



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

Charter & Strategic Learning Plans 2022



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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

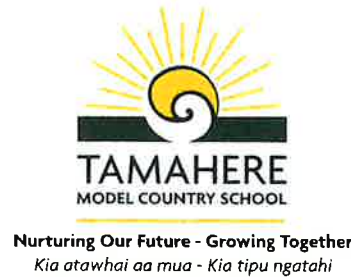
Together As One!

*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>Kia Manaaki 'Honour Be Your Guide' <i>We have respect for ourselves, others, property and the environment.</i></p> 	<p>Kia Kotahi 'Together as One' <i>We learn and work together, supporting and caring for each other.</i></p> 	<p>Kia Maia 'Confident Can Do Kids' <i>We strive to do our best with a positive 'can do' attitude.</i></p> 
<p>Citizen</p> <ul style="list-style-type: none"> ★ I am culturally respectful. ★ I value others and the environment. ★ I make good choices. 	<p>Team Player</p> <ul style="list-style-type: none"> ★ I am kind and inclusive. ★ I am reliable and trustworthy. ★ I listen, share and contribute. 	<p>Explorer</p> <ul style="list-style-type: none"> ★ I am enthusiastic, curious and ask questions. ★ I try my best even when things are hard. ★ I am a responsible risk-taker.
<p>Kaitiaki <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>Mahi Tahi <i>"Working together as one."</i> <i>He waka eke noa,</i> We're all in this together.</p>	<p>Karawhiua <i>Which means "go for it!" or "give it heaps!"</i> <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 a 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.

**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.

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 that 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.

Nurturing Our Future - Growing Together

Kia Atawhai Aa Mua - Kia Tipu Ngatahi

2022 KIA KOTAHI TOGETHER AS ONE

Woven throughout each strategic goal

Strategic Goals

To build staff capability and sustainability through living our vision, embedding collaboration and consistency.

Kia atawhai aa mua kia tipu ngatahi.

To build student capability, achievement, resilience and cultural connectedness.

Kia maia, kia manaaki, kia kotahi.

To provide a safe and inclusive physical environment that enhances collaborative learning and teaching.

I value others and the environment.

Initiatives 2022-2024

1. Whole school inquiry into literacy practice at TMCS, enhancing progress & achievement.
2. TMCS Curriculum refresh and refocus: Local Curriculum, local histories, Aotearoa histories.
3. Continue progressing through tier one for PB4L through building foundation principles linked with our vision.
4. Refining staff 'professional growth cycle', linking to our school vision.

Building student capabilities and knowledge in the areas of:

1. Literacy
2. PB4L
3. TMCS Curriculum-local curriculum

1. Progressing high-quality, Innovative Learning Environments & updating all areas as needed.
2. Bringing our campus together with unity integrating our Enviro values with larger numbers & facilities with sustainability.

Output

1. Collate and respond to data informing effective teacher practice.
2. Continue and embed our TMCS curriculum.
3. Respond to data through revised matrix, building increased consistency.
4. Refine a collaborative professional growth cycle and quality practice template to guide appraisal.

1. Build a common language in literacy through collaboration, critical reflection and passions.
2. Bringing transparency, consistency and student leadership with PB4L across the school
3. Students engaging in a variety of culturally responsive learning opportunities connected to our school environment.

1. Develop the school administration area,
2. Site works completed and upgrade aspects of the Junior School and Middle School area (19, 10, 12, 11)..
3. Effectively continue to use 5YA, 10YP and Cyclical Maintenance funds according to our school plan.

Outcomes

1. Consistent and sustainable high quality literacy programme at TMCS
2. A living TMCS local curriculum.
3. All components of tier 1 are consistent across the school.
4. Revised appraisal system centred around annual professional growth cycle.

1. Students developing consistency in understanding and ownership in literacy.
2. Students demonstrate a greater awareness and consistency with what positive learning behaviour looks like at TMCS.
3. A healthy and diverse school curriculum whereby the students know and feel proud of their heritage.

Multi functional Administration area and high quality collaborative learning environments that foster creativity & living our Vision.



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

Strategic goal: To build staff capability and sustainability through living our Vision, embedding collaboration and consistency. *Kia atawhai aa mua kia tipu ngatahi.*



Initiatives <i>Kia Kotahi!</i>	Actions	Owner	Due for Completion	Measures of success	RAG Status
1. Whole school inquiry into literacy practice at TMCS, building increased collaboration, consistency, learner agency to enhance progress and achievement.	A. Literacy vision developed. B. Update TMCS literacy implementation Plan. C. Staff, syndicate literacy inquiry. D. Build sustainable measures.	Literacy Team & teachers	End Term 1 Term 2 2023 All 2022 2023	Collectively revise and own school-wide literacy vision. Develop as a whole staff, built with visuals to support and add clarity. Start to revise and develop our TMCS implementation plan to reflect our vision, identifying rocks, school overview etc, and consistencies across the school. Staff to collaboratively inquire and professionally develop through a syndicate literacy goal linked to the purpose of vision. Authenticity to develop under a purposeful context within the consistency of a school-wide connectedness. Be aware of sustainability within teams and across the school and create time, and opportunity to establish this.	
2. Tamahere Model Country School Curriculum refresh and refocus: <ul style="list-style-type: none"> Local Curriculum Local histories Aotearoa histories 	A. A team to work on this project with the whole staff. B. PLD funded for 100 hours. C. Funding to be used for facilitators to work with our school in these areas: <u>Implementation Plans-</u> <ul style="list-style-type: none"> Complete, share and embed. 	Lee, Local Curric Team & Teachers	2022-2023 Feb 22 → March 2023	The following documents will be developed and these will provide a framework for ongoing review of progress. The Tamahere Local Curriculum once fully developed will be used for the deliberate design of learning programmes. The aim is to deepen collaborative practice and investigate the myriad of collaborative strategies and opportunities. <u>Implementation Plans-</u> <ul style="list-style-type: none"> Plans will be embedded so we are all in unison in our efforts. Any new staff members will be inducted to ensure these important schoolwide plans have been shared and understood by all. 	

	<p><u>Local Histories- Tamahere Local Curriculum/Histories-</u> complete this process and take it to a place of being embedded into everyday planning.</p> <p><u>Tentative Plan for the Year</u></p>			<ul style="list-style-type: none"> • NELP integrated into all our curriculum planning. • Links made to the curriculum refresh. <p><u>Local Histories- Tamahere Local Curriculum/Histories-</u></p> <ul style="list-style-type: none"> • Complete this process and take it to a place of being embedded into everyday planning. <p><u>Aotearoa Histories-</u></p> <ul style="list-style-type: none"> • To weave this into our refreshed curriculum and give it a place of prominence. 	
<p>3. Continue progressing through tier one for PB4L with the intention of moving to tier two by 2023 through building foundation principles linked with our vision.</p>	<p>A. Responding to data B. Matrix unpacked further and owned by all. C. Build awareness and consistency across school. D. Signage developed. E. Continue to build on effective reward systems. F. Alignment of foundations. G. PLD in zones of regulation.</p>	<p>PB4L Team & teachers & staff</p>	<p>2022 → 2023 →</p>	<p>Collect, regularly analyse and respond to data. Using this to inform direction and what is working well at school team and class level.</p> <p>Matrix to become further embedded and owned by all. PLD in purpose behind this and how this enhances our school vision. Build with the whole staff, lead by PB4L Committee.</p> <p>Signage developed and approved. Used in everyday life - built through vision and matrix.</p> <p>Continue to grow PB4L reward systems of recognising positive behaviour that is authentic, seamless and part of our culture.</p> <p>PB4L Committee to bring greater awareness and consistency across staff where there is increased ownership, understanding and connectedness. Visit other schools - Aberdeen.</p> <p>Alignment of vision, matrix, data, signage, rewards, flow chart together to build a foundation and connection to PB4L.</p> <p>Implement aspects of the Zones of Regulation-for both</p>	

				the special needs students and all students.	10
4. Continue with refining our staff appraisal 'professional growth cycle', linking to our school vision with the Teaching Council of Aotearoa NZ Professional Standards and Code of Conduct principles.	A. Revise evidence section of Quality Practice Templates B. Revise and enact Professional Growth Cycle C. Robust professional goals. D. Collaborative learning. E. Our Code, our Standards	Annette & Leadership Team	Feb 2022 → December 2022	Continue to revise the evidence section of Quality Practice Template building on a variety of measurement indicators. Revisit and refresh the professional growth cycle to align with collaborative and individual professional learning. Further develop and devise the creation and enactment of robust, transparent and professional goals with meaningful measures. Use collaborative principles and practices to guide critical reflection and learning with professional learning goals.	



