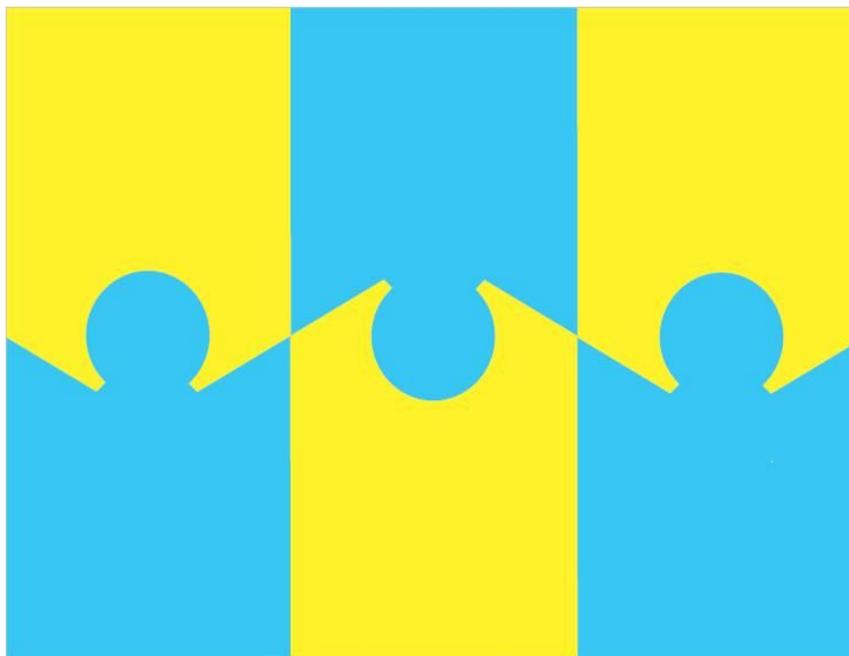


TAMARIKI SCHOOL

Charter

2018-2020



Our Mission Statement:

Tamariki wants children to be open to a full life,
to like themselves and to like learning,
in accordance with our special character

School motto:

Know Thyself

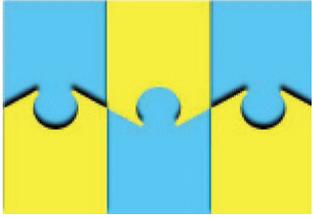
Core Values:

Respect, Tolerance

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Introducing Tamariki School

Tamariki School is a state-integrated primary school for children from year 1 to 8 with a maximum roll of sixty. The school was founded in 1967 to provide an education of a Special Character, in general accordance with the philosophy and ideas of A. S. Neill (founder of Summerhill School, UK), the New Zealand Playcentre movement and Dr M. Bevan-Brown (author of 'The Sources of Love and Fear') and in accordance with the aims of those founding the school in 1967.

