



Nurturing our Future - Growing Together  
*Kia atawhal aa mua - Kia tipu ngatahi*

## Charter & Strategic Learning Plans 2019



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## School Description

Tamahere Model Country School is situated almost equidistant between Hamilton and Cambridge in a semi rural environment, close to State Highway 1 and Hamilton International Airport.

Established in 1884 our school exists within mature grounds and enjoys spacious playing fields.

We are a Decile 10 school with supportive community, and parents who have high expectations for their children's education.

An enrolment scheme has operated since 2005 and, with this, our roll is increasing and this year our peak will be around 460. We cater for Year 0 – 6.

The children are encouraged to achieve high academic standards with Numeracy and Literacy being a daily focus. A wide variety of opportunities are offered across all curriculum areas from the Arts, with choir and productions through to Physical Education and Sports, including Outdoor Education and Weekend Sporting teams.

School and community events are valued for their contribution to our children's development. Agricultural Day and Pumpkin Night help maintain our rural atmosphere and community spirit.

As a Model Country School, School of Education students are a regular and positive feature of our school environment.

We strive for all of our students to reach their potential.



# NURTURING OUR FUTURE | GROWING TOGETHER

Kia atawhai aa mua - kia tipu ngatahi

## Confident Can Do Kids!

*We strive to do our best with a positive 'can do' attitude*

## Honour Be Your Guide

*We have respect for ourselves, others, property and the environment*

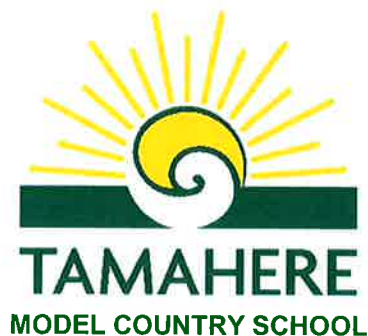
## Together As One!

*We learn and work together, supporting and caring for each other*

Kia maia

Kia manaaki

Kia kotahi



## *Nurturing Our Future - Growing Together*

*Kia atawhai aa mua - Kia tipu ngatahi*

### **Our Vision**

#### ***Confident Can Do Kids!***

**Aspire - Endeavour - Succeed**

We have **curiosity, enthusiasm**  
and **resilience**

We are **creative** and **innovative**

We show **initiative** and **courage**

We aspire to **be the very best we**  
**can be**

We are **committed to excellence**

#### ***Honour be your guide***

We have:

- **Respect** for **self**
- **Respect** for **others**
- **Respect** for **property**
- **Respect** for the **environment**

We show **integrity**

We value our **country setting**

We are **honest** and **responsible**

#### ***Together As One***

We have **pride** and **team spirit**

We show **humility** and **tolerance**

We **care, share** and **co-operate**  
**together**

We are a life long **learning**  
**community** - students, teachers,  
parents, and the wider community.

***Confident***  
***Kia maia***

***Honourable***  
***Kia manaaki***

***Together***  
***Kia kotahi***

## Community Goals

At Tamahere Model Country School we value our **Children**.

We strive for:

- Children who are enthusiastic learners, academically challenged and physically fit.
- Children who are able to communicate effectively and are equipped with the skills and values necessary to succeed now and in the future.
- Children who show respect for themselves and others.

At Tamahere Model Country School we value our **Environment**.

We strive for:

- An emotionally and physically safe, open and inclusive environment which values diversity and challenges our children.
- Strong community and whanau links preserving our rural identity.
- As an Enviro School we strive for children who respect, protect, appreciate and enhance our local and global environment.

At Tamahere Model Country School we value our **Parents/Caregivers/Whanau**.

We strive for a:

- United approach to learning, with strong home and school links, together fostering a love for learning.

At Tamahere Model Country School we value our **Staff**.

We strive for:

- A skilled teaching staff dedicated to innovative, dynamic and forward thinking.
- Who are focused on creating opportunities for every child to succeed.

**Tamahere Model Country School –**

**A learning community where everyone is honest, respectful and attains their individual best.**





# Nurturing Our Future - Growing Together

Kia Atawhai Aa Mua - Kia Tipu Ngatahi

**KIA KOTAHI TOGETHER AS ONE**

## Strategic Goals

**To build staff capability and sustainability through living our vision.**

**To build student capacity, achievement, resilience & collaboration. Kia maia, kia maanaki, kia kotahi.**

**To provide safe and inspiring facilities that will enhance learning and teaching.**

## Initiatives

1. Enhancing and honouring our robust nurturing and healthy School Culture.
2. Develop a school-wide collaborative inquiry approach which contributes to students and teachers making good learning possible.
3. Celebrating and embracing student achievement data from the ground roots up.

1. Enhancing and honouring our robust nurturing and healthy School Culture.
2. Collaborative teaching and learning enabling learner agency.
3. Inquiry learning cycle/integration.

1. Progressing high quality Innovative Learning Environments & updating all areas as needed.
2. Developing high quality and well linked roll growth classrooms and areas.
3. Bringing our campus together with unity integrating our Enviro values with larger numbers & facilities with sustainability.

## Output

1. Normalisation on te reo & tikanga Maori. A hauora ropu established to support everyone.
2. A school wide inquiry to accelerate all students in our school.
3. A new data tracking system where all teachers can easily monitor progress & achievements.

1. Te reo Maori and Tikanga is "normalise" & embrace.
2. Resilient kia maia students.
3. Increased learner engagement & collaboration.
4. Deep enquiry learning with quality integration across school.

1. Updating our 10YPP, 5YA spending and projects.
2. To create a bulk and location plan in conjunction with Matt Whitmarsh. To plan future school development and placement of classrooms.
3. Make a special case to MOE to use 5YA \$ to develop Admin area due to staff, Student and parent welfare.

## Outcomes

1. A healthy and diverse school culture where tikanga Maori and wellbeing is an integral part.
2. Improved results across all curriculum areas. High quality collaborative teaching and learning.
3. Living our vision.

1. A healthy and diverse school culture where tikanga Maori and wellbeing is an integral part.
2. Improved results across all curriculum areas. Engaged, resilient students living our vision.

An improved Administration area and increased inspiring learning environments that foster creativity living our vision.



Nurturing Our Future - Growing Together  
Kia atawhai aa mua - Kia tipu ngatahi



**Strategic goal: To build staff capability and sustainability through living our Vision.**
*Supporting students and teachers to make 'good' learning possible.*


Initiatives <i>Kia Kotahi!</i>	Actions	Owner	Due for Completion	Measures of success	RAG Status
1. Enhancing and honouring our robust, nurturing and healthy School Culture	1. Investigate & introduce programmes and practices that support well-being resilience, mindfulness etc. 2. Integrated with Tikanga Maori into daily practice - Normalisation. 3. Develop a Hauora ropu to evolve and offer collegial connectivity. Wellbeing Focus Group 4. Link actively with Kaahui Ako	WP / LT  FG / Ts  LT  WP / ISL	Jan 31st, 4th June 2019  31st January →  Week 6 Term 1  Term 1 2019 →	A schoolwide wellbeing programme is operating. Same language and practices used e.g. Mindfulness.  Tikanga and te reo Maori used daily and integrated with pride.	
2. Develop a school-wide collaborative inquiry approach which contributes to students and teachers making good learning possible.	1. Analysing 2018 Data including OTJ's 2. Identify a school-wide collaborative inquiry goal at facilitated -Teacher Only Day 3. Student voice & achievement data gathered to inform the inquiry and Targets. 4. Refine appraisals in line with current Education Council's Leadership Capability Framework. 5. 1:1 Buddies support set up in line with Teacher as Inquiry. 6. Develop a more cohesive approach to inquiry findings (appraisal - ERO recommendation) linking to more effective PLD. How much acceleration has been achieved?	Jo / LT Ts  ISL / LT / Ts  AH  LT/ Ts  Ts / LT	1st Feb 2019  Term 1 / T 4  T1  Randomly 2019. Staff Meetings  Term 1 →	Clear timetable of observations & measurements designed and implemented  All staff implementing the Appraisal process and on track. With support.  Teachers supported through 1:1 buddy feedback. Attending relevant courses Effective PLD Plan meeting needs of staff.	

3. Celebrating and embracing student achievement data from the ground roots up.	1. Update all staff with new SMS Assembly system	Assembly / LT	12th March 2019		
	2. Decide on data that we deem is important to gather; a) schoolwide, b) syndicate wide	T/ LT/ SY	Term 1		
	3. Teachers to use evidence-based decision making when planning teaching actions	T / SL	Ongoing		
	4. Syndicate leaders to facilitate a more streamlined process with active tracking	LT/ L / SY	Term 1 →		
	5. Identifying & Celebrate - " <i>What <u>Good</u> looks like</i> " in the context for learning	LT/ L / SL	2019→		



Not on track (likely to fail)






At risk



On track

Blue = Completed

<b>Strategic goal: To build student capability, achievement, resilience and collaboration. Kia maia, kia manaaki, kia kotahi.</b>  					
<b>Initiatives</b> <b><i>Kia Kotahi!</i></b>	<b>Actions</b>	<b>Owner</b>	<b>Due for Completion</b>	<b>Measures of success</b>	<b>RAG Status</b> 
<b>Identity and Values /</b> Enhancing and honouring our robust, nurturing and healthy School Culture	<ol style="list-style-type: none"> <li>1. Develop common practices and vocabulary to nurture wellbeing (Hauora) &amp; Mindfulness.</li> <li>2. Develop a framework to 'normalise' &amp; embrace Maori Tikanga in our ways and surroundings (Marae Visits)</li> <li>3. Research and plan the inclusion of local Maori History into our curriculum</li> <li>4. Complete our Year 6 Graduate profile &amp; develop a Maori Graduate Profile - starting to develop an implementation progressions</li> <li>5. Enviroschools - People, Place and Practice - Strive for Green Gold 2020</li> <li>6. Review our Student Leadership opportunities and practices further embrace our vision.</li> </ol>	LT  FG / WP / LT  LT / FG TWA  ISL / Leaders hip team  PD & FG  LT	T3  Term 1 2019 → Term 2  Term 2 →  Term 3  2019 →  Term 1 →	Students able to understand practices and strategies they can undertake to regain calm  Te reo Maori spoken in all classes and around the school frequently. Pride in Kapa Haka Ropu - competitive Increased tikanga and te reo. Survey student voice.  New Profiles achieved after extensive input from our whole School Community  Enviro Green Gold Award achieved.	



<b>Collaborative Teaching and Learning enabling Learner Agency.</b>  [ FG = Focus Groups LT = Leadership Team SY = Syndicates CT = Classroom Teachers Stu = Students ASL = Across School Leaders ISL = In School Leaders ]	<b>Interwoven with PLD plans and Staff Capability Initiatives</b>  1. Unpacking Curriculum & Learning Progressions and Reporting (assessment). Across all curriculum areas, e.g. readiness for each Level and Syndicate  2. Establish Syndicate based process for all students to know their goals/progressions & next learning steps  3. Collaborate with other schools to explore student agency and collaboration  4. Develop a consistent school-wide evidence celebration approach for SeeSaw & other assessments  5. Working across the Kahui Ako with the levers for assessment (possibly SOLO), Cultural competencies and others	Ts / SY / LT          Ts / SY / LT          Ts / SY / LT          Ts / SY / LT          ASL	Term 2 2019→          Term 2 2019→          Term 3 2019→          Term 3 2019→          2020	Teachers and students knowing clear next steps learning - visible in classes and evidence from children          Children sharing their goals and knowing learning progressions.          Syndicates interacting with others outside our school and using Kahui Ako links          Sharing with parents using a variety of media          Streamlined across Kahu Ako - all talking the same language!	
<b>Inquiry Learning Cycle / Integration.</b>	1. Review and decide on student Inquiry models and their effectiveness  2. Investigate and experiment with KC's & Experiential / Passion led learning, Digital Technologies and assessing outcomes  3. Identify key components of what Good Learning at Tamahere looks like i.e. competencies  4. Timetable and plan to increase curriculum integration, PLD / sharing and release. To ensure balance and depth of learning is optimised  5. Introducing Digital Technology and discovering why we need this and what it is about. Aligning with our Vision and our the NZ Curriculum	Ts/ SY / LT          Ts/ SY / LT          Ts/ SY / LT / Jo          Ts/ SY / LT          FG / Ts/ SY / LT	Term 2 2019          2019 Term 1 →          1st February Term 1 2019          Term 2 2019          Term 2 2019	An inquiry Model agreed for all school to use. Report findings to BOT          Increased opportunities and achievement in KC's, DT's Experiential & Passion Led learning. Data from Student voice and other evidence showing progress.          CRT Timetable and Syndicate planning optimisation for integratn.          Being able to verbalise what DT is and implement some practices	