Not on track (likely to fail)



At risk



On track











Completed




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



Initiatives	Actions	Owner	Due for Completion	Measures of success	RAG Status
1. Literacy	<p>A. Building a common language in literacy across the school.</p> <p>B. Collaborate and support one another.</p> <p>C. Critical reflection and risk taking.</p> <p>D. Purpose and passion.</p>			<p>Understand, interpret, use and apply to goals with supports such as co-constructed rubrics and progressions. Align learning with an everyday context.</p> <p>Building of agency and knowledge of a common language to support learning.</p> <p>Foster a trusted environment that promotes ownership, critical reflection and risk taking.</p> <p>Center learning around an authentic purpose that embraces individual style and passion.</p>	
2. PB4L	<p>Unpacking the matrix with the students through our vision.</p> <p>Grow student leadership.</p> <p>Student voice.</p>			<p>Talking the common language through our vision of what positive actions look like in a range of settings across the school. Bringing transparency, consistency and life to what good looks like in our school with students.</p> <p>Identify and build greater opportunities for student leadership, developing and recognising role models.</p> <p>Gather across school student voices to help inform what is working well and guide next steps. Being a vital part of our decision making team.</p>	
3. TMCS Curriculum-lo	Building as a school team the local histories stories for all students to draw from in the years ahead.			<p><u>Local Histories-Tamahere Local Curriculum/Histories-</u></p> <p>Complete this process and take it to a place of being</p>	

cal curriculum	<p>For our students to know about the history of our country Aotearoa and proudly share this with their whanau.</p> <p>Students being taught according to the guidelines created by the whole staff in all curriculum areas.</p>			<p>embedded into everyday planning. <u>Aotearoa Histories-</u> To weave this into our refreshed curriculum and give it a place of prominence.</p> <p><u>Implementation Plans-</u> Plans will be embedded so we are all in unison in our efforts.</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>				

-  Not on track (likely to fail)
-  At risk
-  On track
-  Completed

Strategic goal: - To provide a safe and inclusive physical environment that enhances collaborative learning and teaching. I value others and the environment. <i>NELP</i>					  
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.	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. • 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/ BOT/ P. Com.	Mid 2022	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.	Library exterior painted in 2022 as well as the foyer of the Library

	<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. <p>Paint the exterior of the school using the cyclical maintenance fund.</p> <p>Develop a clear plan for all yearly projects.</p> <p>Decide on what items will be added yearly to the budget as a stand alone line and which items are paid for using the property maintenance fund.</p> <p>Develop the spread sheet to track the funding sources.</p> <p>Targeted funding from PTA/sponsorship to cover 'wish list' items.</p>				
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Nurturing our Future - Growing Together
Kia atawhai aa mua - Kia tipu ngatahi

Business as Usual 2022





Annual Plan Overview 2022 - Business as Usual Operation

Teaching and Learning Programme Development

- **Continue to** live and embed our **vision** and values.
- Positive Behaviour for Learning evolving throughout the school led by **PB4L** team.
- School wide inquiry into Literacy - what is working well, trialling new ideas - developing our school-wide system
- Implementation plans being reviewed and developed for all curriculum areas as part of our Local Curriculum development.
- 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 develop our Local TMCS Curriculum - what 'good' looks like at TMCS.
- **Te reo Maori** – continue to build and support staff with normalizing te reo and tikanga Maaori in our school. Cont. using Wai MAC support. Develop our **Aotearoa Histories** with support from **Ngaati Hauaa Iwi**.
- Assessment & Reporting** Using & refining our data portal to improve grassroots 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.

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 & learning environments for all.
- Implementing practices in line with the H&S Act for; contractors, staff & volunteers
- A **culture of safety** with the focus on constant improvement and the identification, isolation, minimization or elimination of hazards. **Communication and shared responsibility.**
- **Follow COVID 19** mandates & guidelines to help keep staff and students safe.

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.

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 (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** – 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.
- 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 meetings
- All staff to have **up to date 1st Aide** Certificates.
- Comply with Government **COVID 19 Mandates**.

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.

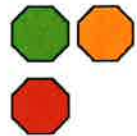
Self-Review Plan Nags 1-6 Business as Usual			
Objectives	2022 Actions	2023 Actions	2024 Actions
Curriculum 1- Goals that focus on improving student achievement across the KC's and all Learning areas.	Implementation plans ongoing review for best practice → NAG folder Review, Data analysis, Inquiry → 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.	Review Mindfulness & Hauora team / PB4L 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.	▪ Admin and Sick Bay. KK3 ▪ Outside H20/H21 work. ▪ Paint School ▪ Signage ▪ 5.Y.A. - developments con.	▪ Continue with 5 Y.A. plans ▪ Review NAG Folder. ▪	▪ 5YA projects continue & review ▪ Continue with landscape development.
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 folder ▪ Behaviour Mgt. - PB4L ▪ EOTC Safety / SOPS	▪ Annually review NAG folder ▪ EOTC Safety review ▪ PB4L - 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

	2022	2023	2024
Main Focus Areas ♦ Continue to develop our Localised Curriculum ♦ Aotearoa Histories ♦ Literacy & Numeracy always a priority - integrated with our main goals ♦ Inclusive School Embrace & normalise things Maori. Teaching te reo Maori raising achievement, wellbeing, diversity & resilience, Cultural Diversity.	Aotearoa Histories / Local Curriculum - Refining our implementation plans Exploring & Learning about our Local Aotearoa Histories. Pulling together effective documents and resources for all to use WaiMAC Te Reo & Tikanga Maori Continual development & support	Aotearoa Histories / Local Curriculum - Embedding Using and living our new implantation plans and resources WaiMAC Te Reo & Tikanga Maori Continual development & support	Vision / Taonga Aotearoa Histories / Local Curriculum - Business as usual Makeing sure we have what we want and plans and ideas are fully implemented and regularly reviewed and tweaked for purpose WaiMAC Te Reo & Tikanga Maori Continual development & support
	PB4L Year 3 Developing further our practices to support data findings. Facilitate sustainability with changing staff and growing practice	PB4L Year 4 Fine tune our practice to support data findings. Facilitate sustainability with changing staff and growing practice	PB4L Year 5 Continue to grow our practice to support data with the aim to progress to tier 2. Reviewing and tweaking as we go.
	Literacy Full school inquiry into our practices Trialling new initiatives & ideas Self Review - Better Start Literacy - Early Literacy & Reading Recovery - ALL - Accelerated Literacy - Start new implementation Plan	Literacy School wide inquiry continues data informs practices Implementation Plans and practices refined Continue to trial new initiatives & ideas Implementation Plan Finalised	Literacy Living and celebrating implementation plans & practices Initiatives & ideas embeded Tweaking as needed Numeracy Self Review / Inquiry starts

Kahui Ako support	Kahui Ako	Kahui Ako	Kahui Ako
	<ul style="list-style-type: none"> • Ongoing workshops & support • Conference- Fielddays Friday • Lever support e.g. Better Start Lit. 	<ul style="list-style-type: none"> • Ongoing workshops & support • Conference- Fielddays Friday • Lever support e.g. Better Start Lit. 	<ul style="list-style-type: none"> • Ongoing workshops & support • Conference- Fielddays Friday • Lever support e.g. Better Start Lit.
	Threads that constantly intertwine with our PLD		
	<p>Identity & Values</p> <p>Inclusive School - Embrace and normalizing things Maori, Supported by Wai.MAC, cultural diversity supported and Integrated into pedagogy.</p> <p>Kia Kotahi / Connected United</p>		
	New Zealand Curriculum Sustainability. Led by Focus Gps.	New Zealand Curriculum → Social Sciences / Sciences / Technology	New Zealand Curriculum → Arts / Music / Dance / Drama
Principal	NZPF / NAMSAs Conferences → Waikato Principals PLD	→	→
DP/ AP	AP/DP Conference → Other opportunities		
Leadership Team	Leadership Team Retreat		
Appraisal Our staff appraisal system will link our school vision with the Teaching Council of Aotearoa NZ Professional Standards and Code of Conduct principles.	Continue to:- <ul style="list-style-type: none"> A. Refine and revise our Quality Practice Templates B. implement our Professional Growth Cycle 	Embedding our Appraisal System further (Post COVID!)	Business as usual




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	RAG Status
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 site-based experiences for Year One student teachers and Grad. Students.	<ul style="list-style-type: none"> <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 F.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. 	2022 → NEP / NAG1 Ongoing → Ongoing Ongoing through year. At least once per term Ongoing Staff meetings + Interviews & observations, survey End 2022	All teachers Principal / F.O.E. Associate Lecturers 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

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	<input type="checkbox"/> To continue to develop our Self Review System.	2022 →	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.	2022→ & 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

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	RAG Status
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 	2022 →	Budget flexible enough to cover bases. Principal, Board, Staff,		
		Ongoing			
		2022 →	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 2022 → Term 1 2022 →	Lisa L / WP		
2. To have sound personnel policies and procedures that are fair open and transparent.	<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 2022 → 2022 → Ongoing	Personnel Committee & BOT Personnel & H&S com. WP Annette / WP P Com NZSTA / NZEI / NZPF & other Principals		


