in our everyday life</i></p>	<p style="text-align: center;"><b>POU RARANGA</b></p> <p><b>WHANAUNGATANGA</b>  <i>Tuia ki runga, tuia ki raro, tuia te pouherenga tangata</i>  <b>PARTNERSHIPS</b>  <i>Connecting people, place and knowledge</i></p>	<p style="text-align: center;"><b>TUI</b></p> <p><b>TAMAITI O TE AO</b>  <i>Mairangatia ki Te Aotūroa</i>  <b>GLOBAL CITIZENSHIP</b>  <i>We have an understanding of the wider world and our place in it</i></p>
<p><i>Whakatoāia te mauri o te kaāano ako mauroa. Poipoia te tuakiri o te tangata, toāna whakapapa, toāna whānau, wōna pukenga, toāna mana aāua ake.</i></p> <p><i>Be proud of we are and where we are from.          Demonstrate understanding and awareness of others.</i></p>	<p><i>Whakangungua te tamaiti ki ngā tikanga, wōna kawenga i a ia anō, ngā haepapa o te kura. Poipoia te tamaiti kia puta i a ia wōna tāonga, tōna kaha. He aronga pakirehua ki te taiao māori</i></p> <p><i>Have successful educational outcomes          Apply skills to solve problems          Live our school values          Be independent          Ability to think creatively          Show resilience</i></p>	<p><i>Ko te reo te mauri o te mana Māori. He kitenga kanohi, he hokinga mahara, he koanga ngākau. Awhi atu, awhi mai. Kōrero atu, kōrero mai. Mahi ngātahi. He ngākau tapatahi</i></p> <p><i>Effectively communicate          Able to collaborate with a range of people          Confident to use Te Reo and follow tikanga.</i></p>	<p><i>Arahina te pakirehua o ngā putanga taiao, take hāpori. Tū maia ai ki te hāpori, ki Te Aotūroa. Tamaiti ākona ki te kāinga, tū ki te ao, tau ana.</i></p> <p><i>Awareness of environmental issues and prepared to be kaitiaki          Be responsible for own actions, aware of choices and consequences          Participate and contribute to society</i></p>

## MAUNGATAPU SCHOOL CHARTER 2020 - 2022

### STRATEGIC GOAL DEVELOPMENT

*The Graduate Profile domains serve as our strategic goals. Key focus areas have been identified within each domain, based on what would provide the greatest impact and allow our students and learning community to thrive.*

<b>GRADUATE PROFILE/ STRATEGIC GOALS</b>	<b>PĀ HARAKEKE TUAKIRITANGA</b> <i>Hutia te rito. Ko au, ko koe, ko tāua</i> <b>IDENTITY</b> <i>Knowing and appreciating my culture, your culture, our culture</i>	<b>PUA KŌWHAI</b> <b>AKO</b> <i>Whangāia ki te puakōwhai, he puawānanga</i> <b>LEARNING</b> <i>Together we apply skills and knowledge learned in our everyday life</i>	<b>POU RARANGA WHANAUNGATANGA</b> <i>Tuia ki runga, tuia ki raro, tuia te pouherenga tangata</i> <b>PARTNERSHIPS</b> <i>Connecting people, place and knowledge</i>	<b>TUI TAMAITI O TE AO</b> <i>Mairangatia ki Te Aotūroa.</i> <b>GLOBAL CITIZENSHIP</b> <i>We have an understanding of the wider world and our place in it</i>
<i>2022 Review current situation in the school, develop appropriate action plan and implement</i>	<i>Provide PLD opportunities throughout the year for staff and community to learn Te Reo Māori and develop understanding of TOW, Te Ao Māori and tikanga practices.</i>	<i>To improve teaching and learning using digital technology, strengths based planning and embedding our localized curriculum as a driver to achieving success.</i>	<i>Involve whānau, hapū, iwi and our wider community by providing opportunities to enhance and promote student learning.</i>	<i>Continue to develop awareness and responsibility for local and global issues using the STEAM room combined with the NZ histories curriculum</i>
<b>2023 OUTCOMES</b>	<i>Develop staff confidence and competence using Te Reo Māori Upskill senior management team members with the use of Nearpod to deliver quality Te Reo Māori lessons to students.</i>	<i>Focus on individual student's strengths in all areas of the curriculum to accelerate learning and build self efficacy.</i>	<i>Whanau/hapu, iwi, whanau and the wider community are connected and invested in the life of the school.</i>	<i>Develop a sense of kaitiakitanga (guardianship) with our natural environment and our identity.</i>
<b>2024 OUTCOMES</b>	<i>Based on 2023 evaluation of progress, in these areas, develop the annual plan to embed, sustain and extend the outcomes which have proved successful</i>			

