



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

Charter & Strategic Learning Plans 2020



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School Description

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

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

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

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

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

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

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

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





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

Our Vision

Confident Can Do Kids!

Aspire - Endeavour - Succeed

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

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

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

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

We are **committed to excellence**

Honour be your guide

We have:

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

We show **integrity**

We value our **country setting**

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

Together As One

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

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

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

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

Confident
Kia maia

Honourable
Kia manaaki

Together
Kia kotahi

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.



Nurturing Our Future - Growing Together

Kia Atawhai Aa Mua - Kia Tipu Ngatahi

KIA KOTAHİ 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 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 2020-2022

1. Build and grow our vision and nurturing a healthy school culture.
2. Use our vision to revitalise collaborative practices to enhance teaching & learning.
3. Develop our Tamahere Model Country School Curriculum.

1. Revitalising our vision and values for all our students.
2. **Collaborative** Teaching and Learning enabling **Learner Agency**.
3. Engaging in our evolving Tamahere Model Country School Curriculum.

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

Output

1. Normalisation on te reo & tikanga Maori. A hauora ropu established to support everyone.
2. Begin 5 year Whole School PLD with PB4L growing and developing from our Vision.
3. Use digital technologies, integrated teaching and learning against transparent progressions. PLD Paula Jamieson & Geoff Bently.

1. Te reo Maori and Tikanga is "normalise" & embrace.
2. Resilient kia maia students.
3. Increased learner engagement, agency and collaboration.
4. Integration and passion learning across the School Curriculum.

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

Outcomes

1. A healthy and diverse school culture where tikanga Maori and wellbeing is an integral part.
2. Increased and common language used and aligned to teaching and learning.
3. Living our vision displaying high quality collaborative teaching and learning practices.

1. A healthy and diverse school culture where tikanga Maori and wellbeing is an integral part.
2. Improved engagement, agency and results across all curriculum areas.

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



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Strategic goal: To build staff capability and sustainability through living our Vision.

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



Initiatives <i>Kia Kotahi!</i>	Actions	Owner	Due for Completion	Measures of success	RAG Status
1. Build and grow our vision and nurturing a healthy school culture.	1. Our staff appraisal system will link our school vision with the NZTC Professional Standards and Code of Conduct principles.	AH/ JM / LT	24th Feb 2020	A clear Appraisal System in place incorporating all components required as well as reflections against Our Vision	
	2. Embark on the Five year PLD for PB4L and start to develop our language and foundation principles linked to our vision.	WP / AH JM/ LT	12th Feb →	Whole school starting to speak the same language around behaviour & how we deal with it. Consistent practices developing.	
	3. To continue to evolve our school-wide mindfulness and wellbeing focus in line with our vision.	FG/LT	30 Jan 2020 →	A clear easily followed schoolwide wellbeing programme is operating. Same language and practices used e.g. Mindfulness apps, with individual flexibility.	
	4. Aligning our Vision with the NZ Curriculum.	LT / FG/ PB4L	Term 1 → Dec 2020	To have some clear rocks and consistent practices and expectations across the whole school. With individual flexibility.	
	5. Developing evidence-based reflection practices.	SL/LT	March 2020	Reflective practices shown through our appraisal system and Teacher and Syndicate documentation.	
	6. Review our Student Leadership opportunities and practices further embrace our vision.	PD / MS / LT	11 Feb 20	Updated Leadership opportunities and system operating. Clearly understood by all.	

	7. Align our end of year achievement certificates with the Vision.	LT / S	Term 4 2020	Prize Giving run with the new certificates linked to our Vision and Learning.	
2. Use our vision to revitalise collaborative practices to enhance teaching & learning.	<p>1. To support the three new collaborative learning teams, through mentoring, time and PLD.</p> <p>2. Our two In School Leaders will be modelling and supporting collaborative practices within their syndicates and supporting school-wide sustainability.</p> <p>3. Use a variety of collaborative teaching approaches.</p> <p>4. To seek PLD funding to engage Jo Wilson to facilitate collaborative practices.</p> <p>5. To develop an agreed-upon <i>Tamahere Way</i> of sustainable collaborative practices, within each syndicate and school-wide.</p> <p>6. Code of practices developed to enhance positive collaborative practices in all areas of the school, Leadership, support staff any team situation. Agreed upon language.</p>	<p>Jo / LT Ts</p> <p>ISL / LT / Ts</p> <p>ISL/ Ts</p> <p>LB</p> <p>Ts / LT</p> <p>LT / S</p>	<p>Term 1→ 2020</p> <p>2020→ T2 & 3 more</p> <p>Throug hout 2020</p> <p>Feb 2020</p> <p>Term 1 →</p> <p>Term 4</p>	<p>Three collaborative teaching and learning teams operating happily and effectively for the benefit of all.</p> <p>Paula and Nanette leading by example and supporting across school practices.</p> <p>Much more collaboration happening for the benefit of learning. Sharing & support.</p> <p>PLD Plan submitted. Hopefully funding approved.</p> <p>Each Syndicate has their own practical guidelines and ways of working effectively & efficiently. These are linked through the Leadership team and core School-Wide threads.</p> <p>School-Wide agreed-upon language and systems that will keep the collaboration sustainable.</p>	
3. Develop our Tamahere Model Country School Curriculum.	1. Two leaders to complete The Waikato University / Tainui joint initiative - Deliberate acts of leadership required to lead our school curriculum. Localised Curriculum.	LB/ WP	Feb 27 2020 →	Lee and Waveney to have completed the Local Curriculum paper building knowledge, links and undertaking research.	

	2. Staff and Leadership to evolve our TMCS Model for Learning to incorporate our 'Rocks'	T/ LT/ SLT	Term 1	To have our TMCS model for learning developed ready to trial in 2021.	
	3. Staff will be involved in PLD around implementing the Digital Technologies curriculum.	Ts / L	Term 1 →	Paula Jamieson - Play Make Create, Geoff Bentley Digital Tools, Jo Wilson Collaboration.	
	4. To pull together and finalise our Vision, TMCS Learner, Our Rocks, Localised Curriculum and the NZC into an effective implementation plan.	FG/LT	Term 4	To have an Implementation plan and documents ready to use for 2021.	