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"> <input type="checkbox"/> All Staff and Board members are encouraged to be life-long learners. <input type="checkbox"/> Staff may apply for professional development based upon identified needs, leadership roles, career paths, and personal interest within our budget. <input type="checkbox"/> Staff will be consulted on school wide curriculum contracts and staff development opportunities. <input type="checkbox"/> Through our appraisal process staff can identify areas for further development. <input type="checkbox"/> To provide a robust and fair appraisal system that provides a focus on continuous improvement and promotes professional excellence. <input type="checkbox"/> To provide a meaningful and beneficial Annual Principal Appraisal Process. <input type="checkbox"/> Continue to review and develop our appraisal and attestation process and Professional Friends, in line with 2020 guidelines. <input type="checkbox"/> To be constantly in pursuit of excellence - underpinned by our assessment of individual and school-wide performance. <input type="checkbox"/> Encourage and support staff with tertiary or ongoing study. B.O.T. to set guidelines for financial support and time allowance <input type="checkbox"/> Provide opportunities for self reflection and sharing and observation with others on staff. <input type="checkbox"/> Encourage and support Kahui Ako In School and Across School Roles and involvement 	<p>Ongoing</p> <p>2022 →</p> <p>2022 →</p> <p>2022 →</p> <p>2022 →</p> <p>Term 1, 2022 →</p> <p>2022 →</p>	<p>Board & Staff</p> <p>Priority area in budget</p>		
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Goal ♦ Finance 4 – To ensure financial resources and systems are in place to effectively support our school goals.					
Objectives	Strategies / Actions	Time / Requirements	Responsibility / Costs	Evaluation	RAG Status
1. To have a well resourced school with financial stability.	<input type="checkbox"/> Manage and allocate funding to support quality learning programmes, whilst maintaining adequate reserves & continued capital purchase programmes. <input type="checkbox"/> Budget consulted with stakeholders. Draft achieved by November. Ratified at December Board meeting of each year. <input type="checkbox"/> Aim for a break-even Budget. <input type="checkbox"/> Regular reporting to B.O.T. ensuring that the Budget reflects strategic goals, charter aims, and operational plans. <input type="checkbox"/> Regular Finance Meetings to review reporting against the budget, record variations and make adjustments if necessary. <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 st May. <input type="checkbox"/> Accumulate and manage adequate reserves to achieve major projects. <input type="checkbox"/> Maintain a contingent reserve of \$50,000.	Annually NAG 4 Annually Annually 7-10 times annually 2 – 4 times annually	Staff, Board, Principal Budget flexible enough to cover bases. Principal, Board, Staff,		

2. To develop sound financial policies and procedures that are clear, robust and transparent.	<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.		
3. To achieve long term development goals.	<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 2022 → 2022 → 2022 2022	Finance Committee & Board Board – Property team		


4. To develop efficient systems and procedures in Office Administration area	<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			28
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From Goal to Strategies:- Business as Usual 2022-2024

Goal					
♦ Property NAG 4 - To provide a safe and inclusive physical environment that enhances collaborative learning and teaching. <i>I value others and the environment.</i>					
Objectives	Strategies / Actions	Time / Requirements	Responsibility / Costs	Evaluation	RAG Status
<p>Progressing high-quality, Innovative Learning Environments & updating all areas as needed.</p> <p>Bringing our campus together with unity integrating our Enviro values with larger numbers & facilities with sustainability</p>	<p>Continue to commit finances towards the ongoing upkeep of the Kahikatea Library-painting, smoke alarms, etc.</p> <p>Also for the ongoing enhancement of A.S.C.</p> <ul style="list-style-type: none">• Apply for a heritage assistance fund each year.• After School Care and Library minor refurbishment. Interior painting, etc. <p><u>Regular Scheduled Checks</u></p> <p><u>Monthly</u></p> <ul style="list-style-type: none">• Water tested in the pool in accordance with Council guidelines. <p><u>Every Six Months</u></p> <ul style="list-style-type: none">• Heat Pump servicing <p><u>Waste Water System</u></p> <ul style="list-style-type: none">• A service agreement established for the newly installed system.• Regular checks made on the waste water system.• Maintenance plan for the waste water system-four times a year currently. <p><u>Ongoing</u></p> <ul style="list-style-type: none">• Alarm monitoring-check systems are working efficiently and effectively	<p>2022 → Ongoing</p> <p>These are scheduled according to need</p>	<p>Allan/John/Lee and Board representatives</p> <p><u>Costs</u></p> <ul style="list-style-type: none">• <p>2021</p> <ul style="list-style-type: none">• <p>Based on S3 service costs 2021 and WPS call outs 2021</p> <ul style="list-style-type: none">•		

	<ul style="list-style-type: none"> • Every six months Select Alarms test alarms. • Follow Asbestos Plan-as needs arise. <p><u>Yearly Tasks:</u></p> <ul style="list-style-type: none"> • Building cleaning • Arborist yearly safety inspection and maintenance work. • Electrical test and tagging • Servicing of equipment including mower & golf cart • Roof cleaning • Carpet and vinyl cleaning • Handyman costs • Playground bark replacement \$2000/YEAR NEEDED • Windows replaced as needed • Pool maintenance-all costs 	Yearly	<ul style="list-style-type: none"> • • • Sponsored for \$500/year at Stihl Shop? • • • • \$2000 budgeted • • 		
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From Goal to Strategies:- Business as Usual 2022-2024

Goal					
♦ Health and Safety NAG 5 - To provide a safe physical and emotional environment for all of our school community to enhance learning, teaching and community involvement.					
Objectives	Strategies / Actions	Time / Requirements	Responsibility / Costs	Evaluation	RAG Status
1. To have an active culture of Health & Safety, ensuring the safety of staff, students and the wider community.	<input type="checkbox"/> Encourage and celebrate involvement around H & S with staff, community and students.	2022 → 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.	2022 → 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, plumbers, etc. Also parent volunteers for overnight camps.	Ongoing	WP / Annette / H & S / Legal		

	<ul style="list-style-type: none"> <input type="checkbox"/> Continue to review our swimming pool procedures as well as induct and educate staff, children and community as required. <input type="checkbox"/> Continue an effective system for Relievers with all appropriate character and identity checks. <input type="checkbox"/> Follow all Government mandates, and guidelines set out by MOE & MOE in the prevention and reduction of COVID and it's impacts on staff, students and community. 	<p>Term 1 & 4</p> <p>Term 1 2022</p> <p>Ongoing</p>	<p>WP / Annette / Pool Facility Managers</p> <p>Annette / Lisa B</p> <p>Principal, BOT and H & S Committee, Staff.</p>		
2. To provide a safe emotional environment.	<ul style="list-style-type: none"> <input type="checkbox"/> To celebrate and live our School Vision. <input type="checkbox"/> To continue to develop PB4L practices staff and students. <input type="checkbox"/> To link Mindfulness practices and wellbeing into the daily lives of staff and students. 	<p>2022 →</p> <p>2022 →</p> <p>2022 →</p>	<p>Staff, parents & students</p> <p>Staff and students</p> <p>Staff and students</p>		
3. To ensure our school property is a safe physical environment for all.	<ul style="list-style-type: none"> <input type="checkbox"/> Identify and register hazards and carry out safety inspection of the school on a regular basis. Isolate, minimise and eliminate. <input type="checkbox"/> Hazards register to be kept in the Staff Room that is visible for all teachers to add hazards to. <input type="checkbox"/> Electrical safety checks to be completed. 	<p>2022 ongoing monthly checks</p> <p>Ongoing →</p> <p>2022 → Ongoing</p>	<p>Health and Safety Com.& 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		
4. To improve hygiene and reduce spreading infections. Keeping everyone healthy.	<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.	2022→	WP & All staff.		
	<input type="checkbox"/> Continue to keep up with and implement ideas to improve hygiene.	2022 →	Staff, Health and Safety Committee, Property Manager		
	<input type="checkbox"/> Continue to develop / implement pandemic planning strategies and resources.	2022 →	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		

5. To address H & S risks as part of property development.	<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.	2022 2022 →	Health & Safety / Property Committee		
6. To provide quality and safe Education Outside The Classroom (E.O.T.C.) experiences for our children	<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.	2022 → As needed for new staff	E.O.T.C. teachers and staff, Board. Lisa L / WP		
7. To develop a positive, can do, safe and happy school culture for students and staff.	<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 2022 → 2022 → 2022 →	Staff and Board, students, parents. Focus Group Staff WP & Staff All Staff		

8. To ensure the school infrastructure is safe and maintained.	<ul style="list-style-type: none"> <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. 	2022 → 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/workplace-health-and-safety-reform/qas-health-safety-reform-bill.pdf	<ul style="list-style-type: none"> <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. 	2022 → Ongoing Ongoing 2022 → 2022 → 2022 →	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.	2022 →	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.	2022 →	H&S Committee Annette / WP & H&S Com to check		