**Strategic goal: To provide safe and inspiring facilities that will enhance learning and teaching**



Initiatives <i>Kia Kotahi!</i>	Actions	Owner	Due By	Measures of success	RAG Status
1. Progressing high quality Innovative Learning Environments & updating all areas as needed.	<b>Plan and commit finances towards the ongoing upkeep of the Kahikatea Library- painting, smoke alarms, etc. Also for the ongoing enhancement of A.S.C.</b> <ul style="list-style-type: none"> <li>• Apply for heritage assistance fund.</li> <li>• Smoke alarms- check the detectors link to W.S.S.</li> <li>• Investigate fire control system (availability of funding for this)</li> <li>• Water tightness of the Library Office assessed and remedied.</li> </ul>	Lee P. Com.  Lee P. Com.  Lee P. Com.	T3. 2020 2019  T1 2019  T1 2019	Money from Heritage fund achieved.  Continue liaising with W.S.S.  Water tight and dry Office	
2. Developing high quality and well linked roll growth classrooms and areas.	<b>To create a bulk and location plan in conjunction with Matt Whitmarsh to present to the Ministry of Education. This can be used to plan future school developments and placement of classrooms, etc.</b>  <b>To continue to pursue another learning space with the M.O.E.</b> <ul style="list-style-type: none"> <li>• Continue to request information and forms from the M.O.E. to try and get this process going.</li> <li>• Squeaky wheel - keep reminding Ministry of our needs.</li> <li>• Keep up with magic numbers and form filling</li> <li>• Alarm extension around our school - staged progression (or more cameras?)</li> </ul>	PM P Com  Lee  Lee & WP Admin.	T1, 2019  Ongoing  T1, 2019  2021?	Completed bulk and location plan that has been approved by the Ministry.  MOE Approval for a new class.  All updates to roll growth filed within a week of achieving the nos.  Alarm plan staged.	
3. Bringing our campus together with unity integrating our Enviro values with larger	<b>To create a bulk and location plan in conjunction with Matt Whitmarsh to present to the Ministry of Education. This can be used to plan future school developments and placement of classrooms, etc.</b>	BOT PM	T1/2 2019	Completed bulk and location plan that has been approved by the	

numbers & facilities with sustainability.	<b>Special case to MOE to use 5YA \$ to develop Admin area due to Staff and Student and parent welfare</b>	BOT		Ministry. Top floor mezzanine area completed	
	<b>To complete Multi-Purpose Facility -</b> <ul style="list-style-type: none"><li>Plan to continue the storage capability of the MPF including the mezzanine storage area.</li></ul>	Lee / P team	2021	P5 / Ponga Iti area sorted	
	Concrete or pave area linking P5 and Ponga iti to Juniors	Lee / P. Com	2019	BOT understand & have input into 5YA amounts and proposed projects.	
	<b>Appoint a Project Manager to work with us to allocate the new 5 Y.A. funding.</b>	Lee/ WP	T2. 2019		
	<b>Plan how to utilise the 2019-2024 5 Y.A. effectively to allow for future growth.</b>	Lee / Allan			
	<b>10 Y.PP. plan strategically for the next 10 years with the support of the Project Manager.</b> Share with the Board. <ul style="list-style-type: none"><li>Decide on the areas that we want to focus on next.</li><li>Develop clear plans from priorities - RASCI -</li></ul>	LT / P. Com	2019		
	<b>Develop a 'wish list' for property projects to be developed with the Board, staff and P.T.A.</b> <ul style="list-style-type: none"><li>Utilise 5 Y.A. and P.T.A. money to improve facilities.<ul style="list-style-type: none"><li>Upgrade Junior Playground</li><li>Increase Shade Area, more tree planting</li></ul></li><li>Guide the Board in the prioritisation of the WISH LIST for CAPEX for 2019 and beyond.</li></ul>	P Com WP / BOT	T2. 2019 → 2020	Updated wish list completed with all parties given opportunity to contribute.	
	<b>Develop a clear plan for all cyclical/yearly projects.</b> <ul style="list-style-type: none"><li>Building cleaning</li><li>Roof cleaning</li><li>Carpet cleaning</li><li>Handyman costs</li><li>Playground bark replacement</li><li>Arborist</li></ul>	Enviro team  IT / E Learning Leader	T1. 2019  T3. 2020	A Cyclical Property plan for maintenance compiled and completed.	



	Asbestos plan finalised and sports shed repaired (asbestos sealed and covered).	Allan	T1 2019	Safe and compliant buildings.	
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**MODEL COUNTRY SCHOOL**  
**Nurturing Our Future - Growing Together**  
*Kia atawhai aa mua - Kia tipu ngatahi*

## Annual Plan Overview 2019 - Business as Usual Operation

### Teaching and Learning Programme Development

- School wide **Professional Learning** around **Collaborative** learning and teaching, **student agency**
- Accelerating the learning of all students at Tamahere Model Country School by using Syndicate evidence-based pedagogical approach that meets the needs of the learners. **Syndicate Inquiries.**
- **Kia Kotahi – Together as One environment embraced.**
- **Te reo Maori** – 2<sup>nd</sup> language using Jeanne Gilbert's model. Build and support new staff & normalizing using Wai MAC support.
- **Assessment & Reporting** developing our new data portal to improve grass roots up reporting and understandings.
- **Digital Technologies** – Experiment and develop our Digital Technologies curriculum for 2020.
- **Professional talk & readings**
- **Professional Friends** – Syndicate support observations & feedback.

### Finance

- To ensure sufficient funding to effectively support all learning and teaching programmes & capital ex.
- To provide funds to adequately meet the needs of school business.
- To make provision for & generate funds (Sponsorship) to continue our development plans.
- To continue to improve financial reporting & systems.

### Property

- To provide a safe and attractive physical environment that enhances collaborative learning & teaching.
- To develop Bulk & Location Plan & new 10YPP and 5YA
- Effectively continue to use 5YA, 10YP & Cyclical Maintenance funds.
- To use our 5YA to upgrade Admin and Sick bay areas and improve ILE across the school
- Ongoing improvements of our site.

### Priority Areas for Improving student Achievement

- ♦ To raise overall achievement in **Literacy & Numeracy** and **all learning areas** at Tamahere Model Country School. With collaborative inquiry approach.
- ♦ To provide a range of **quality inquiry teaching & learning experiences** to inspire and raise achievement in all Learning Areas. Using student agency and integration
- ♦ To Enhance & honour a robust **nurturing & healthy school culture.**
- ♦ To **integrate and normalise things Maori**, for our Maori tamariki and all students.
- ♦ To celebrate and embrace student achievement data from the ground roots up.

### Health & Safety

- To provide safe physical teaching and learning environments for all.
- Implementing updated practices in line with the new H & S Act. For all – contractors, staff, volunteers etc.
- A **culture of safety** with the focus on constant improvement and the identification, isolation, minimization or elimination of hazards.
- **Communication and shared responsibility.**

### Self Review / Reporting

- A **culture of constant self-review** to be the best we can be in all areas.
- Reviewing our Charter, Strategic Plan, and docs. in line with MoE planning & reporting requirements.
- Continue with review of policies, and procedures as per schedule.
- Ongoing review of curriculum plans and assessment practices.
- Meet all legislative requirements.
- Continue cycle of consultation.

### Human Resources / Personnel

- Support and **induct new staff** in the pedagogies and culture of our school.
- Support staff through refined and updated **appraisal process** with **Prof. Friends** included.
- **Professional Learning (PLD).** **Collaborative teaching** and learning. Inquiry / appraisal support -Jo Wilson
- **Te reo Maori** – 2<sup>nd</sup> language using Jeanne Gilbert's model. Build and support new staff. Also celebrating & normalizing things Maori
- **BT Programme** ensured our BT has PLD.
- **Leadership** professional Learning opportunities.
- New staff to train over holiday breaks with **Gay Byers**
- **Staff Meetings** to focus on curriculum and staff development on an ongoing basis. Shared readings included.
- Support further **professional learning** for individuals arising through appraisal
- Personnel Folder updated, EEO, VCA
- **CRT and Unit Allocation** – managed effectively for & with staff.
- **Social team bonding** – events
- **Teacher Aides** continue to support student and teacher needs.
- Support **NZEI** paid in work time mtgs.
- All staff to **update 1<sup>st</sup> Aid training.**



### Partnership with the Community

- Keeping our school community involved through:- weekly emails and updated blog & web site, School App. forms and newsletters on the web. board information shared with the community, an active Parent Teacher Association involving as many parents as possible, Dad's Army, Parent / Teacher meetings, consultation and information evenings, surveys and information sharing, notice boards, class white boards, information signs. Whanau / Maori consultation hui, learning meetings, Student Led, 3 Way & Parent/Tchr. Interviews. Open and friendly school environment, signage. Support for parents where needed.

## School Wide Professional Learning Plan

	2019	2020	2021
<b>Main Focus Areas</b> <b>♦ Collaborative</b> learning and teaching practices across our school. with high quality Inquiry and agency  <b>♦ Literacy &amp; Numeracy</b> always a priority - <b>integrated with our main goal</b>  <b>♦ Inclusive School</b> Embrace & Normalize things Maori. Teaching te reo Maori raising achievement, wellbeing, diversity & resilience	<b>Collaborative Inquiry</b> what do teachers and learners need to <i>to accelerate the learning of all students at our school by using an evidence-based pedagogical approach that meets the needs of the learners.</i>  <b>What does good look Like?</b>  <b>Learning</b>	<b>Collaborative Inquiry</b> what do teachers and learners need to <i>to accelerate the learning of all students at our school by using an evidence-based pedagogical approach that meets the needs of the learners.</i>  <b>What does good look Like?</b>  <b>Sharing School Wide</b>	<b>Collaborative Inquiry</b> what do teachers and learners need to <i>to accelerate the learning of all students at our school by using an evidence-based pedagogical approach that meets the needs of the learners.</i>  <b>What does good look Like?</b>  <b>Embedding &amp; Integrating Numeracy &amp; Literacy</b>
	<b>Mathematics/Numeracy</b>  Minor School Wide PLD with Bruce Moody Embedding practices	<b>Literacy</b>  <b>Reading and Writing</b> – fitting into a context - integrated	<b>Sustainable updated areas</b>
	<b>Mindfulness</b>  <b>Learning &amp; Experimentation</b> Using Breathe Pause Smile + Practical Rachel MacAllister	<b>Mindfulness</b>  <b>Developing Practices that work for our school</b> Using Breathe Pause Smile	<b>Mindfulness</b>  <b>Embedding best practices</b>
	<b>Digital Technologies</b>  Exploring pedagogies that will facilitate the integration of DT into our Curriculum – discovering why we need this and what it is about & aligning with the NZC	<b>Digital Technologies</b>  Teaching pedagogies that will facilitate the integration of DT into our Curriculum & aligning with the NZC	<b>Digital Technologies</b>  Developing our programmes of best practice to facilitate the integration DT into our Curriculum in an effective and enriching way.
	<b>Kahui Ako</b>  Conference and Ongoing workshops	<b>Kahui Ako</b>  Conference and Ongoing workshops	<b>Kahui Ako</b>  Conference and Ongoing workshops



	Threads that constantly intertwine with our PLD		
	<p align="center"><b>Identity &amp; Values</b></p> <p><b>Inclusive School</b> - Embrace and normalizing things Maori, Supported by Wai.MAC, <b>cultural diversity supported and Integrated</b> into pedagogy.</p> <p align="center"><b>Kia Kotahi / Connected United</b></p>		
	<b>New Zealand Curriculum</b> Sustainability. Led by Focus Gps.	<b>New Zealand Curriculum →</b> Social Sciences / Sciences / Technology	<b>New Zealand Curriculum →</b> Arts / Music / Dance / Drama
<b>Principal</b>	NZPF / NAMSAs Conferences → Waikato Principals PLD		
<b>DP/ AP</b>	AP/DP Conference →		
<b>Leadership Team</b>	Other opportunities		
<b>Staff Appraisal</b>	Personal Development Attestation / Appraisal Collaborative Inquiry – Syndicate focus. – Own class and data		
<b>Extra practices</b>	Environmental Education	→	→
	Living our Vision	→	→

Self-Review Plan Nags 1-6 Business as Usual			
Objectives	2019 Actions	2020 Actions	2021 Actions
<b>Curriculum 1-</b> Goals that focus on improving student achievement across the KC's and all Learning areas.	Implementation plans ongoing review for best practice → NAG folder Review, Data analysis, Inquiry → Ongoing review and adapting to the needs of our students. →		
<b>Self Review 2</b> To monitor systems and achievements to ensure students reach their potential.	← Following Self Review Cycle of NAG Areas →		
	← 3 Year Assessment Cycle – for reviewing Curriculum Learning Areas and flexibility to cover areas needed. Annual and regular reporting to the Board of Trustees, School Community & M.o.E. →		
<b>Personnel 3</b> To ensure that our staffs are positively supported in a fair and open environment in order to achieve the best possible learning and teaching opportunities.	← Monitor & maintain staff hauora, employment issues, ensuring EEO equitability →		
	Review NAG folder + EEO. Develop Mindfulness programme for staff as well as students.	Review Mindfulness & Hauora team and adapt / develop further.	Review NAG folder including EEO.
<b>Financial 4</b> To ensure financial resources and systems are in place to effectively support school goals.	To allow sufficient funding to support quality learning programmes, whilst maintaining adequate reserves & continued capital purchase programmes. Ensuring accurate, prudent and well organised financial systems are in place. To achieve long term development goals. Review and check annually.		
		▪ Review NAG folder	
<b>Property 4</b> To provide a safe physical and emotional learning and teaching environment for all students, staff and visitors to our school.	<ul style="list-style-type: none"> <li>▪ Develop Bulk &amp; Location Plan</li> <li>▪ Implement 5.Y.A. - 2019 projects</li> <li>▪ Admin and Sick Bay</li> <li>▪</li> </ul>	<ul style="list-style-type: none"> <li>▪ Continue with 5 Y.A. plans</li> <li>▪ Review NAG Folder.</li> <li>▪</li> </ul>	<ul style="list-style-type: none"> <li>▪ 5YA projects continue &amp; review</li> <li>▪ Continue with landscape development.</li> <li>▪ S.P.G.!??</li> </ul>
<b>Health &amp; Safety 5</b> To provide a safe working & learning environment for all.	← Regular drills, & monitoring to identify, minimise, isolate or eliminate hazards →		
	<ul style="list-style-type: none"> <li>▪ Annually review NAG fold.</li> <li>▪ Behaviour Mgt. - Bullying review</li> <li>▪ EOTC Safety Review</li> </ul>	<ul style="list-style-type: none"> <li>▪ Annually review NAG fold.</li> <li>▪ EOTC Safety review</li> <li>▪ Behaviour Mgt. safety review</li> <li>▪</li> </ul>	<ul style="list-style-type: none"> <li>▪ Annual review of NAG folder</li> <li>▪ EOTC Safety review</li> </ul>
<b>Legislation 6, 7 &amp; 8</b> To enhance learning by complying with relevant legislation.	<ul style="list-style-type: none"> <li>▪ To comply with all relevant regulatory &amp; legislative requirements &amp; Charter guidelines.</li> </ul>		



## Board Self- Review - 3 Yearly Cycle - Business as Usual

	Term 1	Term 2	Term 3	Term 4
2017	Health & Safety / Policy March Roll Return Curriculum Level Results Uniform	Property July Roll Return	Charter Wish List & Re Forecast Mid-Year Curriculum Level Progress – Yr. 4-6 Cohort Entry Swimming pool	Charter Budget Personnel + Policy + Legal Policy ERO possibly due Cohort & Swimming pool policies & procedures
2018	Health & Safety / Policy March Roll Return Curriculum Level Results ERO due	Property July Roll Return  Health Survey	Charter Wish List & Re Forecast Mid-Year Curriculum Level Progress – Yr. 4-6	Charter Budget Personnel Finance Policy
2019	New Uniform in full March Roll Return Health & Safety Policy March Roll Return Curriculum Level Results	Bulk & Location 10YPP July Roll Return	5YA new Charter Progress Wish List & Re Forecast Mid-Year National Standard Progress – Yr. 1-6	Charter Final Budget Personnel
2020	Health & Safety Policy March Roll Return Curriculum Level Results	Property July Roll Return ERO possibly due	Charter Progress Wish List & Re Forecast Mid-Year Curriculum Level Progress – Yr. 1-6	Charter Final Budget Personnel + Policy Finance Policy
2021	Health & Safety Policy March Roll Return Curriculum Level Results	Property July Roll Return	Charter Progress Wish List & Re Forecast Mid-Year Curriculum Level Progress – Yr. 1-6	Charter Final Budget Personnel Legal Policy

- NB - Curriculum review is ongoing constantly tweaking to be the best practice possible.