# MAUNGATAPU SCHOOL CHARTER 2020 - 2022

## ANNUAL IMPLEMENTATION PLAN 2022

<p><b>PĀ HARAKEKE TUAKIRITANGA IDENTITY</b></p> <p style="text-align: center;"><i>Hutia te rito o te harakeke. Ko au, ko koe, ko tāua</i> <i>Knowing and appreciating my culture, your culture, our culture</i></p>						
FOCUS AREAS	NELP NATIONAL EDUCATION LEARNING PRIORITY	WHAT/HOW	WHO	TIME	COSTS	EVIDENCE/PROGRESS
<p><b>1. Provide PLD opportunities for staff, teachers and community to learn Te Reo Māori, TOW and our localized curriculum.</b></p>	<p><b>LEARNERS AT THE CENTRE</b> <i>Objective 1</i> <i>Places of learning are safe, inclusive and free from racism, discrimination and bullying</i></p> <p><i>Have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures</i></p>	<p>Jack Thatcher guest speaker 'Navigating uncharted seas'</p> <p>Tiro whakamuri kia anga whakamua Look to the past to guide our future - NZ Histories curriculum</p> <p>Tau mai i te Reo Māori classes Open for all staff and whānau.</p>	<p>Teachers</p>	<p>Intro term 1</p> <p>Mid term 2 checkpoint</p> <p>Ongoing</p>	<p>N/A</p>	<p>Staff language and ongoing professional dialogue to connect with our 'Waka Hourua'</p> <p>Team leader meetings to show elements of 'traditional navigation' in team minutes</p> <p>Online learning module reflections in PGC</p>
		<p><b>2. Encourage healthy active living and wellness with all tamariki.</b></p>		<p><b>BARRIER FREE ACCESS</b> <i>Objective 2</i> <i>Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning Collaborate with industries and employers to ensure learners/ ākonga have the skills, knowledge and pathways to succeed in work</i></p>		<p>Ongoing PLD prioritized</p> <p>Healthy Active Living Improve well being of children through healthy eating, drinking and physical activity</p>
<p><b>3. Facilitate learning of the NZ Histories and how the big ideas apply to our school.</b></p>		<p>Celebrating success through whole school initiatives i.e waka race</p> <p>Pō whakanui Matariki/Matariki celebration evening</p>	<p>Tane, Teraania, Owen Senior teachers ESOL teacher All teachers</p>	<p>Term 1 - Term 4</p>	<p>\$2,500</p>	<p>Utilizing STEAM to promote learning within our community Seesaw STEAM open days</p>

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## ANNUAL IMPLEMENTATION PLAN 2022