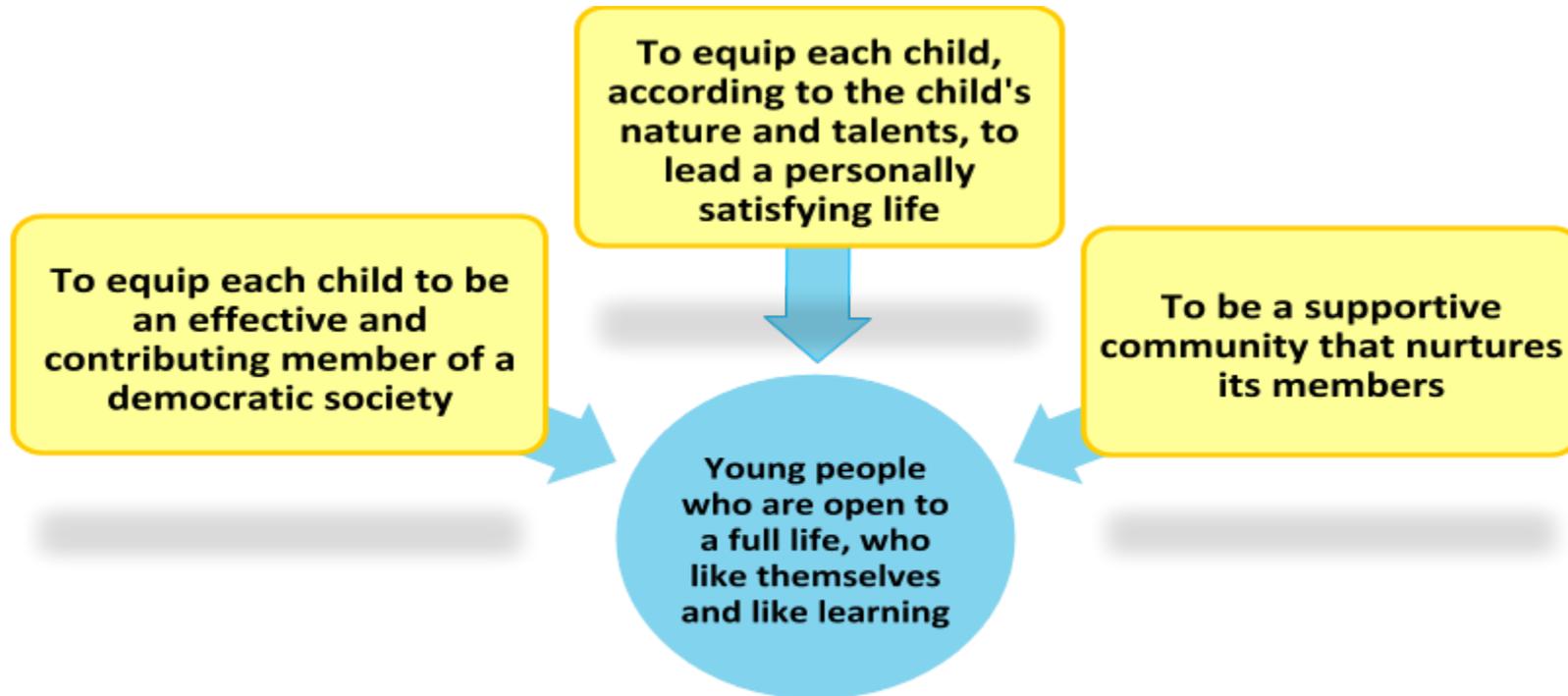
The History of Tamariki School

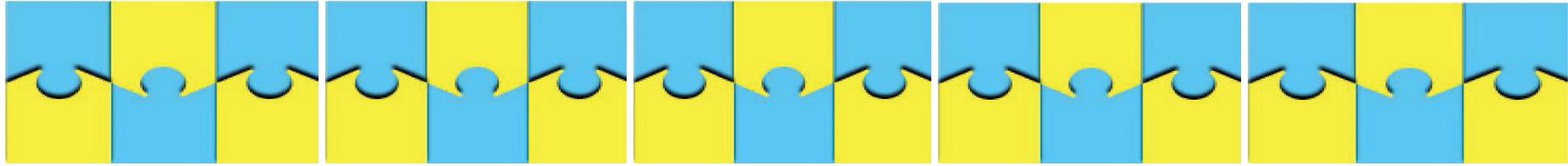
Tamariki is the oldest 'free school' in New Zealand and one of the oldest in the world. It was founded in 1966 by a group of parents, teachers and people interested in preventative mental health. Many were followers of Dr Bevan-Brown, a Tavistock trained local psychiatrist and the author of 'The Sources of Love and Fear'. Most of the parents were also influenced by the Playcentre movement which acknowledges that children learn best through play. Tamariki School was loosely modelled on A.S Neill's Summerhill School at which the founding teacher at Tamariki, June Bent, had worked in the 50s. A.S Neill's principles inspired many of the teachers and parents among the founders. There was and is a very strong emphasis on emotional wellbeing, the rights of the child, and on supporting each child's own developmental pattern.

Tamariki opened with ten pupils in September 1967, and doubled its numbers at the beginning of 1968. Numbers grew steadily and there is now a roll ceiling of 60. The school first opened in a tiny brass band hall in Linwood, it shifted at the beginning of 1969 to an old boarding house on half an acre in, a place regarded as Paradise by the children, but as a difficult work environment by the adults, especially as the numbers rose to the high forties. In 1994 the school shifted to the present site at 86 St Johns Street, Linwood, to a building and grounds which reflected the children's and staff's ideas of a good place to grow and learn. Originally a private school, owned and operated by the parents, Tamariki integrated into the state system as a Special Character school in 1990.

The Tamariki School Vision

In accordance with Our Special Character Tamariki Schools' aspirations for its young people are...





Tamariki Schools' Special Character

Our Special Character provides a learning framework which supports and extends on free play, embracing the principles of democracy, respect and trust to provide a community in which learning is a natural, integral and continuing element of life. The school acts as both an extension of the family and a bridge to the full community.