From Goal to Strategies:- Business as Usual

Goal ♦ Legislation NAG 6 – To enhance learning by complying with relevant legislation.					  
Objectives	Strategies / Actions	Time / Requirements	Responsibility / Costs	Evaluation	RAG Status
1. To keep up with and comply with all relevant legislation.	<input type="checkbox"/> To continually be aware and keep up to date with legislative changes.	2022 →	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.	2022 →			
	<input type="checkbox"/> The Education Amendment Act - keep up to date with amendments made in 2020.	2022 →			
	<input type="checkbox"/> New NELP (National Education and Learning Priorities). Develop these priorities	2022→			

	<input type="checkbox"/> Follow the 2017 Guidelines for Registered Schools in New Zealand on the Use of Physical Restraint (currently under review).	2022→	Leadership Team / BOT		
	<input type="checkbox"/> Follow the Ministry of Education guidelines for Stand-downs, suspensions, exclusions and expulsions - part 1, 1999.	2022→	Principal / BOT		
	<input type="checkbox"/> Follow all Government Mandates, MOE & MOH guidelines around the management of COVID pandemic.	2022 →	Principal / BOT/ Staff		

2021 Analysis of Variance

School Name:	Tamahere Model Country School	School Number:	1976
Strategic Aim:	<p><u>Strategic goal:</u> To build staff capability and sustainability through living our Vision in order to grow a healthy school culture.</p> <p><u>Strategic goal:</u> To build student capability, achievement, resilience and collaboration. Kia maia, kia manaaki, kia kotahi.</p> <p>Supporting students and teachers to make 'good' learning possible.</p> <p>To build and grow our vision and nurture a healthy school culture.</p>		
Annual Aim:	<ul style="list-style-type: none"> • 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. 		
Target:	<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>Reading 2021</u></p> <p>Year 1- 4 students are in this cohort who are Below or Well Below.</p> <p>Year 2- 8 students are in this cohort who are Below or Well Below.</p> <p>Year 3- 9 students are in this cohort who are Below or Well Below.</p> <p>Year 4 – 4 students are in this cohort who are Below or Well Below.</p> <p>Year 5 – 2 students are in this cohort who are Below or Well Below.</p> <p>Year 6- 3 students are in this cohort who are Below or Well Below.</p> <p>In total including Maori students, there are 40 target students in READING.</p>		

Reading Maori Target 2021

There are 10 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

Writing 2021

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.

Writing Maori Target 2021

There are 12 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

Maths 2021

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.

	<p>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.</p> <p><u>Maths Maori Target 2021</u></p> <p>There are 13 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.</p> <p>Year One-4 Year Two-2 Year Three-2 Year Four- 1 Year Five-1 Year Six- 3</p> <p>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.</p>
<u>Baseline Data:</u>	<p>This was derived from the end of 2020 and the start of 2021 data. The data came from the end of year reports as well as testing and observations from the start of 2021.</p> <p><u>Reporting to Parents-End of 2021</u></p> <p>Reporting to parents looked a little different than our normal practices for the end of the year. As a school, we considered how we best report to parents given the interruptions to our normal learning, testing and assessment time table. Term four, especially early term four, is the key time for teachers to conclude testing for the year. Testing occurs all year based on a timeline of the data we require to inform our teaching. Online learning does not provide the right environment to conduct testing, so as a school we decided given the circumstances, to focus on learning for the lockdown period. Upon our return to school, the leadership team made the decision to report to parents in the key areas-reading, writing and maths along with a focus on the key competencies and a general comment. The template we chose to use was slightly different than usual but</p>

we believe it provides families with enough information to communicate where their child is working in the key areas of literacy and numeracy. In the absence of hard data that was recently gathered, teachers reported a **best-fit curriculum level for each child**. This was based on prior data but mainly on evidence on where the student was working currently. The data for reading, writing and maths has been collated on our SMS and used to report to the Board. It should be noted however that the data was not as exact as it has been in the past as teachers are providing a **best fit level**. This will change how we interpret the information. It will still be used to inform teaching which is the key purpose for assessment data. **When each OTJ was entered it was based on the lower of two options, e.g if the teacher said L20-21 she entered 20. Also, the teachers did not add a precise level this year due to the COVID lock downs. This has resulted in less accurate graphs, tables, etc. Syndicate leaders have observed that many of the students who have come out as WOBBLY AT, are in fact AT. This seems to be most common in Reading. Given this anomaly, the results for AT and WOBBLY AT could be merged.**

<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 also provide extra support. Programmes were focused on individual learning and achievements of children and provided specific feedback and forward for both teacher and student. Assessment of students using a range of assessment tools both standardised and teacher made. 	<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 also reported in this document. The students who have not met the target of AT could have moved two phases but still do not meet the National Standards.</p> <p>Although we have many results to celebrate where student learning has 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"> 2021 was the year we saw the fallout of two years of interrupted learning due to COVID 19. The impact of programmes that were stopped and started for two years has now affected the results we are reading in this document. We are planning several intensive interventions to accelerate learning but this will take time to have its effect. Funding support for special needs & abilities student opportunities has made a positive difference however. Even during lock down we managed to continue many of the support programmes/initiatives. Teaching, using best practice models and programmes to raise student achievement. Teacher modeling utilised. Specific monitoring of special needs and abilities. Small group sessions daily for target students. 	<p><u>Areas to Target 2022:</u></p> <ul style="list-style-type: none"> Reading in Year One is the biggest noticeable area to work on. There are many strategies planned for 2022 and beyond. Maths overall has dropped this year. This is an area that we need to ensure consistency in our schoolwide approach is maintained. Writing is an area that will require some targeted interventions for 2022. The anomaly with the results is that at Year Three and Year Five, we have eliminated the WOBBLY AT category as their target is a one phase band. Thus resulting in more students in Year Three and Year Five being BELOW. However, as you will note, there were disproportionate numbers of Year Six students Below in Writing than the previous year. The whole school has already had discussions about

- A focus on basic knowledge acquisition, e.g. maths basic facts, letter, word knowledge, etc.
- Teacher modeling is an essential component in this programme.
- Children are made aware of and are 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.
- Level awareness and next steps learning is a key component.
- Open discussions and moderation to support all and keep consistency.

writing in their teams.
Spelling/word work is also something the team will re-look at again in 2022.

In summary the greatest areas of needs are:

- **Reading**- Year One. *In 2022 this will be Year Two.*
- **Writing**- Years Three, Five and Six. *For 2022 these will be Year Four and Year Six.*
- **Maths**- Year Three. *For 2022 this will be Year Four.*

New Initiatives for 2022:

- Mandy Searancke is working as an extra teacher in the senior school
- In 2022 we are embarking on a schoolwide Literacy focus for our PD.
- Continued Teacher Aide support for 2022 for targeted learners.
- Better Start Literacy will be funded by the MOE
- Early Literacy will be funded by the MOE
- Reading Recovery.
- All school implementation plans will be reviewed, refreshed and embedded throughout the school.

- Nicky, Platje and Nicola Spence will continue with their COL role working with groups of targeted learners four times a week (half an hour per day)
- Consider restarting a Maths target group in 2022 to accelerate the learning in that year group.
- STEPS for students with Dyslexia.
- The Pirongia and Maungatautari teams will be using Lexia throughout the term
- Athletics will be used for all the Pirongia and Maungatautari teachers.
- We now have the special needs learning space to have a peaceful place students can go if they need time to think in an environment that is more conducive to their needs.
- Off site tutoring for some students (parent funded).
- Teacher Aide input for funded students (ORS, HLN, ETC.).
- Applications will be made to RTLB and RTLIT for students with learning needs.

Staff Strategic Plan for PLD 2022

1. Whole school inquiry into

- literacy practice at TMCS, building increased collaboration, consistency, learner agency to enhance progress and achievement.
2. Tamahere Model Country School Curriculum refresh and refocus:
 - Local Curriculum
 - Local histories
 - Aotearoa histories
 3. Continue progressing through tier one for PB4L with the intention of moving to tier two by 2023 through building foundation principles linked with our vision.
 4. Continue with refining our staff appraisal 'professional growth cycle', linking to our school vision with the Teaching Council of Aotearoa NZ Professional Standards and Code of Conduct principles.

Planning for 2022:

Our core PLD focus for the whole school is a **Literacy** enquiry for 2022. This will be underpinned by [Better Start Literacy Support](#), [Reading Recovery](#), [Accelerated Literacy Learning \(ALL\)](#), [our School TMCS /Gaye Byers Review](#). This will be led across the school interweaving Syndicate Inquiries under our vision and purpose for Literacy.

Our journey with **PB4L** will continue led by our co-leaders and committee. Fine-tuning our practice to support data findings. Facilitate sustainability with staff and community to lift the visibility of **our Vision in action**. Tier 2 components such as Mindfulness and Zones of Regulation, will be implemented for some special needs students.

We will be undertaking some specific training to upskill staff for our new **EDGE - School Management System**.

TMCS Localised Curriculum- We will be further developing and embedding different components of this area which incorporates Te Reo Maori - continual development; **Aotearoa Histories** - to be developed with staff. The implementation plan refresh will also be continued.

Appraisal- Continue refining our staff appraisal 'professional growth cycle', linking to our school vision with the Teaching Council of Aotearoa NZ Professional Standards and Code of Conduct principles.

