



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

## Charter & Strategic Learning Plans 2021



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# 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*

Kia maia

## Honour Be Your Guide

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

Kia manaaki

## Together As One!




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

Kia kotahi





## Our Vision - Taonga

Nurturing our Future - Growing Together / Kia atawhai aa mua - Kia tipu ngatahi		
<p><b>Kia Manaaki</b>  <b>‘Honour Be Your Guide’</b>  <i>We have <b>respect</b> for ourselves, others, property and the environment.</i></p> 	<p><b>Kia Kotahi</b>  <b>‘Together as One’</b>  <i>We learn and work together, supporting and caring for each other.</i></p> 	<p><b>Kia Maia</b>  <b>‘Confident Can Do Kids’</b>  <i>We strive to do our best with a positive ‘can do’ attitude.</i></p> 
<p><b>Citizen</b></p> <ul style="list-style-type: none"> <li>★ I am culturally respectful.</li> <li>★ I value others and the environment.</li> <li>★ I make good choices.</li> </ul>	<p><b>Team Player</b></p> <ul style="list-style-type: none"> <li>★ I am kind and inclusive.</li> <li>★ I am reliable and trustworthy.</li> <li>★ I listen, share and contribute.</li> </ul>	<p><b>Explorer</b></p> <ul style="list-style-type: none"> <li>★ I am enthusiastic, curious and ask questions.</li> <li>★ I try my best even when things are hard.</li> <li>★ I am a responsible risk-taker.</li> </ul>
<p><b>Kaitiaki</b>  <i>Someone who cares for others.</i>  <i>Ehara taku toa I te toa takitahi, engari he toa takimano,</i>  My strength is not that of the individual, but that of the collective.</p>	<p><b>Mahi Tahī</b>  <i>“Working together as one.”</i>  <i>He waka eke noa,</i>  We’re all in this together.</p>	<p><b>Karawhiua</b>  Which means “go for it!” or “give it heaps!”  <i>Mauri mahi, mauri ora,</i>  Through work, we prosper.</p>



## School Description

Tamahere Model Country School is situated almost equal distance 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.

## **Beliefs & Values**

Tamahere Model Country School aims to foster learning and achievement in a safe and supported learning community.

To achieve this we believe in the importance of:

- ♦ Having high expectations of children and their achievements.
- ♦ Developing life long learners.
- ♦ Focusing on the needs of individual children and their learning requirements, whilst implementing the New Zealand Curriculum.
- ♦ Literacy & Numeracy are essential skills to develop to achieve success.
- ♦ Encouraging the growth of self-confidence and self worth.
- ♦ Children, staff, and parents respecting and valuing each other.
- ♦ Valuing and respecting diversity.
- ♦ Showing that learning can be fun and children can achieve their dreams.
- ♦ Providing outside experiences to enhance and reinforce classroom learning.
- ♦ Quality teaching and learning environments.
- ♦ A strong partnership between teachers / students / and families.
- ♦ We aim for all our students to reach their potential by providing a physically safe and nurturing environment.
- ♦ A learning environment that recognizes effort, enthusiasm, commitment and achievement of goals.
- ♦ Caring and respecting our environment. To cherish our Enviro-School status. To work towards sustainability as a way of being and acting that nurtures people and nature, now and in the future.
- ♦ We will provide a wide range of learning experiences based on the seven essential learning areas and developing the essential learning skills.
- ♦ We recognize that our children will grow up in a vastly different world and we aim to develop the skills of resilience and adaptability.
- ♦ Dedicated and enthusiastic team of professionals, who work to bring out the best in our children.
- ♦ An open door policy and encouraging community involvement.

## 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.**

**Model Status**

**Tamahere School** is a **Model Country School**. This means we have a special relationship with the University of Waikato - Division of Education and ongoing placements and support for student teachers, from tutorials through to weekly integration on our staff. We are part of the Normal & Model Schools Association which works hard to be a voice for quality Initial Teacher Education in Aotearoa.

**Hillcrest Kahui Ako**

We are part of a Community of Learners (COL) that was established in 2016. Schools in our Kahui Ako are Hillcrest High School, Berkley Normal Middle School, Hillcrest Normal School, Silverdale Normal School, Tauwhare School, Newstead Model Country School, Matangi School and ourselves. Working together as a community our aim is to raise student achievement even further.

**Cultural Diversity**

Tamahere Model Country School values the multi-cultural nature of the Aotearoa - New Zealand society.

**Cultural Perspectives:**

Tamahere Model Country School's curriculum recognises the unique position of Maori within New Zealand society. We provide students with experiences and understandings in Tikanga Maori and Te Reo Maori and meet regularly with our Whanau parents.

**Consultation:**

The Tamahere School Board consults regularly with our community. Processes for consultation include School Newsletters, Parent Teacher Association and Board Meetings, Parent Teacher Interviews, New Parent's Meeting, parent involvement in camps, 'Dad's Army', surveys and Curriculum Meetings.

We strive to provide instruction in Tikaanga Maori and Te Reo Maori for all of our students and provide extension with te reo and Kapa Haka opportunities.

# Nurturing Our Future - Growing Together

Kia Atawhai Aa Mua - Kia Tipu Ngatahi

## 2021 KIA KOTAHI TOGETHER AS ONE

### Strategic Goals

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

*Supporting students and teachers to make 'good' learning possible.*

**To build and grow our vision and nurture a healthy school culture.**

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

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

### Initiatives 2021-2023

1. Our staff appraisal system will link our school vision with the Teaching Council of Aotearoa NZ Professional Standards and Code of Conduct principles.
2. Continue tier one for PB4L and continue to develop our language and foundation principles linked to our vision.
3. Fusing together our Vision and Quality Practices to develop our Local TMCS Curriculum. What 'good' looks like at TMCS.

1. Living and embedding our vision and values.
2. Developing culturally responsive citizens.
3. Knowing themselves as a learner.

1. Progressing high-quality Innovative Learning environments & updating all areas as needed.
2. Developing high quality and well linked roll growth classrooms.
3. Create an inclusive school environment.
4. Bringing our Campus together with unity & integrating our Enviro values.

### Output

1. Develop a collaborative professional growth cycle using revised quality practice template as scaffold.
2. Collate and respond to data informing effective teacher practice.
3. Set up team and school wide agreements through professional learning support, staff and team meetings, community and student consultation.

1. Explicit teaching of our nine Vision dispositions.
2. Unpack, enact and celebrate the PB4L vision and principles.
3. Students engaging in a variety of culturally responsive activities.
4. Students developing and practising metacognitive thinking.

1. Implementing our 10YPP, 5YA spending and projects with our new SPG \$.
2. Develop our new collaborative classroom block & staffroom area.
3. Incorporate HDU Facilities within our school environment seamlessly.
4. Upgrade and develop further Collaborative learning environments.

### Outcomes


1. Revised appraisal system centred around annual professional growth cycle.
2. School wide consistency in a teaching approach in positive behaviour for learning.
3. Living our vision displaying high quality collaborative teaching and learning practices.
4. A living TMCS local curriculum.

1. A healthy and diverse school culture where tikanga Maori and living a collective school vision is an integral and meaningful part.
2. Improved engagement and agency in the what, how and why of learning across all curriculum areas.

Improved Administration area, Staff facilities and high quality collaborative learning environments that foster creativity & living our Vision.



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

<b>Strategic goal: To build staff capability and sustainability through living our Vision in order to grow a healthy school culture.</b> Supporting students and teachers to make 'good' learning possible. <b>To build and grow our vision and nurture a healthy school culture.</b>						
Initiatives <i>Kia Kotahi!</i>	Actions	Owner	Due for Completi on	Measures of success	Outcomes	RAG Status
<b>1. Our staff appraisal system will link our school vision with the Teaching Council of Aotearoa NZ Professional Standards and Code of Conduct principles.</b>	A. Revise Quality Practice Templates	AH / LT	End of February 2021	Our revised Appraisal / Professional Growth Cycle is developed incorporating all components required (to be reviewed annually)		
	B. Develop a Professional Growth Cycle	Teachers				
	C. Implement Cycle	SLT	March 2021	Teachers help develop our specific QPT for 'Good' learning & teaching at TMCS.		
	D. Use a variety of collaborative teaching approaches.	LT & Teachers	March  End of Term 1	PGC developed, flexible and responsive to needs  All registered teachers are engaged in the QPT		
<b>2. Continue tier one for PB4L and continue to develop our language and foundation principles linked to our vision.</b>	A. Responding to data	WP / AH / LM	Term 1 2021 → Dec 2021	Whole school starting to speak the same language around behaviour & how we deal with it. Consistent practices developing.		
	B. Matrix continuing to evolve	LT / Staff Com.	February / termly	Less incidents / more specific information/ intervention hot spots.		
	C. Committee attending PLD and meetings to lead staff meetings each term.	PB4L Com.	Ongoing	Keeping the focus - staff informed  All teachers on the same page		
	D. Signage developed	Teachers WP/ AH	Ongoing Term 3 Feb 2021	Celebrating our Vision and PB4L		
	E. Reward system	Com.		Operating schoolwide from Term 1 onwards		

