



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

Charter & Strategic Learning Plans 2023



Index	
Our Vision	1-2
School Description & Community Goals	3-5
Plan on a Page	6
<u>Strategic Goals/Initiatives/Output/Outcomes</u> <ul style="list-style-type: none"> ● Building Staff Capacity - Literacy, PB4L, Social Sciences ● Building Student Capability - Literacy, PB4L, Social Sciences ● Property - Safe and Inspiring facilities ● Maaori Achievement Plan - Across all areas. ● Attendance - NELP priorities 1, 2, 3 & 4 	7-22
Targets 2023 – Reading, Writing and Mathematics	23-25
<u>Business as Usual – Charter</u> Annual Plan Self-Review Plan Professional Learning Plan	26-30
From Goals to Strategies – Self Review – NAG 2	31
From Goals to Strategies – Personnel – NAG 3	32-34
From Goals to Strategies – Finance – NAG 4	35-37

From Goals to Strategies – Property – NAG 4	38-40
From Goals to Strategies – Health and Safety – NAG 5	41-46
From Goals to Strategies – Legal /Administration – NAG 6	47-48
From Goals to Strategies – CUSP – Division of Education	49
Targets 2022 - Analysis of Variance of Reading, Writing and Maths	50-70
TMCS - School Curriculum	71-78
TMCS - Assessment Overview	79-83
Statement of National Education & Learning Priorities (NELP)	84
Reference Library	85

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 Tahī <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>

NURTURING OUR FUTURE | GROWING TOGETHER

Kia atawhai aa mua - kia tipu ngatahi

Confident Can Do Kids!

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

Honour Be Your Guide

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

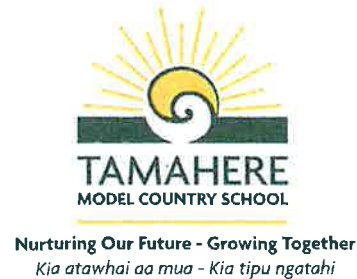
Together As One!

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

Kia maia

Kia manaaki

Kia kotahi



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 430. 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, Peachgrove Intermediate, Knighton Normal 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 try to live te Ao Maaori and provide students with experiences and understandings in tikanga and te reo Maaori and meet regularly with our Whanau parents. 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.

Consultation:

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

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 - 2023-2025

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 2023-2025

1. Transition to Tier Two & continue to embed Tier One of PB4L.
2. Whole school inquiry into literacy practice at TMCS, building increased collaboration, consistency, learner agency to enhance progress and achievement.
3. Utilise & embed planning from past years in areas of Social Sciences (Aotearoa Histories) & the local Curric.

1. Continue with the positive momentum that is PB4L ...
2. Embed principles and practices of literacy vision & build on 2022 Syndicate Literacy Inquiries
3. Bring our local histories alive for our tamariki. Building on their knowledge of our local area.

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

Output

1. Respond to data, unpack & embed foundation principles. Shared ownership by all. Invested PB4L Committee. Tier 2 Trained. Support measures in place. Signage displayed across the school.
2. Embed principles and practices of literacy vision. Built on 2022 Synd. Literacy Inquiries & sustainability. Update TMCS Draft Literacy Imp. Plan. Signage developed and displayed across the school.
3. Exciting units of learning achieved with local curriculum and Ngaati Hauaa.

1. Student voice and learning around how best to live our Vision through PB4L.
2. Critical reflection, collaboration, agency & common language to improve literacy motivation, development & achievement.
3. Passion & knowledge about NZ

1. Complete the school admin upgrade.
2. Effectively continue to use 5YA, 10YP and Cyclical Maintenance funds according to our school plan.

Outcomes

1. PB4L is an integral part of how we operate and support each other as we live our Vision
2. Consistent and sustainable high quality literacy programme at TMCS
3. A living TMCS local curriculum where all staff feel supported and valued in achieving this.

1. Students behaving positively and living our school Vision. Kia manaaki, Kia kotahi, Kia maia.
2. Students achieving highly in literacy. with consistency of understanding.
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 learning creativity & living our Vision.