Focus groups will be used to help facilitate learning and development in different areas.

Results For All Target Students 2021

Reading

At the start of Term One, there were 40 students who were identified as Below or Well Below including 10 Maori students. At the end of Term Four there were 52 students identified as Below or Well Below including 12 Maori students.

37% of all target students at the end of 2021 were WOBBLY AT/AT/ABOVE.

<u>End of Year Results 2021- 52 students</u>		
Well Below	8	15%
Below	25	48%
At	2	4%
Wobbly At	15	29%
Above	2	4%

<u>Data Summary for Reading END OF YEAR 2021</u>		
Accelerated Progress	30	58%
Normal Progress	7	13%
No noticeable progress at this stage or slow progress	15	29%
Students who have left	2	
(19/52) OR 37% of the original students have moved from BELOW to either Wobbly At, At or Above.		

<u>Data Summary for Reading END OF YEAR 2021 using ORIGINAL TERM ONE NUMBERS</u>		
Accelerated Progress	25	60%
Normal Progress	4	10%
No noticeable progress at this stage or slow progress	12	29%

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

Please note: results are not at the same level of accuracy as we have had in past years. This is due to the fact that at the end of 2021, after a lengthy period of time in lockdown, we decided to provide a BEST FIT LEVEL for each child. This was not necessarily based on hard data as there was no time to collect this in the last weeks of school. Often teachers have erred on the side of caution, hence the results looking lower than they may actually be.

Writing

At the start of Term One, there were 79 students who were identified as Below or Well Below including 12 Maori students. At the end of Term Four there were 89 students identified as Below or Well Below including 14 Maori students.

33% of all target students at the end of 2021 were WOBBLY AT/AT/ABOVE.

<u>End of Year Results 2021 - 89 students</u>		
Well Below	9	10%
Below	52	58%
At	3	3%
Wobbly At	25	28%
Above	0	0%
Left	2 AND 2 NA'S	

<u>Data Summary for Writing END OF YEAR 2021</u>		
Accelerated Progress	7	8%
Normal Progress	47	55%
No noticeable progress at this stage or slow progress	31	36%
Students who have left	2 or NA due to no start of year data (new to TMCS)	
(28/85) 33% of the original students have moved from BELOW to either Wobbly At, At or Above. The total for this tally is 85 due to some children having no before and after data to compare or because they left our school.		

Please note: results are not at the same level of accuracy as we have had in past years. This is due to the fact that at the end of 2021, after a lengthy period of time in lock down, we decided to provide a BEST FIT LEVEL for each child. This was not necessarily based on hard data as

<u>Data Summary for Writing END OF YEAR 2021 using ORIGINAL TERM ONE NUMBERS</u>		
Accelerated Progress	7	9%
Normal Progress	44	54%
No noticeable progress at this stage or slow progress	31	38%

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

there was not time to collect this in the last weeks of school. Often teachers have erred on the side of caution, hence the results looking lower than they may actually be.

Maths

At the start of Term One, there were 60 students who were identified as Below or Well Below including 13 Maori students. At the end of Term Four there were 70 students identified as Below or Well Below including 14 Maori students.

26% of all target students at the end of 2021 were WOBBLY AT/AT/ABOVE.

<u>End of Year Results 2021- 70 students</u>		
Well Below	7	10%
Below	46	66%
At	17	24%
Wobbly At	0	0%

<u>Data Summary for Maths END OF YEAR 2021</u>		
Accelerated Progress	9	14%
Normal Progress	38	58%
No noticeable progress at this stage or slow progress	18	28%
(17/65) 26% of the original students have moved from BELOW to either Wobbly At, At or Above. The total for this tally is 65 due to some children having no before and after data to compare or because they left our school.		

<u>Data Summary for Maths END OF YEAR 2021 using ORIGINAL TERM ONE NUMBERS</u>		
Accelerated Progress	8	14%
Normal Progress	12	64%
No noticeable progress at this stage or slow progress	36	21%

Above	0	0%
Left	2 and 2 NA due to special reasons	
These results are based on all students including those who were added in Term 2, 3 and 4.		

Please note: results are not at the same level of accuracy as we have had in past years. This is due to the fact that at the end of 2021, after a lengthy period of time in lock down, we decided to provide a BEST FIT LEVEL for each child. This was not necessarily based on hard data as there was not time to collect this in the last weeks of school. Often teachers have erred on the side of caution, hence the results looking lower than they may actually be.

General Observations:

Going forward into 2022, 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- 14 students for 2021 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 2022

There are 18 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- 6
Year Three- 3
Year Four- 4
Year Five- 0
Year Six- 1

Teaching and Learning Programme development and focus

Teaching using best practice models and programmes to raise student achievement.

Full school PD on literacy for 2022

Early Literacy and Better Start Literacy PD started in term one 2022

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.

Baseline Information (Historical)

Following 2021 end of year data against the N.Z. curriculum Standards, we decided there was a need to improve, performance in our targeted areas. We also have school wide expectations to keep the bar high. Continue to focus on teaching and learning and raise levels of achievement in this area.

Resourcing

Significant budget allocation available for reading resources and professional development.

Share school experts.

Links to eLearning.

Funding support for special needs & abilities student opportunities.

STEPS and Lexia programme for students who have Dyslexia or learning needs.



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

Achievement Target – 2022 Curriculum Area: Reading (data from the 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- 21 students are in this cohort who are Below or Well Below.

Year 2- 28 students are in this cohort who are Below or Well Below.

Year 3- 13 students are in this cohort who are Below or Well Below.

Year 4- 14 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- 6 students are in this cohort who are Below or Well Below.

In total including 18 Maori students, there are 88 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.

Better Start Literacy assessments

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?

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.

Full school PD on literacy for 2022

Early Literacy and Better Start Literacy PD started in term one 2022

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

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

Early Literacy

Better Start Literacy

Kahui Ako-two teachers using their ISL

to support learners

RTLB/RT Lit

Teacher Aide support

Story Tellers.

Advisors/Authors/Expert

Tutors- SPELD, etc.

STEPS programme.

School Librarian.



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Kia atawhai aa mua - Kia tipu ngatahi

Achievement Target – 2022 Curriculum Area: Writing (data from End of year reports or start of year data)

Maori Target 2022

There are 18 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- 1
Year Two- 6
Year Three- 2
Year Four- 6
Year Five- 2
Year Six- 1

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.
- Whole school PD 2022 focused on Literacy
- Better Start Literacy started in 2022
- Early Literacy started in 2022
- 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.
- 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 2021 indicated areas of need throughout the school. The students have been identified by name and we will track their individual progress throughout the year.

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- 14 students are in this cohort who are Below or Well Below.

Year 2- 26 students are in this cohort who are Below or Well Below.

Year 3- 21 students are in this cohort who are Below or Well Below.

Year 4- 27 students are in this cohort who are Below or Well Below.

Year 5- 13 students are in this cohort who are Below or Well Below.

Year 6- 19 students are in this cohort who are Below or Well Below.

In total including 18 Maori students, there are 120 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 SSPA again for 2022.

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

- Whole school PD 2022 focused on Literacy
- Better Start Literacy started in 2022
- Early Literacy started in 2022
- Analysis of data and professional discussions, full staff meetings & syndicates discussions.
- A full overhaul of the Literacy implementation plans
- 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

Resourcing

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



Nurturing our Future - Growing Together
Kia atawhā au māu - Kia tipu ngātahi

Achievement Target – 2022 Curriculum Area: Math (data from end of year reports or start of year data)

Maori Target 2022

There are 19 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-4
Year Three-2
Year Four- 5
Year Five-3
Year Six-2

Teaching and Learning Programme development and focus

- Assessment of students using IKAN, GLOSS, Harvey Basic Facts tests and in-class work.
- Juniors are using 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.
- 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 2021 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.

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 1-20 students are in this cohort who are Below or Well Below.

Year 2- 25 students are in this cohort who are Below or Well Below.

Year 3- 16 students are in this cohort who are Below or Well Below.

Year 4- 17 students are in this cohort who are Below or Well Below.

Year 5- 16 students are in this cohort who are Below or Well Below.

Year 6- 13 students are in this cohort who are Below or Well Below.

In total including 19 Maori students, there are 107 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

Resourcing

- Funding support available through appropriate channels within the school.






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

Tamahere Model Country School Curriculum
TEACHING AND LEARNING N.A.G. 1 (i) 2022

National Curriculum → Tamahere Model Country School Curriculum → Class Curriculum
Our T.M.C.S. Vision

OUR TAMAHERE LEARNER

Nurturing our Future - Growing Together / Kia atawhai aa mua - Kia tipu ngatahi			
	Kia Manaaki 'Honour Be Your Guide' <i>We have respect for ourselves, others, property and the environment.</i>	Kia Kotahi 'Together as One' <i>We learn and work together, supporting and caring for each other.</i>	Kia Maia 'Confident Can Do Kids' <i>We strive to do our best with a positive 'can do' attitude.</i>
			
	Citizen <ul style="list-style-type: none">★ I am culturally respectful.★ I value others and the environment.★ I make good choices.	Team Player <ul style="list-style-type: none">★ I am kind and inclusive.★ I am reliable and trustworthy.★ I listen, share and contribute.	Explorer <ul style="list-style-type: none">★ I am enthusiastic, curious and ask questions.★ I try my best even when things are hard.★ I am a responsible risk-taker.

