

Charter



Jordan Te Aho (Y13), designed the school logo. His design combines the taniwha 'Murupara' which featured in both the Murupara School Logo and the Rangitahi College logo. Both Taniwha are clasping hands and are depicted in a 'hongi' which symbolises the coming together of the two schools to form Murupara Area School in 2013.

MISSION STATEMENT

Students achieving success through celebration of their Identity, Language, and Culture.

MURUPARA

In 2015 our new building, which flows down the site like a river, was blessed and opened. It was named Murupara after one of the Ngāti Manawa taniwha, a pet eel that inhabited the cave below the Kiorenui foot bridge in the Rangitaiki River. In 2016 the remaining technology wings and the community gym opened. These buildings are stunningly beautiful and support innovative teaching and learning. The open learning environment of Murupara is divided into three learning hubs; Nīoreore, Kārangaranga, and Rangipō. These names were given by our kaumatua and kuia and were chosen because of their connection to the tuna.

Nīoreore is the Year 1 – 4 learning hub. They are the elvers, juvenile eels that possess tremendous climbing ability and are able to move vertically up high waterfalls and travel long distances to find a suitable home. They continue to migrate upstream until they settle in a suitable pool to grow. We liken the climbing abilities of the elvers to the determination of our junior students to climb to the highest level in learning. Nīoreore's whakataukī reflects this:

***Ka pakeke te haere kua e hemo
When things are difficult, don't give up***

Kārangaranga is our Year 5 – 8 learning hub. This is the initial meeting place of the adult tuna before they gather at Rangipō, usually in February, March or April. Kārangaranga is below Moewhare marae, where once stood the dwelling place of our eponymous ancestor, Tangiharuru. It is also the burial ground of our sixth Paramount Chief, Rākau. According to Rangi Anderson, holes were dug out in the cliff side where people would hide from the enemy.

Rangipō is our senior learning hub for Year 9 – 13 students. Rangipō is a sacred site where the Ngātamawāhine stream meets the Rangitāiki. This is where the eels would congregate before they departed for the Tongan trench to spawn. Rituals were performed by our Ngāti Manawa pakeke with tangi and karakia to farewell the tuna who would never again return. Aue! Taukiri e!

VISION

***Kia ū te manawanui o ngā ākonga ki ngā taumata tiketike ō ngā whetu
With perseverance our children will reach to the stars***



Murupara Area School Year 11 Students at Massey University Puhoro official opening.

Back row: Arama Yancey, Miss Nicola Turner (Assistant Principal/HOD Science), Martin Allen, Kingi Te Aho, Sarah-Angel Pita, Dezire Rutene, Mrs Te Kaari Yancey (BOT Chairperson)
Front Row: Te Waoriki Hunia, Mr Mana Vautier (NASA Aerospace Engineer and Puhoro Patron), Colonel Rick Searfross (NASA Astronaut), Logan Merriman

Murupara Area School will be at the heart of our community.

We believe in whanaungatanga (relationships), kotahitanga (unity), and akō (reciprocity of learning). Every voice is valued, and enhanced by a reciprocal culture of respect, warm relationships, and trust.

When our tamariki leave Murupara Area School after thirteen years of quality education they will be high-achieving, self-directed learners and able to work collaboratively with purpose. They will be able to articulate their skills, abilities, and learning; and confidently share these with others. They will be prepared for wherever their future pathway lies. Our tamariki will be confident, resilient rangatira who have a strong sense of identity that is founded on Ngāti Manawatanga.