STAFF GOAL:

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

Links shown between our goals and the NELPs:-

Objective 1: Learners at the Centre

Priority 1: Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying

Priority 2: Have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages, and cultures

Objective 2: Barrier Free Access

Priority 3: Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs

Priority 4: Ensure every learner/ākonga gains sound foundation skills, including language, literacy and numeracy

Objective 3: Quality Teaching and Leadership

Priority 5: Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning

Priority 6: Develop staff to strengthen teaching, leadership and learner support capability across the education workforce





Objective 4: Future of Learning and Work





Priority 7: Collaborate with industries and employers to ensure learners/ ākonga have the skills, knowledge and pathways to succeed in work



Initiatives	Actions	Owner	Due for Completion	Outputs/Measures of Success	RAG Status
PB4L Transition to Tier Two. Continue to embed Tier One of PB4L. NELP:- Obj.1, 2 & 3	A. Continue to respond to data. B. Continue to unpack and embed foundation principles developing shared ownership by all, including new and relieving staff, Board and the community. C. Have an invested PB4L Committee that meets regularly. D. Train in Tier 2 and put support measures in place. E. Signage developed and displayed across the school.			<ul style="list-style-type: none"> Analyse and discuss data weekly within syndicate meetings using school wide big 5 question template. Set teaching strategies to support learners as identified through data discussions and regularly assess impact of this within syndicate and PB4L team meetings. Follow term implementation overview to support consistent and sustainable measures across the school. Meet twice a term with the PB4L team to discuss and analyse data, effective 	

				<p>teaching and learning strategies, areas of support, what is going well and next steps.</p> <ul style="list-style-type: none"> ● Have a PB4L team that has syndicate, leadership, support staff and student representation. ● Staff to attend tier 2 workshops and train in principles of tier 2. ● Signage to be organised, printed and placed around the school supporting our vision. 	
<p>Literacy</p> <p>Whole school inquiry into literacy practice at TMCS, building increased collaboration, consistency, learner agency to enhance progress and achievement.</p> <p>NELP:- Obj.1, 2 & 3</p>	<p>A. Continue to embed principles of the literacy vision .</p> <p>B. Continue to update TMCS Draft Literacy Implementation Plan through stage two of the school wide literacy inquiry.</p> <p>C. Build on 2022 Syndicate Literacy Inquiries growing ownership and connected perspectives and appreciation across the school.</p> <p>D. Continue to build and embed sustainable measures across the school.</p>			<ul style="list-style-type: none"> ● Consider and reflect on the literacy vision throughout the years inquiry. ● At the end of each term, meet as a literacy team to administer ongoing updates to the implementation plan as we are inquiring throughout the Year - aligned directly to 2023 school wide inquiry. ● In each syndicate and across the school follow the term strategic outline of inquiry where staff collaboratively inquire into the same area of focus to build consistency and connection across the school. ● Literacy is a learning focus with several staff meetings and most syndicate meetings across the year. ● Literacy leaders lead across team and school through a scheduled, planned, specific strategic timeline developing an appreciative syndicate and school wide inquiry into effective teaching pedagogy. ● Put measures of support in place where ongoing sustainable practices are embedded. ● ISL focus inquiries around effective best 	

	FG = Focus Groups, LT = Leadership Team, SY = Syndicates, CT = Classroom Teachers, Stu = Students ASL = Across School Leaders, WSL = Within School Leaders  Not on track (likely to fail)  At risk  On track  Completed				

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

STUDENT GOAL:

Strategic goal: To build student capability, achievement, resilience and cultural connectedness.

Links shown between our goals and the NELPs:-

Objective 1: Learners at the Centre

Priority 1: Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying

Priority 2: Have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages, and cultures

Objective 2: Barrier Free Access

Priority 3: Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs

Priority 4: Ensure every learner/ākonga gains sound foundation skills, including language, literacy and numeracy

Objective 3: Quality Teaching and Leadership

Priority 5: Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning

Priority 6: Develop staff to strengthen teaching, leadership and learner support capability across the education workforce





Objective 4: Future of Learning and Work





Priority 7: Collaborate with industries and employers to ensure learners/ ākonga have the skills, knowledge and pathways to succeed in work



Initiatives	Actions	Owner	Due for Completion	Outputs/Measures of Success	RAG Status
PB4L Continue with the positive momentum that is PB4L ... NELP:- Obj.1, 2 & 3	A) Continue to unpack and live the vision of our school. B) Build leadership and student voice across the school.			<ul style="list-style-type: none">• Students able to articulate and understand the school vision through actions and words across all school settings• Students continue to build a sense of belonging, self awareness, confidence and connection through living within the school vision.• Students develop agency and ownership with the actions of the vision across the school through awareness and taking learner appropriate responsibility.• Students involved in leadership responsibilities: Enviro Leaders, Student Council, PB4L committee members, Peer Mediators	