PUA KŌWHAI AKO LEARNING						
<i>Whangāia ki te puakōwhai, he puawānanga                      Together we apply skills and knowledge learned in our everyday life</i>						
FOCUS AREAS	NELP NATIONAL EDUCATION LEARNING PRIORITY	WHAT/HOW	WHO	TIME	COSTS	EVIDENCE/PROGRES S
<b>1) To assess, plan and implement successful mathematical approaches to teaching math.</b>	<b>BARRIER FREE ACCESS Objective 2</b>  <i>Ensure every learner/ ākongā gains sound foundation skills, including language, literacy and numeracy.</i>  <i>Have high aspirations for every learner/ākongā, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures</i>	Accelerated Learning in Math (ALiM); Develop consistency of teacher practice to improve mathematical outcomes for students. Grow teacher pedagogy using internal and external PLD.  Use Seesaw to develop student agency, assessment and a possible hybrid tool for teaching and learning.	Hayley, Kelsey, Owen - Math champions within the school	Term 1 -4	\$2,000 resources	Numeracy achievement results using baseline data 2021
		Mini workshops throughout the year <ul style="list-style-type: none"> <li>• ipads</li> <li>• Math PLD</li> <li>• Healthy active living</li> <li>• STEAM</li> <li>• Curriculum</li> <li>• Health and Safety</li> </ul>	Leadership team Teachers	Term 1 - Term 4	\$4,500 Seesaw	Learning is being shared, consolidated and celebrated at home and at school. Possible hybrid teaching tool.
<b>2. To improve teaching and learning using digital technology</b>	Reduce barriers to education for all, including for Māori and Pacific learners/ākongā, disabled learners/ākongā and those with learning support needs	Implementation of new Maungatapu School curriculum document	All staff and students	All year	\$1,000	Team leader workshops
		Consolidation and integration STEAM across learning contexts within school.	STEAM teacher(s) and student voice via Seesaw		\$2,500	STEAM resource budget
<b>3. To strengthen understandings and delivery of Equity and Excellence</b>	<b>Objective 3 QUALITY TEACHING AND LEADERSHIP</b> <i>Develop staff to strengthen teaching, leadership and learner support capability across the education workforce</i>					

## ANNUAL IMPLEMENTATION PLAN 2022

## MAUNGATAPU SCHOOL CHARTER 2020 - 2022

POU RARANGA WHANAUNGATANGA PARTNERSHIPS						
<i>Tuia ki runga, tuia ki raro, tuia te pouherenga tangata                      Connecting people, place and knowledge</i>						
FOCUS AREAS	NELP NATIONAL EDUCATION LEARNING PRIORITY	WHAT/HOW	WHO	TIME	COSTS	EVIDENCE/PROGRES S
<b>1. Collaborate with other professional leaders, agencies and schools to develop effective pedagogy</b>	<i>Objective 3                      QUALITY TEACHING AND LEADERSHIP                      Develop staff to strengthen teaching, leadership and learner support capability across the education workforce</i>  <i>Objective 4                      FUTURE OF LEARNING AND WORK                      Collaborate with industries and employers to ensure learners/ ākonga have the skills, knowledge and pathways to succeed in work</i>	Open day to start the year  Celebration time with parents at the end of the year  Form effective working partnerships and relationships with other schools, professional leaders, teachers, PLD providers and agencies	All teachers	Term 1-4 Team leaders Analysis of attendance (Māori)		Enhancing school profile  PGC evidence Team meeting minutes reflect growth.
<b>2 Engage in learning partnerships</b>		Continue to build relationships with key stakeholders Ongoing partnership with a focus on protecting our local environment and cultural heritage and identity	Tane and SLT	Term 1-4		Funding and sponsorship opportunities
<b>3. Higher levels of engagement with whānau, hapū, iwi and community to enhance and promote student learning.</b>		Promote success of Te Kura o Maungatapu to all key stakeholders	Tane/DP	Term 1-4		Higher attendance levels resulting in lifts with student achievement

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## ANNUAL IMPLEMENTATION PLAN 2022

