

School Charter Strategic and Annual Plan for Tawhai School



2016 -19

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Tawhai School 2016 - 19

Introductory Section - Strategic Intentions

Mission Statement	Tawhai School is a self-reviewing school delivering high quality education to its students, thus enabling them to attain their full potential. Tawhai School acknowledges the requirements of the new NZ Curriculum, National Educational Guidelines, National Administration Guidelines and the National Standards. Our Achievement Statement identifies the specific curriculum areas to which we assign particular importance. Many of the goals are consistent with the national focus in improving literacy and numeracy as identified in the National Education priorities. In fulfilling our mission statement, Tawhai School strives to assist every student to be the best possible person they can be in terms of their academic, social, physical and cultural development.	
Vision	Striving to be the best In partnership with our community Tawhai School will provide the skills, knowledge, experiences and values to enable children to reach their full potential. Ka mahitahi mātou o te Kura o Tāwhai me te hāpori nei, hei whāngai i ngā pūkenga, i te mātauranga, i ngā uara me ngā wheako e eke ai te tamaiti ki te taumata o tōna pitomata.	
Values	<ul style="list-style-type: none"> ▪ RESPECT (Whakaute) - We value ourselves. We value others. We value our school and our environment. ▪ RESPONSIBILITY (Takohanga) – We value honesty. We value Integrity. We value courage and commitment. We value accountability. ▪ EXCELLENCE (Kairangi) – We value high expectations. We value reflective practices. We value celebrating success. We value the individual. We value positivity. ▪ 	
Principles	<ul style="list-style-type: none"> ▪ High expectations are about demanding quality and achieving success. ▪ Learning to learn is about perseverance and celebrating success. ▪ Treaty of Waitangi is about quality relationships. ▪ Diversity is about success for all. ▪ Inclusion is about success for all. ▪ Coherence is about quality strategic planning and curriculum design and high quality learning experiences. ▪ Future focus is about the future success of our learners. ▪ Community engagement is about successful partnerships and lifelong learning. 	
Māori Dimensions and Cultural Diversity	<p>Our Learners will:</p> <ul style="list-style-type: none"> ▪ Have the opportunity to be part of Kapa Haka and language programme ▪ Learn basic Te Reo Māori e.g learning waiata, karakia, and basic tikanga ▪ Experience Matauranga Māori (traditional Māori knowledge, local Marae) 	<p>Tikanga and Te Reo Māori</p> <p>Learning Te Reo Māori and tikanga extends learners’ understanding of New Zealand’s bicultural heritage and iwi culture and history. Learners will define and express their role as kaitiaki in the community, nationally and globally.</p>
		<p>Our Teachers will:</p> <ul style="list-style-type: none"> ▪ Communicate with whanau ▪ Provide opportunities for acquisition of Te Reo Māori ▪ Provide opportunities for understanding of Tikanga Māori ▪ Provide opportunities for students to experience important Māori concepts and customs

Baseline Data or School Context															
Students' Learning	Reading					Writing					Maths				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
All Students	83%	82%	81%	88%	82%	67%	68%	69%	76%	70%	74%	76%	76%	78%	71%
Maori	78%	73%	70%	82%	65%	64%	57%	65%	74%	58%	64%	58%	70%	74%	57%
Pasifica	74%	78%	72%	88%	82%	58%	56%	76%	78%	74%	62%	56%	60%	65%	62%
Male	77%	77%	76%	86%	78%	55%	54%	56%	70%	62%	72%	73%	74%	79%	74%
Female	88%	86%	85%	90%	86%	79%	82%	81%	83%	79%	76%	79%	78%	77%	67%
Student Engagement	<p>Improving student engagement has been a priority for 2016 and will continue to be in 2017 as reflected in our school wide focuses on Student Agency, Collaborative Teaching and Cultural Responsiveness. Student voice has reflected that when given more “say” in programmes both content and learning styles, their engagement has increased. Teachers are developing their own pedagogical knowledge around agentic and collaborative practices which is enabling students to become more empowered to direct their own learning.</p> <p>Effective on-going engagement with whanau through the Mutukaroa will continue to be a focus.</p>														
School Organisation and Structures	<p>Tawhai School has an increasing roll and an enrolment scheme is pending to support the management of the roll.</p> <p>There has been a change in the school structure for 2017. Tawhai now has two teams Nga Kukari (The Fledglings) (Year 0-3) and Nga Manu (the birds- Year 4-6). The Deputy Principal is now fully released to fulfil the role as SENCO. Students with special needs are identified t early and an ongoing Special Needs Register is in place. Students are selected for intervention programmes and ORS funded students are taught by our DP/SENCO. Gifted children have been identified and will attend the extension programme based at Rata Street School. The Assistant Principal is now fully released to fulfil the Mutukaroa Co-ordinators role.</p>														
Review of Charter and Consultation	<p>A full review of the Charter is to be undertaken in 2017.</p> <p>All programmes will be based on the New Zealand Curriculum framework and curriculum documents, with an emphasis on the Tawhai School Curriculum. The school will consult and report to the community on the achievement on Māori student against their peers. Regular monitoring of student achievement and programme information will be reported to individual students, parents and the BoT.</p> <p>Programmes will be supported by the school’s policies, procedures, maintenance and financial plans, job descriptions, performance management systems and health and safety strategies.</p>														