	<p>Kaitiaki</p> <p><i>Someone who cares for others.</i></p> <p><i>Ehara taku toa I te toa takitahi, engari he toa takimano.</i></p> <p>My strength is not that of the individual, but that of the collective.</p>	<p>Mahi Tahī</p> <p><i>Working together as one.</i></p> <p><i>He waka eke noa,</i></p> <p>We're all in this together.</p>	<p>Karawhiua</p> <p><i>Go for it! Give it heaps!</i></p> <p><i>Mauri mahi, mauri ora,</i></p> <p>Through work, we prosper.</p>
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The Strategic Goals and Targets from our Charter:

Student Capability 2022 and Staff Strategic Goals 2022

CURRICULUM DELIVERY AT TAMAHERE MODEL COUNTRY SCHOOL ...

A river needs banks to let it flow. No banks, and you have a flood plain - water all over the place. Jay Mc Tighe. Our Tamahere Model Curriculum Structure! - teaching with depth and purpose.

Vision without action is merely a dream. Action without vision just passes the time. Vision with action can change the world. Joel A. Barker

The Guiding Principles With the Tamahere Topics embody a rich context of authentic and meaningful learning in which many curriculum objectives can be covered. The leadership team ensures coverage of curriculum objectives by setting the main objective(s) each term. Assessment will be covered through this method. We honour the disciplines of each curriculum area through this process.

- Our learning programmes are culturally inclusive and encompass the vision, key competencies, principles and values.
- Where possible, learning areas will be integrated within the classroom programme with attention to our localised curriculum and coverage. This includes Aotearoa histories, local legends and stories and the Treaty of Waitangi principles.
- Our school is a Model Country School and supports the development of our student teachers through the C.U.S.P. programme. This is an integral part of our school culture.
- Literacy and Numeracy will be given the majority time in Years 1-4.
- Teachers promote a supportive learning environment that encourages active engagement, learner agency and collaboration for student and teacher learning. PB4L is part of the Tamahere School curriculum.
- Our school fosters positive and collaborative relationships with whaanau
- Our school promotes differentiated learning opportunities and flexible grouping of students - ability, needs based, interest and social.

- Specialised programmes will be provided for Gifted & Talented and Special Needs. Refer to G.A.T.E. & Special Needs procedures.

New Zealand Curriculum Statements:

- *The key competencies are both an end and means. They are a focus for learning – and enable learning. (p38)*
- *“None of the strands in the required learning areas are optional, but some learning areas, particular strands may be emphasised at different times or in different years. (p38) Schools should have a clear rationale for doing this and should ensure each strand receives due emphasis over the long term.”*
- *Future Focused issues are a rich source of learning opportunities:- Sustainability, citizenship, enterprise, globalisation.*

Implementation of the T.M.C.S. Curriculum enacts the expectations outlined to NAG 1, NAG2, 2020 and The Statement of National Education and Learning Priorities (NELP). [NELP](#)

Planning for Learning and Assessment

Each teacher / syndicate is accountable for:

- Developing unit plans based on student needs, interests and abilities showing depth and breadth across the curriculum.
 - Syndicates will develop a template to be used by all teachers, to ensure a consistent approach to the deliberate design of learning programmes.
 - Additional to this document, the school has implementation plans for Literacy, Numeracy and other curriculum areas.
 - Daily and weekly plans are aligned with unit plans.
 - A timetable which demonstrates curriculum allocation.- Weekly timetable displayed in the classroom. Daily flexibility shown in personal plans.
- Developing syndicate term overviews:
 - Shared with students, parents and the Board.
- Provided requirements are met, teachers are free to plan and record in ways which best suit themselves.
- Developing a team newsletter for each term to be sent home to parents.
- Ensuring reflection is a critical part of the teaching, learning and assessment cycle.
- Class information for relievers is kept in a classroom file in the Office. All relievers will collect this folder on the day of their relief teaching.
- Ensuring a range of assessment practices are used to:
 - Develop meaningful learning programmes to improve the outcomes for students
 - Provide both an ‘ongoing and snapshot’ of student progress and achievement across the curriculum
 - This will include:
 - Diagnostic (before), Formative (ongoing), Summative (snap shot), and Evaluative / Reflective.
 - On going, continuous feedback and feed forward given throughout the teaching and learning process.

- Assessment information for improving learning and teaching will be shared with students, staff, parents and the Board of Trustees.
- Self assessment, which enables students to monitor their own progress.
- Peer assessment which helps to improve learning and to develop social and cooperative skills.
- Moderation to ensure O.T.J.'s are valid and reliable.
- Evaluating pupils' needs, abilities and interests, to develop appropriate programmes.
- Teacher assessment, in which progress and achievements are recognised, difficulties diagnosed, and strategies to overcome them are planned.
- Individual cumulative files- (green folders) showing ongoing progress and achievement. These are passed onto the next teacher before the end of the school year to support a smooth transition.
- Mid Year and End of year written reports in relation to the National Curriculum expectations and other learning areas.
- Parent teacher interviews in Terms One and Three.
- Teachers will have their own data/assessment records including anecdotal notes and observations.
- Many assessments, as per the Tamahere Model Country School Assessment plan, will be entered onto '**Assembly**', our school's S.M.S.
- Refer to the Tamahere Model Country School Assessment plan.
- Recording any behaviour incidents on Assembly in alignment with PB4L procedures.

IDENTIFICATION OF STUDENTS AND GROUPS OF STUDENTS

N.A.G. 1. 2020

Using a range of quality assessment information and evaluative procedures...

- c. through the analysis of good quality assessment information*, identify students and groups of students:
 1. who are not progressing and/or achieving;
 2. who are at risk of not progressing and/or achieving;
 3. who have special needs (including gifted and talented students); and
 4. aspects of the curriculum which require particular attention;
- d. develop and implement teaching and learning strategies to address the needs of students and aspects of the curriculum identified in (c) above;
- e. 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;

* 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.

Appendix:-

Curriculum

- Tamahere Topics overview
- Tamahere Model Country School events calendar


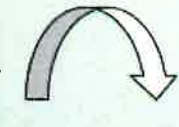
Assessment

Assessment 2022

- Assessment overview for the current year
- Our Expectations of Student Achievement in relation to the National Curriculum expectations and other learning areas.

Our Vision – Principles and Values:-

All teaching and learning practises at our school need to be guided by our School's Vision, Principles & Values along with those of the New Zealand Curriculum. (p 8-10)

<p>Key Competencies</p> <p>– We do all of these all the time but we do a deliberate act of teaching (D.A.T.) focus each term</p> <div style="display: flex; justify-content: space-around; align-items: center;">   </div> <p>Participating & Contributing Managing Self Relating to Others Thinking</p> <p>Languages / Symbols & Texts Each Term</p>	<p>Literacy & Numeracy</p> <p>For all students to be achieving at or above their expected National Curriculum Standard.</p>
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<u>Tamahere Topics</u> Main – Teaching / Learning / Assessment Area			
<u>Big Ideas</u> Each term the Tamahere Topic will be guided by the <u>BIG IDEA</u> and the concepts linked to these ideas.			
Relationships Whanaungatanga The way in which two or more things are connected, or the state of being connected and the factors that influence the nature of connection.	Change Change is to transform or be different. Focus on the nature of change, how and why it occurred and the impact it had.	Communication Explore the ways in which people communicate in our world- in the past, present and future.	Structure/Systems To identify and analyse how interconnected groups are arranged and how they influence each other.