<p><b>3. Fusing together our Vision and Quality Practices to develop our Local TMCS Curriculum.</b></p> <p><b>What 'good' looks like at TMCS.</b></p> <p><a href="#">P.L.D. Plan 2021</a></p>	<p>A. Set up team agreements</p> <p>B. Teacher Only Days.</p> <p>C. Working with Jo Wilson.</p> <p>D. Staff meetings</p> <p>E. Syndicate meetings.</p> <p>F. Community and student consultation.</p>	<p>LT / T /</p>		<p>Documentation achieved to lead us forward;</p> <p>At the end of this P.L.D. we will have an overarching T.M.C.S.Local Curriculum implementation plan. This will include:</p> <ul style="list-style-type: none"> <li>• Team agreements</li> <li>• Tamahere Learner</li> <li>• Tamahere Rocks</li> </ul> <p>To evolve our school-wide mindfulness and wellbeing focus in line with our vision.</p> <p>To pull together and finalise our Vision, TMCS Learner, Our Rocks, Localised Curriculum and the NZC into an effective implementation plan.</p>		
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Not on track (likely to fail)



At risk

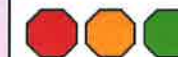


On track







Completed




**Strategic goal: To build student capability, achievement, resilience and collaboration. Kia maia, kia manaaki, kia kotahi.**



Initiatives	Actions	Owner	Due for Completion	Measures of success	Outcomes	RAG Status
<b>1. Living and embedding our vision and values.</b>	a) Explicit teaching of our nine Vision dispositions (5 min a day / 20 min a week).	CT's / P	Throughout 2021 →	Students being able to enact and articulate the nine dispositions of our Vision and what this looks, sounds and feels like in a range of contexts.		
	b) Unpack and enact on the PB4L vision and principles (e.g. matrices).	PB4L	Throughout 2021 →	Students will suggest ways they can express these nine dispositions.		
	c) Regular celebrations and recognition of positive behaviour linked to the vision.  Unpack, enact and celebrate the PB4L vision and principles.	All / P	Throughout 2021 →	Students displaying appropriate behaviour and being celebrated through Principal Awards, Virtues certificates, Assembly items. Bing Bong announcements, seesaw, newsletter, te pānui.  Each week sharing in the school newsletter the names of the students who have been selected to be the Principal awards recipients and an explanation of what the disposition of the week is.		
<b>2. Developing culturally responsive citizens.</b>	Students engaging in a variety of culturally responsive activities.  i) Teaching and learning opportunities may include. <ul style="list-style-type: none"> <li>• Marae Trip</li> <li>• International Day</li> <li>• Treaty of Waitangi</li> <li>• Tikanga/Te Reo</li> </ul>	CT's / P	Throughout 2021 →	Students experience and gain awareness of a variety of different cultures and ways of living.  Students show genuine respect, interest and appreciation towards others.  Survey - student & whanau voice.		



	<ul style="list-style-type: none"> <li>Local History</li> <li>Cultural Celebrations</li> <li>Chinese New Year</li> <li>Language Weeks</li> <li>Museums</li> <li>Role models</li> <li>Matariki</li> <li>Whanau Hui</li> </ul> <p>ii) To encourage our Māori students to achieve as Māori.</p> <p>iii) Normalise &amp; embrace Māori Tikanga.</p> <p>iii) Teaching the history of Aotearoa and local area using local kaumatua / role models.</p>	CT's / P	Throughout 2021 →	<p>Students engage in authentic opportunities to learn and share their ideas.</p> <p>Regular vertical Hapu collaborative learning experiences engaged upon at least once every 3 weeks. Linked to school-wide learning.</p> <p>Students confidently share and korero their pepeha.</p> <p>Te reo Māori spoken in all classes and around the school frequently. Tikanga integrated and incorporated at every opportunity. Normal practice. Pride in Kapa Haka Rōpū - performance team. Increased tikanga and te reo.</p>		
<b>3. Knowing themselves as a learner.</b>	<p>Developing and practising metacognition</p> <p>a) What do I need to learn? How can I learn? Who can help me? What questions do I need to ask? What support do I need?</p> <p>b) Understanding the brain.</p> <p>c) Growth mindset.</p> <p>d) What strategies can I employ?</p> <p>e) Self regulate my emotions.</p>	CT's / P	Throughout 2021 →	<p>Students know next learning steps</p> <p>Progressions are visible in classes.</p> <p>Children sharing their goals and knowing learning progressions.</p> <p>Students showing perseverance and resilience.</p> <p>Students use a variety of strategies to self regulate.</p>		
KEY:	<p>FG = Focus Groups, LT = Leadership Team, SY = Syndicates, CT = Classroom Teachers, Stu = Students  ASL = Across School Leaders, WSL = Within School Leaders</p> <p>  Not on track (likely to fail)  At risk  On track  Completed </p>					

Strategic goal: -To provide a safe and attractive physical environment that enhances collaborative 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 a heritage assistance fund.</li><li>• Investigate the fire control system (availability of funding for this).</li><li>• Water tightness of the Library Office assessed and remedied.</li><li>• After School Care and Library minor refurbishment. Interior painting, etc.</li></ul>	Lee P. Com.  Lee P. Com.  Lee P. Com.	T2 2021  T2 2021  T2 2021  T2 2021	Money from Heritage fund achieved.  Continue liaising with W.S.S.  Watertight and dry Office  A.S.C. and Library refreshed for the students and staff who use the facility.	

2.	Developing high quality and well-linked, collaborative roll growth classrooms and areas.	<p><b>Modular classrooms- to address the roll growth issues, we will have two new teaching spaces delivered to the school in Term One/Two.</b></p> <ul style="list-style-type: none"> <li>• Staff area to be positioned at the end nearest to the main office.</li> <li>• Teaching spaces to be at the end nearest the tennis courts.</li> <li>• Future teaching spaces have been planned on the revised bulk and location plan.</li> <li>• Alarm extension around our school - staged progression (or more cameras?)</li> <li>• Waste water alterations required for the new buildings to be funded by the Ministry of Education.</li> <li>• Ground works completed for the new building as required.</li> </ul> <p><b>S.I.P. Funding</b></p> <ul style="list-style-type: none"> <li>• Utilise the extra \$295,000 from the Ministry of Education to achieve the following project:</li> <li>• New staffroom will be built on the end of the classrooms.</li> </ul>	PM P Com  Lee  Lee & WP  Admin.	T1/2, 2021  T1/2, 2021  T1/2, 2021	<p>All updates to roll growth filed within a week of achieving the nos.</p> <p>Alarm plan staged.</p> <p>Two modular teaching spaces delivered in Term One/Two.</p> <p>S.I.P. projects completed.</p>	
3.	Create an inclusive school environment by utilising the Property Modifications budget for one of our students.	<p><b>Work with the Ministry of Education to plan and deliver the project including:</b></p> <ul style="list-style-type: none"> <li>• An H.D.U. toilet in the new modular block.</li> <li>• Create a hoist to allow entry and exit to the school pool with two places it can be installed.</li> </ul>	Lee/BOT/ MOE	T1/2, 2021	Property modifications completed to make the school a safe learning space for one of our students.	
4.	Bringing our campus together with unity integrating our Enviro values with larger numbers & facilities with sustainability.	<p>Effectively continue to use 5YA, 10YP and Cyclical Maintenance funds according to our school plan.</p> <p>Utilise 5 Y.A. funds to complete the <b>planned projects:</b></p> <ul style="list-style-type: none"> <li>• Upgrade admin and sick bay areas. Renovate Kawakawa Three.</li> <li>• Replace joinery as required across the school.</li> <li>• Improve ILE across the school-start with Tawa 19 and Totara 10.</li> </ul>	BOT PM  BOT  Lee /	T1-4 2021  T1-T4 2021	<p>Warm water installed into all bathrooms.</p> <p>Switchboards replaced as required.</p> <p>Site works</p>	