Strategic Section

Strategic Goals		Core Strategies for Achieving Goals 2016 - 2019
Students' Learning	Our student achievement meets the high expectations of the school community through personalized learning programmes based on quality assessment data that result in improved learning outcomes for individuals, groups and cohorts, including the achievement of Maori students.	<ul style="list-style-type: none"> ▪ Tawhai School will foster student achievement by providing opportunities to succeed in all areas of the National Curriculum. ▪ Tawhai School will prioritize achievement in numeracy and literacy, engage children in relevant meaningful and personalized learning experiences within the context of the new NZ Curriculum and provide opportunities for children to develop life-long learning skills and engage in quality physical activity. ▪ Children experience a wide curriculum programme with appropriate, varied, innovative and relevant learning experiences. ▪ Develop, review and implement a Tawhai School Curriculum and review practices and procedures to ensure the National Standards for Reading, Writing and Maths are achieved through quality teaching and learning programmes.
School Culture	Our school culture is one of high expectations in learning and behaviour, demonstrating respect for each other, acknowledging cultural differences, promoting the key competencies/values and encouraging us to be our very best, every day.	<ul style="list-style-type: none"> ▪ Tawhai School will provide a safe physical and emotional environment for students and employees because these key ingredients promote a culture that connects people to each other and to realizing their potential. ▪ Students will be able to reflect and understand their personal strengths and weaknesses and be able to articulate confidently their next learning steps. ▪ School culture, cooperation, policies and procedures, school values, and behaviour management strategy work in harmony to promote a quality-learning place for all our people. People are aware of policies, practices and performance through quality communication and community engagement.
Community	Our school plays a leading role in our community and fosters excellent relationships between children, parents, teachers and staff, and the Stokes Valley community.	<ul style="list-style-type: none"> ▪ Tawhai School will continue to build and maintain positive relationships and partnerships between school, home and the wider community to enhance teaching and learning and the community perception of Tawhai School ▪ By communicating regularly through newsletters, website and information evenings we engage the community in the day to day life of the school and in strategic discussions relating to school performance and development areas, Charter development, and delivery of the PE & Health Curriculum. ▪ A whanau group will operate and provide representation to communicate student achievement of our Maori students. A student council will operate with representation from all Year 4-6 classes.

Governance	Our Board of Trustees will provide effective governance by ensuring policies and procedures guide quality decision-making, are inclusive and consultative and are based on robust self-review of the key issues of student achievement and school practice and policy delivery.	<ul style="list-style-type: none"> ▪ Tawhai School will have high quality assessment and reporting practices that identify next learning steps for each child. This provides useful achievement information for children, teachers, and parents, the Board and relevant others on how learning will be designed and what will be the key focus areas. ▪ Tawhai School will operate an on-going self-review programme of policies and procedures to ensure compliance with all pertinent legislative requirements. ▪ Provide regular formative feedback to children on their next learning steps and achievements and report in writing not less than twice a year to parents on their children’s learning progress and to the Board of Trustees showing achievements in relation to the National Standards. ▪ Create and comply with the Tawhai School Governance schedule. Create and follow an annual charter, annual plan with measurable goals and an established self-review programme.
Personnel	Our commitment to high quality, innovative teaching and 21st century learning is guided through a professional development programme, an appraisal process and appropriate support that ensures an emphasis on staff consistently delivering best practice.	<ul style="list-style-type: none"> ▪ Tawhai School teachers and support staff will receive all necessary support that will include a robust appraisal system and continuing professional development. Tawhai School will act as a ‘good employer’ in the context of NZ Employment Relations legislation. ▪ Budget for the provision of appropriate professional development. Use “coaching” and “appreciative enquiry” approaches in our staff appraisal system. Consistently provide appropriate support. ▪ Maintain positive staff morale and a climate of professional congeniality.
Property	Our property planning is strategically managed and will develop modern learning areas and maintain or improve buildings and grounds to provide the best and safest physical environments for staff, students and our community that we can afford.	<ul style="list-style-type: none"> ▪ Tawhai School will provide and maintain a clean, attractive, modern and safe physical learning environment for staff and children while implementing the 5 and 10 Year Property Development Plans. ▪ Implement procedures to ensure environmental hazards are identified and a safe environment is maintained, and follow and implement approved 10 YPP to enhance learning and play spaces.
Finance	Our financial management prioritizes funding towards improving student learning outcomes and achieves our strategic goals and identified needs of the school.	<ul style="list-style-type: none"> ▪ Tawhai School will allocate funds to enable the implementation of the School Charter, monitor and control school expenditure and maintain and provide appropriate documentation for audit purposes. ▪ Regularly review expenditure for the year to ensure budget is maintained. Set operating budget for the following year in November. Work with an accountant to ensure appropriate documents are available for audit.