TUI <b>TAMAITI O TE AO</b> <b>GLOBAL CITIZENSHIP</b>						
<i>Mairangatia ki Te Aotūroa</i> <i>We have an understanding of the wider world and our place in it</i>						
FOCUS AREAS	NELP NATIONAL EDUCATION LEARNING PRIORITY	WHAT/HOW	WHO	TIME	COSTS	EVIDENCE/PROGRE SS
<b>1 To develop awareness and responsibility for local and global environmental issues using the STEAM room as a motivator, integrating learning across the school</b>	<i>Objective 5</i> <b>WORLD CLASS INCLUSIVE PUBLIC EDUCATION</b>  <i>Enhance the contribution of research and mātauranga Māori in addressing local and global challenges</i>	Develop teaching and learning experiences related to current needs/problems within our community and our School wide Maramataka.  Give back to the community; Battle of Gate Pa, Matariki, QR code development, parks, marae kaupapa.	All students/teachers	Term 2-4	PB4L budget	QR readers around school and in local community  Bi-lingual signage
		Return of traditional and local place names.  Library open to community  Sport events for community	All	Term 2-4	\$1,000 and PB4L budget	Traditional place names are recognised
<b>2 Provide local, regional and global perspectives in learning contexts by further developing our localised curriculum</b>						

## MAUNGATAPU SCHOOL CHARTER 2020 - 2022

### WHAINGA/TARGET 1

Graduate Profile/Strategic Goal: <i>Kowhai AKO/LEARNING</i>							
Annual Objective: To improve achievement levels against the NZ Curriculum in reading, writing and mathematics				Target: 80% of all students will be at/above the expected achievement levels for mathematics.			
Baseline Data 2021: End of year data (2021) indicated 28% were achieving below expectation in mathematics (72% at/above)							
Target Students	Year Level	Total Number	Boys	Girls	Māori	Pasifika	Other
Students who were below expectation in 2020	Year 3 2021	28 students	12 students	16 students	7 year three students		
	Year 6 Māori	16 students	7 students	9 students	5 year five students		
ACTIONS		WHEN?		WHO?		PROGRESS INDICATORS	
Teacher call back day		Tuesday 2nd February and Wednesday 3rd February		Classroom teachers and senior leadership. Teacher aides are invited.		Introduction to targets 2021 Māori achievement plan and revised school curriculum 2021	
In school PLD (Mathematics)		Wednesday - Term ½		External PLD; How to engage students and enhance learning using ipads.		By the end of term 2, teachers will have developed skills and pedagogical knowledge using ipads as an engagement tool	
Integrating Mathematics through the STEAM class		Timetabled		STEAM teachers provide a meaningful context for teachers to extend students in mathematics		Higher order thinking and learning evident in classroom projects, connected to our localised curriculum.	
Accelerated mathematics planning and teaching		All year		Team leaders		Teachers will monitor and track learning with success stories being shared from school to home	

## MAUNGATAPU SCHOOL CHARTER 2020 - 2022

### WHAINGA/TARGET 2

Graduate Profile/Strategic Goal <i>Kowhai AKO/LEARNING</i>							
Annual Objective: To improve achievement levels against the NZ Curriculum in reading, writing and mathematics				Target: 70% of all students will be at or above the expected achievement level for writing by the end of 2021.			
Baseline Data End of year data (2020) indicated 42% of whole school were achieving below expectation in writing End of year data (2020) indicated 44% of year 5 (2020) were achieving below expectation in writing							
Target Students Boys senior school	Year Level 4-6	Total Number 14 year four students 16 year five students 24 year six students	Boys 9 year four 7 year five 12 year six	Girls 5 year four 3 year five 7 year six	Māori 6 year four students 6 year five students 5 year six students	Pasifika	Other
ACTIONS		WHEN?		WHO?		PROGRESS INDICATORS	
Introduce handwriting practice and daily maintenance		8.30am - 9.00am Mon - Thurs		All teachers to set up handwriting maintenance programme (Tuhi pū)		Weekly marking teachers Self and peer assessment Improvement in pride and presentation standards resulting in quality writing standards	
Introduction of writing sample assessment		End of term 1		All teachers Teams to lead moderation workshops DP to lead moderation workshops whole school		Writing sample (independent) Identify teaching points Establish individual learning goals for students	
How to use the ipad to enhance writing?		End of term 2		All teachers External PLD		Frequency of Seesaw posts Students familiar with 'Show me your book' 'Talk to me about your learning'	