				<ul style="list-style-type: none"> ● Gather student voice through school wide well being survey. ● Gather student voice through leaders leading responsibilities listed above. 	
Literacy Embed principles and practices of literacy vision & build on 2022 Syndicate Literacy Inquiries NELP:- Obj.1, 2 & 3	A) Students continue to develop a common language and practice in literacy across the school. B) Students collaborate and support one another. C) Students continue to grow critical reflection and risk taking. D) Students continue to build agency with their learning including responding to purpose and passion. E) Students to grow a deeper understanding with writing process, increasing oral language skills, and identifying what motivates them as a learner.			<ul style="list-style-type: none"> ● Students develop an understanding in what literacy practices look and sound like. ● Students begin and continue to identify good features within their literacy learning alongside next steps. ● Students become aware that they are part of a storytelling community. ● Students begin to build on tools of success to support their learning. ● Opportunities provided for students to collaborate together to foster greater learning potential and understanding. ● Students to have the licence to follow their passions and set their purpose for literacy learning. ● Students provided opportunity and skills to incorporate digital tools to support storytelling 	
Social Studies/Aotearoa Histories Bring our local histories alive for our tamariki building on their knowledge of our local area. NELP:- Obj.1, 2 & 3	Building as a school team the local histories stories for all students to draw from in the years ahead. For our students to know about the history of our country Aotearoa and proudly share this with their whānau. Students are being taught according to the guidelines created by the whole staff in all curriculum areas. Students are learning Te Reo Māori and their teachers are being supported in their own journey too.			Students knowing the stories from our local area and using these in their learning. Students sharing their knowledge with their whānau, other students and teachers. Students knowledge and capability in te reo Māori strengthened.	

	FG = Focus Groups, LT = Leadership Team, SY = Syndicates, CT = Classroom Teachers, Stu = Students ASL = Across School Leaders, WSL = Within School Leaders  Not on track (likely to fail)  At risk  On track  Completed				

-  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.* **NELP**



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 (ascertain the availability of funding for this). • After School Care and Library minor refurbishment. Interior painting, etc. 	Lee/ BOT/ P. Com.	2023 end of year	<p>Money from Heritage fund achieved.</p> <p>A.S.C. and Library refreshed for the students and staff who use the facility.</p> <p>Autex replaced/repaired in ASC</p> <p>Library foyer repainted</p>	

2.	Bringing our campus together with unity integrating our enviro values with larger numbers & facilities with sustainability.	Effectively continue to use 5YA, 10YP and Cyclical Maintenance funds according to our school plan.	Lee/ BOT/ P. Com.	Term 1-3 2023	K3 and Administration Block project completed
		Utilise 5 Y.A. funds to complete the planned projects : <ul style="list-style-type: none"> Complete the upgrade admin and sick bay areas. Renovate Kawakawa Three. Complete the 5YA projects-waste water minor upgrade and heating upgrades (as budgeted for on the 5YA) Wastewater upgrades completed and a service agreement created. Weather tightness report completed and remedials completed. 	Lee/ BOT/ P. Com.	2023	Report approved by the MOE and repairs carried out
		Site development and safety <ul style="list-style-type: none"> Alarm extension around our school - staged progression. Keeping security cameras updated. 		2023	
		To continue to maintain infrastructure to facilitate an effective e-learning environment. <ul style="list-style-type: none"> Monitor needs and efficiency. Plan for future developments if needed. Develop an effective maintenance programme. Ongoing Maintenance and replacing where necessary. 		2023	
		Complete painting the exterior of the school using the cyclical maintenance fund.		2023	Completed once the weather tightness repairs have been completed
		Develop a clear plan for all yearly projects.			
		Targeted funding from PTA/sponsorship to cover 'wish list' items. <ul style="list-style-type: none"> Shade areas 		2023	Consultation between staff,

	<ul style="list-style-type: none">Blinds in classrooms <p>Swimming Pool Ongoing maintenance and repairs as needed each year 2023 covers repaired due to vandalism</p>		2023	Board and PTA	
--	--	--	------	---------------	--

Strategic goal: Maaori Achievement Plan

To build student & staff capability and sustainability. Lift; achievement, resilience and cultural connectedness through living our vision, embedding collaboration and consistency.

Kia atawhai aa mua kia tipu ngatahi. Kia maia, kia manaaki, kia kotahi.