Improvement Plan - Domain: Learning, Writing			
Strategic Goal: Our student achievement meets the high expectations of the school community through personalized learning programmes based on quality assessment data that result in improved learning outcomes for individuals, groups and cohorts, including the achievement of Maori students.			
Annual Goal: To increase the number of students achieving at or above the National Standards in Writing.		Annual Target: <ul style="list-style-type: none"> 70% of Maori will achieve at or above the National Standard (49/70). This would mean a shift of at least 12 or more students from below to "at". 	
Baseline data: 2016 OTJ data shows that 42% (29/69) of Maori students were not meeting National Standards across the school. Of these students 9 are well below, however within this cohort we have 5 with significant learning needs (2 of which are ORS).			
Key Improvement Strategies			
When	What	Who	Indicators of Progress
Term 1 and on-going throughout the year	<ul style="list-style-type: none"> Teachers get to know their learners, their cultures, interest and learning styles. Assessment information is utilised, OTJ's and other data is gathered and used as evidence to identify target students and develop strategies designed to accelerate progress. Teams co-construct team targets and action plans which align to school targets. Teachers participate in regular learning conversations about raising the achievement in writing for target students. Share ALL practises from 2016. Review assessment schedule. Review moderation and OTJ methods to ensure that these are accurate. 	All teachers Team Leaders DP/AP ALL teachers	<ul style="list-style-type: none"> Teachers are able to articulate where their target students are at and contribute to conversations which reflect the impact of their changes in practise. Teachers implementing successful strategies from the ALL programme. Teachers are confident to make OTJ's and have some clearly defined "markers" for each judgement (well below, below, at or above). Teachers are using and sharing the assessments with their students to co-construct next steps.
Terms 1-4	<ul style="list-style-type: none"> Teachers are promoting student agentic practises to ensure students engagement and ownership of learning in writing. 	All Staff	<ul style="list-style-type: none"> Students are engaged in the writing programme and the programme reflects their interest and voice.
Term 1-4	<ul style="list-style-type: none"> Continue to utilise Mutukaroa to improve parent partnerships and how parents can support their children at home in writing. 	AP	<ul style="list-style-type: none"> Parents have a sound understanding of where their children are at in writing and have practical ways (and resources) to support their children at home.
Term 1/2	<ul style="list-style-type: none"> ALL 3 programme- identification of groups of students to participate in the programme. Identify students for Quick60 and Reading Recovery intervention programmes. 	Reading Recovery All Staff	<ul style="list-style-type: none"> Intervention programmes- Reading Recovery, Quick60 and ALL are co-ordinated by Reading Recovery (unit for Intervention programmes) and DP/SENCO. ALL initiative is sustained, high levels of accountability are introduced and leadership capability built.
Term 1-4	<ul style="list-style-type: none"> Continue to explore ways to improve engagement, progress and achievement for our Maori students. Unpack key documents Ka Hikitia and Tataiako. Continue to seek whanau feedback from Whanau group on curriculum. Continue working with Matua Whaitiri to promote Te Reo and Tikanga Maori. Relationships with the Koraunui Marae staff need to continue to be fostered to provide a stronger Maori voice in our Tawhai School culture and curriculum. 	All Staff SLT Whanau Group	<ul style="list-style-type: none"> Students are engaged in writing topics that are meaningful and have context for them. (strategies as identified in ALL programme). The integrated teaching of Te Reo and Tikanga Maori is evident in classroom programmes and both long term and weekly planning.
Monitoring: Termly monitoring of target students to be recorded and discussed at team meetings/ staff meetings and presented to BOT. Ongoing discussion at Senior Leadership Team meetings			
Resourcing: Professional Development in ALL, continued PD in Student Agency and Cultural Responsiveness			

Improvement Plan - Domain: Learning, Maths

Strategic Goal: Our student achievement meets the high expectations of the school community through personalized learning programmes based on quality assessment data that result in improved learning outcomes for individuals, groups and cohorts, including the achievement of Maori students.