The Tamariki School Special Character is unique within New Zealand and families who enrol at Tamariki do so primarily to access an education based on the Vision, Principles and Values described in the Special Character statement.

Our Special Character, accepted by the Ministry of Education when the school integrated in 1990, is the core philosophy of the school, and is blended with the policies for teaching and learning defined in the New Zealand Curriculum, to provide an education with a Special Character.

The following Special Character Statement describes the everyday actualisation of Tamariki School's Special Character and provides the foundation for ongoing school Priorities.

Our Special Character Statement

Emotional and social growth

Emotional and social growth are regarded as the base for cognitive development, and strategies which support these growths have priorities over all other activities. Tamariki operates in many ways more like an extended family, offering support and encouragement to all its members. It seeks homeliness and limits its numbers to sixty so that all members may know everyone else. Children mix freely irrespective of their age or gender.

Participation in rule making and group meetings

The children are deeply involved in creating and maintaining the social structures by which the school functions. This involves rule-making and dispute resolution through the mechanism of whole school and small meetings, which, when called take priority over all other activities. The school rejects punishments as a source of control or as a response to inappropriate behaviour.

Close relationships

The school values and works to achieve close relationships between teachers and children, children and children, and parents and teachers. These are based on trust, and we accept that children may need to test the reliability of teachers before learning takes place. Teachers are expected to be emotionally nurturing of the children, willing to cuddle them and to accept as natural a child's need for physical contact

Learning under child's control

The child's learning is to a very great extent under the child's own control. In this way children can genuinely advance at their own pace in response to their unique developmental sequence. Attendance at classes is generally voluntary, and exceptions must be justified. Such justification would normally be that the child is afraid of taking the risk of failing and compulsion would be applied for a limited period mutually agreed, to carry the child over the risk period. Mistakes are regarded as important learning information and comparative grading is NEVER done. The child's learning belongs to the child, therefore the child is responsible to itself for this learning; a teacher can assist and support, but is not responsible for the outcomes chosen by the child. No adult has the right to demand to see the child's work and such access is always under the child's control. There are no class stratifications until the child enters Year 7. Children always work at their individual level of competence.

Learning follows own developmental patterns

Children can genuinely advance at their own pace in response to their unique developmental sequence and their individual level of competence. The focus of teaching strategies is to acknowledge and support what children do well, and use these strengths in areas of weakness. We do not use norm-referenced tests as they are incompatible with our emphasis on the individual. However, we do use criterion-based assessment methods to assess the children on an individual basis against the New Zealand curriculum, and their progress is monitored. Other private assessments are seen as being useful at times. Competition is not regarded as a desirable learning activity.

Learning through play

Play is regarded as children's work. By playing with ideas and objects they develop functioning cognitions about their world. The children may and do use all the materials in the school for their own purposes. We require an environment in which unstructured play freely occurs, with access to trees, sand, water, mud, junk materials, puzzles, games and other resources. We also respect the child's need at times to be still and quiet.

Self-reflection and goal setting

The children are encouraged at all times in all areas to compare their work and skills with their own previous achievements and their own goals. Self-examination is constantly fostered, and the capacity to use a skill and to generalise from it, is taken as demonstrating possession of that skill.

Control over environment

The children have a very large measure of control over the environment and the adults in the school recognise the environment as a most important resource for children's development in all areas. Accordingly, they will defer their need for an orderly and tidy environment to the child's need to experience cause and effect; to experience why order and tidiness are desirable. The school values and fosters a child's full and committed engagement in any activity and this engagement can be inhibited by a concern about mess, so we accept that mess may be created at times.

Working with individual strengths

As mentioned, the focus of teaching strategies is to acknowledge and support what children do well, and use these strengths in areas of weakness.

Involvement of whanau

Parents are welcome in the school, have unrestricted all-day access, and are not required to fill any particular role. In keeping with the school's function as an extension of the family, pre-school siblings are welcome and their presence is enjoyed by the community.

Our Values and Principles

Our Values and Principles are drawn from the Tamariki School Special Character Statement, the NZ Curriculum and Te Whāriki and link to the concepts of Te Ao Māori as realised within the Tamariki School learning environment.