Not on track (likely to fail)



At risk



On track

Blue = Completed

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



Initiatives <i>Kia Kotahi!</i>	Actions	Owner	Due for Completion	Measures of success	RAG Status
1. Revitalising our vision and values for all our students.	<p>1. Students having input into our PB4L evolution.</p> <p>2. Knowing, articulating and demonstrating qualities of our Tamahere Learner.</p> <p>a. To continue our Maori students achieving as Maori. Develop a framework to 'normalise' & embrace Maori Tikanga.</p> <p>b. Continue to evolve common practices and vocabulary to nurture wellbeing (Hauora) & Mindfulness.</p> <p>c. Enviroschools - People, Place and Practice - Strive for Green Gold 2020</p>	<p>LT / Ts</p> <p>FG / WP / LT / Ts</p> <p>ILT / FG / Ts</p> <p>PD & FG Ts</p>	<p>24 Jan →</p> <p>Term 1 2020 →</p> <p>Term 1 2020 →</p> <p>Term 1 → 16 Dec</p>	<p>Students feel they have been listened to & have greater ownership in our culture and behaviour systems.</p> <p>Te reo Maori spoken in all classes and around the school frequently. Tikanga integrated and incorporated at every opportunity. Normal practice. Pride in Kapa Haka Ropu - competitive team. Increased tikanga and te reo. Survey - student & Whanau voice.</p> <p>Students are able to understand practices & strategies they can undertake to regain calm. A variety of practices used as normal across the school.</p> <p>Enviro Green Gold Award achieved or in process with assessments.</p>	
<p>2. Collaborative Teaching and Learning enabling Learner Agency.</p> <p>[FG = Focus Groups</p>	<p>1. Engage in vertical and horizontal collaborative learning opportunities in meaningful and robust contexts.</p> <p>2. Unpacking Curriculum & Learning Progressions and Reporting (assessment).</p>	<p>Ts / SY / LT</p> <p>Ts / SY / LT FG</p>	<p>Term 1 2020→</p> <p>Term 2 2020→</p>	<p>Regular vertical Hapu collaborative learning experiences engaged upon at least once every 3 weeks. Linked to school-wide learning.</p> <p>Teachers and students knowing clear next steps learning - visible in classes</p>	

<p>LT = Leadership Team SY = Syndicates CT = Classroom Teachers Stu = Students ASL = Across School Leaders ISL = In School Leaders]</p>	<p>Across all curriculum areas, e.g., readiness for each Level and Syndicate.</p> <p>3. Establish a school-wide process for all students to know their goals/progressions & next learning steps.</p> <p>4. Develop a consistent school-wide approach for SeeSaw to celebrate a range of learning areas</p>	<p>Ts / SY / LT</p> <p>Ts / SY / LT</p>	<p>Term 2 2020→</p> <p>Term 2 2020→</p>	<p>and evidence from children</p> <p>Children sharing their goals and knowing learning progressions.</p> <p>Parents will have more consistent and relevant information and assessments shared across syndicates.</p>	
<p>3. Engaging in our evolving Tamahere Model Country School Curriculum.</p>	<p>1. Investigate and experiment with the integration of Key Competencies & Experiential / Passion led learning, Digital Technologies and assessing outcomes.</p> <p>2. Identify key components of what <i>Good Learning</i> at Tamahere looks like i.e. Key Competencies, Enviro, Creativity.</p> <p>3. Developing and Integrating a localised curriculum within our TMCS Curriculum.</p>	<p>Ts/ SY / LT</p> <p>Ts/ SY / LT</p> <p>Ts/ SY / LT /</p>	<p>Term 2 2020 →</p> <p>2020 Term 1 →</p> <p>Term 4 2020</p>	<p>Increased opportunities and achievement in KC's, DT's Experiential & Passion Led learning.</p> <p>Data from Student voices used to pursue passion led. PLD experiences used to develop clear practical practices to integrate Digital technologies into other curriculum areas.</p> <p>The TMCS Learner profile developed and celebrated for use in 2021 and beyond.</p>	

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



Initiatives <i>Kia Kotahil</i>	Actions	Owner	Due By	Measures of success	RAG Status
1. Progressing high-quality, Innovative Learning Environments & updating all areas as needed.	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. <ul style="list-style-type: none"> • Apply for a heritage assistance fund. • Smoke alarms- check the detectors link to W.S.S. • Investigate the fire control system (availability of funding for this). • Water tightness of the Library Office assessed and remedied. • After School Care and Library minor refurbishment. Interior painting, etc. 	Lee P. Com. Lee P. Com. Lee P. Com.	T1 2020 T1 2020 T1 2020 T1 2020	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.	Modular classrooms- to address the roll growth issues, we will have two new teaching spaces delivered to the school in Term One/Two. <ul style="list-style-type: none"> • Positioning of the teaching spaces. • Staff area to be positioned at the end nearest to the main office. • Teaching spaces to be at the end nearest the tennis courts. • Future teaching spaces have been planned on the revised bulk and location plan. • Alarm extension around our school - staged progression (or more cameras?) S.I.P. Funding <ul style="list-style-type: none"> • Utilise the extra \$295,000 from the Ministry of Education to achieve the following project: 	PM P Com Lee Lee & WP Admin.	T1, 2020 T1 2020	All updates to roll growth filed within a week of achieving the nos. Alarm plan staged. Two modular teaching spaces delivered in Term Two. S.I.P. projects completed.	

	<ul style="list-style-type: none"> New staffroom will be built on the end of the classrooms. 		During 2020		
3. Create an inclusive school environment by utilising the Property Modifications budget for one of our students.	<p>Work with the Ministry of Education to plan and deliver the project including:</p> <ul style="list-style-type: none"> An H.D.U. toilet in the new modular block. Create a hoist to allow entry and exit to the school pool with two places it can be installed. Improve accessibility to the Miro 13 toilets, the children's entrance, Tanekaha 12 and other areas of the school by adding to and creating new hand rails. To identify and then highlight areas of uneven paving by painting these potential risks with high-visibility paint. To reconfigure the interior and exterior of Tanekaha 12 to make it safe for use. Adding two doors, a deck and a ramp to the field side of this classroom. Thus allowing for safe and easy access for a student. To enclose the exterior single door facing Miro 13 and fill this in with Autex. 	Lee/BOT/ MOE	T1 2020	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>Plan how to utilise the 2019-2024 5 Y.A. effectively to allow for future growth.</p> <p>10 Y.PP. plan strategically for the next 10 years with the support of the Project Manager. Share with the Board.</p> <ul style="list-style-type: none"> Action the projects in conjunction with the Ministry. <p>Develop a 'wish list' for property projects to be developed with the Board, staff and P.T.A.</p> <ul style="list-style-type: none"> Utilise 5 Y.A. and P.T.A. money to improve facilities. <ul style="list-style-type: none"> Upgrade Junior & Senior Playgrounds Increase Shade Area, more tree planting Guide in the prioritisation of the WISH LIST for 	<p>BOT PM</p> <p>BOT</p> <p>Lee / P team</p> <p>Lee / P. Com</p> <p>Lee/ WP</p>	<p>T1/2 2020</p> <p>2020</p> <p>Term 2 2020</p> <p>T1 2020</p>	<p>BOT understand & have input into 5YA amounts and proposed projects.</p> <p>Updated wish list</p>	