## From Goal to Strategies:- School Organisation & Structure

<b>Goal</b> <b>♦ Self-Review Nag 2 – To monitor systems and achievements to ensure students reach their potential.</b>				
<b>Objectives</b>	<b>Strategies / Actions</b>	<b>Time / Requirements</b>	<b>Responsibility / Costs</b>	<b>Evaluation</b>
<b>1. To be the best we can be through a culture of continuous self review and improvement</b>	☺ To refine and develop a robust self review system to lead to continuous improvement.	2019 →	Self-Review Committee	
	☺ To continually review and update our practises across all N.A.G. areas in line with our overview and as needs arise.	2019 → & ongoing	Board / Leadership Team / Staff / Principal	
	☺ To use our self review processes effectively to raise student achievement and standards across the school.	ongoing		
	☺ To review and consult with our School's Maori Community about their student achievement and strategies to help support and improve achievement.	Ongoing 1-2 times annually	Board / Leadership Team / Staff / Principal	
	☺ To continue to review and update our implementation plans and reporting to parents systems in line with the New Zealand Curriculum.	Ongoing		
	☺ To regularly report back to the Board areas of self review. Each Board meeting to check that policy reviews have been kept up to date in line with the year to year schedule.	Ongoing		
	☺ To keep on top of any current relevant legislation.	2019 →	Legal Committee	

## From Goal to Strategies:- Business as Usual 2019 – 2021

Goal				
◆ <b>Personnel NAG 3</b> – To ensure that our Staff are positively supported in a fair and open environment in order to achieve the best possible learning and teaching opportunities.				
Objectives	Strategies / Actions	Time / Requirements	Responsibility / Costs	Evaluation
<b>1. To have a quality, happy, loyal, and positive staff. Who feel well supported and valued.</b>	<ul style="list-style-type: none"><li>☺ Attract, appoint and retain quality staff - aiming to be the employer/school of choice for staff by developing a culture and teaching environment that both attracts and retains the very best teachers in the region.</li><li>☺ Celebrate successes and achievements openly.</li><li>☺ Look at issues on a case by case, fair and equitable basis - responding to life's crises.</li><li>☺ Have positive role models in our Principal, Leadership Team and Board of Trustees.</li><li>☺ Foster and enjoy a positive supportive parent / teacher climate through regular communication strategies, community events and open door policies.</li><li>☺ Have planned staff and staff/ board social events</li><li>☺ Have celebration morning teas, etc. with Board thanking staff for efforts.</li><li>☺ Celebrate the work achieved by staff that are leaving for new opportunities with gifts, speeches and functions and Board presence.</li><li>☺ Consult with staff over appraisal process and unit distribution in a fair and open manner</li></ul>	2019 →	Budget flexible enough to cover bases.  Principal, Board, Staff,	
		Ongoing		
		2019 →	Leadership team / staff.	

	<ul style="list-style-type: none"> <li>☺ To have a school wide inquiry based appraisal system where we are all working together to accelerate learning and can discuss our learning journeys.</li> <li>☺ To encourage more coaching and mentoring across all areas of the school.</li> <li>☺ To raise awareness and encourage Wellbeing by using Mindfulness as a technique to support staff and ultimately our students.</li> <li>☺ Follow Support Staff contracts and implement wage increases.</li> <li>☺ To have open communication at all levels in the school.</li> <li>☺ Ensure E.E.O. principles are integrated throughout general practice.</li> <li>☺ To achieve letters in a timely manner and keep paper trail up to date.</li> </ul>	<p>2019 →</p> <p>Term 1 2019</p>	Kim / WP	
<p><b>2. To have sound personnel policies and procedures that are fair open and transparent.</b></p>	<ul style="list-style-type: none"> <li>☺ To continue to regularly review and develop the Personnel NAG folder for easy access of information.</li> <li>☺ Continue to develop and implement Vulnerable Children Act procedures. <ul style="list-style-type: none"> <li>- Overview sheet for appointments</li> <li>- Relievers Systems</li> </ul> </li> <li>☺ To continue to develop robust appointments procedures and packs including VCA legislation.</li> <li>☺ To regularly review and update policies and procedures as appropriate.</li> <li>☺ To consult with other schools and advisors to solve any issues and to achieve quality robust documents.</li> </ul>	<p>NAG 3 2019 →</p> <p>2019 →</p> <p>T1 2019 T1 2019</p> <p>Ongoing</p>	<p>Personnel Committee &amp; BOT</p> <p>Personnel &amp; H&amp;S com. Kim / WP Annette / WP</p> <p>P Com</p> <p>NZSTA / NZEI / NZPF &amp; other Principals</p>	



<b>3. To provide leadership and career opportunities for all staff through the provision and support of professional development programmes</b>	<ul style="list-style-type: none"> <li>☺ All Staff and Board members are encouraged to be life-long learners.</li> <li>☺ Staff may apply for professional development based upon identified needs, leadership roles, career paths, and personal interest within our budget.</li> <li>☺ Staff will be consulted, on school wide curriculum contracts and staff development opportunities.</li> <li>☺ Through our appraisal process staff can identify areas for further development.</li> <li>☺ To provide a robust and fair appraisal system that provides a focus on continuous improvement and promotes professional excellence.</li> <li>☺ To provide a meaningful and beneficial Annual Principal Appraisal Process.</li> <li>☺ Continue to review and develop our appraisal and attestation process and Professional Friends.</li> <li>☺ To be constantly in pursuit of excellence - underpinned by our assessment of individual and school-wide performance.</li> <li>☺ Encourage and support staff with tertiary or ongoing study. B.O.T. to set guidelines for financial support and time allowance</li> <li>☺ Provide opportunities for self reflection and sharing and observation with others on staff.</li> <li>☺ Encourage and support Kahui Ako In School and Across School Roles and involvement</li> </ul>	<p>Ongoing</p> <p>2019 →</p> <p>2019 →</p> <p>2019 →</p> <p>2019 →</p> <p>Ongoing</p> <p>2019 →</p>	<p>Board &amp; Staff</p> <p>Priority area in budget</p>	
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## From Goal to Strategies:- Business as Usual

### Goal

♦ **Finance 4** – *To ensure financial resources and systems are in place to effectively support our school goals.*

Objectives	Strategies / Actions	Time / Requirements	Responsibility / Costs	Evaluation
1. To have a well resourced school with financial stability.	☺ Manage and allocate funding to support quality learning programmes, whilst maintaining adequate reserves & continued capital purchase programmes.	Annually NAG 4	Staff, Board, Principal	
	☺ Budget consulted with stakeholders. Draft achieved by November. Ratified at December Board meeting of each year.	Annually	Budget flexible enough to cover bases.	
	☺ Aim for a break-even Budget.	Annually	Principal, Board, Staff,	
	☺ Regular reporting to B.O.T. ensuring that Budget reflects strategic goals, charter aims, and operational plan.	7-10 times annually		
	☺ Regular Finance Meetings to review reporting against the budget, record variations and make adjustments if necessary.	2 – 4 times annually		
	☺ Annual accounts are prepared and submitted by M.O.E. deadlines. Currently to auditors by 31st March and to M.O.E. by 31 <sup>st</sup> May.			
	☺ Accumulate and manage adequate reserves to achieve major projects.			
	☺ Maintain a contingent reserve of \$50,000.			

<b>2. To develop sound financial policies and procedures that are clear robust and transparent.</b>	<ul style="list-style-type: none"> <li>☺ To further develop our Finance N.A.G. 4 folder for easy access of information.</li> <li>☺ Regular review and update of policies.</li> <li>☺ Regular review and update of appropriate procedures.</li> <li>☺ Consult with other schools and advisors to achieve quality robust documents.</li> <li>☺ Ensure accurate, prudent and well organised financial systems are in place.</li> </ul>	<p>Ongoing</p>   <p>NZSTA / Lead space / other Principals</p>	<p>Finance Committee &amp; BOT + Admin Staff.</p>	
<b>3. To achieve long term development goals.</b>	<ul style="list-style-type: none"> <li>☺ Effectively manage the 5 Year Property Agreement monies.</li> <li>☺ Maintain &amp; manage appropriate painting / cyclic maintenance fund reserve.</li> <li>☺ Review and manage funds effectively to allow ongoing progress, sustainability &amp; development of site &amp; facilities in accordance with planned capital commitments &amp; priorities.</li> </ul>	<p>NAG 4</p>   <p>Ongoing</p>	<p>Finance Committee &amp; Board</p>	
	<ul style="list-style-type: none"> <li>- Professional Development</li> <li>- Swimming Pool</li> <li>- Admin Area and sick Bay</li> <li>- New classroom</li> </ul>	<p>2019 → 2019 → 2019? 2019?</p>	<p>Board – Property team</p>	

<b>4. To develop efficient systems and procedures in Office Administration area</b>	<ul style="list-style-type: none"> <li>☺ Review Administration Officer's jobs and procedures</li> <li>☺ Continue to develop robust systems for checking and efficiency.</li> <li>☺ Continue to review and develop clear and specific job descriptions and procedures for managing day to day and longer term finances.</li> <li>☺ Appraisal of staff against job descriptions.</li> <li>☺ Provide professional development for up-skilling of staff where necessary.</li> <li>☺ Review service suppliers and contractors for performance and cost effectiveness (i.e., banks, insurers, software, etc).</li> </ul>	<p>Annually</p> <p>Ongoing / Annual Review Ongoing / Annual Review</p> <p>Annually</p> <p>Annually</p>		



## From Goal to Strategies:- Business as Usual 2019 - 2021

### Goal

- ♦ **Health and Safety NAG 5** - *To provide a safe physical and emotional environment for all of our school community to enhance learning, teaching and community involvement.*

Objectives	Strategies / Actions	Time / Requirements	Responsibility / Costs	Evaluation
<b>1. To have an active culture of Health &amp; Safety, ensuring the safety of staff, students and the wider community.</b>	☺ Encourage and celebrate involvement around H & S with staff, community and students.	2019 → Ongoing	Board, all Staff, Parents & students, Contractors and volunteers. Personnel, H & S & Leg committees.	
	☺ Ensure awareness and implementation of Health & Safety policy and procedures in relation to the Health & Safety Amendment Act.	2019 → Ongoing		
	☺ Continually update emergency contacts and health concerns information on staff and students using Assembly- S.M.S. Using TMCS Induction form.	Ongoing	Lisa, Principal and H & S Committee	
	☺ Continue to collect emergency contacts and health concerns information on student teachers in line with staff and students.	Practice 1 each Term	WP / Annette	
	☺ Continually review and improve crisis management and emergency evacuation plans following regular practices.	Ongoing	Admin / Annette	
	☺ Police Vetting - of all staff and contractors is required, e.g., builders, plumbers, etc.	Ongoing	WP / Annette / H & S / Legal	
	☺ Continue to review our swimming pool procedures as well as induct and educate staff, children and community as required.	Term 1 & 4	WP / Annette / Pool Facility Managers	

	☺ Develop an effective system for Relievers with all appropriate character and identity checks	Term 1 2019		
<b>2. To provide a safe emotional environment.</b>	☺ To celebrate and live our School Vision. ☺ To develop a hauora / Wellbeing staff and students - Focus group. ☺ To link Mindfulness practices and wellbeing into the daily lives of staff and students.	2019 → Term 1 2019 Term 1 2019	Staff, parents & students Focus Group Focus Group	
<b>3. To ensure our school property is a safe physical environment for all.</b>	☺ Identify and register hazards and carry out safety inspection of the school on a regular basis. Isolate, minimise and eliminate. ☺ Hazards register to be kept in the Staff Room that is visible for all teachers to add hazards to. ☺ Electrical safety checks to be completed. ☺ Ensure H & S briefings and contracts are completed for all contractors working on site. ☺ Playground safety is part of our regular weekly checks. This is documented.	2019 ongoing monthly checks Ongoing → 2019 → Ongoing Ongoing Ongoing	Health and Safety Com.& Property Manager All staff Annette / Allan Annette, Property Manager, Jeremy	
<b>4. To improve hygiene and reduce spreading infections. Keeping everyone healthy.</b>	☺ Continue to keep up with and implement ideas to improve hygiene. ☺ Continue to develop / implement pandemic planning strategies and resources.	2019→ 2019 →	Staff, Health and Safety Committee, Property Manager	