Special Character Values

- Emotional and social growth
- Close relationships
- Participation in rule making and group meetings
- Learning under child's control
- Learning follows own developmental patterns
- Self-reflection and goal setting
- Working with individual strengths
- Learning thru play
- Control over environment
- Involvement of whanau

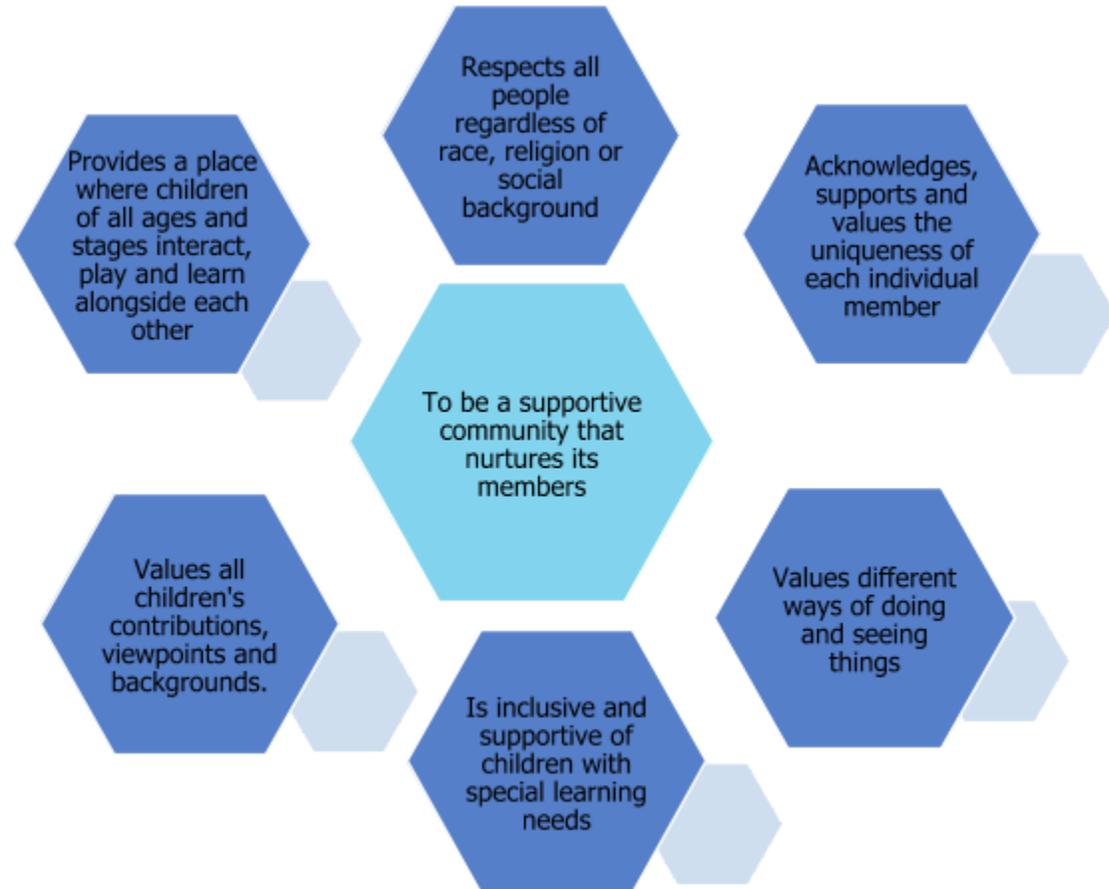
Special Character Principles

- Emotional well-being as the basis for cognitive, social and physical development
- Childrens freedom to learn through play
- Emphasis on Involvement in democracy
- Valuing Individual learning paths, priorities and self examination
- Relationships built on co-operation, respect and trust

NZ Curriculum Values and Principals

- Excellence
- Innovation, Enquiry and Curiosity
- Diversity
- Equity
- Community and participation
- Ecological Sustainability
- Integrity
- Respect
- High expectations
- Treaty of Waitangi
- Cultural diversity
- Inclusion
- Learning to learn
- Community engagement
- Coherence
- Future focus

Our Community...



Tamariki School respects the diverse cultures and perspectives represented within its community. We have children and adults with a range of nationalities, first languages, cultural beliefs, and social diversities. Acceptance of others is valued. The school's community includes the students, parents and caregivers, families of ex-students, ex-students and staff. Our wider local, national and international community includes those individuals and schools who hold a belief in the value of democratic education, free play and the rights of children as individuals.