	CAPEX for 2020 and beyond.			completed with all parties given opportunity to contribute.	
	Develop a clear plan for all cyclical/yearly projects. <ul style="list-style-type: none"> • Building cleaning • Roof cleaning • Carpet cleaning • Handyman costs • Playground bark replacement • Arborist • Windows replaced as needed • Fluro light replacements • Servicing of equipment including mower & golf cart • Shade cloth maintenance • Sewerage costs- scheduled maintenance • Heat pump maintenance • Alarm monitoring • Tag and testing of electrical appliances 	Lee / Allan			
		LT / P. Com	2019		
		P Com WP / BOT	T2. 2019 → 2020	A Cyclical Property plan for maintenance compiled and completed.	
	Tamahere Recreational Reserve Development <ul style="list-style-type: none"> • To keep up communication with the Waikato District Council and help them to facilitate this development and ensure we have input into decision making. • Plan boundary planting, safety & access. 		T1. 2019		
		Enviro team	T3. 2020		
	Site development and safety <ul style="list-style-type: none"> • Alarm extension around our school - staged progression • Continue planting shade trees around the site • Re design Enviro gardens around MPF 	IT / E-Learning Leader		Everyone understanding timelines and aware of involvement and access.	
	To continue to maintain infrastructure to facilitate an effective e-learning environment. <ul style="list-style-type: none"> • Monitor needs and efficiency. Plan for future developments if needed. • Develop an effective maintenance programme. • Ongoing Maintenance and replacing where necessary. 	IT / E Learning Leader		Alarm and Camera staged plan completed and used. Cricket pitch funded and	

	Paint the exterior of the school using the cyclical maintenance fund. All trees assessed for safety and a maintenance plan created. Follow Asbestos Plan	Property Team		installed by the Council.	
		Property Team Allan	2020 T1 2020	Future plan developed and operational. Safe and compliant buildings.	



MODEL COUNTRY SCHOOL
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Annual Plan Overview 2020 - Business as Usual Operation

Teaching and Learning Programme Development

- Continued school wide Professional Learning around **Collaborative** learning and teaching, **student agency**, transparent learning progressions.
- Developing School wide common language and approach with Whole School Positive Behaviour for Learning PLD.
- Kia Kotahi – Together as One environment embraced.**
- Te reo Maori** – 2nd language using Jeanne Gilbert's model and digital app program support. 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.
- Digital Technologies** – PLD with Paula Jamieson and Geoff Bently incorporating digital technologies within a creative, problem solving and integrated curriculum.
- Professional talk & readings**

Finance

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

Property

- To provide a safe and attractive physical environment that enhances collaborative learning & teaching.
- For 10YPP and 5YA to be approved.
- To build 3 spaces 2 classes & a new staff room with Roll Growth money.
- Effectively continue to use 5YA, 10YP & Cyclical Maintenance funds.
- To use our 5YA to upgrade Admin and Sick bay areas and improve ILE across the school
- On-going improvements of our site.

Priority Areas for improving student Achievement

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

Health & Safety

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

Self Review / Reporting

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

Human Resources / Personnel

- Support and **induct new staff** in the pedagogies and culture of our school.
- Support teachers through refined and updated **appraisal process**.
- Professional Learning (PLD). PB4L** – with ministry of Education. **Integration/Collaboration/Digital Technologies** – Paula Jamieson and Geoff Bently.
- Te reo Maori** – 2nd 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** to focus on curriculum and staff development on an ongoing basis. Shared readings included.
- Support further **professional learning** for individuals arising through appraisal
- Personnel Folder updated, EEO, VCA
- CRT and Unit Allocation** – managed effectively for & with staff.
- Social team bonding** – events
- Teacher Aides** continue to support student and teacher needs.
- Support **NZEI** paid in work time mtgs.
- All staff to have **up to date 1st Aid**.

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

Self-Review Plan Nags 1-6 Business as Usual

Objectives	2020 Actions	2021 Actions	2022 Actions
Curriculum 1- 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. □		
Self Review 2 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. □		
Personnel 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.	□ Monitor & maintain staff hauora, employment issues, ensuring EEO equitability □		
	Review NAG folder + EEO. Mindfulness practices developing	Review Mindfulness & Hauora team and adapt / develop further.	Review NAG folder including EEO.
Financial 4 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	
Property 4 To provide a safe physical and emotional learning and teaching environment for all students, staff and visitors to our school.	Implement 5.Y.A. – 2020 projects *SPG Classrooms & Staff Rm Implement 5.Y.A. – 2020 projects *Admin and Sick Bay	▪ Continue with 5 Y.A. plans ▪ Review NAG Folder. ▪	▪ 5YA projects continue & review ▪ Continue with landscape development. ▪ S.P.G.!?
Health & Safety 5 To provide a safe working & learning environment for all.	□ Regular drills, & monitoring to identify, minimise, isolate or eliminate hazards □		
	Annually review NAG fold. ▪ Behaviour Mgt. - Bullying review ▪ EOTC Safety Review	▪ Annually review NAG fold. ▪ EOTC Safety review ▪ Behaviour Mgt. safety review	▪ Annual review of NAG folder ▪ EOTC Safety review
Legislation 6, 7 & 8 To enhance learning by complying with relevant legislation.	▪ To comply with all relevant regulatory & legislative requirements & Charter guidelines.		