	<ul style="list-style-type: none"> <li>☺ To raise awareness and strengthen our Healthy Eating Policy and Sugar Free School practices.</li> <li>☺ Supervise and support students with food allergies with monitoring and surface cleaning and encouraging no nuts at School, washing hands and surfaces after kiwi fruit and fish.</li> </ul>	<p>Term 1 → Winter sports etc</p> <p>Ongoing</p>	<p>Staff, T Aides, Parents, students</p> <p>Staff, T Aides, Parents, students</p>	
<b>5. To address H &amp; S risks as part of property development.</b>	<ul style="list-style-type: none"> <li>☺ Continue to develop further shade areas &amp; plant trees as necessary.</li> <li>☺ Continue to improve evenness of back field and pathways.</li> </ul>	<p>Term 1 / Winter Planting /Term 4</p> <p>2019 →</p>	Health & Safety / Property Committee	
<b>6. To provide quality and safe Education Outside The Classroom (E.O.T.C.) experiences for our children</b>	<ul style="list-style-type: none"> <li>☺ Continue to review and revise E.O.T.C. procedures and up-skill staff members in line with new 2016/17 Guidelines</li> <li>☺ All staff to gain and keep updated - First Aid Certificate.</li> </ul>	<p>2019 →</p> <p>May 2019 - And as needed for new staff</p>	<p>E.O.T.C. teachers and staff, Board.</p> <p>Kim / WP</p>	
<b>7. To develop a positive, can do, safe and happy school culture for students and staff.</b>	<ul style="list-style-type: none"> <li>☺ Continue to integrate the Key Competencies and into our School culture, learning and teaching. Also integrating with our School vision and value statements. Linking strongly with the NZ curriculum.</li> <li>☺ Develop the inclusion of Mindfulness practices across the school.</li> </ul>	<p>NAG 5 &amp; NAG 3 Ongoing</p> <p>2019 →</p>	<p>Staff and Board, students, parents.</p> <p>Focus Group Staff</p>	

	<ul style="list-style-type: none"> <li>☺ Celebrating successes - Assemblies, School gatherings, promotions in newsletter and newspapers.</li> <li>☺ Continue to develop leadership and confidence in our students long with a supportive family atmosphere – Whanau groups, school camps, leadership positions, etc.</li> </ul>	2019 →  2019 →	WP & Staff  All Staff	
<b>8. To ensure the school infrastructure is safe and maintained.</b>	<ul style="list-style-type: none"> <li>☺ To comply with the conditions of the Resource Consent applying to Sewage.</li> <li>☺ Monitoring and maintaining of alarm system and maintenance schedule relating to Sewage System</li> <li>☺ Review and sign new maintenance contract with S3.</li> </ul>	2019 →  Ongoing  Mid 2019	Health & Safety Committee and Property Manager  Ministry of Education, School, W.D.C  Board	
<b>9. To keep in line with the Health and Safety Reform Act 2015.</b> <a href="http://www.mbie.govt.nz/pdf-library/what-we-do/work-place-health-and-safety-reform/qas-health-safety-reform-bill.pdf">http://www.mbie.govt.nz/pdf-library/what-we-do/work-place-health-and-safety-reform/qas-health-safety-reform-bill.pdf</a>	<ul style="list-style-type: none"> <li>☺ Continue hazards reporting in place that relies on all staff to be aware of hazards. Up on Fridge .</li> <li>☺ Continue to abide by the working at heights legislation.</li> <li>☺ Hazardous substances listed and reviewed six monthly.</li> <li>☺ Go over the entire manual with all staff unpacking a different section on a regular basis during staff meetings and information booklets.</li> </ul>	2019 →  Ongoing  February → ongoing  2019 →	H & S Com., Staff, Property Manager  Allan/ Annette /Staff  Annette & Allan  Annette with staff	



	☺ Ensure Allan has protective equipment and clothing.	2019 →	Annette / Allan, WP. BOT	
	☺ Template for Staff Meetings includes a section for H and S weekly reporting.	2019 →	Annette / WP / Allan H&S Committee	
	☺ Report all accidents to the Board and serious harm incidents to WorkSafe NZ as well.	2019 →	Annette / WP / Allan	
	☺ Review approved contractors list- e.g. plumber, electrician, cleaner, property project manager, lawn mower, bus driver, relievers, music tutors, kapa haka. All inducted in H&S.	Term3 2019	Annette H&S Committee	
	☺ Create a 'to do' list for every year including volunteers and contractor's forms.	Term 2 2019	Annette	
	☺ Review all NAG 5 policies and procedures according to dated timeline checklist in NAG 5 folder.	2019 →	H&S Committee Annette / WP & H&S Com to check	

## From Goal to Strategies:- Business as Usual

Goal				
♦ Legislation NAG 6 – To enhance learning by complying with relevant legislation.				
Objectives	Strategies / Actions	Time / Requirements	Responsibility / Costs	Evaluation
1. To keep up with and comply with all relevant legislation.	☺ To continually be aware and keep up to date with legislative changes.	2019 →	Legislation committee, Board, Principal	
	☺ Report any legislative changes to the Board	→		
	☺ If necessary have Legislation meetings to review the any changes and new compliances. Make any variations and adjustments necessary. Usually achieved in committee responsibility areas.	→		
	☺ Carry out a well informed and legal Trustee Elections	May 2019		
	☺ Use N.Z.S.T.A. and N.Z.E.I. to help support compliance and documentation	Ongoing		
	☺ The Health and Safety Amendment Act, Vulnerable Children’s Act. MOE August 2017 Severe behavioural ... Guidelines will be an ongoing reference.	2019 →		
	☺ Tidy up Reliever and New Employee VCA Checks 8 & Cover sheet.	Term 1 2019	Annette/ Kim / WP	

	<ul style="list-style-type: none"> <li>☺ The Education Amendment Act will be one to keep an eye on along with new Government initiatives.</li> <li>☺ Schooling Futures - Tomorrow Schools Review</li> </ul> <p>-</p> <p>Keep abreast of developments and feedback</p>	<p>2019 →</p> <p>2019→</p>	<p>Leadership Team / BOT</p>	
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<u>School Name:</u>	<b>Tamahere Model Country School</b>	<u>School Number:</u>	<b>1976</b>
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<u>Strategic Aim:</u>	<ol style="list-style-type: none"> <li>1. To build staff capability and sustainability through living our Vision</li> <li>2. To build student capacity, achievement, resilience &amp; collaboration. Kia maia, kia manaaki, kia kotahi</li> <li>3. To provide safe and inspiring facilities that will enhance learning and teaching</li> </ol>
<u>Annual Aim:</u>	<ul style="list-style-type: none"> <li>• To raise overall achievement in Literacy &amp; Numeracy and all learning areas at Tamahere Model Country School.</li> <li>• To provide a range of quality inquiry teaching &amp; learning experiences to inspire and raise achievement in all Learning Areas. Using student agency and integration</li> <li>• To provide quality of e-Learning as a way of improving deep and authentic learning practices across our school.</li> <li>• To embrace things Maori, for our Maori tamariki and all students. Teaching te reo Maori as a second language and celebrating tikanga Maori. * To be inclusive.</li> </ul>
<u>Target:</u>	<p><u>Reading</u></p> <p><u>Target for improving student achievement</u></p> <p>Our overarching target is to move all children on the target list two phases or to At by the end of the year or their anniversary.</p> <p>Year 1- 10 students are in this cohort who are B or WB.</p> <p>Year 2- 23 students are in this cohort who are B or WB.</p> <p>Year 3- 9 students are in this cohort who are B or WB.</p>



Year 4 – 12 students are in this cohort who are B or WB.  
Year 5 – 6 students are in this cohort who are B or WB.  
Year 6 – 12 students are in this cohort who are B or WB.

#### Maori Target 2018

There are 11 students we are targeting who are Maori. The target for these students is the same as the target for all students.

Year One- One student who is B or WB

Year Two-Two students who are B or WB

Year Three- One student who is B or WB

Year Four- One student who is B or WB

Year Five-Three students who are B or WB

Year Six- Three students who are B or WB

#### Writing

##### Target for improving student achievement

Our overarching target is to move all children on the target list two phases or to At by the end of the year or their anniversary.

Year 1-11 students are in this cohort who are B or WB.

Year 2- 16 students are in this cohort who are B or WB.

Year 3- 16 students are in this cohort who are B or WB.

Year 4 –16 students are in this cohort who are B or WB.

Year 5 –6 students are in this cohort who are B or WB.

Year 6 – 17 students are in this cohort who are B or WB.

#### Maori Target 2018

There are 12 students we are targeting who are Maori. The target for these students is the same as the target for all students.

Year One- One student who is B or WB

Year Two-Two students who are B or WB

Year Three- One student who is B or WB

Year Four- Three students who are B or WB

Year Five-One student who is B or WB

Year Six- Four students who are B or WB

### Maths

#### Target for improving student achievement

Our overarching target is to move all children on the target list two phases or to At by the end of the year or their anniversary.

Year 1-8 students are in this cohort who are B or WB.

Year 2- 20 students are in this cohort who are B or WB.

Year 3- 23 students are in this cohort who are B or WB.

Year 4 –14 students are in this cohort who are B or WB.

Year 5 –14 students are in this cohort who are B or WB.

Year 6 – 18 students are in this cohort who are B or WB.

#### Maori Target 2018

There are 16 students we are targeting who are Maori. The target for these students is the same as the target for all students.

Year One- 1 student who is B or WB

Year Two-2 students who are B or WB

Year Three- 2 students who are B or WB

Year Four- 3 students who are B or WB

	<p>Year Five-5 students who are B or WB</p> <p>Year Six- 3 students who are B or WB</p> <p>NOTE: During the year the numbers of students to report on has changed as some students left to attend new schools. These students are not included in the final data therefore, the numbers do not always correlate.</p>
<u>Baseline Data:</u>	<p>This was derived from the end of 2017 and the start of 2018 data. The data came from end of year reports as well as testing and observations from the start of 2018.</p>

<u>Actions</u> <u>What did we do?</u>	<u>Outcomes</u> <u>What happened?</u>	<u>Reasons for the variance</u> <u>Why did it happen?</u>	<u>Evaluation</u> <u>Where to next?</u>
<ul style="list-style-type: none"> <li>• Maths professional learning school wide. Every staff member as a whole staff and one to one have had in depth development. This will continue in some form for 2019 with Bruce Moody.</li> <li>• Teaching, using best practice models and programmes to raise student achievement.</li> <li>• Sharing &amp; support across staff and across Syndicates. ICT Support.</li> <li>• Teachers sharing ideas and resources at syndicate and full staff meetings.</li> <li>• Analysis of data and professional discussions, full staff</li> </ul>	<p>This year we have recorded the results by showing for the whole syndicate group, the growth across all the three learning areas of Reading, Writing and Maths (see below).</p> <p>As the year has progressed we have added to this original target in response to needs. These results are not reported in in this document but in our school wide collation of data all results and actions have been recorded. The students who have not met the target of AT could have moved two phases but still do not meet the National Standards.</p> <p>Although we have many results to celebrate where student learning has</p>	<ul style="list-style-type: none"> <li>• This year we have been fortunate to have had the support of the MOE funded ALIM programme. This saw huge growth in a cohort of learners who were</li> <li>• Funding support for special needs &amp; abilities student opportunities.</li> <li>• Teaching, using best practice models and programmes to raise student achievement.</li> <li>• Programme focused on individual needs of children by providing specific feedback, feed forward formative assessment.</li> <li>• Teacher modelling utilised.</li> <li>• Specific monitoring of special needs and abilities.</li> </ul>	<p>ALIM will hopefully continue for 2019 in some form.</p> <p>Although we have many results to celebrate where student learning has accelerated, there are still issues with some students who have moved but still remain WELL BELOW or BELOW. Although these numbers are not excessive the targeted actions for 2019 will include:</p> <ul style="list-style-type: none"> <li>• ALIM</li> <li>• Cross grouping for Mathematics</li> <li>• STEPS for students with Dyslexia</li> <li>• Off site tutoring for some students (parent funded)</li> <li>• Alpha to Omega for students with Dyslexia</li> <li>• Reading Recovery</li> </ul>



<p>meetings &amp; syndicates discussions.</p> <ul style="list-style-type: none"> <li>● Parents were made aware of any students who were on the target list to enable them to also provide extra support.</li> <li>● Programme focused on individual learning and achievements of children and provides specific feedback and forward for both teacher and student.</li> <li>● Assessment of students using IKAN, GLOSS, Harvey Basic Facts tests and in-class work.</li> <li>● A focus on basic facts acquisition.</li> <li>● Teacher modelling is an essential component in this programme.</li> <li>● Children made aware and involved in the co-construction of learning intentions and success criteria.</li> </ul>	<p>accelerated, there are still issues with some students who have moved but still remain WELL BELOW or BELOW.</p>	<ul style="list-style-type: none"> <li>● Small group sessions daily for target students.</li> </ul>	<ul style="list-style-type: none"> <li>● Teacher Aide input for funded students (ORS, HLN, ETC.)</li> <li>● Teacher Aide support for students who need extra input who have moderate learning needs.</li> <li>● Applications will be made to RTLB and RTLIT for students with learning needs.</li> </ul>
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- Use of quality appropriate and specific exemplars.
- Analysis of data and professional discussions in staff meetings.
- Level awareness and next steps learning is a key component.
- Open discussions and moderation to support all and keep consistency.

### Planning for next year:

We have just been awarded 60 hours of P.L.D. via the Ministry of Education. Our plans for this funding are:

#### P.L.D. PLAN

1. Build on and embed strategies and capabilities formed in 2018. Continue some sessions with Bruce Moody to complete the process of implementing the planning and mentoring.
2. Data Driven- Targeted learners tracked and monitored more effectively using a more streamlined and unified school wide approach (seed ideas already started using Clevedon School spreadsheet).
3. School Wide Inquiry- A unified school wide inquiry linked to student data. Teachers to develop their own class based inquiry as an extension of this.
4. Accelerative Practices- Embedded and extended. More tracking of data to show how effective these strategies are.
5. Progressions- Continue to build on these in Maths and Literacy. Embed and extend.
6. Empowering Learners- In order to develop...