Tamariki operates like an extended family and parents and whanau have all day unrestricted access to the school. The parents/caregivers, as the *Tamariki School Inc*, are the *proprietors* of the school and have owned the school facilities and promoted and protected the integrity of the Special Character since its founding in 1967. *Tamariki School INC* runs regular meetings which are open to all members of the community. Concerns and ideas expressed at these meetings are brought to the *Board of Trustees* (BOT) by the principal and the society representatives (Proprietors Representatives) on the Board. The minutes of *Tamariki School Inc*. and the BOT meetings are available to the community.

Tamariki School and Cultural Diversity

Our School Community is culturally diverse and we value the cultures of all our members. Our current school community comprises of those who identify as NZ European, Māori, Samoan, Japanese, Korean and German. We embrace a bi-cultural perspective. This perspective is part of our aspirations for the norm. Tamariki embraces the following learning contexts and principles that have been identified by the Ministry of Education as the best support for Māori learners to achieve educational success as Māori. We believe that these principles benefit all learners in our Special Character context, not just learners who identify as Māori.

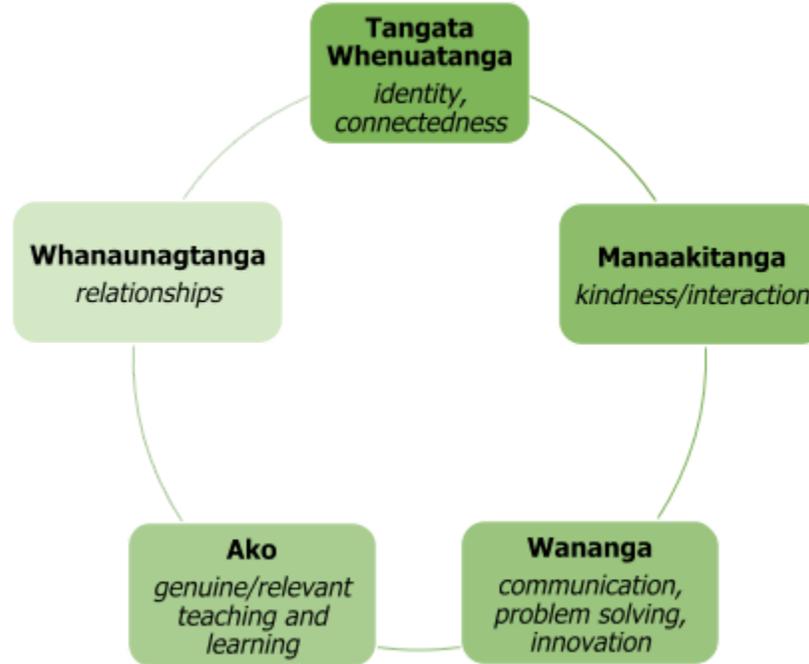
Tamariki School

Tamariki School recognises New Zealand's cultural diversity and the unique position of Maori culture in our society, and will continue to develop policies and practices to support inclusion and cultural respect. Our Maori whanau have requested that the whole school community be involved in the consultation process around cultural practices with the intention to integrate tikanga and te reo. This inclusion supports increased cultural awareness community wide.

Tamariki School aims to develop policies and practices that reflect New Zealand's cultural diversity and the unique position of the Māori culture.

Components of Tikanga Maori and Te Reo Maori are integrated into aspects of the school curriculum and school life.

Te Ao Māori



Supporting Principles

Inclusion Cultural Diversity Treaty of Waitangi Respect Community Engagement

Tamariki School will take all reasonable steps to provide Tikanga Māori and Te Reo Māori within the school, and instruction for full time students whose parents ask for it. The School will ensure this happens by...

Tamariki School annually consults with our Maori community. Consultation involves members of the Community, Staff and Board. Consultation takes place at school or at a family's home, and involves the sharing of kai. Input from children is welcomed, as well as from extended whanau.

Feedback from the consultation is taken seriously, and communicated to the wider staff and the Board of Trustees, who will then take all reasonable steps to fulfil the Maori community's wishes.

- Process

- Incorporating Maori protocols into community events e.g. karakia, waiata, so that they become an integral part of our cycle
- Learning Maori songs.
- Year 7 and 8 stay at marae in Wellington.
- Including Maori action songs, poi, stick games into school concert.
- Including Maori crafts into visual arts programme e.g. flax weaving, kowhaiwhai.
- Outside agencies are involved when extra assistance is needed and professional development in areas of Tikanga and Te Reo is supported.