	<ul style="list-style-type: none"> <li>• Waste water upgrades.</li> <li>• Weather tightness report.</li> <li>• Utilise P.T.A. money to improve facilities. <ul style="list-style-type: none"> <li>- Upgrade Junior &amp; Senior Playgrounds</li> <li>- Increase Shade Area, more tree planting</li> </ul> </li> </ul>	P team		completed by P5, K15 and a flag pole area established by the Kahikatea Library.	
		Lee / P. Com	Term 2 2021		
		Lee/ WP		Joinery replaced as planned.	
		Lee / Allan			
	<p><b>Develop a clear plan for all cyclical/yearly projects.</b></p> <ul style="list-style-type: none"> <li>• Building cleaning</li> <li>• Roof cleaning</li> <li>• Carpet cleaning- XMAS HOLIDAYS 2020</li> <li>• Handyman costs</li> <li>• Playground bark replacement</li> <li>• Arborist</li> <li>• Windows replaced as needed</li> <li>• Fluro light replacements- DONE</li> <li>• Servicing of equipment including mower &amp; golf cart</li> <li>• Shade cloth maintenance</li> <li>• Sewerage costs- scheduled maintenance</li> <li>• Heat pump maintenance</li> <li>• Alarm monitoring</li> <li>• Tag and testing of electrical appliances</li> </ul>	LT / P. Com	2021	A Cyclical Property plan for maintenance compiled and completed.	
		P Com WP / BOT			
	<p><b>Tamahere Recreational Reserve Development</b></p> <ul style="list-style-type: none"> <li>• To keep up communication with the Waikato District Council and help them to facilitate this development and ensure we have input into decision making.</li> <li>• Plan boundary planting, safety &amp; access.</li> </ul>	Enviro team		Everyone understanding timelines and aware of involvement and access.	
		IT / E-Learning Leader			
	<p><b>Site development and safety</b></p> <ul style="list-style-type: none"> <li>• Alarm extension around our school - staged progression</li> <li>• Continue planting shade trees around the site</li> </ul>	IT / E Learning		Alarm and Camera staged	

	<ul style="list-style-type: none"> <li>Re design Enviro gardens around MPF</li> </ul>	Leader		plan completed and used. Cricket pitch funded and installed by the Council.	
	<p><b>To continue to maintain infrastructure to facilitate an effective e-learning environment.</b></p> <ul style="list-style-type: none"> <li>Monitor needs and efficiency. Plan for future developments if needed.</li> <li>Develop an effective maintenance programme.</li> <li>Ongoing Maintenance and replacing where necessary.</li> </ul>	Property Team			
	<p><b>Paint the exterior of the school using the cyclical maintenance fund.</b></p>	Property Team Allan	2021 START	Future plan developed and operational.	
	<p><b>All trees assessed for safety and a maintenance plan created.</b></p> <p><b>Follow Asbestos Plan</b></p>		2021	Safe and compliant buildings.	



## Annual Plan Overview 2021 - Business as Usual Operation

### Teaching and Learning Programme Development

- Living and embedding our vision and values. Co-constructing what this looks like in students speak across a range of settings and context.
- Developing School wide common language and approach with Whole School Positive Behaviour for Learning PLD. Developing increased transparency amongst students, staff and community.
- Developing culturally responsive citizens through succinct teaching and learning context linked with our vision.
- Kia Kotahi – Together as One environment embraced.
- Fuse together our vision, quality practices and collectively developing our Local TMCS Curriculum - what 'good' looks like at TMCS.
- Te reo Maori** – 2<sup>nd</sup> language using Jeanne Gilbert's model and continue to build and support new staff & normalizing using Wai MAC support.
- Assessment & Reporting** Using & refining our data portal to improve grass roots up reporting and understandings.
- Fostering and providing an environment of Professional talk and readings.
- To continue to be part of the Collaborative University & Schools Partnership (C.U.S.P.) - School Based Programme linked with the University of Waikato to provide professional, site-based experiences for Year One student teachers and Grad. Students.

### Finance

- To have a well resourced school with financial stability.
- To embed sound financial policies and procedures that are clear, robust and transparent.
- To achieve long term development goals.
- To develop efficient systems and procedures in Office Administration area
- To generate funds (Sponsorship) to continue our development plans.
- To continue to improve financial reporting & systems.

### Property

- Progressing high-quality, Innovative Learning Environments & updating all areas as needed.
- Developing high quality, well-linked, collaborative roll growth classrooms
- Create an inclusive school environment by utilising the Property Modifications budget.
- Bringing our campus together with unity integrating our Enviro values with larger numbers & facilities with sustainability.
- Develop PB4L signage to reflect teaching/learning and the school vision around the school.

### Human Resources / Personnel

- Support and **induct new staff** in the pedagogies and culture of our school (local curriculum).
- Support and collaborate with teachers to refine and update our **appraisal process** to align with new guidelines and school vision.
- Professional Learning (PLD)**. Continue second year of **PB4L** – with the ministry of Education.
- Developing our **local curriculum** to align with our vision to reflect in our school culture, teaching and learning.
- 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 BTs have PLD.
- Leadership** professional Learning opportunities.
- New staff to train over holiday breaks with **Gay Byers**
- Staff Meetings** focus on curriculum and staff development. 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 have **up to date 1<sup>st</sup> Aid**.

### Priority Areas for Improving Student Achievement

To raise overall achievement in **Literacy & Numeracy** and **all learning areas** at Tamahere Model Country School.

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

**To build and grow our vision and nurture a healthy school culture.**

**To build student capability, achievement, resilience and collaboration & cultural responsibility. Kia maia, kia manaaki, kia kotahi.**

### Health and Safety

- To provide safe physical teaching and learning environments for all.
- Implementing practices in line with the 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

### Partnership with the Community

Keeping our school community involved through:- weekly emails and updated seesaw, website & School App. Forms and newsletters on the web/app. 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.

### Self-Review Plan Nags 1-6 Business as Usual

Objectives	2021 Actions	2022 Actions	2023 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 staff 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.	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>▪ Modular Classrooms development &amp; Staffroom</li> <li>▪ Environment assimilation</li> <li>▪ Implement 5.Y.A.</li> <li>▪ Admin and Sick Bay. KK3</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> </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 folder</li> <li>▪ Behaviour Mgt. - PB4L</li> <li>▪ EOTC Safety / SOPS</li> </ul>	<ul style="list-style-type: none"> <li>▪ Annually review NAG folder</li> <li>▪ EOTC Safety review</li> <li>▪ PB4L - Behaviour Mgt. safety review</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.	▪ To comply with all relevant regulatory & legislative requirements & Charter guidelines.		

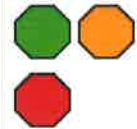
## School Wide Professional Learning Plan

	2021	2022	2023
<b>Main Focus Areas</b> ♦ Developing our Localised Curriculum - Learning about Learning.  ♦ Literacy & Numeracy always a priority - integrated with our main goals  ♦ Inclusive School Embrace & Normalize things Maori. Teaching te reo Maori raising achievement, wellbeing, diversity & resilience, Cultural Diversity / Local curriculum.	<b>Vision / Taonga Localised Curriculum -</b> <b>Developing our implementation plan including</b> To pull together and finalise our Vision, TMCS Learner, Our Rocks, Localised Curriculum and the NZC into an effective implementation plan.	<b>Vision / Taonga Localised Curriculum</b> <b>Embedding</b>	<b>Vision / Taonga Localised Curriculum</b> <b>Business as usual</b>
	<b>PB4L Year 2</b> Embedding practices across the school, building consistent and secure with deliberate acts of teaching. Using data to support direction.	<b>PB4L Year 3</b> Fine tune our practice to support data findings. Facilitate sustainability with changing staff and growing practice	<b>PB4L Year 4</b> Continue to grow our practice to support data with the aim to progress to tier 2.
	<b>Numeracy &amp; Literacy Sustainable Updated areas</b>	<b>Literacy</b> <b>Priority 2022- Writing school wide professional focus</b>	<b>Numeracy &amp; Literacy</b>
	<b>WaiMAC</b> <b>Te Reo Maori</b> Continual Development <b>Aotearoa History</b> - Learn about implementation <b>Local Curriculum</b> - connect to developing our local curriculum.	<b>WaiMAC</b> <b>Te Reo Maori</b> Continual Development <b>Aotearoa History</b> - Develop with staff	<b>WaiMAC</b> <b>Te Reo Maori</b> Continual Development <b>Aotearoa History</b> - Integrating
	<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><b>Identity &amp; Values</b>  <b>Inclusive School</b> - Embrace and normalizing things Maori, Supported by Wai.MAC, <b>cultural diversity supported and Integrated</b> into pedagogy.</p> <p><b>Kia Kotahi / Connected United</b></p>		
	<p><b>New Zealand Curriculum</b> Sustainability. Led by Focus Gps.</p>	<p><b>New Zealand Curriculum</b> → Social Sciences / Sciences / Technology</p>	<p><b>New Zealand Curriculum</b> → Arts / Music / Dance / Drama</p>
<p><b>Principal</b></p> <p><b>DP/ AP</b></p> <p><b>Leadership Team</b></p>	<p>NZPF / NAMSA Conferences → Waikato Principals PLD</p> <p>AP/DP Conference → Other opportunities Leadership Team Retreat</p>	→	→
<p><b>Staff Appraisal</b> Our staff appraisal system will link our school vision with the Teaching Council of Aotearoa NZ Professional Standards and Code of Conduct principles.</p>	<p>A. Revise Quality Practice Templates</p> <p>B. Develop a Professional Growth Cycle</p> <p>C. Implement Cycle</p> <p>D. Use a variety of collaborative teaching approaches.</p>	Embedding	Business as usual
<p><b>Extra practices</b></p>	<p><b>Mindfulness and Sensory Awareness</b> Teachers and Teacher Aides working with students who have sensory needs. Ministry funding from U.R.F. to implement strategies.</p>	<p>→</p> <p>→</p>	<p>→</p> <p>→</p>