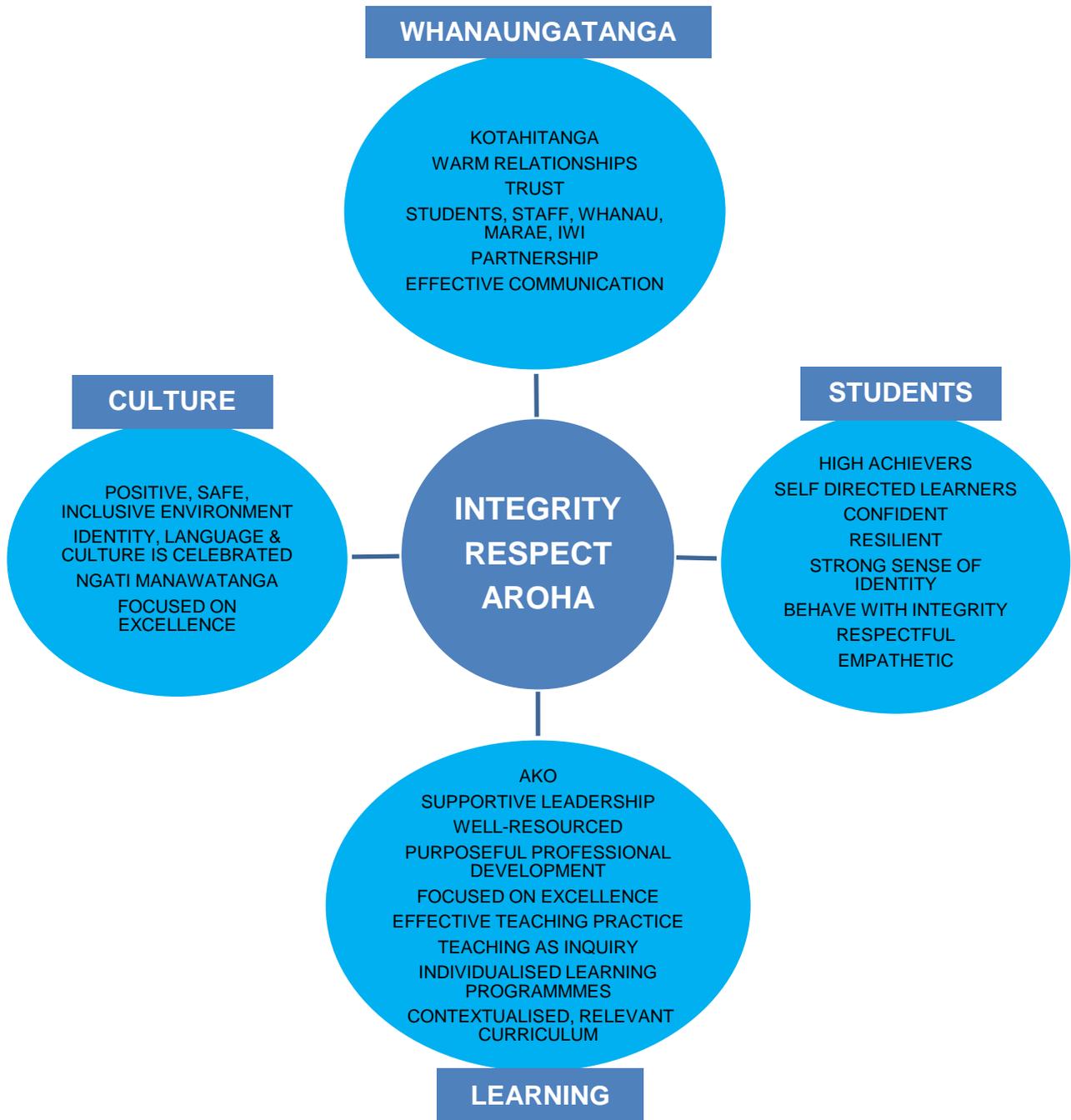
Our uara (values) encourage our students to be respectful, honest, polite, hard-working young people who value themselves, their whanau, the community, and the environment. Students, teachers and whanau demonstrate integrity at all times and are accountable for their own actions.

Murupara Area School will work in partnership with whanau, Marae, and Iwi to ensure our tamariki achieve educational success. Our teachers and staff will support our tamariki to access the best of educational opportunities and to successfully navigate their learning journey.