Links shown between our goals and the NELPs:-

Objective 1: Learners at the Centre

Priority 1: Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying

Priority 2: Have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages, and cultures

Objective 2: Barrier Free Access

Priority 3: Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs

Priority 4: Ensure every learner/ākonga gains sound foundation skills, including language, literacy and numeracy

Objective 3: Quality Teaching and Leadership

Priority 5: Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning

Priority 6: Develop staff to strengthen teaching, leadership and learner support capability across the education workforce

Objective 4: Future of Learning and Work





Priority 7: Collaborate with industries and employers to ensure learners/ ākonga have the skills, knowledge and pathways to succeed in work



NELP/Goals	Initiatives/Actions	Owner	Due for Completion	Measures of success	RAG Status
1. Learners at the Centre (N1-2) Ensure we have a safe learning and playing environment at Tamahere Model Country School that is free from any form of	To celebrate and welcome every child and their whānau who enrol at our school with a Tamahere Model Country School Whakatau twice a term. Regular whānau hui to listen to and gain the perspective of the parents in our community. We will survey students to gain student voice.	Teachers SLT Syndicate leaders	ONGOING	Our whānau feel welcomed to our school and have an opportunity to meet other new families. Through consultation with our whānau, we can better understand and respond to the needs of our learners.	

<p>numeracy are set for our Māori learners.</p> <p>Plans and actions are put in place to achieve equitable outcomes for our Māori students.</p>	<p>Teachers are able to differentiate their teaching for a wide range of learning needs from those who have special needs to those who are gifted learners.</p> <p>Identify and build greater opportunities for student leadership, developing and recognising role models.</p> <p>Literacy and numeracy are areas we spend most of our learning time to build competence and confidence in all learners.</p>			<p>Special needs programmes are in place to support learners who have extra needs.</p> <p>We celebrate a range of gifts and talents at our school including The Arts and cultural competencies to build mana.</p> <p>Teachers are supported and set up for success to be able to teach literacy and numeracy in a highly competent manner.</p>	
<p>3. Quality Teaching and Leadership (N5-6)</p> <p>Māori students being able to have access to te ao Māori, the Māori world – access to language, culture, marae, tikanga and resources.</p> <p>Teachers are supported through regular</p>	<p>Te reo Māori is taught in all classes for a minimum of 30 minutes a week.</p> <p>Te reo Māori extension classes offered to all students once a week.</p> <p>Teacher PLD to continue to build capacity in te reo Māori capabilities.</p> <p>Students and staff learn and share karakia together each morning.</p> <p>Teachers to implement the plan that the staff have co-constructed for the planning and teaching of te reo Māori. Te Reo Māori Plan</p> <p>Kapa haka - all students attend this programme.</p> <p>Kapa haka performance rōpu is offered to all students once a week.</p>	<p>Teachers</p> <p>SLT</p> <p>Syndicate leaders</p>	<p>ONGOING</p>	<p>Each term a plan is set in place to ensure there is a systematic plan for teaching te reo Māori.</p> <p>Two classes are operating at level four.</p> <p>Teachers and students value te reo Māori by showing their respect and passion for the language in a range of settings.</p> <p>Teachers and students demonstrate their respect and passion for tikanga Māori through their positive actions and attitudes.</p>	

<p>discrimination.</p> <p>A schoolwide focus on Māori achieving success as Māori-ensuring we deliver learning in a way that connects with our Māori students.</p> <p>Set high expectations for learning and achievement across the school.</p>	<p>Achievement expectations and targets are set each year and regularly monitored to ensure learners are making progress.</p> <p>Positive Behaviour for Learning (PB4L) is implemented schoolwide and is part of our school culture. Sharing and building on our Vision virtues of Kia Manaaki, Kia Kotahi and Kia Maia along with Kia atawhai aa mua Kia tipu ngatahi.</p>			<p>As part of the PB4L survey that we administer yearly.</p> <p>Target results are updated each term. The data is used to plan actions for teaching and learning-we are responsive to the story the data is telling us.</p> <p>Student achievement is regularly discussed and acted upon at a class, syndicate and school-wide level.</p> <p>PB4L is operating in all classes successfully and across the school.</p> <p>Our school vision is demonstrated in the day-to-day behaviour of our students.</p> <p>Talking the common language through our vision of what positive actions look like in a range of settings across the school and community.</p>	
<p>2. Barrier Free Access (N3-4)</p> <p>Opportunities available to all students.</p> <p>High expectations for learning in literacy and</p>	<p>Survey through kanohi-te-kanohi conversations and other methods of effective engagement, our whanau with Māori tamariki to gain their feedback on a range of areas including academic, cultural, etc.</p> <p>Gather across school student voices to help inform what is working well and guide the next steps.</p> <p>Connecting with our Māori students to know and understand their whakapapa.</p>	<p>Teachers</p> <p>SLT</p> <p>Syndicate leaders</p>	<p>ONGOING</p>	<p>Regular Whānau hui, WAIMAC and Kāhui Ako involvement.</p> <p>We provide support to whānau with financial challenges.</p> <p>We subsidise camps, after-school care, uniforms and devices, stationary, food, etc.</p> <p>We follow up on whānau who have students with attendance issues.</p> <p>Actively reaching out to our Māori whānau through pepeha and conversations.</p>	