## From Goal to Strategies:- *Developing a Quality Learning Community - Business as Usual*




<b>Goal</b> <b>♦ To successfully implement the C.U.S.P. - Combined University and Schools Partnership at Tamahere Model Country School</b>					
Objectives	Strategies / Actions	Time / Requirements	Responsibility / Costs	Evaluation	RAG Status
<b>To continue to a be part of the Collaborative University &amp; Schools Partnership (CUSP) - School Based Programme linked with the University of Waikato to provide professional site-based experiences for Year One student teachers and Grad. Students.</b>	<input type="checkbox"/> To work alongside the Division of Education Faculty, (D.O.E.) at the University of Waikato. <input type="checkbox"/> To support the Associate Lecturer from our staff in line with University guidelines. <input type="checkbox"/> Coordinate the effective linking of the Professional Practice requirements to learning and teaching at our School. <input type="checkbox"/> To place over 25 student teachers across the school throughout the year. A combination of Grad. Students and First Year students (undergraduate). <input type="checkbox"/> To appraise students and feed back information to the D.O.E. <input type="checkbox"/> To develop a quality and authentic student teacher education experience and provide the best learning and teaching opportunities for our students. <input type="checkbox"/> To link with lecturers at the university at staff meetings and on a day by day basis. <input type="checkbox"/> To be part of a research project around this trial. <input type="checkbox"/> To review the year and put forward recommendations for improvement.	2021 → NEP / NAG1  Ongoing →  Ongoing  Ongoing through year. At least once per term Ongoing  Staff meetings +  Interviews & observations, survey  End 2021	All teachers  Principal / F.O.E.  Associate Lecturer and D of Ed. Team.  \$300 per student Teacher funding from University of Waikato  All teachers involved  All staff involved  All staff involved  All staff involved Associate Lecturer.		



## 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 have a robust self review system</b>	<input type="checkbox"/> To continue to develop our Self Review System.	2021 □	Self-Review Committee	
	<input type="checkbox"/> To continually review and update our practises across all N.A.G. areas in line with our overview and as needs arise.	2021□ & ongoing	Board / Leadership Team / Staff / Principal	
	<input type="checkbox"/> To use our self review processes effectively to raise student achievement and standards across the school.	ongoing		
	<input type="checkbox"/> 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	
	<input type="checkbox"/> To continue to review and update our implementation plans and reporting to parents systems in line with the New Zealand Curriculum.	Ongoing		
	<input type="checkbox"/> 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		
	<input type="checkbox"/> To keep on top of any current relevant legislation.	Ongoing		

## ❑ From Goal to Strategies:- Business as Usual

<b>Goal</b> <b>◆ Personnel NAG 3 – 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.</b>					  
Objectives	Strategies / Actions	Time / Requirements	Responsibility / Costs	Evaluation	RAG Status
<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 the 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>	2021 →	Budget flexible enough to cover bases.  Principal, Board, Staff,		
		Ongoing			
		2021 →	Leadership team / staff.		

	<input type="checkbox"/> To have a school-wide appraisal system where we reflect against the standards required and our Vision <input type="checkbox"/> To encourage more coaching and mentoring across all areas of the school.  <input type="checkbox"/> To raise awareness and encourage Wellbeing by using Mindfulness as a technique to support staff and ultimately our students.  <input type="checkbox"/> Follow Support Staff contracts and implement wage increases.  <input type="checkbox"/> To have open communication at all levels in the school. <input type="checkbox"/> Ensure E.E.O. principles are integrated throughout general practice.  <input type="checkbox"/> To achieve letters in a timely manner and keep paper trail up to date.	Feb 2021 →   Term 1 2021			
<b>2. To have sound personnel policies and procedures that are fair open and transparent.</b>	<input type="checkbox"/> To continue to regularly review and develop the Personnel NAG folder for easy access of information. <input type="checkbox"/> Continue to implement Vulnerable Children Act procedures. - Overview sheet for appointments - Relievers Systems <input type="checkbox"/> To continue to develop robust appointments procedures and packs including VCA legislation.  <input type="checkbox"/> To regularly review and update policies and procedures as appropriate. <input type="checkbox"/> To consult with other schools and advisors to solve any issues and to achieve quality robust documents.	NAG 3 2021 →  2021 →  Ongoing	Personnel Committee & BOT Personnel & H&S com. WP Annette / WP  P Com  NZSTA / NZEI / NZPF & other Principals		

<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><input type="checkbox"/> All Staff and Board members are encouraged to be life-long learners.</li> <li><input type="checkbox"/> Staff may apply for professional development based upon identified needs, leadership roles, career paths, and personal interest within our budget.</li> <li><input type="checkbox"/> Staff will be consulted on school wide curriculum contracts and staff development opportunities.</li> <li><input type="checkbox"/> Through our appraisal process staff can identify areas for further development.</li> <li><input type="checkbox"/> To provide a robust and fair appraisal system that provides a focus on continuous improvement and promotes professional excellence.</li> <li><input type="checkbox"/> To provide a meaningful and beneficial Annual Principal Appraisal Process.</li> <li><input type="checkbox"/> Continue to review and develop our appraisal and attestation process and Professional Friends, in line with 2020 guidelines.</li> <li><input type="checkbox"/> To be constantly in pursuit of excellence - underpinned by our assessment of individual and school-wide performance.</li> <li><input type="checkbox"/> Encourage and support staff with tertiary or ongoing study. B.O.T. to set guidelines for financial support and time allowance</li> <li><input type="checkbox"/> Provide opportunities for self reflection and sharing and observation with others on staff.</li> <li><input type="checkbox"/> Encourage and support Kahui Ako In School and Across School Roles and involvement</li> </ul>	<p>Ongoing</p> <p>2021 →</p> <p>2021 →</p> <p>2021 →</p> <p>2021 →</p> <p>Term 1, 2021 →</p> <p>2021 →</p>	<p>Board &amp; Staff</p> <p>Priority area in budget</p>		
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## From Goal to Strategies:- Business as Usual

<b>Goal</b> <b>♦ Finance 4 – To ensure financial resources and systems are in place to effectively support our school goals.</b>					
Objectives	Strategies / Actions	Time / Requirements	Responsibility / Costs	Evaluation	RAG Status
<b>1. To have a well resourced school with financial stability.</b>	<input type="checkbox"/> Manage and allocate funding to support quality learning programmes, whilst maintaining adequate reserves & continued capital purchase programmes.	Annually NAG 4	Staff, Board, Principal		
	<input type="checkbox"/> Budget consulted with stakeholders. Draft achieved by November. Ratified at December Board meeting of each year.	Annually	Budget flexible enough to cover bases.		
	<input type="checkbox"/> Aim for a break-even Budget.	Annually	Principal, Board, Staff,		
	<input type="checkbox"/> Regular reporting to B.O.T. ensuring that the Budget reflects strategic goals, charter aims, and operational plans.	7-10 times annually			
	<input type="checkbox"/> Regular Finance Meetings to review reporting against the budget, record variations and make adjustments if necessary.	2 – 4 times annually			
	<input type="checkbox"/> 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.				
	<input type="checkbox"/> Accumulate and manage adequate reserves to achieve major projects.				
	<input type="checkbox"/> Maintain a contingent reserve of \$50,000.				