School Wide 'Rocks'																																															
Business as Usual																																															
<div>Kia Manaaki 'Honour Be Your Guide' <i>We have respect for ourselves, others, property and the environment.</i></div>	<div>Kia Kotahi 'Together as One' <i>We learn and work together, supporting and caring for each other.</i></div>	<div>Kia Maia 'Confident Can Do Kids' <i>We strive to do our best with a positive 'can do' attitude.</i></div>																																													
<div><ul style="list-style-type: none">• Kapa Haka• Gaye Byers Word Work• Gaye Byers based writing• Te Reo/Tikanga• Integration of units• Digi Tech. and B.Y.O.D.• Maths cross grouping• Homework• Karakia• Waitangi Day- Te tiriti o Waitangi• Whaanau birds, trees and mountains</div>	<div><ul style="list-style-type: none">• Learning conferences- communicating with the parents.• Haapu Group time• Mindfulness• Syndicate hui (assembly)• Collaboration• Use of Seesaw• Swimming• Te Paanui• Personal pepeha</div>	<div><ul style="list-style-type: none">• Tamahere Tupu• Library- sessions with the Librarian• Creative challenges• Collaboration• T.M.C.S. learning progressions• Environmental Education• Social/emotional awareness</div>																																													
<div>Learning and Teaching 'Rocks'</div> <table><tr><th>Activity</th><th>Term</th></tr><tr><td>Cultural celebrations</td><td>1</td></tr><tr><td>ANZAC Day</td><td>1 or 2</td></tr><tr><td>Matariki</td><td>2/3</td></tr><tr><td>Agricultural Day</td><td>4</td></tr><tr><td>Dressing of the Tree</td><td>4</td></tr></table> <div>ADD LOCAL STORIES, LEGENDS AND HISTORY VIDEO CLIPS/RECORDINGS IN THESE THREE SECTIONS WHEN WE GET THEM DONE VIA NGAATI HAAUA.</div>	Activity	Term	Cultural celebrations	1	ANZAC Day	1 or 2	Matariki	2/3	Agricultural Day	4	Dressing of the Tree	4	<div>Learning and Teaching 'Rocks'</div> <table><tr><th>Activity</th><th>Term</th></tr><tr><td>Marae visits</td><td>1-4</td></tr><tr><td>Pumpkin Night</td><td>1</td></tr><tr><td>Whaanau Tabloids</td><td>1</td></tr><tr><td>Grandparent's Day</td><td>2</td></tr><tr><td>Big Day Out/In</td><td>4</td></tr><tr><td>Prize Giving</td><td>4</td></tr><tr><td>Graduation</td><td>4</td></tr></table>	Activity	Term	Marae visits	1-4	Pumpkin Night	1	Whaanau Tabloids	1	Grandparent's Day	2	Big Day Out/In	4	Prize Giving	4	Graduation	4	<div>Learning and Teaching 'Rocks'</div> <table><tr><th>Activity</th><th>Term</th></tr><tr><td>Productions</td><td>Biennial</td></tr><tr><td>Camps</td><td>1 and 2</td></tr><tr><td>Sports events</td><td>All terms</td></tr><tr><td>Itinerant Music lessons</td><td>All terms</td></tr><tr><td>Leadership Opportunities</td><td>All terms</td></tr><tr><td>Poetry/ Speech Night</td><td>3</td></tr><tr><td>Book Character Day</td><td>4</td></tr></table>	Activity	Term	Productions	Biennial	Camps	1 and 2	Sports events	All terms	Itinerant Music lessons	All terms	Leadership Opportunities	All terms	Poetry/ Speech Night	3	Book Character Day	4	
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A link to all of the Tamahere Model Country School's implementations plans is found here: [ALL IMPLEMENTATION PLANS](#)

2018 2018 Detailed Plan			
2019 2019 Detailed Plan			
2020 2020 Detailed Plan			
2021 (Curriculum Cycle One) 2021 Detailed Plan			
2022			
Taupiri Our People, Our Place - Social Sciences (Level One) AO 1, 4, & 5	Taupiri Our Mind, Our Body Science (Level One) Nature of Science - AO 1 - 4 Living World - AO1 Keeping Ourselves Safe	Taupiri Our Culture, Our Traditions Social Sciences (Level One) AO 2, 3, & 5	Taupiri Our Future, Our Turn Technology (Level One) (all AO's) Science (Level One) Living World - AO 1 & 2
Pirongia Our Stories - Social Science (Level 2) AO's: 1, 2 & 5	Pirongia My Body is a System: Knowing Myself as a Learner - Science (Level 2) Nature of Science - AO 1 - 4 Living World - AO1 Keeping Ourselves Safe	Pirongia Stories in Bi-Cultural NZ - Social Science (Level 2) AO's: 3, 5 & 7	Pirongia How Can I Make a Change? - Technology AO's: All
Maungatautari Our Amazing Brain - Science & Health Level 3 AO: A1 and A4 Our Stories - Social Science Level 3 AO's 3,4 and 5	Maungatautari Marae Trip - Social Sciences: Level 3 AO 5 Ecology Science: Level 3 Living World AO 2 Keeping Ourselves Safe	Maungatautari Cultural Stories Social Sciences: Level 3 AO 2 and AO7	Maungatautari Technology and Social Sciences Level 3 AO 1 and AO4

CURRICULUM CYCLE ONE - ODD YEARS			
Term One	Term Two	Term Three	Term Four
Social Sciences Level One: Taupiri AO1, AO2, AO3, AO4,	Science Level One: Taupiri NoS: AO1, AO2, AO3,	Technology Level One: Taupiri TP: AO1, AO2, AO3	Social Sciences Level One: Taupiri AO1, AO2, AO3, AO4,

AO5 Level Two: Pirongia AO1, AO2, AO3, AO4, AO5, AO6, AO7 Level Three: Maungatautari AO1, AO2, AO3, AO4, AO5, AO6, AO7	AO4 <u>LW:</u> AO1, AO2, AO3 <u>PE&B:</u> AO1, AO2, AO3 <u>PW:</u> AO1, AO2 <u>MW:</u> AO1, AO2 Level Two: Pirongia <u>NoS:</u> AO1, AO2, AO3, AO4 <u>LW:</u> AO1, AO2, AO3 <u>PE&B:</u> AO1, AO2, AO3 <u>PW:</u> AO1, AO2 <u>MW:</u> AO1, AO2 Level Three: Maungatautari <u>NoS:</u> AO1, AO2, AO3, AO4 <u>LW:</u> AO1, AO2, AO3 <u>PE&B:</u> AO1, AO2, AO3 <u>PW:</u> AO1 <u>MW:</u> AO1, AO2	TK: AO1, AO2, AO3 <u>NoI:</u> AO1, AO2 Level Two: Pirongia TP: AO1, AO2, AO3 TK: AO1, AO2, AO3 <u>NoI:</u> AO1, AO2 Level Three: Maungatautari TP: AO1, AO2, AO3 TK: AO1, AO2, AO3 <u>NoI:</u> AO1, AO2	AO5 Level Two: Pirongia AO1, AO2, AO3, AO4, AO5, AO6, AO7 Term 3: Level Three: Maungatautari AO1, AO2, AO3, AO4, AO5, AO6, AO7
Te Reo Maori (Learning Languages)			
Visual Arts Level One: Visual Arts - AO1, AO2, AO3, AO4 Level Three - AO1, AO2, AO3, AO4			
Technology Level 1: PO1 Level 2: PO2 Level 3: PO3			
CURRICULUM CYCLE TWO - EVEN YEARS			
Term One	Term Two	Term Three	Term Four
Social Sciences Level One AO1, AO2, AO3, AO4, AO5 Level Two AO1, AO2, AO3, AO4, AO5, AO6, AO7 Level Three AO1, AO2, AO3, AO4, AO5, AO6, AO7	Science Level One: Taupiri <u>NoS:</u> AO1, AO2, AO3, AO4 <u>LW:</u> AO1, AO2, AO3 <u>PE&B:</u> AO1, AO2, AO3 <u>PW:</u> AO1, AO2 <u>MW:</u> AO1, AO2 Level Two: Pirongia <u>NoS:</u> AO1, AO2, AO3, AO4 <u>LW:</u> AO1, AO2, AO3	Arts Level One Dance - AO1, AO2, AO3, AO4 Drama - AO1, AO2, AO3, AO4 Music - Sound Arts- AO1, AO2, AO3, AO4, AO5, AO6 Level Two Dance - AO1, AO2, AO3, AO4	Science Level One AO1, AO2, AO3, AO4, AO5 Level Two AO1, AO2, AO3, AO4, AO5, AO6, AO7 Level Three AO1, AO2, AO3, AO4, AO5, AO6, AO7

	<u>PE&B:</u> AO1, AO2, AO3 <u>PW:</u> AO1, AO2 <u>MW:</u> AO1, AO2 Level Three: Maungatautari <u>NoS:</u> AO1, AO2, AO3, AO4 <u>LW:</u> AO1, AO2, AO3 <u>PE&B:</u> AO1, AO2, AO3 <u>PW:</u> AO1 <u>MW:</u> AO1, AO2	Drama - AO1, AO2, AO3, AO4 Music - Sound Arts- AO1, AO2, AO3, AO4, AO5, AO6 Level Three Dance - AO1, AO2, AO3, AO4, AO5 Drama - AO1, AO2, AO3, AO4 Music - Sound Arts- AO1, AO2, AO3, AO4, AO5, AO6, AO7	
Te Reo Maori (Learning Languages)			
<u>Visual Arts</u> Level One: Visual Arts - AO1, AO2, AO3, AO4 Level Two: Visual Arts - AO1, AO2, AO3, AO4 Level Three - AO1, AO2, AO3, AO4			
<u>Technology</u> Level 1: PO1 Level 2: PO2 Level 3: PO3			