VALUES

Integrity
Respect
Aroha

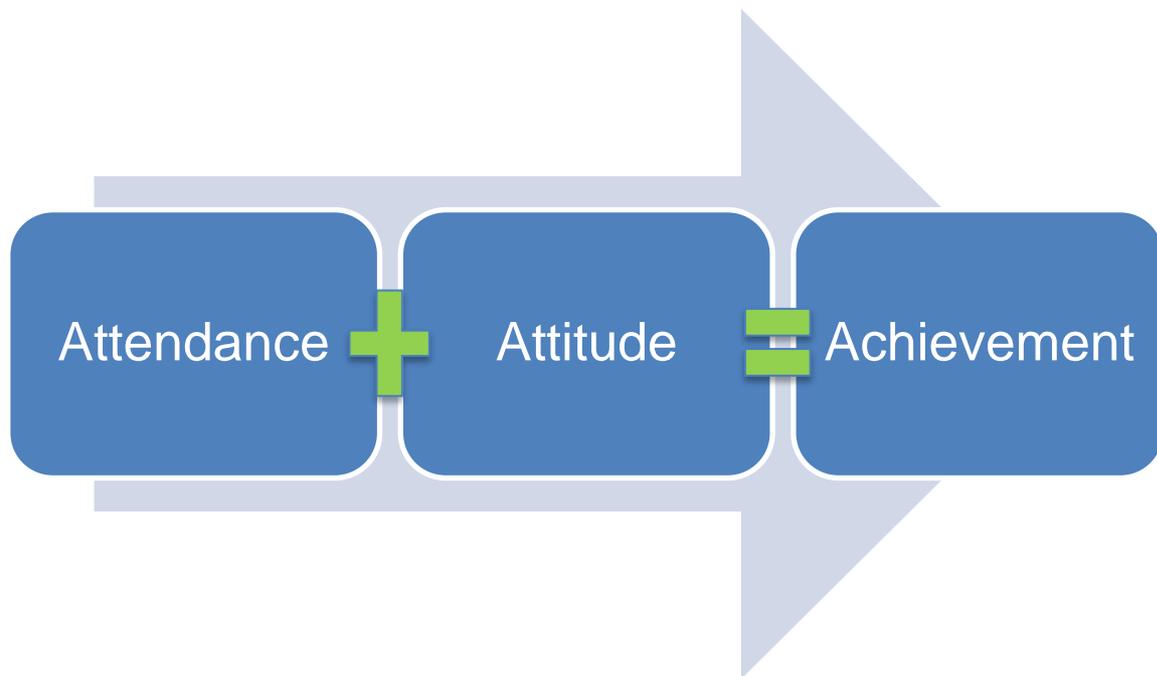
Ira (life principles) are the values that permeate through all aspects of our school's daily life. No matter where we are within the school, our daily interactions with one another and with our environment exemplify the values of Ira.



THE TRIPLE A'S

Every day counts! When students are at school every day, with a great attitude they achieve their best. Triple A students are recognised and their successes celebrated.

The school is focused on;



TE AO MAORI

Murupara Area School is situated in the heart of the Ngāti Manawa rohe. Ninety nine percent of our students are Māori, the majority of whom are either Ngāti Manawa or Ngai Tuhoe. Our student's whakapapa to the four marae in our town; Moewhare, Painoaiho, Rangatahi, Tipapa and to Harehare in Kaingaroa. The school is supported by local kaumatua and kuia, who are consulted regularly with regard to tikanga and kawa. Whilst embracing Iwitanga, Ngāti Manawatanga lies at the heart of the school. We are supported by Te Runanga o Ngāti Manawa. We collaborate with Te Kura Kaupapa Motuhake o Tawhiuau, the local kura a iwi. Te Reo Māori is learnt by all students at Murupara Area School. We celebrate identity, language, and culture.