- Learning

- Providing learning contents that considers who we are, where we come from, and what we believe
- Whanau participating in school life
- Student participation in making agreements and rules about caring for ourselves and others in school meetings
- Modeling and expecting hospitality to visitors
- Learning by teaching/learning from peers; tuakana/teina
- The students are able to be the 'teachers', not just the adults, and because of this the students regularly share knowledge and skills with each other, and the adults.
- Giving students the chance to learn about how their behavior affects others through conversations, school meetings, natural consequences

- Te Ao Maori

Teaching and Learning Styles

We provide a wide range of learning opportunities and experiences and provide support for those with special learning needs, including “gifted and talented” children.

Teachers are state certified and registered and some have other degrees also. To work within the Special Character makes great demands on staff, and they need to have many special characteristics themselves. The **Teachers' Manual** is available for viewing at the school and on the website www.tamariki.school.nz. The school employs several support staff to foster and enable the Special Character aspects of the school. Overall staff ratios are high, generally about 1 adult to 10 to 15 children, and in fact the most efficient and effective formal learning group generally has about six children.

Children are not compelled to attend formal classes and are free to learn through their own initiated play. As teacher/learners (everyone is a teacher, everyone is a learner), we support each other to understand what learning is for us as individuals and to construct our own “next steps” as a result. Teachers need to be adaptable and open to their own learning. The students regularly share knowledge and skills with each other and the adults. This occurs across the whole spectrum of school life, much of it during play.

Children are engaged in inquiry learning and reflection throughout their time at Tamariki, as this approach to learning is implicitly embedded within the School's Special Character. Tamariki emphasizes self-directed learning through free-play, so that learning is 'owned' and determined by each child and is supported by the adults and other children within the community

The school complies with the National Curriculum within the National Education Guidelines and is audited by the Education Review Office (ERO)

Curriculum Delivery

At Tamariki, the curriculum is not just about what we learn. It also includes the way we learn. As stated in the Tamariki School Special Character, emotional and social growth are regarded as the base for cognitive development, and strategies which support these growths have priorities over all other activities. Our curriculum is highly responsive as we give our students freedom to learn in the context of their own interests. Tamariki School's environment provides natural opportunities for the surrounding Key Competencies.

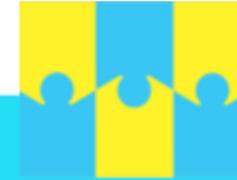
Te Whariki

- Belonging
- Well-being
- Exploration
- Communication
- Contribution

NZ Curriculum

- Thinking
- Using language, symbols, and texts
- Managing self
- Relating to others
- Participating and contributing

Special Character



- Intrinsic motivation and Inquiry skills
- Decision making, problem solving, self control, confidence
- Self autonomy
- Social and emotional wellbeing
- Happiness
- Positive attitudes and relationships
- Self regulation and self reflection skills
- Functioning cognitions about the world
- Executive functions
- Meta-cognitions

Strategic Section 2018-2020

Priorities and Goals

Governance

leadership and accountability

- The Board of Trustees develops and maintains a culture of review and documentation.

Special Character

autonomy and democracy

- The Board of Trustees supports strong community relationships and connections.

Student Achievement

teaching and learning

- The Board of Trustees supports all children to become, according to their nature and talents, emotionally, socially and academically able and engaged, life-long learners.

Strategic Plan 2018 - 2020

Strategic Goal 1: The Board of Trustees develops and maintains a culture of self review and documentation

- Continue to develop a policy review framework
- Board Succession planning
- Board to have a good understanding of Governance and Responsibility
- Develop the use of the self review format used in 2017..
- Develop the Tamariki Draft Curriculum to reflect both the Tamariki special character and the New Zealand curriculum
- Review Māori culture and learning
- Staff Professional Development
- Special Character review

Strategic Goal 2: The Board of Trustees supports strong community relationships and connections

- Increase understanding of the Tamariki meeting system
- Facilitate and foster links with the international and national democratic education community
- Involvement in Community of Learning
- Ease integration of new students and their families
- Ease new entrant transition from early childhood providers into Tamariki School
- Ease transition to High School for year 7 and 8 children

Strategic Goal 3: The Board of Trustees supports all children to become, according to their nature and talents, emotionally, socially and academically able and engaged life-long learners

- Lift student achievement in targeted areas
- Embed curriculum review cycle
- Teachers are aware of practising teacher criteria requirements
- Increase Teacher Learning Development
- Develop systems to demonstrate evidence of students' learning and effective planning
- Roll out sexual health programme to whole school
- Increase the knowledge and use of Te Reo Maori, and Māori culture and art activities
- New Digital Technologies curriculum area developed and reviewed for 2020

Analysis of Variance for 2017

READING: Our target for 2017 was to have 80% of year 8 students reading at level 4 or above of the New Zealand and to be at or above the national standard. We achieved this target and see reading as a strength at Tamariki. We will aim to maintain if not increase this level of achievement, always bearing in mind that results can be skewed if there are very small numbers in year 8 that may include children with special learning needs.