Annual Goal: To increase the number of students achieving at or above the National Standards in Mathematics.

Annual Target:

- 70% of Year 5 students will achieve at or above the National Standard (35/50).
- 75% of Year 6 girls will achieve at or above the National Standard (20/27)

Baseline data:

- 2016 OTJ data shows that 37% (18/49) of Year 4 students were not meeting National Standards. Of these students 3 are well below.
- 2016 OTJ data shows that 33% (52/159) of girls were not meeting National Standards across the school. 44% (12/27) of Year 5 girls were not meeting standard. Of these 1 was well below.

Key Improvement Strategies

When	What	Who	Indicators of Progress
Term 1 and on-going throughout the year	<ul style="list-style-type: none"> • Teachers get to know their learners, their cultures, interest and learning styles. • Assessment information is utilised, OTJ's and other data is gathered and used as evidence to identify target students and develop strategies designed to accelerate progress. • Teams co-construct team targets and action plans which align with school targets. • Teachers participate in regular learning conversations about raising the achievement in Mathematics for target students. (Term 1-4). • Teachers will attend workshops on the Maths Hub programme and explore ways of extending students through the use of Mathletics. • Review assessment schedule • Review moderation and OTJ methods to ensure that these are accurate. 	<p>All teachers</p> <p>Team Leaders DP/AP</p> <p>AP/TL</p>	<ul style="list-style-type: none"> • Teachers are able to articulate where their target students are at and contribute to conversations which reflect the impact of their changes in practise. • Teachers implementing Maths Hub and Mathletics will be a feature of all Maths programmes. • Teachers are confident to make OTJ's and have some clearly defined "markers" for each judgement (well below, below, at or above). • Teachers are using and sharing the assessments with their students to co-construct next steps.
Terms 1-4	<ul style="list-style-type: none"> • Teachers are promoting student agentic practises to ensure students engagement and ownership of learning in maths. 	All Staff	<ul style="list-style-type: none"> • Students are engaged in the maths programme and the programme reflects their interest and voice.
Term 1-4	<ul style="list-style-type: none"> • Explore teaching strategies in Mathematics that are effective for our Maori students and ensure the instructional material is relevant, meaningful and engaging. Review key documents to enhance teachers understanding of cultural responsiveness and classroom practices to support better student outcomes for all. (including Maori and girls). 	LT Maths SLT	<ul style="list-style-type: none"> ▪ Programmes will be relevant and meaningful in context.
Term 1-4	<ul style="list-style-type: none"> • Continue to utilise Mutukaroa to improve parent partnerships and how parents can support their children at home in maths to give them a good foundation in the early years. 	AP	<ul style="list-style-type: none"> ▪ Parents have a sound understanding of where their children are at in maths and have practical ways (and resources) to support their children at home.

Monitoring: Termly monitoring of target students to be recorded and discussed at team meetings/ staff meetings and presented to BOT. Ongoing discussion at Senior Leadership Team meetings.

Resourcing: Workshops for Maths Hub, continued PD in Student Agency and Cultural Responsiveness