COMMITMENT TO SPECIAL NEEDS STUDENTS

Murupara Area School Board of Trustees is committed to the achievement of all special needs students. We will ensure that all special needs students have the correct levels of human, physical, and financial resourcing to ensure they are able to attend, engage, and achieve at their expected levels. We will liaise with whanau and outside agencies to achieve the best for our students. Teachers will undergo regular professional learning to increase their professional practice as they work to engage their students. The Special Education Needs Co-Ordinator (SENCO) in collaboration with our RTLB, has school-wide responsibility for the special needs register, for monitoring the achievement levels of all students on this register and for reporting to the Parents and the Board of Trustees.

STRATEGIC INTENT

Murupara Area School will be the school of choice for students from Murupara and the wider district.

Strategic Aims	Strategic Goals
<p>1. Improved delivery of the curriculum across the school through developing and supporting quality teaching practice.</p>	<ul style="list-style-type: none"> • Quality teaching practice will lead to improved student achievement at all year levels as evidenced by NS and NCEA monitoring. • The annual curriculum review will show the development of a wider range of curriculum opportunities across the school with the needs of the learner at the heart of curriculum development and teaching practice. • Students will be prepared for their future pathways including University, further tertiary education, trades based training and employment.
<p>2. Collaborative teaching best practice in an innovative learning environment will result in improved student engagement (attitude) and increased achievement.</p>	<ul style="list-style-type: none"> • Quality teaching within an innovative learning environment will be enhanced through the support of teacher via the provision of both internal and external professional development. The focus on supporting teachers will be school-wide; Nīoreore, Kārangaranga and Rangipō. • Improved delivery and targeted programmes will encourage students to positively engage with their learning. • Achievement monitoring will show students achieving at their best.
<p>3. A focus on working with Iwi, whānau and teachers to improve student attendance and engagement will result in increased student achievement.</p> <p style="text-align: center;"><i>Attendance + Attitude = Achievement</i></p>	<ul style="list-style-type: none"> • A strong emphasis will be placed on building a learning culture within the school through the values (IRA: integrity, respect and aroha) it upholds. This will provide the foundation and understanding for improved student attendance, engagement and achievement. • There will be a better appreciation of the educational opportunities offered at Murupara Area School by students, their whānau, and the wider community. • Students will have a sense of pride in the school and the value it adds within the community will be recognised.
<p>4. Developing a school culture of 'excellence' where it is evident, the values and life principles of the school are embraced and practiced by the entire school community.</p>	<ul style="list-style-type: none"> • Appreciation of the school's culture will extend out into the community so that the school builds strong links with parents/caregivers, the wider community, iwi, and other stakeholders. • It is the Board of Trustees expectation that by embracing the community and involving them in the life of the school, that over the longer term, Murupara Area School will become the school of choice based on the quality of education offered and the improved student achievement that follows.

EXPECTED OUTCOMES

2017	2018	2019
<ol style="list-style-type: none"> 1. Professional development for teachers will be key, with a focus on ensuring teachers are familiar with, and utilise, a wider range of teaching strategies and build confidence in their teaching practice within an innovative learning environment. PLD will be delivered via the COL and school by outside providers, the School's Senior Leadership team (SLT) and utilising the expertise of expert teachers and school staff. The annual curriculum review will show a wider range of curriculum opportunities and therefore future pathways available to our students. NS and NCEA achievement levels will improve. 2. Teachers will work collaboratively within the COL to deepen their understanding of the effective use of formative assessment to raise student achievement. 'Google Applications for Schools' will provide a teaching and learning toolbox for teachers and students so there is effective collaborative planning across the school and 'anywhere, anytime, any pace' learning becomes the norm resulting in increased student achievement across the school. 3. The school's values will be evident across the school and students and teachers will be able to demonstrate understanding of their importance for the school. PB4L will be embedded across the school resulting in improved student attendance and engagement. 4. An engagement plan will be developed to strengthen Community involvement and interest in the school. This will result in improved whanau engagement as evidenced by whanau involvement in their child's education and by a willingness to engage in the life of the school. 	<ol style="list-style-type: none"> 1. There will be a greater focus on teachers using their curriculum knowledge to design and implement an integrated curriculum suited to the needs of the students across the three learning hubs: play-based, enquiry focused, individualised students programme. 2. Curriculum changes within the secondary programme, alongside support and development in teaching practise, will provide the community confidence in the educational outcomes for the students of Murupara Area School as they witness increased achievement across all year levels of the school in both NS and NCEA. 3. The school's values will be embedded across the school and attendance and student engagement will continue to improve. 4. The engagement plan will see improved parent and wider community understanding of the school's place within the community. Community confidence in the educational opportunities provided at MAS will build as student's attendance, engagement and achievement lifts. 	<ol style="list-style-type: none"> 1. Integrated curriculum planning will be the norm at Murupara Area School with the learner's needs at the centre of teaching and learning. 2. Student achievement in both NS and NCEA will continue to rise. In NCEA more students will gain credits in achievement standards and gain University Entrance. 3. IRA will lie at the heart of the school and be evident in the relationships within the school and between the school and the community. 4. Murupara Area School will be the school of choice for students from Murupara and the wider district.