## MAUNGATAPU SCHOOL CHARTER 2020 - 2022

			Developing student agency
E-assttle workshops PLD	Team leaders Cindy, Kelsey, Hayley, Owen week 4 term 1	'Introduction to e-asTTle Writing' and 'Marking with Confidence' Workshop to provide a comprehensive experience for the writing aspect of e-asTTle.	Analyse mid year data and monitor progress Team leader observations, feedback and feedforward provided to teachers
In-school Teacher Writing Workshops	Term 1 - 2	All new teachers and teachers that have not been part of previous PLD around writing - Run by DP (Owen) and Donelle (SENCO)	Observations within classes/videoing of writing lessons Improved writing samples
Writing Standards Document	Term 1- Term 4	Team leaders and senior management will collaborate on a document that sets benchmarks, expectations and standards for writing - best practice at Maungatapu School.	Shared within teams Classroom observations conducted over the year by senior management team and team leaders, with reflections recorded in PGC documents

## MAUNGATAPU SCHOOL CHARTER 2020 - 2022

### WHAINGA/TARGET 3

Graduate Profile/Strategic Goal <i>Kowhai AKO/LEARNING</i>							
Annual Objective: To improve achievement levels against the NZ Curriculum in reading, writing and mathematics				Target 75% of all students will be at/above the expected achievement levels for reading by the end of 2021			
Baseline Data End of year data (2020) indicated that 73.9% of whole school were achieving at or above expectation in reading End of year data (2020) indicated that 46% of year 2 were achieving below expectation in reading							
Target Students as per the data Year 3	Year Level Whole school with a concentration on juniors	Total Number 11 year 3 students	Boys 4 year three	Girls 7 year three	Māori 4 year three	Pasifika	Other
ACTIONS		WHEN?		WHO?		PROGRESS INDICATORS	
Maintenance of Structured Literacy		Term 1 - 4		Whole school, with additional release and support for junior school teachers  Literacy leader and DP Coaching of staff who have not experienced full PLD and/or those who have been identified as needing it		Correlation of structured literacy levels to NZC levels.  Improved reading levels NZ colour wheel and NZC levels 3-16	
Reader home every day		Terms 1-4		All teachers Team leaders to set example DP to support		Track readers going home with follow up communication Readers are texts being used in class to develop fluency and/or comprehension	
Tracking children working below. Monitor children's progress and deliberate actions taken		Term 1 - set up. Term 2 - Review and report (drop/add names)  Term 3-4 : monitoring		All teachers SMT DP to oversee and feedback/feedforward to teams		Focus on accelerating learning with emphasis on small group work.	

### WHAINGA/TARGET 4

## MAUNGATAPU SCHOOL CHARTER 2020 - 2022

### Graduate Profile/Strategic Goal *Kowhai AKO/LEARNING*

Annual Objective: Te Pūwhāriki Rūmaki  
Kia tutuki noa, kia eke rawa rānei i ngā paearu o ia taumata ako o Te Reo Matatini e ai ki ngā taumata Marautanga e tika ana.

Annual Objective: Te Pūwhāriki Reo-rua  
To increase the level of understanding and spoken language of all tamariki enrolled in Te Kākano.