- Student agency.
  - Passion learning.
  - Student voice. Looking at the way play based learning can become a part of our practice and research options that are 'best fit' for our students.
7. Well Being and Mindfulness- Linked to the key question of what do students and teachers need to make 'good' learning possible. How can we make the conditions for learning more powerful for students and teachers by attending to this area of learning?

### **Results For All Target Students 2018**

	<b><u>Reading</u></b>	<b><u>Writing</u></b>	<b><u>Maths</u></b>
	<b><u>End of 2017 Data (or start of 2018)</u></b>	<b><u>End of 2017 Data (or start of 2018)</u></b>	<b><u>End of 2017 Data (or start of 2018)</u></b>
<b><u>Year 5-6</u></b>	WELL BELOW 2 9%	WELL BELOW 1 3%	WELL BELOW 1 3%
	BELOW 21 91%	BELOW 28 97%	BELOW 35 97%
	AT 0 0%	AT 0 0%	AT 0 0%
	ABOVE	ABOVE	ABOVE

	0 0%	0 0%	0 0%
TOTAL:	23	29	36
<u>Year 5-6</u>	<u>End of 2018 Data</u>	<u>End of 2018 Data</u>	<u>End of 2018 Data</u>
	WELL BELOW 1 4%	WELL BELOW 5 17%	WELL BELOW 0 0%
	BELOW 4 17%	BELOW 15 52%	BELOW 11 31%
	AT 13 57%	AT 9 31%	AT 25 69%
	ABOVE 5 22%	ABOVE 0 0%	ABOVE 0 0%
TOTAL:	23 At or Above 79%	29 At or Above 31%	36 At or Above 69%
	The majority of students have moved considerably and have achieved the goal. Those who still need support range from moderate needs to some who require significant, ongoing	This is the area that we want to see an improvement. Nine students moved from Below to At, however there are still 20 students who need to accelerate their learning.	A large group of the students have moved considerably and have achieved the goal. Those who still need support range from moderate needs to some who require significant,

	<p>interventions.</p> <p>Except for one student who has continuing very high needs that are being catered for, all the other students are one phase from being At.</p>	<p>Five students are Well Below- some of these students are two or three phases away from being At. All the others are only one phase from being At.</p>	<p>ongoing interventions.</p> <p>All the students Below are only one phase from being At.</p>
	<b><u>End of 2017 Data (or start of 2018)</u></b>	<b><u>End of 2017 Data (or start of 2018)</u></b>	<b><u>End of 2017 Data (or start of 2018)</u></b>
<b><u>Year 3-4</u></b>	<p>WELL BELOW</p> <p>1</p> <p>5%</p>	<p>WELL BELOW</p> <p>2</p> <p>5%</p>	<p>WELL BELOW</p> <p>4</p> <p>9%</p>
	<p>BELOW</p> <p>20</p> <p>91%</p>	<p>BELOW</p> <p>36</p> <p>92%</p>	<p>BELOW</p> <p>42</p> <p>91%</p>
	<p>AT</p> <p>1</p> <p>4%</p>	<p>AT</p> <p>1</p> <p>3%</p>	<p>AT</p> <p>0</p> <p>0%</p>
	<p>ABOVE</p> <p>0</p> <p>0%</p>	<p>ABOVE</p> <p>0</p> <p>0%</p>	<p>ABOVE</p> <p>0</p> <p>0%</p>
<b>TOTAL:</b>	<b>22</b>	<b>39</b>	<b>46</b>
	<b><u>End of 2018 Data</u></b>	<b><u>End of 2018 Data</u></b>	<b><u>End of 2018 Data</u></b>



<b>Year 3-4</b>	WELL BELOW 1 <b>4.5%</b>	WELL BELOW 1 <b>3%</b>	WELL BELOW 2 <b>4%</b>
	BELOW 1 <b>4.5%</b>	BELOW 13 <b>33%</b>	BELOW 14 <b>30%</b>
	AT 20 <b>91%</b>	AT 25 <b>64%</b>	AT 21 <b>46%</b>
	ABOVE 0 <b>0%</b>	ABOVE 0 <b>0%</b>	ABOVE 9 <b>20%</b>
<b>TOTAL:</b>	<b>22</b> <b>At or Above 91%</b>	<b>39</b> <b>At or Above 64%</b>	<b>46</b> <b>At or Above 66%</b>
	<p>Stunning results in the Year 3-4 area. There are only two students left in this cohort who are Below or Well Below in reading that came from the original target group. One is a new student and one has significant special needs.</p>	<p>A good proportion of students have moved from Below to At. This is an encouraging sign however, there is still more work to do as there is a cohort of students still at the Below level.</p> <p>For the students who are Below, all of them (except those with very high special needs), are one phase away</p>	<p>A good proportion of students have moved from Below to At. This is an encouraging sign however, there is still more work to do as there is a cohort of students still at the Below level.</p> <p>For all but one of the students who are Below, all of them (except those with very high special needs), are one phase</p>

		from being At.	away from being At. One Year Four is requiring significant acceleration in her learning to be At by the end of 2019.
	<b><u>End of 2017 Data (or start of 2018)</u></b>	<b><u>End of 2017 Data (or start of 2018)</u></b>	<b><u>End of 2017 Data (or start of 2018)</u></b>
<b><u>Year 1-2</u></b>	WELL BELOW 5 15%	WELL BELOW 1 4%	WELL BELOW 0 0%
	BELOW 28 85%	BELOW 24 96%	BELOW 26 100%
	AT 0 0%	AT 0 0%	AT 0 0%
	ABOVE 0 0%	ABOVE 0 0%	ABOVE 0 0%
TOTAL:	33	25	26
	<b><u>End of 2018 Data</u></b>	<b><u>End of 2018 Data</u></b>	<b><u>End of 2018 Data</u></b>
<b><u>Year 1-2</u></b>	WELL BELOW 0 0%	WELL BELOW 0 0%	WELL BELOW 0 0%

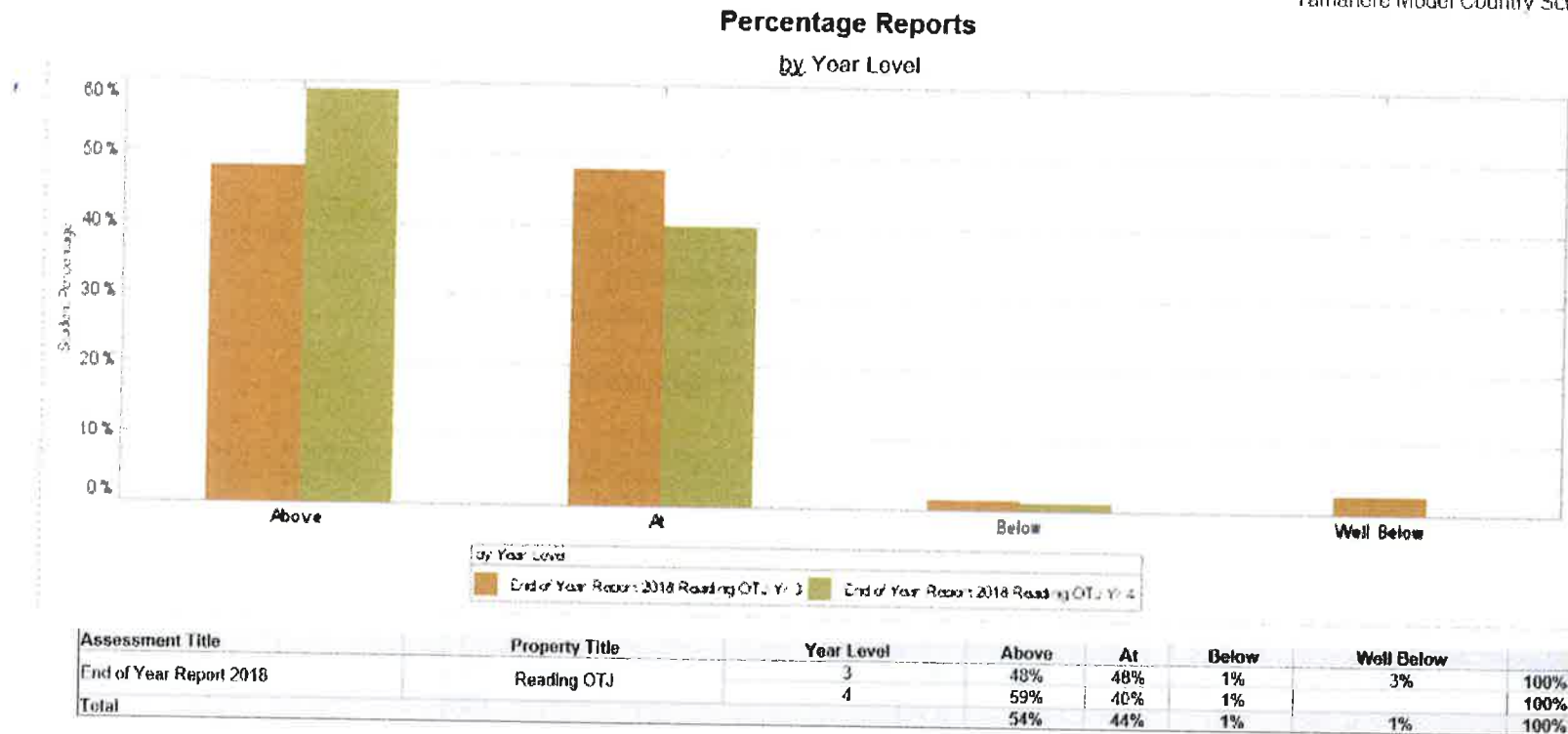
	BELOW 3 9%	BELOW 9 36%	BELOW 11 42%
	AT 18 55%	AT 16 64%	AT 15 58%
	ABOVE 12 36%	ABOVE 0 0%	ABOVE 0 0%
<b>TOTAL:</b>	<b>33 At or Above 91%</b>	<b>25 At or Above 64%</b>	<b>26 At or Above 58%</b>
	<p>Stunning results in the Year 1-2 area. There are only three students left in this cohort who are Below or Well Below in reading that came from the original target group. Two have significant special needs.</p>	<p>A good proportion of students have moved from Below to At. This is an encouraging sign however, there is still more work to do as there is a cohort of students still at the Below level.</p> <p>There are four students who are more than one phase away from being At, these are our high special needs students. The rest are all one phase away from being At.</p>	<p>A good proportion of students have moved from Below to At. This is an encouraging sign however, there is still more work to do as there is a cohort of students still at the Below level.</p> <p>For the exception of one high needs student, the rest of the students are one phase from being At.</p>

Notes:

11 students have moved from Below to At right across all three domains of Reading, Writing and Maths. This is a significant result for these students and demonstrates that the accelerative practices worked.