ANNUAL PLAN 2017

Targets (What we want)

1. A wider range of curriculum opportunities will be available to students at Murupara Area School.
2. a.) A school wide focus on literacy will mean that by Year 8, 75% of our students will be 'at' or 'above' the national averages for Reading & Writing.
b.) Improved teaching and learning will result in:
 - i. 85% of Year 12 students achieving NCEA Level Two.
 - ii. 100% pass rate for Level 2 by the end of Year 13.
 - iii. 90% pass rate in Level 1 literacy in Year 11.
 - iv. 90% pass rate in Level 1 numeracy in Year 11.
 - v. 65% pass rate for Level 3 in Year 13.
3. Increased student and community engagement will result in 85% attendance across the school.
4. Community engagement will improve and Murupara Area School will become the school of choice for our local tamariki.

Action (How we will do it)

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| 1. | <ul style="list-style-type: none"> • Play-based learning will become established in Nīoreore with effective collaborative planning showing clear understanding of the deliberate acts of teaching required to maximise the learning for all ages of children from Year 1 – 4. • Appropriate PLD will be provided to ensure the best practice around play-based learning is understood by all teachers in Nīoreore. • In Kārangaranga the focus will be on enquiry learning and the development of the key competencies, again supported by appropriate PLD to develop effective teaching practice. • Te Reo teaching and learning from Years 1 – 10 will be improved by the use of a team led by the TIC Te Reo. • Delivery of the Science curriculum from Years 1 – 8 will be improved by appointing a teacher to the Science Teaching Leadership Programme (STLP) who will lead the development of the science curriculum at MAS on her return to school in June. The school will provide the necessary resourcing to ensure she is supported to be effective in this role. • Academic opportunities for our senior students will continue to widen with the further development of the High Impact programme, Pūhoro, effective use of Te Aho o Te Kura Pounamu, development of a BCITO programme in construction, new partnerships to deliver |
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	<p>an Adventure Tourism programme and the development of our Hospitality programme to include holding our own accreditation for Level 2 Hospitality and a strengthening of our relationship with Toi Ohomai to deliver a Level 3 Hospitality programme.</p> <ul style="list-style-type: none"> • The senior academic mentor will assist students with careers planning, academic monitoring, and academic mentoring so that students begin to take responsibility for their own academic progress. • RTLB funded programme for identified target students will provide additional literacy support for these students and access to a selection of additional credits focused on literacy and career pathway readiness. • Learning advisors will work with each student to help them to monitor their academic progress and set academic and career goals. • Appraisal will support staff to engage in reflective dialogue about their teaching practice.
2.	<ul style="list-style-type: none"> • Curriculum planning across the school will have a specific focus on literacy. • Additional staffing will continue to be utilised in Ntoreore to decrease class sizes in Years 1 and 2 so that students with low oral language can be supported to accelerate their oral language acquisition which will result in accelerated learning in literacy. • A PLD provider will lead a programme of literacy professional development for the year. This will involve a mixture of whole staff learning, establishment and monitoring of target groups, observation and feedback sessions, and teacher inquiry. • PLD from Evaluation Associates, delivered via the COL, will look at the use of formative assessment to raise student achievement. • Hub hui will include reflection on literacy, formative assessment use, and progress towards the school's achievement targets, in the student achievement section, • Collaborative planning in each learning hub will be the norm with online planning templates used to ensure consistency across the school. • Te Ako Toitū and the Chromebook procurement process will ensure that students learning can be individualised so that 'anywhere, anytime, any pace' learning becomes the norm. • PLD provided in school and via Te Aka Toitū will ensure the staff have the appropriate Google Applications For Education (GAPE) tools to work collaboratively and effectively in our innovative learning environment. • OTJ's will be consistent as a result of a focus on effective moderation and clearly reported to parents. • Kamar markbooks will be more effectively used in Years 1 – 8 to ensure that formative and summative assessments and diagnostic testing is readily available to all teachers to use in planning their teaching programme for each student. • Academic progress reports will be utilised so that the academic progress of students in Years 11-13 can be more regularly communicated to whanau. • Internal assessment processes will be further improved with a focus on ensuring that curriculum planning in every subject area allows for achievement of internal credits in every term and that there is opportunity for early success for all Year 11-13 students in Term 1. • Appraisal will support staff to engage in reflective dialogue about their teaching practice. • Peer feedback and self-review (teaching as enquiry) are expected as part of the school wide appraisal system.