School Wide Professional Learning Plan

	2020	2021	2022
Main Focus Areas ♦ Collaborative learning and teaching practices across our school. with high quality Inquiry and agency ♦ Literacy & Numeracy always a priority - integrated with our main goal ♦ Inclusive School Embrace & Normalize things Maori. Teaching te reo Maori raising achievement, wellbeing, diversity & resilience	Collaborative practices new Syndicates evolving practices Within Staff PLD Learning & practicing	Collaborative Practices School wide language and best practice guidelines. Shared across staff PLD Embedding & Integrating	Collaborative practices School wide collaborative practices embedded. Refining and Embedding through Integration
	PB4L First Year of our Schoolwide implementation over the next three – five years.	PB4L Continue with our schoolwide implementation.	PB4L Continue with our schoolwide implementation.
	Literacy Reading and Writing – fitting into a context - integrated Paula Jamieson supporting Gaye Byers Updates	Numeracy & Literacy Integration and sustainable practices	Numeracy & Literacy Refocusing on aspects from
	Mindfulness Developing sustainable Practices that work for our school Using Breathe Pause Smile & Rachel MacAllister as a base	Mindfulness Embedding best practices through on staff sharing	Mindfulness Sustainable practices and regular updates from staff.
	Digital Technologies Building on pedagogies that will facilitate the integration of DT into our Curriculum & aligning with the NZC Paula Jamieson and Geoff Bentley to guide us in this area.	Digital Technologies Developing our programmes of best practice to facilitate the integration DT into our Curriculum in an effective and enriching way.	Digital Technologies Integrated throughout our TMCS Curriculum

	Te Reo & Tikanga reo Maori Upskilling, increasing & normalising practices	Te Reo & Tikanga reo Maori Upskilling, increasing & normalising practices	Te Reo & Tikanga reo Maori Upskilling, increasing & normalising practices
	Faculty of Education Upskilling student teachers and keeping on top of best practice		
	Threads that constantly intertwine with our PLD		
	Identity & Values Inclusive School - Embrace and normalizing things Maori, Supported by Wai.MAC, cultural diversity supported and Integrated into pedagogy. Kia Kotahi / Connected United		
	New Zealand Curriculum Social Sciences / Sciences / Technology	New Zealand Curriculum Arts / Music / Dance / Drama	New Zealand Curriculum Self-Review areas
Principal	NZPF / NAMSA Conferences → Waikato Principals PLD		
DPI/ AP	AP/DP Conference →		
Leadership Team	Other opportunities		
Staff Appraisal	Personal Development Attestation / Appraisal		
Extra practices	Environmental Education Living our Vision	→ →	→ →

From Goal to Strategies:- School Organisation & Structure

Goal ♦ Self-Review Nag 2 – To monitor systems and achievements to ensure students reach their potential.				
Objectives	Strategies / Actions	Time / Requirements	Responsibility / Costs	Evaluation
1. To have a robust self review system	☺ To continue to develop our Self Review System.	2020 →	Self-Review Committee	
	☺ To continually review and update our practises across all N.A.G. areas in line with our overview and as needs arise.	2020→ & ongoing	Board / Leadership Team / Staff / Principal	
	☺ To use our self review processes effectively to raise student achievement and standards across the school.	ongoing		
	☺ To review and consult with our School's Maori Community about their student achievement and strategies to help support and improve achievement.	Ongoing 1-2 times annually	Board / Leadership Team / Staff / Principal	
	☺ To continue to review and update our implementation plans and reporting to parents systems in line with the New Zealand Curriculum.	Ongoing		
	☺ To regularly report back to the Board areas of self review. Each Board meeting to check that policy reviews have been kept up to date in line with the year to year schedule.	Ongoing		
	☺ To keep on top of any current relevant legislation.	Ongoing		

From Goal to Strategies:- Business as Usual

Goal				
◆ 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.				
Objectives	Strategies / Actions	Time / Requirements	Responsibility / Costs	Evaluation
1. To have a quality, happy, loyal, and positive staff. Who feel well supported and valued.	<ul style="list-style-type: none"> ☺ 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. ☺ Celebrate successes and achievements openly. ☺ Look at issues on a case by case, fair and equitable basis - responding to life's crises. ☺ Have positive role models in our Principal, Leadership Team and Board of Trustees. ☺ Foster and enjoy a positive supportive parent / teacher climate through regular communication strategies, community events and open door policies. ☺ Have planned staff and staff/ board social events ☺ Have celebration morning teas, etc. with the Board thanking staff for efforts. ☺ Celebrate the work achieved by staff that are leaving for new opportunities with gifts, speeches and functions and Board presence. ☺ Consult with staff over appraisal process and unit distribution in a fair and open manner 	2020 →	Budget flexible enough to cover bases. Principal, Board, Staff,	
		Ongoing		
		2020 →	Leadership team / staff.	

	<ul style="list-style-type: none"> ☺ To have a school-wide appraisal system where we reflect against the standards required and our Vision ☺ To encourage more coaching and mentoring across all areas of the school. ☺ To raise awareness and encourage Wellbeing by using Mindfulness as a technique to support staff and ultimately our students. ☺ Follow Support Staff contracts and implement wage increases. ☺ To have open communication at all levels in the school. ☺ Ensure E.E.O. principles are integrated throughout general practice. ☺ To achieve letters in a timely manner and keep paper trail up to date. 	<p>Feb 2020 →</p> <p>Term 1 2020</p>	Lisa L / WP	
<p>2. To have sound personnel policies and procedures that are fair open and transparent.</p>	<ul style="list-style-type: none"> ☺ To continue to regularly review and develop the Personnel NAG folder for easy access of information. ☺ Continue to develop and implement Vulnerable Children Act procedures. <ul style="list-style-type: none"> - Overview sheet for appointments - Relievers Systems ☺ To continue to develop robust appointments procedures and packs including VCA legislation. ☺ To regularly review and update policies and procedures as appropriate. ☺ To consult with other schools and advisors to solve any issues and to achieve quality robust documents. 	<p>NAG 3 2020 →</p> <p>2020 →</p> <p>T1 2020 T1 2020</p> <p>Ongoing</p>	<p>Personnel Committee & BOT</p> <p>Personnel & H&S com. WP Annette / WP</p> <p>P Com</p> <p>NZSTA / NZEI / NZPF & other Principals</p>	