<b>2. To develop sound financial policies and procedures that are clear, robust and transparent.</b>	<input type="checkbox"/> To further develop our Finance N.A.G. 4 folder for easy access of information. <input type="checkbox"/> Regular review and update of policies. <input type="checkbox"/> Regular review and update of appropriate procedures. <input type="checkbox"/> Consult with other schools and advisors to achieve quality robust documents. <input type="checkbox"/> Ensure accurate, prudent and well organised financial systems are in place.	Ongoing     NZSTA / other Principals	Finance Committee & BOT + Admin Staff.		
<b>3. To achieve long term development goals.</b>	<input type="checkbox"/> Effectively manage the 5 Year Property Agreement monies. <input type="checkbox"/> Maintain & manage appropriate painting / cyclic maintenance fund reserve. <input type="checkbox"/> Review and manage funds effectively to allow ongoing progress, sustainability & development of site & facilities in accordance with planned capital commitments & priorities. <div style="margin-left: 40px;">             - Professional Development              - Swimming Pool              - Admin Area and sick Bay              - New classrooms           </div>	NAG 4     Ongoing    2021 → 2021 → 2021 2021	Finance Committee & Board     Board – Property team		

<b>4. To develop efficient systems and procedures in Office Administration area</b>	<input type="checkbox"/> Review Administration Officer's jobs and procedures  <input type="checkbox"/> Continue to develop robust systems for checking and efficiency.  <input type="checkbox"/> Continue to review and develop clear and specific job descriptions and procedures for managing day to day and longer term finances.  <input type="checkbox"/> Appraisal of staff against job descriptions.  <input type="checkbox"/> Provide professional development for up-skilling of staff where necessary.  <input type="checkbox"/> Review service suppliers and contractors for performance and cost effectiveness (i.e., banks, insurers, software, etc).	Annually  Ongoing / Annual Review  Ongoing / Annual Review  Annually  As needed  Ongoing			
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## From Goal to Strategies:- Business as Usual 2021-2022

Goal					  
♦ <b>Health and Safety NAG 5</b> - <i>To provide a safe physical and emotional environment for all of our school community to enhance learning, teaching and community involvement.</i>					
Objectives	Strategies / Actions	Time / Requirement s	Responsibility / Costs	Evaluation	RAG Status
<b>1. To have an active culture of Health &amp; Safety, ensuring the safety of staff, students and the wider community.</b>	<input type="checkbox"/> Encourage and celebrate involvement around H & S with staff, community and students.	2021 → Ongoing	Board, all Staff, Parents & students, Contractors and volunteers.		
	<input type="checkbox"/> Ensure awareness and implementation of Health & Safety policy and procedures in relation to the Health & Safety Amendment Act.	2021 → Ongoing	Personnel, H & S & Leg committees.		
	<input type="checkbox"/> Continually update emergency contacts and health concerns information on staff and students using Assembly- S.M.S. Using TMCS Induction form.	Ongoing	Lisa L, Principal and H & S Committee		
	<input type="checkbox"/> Continue to collect emergency contacts and health concerns information on student teachers in line with staff and students.	Practice 1 each Term	WP / Lee /Annette		
	<input type="checkbox"/> Continually review and improve crisis management and emergency evacuation plans following regular practices.	Ongoing	Admin / Annette		
	<input type="checkbox"/> Police Vetting - of all staff and contractors is required, e.g., builders,	Ongoing	WP / Annette / H & S / Legal		



	<p>plumbers, etc. Also parent volunteers for overnight camps.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Continue to review our swimming pool procedures as well as induct and educate staff, children and community as required.</li> <li><input type="checkbox"/> Continue an effective system for Relievers with all appropriate character and identity checks.</li> </ul>	<p>Term 1 &amp; 4</p> <p>Term 1 2021</p>	<p>WP / Annette / Pool Facility Managers</p> <p>Annette / Lisa B</p>		
<b>2. To provide a safe emotional environment.</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> To celebrate and live our School Vision.</li> <li><input type="checkbox"/> To continue to develop PB4L practices staff and students.</li> <li><input type="checkbox"/> To link Mindfulness practices and wellbeing into the daily lives of staff and students.</li> </ul>	<p>2021 →</p> <p>2021 →</p> <p>2021 →</p>	<p>Staff, parents &amp; students</p> <p>Staff and students</p> <p>Staff and students</p>		
<b>3. To ensure our school property is a safe physical environment for all.</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Identify and register hazards and carry out safety inspection of the school on a regular basis. Isolate, minimise and eliminate.</li> <li><input type="checkbox"/> Hazards register to be kept in the Staff Room that is visible for all teachers to add hazards to.</li> <li><input type="checkbox"/> Electrical safety checks to be completed.</li> </ul>	<p>2021 ongoing monthly checks</p> <p>Ongoing →</p> <p>2021 → Ongoing</p>	<p>Health and Safety Com.&amp; Property Manager / Annette</p> <p>All staff</p> <p>Annette / Allan</p>		

	<input type="checkbox"/> Ensure H & S briefings and contracts are completed for all contractors working on site.	Ongoing	Annette / Lee, Property Manager, Jeremy		
	<input type="checkbox"/> Playground safety is part of our regular weekly checks. This is documented.	Ongoing	Allan		
<b>4. To improve hygiene and reduce spreading infections. Keeping everyone healthy.</b>	<input type="checkbox"/> To keep up with all COVID 19 requirements from the Government and ensure we are proactive and organised with; hygiene, signage, tracing and management of the different Levels.	2021→	WP & All staff.		
	<input type="checkbox"/> Continue to keep up with and implement ideas to improve hygiene.	2021 →	Staff, Health and Safety Committee, Property Manager		
	<input type="checkbox"/> Continue to develop / implement pandemic planning strategies and resources.	2021 →	WP / Annette		
	<input type="checkbox"/> Review our school's pandemic policy to be in line with current advice from the Ministry of Health.	Ongoing	Staff, T Aides, Parents, students		
	<input type="checkbox"/> To raise awareness and strengthen our Healthy Eating Policy and Sugar Free School practices.	Ongoing	Staff, T Aides, Parents, students		
	<input type="checkbox"/> 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.		Staff, T Aides, Parents, students		




<b>5. To address H &amp; S risks as part of property development.</b>	<input type="checkbox"/> Continue to develop further shade areas & plant trees as necessary.  <input type="checkbox"/> Continue to improve evenness of back field and pathways.	2021  2021 →	Health & Safety / Property Committee		
<b>6. To provide quality and safe Education Outside The Classroom (E.O.T.C.) experiences for our children</b>	<input type="checkbox"/> Continue to review and revise E.O.T.C. procedures and up-skill staff members in line with new 2016/17 Guidelines  <input type="checkbox"/> All staff to gain and keep updated - First Aid Certificate.	2021 →  As needed for new staff	E.O.T.C. teachers and staff, Board.  Lisa L / WP		
<b>7. To develop a positive, can do, safe and happy school culture for students and staff.</b>	<input type="checkbox"/> Continue to integrate the Vision and and vision statements into our School culture, learning and teaching. Linking strongly with our local curriculum.  <input type="checkbox"/> Continue to integrate Mindfulness practices across the school.  <input type="checkbox"/> Celebrating successes through our vision at Assemblies, School gatherings, promotions in newsletter and newspapers.  <input type="checkbox"/> Continue to develop leadership and confidence in our students along with a supportive family atmosphere – Whanau groups, school camps, leadership positions, etc.	NAG 5 & NAG 3 Ongoing  2020 →  2021 →  2021 →	Staff and Board, students, parents.  Focus Group Staff  WP & Staff  All Staff		



<b>8. To ensure the school infrastructure is safe and maintained.</b>	<input type="checkbox"/> To comply with the conditions of the Resource Consent applying to Sewage.  <input type="checkbox"/> Monitoring and maintaining of alarm system and maintenance schedule relating to Sewage System  <input type="checkbox"/> Continue maintenance contract with S3.	2021 →  Ongoing  Ongoing	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/workplace-health-and-safety-reform/qas-health-safety-reform-bill.pdf">http://www.mbie.govt.nz/pdf-library/what-we-do/workplace-health-and-safety-reform/qas-health-safety-reform-bill.pdf</a>	<input type="checkbox"/> Continue hazards reporting in place that relies on all staff to be aware of hazards. Up on Fridge .  <input type="checkbox"/> Continue to abide by the working at heights legislation.  <input type="checkbox"/> Hazardous substances listed and reviewed six monthly.  <input type="checkbox"/> Refresh our manual with all staff unpacking a different section on a regular basis during staff meetings and information booklets.  <input type="checkbox"/> Ensure Caretakers has protective equipment and clothing.  <input type="checkbox"/> Template for Staff Meetings includes a section for H and S weekly reporting.	2021 →  Ongoing  Ongoing  2021 →  2021 →	H & S Com., Staff, Property Manager  Allan/ Annette /Staff  Annette & Allan  Annette with staff  Annette / Allan, WP. BOT  Annette / WP / Allan H&S Committee		

	<input type="checkbox"/> Report all accidents to the Board and serious harm incidents to WorkSafe NZ as well.	2021 →	Annette / WP / Allan		
	<input type="checkbox"/> 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.	Ongoing	Annette / H&S Committee		
	<input type="checkbox"/> Review all NAG 5 policies and procedures according to dated timeline checklist in NAG 5 folder.	2021 →	H&S Committee Annette / WP & H&S Com to check		