## Reading Results Year Three and Four

Tarnahore Model Country School

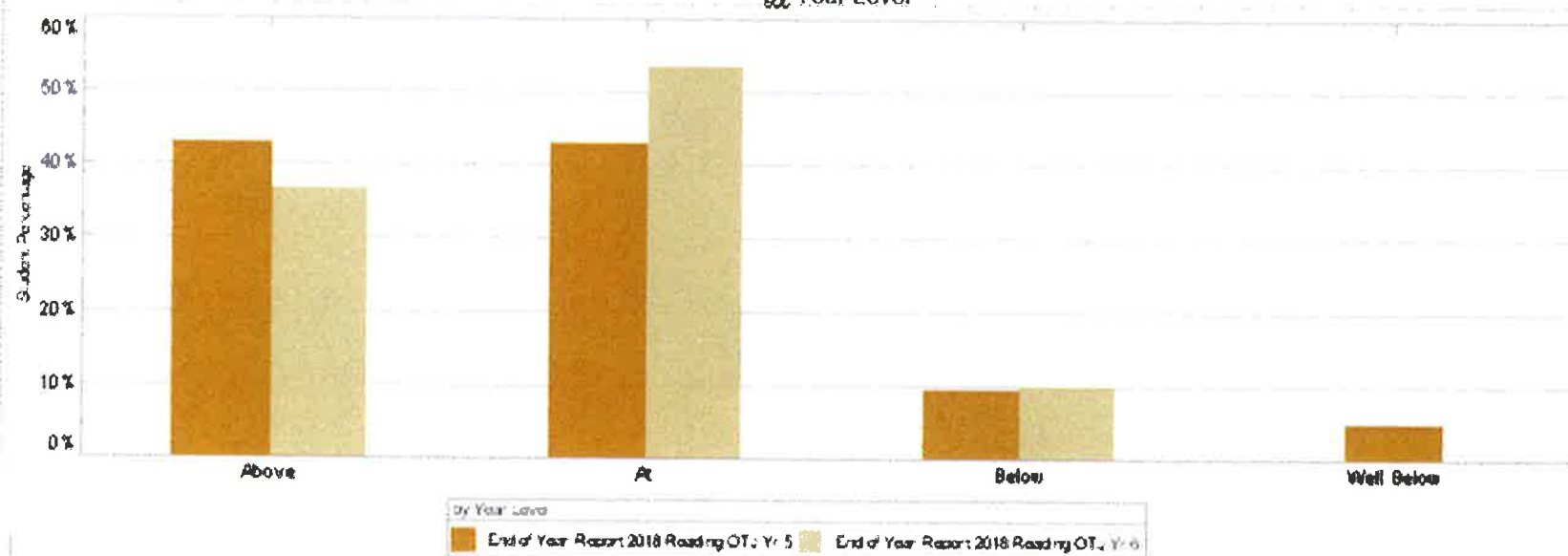


## Year Five and Six

Tamahere Model Country School

### Assessment Visualisation

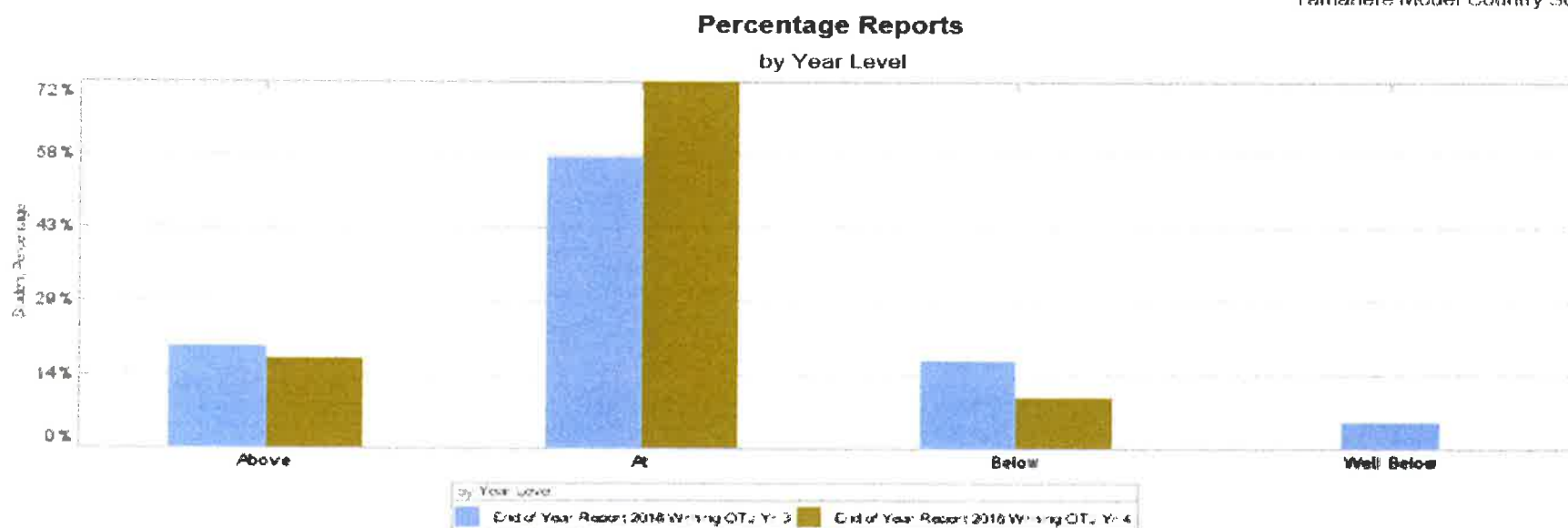
by Year Level



Assessment Title	Property Title	Year Level	Above	At	Below	Well Below	
End of Year Report 2018	Reading OTJ	5	43%	43%	10%	5%	100%
		6	37%	53%	10%		100%
Total			39%	49%	10%	2%	100%

**Writing Results**  
**Year Three and Four**

Tamahere Model Country School



Assessment Title	Property Title	Year Level	Above	At	Below	Well Below	
End of Year Report 2018	Writing OTJ	3	20%	57%	17%	5%	100%
		4	18%	72%	10%		100%
Total			19%	65%	14%	3%	100%

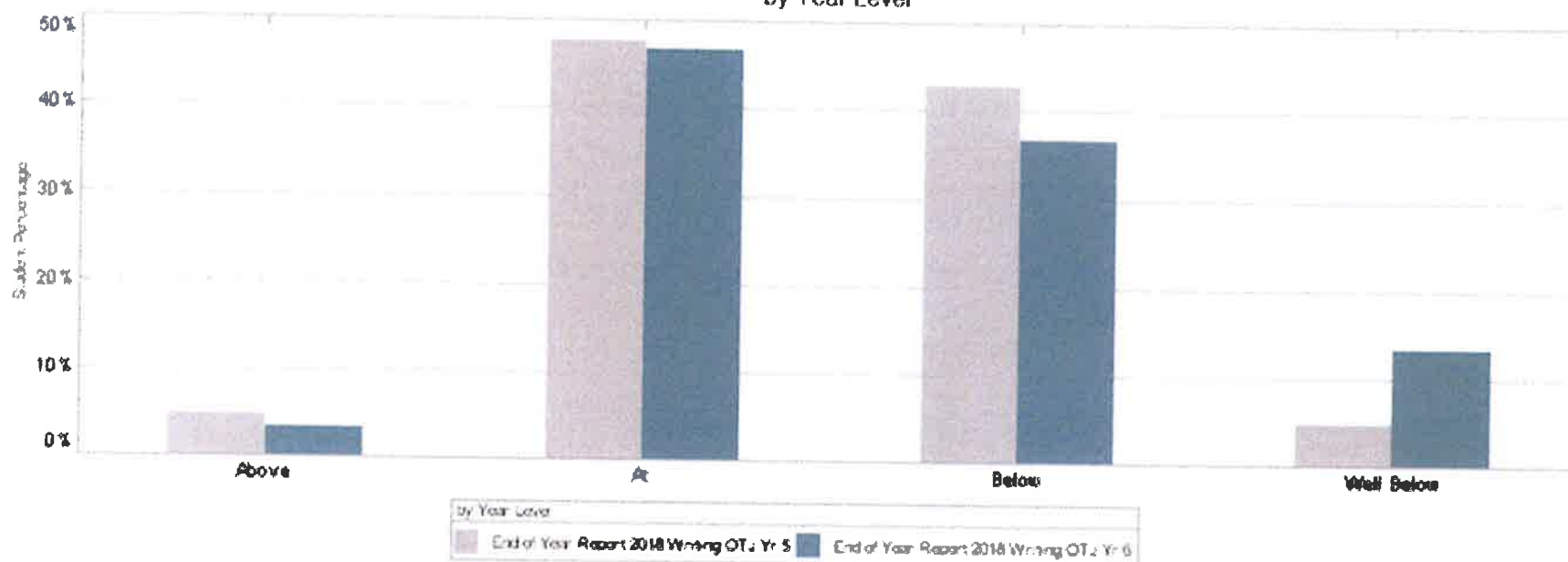


## Year Five and Six

Camden Middle County School

### Assessment Visualisation

by Year Level

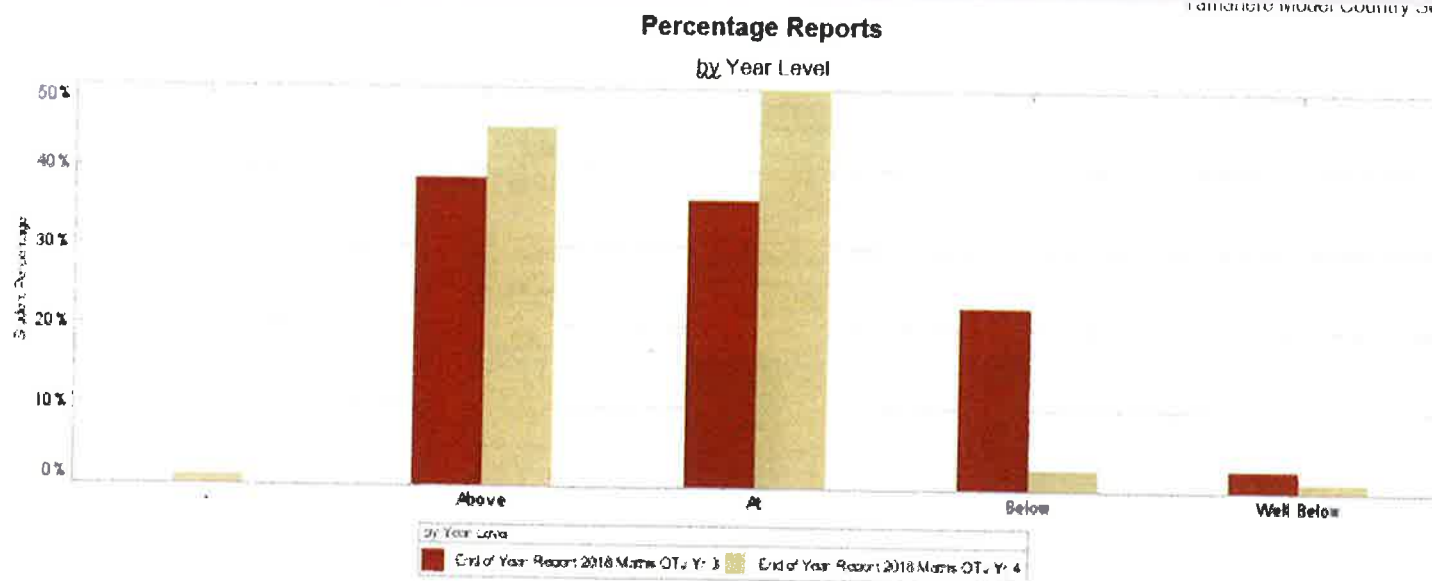


Assessment Title	Property Title	Year Level	Above	At	Below	Well Below	
End of Year Report 2018	Writing OTJ	5	5%	48%	43%	5%	100%
		6	3%	47%	37%	13%	100%
Total			4%	47%	39%	10%	100%

## Maths Results

### Year Three and Four

Hambleton District Council



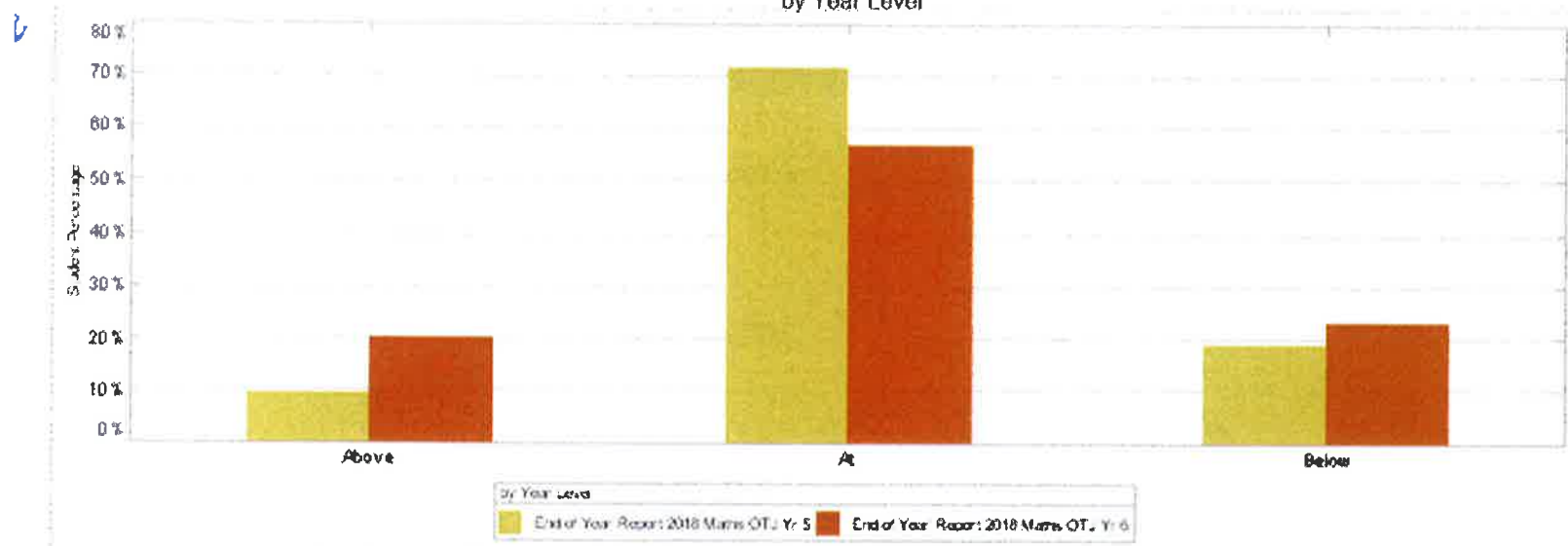
Assessment Title	Property Title	Year Level		Above	At	Below	Well Below	
End of Year Report 2018	Maths OTJ	3		39%	36%	23%	3%	100%
Total		4	1%	45%	50%	2%	1%	100%
			1%	42%	43%	12%	2%	100%

## Year Five and Six

Tamahere Model Country School

### Assessment Visualisation

by Year Level



Assessment Title	Property Title	Year Level	Above	At	Below	
End of Year Report 2018	Maths OTJ	5	10%	71%	19%	100%
		6	20%	57%	23%	100%
Total			16%	63%	22%	100%

### Maori Target Students 2018

- Red indicates O.T.J. at the end of 2017 or start of 2018
- Black indicates O.T.J. at the end of 2018
- Highlighted boxes show the areas the student was BELOW to start 2018.