WRITING: Our target for 2017 was to have 75% of year 8 students at level 4 of the New Zealand curriculum, and reaching the national standard, This target was not reached, with 60% reaching this level. However it was up on the previous year, and with our PLD continuing to focus on lifting student achievement in writing, and with focus on the principles learned being incorporated into teaching and learning we expect our achievement level to rise, again bearing in mind possible small numbers and special learning needs.

MATHS: Our target for 2017 was to have 75% of year 8 students working at level 4 or above of the New Zealand curriculum (numeracy stages 7-8), and at or above the national standard. Again the target was not reached with 60% of the students at this level, it was again higher than the previous year.. We aim to extend the PLD learned principles into maths teaching and learning, and expect our achievement levels to rise, with the same proviso about possible small numbers and special learning needs.

Annual Plan 2018

Goal: Governance	Action	Expected Outcome
Board Succession planning	Identify and invite community members to attend Board meetings with view to become future board members	At least one new member is confident of standing, chairing meetings and understanding trustee processes and responsibilities.
Board to have a good understanding of Governance and Responsibility	Board identifies areas needing whole board training, engage training through NZSTA	Greater understanding by the whole board of the governance and responsibility
Develop a policy review framework	Investigate use of School Docs for policy management	Initial and ongoing costs for switching to School Docs known Cost included in budget Change to policy review process understood
Staff Professional Development	Staff weekend retreat	Staff spend time together focusing on well being and supporting each other to work as a cohesive team.
Review Māori culture and learning	Develop Māori Student Achievement policy Develop a Treaty of Waitangi statement	New policy passed Statement about Tamariki School and the Treaty of Waitangi developed and adopted.
Asset Register/Stocktake	Create/update Asset Register Stocktake	Asset register exists containing all assets - donated items Asset register should be communicated to Society for insurance purposes BDO advises we should have stocktake, advise that it has been completed
Goal: Special Character	Action	Expected Outcome
Develop the Tamariki Draft Curriculum to reflect both the Tamariki special character and the New Zealand curriculum	Complete unfinished sections Review Special Character section	Draft Curriculum complete Special Character section reviewed

	Review Literacy and Numeracy section	Literacy and Numeracy reviewed
Ease transition to High School for year 7 and 8 children	Conduct 2017 school leaver survey Analyze survey responses Review survey to improve survey process	Surveys delivered and collected surveys returned Areas of both strength and need for improvement identified Plan made for addressing any identified needs for improvement
Involvement in Community of Learning	Attend steering group meeting and whole COL meetings Use the release days allocated to observe in other schools and share ideas Investigate possibilities for funding school projects Utilise the resource provided by across school teachers, and our own within school teacher.	Understand how Tamariki's special character will be compatible with the COL Ideas and resources shared within the COL Teaching and learning will be enhanced as the experience and skills of these teachers are shared.
Embed curriculum review cycle	Review the use of digital learning in literacy and numeracy Review P.E.	Inquiry/review completed about the use and value of digital learning in literacy and numeracy The P.E. curriculum will be reviewed, areas for development identified, and a plan made to address these areas
Goal: Student Achievement	Action	Expected Outcome
Lift student achievement in targeted areas	Work with PLD facilitator to gain greater skills and strategies to support students to increase writing student achievement, which will remain a focus. Continue to develop the collaborative approach with all teachers working together, including observations of practice and reflection meetings. Extend the PLD principles to teaching and learning in reading and maths.	Student achievement will be raised in writing for targeted groups. As PLD principles are extended to other learning areas (reading and maths) achievement will also lift in these areas.
Increase Māori culture and art activities	New Māori art and culture programme developed and offered to students. Increased opportunities for knowledge and use of Te Reo Maori.	Willing students engage in new Māori culture programme and increased knowledge and use of Te Reo Maori.