Assessment Overview 2022

Board Reporting 2022			
Term 1	Term 2	Term 3	Term 4
B Targets reporting for 2021 (THIS WAS NOT ACHIEVED AT THE END OF 2021) B Curriculum Standards reporting from 2021 (THIS WAS NOT ACHIEVED AT THE END OF 2021) ✓ B Analysis of Variance from targets 2021 B Maths P.A.T.– Yr 4-6 B Reading Comprehension P.A.T. S Listening P.A.T.	S Tamahere Topic - From Term One S Written Language Assessment Yr 1-6 B <u>Syndicate Collective</u> <u>Impact</u> feedback	B Mid-year target review B Mid Year report update from term two B Tamahere Topic from Term Two B I.C.A.S. report B Maori students update for Whanau Hui	B Targets reporting for 2022 B Gloss B Reading Recovery report. B Written Language Assessment Yr 1-6 (comparing Term 1 and Term 2, 4). B Curriculum Standards reporting from 2022 B <u>Syndicate Collective</u> <u>Impact</u> feedback S SPPA test results S Running Records

Testing Schedule 2022

Subject	Term 1	Term 2	Term 3	Term 4
Literacy o Standardised tests o Norm-Referenced tests Week 3-4 By end of March and entered onto Edge	<u>PROBE</u> - for those BELOW , of concern or new students Years 3-6. <i>In 2022 this has changed - this term ALL students will have either a PM or PROBE running record.</i>	<u>PROBE</u> - for all other students Years 3-6 who did not have one in Term One. GENRE - CHECK WHAT WAS DONE IN T4, DO THE OPPOSITE. <i>Those who are BELOW OR WB</i>		<u>PROBE</u> - for all students Years 3-6. NON FICTION/FICTION. If NF is already done then a FICTION to be done. Oral Language- speeches

	<p><u>P.M. Running Record</u> – Yr 1-2 as needs arise, NEW and all BELOW <i>In 2022 this has changed - this term ALL students will have either a PM or PROBE running record.</i></p> <p><u>Written Language:</u> Yrs 1-6 RECOUNT not reported to parents.</p> <p><u>P.A.T. Listening</u> – ALL Yr 3 –6</p> <p><u>Spelling Pseudo test</u>- all Years 1-6 based on their needs (not to be entered on Edge).</p> <p><u>SSpA</u> Spelling test ALL Yr 3 –6 entered onto EDGE.</p> <p><u>Reading Comprehension</u> <u>P.A.T.</u>- Years 4-6 N.Z.C.E.R. Marking.</p>	<p><u>P.M. Running Record</u> – Yr 1-2 all students unless WELL ABOVE (if they had one in Term One) <i>Those who are BELOW OR WB</i></p> <p><u>Written Language:</u> Yrs 1-6 syndicate choice.</p>	<p><u>Written Language:</u> Taupiri only - moderate samples</p>	<p><u>P.M. Running Record</u> – Yr 1-2 ALL STUDENTS.</p> <p><u>Written Language:</u> Yrs 1-6 syndicate choice.</p> <p><u>SSpA</u> Spelling test ALL Yr 3 –6 entered onto EDGE.</p>
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Numeracy P.A.T. – Week 3-4	METS Years 0-2 Syndicate based assessments for cross grouping (formative and summative) o Maths P.A.T.- Yr 4-6 (Year Threes can do test 1A). Years 4-6 N.Z.C.E.R. Marking.	METS Years 0-2 Gloss -Test 1 Years 3+ - ALL DOMAINS. IKan Test 2 – Year 3-6 for those stage 4+ enter onto A.S.M. PAPER VERSION.	METS Years 0-2 Gloss -Test 1 Years 3+ - ALL DOMAINS as needed for target or NEW students .	METS Years 0-2 Gloss -Test 1 Years 3+ - ALL DOMAINS. IKan – Test 3. Year 1-6 (W5) enter onto A.S.M. PAPER VERSION.
<u>New Entrant and Year One and Two Testing</u>	Additional to the ongoing curriculum assessment programme: <u>2022 Adjustments due to COVID. Next year we will re assess this plan:</u> 1. A full analysis of the child's strategies (M.S.V.) on the running record will be made at least in term one and four and recorded on the sheet. 2. Teachers will record a comment about the child's phrasing and fluency.			
	<u>Term 1</u>	<u>Term 2</u>	<u>Term 3</u>	<u>Term 4</u>
	<u>Everyone each term</u> <ul style="list-style-type: none">• PM or Probe RR-ALL due to COVID. -Full analysis• Writing Sample-recount• METS	<u>Everyone each term</u> <ul style="list-style-type: none">• PM or Probe RR-BELOW and Well Below• Writing Sample-syndicate choice• METS	<u>Everyone each term</u> <ul style="list-style-type: none">• NO PM RR needed• Writing Sample moderate samples• METS	<u>Everyone each term</u> <ul style="list-style-type: none">• PM or Probe RR-ALL - to inform report - full analysis• Writing Sample-syndicate choice• METS
	<u>All New Entrants: (as they start throughout the year)</u> <ul style="list-style-type: none">• Letter ID /54• McCarthy/Kirk AOL• Writing Sample-discuss how this looks with the	<u>All New Entrants: (as they start throughout the year)</u> <ul style="list-style-type: none">• Letter ID /54• McCarthy/Kirk AOL• Writing Sample-discuss how this looks with the	<u>All New Entrants: (as they start throughout the year)</u> <ul style="list-style-type: none">• Letter ID /54• McCarthy/Kirk AOL• Writing Sample-discuss how this looks with the	<u>All New Entrants: (as they start throughout the year)</u> <ul style="list-style-type: none">• Letter ID /54• McCarthy/Kirk AOL• Writing Sample-discuss how this looks with the

	<p>team.</p> <ul style="list-style-type: none"> • Entry to school Phonological Awareness Screening Tool 2022. • METS <p><u>At 6 Years</u> Tamahere Version of testing: Recognising Conventions of Print, Writing Vocabulary Score, Hearing Sounds and Recording Sounds (Dictation) Letter ID</p>	<p>team.</p> <ul style="list-style-type: none"> • Entry to school Phonological Awareness Screening Tool 2022. • METS <p><u>At 6 Years</u> Tamahere Version of testing: Recognising Conventions of Print, Writing Vocabulary Score, Hearing Sounds and Recording Sounds (Dictation) Letter ID</p>	<p>team.</p> <ul style="list-style-type: none"> • Entry to school Phonological Awareness Screening Tool 2022. • METS <p><u>At 6 Years</u> Tamahere Version of testing: Recognising Conventions of Print, Writing Vocabulary Score, Hearing Sounds and Recording Sounds (Dictation) Letter ID</p>	<p>team.</p> <ul style="list-style-type: none"> • Entry to school Phonological Awareness Screening Tool 2022. • METS <p><u>At 6 Years</u> Tamahere Version of testing: Recognising Conventions of Print, Writing Vocabulary Score, Hearing Sounds and Recording Sounds (Dictation) Letter ID</p>
Other Essential Learning Areas (School Wide)	Under review in 2022			

Assessment Overview 2022

<p>The students will get two reports each year. One mid year and one end of year.</p>	<p><u>Years One-Six</u></p> <ul style="list-style-type: none"> • Meet the Teacher Night – (Week Two). • Parent/teacher interviews/ Student conferences – (Week 8-10 Years 1-6). • Based on test results, class observations, book and class work. Identifying goals and learning steps. 	<p><u>Years One-Six</u></p> <ul style="list-style-type: none"> • Reports all written by the end of Week 10. • All checked, moderated, printed and signed. • Reading Recovery- all students from the past 2-3 years to be tracked in Literacy and a report presented to the staff. <p><u>Term Three Conferences</u></p>	<p><u>Years One-Six</u></p> <ul style="list-style-type: none"> • Students prepped for conferences in Week One. • Reports go home Week One. • Mid year LEARNING CELEBRATION- for Years 1-6. Week Three. • Print out of data up until Term Three. 	<p><u>Years One-Six</u></p> <ul style="list-style-type: none"> • End of year reports go home. • Reading Recovery- all students from the past 2-3 years to be tracked in Literacy and a report presented to the staff.
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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.





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

Reference Library - 2022 - Our Key Documents

<p>Curriculum</p> <ul style="list-style-type: none"> • 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. • EDGE (SMS) documentation. • S Drive Resources. • E Learning Plan. • Aotearoa Histories folder 	<p>Finance</p> <ul style="list-style-type: none"> • 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. 	<p>Property</p> <ul style="list-style-type: none"> • 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. 	<p>Human Resources / Personnel</p> <ul style="list-style-type: none"> • 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
<p>Partnership with the School and Community</p> <ul style="list-style-type: none"> • Weekly Newsletter • Board information sheets • Web site • Knowledge Net • T.M.C.S. Annual Plan • T.M.C.S. Strategic Plan • Class whiteboards • Tamahere Community Committee Minutes • Tamahere Forum Website • School signs 	<p>Useful Websites</p> <p>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 https://www.twinkl.co.nz/ - Covers whole curriculum</p>	<p>Health & Safety</p> <ul style="list-style-type: none"> • 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 • COVID 19 Updates - MOE 	<p>Self Review / Reporting</p> <ul style="list-style-type: none"> • 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