## From Goal to Strategies:- Business as Usual

<b>Goal</b> <b>♦ Legislation NAG 6 – To enhance learning by complying with relevant legislation.</b>					  
Objectives	Strategies / Actions	Time / Requirements	Responsibility / Costs	Evaluation	RAG Status
<b>1. To keep up with and comply with all relevant legislation.</b>	<input type="checkbox"/> To continually be aware and keep up to date with legislative changes.	2021 →	Legislation committee, Board, Principal		
	<input type="checkbox"/> Report any legislative changes to the Board.				
	<input type="checkbox"/> If necessary have Legislation meetings to review any changes and new compliances. Make any variations and adjustments necessary. Usually achieved in committee responsibility areas.				
	<input type="checkbox"/> Carry out a well informed and legal Trustee Elections as and when needed.				
	<input type="checkbox"/> Use N.Z.S.T.A. and N.Z.E.I. to help support compliance and documentation	Ongoing			
	<input type="checkbox"/> The Health and Safety Amendment Act, Vulnerable Children's Act.	2021 →			
	<input type="checkbox"/> The Education Amendment Act - keep up to date with amendments made in 2020.	2021 →			
	<input type="checkbox"/> New NELP (National Education and Learning Priorities). Develop these priorities	2021→			

	<input type="checkbox"/> Follow the 2017 Guidelines for Registered Schools in New Zealand on the Use of Physical Restraint (currently under review).	2021→	Leadership Team / BOT		
	<input type="checkbox"/> Follow the Ministry of Education guidelines for Stand-downs, suspensions, exclusions and expulsions - part 1, 1999.	2021→			

<b>School Name:</b>	<b>Tamahere Model Country School</b>	<b>School Number:</b>	<b>1976</b>
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### 2020 Analysis of Variance

<b><u>Strategic Aim:</u></b>	<ol style="list-style-type: none"> <li>1. <b><i>Strategic goal: To build staff capability and sustainability through living our Vision.</i></b></li> <li>2. <i>Supporting students and teachers to make 'good' learning possible.</i></li> <li>3. <b><i>Strategic goal: To build student capability, achievement, resilience and collaboration.</i></b></li> <li>4. <i>Kia maia, kia manaaki, kia kotahi.</i></li> </ol>
<b><u>Annual Aim:</u></b>	<ul style="list-style-type: none"> <li>• To raise overall achievement in Literacy &amp; Numeracy and all learning areas at Tamahere Model Country School with a collaborative inquiry approach.</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 Enhance &amp; honour a robust nurturing &amp; healthy school culture.</li> <li>• To integrate and normalise things Maori, for our Maori tamariki and all students.</li> <li>• To celebrate and embrace student achievement data from the ground roots up.</li> <li>• To develop our new T.M.C.S. Learning implementation with Localised Curriculum.</li> </ul>
<b><u>Target:</u></b>	<p><b><u>Reading 2020</u></b></p> <p><b><u>Target for improving student achievement</u></b></p> <p>Our overarching target is to move all children on the target list more than ½ a curriculum level in one year, or to <b>AT</b> by the end of the year.</p> <p><b><u>Year 1-</u></b> 1 students are in this cohort who are B or WB.</p>

**Year 2-** 10 students are in this cohort who are B or WB.

**Year 3-** 5 students are in this cohort who are B or WB.

**Year 4 –** 1 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-** 5 students are in this cohort who are B or WB.

In total including Maori students, there are 26 target students in READING. There were 48 reading target students in 2019.

#### **Maori Target 2020**

There are 4 students we are targeting who are Maori. The target for these students is the same as the target for all students. These students are included in the main totals too.

**Year One-** 0 students who are B or WB

**Year Two-** 2 students who are B or WB

**Year Three-** 1 student who is B or WB

**Year Four-** 0 students who are B or WB

**Year Five-** 0 students who are B or WB

**Year Six-** 1 student who is B or W



## **Writing 2020**

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

Year 2- 10 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 –14 students are in this cohort who are B or WB.

Year 6 – 26 students are in this cohort who are B or WB.

In total including Maori students, there are 60 target students in WRITING. In 2019 we had 85 writing target students.

### **Maori Target 2020**

There are 9 students we are targeting who are Maori. The target for these students is the same as the target for all students. These students are included in the main totals too.

Year One- 0 students who are B or WB

Year Two- 3 students who are B or WB

Year Three- 1 student who is B or WB

Year Four- 0 students who are B or WB

Year Five- 1 student who is B or WB

Year Six- 4 students who are B or WB

### **Maths 2020**

#### **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**- 0 students are in this cohort who are B or WB.

**Year 2**- 8 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** –12 students are in this cohort who are B or WB.

**Year 5** –7 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 46 target students in MATHS. In 2019 we had 50 target students for Maths.

**Maori Target 2020**

There are 6 students we are targeting who are Maori. The target for these students is the same as the target for all students. These students are included in the main totals too.

Year One- 0 students who are B or WB

Year Two- 2 students who are B or WB

Year Three- 3 students who are B or WB

Year Four- 1 student who is B or WB

Year Five- 0 students who are B or WB

Year Six- 0 students who are B or WB

NOTE: During the year the number 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.

**Baseline Data:**

This was derived from the end of 2019 and the start of 2020 data. The data came from end of year reports as well as testing and observations from the start of 2020.

<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>Shared the responsibility for supporting students at risk with the wider team.</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 meetings &amp; syndicates discussions.</li> <li>Parents were made aware of any students who were on the target</li> </ul>	<p>In 2019, we started recording the growth and progress of our targeted learners in a format that all staff could access. This has created more of a pastoral care focus for ALL learners rather than laying the responsibility at the feet of one teacher.</p> <p>As the year has progressed we have added to this original target sheet in response to needs. These results are not reported 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>	<ul style="list-style-type: none"> <li>This year we have not had the support of the MOE funded ALIM programme. This saw huge growth in a cohort of learners who needed a boost in their learning for Maths. This has been noticed and we want to implement a programme similar to this model in 2021.</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> </ul>	<p>ALIM or a similar model will hopefully continue for 2021 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. For 2021 will include:</p> <ul style="list-style-type: none"> <li>ALIM type programmes.</li> <li>E.S.O.L. support group for a large group of students with English as a second or other language.</li> <li>Cross grouping for Mathematics</li> <li>STEPS for students with Dyslexia.</li> <li>Using the C.O.L. staff, we plan to target</li> </ul>

<p>list to enable them to also provide extra support.</p> <ul style="list-style-type: none"> <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> <li>● Use of quality appropriate and specific exemplars.</li> <li>● Analysis of data and professional</li> </ul>	<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.</p>	<ul style="list-style-type: none"> <li>● Teacher modelling utilised.</li> <li>● Specific monitoring of special needs and abilities.</li> <li>● Small group sessions daily for target students.</li> </ul>	<p>learning in the areas we need to accelerate learning.</p> <ul style="list-style-type: none"> <li>● We are considering providing extra support for Maths for the current Year Four and Five learners who will be in the Senior School.</li> <li>● Off site tutoring for some students (parent funded)</li> <li>● Reading Recovery</li> <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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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:

**Our Focus Areas:-** Our core PLD focus for all ages in our school is developing our **Localised Curriculum - Learning about Learning** facilitated by **Jo Wilson - What are our ROCKS? What does good look like for our school?** What do students and teachers need to make good learning possible? Our journey with **PB4L** will continue led by our co leaders and committee. **Collaborative Practices** will continue as a thread and **Mindfulness** will be infused where appropriate. Developing **Music skills** and appreciation will be part of our curriculum development. Often through observation.

The areas we want to continue to develop and evolve with and help support our new staff in are; **Gaye Byers – Writing and Spelling, Mathematics - Bruce Moody, Te Reo & Tikanga Maori, Inquiry Learning, e-learning** and **Environmental Education. Focus groups** will be used to help facilitate learning and development in different areas.

#### Results For All Target Students 2020

##### Reading

At the start of Term One, there were 26 students who were identified as Below or Well Below including four Maori students. At the end of Term Three there were 60 students identified as Below or Well Below including 10 Maori students.



<b>Data Summary for Reading ( from Term Three)</b>		
<b>Accelerated Progress</b>	13	22%
<b>Normal Progress</b>	22	37%
<b>No noticeable progress at this stage or slow progress</b>	22	37%
<b>New students so no data from the previous year available</b>	1	2%
<b>Students who have left</b>	2	3%

<b>End of Year Results 2020 - 60 students. These numbers differ from the start of the year numbers.</b>		
<b>Well Below</b>	3	5%
<b>Below</b>	27	45%
<b>At</b>	9	15%
<b>Wobbly At</b>	15	25%
<b>Above</b>	3	5%

<b>Data Summary for Reading END OF YEAR 2020 based on the original numbers from Term One only.</b>		
<b>Accelerated Progress</b>	14	54%
<b>Normal Progress</b>	5	19%
<b>No noticeable progress at this stage or slow progress</b>	6	23%
<b>Students who have left</b>	1	4%
20% of the 25 original students have moved from BELOW to either Wobbly At, At or Above.		