3. To provide leadership and career opportunities for all staff through the provision and support of professional development programmes	<ul style="list-style-type: none"> ☺ All Staff and Board members are encouraged to be life-long learners. ☺ Staff may apply for professional development based upon identified needs, leadership roles, career paths, and personal interest within our budget. ☺ Staff will be consulted on school wide curriculum contracts and staff development opportunities. ☺ Through our appraisal process staff can identify areas for further development. ☺ To provide a robust and fair appraisal system that provides a focus on continuous improvement and promotes professional excellence. ☺ To provide a meaningful and beneficial Annual Principal Appraisal Process. ☺ Continue to review and develop our appraisal and attestation process and Professional Friends. ☺ To be constantly in pursuit of excellence - underpinned by our assessment of individual and school-wide performance. ☺ Encourage and support staff with tertiary or ongoing study. B.O.T. to set guidelines for financial support and time allowance ☺ Provide opportunities for self reflection and sharing and observation with others on staff. ☺ Encourage and support Kahui Ako In School and Across School Roles and involvement 	<p>Ongoing</p> <p>2020 →</p> <p>2020 →</p> <p>2020 →</p> <p>2020 →</p> <p>Ongoing</p> <p>2020 →</p>	<p>Board & Staff</p> <p>Priority area in budget</p>	
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From Goal to Strategies:- Business as Usual

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

<p>2. To develop sound financial policies and procedures that are clear, robust and transparent.</p>	<ul style="list-style-type: none"> ☺ To further develop our Finance N.A.G. 4 folder for easy access of information. ☺ Regular review and update of policies. ☺ Regular review and update of appropriate procedures. ☺ Consult with other schools and advisors to achieve quality robust documents. ☺ Ensure accurate, prudent and well organised financial systems are in place. 	<p>Ongoing</p> <p>NZSTA / Lead space / other Principals</p>	<p>Finance Committee & BOT + Admin Staff.</p>	
<p>3. To achieve long term development goals.</p>	<ul style="list-style-type: none"> ☺ Effectively manage the 5 Year Property Agreement monies. ☺ Maintain & manage appropriate painting / cyclic maintenance fund reserve. ☺ Review and manage funds effectively to allow ongoing progress, sustainability & development of site & facilities in accordance with planned capital commitments & priorities. 	<p>NAG 4</p> <p>Ongoing</p>	<p>Finance Committee & Board</p>	
	<ul style="list-style-type: none"> - Professional Development - Swimming Pool - Admin Area and sick Bay - New classroom 	<p>2020 → 2020 → 2020 2020</p>	<p>Board – Property team</p>	

4. To develop efficient systems and procedures in Office Administration area	<ul style="list-style-type: none"> ☺ Review Administration Officer's jobs and procedures ☺ Continue to develop robust systems for checking and efficiency. ☺ Continue to review and develop clear and specific job descriptions and procedures for managing day to day and longer term finances. ☺ Appraisal of staff against job descriptions. ☺ Provide professional development for up-skilling of staff where necessary. ☺ Review service suppliers and contractors for performance and cost effectiveness (i.e., banks, insurers, software, etc). 	<p>Annually</p> <p>Ongoing / Annual Review Ongoing / Annual Review</p> <p>Annually</p> <p>Annually</p>		
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From Goal to Strategies:- Business as Usual 2020 - 2021

Goal ♦ <u>Health and Safety NAG 5</u> - To provide a safe physical and emotional environment for all of our school community to enhance learning, teaching and community involvement.				
Objectives	Strategies / Actions	Time / Requirements	Responsibility / Costs	Evaluation
1. To have an active culture of Health & Safety, ensuring the safety of staff, students and the wider community.	☺ Encourage and celebrate involvement around H & S with staff, community and students.	2020 → Ongoing	Board, all Staff, Parents & students, Contractors and volunteers.	
	☺ Ensure awareness and implementation of Health & Safety policy and procedures in relation to the Health & Safety Amendment Act.	2020 → Ongoing	Personnel, H & S & Leg committees.	
	☺ 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	
	☺ Continue to collect emergency contacts and health concerns information on student teachers in line with staff and students.	Practice 1 each Term	WP / Lee	
	☺ Continually review and improve crisis management and emergency evacuation plans following regular practices.	Ongoing	Admin / Annette	
	☺ Police Vetting - of all staff and contractors is required, e.g., builders, plumbers, etc. Also parent volunteers for overnight camps.	Ongoing	WP / Lee / H & S / Legal	
	☺ Continue to review our swimming pool procedures as well as induct and educate staff, children and community as required.	Term 1 & 4	WP / Annette / Pool Facility Managers	

	☺ Develop an effective system for Relievers with all appropriate character and identity checks.	Term 1 2020		
2. To provide a safe emotional environment.	☺ To celebrate and live our School Vision. ☺ To develop a hauora / Wellbeing staff and students - Focus group. ☺ To link Mindfulness practices and wellbeing into the daily lives of staff and students.	2020 → Term 1 2020 Term 1 2020	Staff, parents & students Focus Group Focus Group	
3. To ensure our school property is a safe physical environment for all.	☺ Identify and register hazards and carry out safety inspection of the school on a regular basis. Isolate, minimise and eliminate. ☺ Hazards register to be kept in the Staff Room that is visible for all teachers to add hazards to. ☺ Electrical safety checks to be completed. ☺ Ensure H & S briefings and contracts are completed for all contractors working on site. ☺ Playground safety is part of our regular weekly checks. This is documented.	2020 ongoing monthly checks Ongoing → 2020 → Ongoing Ongoing Ongoing	Health and Safety Com.& Property Manager All staff Lee / Allan Lee, Property Manager, Jeremy	
4. To improve hygiene and reduce spreading infections. Keeping everyone healthy.	☺ Continue to keep up with and implement ideas to improve hygiene. ☺ Continue to develop / implement pandemic planning strategies and resources.	2020→ 2020 →	Staff, Health and Safety Committee, Property Manager	