<p>3.</p>	<ul style="list-style-type: none"> • Weekly PLD will be provided on PB4L in Term 1. • Staff will be supported to use deliberate acts of teaching to ensure students understand the school's values and apply these across all activities. • The schools values will become evident across the school, supported by the development of agreed PB4L processes. • Triple A students demonstrate excellent attendance, attitude and achievement and will be recognised in a wide variety of forums such as hub hui, assemblies and the newsletter. • Teachers will monitor attendance daily and there will be weekly attendance monitoring and review led by the Attendance Officer and DP. • The Attendance Officer's hours will be increased so that more time can be spent with a visible presence in the community and in visiting and supporting families with students with poor attendance. • Whanau will be better informed of their child's attendance through the use of the KAMAR parent portal.
<p>4.</p>	<ul style="list-style-type: none"> • A community engagement plan will be developed with the Board. • The school's website will be completed. • The newsletter will be improved. • Plain language reporting to parents will support whanau to understand the academic progress of their child. • Events such as MAS Welcome will encourage whanau to visit the school, play with their child, and get to know their child's teacher so that the school is seen as 'theirs'. • The schools successes will be celebrated more frequently and in a wider variety of forums. • The whanau support group will be further developed. • The school uniform will be reviewed and the students and community engaged in this process via an online survey, FB, and whanau hui. • Engagement of whanau and the wider community in the life of the school will be enhanced by further development of a junior after school sporting programme and by community activities in the community hall / gym and school. • Community Wifi access at an affordable rate will be provided from the school's internet connection via a partnership with Wifi Connect. • A partnership with EastBay Reap will support whanau to learn to use computers (specifically the Chromebooks) so they can better support the learning of their child.

Measure
(How we know we've accomplished it)