<p>Teachers have a good understanding of the requirements of the new professional standards for teachers.</p>	<p>Teachers will work collaboratively with PLD facilitator to gain in depth understanding of the standards and how they work in practice.</p>	<p>The principal and teachers will have a good understanding of the new professional standards for teachers which will enable effective robust appraisal</p>
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Student Achievement Target – Writing

Goal 3: The Board of Trustees supports all children to become, according to their nature and talents, emotionally, socially and academically able and engaged life-long learners..

Our aim is to have children, by year 8, at literacy levels which will allow them to successfully reach their educational, social and personal aspirations.

Target:

By term 4, 2018 children in year 8 will feel confident and enthusiastic about writing and 75% of these will be working confidently at level 4 or above of the NZ curriculum.

Baseline Data:

Data from November 2017 indicates that 60% of students in 8 were working at level 4 of the New Zealand Curriculum in writing.

Initiatives to achieve targets

All year 7&8 children will have Individual Education Programmes in place to address their needs.

- Students being identified as not working within level 4 of the New Zealand curriculum will be offered individual support from a teacher.
- E-asTTle will continue to be used with individuals as another tool to gather good quality assessment information to enable teachers to more effectively plan and target students in need of extra support
- Follow student interests and encourage children to research and write in different text forms based on their own interests.
- Having a real purpose to use written language is a key motivator for children and teachers will continue to strive to identify such purpose.
- Teachers will continue to engage in PLD that will focus on enhanced teaching and learning in writing, and will develop and implement skills and strategies learned. Teachers will continue to develop a collaborative approach, including observations and regular reflection meetings. COL across and within school teachers will be accessed as needed.

Student Achievement Target –Mathematics

Goal 3: The Board of Trustees supports all children to become, according to their nature and talents, emotionally, socially and academically able and engaged life-long learners..

In accordance with the Tamariki School Special Character, staff will continue to support children's self-initiated projects and the activities that enhance students' skills and interest in Mathematics and Statistics. Teachers will extend insights and strategies developed in PLD to maths teaching and learning.

Target:

By term 4, 2018 at least 75% of year 8 Students will be working confidently within level 4 or above of the curriculum (numeracy stages 7-8).

Baseline Data:

Data from November 2017 indicates that 60% of students in 8 were working at level 4 (numeracy stages 7-8) of the New Zealand Curriculum in mathematics and were at or above the national standard.

Initiatives to achieve targets

- All year 7&8 children will have Individual Education Plans in place to address their individual needs and abilities, build on individual strengths and support areas of weakness.
- Students being identified as not working within level 4 of the New Zealand curriculum will be offered individual support from a teacher.
- Work closely with individual students to identify what they are struggling with in mathematics and how it can be addressed. Work with individual learning styles of students.
- E-asTTle training will be used with individuals as another tool to gather good quality assessment information to enable teachers to more effectively plan and target students in need of extra support.
- Ensure that formal maths based classes allow and support a child to explore relationships in quantities space and data and learn to express these associations in ways that make sense to the world.
- Teachers will undertake professional development including observation of maths programmes in other schools. Identify and purchase effective on line maths programmes or software to enhance maths learning. Teachers will extend principles learned in PLD to maths to maths teaching and learning.

Student Achievement Target –Reading

Goal 3: The Board of Trustees supports all children to become, according to their nature and talents, emotionally, socially and academically able and engaged life-long learners.

Our aim is to have children, by year 8, at literacy levels which will allow them to successfully reach their educational, social and personal aspirations. Children in years 5-8 will continue to demonstrate improved skills and interest in reading English. The staff will continue to support a strong reading culture at Tamariki, and develop effective classroom practice with positive and demonstrated student outcomes.

Target:

By term 4 2018 80% of year 8 children will be working within level 4 or above of the NZ curriculum.

Baseline Data:

Data from November 2017 indicates that 80% of students in year 8 were working at level 4 of the New Zealand curriculum, and were at or above the national standard. We would wish to maintain this level.

Initiatives to achieve targets

- All year 7&8 children will have Individual Education Programmes in place to address their needs and abilities
 - Students identified as needing extra support will be offered one on one reading with a teacher or teacher aide
 - E-asTTle training will be used with individuals as another tool to gather good quality assessment information to enable teachers to more effectively plan and target students in need of extra support.
 - Work with parents and caregivers around ways to support students' reading.
 - Follow student interests and use libraries and buy books to reflect these interests and favourite authors.
 - Analyse year end data to allow effective planning for the following year
- Focus on making the library accessible and available and build up the non fiction resources.
Teachers will implement the principles learned in PLD to reading teaching and learning.