<u>Name</u>	<u>Year Level</u>				
<u>BK</u>	<u>5</u>	<u>Above</u>	<u>At</u>	<u>BELOW At</u>	At or Above in all areas
<u>DF</u>	<u>3</u>	<u>BELOW At</u>	<u>BELOW Below</u>	<u>BELOW Below</u>	
<u>DH</u>	<u>4</u>	<u>At</u>	<u>At</u>	<u>BELOW Below</u>	
<u>EC</u>	<u>5</u>	<u>Below</u>	<u>Below</u>	<u>BELOW Below</u>	2019 further interventions needed in all areas. One phase from being AT.
<u>GT</u>	<u>4</u>	<u>Above</u>	<u>At</u>	<u>BELOW Above</u>	At or Above in all areas
<u>HZ</u>	<u>3</u>	<u>BELOW At</u>	<u>Above</u>	<u>BELOW Below</u>	
<u>HK</u>	<u>2</u>	<u>WB Above</u>	<u>BELOW Below</u>	<u>BELOW At</u>	
<u>MS</u>	<u>5</u>	<u>Above</u>	<u>At</u>	<u>BELOW At</u>	At or Above in all areas

<u>MR</u>	<u>6</u>	<u>BELOW</u> <u>Below</u>	<u>WB Well Below</u>	<u>WB Below</u>	2019 further interventions needed in all areas.
<u>MT</u>	<u>6</u>	<u>BELOW At</u>	<u>BELOW Below</u>	<u>BELOW At</u>	
<u>MJ</u>	<u>4</u>	<u>At</u>	<u>At</u>	<u>BELOW At</u>	At or Above in all areas
<u>MRO</u>	<u>5</u>	<u>Above</u>	<u>At</u>	<u>BELOW At</u>	At or Above in all areas
<u>PB</u>	<u>4</u>	<u>BELOW At</u>	<u>BELOW Below</u>	<u>BELOW At</u>	
<u>RP</u>	<u>5</u>	<u>Above</u>	<u>Above</u>	<u>BELOW At</u>	At or Above in all areas
<u>RB</u>	<u>6</u>	<u>BELOW At</u>	<u>At</u>	<u>At</u>	At or Above in all areas
<u>RD</u>	<u>5</u>	<u>BELOW At</u>	<u>Below</u>	<u>BELOW At</u>	
<u>RK</u>	<u>1</u>	<u>BELOW At</u>	<u>BELOW Below</u>	<u>BELOW At</u>	
<u>SC</u>	<u>4</u>	<u>At</u>	<u>BELOW Below</u>	<u>At</u>	
<u>SA</u>	<u>6</u>	<u>Above</u>	<u>BELOW</u> <u>At</u>	<u>Above</u>	At or Above in all areas
<u>SG</u>	<u>6</u>	<u>BELOW At</u>	<u>BELOW Below</u>	<u>BELOW</u> <u>Below</u>	
<u>SJ</u>	<u>4</u>	<u>BELOW At</u>	<u>BELOW Below</u>	<u>BELOW At</u>	



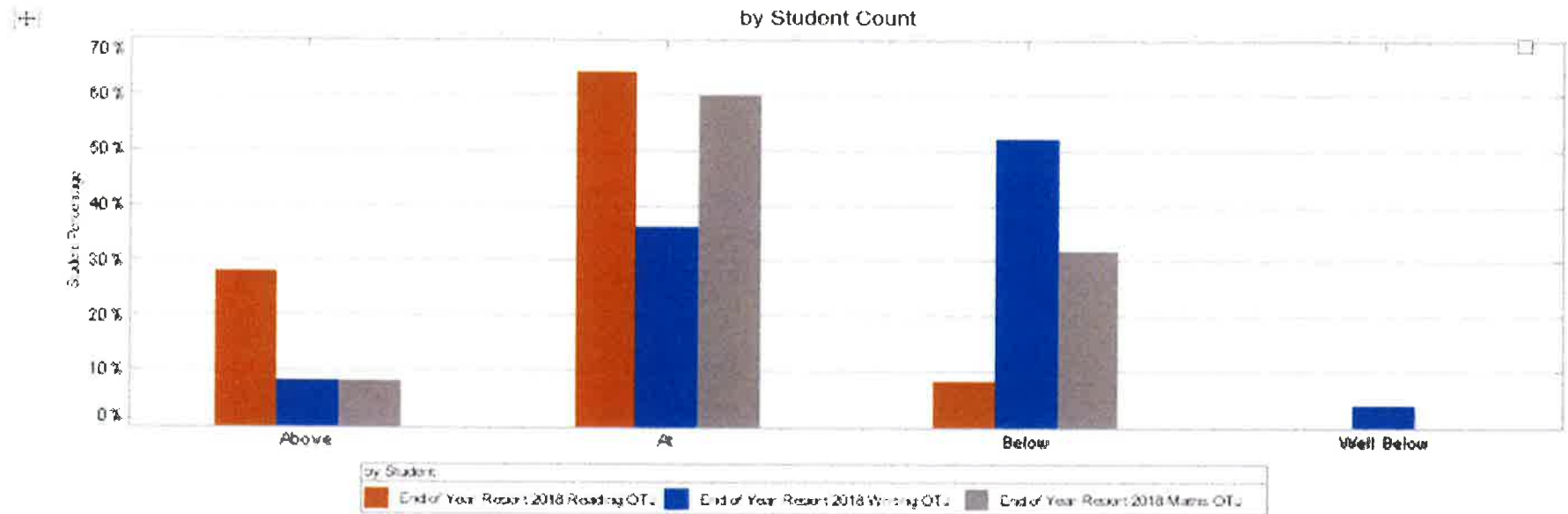
<b>TP</b>	<b>2</b>	<b><u>WB</u> <u>At</u></b>	<b><u>BELOW</u> <u>At</u></b>	<b><u>BELOW</u> <u>Below</u></b>	
<b>TI</b>	<b>6</b>	<b><u>At</u></b>	<b><u>BELOW</u> <u>Below</u></b>	<b><u>BELOW</u> <u>At</u></b>	
<b>WC</b>	<b>4</b>	<b><u>At</u></b>	<b><u>BELOW</u> <u>Below</u></b>	<b><u>BELOW</u> <u>At</u></b>	
<b>WJ</b>	<b>2</b>	<b><u>BELOW</u> <u>At</u></b>	<b><u>BELOW</u> <u>Below</u></b>	<b><u>BELOW</u> <u>Below</u></b>	
		<b>13 BELOW OR WELL BELOW at the start of 2018</b>	<b>14 BELOW OR WELL BELOW at the start of 2018</b>	<b>22 BELOW OR WELL BELOW at the start of 2018</b>	
		<b>1 ABOVE 7.5% 11 AT 85% (At or Above= 92.5%) 1 BELOW 7.5% at the end of 2018</b>	<b>0 ABOVE 0% 2 AT 14% (At or Above= 14%) 12 B/WB 86% at the end of 2018</b>	<b>1 ABOVE 5% 13 AT 59% (At or Above= 64%) 8 BELOW 36% at the end of 2018</b>	

This graph shows the results for all Maori Target students and includes results for areas some students may not have been a target learner for.



## Maori Results for all Maori Targeted Learners for Reading, Writing and Maths Percentage Reports

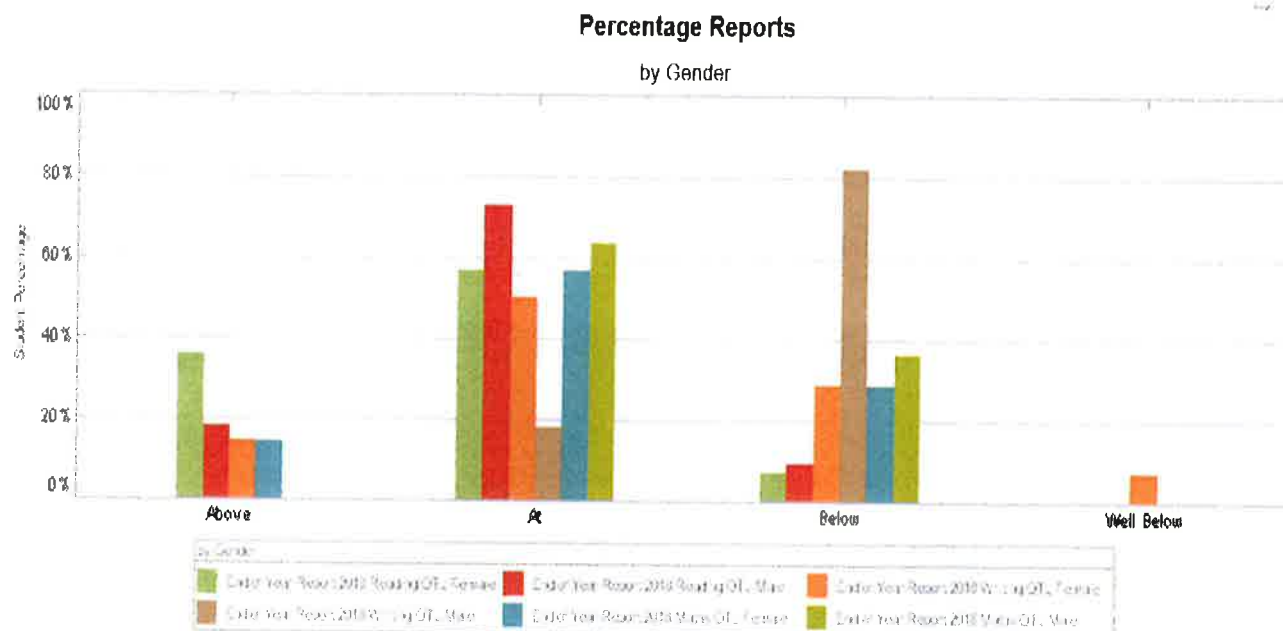
Groups involved in this report:  
2018 Maori Targeted Learners



Assessment Title	Property Title	Above	At	Below	Well Below	
End of Year Report 2018	Reading OTJ	28%	64%	8%		100%
	Writing OTJ	8%	36%	52%	4%	100%
	Maths OTJ	8%	60%	32%		100%
Total		15%	53%	31%	1%	100%

The results shown in these graphs may differ from the results shown in the table above. This is due to the fact that Maori students who were targets were not BELOW in all three areas (Reading, Writing and Maths) at the start of the year. The graphs above show results for all three areas.

### Maori by Gender



Assessment Title	Property Title	Gender	Above	At	Below	Well Below	
End of Year Report 2018	Reading OTJ	Female	36%	57%	7%		100%
		Male	18%	73%	9%		100%
	Writing OTJ	Female	14%	50%	29%	7%	100%
		Male		18%	82%		100%
	Maths OTJ	Female	14%	57%	29%		100%
		Male		64%	36%		100%
Total			15%	53%	31%	1%	100%

### Maori Target 2019

There are 8 students we are targeting who are Maori. The target for these students is the same as the target for all students.

Year One- 2 students who are B or WB

Year Two- 1 students who are B or WB

Year Three- 2 students who are B or WB

Year Four- 1 student who is B or WB

Year Five- 1 student who is B or WB

Year Six- 1 student who is B or WB



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## Achievement Target – 2019 Curriculum Area: Reading (data from End of Year Reports or start of year data)

### Teaching and Learning Programme development and focus

- Teaching using best practice models and programmes to raise student achievement.
- Using the Tamahere English Implementation Plan.
- Assessment of all students in reading using P.M. Benchmark Kit and from Year Three or Level 22+ the use of Probe.
- Programme focused on individual needs of children by providing specific feedback, feed forward formative assessment.
- Teacher modelling utilised.
- Specific monitoring of special needs and abilities.
- Sharing & support across staff and across Syndicates. ICT Support.
- Goal setting.

### Baseline Information (Historical)

- Following 2018 end of year data against the N.Z. curriculum Standards, we decided there was a need to improve, performance in our targeted areas.
- We also have school wide expectations to keep the bar high.
- Continue to focus on teaching and learning and raise levels of achievement in this area.

### Resourcing

- Significant budget allocation available for reading resources and professional development.
- Share school experts.
- Links to eLearning.
- Funding support for special needs & abilities student opportunities.
- STEPS and Alpha to Omega programmes for students who have Dyslexia or learning needs.

### Target for improving student achievement

Our overarching target is to move all children on the target list more than ½ a curriculum level in one year, or to AT by the end of the year.

Year 1- 12 students are in this cohort who are B or WB.

Year 2- 11 students are in this cohort who are B or WB.

Year 3- 4 students are in this cohort who are B or WB.

Year 4- 5 students are in this cohort who are B or WB.

Year 5- 5 students are in this cohort who are B or WB.

Year 6- 3 students are in this cohort who are B or WB.

In total including Maori students, there are 48 target students in READING.

There were 83 reading target students in 2018.

### Link to Strategic Planning

To build student capacity, achievement, resilience and collaboration. Kia maia, kia kotahi, kia manaaki.

### Professional Development

- Teachers sharing ideas and resources at syndicate and full staff meetings.
- Syndicate planning and review of programmes.
- Sharing of target students and strategies used to accelerate learning.
- Analysis of data and professional discussions, full staff meetings & syndicates discussions.
- Professional readings where appropriate.
- Reading / literacy as part of our appraisal process.

### Reporting

- **To Community:** Sharing the joy of reading with families through Poetry Reading, Speeches and See Saw. Share their child's current progress and achievement towards the next curriculum standard through their Progress and Achievement report or Anniversary report.
- **To BOT:** Comparison of school performance - showing progress made one year to next. Achievement targets and analysis of variance.

### Agency Support

- Reading Recovery
- RTL/RT Lit
- Teacher Aide support
- Story Tellers.
- Advisors/Authors/Expert
- Tutors- SPELD, etc.
- Alpha to Omega
- STEPS programme.
- School Librarian.

### Review

- In Term Four using curriculum level data and Reading levels, review progress made. Have we met our target? Have children made progress? What percentage are still below the curriculum expectations? Analyse results and identify areas for future development. School Expectations?

### Ongoing Assessment

- Reading and Listening P.A.T.'s.
- PROBE and Running Records.
- To take a running record when the need arises.
- Formative assessment.

### Community Involvement

- Celebrating successes on school website.
- Examples of student work shown on SEESAW and at parent interviews.
- Open feed/back / dialogue with families.



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## Achievement Target – 2019 Curriculum Area: Writing (data from End of Year Reports or start of year data)

### Maori Target 2019

There are 17 students we are targeting who are Maori. The target for these students is the same as the target for all students.

**Year One-** Two students who are B or WB

**Year Two-** Three students who are B or WB

**Year Three-** Three students who are B or WB

**Year Four-** Two students who are B or WB

**Year Five-** Five students who are B or WB

**Year Six-** Two students who are B or WB

### Teaching and Learning Programme development and focus

- Writing is a key curriculum area and will be taken daily following the structures of the Gaye Byers / T.M.C.S. programme.
- This year literacy is being re-examined and changes made to the current model.
- Assessment of students using writing sample and in class work.
- Programme focused on individual learning and achievements of children and provides specific feedback and forward for both teacher and student.
- Teacher modelling is an essential component in this programme.
- Children made aware and involved in the co-construction of learning intentions and success criteria and goal setting.
- Use of quality appropriate and specific exemplars.
- Analysis of data and professional discussions in staff meetings.
- Level awareness and progressions are a key component.
- Open discussions and moderation to support all and keep consistency.

### Baseline Information (Historical)

O.T.J. data from the end of the 2018 indicated areas of need throughout the school. The students have been identified by name and we will track their individual progress throughout the year.