Target: Te Pūwhāriki Rūmaki  
Kia eke te 80 ōrau o ngā tamariki ki te taumata 'e whakahāngai ana' i Te Reo Matatini: Pānui, Tuhihihi, Kōrero ā waha.  
Target: Te Pūwhāriki Reo-rua  
80% of all tamariki enrolled in bi-lingual to achieve at or above 'E pakari ana'

Baseline Data: Te Pūwhāriki Rūmaki  
Raraunga Tau mutunga (2020) e tāutu ana ko te 81.75 ōrau e pakari/whakahāngai ana i te Reo Māori ā waha  
Raraunga Tau mutunga (2020) e tāutu ana ko te 74.25 ōrau e pakari/whakahāngai ana i te Reo Māori ā Tuhi  
Raraunga Tau mutunga (2020) e tāutu ana ko te 80 ōrau e pakari/whakahāngai ana i te Pānui  
Raraunga Tau mutunga (2020) e tāutu ana ko te 78 ōrau e pakari/whakahāngai ana i te Pāngarau  
Baseline Data: Te Pūwhāriki Reo-rua  
Raraunga Tau mutunga (2020) e tāutu ana ko te 67 ōrau e pakari ana i Te Reo Māori ā waha

Target Students:	Year Level	Total Number	Boys	Girls	Māori	Pasifika	Other
ACTIONS		WHEN?		WHO?		PROGRESS INDICATORS	
Whakamaheretia mā te Takirau Reo o Te Pūwhāriki		Wāhanga 1-4		Ngā Pouako katoa		Ngā tohu tae ārahi (Marking in colour, weekly check) Ngā Hui Pouako ia rua wiki Aromātairua (Moderation every 2 week Hui) Taunakitanga ki runga o SEESAW	
Te Reo Torohū: Receptive Language Me uru te Āhukareo (Dictation). Stepsweb (Arapiki). Reo Kūorooro (Phonics) Te Reo Tuku Iho (Karakia, Mihimihi, Kapahaka)		Wāhanga 1-4		Te Pūwhāriki Rūmaki katoa Te Kākano (Rautaki reo, StepsWeb)		Ka piki te kōunga o te nohopuku me te māramatanga ki te reo Ka piki te kōunga o te reo whakahuahua Ka piki te māiatanga o te tū	
Te Reo Pānui: Reading		Wāhanga 1-4		Ngā Akomanga akomanga katoa Te Kākano (Rautaki reo)		Ka piki te māramatanga o te reo Ka kite i ngā pikinga o te kōunga o te reo ā tuhi.	

## MAUNGATAPU SCHOOL CHARTER 2020 - 2022

Kia eke panuku i roto i ngā mahi Kapahaka a Tānerore, a Hineterēhia.	Wāhanga 1-4	Te Pūwhāriki katoa Te Rōpū Kapahaka Tuākana	Ka eke noa ki te taumata tū o te whakataetae ki Whakatū, 2021.
Te Reo Whakangūngū	Wāhanga 1-4	Ngā Pouako o Te Pūwhāriki katoa	<ul style="list-style-type: none"><li>- Kura Reo</li><li>- Te Ahu o Te Reo Māori</li><li>- Wānanga i ngā Hararei</li></ul>

## MAUNGATAPU SCHOOL CHARTER 2020 - 2022

### ANNUAL PLAN - NATIONAL ADMINISTRATION GUIDELINES

NAG 1 Curriculum	Teaching and Learning Physical activity Use of assessment information Consultation with Māori community	Community engagement in student learning and provision of community education	NAG 2 Self Review and Reporting	Strategic Planning Self Review Reporting to students, parents and community	Review variety of strategies for reporting to parents
NAG 3 Personnel	Personnel and industrial policies Good employer	Professional development plan to align with strategic goals  Collaborative PLD Explore opportunities for cross school collaboration	NAG 4 Finance and Property	Finance and asset management School maintenance Safe and healthy learning environment	Develop 10 + years Master Plan Air-conditioning in classes, Shading Fundraising - Applying for grants Transport - School van (hybrid) Transport Planning - Implications of a new school
NAG 5 Health and Safety	Safe physical and emotional environment  Safety legislation	Ongoing monitoring of safe school environment, policies and practices  Wellbeing priority: Staff Students	NAG 6 Legislation	General legislation - attendance, length of school day and school year	Monitor
NAG 7 Charter	Annual update	Charter to MoE by 1 March	NAG 8 AOV	Annual AOV	AOV to MoE by 1 March