Students who have already met the curriculum standard for the E.O.Y. = 5 students or 8%

Students one phase away from AT= 14 students or 23%

Students who are AT/ABOVE or one phase from AT= 19 students or 32%

Left

3

These results are based on all students including those who were added in Term 2, 3 and 4.

## Writing

At the start of Term One, there were 60 students who were identified as Below or Well Below including 10 Maori students.

At the end of Term Three there were 99 students identified as Below or Well Below including 14 Maori students.

### Data Summary for Writing students ( from Term Three)

Accelerated Progress

11

11%

### End of Year Results 2020 - 99 students. These numbers differ from the start of the year numbers.

Well Below

2

2%

### Data Summary for Writing END OF YEAR 2020 based on the original numbers from Term One only.

Accelerated Progress

21

35%

<b>Normal Progress</b>	31	31%
<b>No noticeable progress at this stage or slow progress</b>	55	56%
<b>New students so no data from the previous year available</b>	1	1%
<b>Students who have left</b>	1	1%

<b>Below</b>	67	68%
<b>At</b>	9	9%
<b>Wobbly At</b>	20	20%
<b>Above</b>	0	0%

<b>Normal Progress</b>	17	28%
<b>No noticeable progress at this stage or slow progress</b>	21	35%
<b>Students who have left</b>	1	2%
23% of the 60 original students have moved from BELOW to either Wobbly At, At or Above.		

Students who have already met the curriculum standard for the E.O.Y. = 0 students or 0%  Students one phase away from AT= 51 students or 52%  Students who are AT/ABOVE or one phase from AT= 51 students or 52%			Left	1	1%
			These results are based on all students including those who were added in Term 2, 3 and 4.		

### **Maths**

**At the start of Term One, there were 46 students who were identified as Below or Well Below including seven Maori students. At the end of Term Three there were 64 students identified as Below or Well Below including 11 Maori students.**

<b><u>Data Summary for Maths students ( from Term Three)</u></b>			<b><u>End of Year Results 2020 - 64 students. These numbers differ from the start of the year numbers.</u></b>			<b><u>Data Summary for Maths END OF YEAR 2020 based on the original numbers from Term One only.</u></b>		
Accelerated Progress	36	55%	Well Below	5	8%	Accelerated Progress	12	26%

<b>Normal Progress</b>	N.B. Due to Maths being divided into Early and At levels, this means we have only collated those who have made one sublevel shift as being accelerated for the six month period from end of 2019, or stayed the same if they have not made 1 sub level progress.	
<b>No noticeable progress at this stage or slow progress</b>	27	42%

<b>Below</b>	<b>43</b>	<b>67%</b>
<b>At</b>	<b>15</b>	<b>23%</b>

<b>Normal Progress</b>	33	70%
<b>No noticeable progress at this stage or slow progress</b>	2	4%

<b>New students so no data from the previous year available</b>	0	0%
<b>Students who have left</b>	1	2%
<p>Students who have already met the curriculum standard for the E.O.Y. = 0 students or 0%</p> <p>Students one phase away from AT= 37 students or 66% (Y1's not included).</p> <p>Students who are AT/ABOVE or one phase from AT= 37 students or 66%</p>		

<b>Wobbly At</b>	<b>0</b>	<b>0%</b>
<b>Above</b>	<b>0</b>	<b>0%</b>
<b>Left</b>	<b>1</b>	<b>2%</b>
<p>These results are based on all students including those who were added in Term 2, 3 and 4.</p>		

21% of the original students have moved from BELOW to either Wobbly At, At or Above.

### **General Observations:**

Going forward into 2021, we are able to carefully analyse which students need support and in which areas. When the data is broken down a little further, it is evident that included in our data are students with special needs that require extra interventions to



accelerate their learning. E.S.O.L.- nine students for 2021 that are Below or Well Below. Verified Special Needs- 11 students for 2020 that are Below or Well Below. At a rough count, there are approximately 10 students with confirmed Dyslexia. Bear in mind that there will be others who have Dyslexia but are not formally identified as yet.

### Maori Target Students 2020

	Yellow= is BELOW in all three areas.			Students Who are BELOW and WELL BELOW	End of 2020 Results		Students Who are BELOW and WELL BELOW	End of 2020 Results		Students Who are BELOW and WELL BELOW	End of 2020 Results	
<u>Names</u>	<u>Notes</u>	<u>Year</u>	<u>Ethnic Group</u>	<u>Reading OTJ</u>			<u>Writing OTJ</u>			<u>Maths OTJ</u>		
BH		2	Māori				Below	Level 1P	Wobbly At	Below	Early Level One	Below
CL		2	Māori	Below	Level 12	Below	Below	Late Level 1B	Below			
DE		2	Māori	Below	Level 12	Below	Below	Late Level 1B	Below	Below	Early Level One	Below
CN		3	Māori							Below	Early Level Two	At
HT		3	Māori							Below	At Level One	Below
PW		3	Māori							Below	Early Level	At

											Two	
RK		3	Māori	Below	Level 17	Below	Well Below	Level 1A	Below			
WJ		4	Māori							Well Below	At Level One	Well Below
DF		5	Māori				Below	Level 2P	Below			
DH		6	Māori				Below	Level 3P	Wobbly At			
MD		6	Māori				Below	Level 3B	Below	Below	Early Level Three	Below
PB		6	Māori	Below	9.5-10.5	Below	Below	Level 3B	Below			
SC		6	Māori				Below	Level 2A	Well Below			
SJ		6	Māori				Below	Level 3B	Below			

### Maori Target 2021

There are students we are targeting who are Maori. The target for these students is the same as the target for all students. These students are included in the main totals.

Year One- 3

Year Two- 2

Year Three- 2

Year Four- 1

Year Five- 0

Year Six- 2



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### 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 2020 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 programme for students who have Dyslexia or learning needs.

## Achievement Target – 2021 Curriculum Area: Reading (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 ½ a curriculum level in one year, or to AT by the end of the year.

**Year 1-** 4 students are in this cohort who are Below or Well Below.

**Year 2-** 8 students are in this cohort who are Below or Well Below.

**Year 3-** 9 students are in this cohort who are Below or Well Below.

**Year 4-** 4 students are in this cohort who are Below or Well Below.

**Year 5-** 2 students are in this cohort who are Below or Well Below.

**Year 6-** 3 students are in this cohort who are Below or Well Below.

In total including Maori students, there are 40 target students in READING.

### Link to Strategic Planning

Strategic goal: To build student capability, achievement, resilience and collaboration. *Kia maia, kia manaaki, kia kotahi.*

To raise overall achievement in Literacy & Numeracy and all learning areas at Tamahere Model Country School.

### Ongoing Assessment

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

### Review

- In Term Two and 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?

### Community Involvement

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

### 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
- RTLB/RT Lit
- Teacher Aide support
- Story Tellers.
- Advisors/Authors/Expert
- Tutors- SPELD, etc.
- STEPS programme.
- School Librarian.

### Maori Target 2021

There are students we are targeting who are Maori. The target for these students is the same as the target for all students. These students are included in the main totals..

Year One- 2

Year Two- 1

Year Three- 2

Year Four- 1

Year Five- 1

Year Six- 5



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## **Achievement Target – 2021 Curriculum Area: Writing (data from End of Year Reports or start of year data)**

### Teaching and Learning Programme development and focus

- Writing is a key curriculum area and will be taken daily following the structures of the T.M.C.S. programme.
- 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.
- 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.
- Refreshing of the spelling programme to ensure there is a seamless transition from Juniors to Seniors.
- E.S.O.L. support group for a large group of students with English as a second or other language.

### Baseline Information (Historical)

O.T.J. data from the end of the 2020 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 ½ a curriculum level in one year, or to AT by the end of the year.

**Year 1- 5** students are in this cohort who are Below or Well Below.

**Year 2- 7** students are in this cohort who are Below or Well Below.

**Year 3- 7** students are in this cohort who are Below or Well Below.

**Year 4- 13** students are in this cohort who are Below or Well Below.

**Year 5- 6** students are in this cohort who are Below or Well Below.

**Year 6- 29** students are in this cohort who are Below or Well Below.

In total including Maori students, there are 79 target students in WRITING.

### Link to Strategic Planning

Strategic goal: To build student capability, achievement, resilience and collaboration. Kia maia, kia manaaki, kia kotahi.  
To raise overall achievement in Literacy & Numeracy and all learning areas at Tamahere Model Country School.

### Ongoing Assessment

- Self, peer and teacher assessments evident providing formative feedback and feed forward.
- Syndicate and across school moderation and discussions.
- Summative assessments- we are testing using Schonell again for 2020.

### Review

- ♦ In Term Two and 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 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, R.T.L.B., RTLIT, etc.
- Visiting writers
- Advisors/Authors/Experts/ Gaye Byers



### Maori Target 2021

There are students we are targeting who are Maori. The target for these students is the same as the target for all students. These students are included in the main totals.