Improvement Plan - Domain: Learning, Curriculum/Student Engagement/Personnel

Strategic Goal:			
<ul style="list-style-type: none"> ▪ Our student achievement meets the high expectations of the school community through personalized learning programmes based on quality assessment data that result in improved learning outcomes for individuals, groups and cohorts, including the achievement of Maori students. ▪ Our commitment to high quality, innovative teaching and 21st century learning is guided through a professional development programme, an appraisal process and appropriate support that ensures an emphasis on staff consistently delivering best practice. 			
Annual Goal:		Annual Target:	
<ul style="list-style-type: none"> ▪ To continue to provide professional development opportunities that support teacher inquiries that focus on Student Agency, Collaborative teaching and Cultural Responsiveness. ▪ To ensure there is a shared understanding of the clear alignment from annual goals to target students and how the PD will ultimately contribute to improved student outcomes. 		<ul style="list-style-type: none"> ▪ Teachers more confidently using collaborative and culturally responsive practises that support student directed learning and thinking dispositions. ▪ Students: More engaged with learning and improved progress through the ownership of their learning and use of a range of ICT resources. 	
Baseline data: Teachers have been involved in Professional Development in 2016 on Student Agency- this was a year where we explored a variety of strategies. Teachers need to now embed practises and explore collaborative teaching methods which will enable more student directed learning.			
Key Improvement Strategies			
When	What	Who	Indicators of Progress
Term 1 -4	<ul style="list-style-type: none"> • Teachers will craft their TAI and through the provision of regular professional learning conversations with particular interest in engaging reluctant learners and improving outcomes for target students. 	SLT and Principal	<ul style="list-style-type: none"> • Teachers will be able to clearly articulate their TAI, what changes in practise they have made and how this has impacted on student achievement. • Teachers will openly celebrate personal growth.
Term 1-4	<p>Provide professional development opportunities with a specific focus on:</p> <ul style="list-style-type: none"> • Student Agency and Collaborative teaching- participation in the Upper Hutt learning community programme. Continuing to explore student agency and how we can enable it through collaborative teaching practises. • Develop a school wide rubric to reflect the progression from dependent to self-directed learner. • Cultural Responsiveness- Continue to explore ways to improve engagement, progress and achievement for our Maori students. Unpack Ka Hikitia and Tataiako. Possible guest speakers for workshop. • ICT- using technologies to enrich learning experiences for all students. • Maths Hub- workshops to familiarise staff with the programme. • Thinking dispositions- staff will work through a series of staff meetings that explore the Thinking Dispositions aligned with one of the focuses above. 	<p>All staff Student Agency/Inquiry LT Cultural LT Maths LT ICT LT</p>	<ul style="list-style-type: none"> • Staff will actively and willingly participate in professional development opportunities. • Teachers will be confident using google docs planning. • Teachers will pilot collaborative planning and teaching in at least one curriculum area. • Student agentic practices / collaborative and cultural responsive practices will be part of TAI conversations and documented in reflective logs. • All teachers are utilising the rubric with their students to progress as self-directed learners. • Te Reo and Tikanga are reflected in everyday classroom programmes • Teachers will demonstrate improved confidences and ability to use technologies and apply strategies that improve student engagement, agency and outcomes in everyday class programmes. • Teachers will implement the Maths Hub programme.
Monitoring: Impact of PD will be part of regular learning conversations at Team Meetings and TAI sessions. Lead teachers will provide a curriculum review to BOT during Term 2/3			
Resourcing: These actions are covered by the cost identified in the budget set for 2017.			

Other 2017 Key Improvement Strategies to Achieve Strategic Vision

Property and Finance	Short Report	Community Engagement	Short Report
<ul style="list-style-type: none"> ▪ Entranceway project ▪ Drainage work on fields and repair to bike track. ▪ Outdoor learning space to be completed and furnished (PTSG contributions) ▪ Implement goals outlined in reviewed 5YPP (due 2017). ▪ Support enviro school actions as we work towards Silver Award. <p>Tawhai School will allocate funds to reflect the priorities of the school as stated in the school charter</p> <ul style="list-style-type: none"> ▪ Monitor and review expenditure against the budget. ▪ Set an agreed operating budget for the following year by December of the previous year ▪ Ensure appropriate documents are ready on time for auditors and meet legal requirements. 		<ul style="list-style-type: none"> ▪ Consultation with whanau to share new structure, Student Agency practices and Collaborative teaching and rationale behind these. ▪ Whanau Group to gather momentum and formulate actions. ▪ Mutukaroa to continue to foster learning partnerships. ▪ Community Consultation re charter review. ▪ Parent involvement and communication continues to be a priority to ensure parents are as actively involved in their child’s education. ▪ Continued fostering of relationships with other schools in the area, pre-schools and agencies within the Stokes Valley Community. 	
Governance	Short Report	School Culture	Short Report
<ul style="list-style-type: none"> ▪ Review charter ▪ 3 yearly review cycle will be co-constructed to feature ERO indicators and ensure coverage. Annual BOT plan to be reviewed at beginning of 2017 to ensure focus on Student Achievement ▪ School Docs will provide our policy review. BOT/staff need to become familiar with review process etc. BOT to ensure operational systems match policy and procedures. ▪ Sub-committees formed will work to lessen the load on particular BOT members. ▪ Manage enrolment scheme 		<ul style="list-style-type: none"> ▪ PB4L practices continue to be embedded across the school ▪ Enviro school principles to continue to be embedded and strategic plan reviewed and updated. ▪ Review and update Te Reo strategic plan and ensure increased presence of Te Reo and Tikanga throughout the school. 	