### Resourcing

- Planned for and budgeted to provide the Professional Development and physical resources needed.

### Target for improving student achievement

Our overarching target is to move all children on the target list more than  $\frac{1}{2}$  a curriculum level in one year, or to AT by the end of the year.

**Year 1-** 10 students are in this cohort who are B or WB.

**Year 2-** 13 students are in this cohort who are B or WB.

**Year 3-** 8 students are in this cohort who are B or WB.

**Year 4** – 15 students are in this cohort who are B or WB.

**Year 5** – 8 students are in this cohort who are B or WB.

**Year 6** – 14 students are in this cohort who are B or WB.

In total including Maori students, there are 85 target students in WRITING. In 2018 we had 94 writing target students.

### Link to Strategic Planning

To build student capacity, achievement, resilience and collaboration. Kia maia, kia kotahi, kia manaaki.

### Ongoing Assessment

- Self, peer and teacher assessments evident providing formative feedback and feed forward.
- Syndicate and across school moderation and discussions.
- Summative assessments

### Review

- ♦ In Term four using curriculum standards data and writing levels & phases review progress made.
- ♦ Have we met our target? Have children made progress? What percentage are still below N.Z. curriculum Standard?
- ♦ Are other students at risk?
- ♦ Analyse results and identify areas for future development.

### Community Involvement

- Celebrating successes in school newsletter.
- Examples of student work shown on SEESAW and at parent interviews.
- Homework activities.
- Open feedback/dialogue with parents.

### Professional Development

- Staff sharing of identified children and their progress regularly in syndicate meetings.
- Sharing of target students and strategies used to accelerate learning.
- Analysis of data and professional discussions, full staff meetings & syndicates discussions.
- All teachers involved in either embedding their Gaye Byers / Tamahere Writing programme or learning how to implement it.
- All staff new involved in Gaye Byers Spelling and Writing PD. and follow up observations.
- Continued P.D. will occur around teacher knowledge and practises in writing. Using on site sharing.
- Writing will form part of our appraisal process.
- Professional readings as appropriate.

### Reporting

- **To Community:** Via Reports, See Saw and interviews.
- **To Learners:** Through specific learning objectives, success criteria and feedback.
- **To B.O.T.:** Via curriculum standards data at end of the year and Target Analysis.

### Agency Support

- Teacher Aide support
- STEPS, Alpha to Omega, R.T.L.B., RTLIT, etc.
- Visiting writers
- Advisors/Authors/Experts/ Gaye Byers



### Mac Target 2019

There are 9 students we are targeting who are Maori. The target for these students is the same as the target for all students.

Year One- 0 students who are B or WB

Year Two- 2 students who are B or WB

Year Three- 2 students who are B or WB

Year Four- 3 students who are B or WB

Year Five- 1 student who is B or WB

Year Six- 1 student who is B or WB



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## Achievement Target – 2019 Curriculum Area: Math (data from End of Year Reports or start of year data)

### Target for improving student achievement

Our overarching target is to move all children on the target list more than  $\frac{1}{2}$  a curriculum level in one year, or to At by the end of the year.

Year 1- 3 students are in this cohort who are B or WB.

Year 2- 3 students are in this cohort who are B or WB.

Year 3- 11 students are in this cohort who are B or WB.

Year 4- 17 students are in this cohort who are B or WB.

Year 5- 4 students are in this cohort who are B or WB.

Year 6- 2 students are in this cohort who are B or WB.

In total including Maori students, there are 50 target students in MATHS. In 2018 we had 113 target students for Maths.

### Teaching and Learning Programme development and focus

- Assessment of students using IKAN, GLOSS, Harvey Basic Facts tests and in-class work.
- Juniors are using a new assessment called METS based on numeracy progressions.
- A focus on basic facts acquisition.
- Implementation plan has been re developed for the school.
- Group teaching evident.
- Programme focused on individual learning needs of children by providing feed forward, formative assessment.
- Teacher modelling utilised.
- Cross grouping in Senior and Middle School to better target student needs.
- Knowledge teaching based on knowledge required for strategy transition.
- E learning integrated into the Maths programme.
- Children made aware of what they are learning through the use of progressions.
- Home support through online learning-Study Ladder. This could be developed further.
- Children setting goals to drive their learning.

### Baseline Information (Historical)

O.T.J. and Anniversary data from the end of the 2018 indicated our areas of need throughout the school. The students have been identified by name and we will track their individual progress throughout the year.

### Resourcing

- Funding support available through appropriate channels within the school.
- Mrs. Boyd and Mrs. Dunton are taking accelerated learning groups in the middle and junior school.

### Link to Strategic Planning

To build student capacity, achievement, resilience and collaboration. Kia maia, kia kotahi, kia manaaki.

### Ongoing Assessment

- Individual formative assessment evident.
- Self and peer assessments.
- Syndicate moderation and discussions.
- Summative assessments. IKAN, Gloss, Pre and post-tests, portfolio samples.
- N.Z.C.E.R. marking and analysis of tests.

### Review

In Term Four using curriculum standards data and test results, review progress made.  
Have we met our target? Have children made progress? What percentage are still below National Standard? Others at risk?  
Analyse results and identify areas for future development.

### Community Involvement

- Celebrating success in school newsletter – I.C.A.S.
- Examples of student work shown on SEESAW and at parent interviews.
- Homework activities & online homework tasks.
- Open feedback/dialogue with parents.

### Professional Development

- Bruce Moody to undertake Schoolwide professional learning for all of 2018.
- Jo Wilson working with our staff to lead T.A.I. in the context of Maths. This also has links to student agency, collaboration and meeting the needs of targeted learners.
- Staff sharing and professional discussions around best practice in syndicate meetings.
- Staff sharing of identified children and their progress during syndicate meetings.
- Professional readings as appropriate.
- Analysis of data and professional discussions in staff meetings.
- Beginning teachers attend Numeracy PD.
- Regular monitoring of number knowledge.
- Reminders in the use of the N.Z.C.E.R. tool.

### Reporting

- **To Community:** Via Reports, See Saw and Interviews.
- **To Learners:** through specific learning objectives, success criteria and feedback, goal setting.
- **To BOT:** Via National Standards data at end of the year and Target Analysis.

### Agency Support

- Teacher Aide support
- Advisors/Experts.
- On-going Math PD
- ALIM programme Pt 2



**TAMAHERE**  
MODEL COUNTRY SCHOOL

**Nurturing our Future - Growing Together**

*Kia atawhai aa mua - Kia tipu ngatahi*

## The Tamahere Model Country School Graduate







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## Reference Library – 2019 - Our Key documents

### Curriculum

- School Curriculum Framework
- Curriculum Implementation Plans for each of the learning areas.
- Assessment Overview.
- Cumulative Folders.
- Student Individual Progress and Achievement Books.
- Curriculum Policies.
- G.A.T.E. Register.
- Special Needs Register.
- Assembly (A.S.M.) documentation.
- S Drive Resources.
- E Learning Plan.

### Finance

- Annual Budget
- 10 Year Property Plan – Cap. Ex. Sheet.
- S.U.E. Reports
- Assets Register
- Auditors Reports
- Finance Policies & Procedures – Nag Folder.
- F.I.S.H. Document.

### Property

- 10 Year Property Plan.
- 5 Year Property Schedule.
- Site development Plan.
- Landscaping Plan.
- Hazards Register.
- Evacuation Procedures.
- Insurance Information.
- Policies and Procedures.
- Nag folder
- Cyclical Maintenance Plan.

### Human Resources / Personnel

- Job Descriptions
- Performance Agreements
- Staff Appraisals
- Staff Handbook
- Staff Induction Book
- School Parent Information Booklet
- Staff Professional Development Programme
- Roles & Responsibilities Schedule
- Accidents & Medical Register
- Personnel Policies & Procedures – Nag folder.
- Emergency Contact Register.

### Useful web sites:-

[www.minedu.govt.nz](http://www.minedu.govt.nz) – All areas  
[www.nzsta.org.nz](http://www.nzsta.org.nz) – All areas – especially Personnel  
[www.nzei.org.nz](http://www.nzei.org.nz) – Personnel  
[www.tamahere.school.nz](http://www.tamahere.school.nz) – All sorts

### Partnership with the School & Community

- Weekly Newsletter
- Board information sheets
- Web site
- Knowledge Net
- T.M.C.S. Annual Plan
- T.M.C.S. Strategic Plan
- Class white boards
- Tamahere Community Committee Minutes
- Tamahere Forum Website

### Health & Safety

- Hazards Register
- Maintenance Schedule
- Evacuations Procedures
- Behaviour Procedures
- T.M.C.S. Health & Safety folder
- Associated Policies
- T.M.C.S. Strategic Plan
- T.M.C.S. Annual Plan
- EOTC Safety & Participation forms

### Self Review / Reporting

- Learning Targets
- N.A.G. Folders - Policies and Procedures
- Charter
- Annual Reports
- Board Self Review Plan
- T.M.C.S. Strategic Plan
- T.M.C.S. Annual Plan
- Analysis of Variance

## **National Administration Guidelines**

The revised National Administration Guidelines (NAGs) were updated on 14 December 2017. The NAGs are due to be repealed on commencement of the new strategic planning and reporting framework, that is, 1 January 2020.

### **NAG 1**

Each board of trustees is required to foster student achievement by providing teaching and learning programmes which incorporate The National Curriculum, as expressed in The New Zealand Curriculum 2007 or Te Marautanga o Aotearoa.

Each board, through the principal and staff, is required to:

- a. develop and implement teaching and learning programmes:
  - i. to provide all students in years 1–10 with opportunities to progress and achieve for success in all areas of The National Curriculum;
  - ii. giving priority to student progress and achievement in literacy and numeracy and/or te reo matatini and pāngarau, especially in years 1–8;
  - iii. giving priority to regular quality physical activity that develops movement skills for all students, especially in years 1–6;
- b. through the analysis of good quality assessment information\*, evaluate the progress and achievement of students, giving priority first to:
  - i. student progress and achievement in literacy and numeracy and/or te reo matatini and pāngarau, especially in years 1–8; and then to:
  - ii. breadth and depth of learning related to the needs, abilities and interests of students, the nature of the school's curriculum, and the scope of The National Curriculum, as expressed in The New Zealand Curriculum 2007 or Te Marautanga o Aotearoa;
- b. through the analysis of good quality assessment information\*, identify students and groups of students:
  - i. who are not progressing and/or achieving;
  - ii. who are at risk of not progressing and/or achieving;
  - iii. who have special needs (including gifted and talented students); and
  - iv. aspects of the curriculum which require particular attention;
- b. develop and implement teaching and learning strategies to address the needs of students and aspects of the curriculum identified in (c) above;
- c. in consultation with the school's Māori community, develop and make known to the school's community policies, plans and targets for improving the progress and achievement of Māori students; and

- d. provide appropriate career education and guidance for all students in year 7 and above, with a particular emphasis on specific career guidance for those students who have been identified by the school as being at risk of leaving school unprepared for the transition to the workplace or further education/training.

\* Good quality assessment information draws on a range of evidence to evaluate the progress and achievement of students and build a comprehensive picture of student learning across the curriculum.

## **NAG 2**

Each board of trustees, with the principal and teaching staff, is required to:

- a. develop a strategic plan which documents how they are giving effect to the National Education Guidelines through their policies, plans and programmes, including those for curriculum, aromatawai and/or assessment, and staff professional development;
- b. maintain an on-going programme of self-review in relation to the above policies, plans and programmes, including evaluation of good quality assessment information\* on student progress and achievement;
- c. on the basis of good quality assessment information\* report to students and their parents on progress and achievement of individual students:
  - i. in plain language, in writing, and at least twice a year; and
  - ii. across The National Curriculum, as expressed in The New Zealand Curriculum 2007 or Te Marautanga o Aotearoa, including in mathematics and literacy, and/or te reo matatini and pāngarau;
- d. on the basis of good quality assessment information\*, report to the school's community on the progress and achievement of students as a whole and of groups (identified through National Administration Guideline 1(c) above) including the progress and achievement of Māori students against the plans and targets referred to in National Administration Guideline 1(e) above.

\* Good quality assessment information draws on a range of evidence to evaluate the progress and achievement of students and build a comprehensive picture of student learning across the curriculum.

### **NAG 3**

According to the legislation on employment and personnel matters, each board of trustees is required in particular to:

- a. develop and implement personnel and industrial policies, within policy and procedural frameworks set by the Government from time to time, which promote high levels of staff performance, use educational resources effectively and recognise the needs of students; and
- b. be a good employer as defined in the State Sector Act 1988 and comply with the conditions contained in employment contracts applying to teaching and non-teaching staff.

### **NAG 4**

According to legislation on financial and property matters, each board of trustees is also required in particular to:

- a. allocate funds to reflect the school's priorities as stated in the charter;
- b. monitor and control school expenditure, and ensure that annual accounts are prepared and audited as required by the Public Finance Act 1989 and the Education Act 1989; and
- c. comply with the negotiated conditions of any current asset management agreement, and implement a maintenance programme to ensure that the school's buildings and facilities provide a safe, healthy learning environment for students.

### **NAG 5**

Each board of trustees is also required to:

- a. provide a safe physical and emotional environment for students;
- b. promote health food and nutrition for all students; and
- c. comply in full with any legislation currently in force or that may be developed to ensure the safety of students and employees.

#### **NAG 6**

Each board of trustees is also expected to comply with all general legislation concerning requirements such as attendance, the length of the school day, and the length of the school year.

#### **NAG 7**

Each board of trustees is required to complete an annual update of the school charter for each school it administers and provide the Secretary for Education with a copy of the updated school charter before 1 March of the relevant year.

#### **NAG 8**

Each board of trustees is required to provide a statement providing an analysis of any variance between the school's performance and the relevant aims, objectives, directions, priorities, or targets set out in the school charter at the same time as the updated school charter provided to the Secretary for Education under National Administration Guideline 7.