	<ul style="list-style-type: none"> ☺ Review our school's pandemic policy to be in line with current advice from the Ministry of Health. ☺ To raise awareness and strengthen our Healthy Eating Policy and Sugar Free School practices. ☺ 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. 	<p>Term 1 → Winter sports etc</p> <p>Ongoing</p>	<p>Staff, T Aides, Parents, students</p> <p>Staff, T Aides, Parents, students</p>	
5. To address H & S risks as part of property development.	<ul style="list-style-type: none"> ☺ Continue to develop further shade areas & plant trees as necessary. ☺ Continue to improve evenness of back field and pathways. 	<p>Term 1 / Winter Planting /Term 4</p> <p>2020 →</p>	Health & Safety / Property Committee	
6. To provide quality and safe Education Outside The Classroom (E.O.T.C.) experiences for our children	<ul style="list-style-type: none"> ☺ Continue to review and revise E.O.T.C. procedures and up-skill staff members in line with new 2016/17 Guidelines ☺ All staff to gain and keep updated - First Aid Certificate. 	<p>2020 →</p> <p>As needed for new staff</p>	<p>E.O.T.C. teachers and staff, Board.</p> <p>Lisa L / WP</p>	
7. To develop a positive, can do, safe and happy school culture for students and staff.	<ul style="list-style-type: none"> ☺ Continue to integrate the Key Competencies and into our School culture, learning and teaching. Also integrating with our School vision and value statements. Linking strongly with the NZ curriculum. 	<p>NAG 5 & NAG 3</p> <p>Ongoing</p> <p>2020 →</p>	<p>Staff and Board, students, parents.</p> <p>Focus Group Staff</p>	

	<ul style="list-style-type: none"> ☺ Develop the inclusion of Mindfulness practices across the school. ☺ Celebrating successes - Assemblies, School gatherings, promotions in newsletter and newspapers. ☺ Continue to develop leadership and confidence in our students along with a supportive family atmosphere – Whanau groups, school camps, leadership positions, etc. 	2020 → 2020 →	WP & Staff All Staff	
8. To ensure the school infrastructure is safe and maintained.	<ul style="list-style-type: none"> ☺ To comply with the conditions of the Resource Consent applying to Sewage. ☺ Monitoring and maintaining of alarm system and maintenance schedule relating to Sewage System ☺ Continue maintenance contract with S3. 	2020 → Ongoing Ongoing	Health & Safety Committee and Property Manager Ministry of Education, School, W.D.C Board	
9. To keep in line with the Health and Safety Reform Act 2015. http://www.mbie.govt.nz/pdf-library/what-we-do/work-place-health-and-safety-reform/qas-health-safety-reform-bill.pdf	<ul style="list-style-type: none"> ☺ Continue hazards reporting in place that relies on all staff to be aware of hazards. Up on Fridge . ☺ Continue to abide by the working at heights legislation. ☺ Hazardous substances listed and reviewed six monthly. ☺ Go over the entire manual with all staff unpacking a different section on a regular 	2020 → Ongoing Ongoing 2020 →	H & S Com., Staff, Property Manager Allan/ Lee /Staff Lee & Allan Lee with staff	

	<p>basis during staff meetings and information booklets.</p> <p>☺ Ensure Allan has protective equipment and clothing.</p> <p>☺ Template for Staff Meetings includes a section for H and S weekly reporting.</p> <p>☺ Report all accidents to the Board and serious harm incidents to WorkSafe NZ as well.</p> <p>☺ 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.</p> <p>☺ Review all NAG 5 policies and procedures according to dated timeline checklist in NAG 5 folder.</p>	<p>2020 →</p> <p>2020 →</p> <p>2020 →</p> <p>From Term 3 2019</p> <p>2020 →</p>	<p>Lee / Allan, WP. BOT</p> <p>Lee / WP / Allan H&S Committee</p> <p>Lee / WP / Allan</p> <p>Lee H&S Committee</p> <p>H&S Committee Lee / WP & H&S Com to check</p>	
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From Goal to Strategies:- Business as Usual

Goal ♦ Legislation NAG 6 – To enhance learning by complying with relevant legislation.				
Objectives	Strategies / Actions	Time / Requirements	Responsibility / Costs	Evaluation
1. To keep up with and comply with all relevant legislation.	☺ To continually be aware and keep up to date with legislative changes.	2020 →	Legislation committee, Board, Principal	
	☺ Report any legislative changes to the Board	→		
	☺ If necessary have Legislation meetings to review any changes and new compliances. Make any variations and adjustments necessary. Usually achieved in committee responsibility areas.	→		
	☺ Carry out a well informed and legal Trustee Elections as and when needed.			
	☺ Use N.Z.S.T.A. and N.Z.E.I. to help support compliance and documentation	Ongoing		
	☺ The Health and Safety Amendment Act, Vulnerable Children's Act. MOE August 2017 Severe behavioural ... Guidelines will be an ongoing reference.	2020 →		
	☺ Tidy up Reliever and New Employee VCA Checks 8 & Cover sheet.	Term 1 2020	Annette/ WP/Lee	

	<ul style="list-style-type: none"> ☺ The Education Amendment Act - keep up to date with amendments made in 2020. ☺ Schooling Futures - Tomorrow Schools Review - Keep abreast of developments and feedback 	2020 → 2020→	Leadership Team / BOT	
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From Goal to Strategies:- *Developing a Quality Learning Community - Business as Usual*

Goal ♦ To successfully implement the C.U.S.P. - Combined University and Schools Partnership at Tamahere Model Country School				
Objectives	Strategies / Actions	Time / Requirements	Responsibility / Costs	Evaluation
To continue to a be part of the Collaborative University & Schools Partnership (CUSP) - School Based Programme linked with the University of Waikato to provide professional training for Year One student teachers.	☺ To work alongside the School of Education Faculty, (F.O.E.) at the University of Waikato.	2020 → NEP / NAG1	All teachers	
	☺ To support the Associate Lecturer from our staff in line with University guidelines.	Ongoing →	Principal / F.O.E.	
	☺ Coordinate the effective linking of the Professional Practice requirements to learning and teaching at our School.	Ongoing	Associate Lecturer and S of Ed. Team.	
	☺ To place over 25 student teachers across the school throughout the year.	Ongoing through year.	\$300 per student Teacher funding from University of Waikato	
	☺ To appraise students and feed back information to the F.O.E.	At least once per term	All teachers involved	
	☺ To develop a quality and authentic student teacher education experience and provide the best learning and teaching opportunities for our students.	Ongoing	All teachers involved	
	☺ To link with lecturers at the university at staff meetings and on a day by day basis.	Staff meetings +	All staff involved	
	☺ To be part of a research project around this trial.	Interviews & observations, survey	All staff involved	
	☺ To review the year and put forward recommendations for improvement.	End 2020	All staff involved Associate Lecturer.	