1.	<ul style="list-style-type: none"> • In Nīoreore, effective planning for play based learning will be evident in classroom observations, in their collaborative planning, in their Google classrooms and in their reporting in Seesaw. • Nīoreore parents will understand the reasons for play-based learning and feel confident with the learning of their children as evidenced in the results of an end of year parental survey. • In Kārangaranga the focus on enquiry based learning will be evidenced in direct classroom observations, in hub hui minutes, and in the improvement in the students ability to demonstrate the key competencies. • The annual curriculum review will show that play-based learning, enquiry learning and individualised programmes have been effectively implemented. • Te Reo Teaching will be planned and delivered. • An effective Science programme in Years 1 – 8 will be implemented. • Pūhoro students will achieve in the external Science standards they are entered for and some will continue with the Sciences at Level 2. • Students on correspondence will achieve at least 14 credits at Level 1 or 16 credits at Levels 2 and 3. • The Adventure Tourism, BCITO, and Hospitality Programmes will be developed and students in these classes will gain at least 14 credits at Level 1 or 16 credits at Levels 2 and 3. • Effective academic monitoring will occur across the senior school via the senior mentor and learning advisors. • The RTLB programme will support our at risk learners in Years 1 – 3 and these students will gain at least 14 credits through this support. • PLD reporting will demonstrate that PLD has been targeted and effective. • All staff will actively participate in the appraisal process and will feel comfortable with engaging in reflective dialogue about their teaching practice. Staff will maintain a reflective journal with evidence of teacher inquiry around the school's targets and competency in all PTC's.
2.	<ul style="list-style-type: none"> • Learning hub hui minutes will show weekly discussion of, and reflection on, curriculum planning and student achievement with an emphasis on literacy. • Unit and lesson plans will be shared online in google docs and classroom and self-reviewed. • The focus on formative assessment will be evident with target groups of learners established that form the basis of teacher inquiry / reflection. This will include reflection on academic progress and discussion of next steps in teaching practice to support the academic progress of our learners. Planning will be a collaborative process in hubs and across the school. • Additional staffing in Nīoreore will improve oral language acquisition and be evident in KLST data and Six Year Net. • 70% of students from Years 5 – 11 will have a Chromebook that they actively use for their learning. • All staff will use Google classroom, Google sites and other GAFE's to support the learning of their students and ensure the learning can occur anywhere, anytime, and at any pace.

	<ul style="list-style-type: none"> • KAMAR markbooks will be accurate and marks entered in a timely manner so that data is able to be shared by all teachers and used as a basis for reflection on the academic progress of our students. • AsTTle data will be collected within the agreed timeframes and recorded in KAMAR. Such data will contribute to OTJ's and used for planning next steps for our learners. • OTJ's will be reported after 6 and 12 months for the first three years of enrolment and twice yearly thereafter. • Reporting will be improved and will focus on the use of clear language that is easier for whanau to understand. • Reading and Writing levels for students in Nīoio and Kārangaranga (Years 1 – 8) will be at or above National Standards. • Academic progress reports will be produced, discussed with the student and sent home for the whanau regularly. • MNA review will show that internal moderation practices are robust. The agreement rate for internal assessments will raise to at least 6/8 (75%). • 85% of Year 12 students will achieve Level 2.
3.	<ul style="list-style-type: none"> • All staff will follow the agreed PB4L process and an improvement in uniform and student behaviour will be noticeable. • Staff will actively teach the school's values and this will be evident in observations and in curriculum planning and will result in an improvement in student attitude towards their learning (Triple A Attitude). • Student achievement will be positively recognised in hub assemblies, the newsletter (Triple A Achievement) and in communication with whanau (using agreed PB4L recognitions and accurate records in KAMAR). • Attendance processes will be followed by all teachers. • The KAMAR parent portal will be opened. • Attendance across the school will be 85% (Triple A Attendance).
4.	<ul style="list-style-type: none"> • The engagement plan reflects the specific needs of our community and ensures the achievement of our students is supported by both the school, the whanau, and the wider community. • The school's website is completed. • Reporting to parents is effective and uses plain language. • At least two whanau events are held each term. • A review of the school uniform will be completed and appropriate contracts signed ready for 2018. • The junior after school sporting programme will be further developed. • The community hall / gym and c block will be utilised for approved sporting and community activities. • Community Wifi will be available at an affordable rate. • Whanau courses will ensure families know how to use computers and can support their child's learning.

The annual plan sets our specific targets so we are focused and can make accelerated progress in these areas. Nothing in this annual plan negates our responsibility under the NZC.