Year One-4

Year Two-2

Year Three-2

Year Four- 1

Year Five-1

Year Six- 3

### 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.
- ALIM or a similar model will hopefully continue for 2021 in some form.
- Children made aware of what they are learning through the use of progressions.
- Home support through online learning- Mathletics Y3-6. 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 2020 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.



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## **Achievement Target – 2021 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 ½ 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 Below or Well Below.

Year 2- 4 students are in this cohort who are Below or Well Below.

Year 3- 8 students are in this cohort who are Below or Well Below.

Year 4 - 11 students are in this cohort who are Below or Well Below.

Year 5 – 9 students are in this cohort who are Below or Well Below.

Year 6- 12 students are in this cohort who are Below or Well Below.

In total including Maori students, there are 60 target students in MATHS.

### Link to Strategic Planning

Strategic goal: To build student capability, achievement, resilience and collaboration. Kia maia, kia manaaki, kia kotahi.

To raise overall achievement in Literacy & Numeracy and all learning areas at Tamahere Model Country School.

### 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 Two and 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

- 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.
- 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

# **The National Administration Guidelines (NAGs)**

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 on 1 January 2023.

## **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:

1. develop and implement teaching and learning programmes:
  - a. to provide all students in years 1–10 with opportunities to progress and achieve for success in all areas of The National Curriculum;
  - b. giving priority to student progress and achievement in literacy and numeracy and/or te reo matatini and pāngarau, especially in years 1–8;
  - c. giving priority to regular quality physical activity that develops movement skills for all students, especially in years 1–6;

2. through the analysis of good quality assessment information\*, evaluate the progress and achievement of students, giving priority first to:
  - a. student progress and achievement in literacy and numeracy and/or te re matatini and pāngarau, especially in years 1–8; and then to:
  - b. 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;
3. through the analysis of good quality assessment information\*, identify students and groups of students:
  - a. who are not progressing and/or achieving;
  - b. who are at risk of not progressing and/or achieving;
  - c. who have special needs (including gifted and talented students); and
  - d. aspects of the curriculum which require particular attention;
4. develop and implement teaching and learning strategies to address the needs of students and aspects of the curriculum identified in (c) above;
5. 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
6. 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.



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

1. 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;
2. 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;
3. on the basis of good quality assessment information\* report to students and their parents on progress and achievement of individual students:
  - a. in plain language, in writing, and at least twice a year; and
  - b. 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;
4. 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:

1. 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

2. 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:

1. allocate funds to reflect the school's priorities as stated in the charter;
2. 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
3. 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:

1. provide a safe physical and emotional environment for students;
2. promote healthy food and nutrition for all students; and
3. 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.

*Last reviewed: 19 October 2020*

# The Statement of National Education and Learning Priorities (NELP) & Tertiary Education Strategy (TES)

The Statement of National Education and Learning Priorities (NELP) and the Tertiary Education Strategy (TES) are issued under the Education and Training Act 2020.

The NELP must be consistent with the objectives for education. These are: helping children and young people to attain their educational potential; preparing young

people for participation in civic and community life and for work, and promoting resilience, determination, confidence, creative and critical thinking, good social skills and the ability to form good relationships; and helping children and young people to appreciate diversity, inclusion and Te Tiriti o Waitangi.

The TES must set out the Government's long-term strategic direction for tertiary education, including economic, social, and environmental goals, and the development aspirations of Māori and other population groups.

One of the purposes of the Act is to establish and regulate an education system that honours Te Tiriti o Waitangi and

supports Māori-Crown relationships. Section 9 sets out the main provisions of the Act in relation to the Crown's responsibility to give effect to Te Tiriti o Waitangi. These provisions include obligations in relation to Te Tiriti o Waitangi for school boards, tertiary education institutions and education agencies.



The NELP and TES are statutory documents enabled by the Education and Training Act 2020 that set out the Government's priorities for education. This document forms both the NELP (priorities 1-7) and the TES (priorities 1-8).

Some aspects of these priorities will be more applicable to one sector than others.

The NELP is designed to guide those who govern licensed early learning services, ngā kohanga reo, schools and kura.

In particular, licensed early learning services are required to have regard to the NELP as part of the Governance, Management and Administration (GMA) Standard. Boards of schools and kura must have particular regard to the NELP, including when developing or renewing their charters.

The TES sets the direction for tertiary education. Tertiary Education Organisations are required to show how they have regard for the TES. The Tertiary Education Commission must give effect to the TES, and the New Zealand Qualifications Authority must have regard for the TES.



MODEL COUNTRY SCHOOL  
Nurturing Our Future - Growing Together  
*Kia atawhai aa mua - Kia tipu ngatahi*

## Reference Library - 2021 - Our Key Documents

<p style="text-align: center;"><b>Curriculum</b></p> <ul style="list-style-type: none"> <li>• School Curriculum Framework</li> <li>• Curriculum Implementation Plans for each of the learning areas.</li> <li>• Assessment Overview.</li> <li>• Cumulative Folders.</li> <li>• Student Individual Progress and Achievement Books.</li> <li>• Curriculum Policies.</li> <li>• G.A.T.E. Register.</li> <li>• Special Needs Register.</li> <li>• Assembly (A.S.M.) documentation.</li> <li>• S Drive Resources.</li> <li>• E Learning Plan.</li> </ul>	<p style="text-align: center;"><b>Finance</b></p> <ul style="list-style-type: none"> <li>• Annual Budget</li> <li>• 10 Year Property Plan – Cap. Ex. Sheet.</li> <li>• S.U.E. Reports</li> <li>• Assets Register</li> <li>• Auditors Reports</li> <li>• Finance Policies &amp; Procedures – Nag Folder.</li> <li>• F.I.S.H. Document.</li> </ul>	<p style="text-align: center;"><b>Property</b></p> <ul style="list-style-type: none"> <li>• 10 Year Property Plan.</li> <li>• 5 Year Property Schedule.</li> <li>• Site development Plan.</li> <li>• Landscaping Plan.</li> <li>• Hazards Register.</li> <li>• Evacuation Procedures.</li> <li>• Insurance Information.</li> <li>• Policies and Procedures.</li> <li>• Nag folder</li> <li>• Cyclical Maintenance Plan.</li> </ul>	<p style="text-align: center;"><b>Human Resources / Personnel</b></p> <ul style="list-style-type: none"> <li>• Job Descriptions</li> <li>• Performance Agreements</li> <li>• Staff Appraisals</li> <li>• Staff Handbook</li> <li>• Staff Induction Book</li> <li>• School Parent Information Booklet</li> <li>• Staff Professional Development Programme</li> <li>• Roles &amp; Responsibilities Schedule</li> <li>• Accidents &amp; Medical Register</li> <li>• Personnel Policies &amp; Procedures – Nag folder.</li> <li>• Emergency Contact Register.</li> <li>• PB4L Folders</li> </ul>
<p style="text-align: center;"><b>Partnership with the School and Community</b></p> <ul style="list-style-type: none"> <li>• Weekly Newsletter</li> <li>• Board information sheets</li> <li>• Web site</li> <li>• Knowledge Net</li> <li>• T.M.C.S. Annual Plan</li> <li>• T.M.C.S. Strategic Plan</li> <li>• Class white boards</li> <li>• Tamahere Community Committee Minutes</li> <li>• Tamahere Forum Website</li> </ul>	<p style="text-align: center;"><b>Useful Websites</b></p> <p> <a href="http://www.minedu.govt.nz">www.minedu.govt.nz</a> – All areas  <a href="http://www.nzsta.org.nz">www.nzsta.org.nz</a> – All areas – especially Personnel  <a href="http://www.nzei.org.nz">www.nzei.org.nz</a> – Personnel  <a href="http://www.tamahere.school.nz">www.tamahere.school.nz</a> – All sorts         </p>	<p style="text-align: center;"><b>Health &amp; Safety</b></p> <ul style="list-style-type: none"> <li>• Hazards Register</li> <li>• Maintenance Schedule</li> <li>• Evacuations Procedures</li> <li>• Behaviour Procedures</li> <li>• T.M.C.S. Health &amp; Safety folder</li> <li>• Associated Policies</li> <li>• T.M.C.S. Strategic Plan</li> <li>• T.M.C.S. Annual Plan</li> <li>• EOTC Safety &amp; Participation forms</li> </ul>	<p style="text-align: center;"><b>Self Review / Reporting</b></p> <ul style="list-style-type: none"> <li>• Learning Targets</li> <li>• N.A.G. Folders - Policies and Procedures</li> <li>• Charter</li> <li>• Annual Reports</li> <li>• Board Self Review Plan</li> <li>• T.M.C.S. Strategic Plan</li> <li>• T.M.C.S. Annual Plan</li> <li>• Analysis of Variance</li> </ul>