School Name:	Tamahere Model Country School	School Number:	1976
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2020 Analysis of Variance

<u>Strategic Aim:</u>	<ol style="list-style-type: none"> 1. To build staff capability and sustainability through living our Vision. 2. Supporting students and teachers to make 'good' learning possible. 3. To build student capability, achievement, resilience and collaboration. Kia maia, kia manaaki, kia kotahi.
<u>Annual Aim:</u>	<ul style="list-style-type: none"> • Enhancing and honouring our robust, nurturing and healthy School Culture. • Develop a school-wide collaborative inquiry approach which contributes to students and teachers making good learning possible. • Celebrating and embracing student achievement data from the ground roots up. • Collaborative Teaching and Learning enabling Learner Agency. • Inquiry Learning Cycle / Integration.
<u>Target:</u>	<p><u>Reading 2019</u></p> <p><u>Target for improving student achievement</u></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 AT by the end of the year.</p> <p><u>Year 1</u>- 12 students are in this cohort who are B or WB.</p> <p><u>Year 2</u>- 11 students are in this cohort who are B or WB.</p> <p><u>Year 3</u>- 4 students are in this cohort who are B or WB.</p>

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

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

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

In total including Maori students, there are 48 target students in READING. There were 83 reading target students in 2018.

Maori Target 2019

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

Year One- 2 students who are B or WB

Year Two-1 students who are B or WB

Year Three- 2 students who are B or WB

Year Four- 1 student who is B or WB

Year Five-1 student who is B or WB

Year Six- 1 student who is B or WB

Writing 2019

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

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

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

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

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

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

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

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

Year One- Two students who are B or WB

Year Two-Three students who are B or WB

Year Three- Three students who are B or WB

Year Four- Two students who are B or WB

Year Five- Five students who are B or WB

Year Six- Two students who are B or WB

Maths 2019

Target for improving student achievement

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

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

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

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

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

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

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

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

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

Year One- 0 students who are B or WB

Year Two-2 students who are B or WB

Year Three- 2 students who are B or WB

Year Four- 3 students who are B or WB

Year Five-1 student who is B or WB

Year Six-1 student who is B or WB

NOTE: During the year the numbers of students to report on has changed as some students left to attend new schools. These students are not included in the final data therefore, the numbers do not always correlate.

Baseline Data:

This was derived from the end of 2018 and the start of 2019 data. The data came from end of year reports as well as testing and observations from the start of 2019.

<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"> Shared the responsibility for supporting students at risk with the wider team. Teaching, using best practice models and programmes to raise student achievement. Sharing & support across staff and across Syndicates. ICT Support. Teachers sharing ideas and resources at syndicate and full staff meetings. Analysis of data and professional discussions, full staff meetings & syndicates discussions. Parents were made aware of any students who were on the target list to enable them to 	<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> <p>Although we have many results to celebrate where</p>	<ul style="list-style-type: none"> This year we have been fortunate to have had the support of the MOE funded ALIM programme. This saw huge growth in a cohort of learners who were Funding support for special needs & abilities student opportunities. Teaching, using best practice models and programmes to raise student achievement. 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. 	<p>ALIM will hopefully continue for 2020 in some form.</p> <p>Although we have many results to celebrate where student learning has accelerated, there are still issues with some students who have moved but still remain WELL BELOW or BELOW. Although these numbers are not excessive the targeted actions for 2019 will include:</p> <ul style="list-style-type: none"> ALIM E.S.O.L. support group for a large group of students with English as a second or other language. Cross grouping for Mathematics STEPS for students with Dyslexia Off site tutoring for some students (parent funded)

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

Planning for next year:

We are applying for P.L.D. support for our school from Term Three when the new funding round becomes available.

P.L.D. PLAN

Our Focus Areas:- Our focus areas for 2020 are the implementation of the **Digital Technologies Curriculum**. We hope to initiate this by incorporating **Paula Jamieson's** Play, Make, Create pedagogical ideas with **Geoff Bentley's** support.

Collaborative Practices will continue as a focus across our school, led by our **Within School Leaders; Paula Dunton and Nanette Lister.**

We will start our journey with **PB4L**. Lead teachers will be appointed, data will be gathered and the community will be brought on board.

The areas we want to continue to develop and evolve as a whole staff are our **Tamahere Rocks and our Tamahere Learner (Localised Curriculum)**. Curriculum support in the following areas will need to occur for all staff, specifically our new staff; **TMCS Writing and Spelling, Mathematics, Te Reo & Tikanga Maori**, and **Environmental Education**. **Mindfulness** and **Growth Mindset** will continue to be priorities.

Results For All Target Students 2019

Reading

Data Summary for Reading END OF YEAR			
Well Below	4	9%	
Below	11	25%	
Wobbly At	14	32%	66% At or Above
At	9	20%	
Above	6	14%	
Total of students:	48 including any who have left or were not here in T4.	100%	
Students who have left	3 during the year		
One student had no data for Term Four as they were overseas	1		
Students added since the start of the year:			
Well Below	0		
Below	4		
Wobbly At	0		

<u>At</u>	0		
<u>Above</u>	0		
	4		
Total including new students and students who have left:	52		

Writing

<u>Data Summary for Writing END OF YEAR</u>			
<u>Well Below</u>	7	8%	
<u>Below</u>	27	32%	
<u>Wobbly At</u>	32	38%	59% At or Above
<u>At</u>	18	21%	
<u>Above</u>	0	0%	
<u>Total of students:</u>	84		
<u>Students who have left</u>	5 during the year		
One student had no data for Term Four as they were overseas	0		

Students added since the start of the year:			
Well Below	0		
Below	7		
Wobbly At	0		
At	3		
Above	0		
	10		
Total including new students and students who have left:	99		

Maths

Data Summary for Maths END OF YEAR			
Well Below	4	8%	
Below	20	41%	
Wobbly At	0	0%	51% At or Above
At	22	45%	
Above	3	6%	
Total of students:	49	100%	

<u>Students who have left</u>	2		
One student had no data for Term Four as they were overseas	1		
Students added since the start of the year:			
<u>Well Below</u>	0		
<u>Below</u>	5		
<u>Wobbly At</u>	0		
<u>At</u>	10		
<u>Above</u>	0		
	15		
Total including new students and students who have left:	67		

General Observations:

Going forward into 2020, 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.- seven students for 2020 that are Below or Well Below. Special Needs- five students for 2020

that are Below or Well Below. At a rough count, there are approximately four students with confirmed Dyslexia. Bear in mind that there will be others who have Dyslexia but are not formally identified as yet.

Reading

- 23 students moved from being BELOW to At or Wobbly At during the year.
- Six students moved from being BELOW to Above by the end of the year.

Writing

- 51 students moved from being BELOW to At or Wobbly At during the year.

Maths

- 32 students moved from being BELOW to At or Wobbly At during the year.
- Three students moved from being BELOW to Above by the end of the year.

Maori Target Students 2019

- **Red indicates O.T.J. at the end of 2018 or start of 2019**
- **Black indicates O.T.J. at the end of 2019**

<u>Name</u>	<u>Year Level</u>				
		<u>Reading</u>	<u>Writing</u>	<u>Maths</u>	<u>Comments</u>
IC	1	Below At	Below Below		
FE	1	Below Below	Below Below	Below Below	Applied for R.T.L.B. Waiting to go on Reading Recovery.

OD	1		Below Wobbly At		Is having Speech Language therapy support.
UI	1	Below Above	Below At	Below Below	
BP	2			Below At	
XQ- added in T3	2			Below Below	
LS	2		Below Well Below		R.T.L.B. for Term One. Significant Teacher Aide input.
UH	3	Below Wobbly At	Below At	Below At	STEPS programme four times a week.
LI- left	3				
KX	3	Below Wobbly At	Below Wobbly At	Below Well Below	STEPS programme four times a week.
GE	4		Below Below	Below At	STEPS programme four times a week.
AI	4			Below	

				At	
KS-left	4				
IE	5		Below Below	Below At	STEPS programme four times a week.
EN	5	Below Wobbly At	Below Below	Below Below	STEPS programme four times a week.
CQ- added in T3	5		Below Below		STEPS programme four times a week.
KT	5		Below Below		SPELD support external to the school. Has access to the STEPS programme too.
DX-left	5				
DF-left	6				Year Six- has moved to Intermediate School.
FI- added in T3	6			Below At	Year Six- has moved to Intermediate School.
SN- added in T3	6			Below At	Year Six- has moved to Intermediate School.

ES	6		Below Wobbly At		Year Six- has moved to Intermediate School.
		6 BELOW OR WELL BELOW at the start of 2019	13 BELOW OR WELL BELOW at the start of 2019	12 BELOW OR WELL BELOW at the start of 2019	
		Wobbly At, At or Above= 83% BELOW 17% at the end of 2019	Wobbly At, At or Above= 38% BELOW or WELL BELOW 62% at the end of 2019	Wobbly At, At or Above= 58% BELOW 42% at the end of 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 WB



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Achievement Target – 2020 Curriculum Area: Reading (data from End of Year Reports or start of year data)

Teaching and Learning Programme development and focus

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

Baseline Information (Historical)

- Following 2019 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.

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- 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.

Link to Strategic Planning

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

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.



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Achievement Target – 2020 Curriculum Area: Writing (data from End of Year Reports or start of year data)

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

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.
- This year literacy is being re-examined and changes made to the current model.
- Assessment of students using writing sample and in class work.
- Programme focused on individual learning and achievements of children and provides specific feedback and forward for both teacher and student.
- Teacher modelling is an essential component in this programme.
- 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.

Baseline Information (Historical)

O.T.J. data from the end of the 2019 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- 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.

Link to Strategic Planning

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

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 2020

There are 3 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

Teaching and Learning Programme development and focus

- Assessment of students using IKAN, GLOSS, Harvey Basic Facts tests and in-class work.
- Juniors are using a new assessment called METS based on numeracy progressions.
- A focus on basic facts acquisition.
- Implementation plan has been re developed for the school.
- Group teaching evident.
- Programme focused on individual learning needs of children by providing feed forward, formative assessment.
- Teacher modelling utilised.
- Cross grouping in Senior and Middle School to better target student needs.
- Knowledge teaching based on knowledge required for strategy transition.
- E learning integrated into the Maths programme.
- Children made aware of what they are learning through the use of progressions.
- Home support through online learning-Matific 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 2018 indicated our areas of need throughout the school. The students have been identified by name and we will track their individual progress throughout the year.

Resourcing

- Funding support available through appropriate channels within the school.

Achievement Target – 2020 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- 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.

Link to Strategic Planning

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

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.

Professional Development

- Bruce Moody to undertake 'refresher' professional learning for all of 2020.
- Staff sharing and professional discussions around best practice in syndicate meetings.
- Staff sharing of identified children and their progress during syndicate meetings.
- Professional readings as appropriate.
- Analysis of data and professional discussions in staff meetings.
- Beginning teachers attend Numeracy PD.
- Regular monitoring of number knowledge.
- Reminders in the use of the N.Z.C.E.R. tool.

Reporting

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

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.

Agency Support

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



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Kia atawhai aa mua - Kia tipu ngatahi

The Tamahere Model Country School Graduate





TAMAHERE

MODEL COUNTRY SCHOOL

Nurturing Our Future - Growing Together

Kia atawhai aa mua - Kia tipu ngatahi

Reference Library – 2020 - Our Key documents

Curriculum

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

Finance

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

Property

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

Human Resources / Personnel

- Job Descriptions
- Performance Agreements
- Staff Appraisals
- Staff Handbook
- Staff Induction Book
- School Parent Information Booklet
- Staff Professional Development Programme
- Roles & Responsibilities Schedule
- Accidents & Medical Register
- Personnel Policies & Procedures – Nag folder.
- Emergency Contact Register.
- PB4L Folders

Useful web sites:-

- www.minedu.govt.nz – All areas
- www.nzsta.org.nz – All areas – especially Personnel
- www.nzei.org.nz – Personnel
- www.tamahere.school.nz – All sorts

Partnership with the School & Community

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

Health & Safety

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

Self Review / Reporting

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

National Administration Guidelines

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

NAG 1

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

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

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

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

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

NAG 2

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

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

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

NAG 3

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

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

NAG 4

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

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

NAG 5

Each board of trustees is also required to:

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

NAG 6

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

NAG 7

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

NAG 8

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