<p>PLD to teach in a highly responsive and capable manner.</p> <p>We encourage whānau leadership in areas of leadership and governance at our school.</p>	<p>School communications and rewards use Māori language to encourage the use of Māori on a day-to-day basis.</p> <p>Marae visits on a regular basis to Ngāti Hauā-Te Iti o Hauā.</p> <p>We are continuing to build strong and positive relationships with Ngāti Hauā.</p> <p>Building a bank of the local stories (history) for all students to draw from in the years ahead.</p> <p>For our students to know about the history of our country Aotearoa and proudly share this with their whanau.</p> <p>Introduce and teach the new Social Sciences refreshed curriculum including Aotearoa histories.</p> <p>Resources are available for the whole school to use to plan for and teach te reo Māori, local histories and tikanga Māori.</p>			<p>Our students know and value our local stories and can relate them to the environment they live in.</p> <p>Local histories resources created and used.</p> <p>Unit plans developed in alignment with the refreshed Social Studies curriculum.</p> <p>School signage that uses Māori phrases and wording to encourage the use of Māori on a day-to-day basis.</p>	
<p>KEY:</p>	<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>				

ATTENDANCE GOAL:

Strategic goal: To lift attendance and have systems in place to support our at risk students getting to school on time and every day. Kia atawhai aa mua kia tipu ngatahi.

Links shown between our goals and the NELPs:-

Objective 1: Learners at the Centre

Priority 1: Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying

Priority 2: Have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages, and cultures

Objective 2: Barrier Free Access

Priority 3: Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs

Priority 4: Ensure every learner/ākonga gains sound foundation skills, including language, literacy and numeracy

Objective 3: Quality Teaching and Leadership

Priority 5: Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning

Priority 6: Develop staff to strengthen teaching, leadership and learner support capability across the education workforce





Objective 4: Future of Learning and Work

Priority 7: Collaborate with industries and employers to ensure learners/ ākonga have the skills, knowledge and pathways to succeed in work



Initiatives	Actions	Owner	Due for Completion	Outputs/Measures of Success	RAG Status
Active and consistent follow Up NELP:- Obj.1, 2, 3, & 4. Visits Reduce barriers to education for all, Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying	A. Heather to inform WP & SLT about daily absences in a timely manner. B. At risk students followed up in first 30 minutes. C. Develop a folder to follow up actively each day. Everyone can easily see. C. A clear system to follow. Text, phone, no answer → emails → extended whanau contacted. D. Visits to check if OK and help with transport.	HW WP & SLT	Ongoing	<ul style="list-style-type: none"> Increased attendance of our High Risk students. High risk families - feeling we really want their children here and that full attendance is important. Extended whanau also aware of concerns we have, and helping to support attendance. 	

<p>Ensure every learner/ākonga gains sound foundation skills, including language, literacy and numeracy</p> <p>Connecting to extended Whaanau</p> <p>Have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages, and cultures</p> <p>NELP:- Obj. 5& 6</p> <p>Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning.</p>	<p>E. Attendance tracking using Edge. Attendance data linked to PB4L information that is weekly sent to Syndicates for discussion and follow up.</p> <p>F. Individual teachers encouraging and building extra relationships with at risk students and their families.</p> <p>G. Senior Leadership Team (SLT) building connections with at risk students and their whanau.</p> <p>H. Linking our attendance data and achievement to see trends and extra support needed.</p> <p>Our School Vision & PB4L practices used to encourage students to attend and ensure a safe and happy place to be.</p>	<p>LB</p> <p>Teachers & Syndicate leaders.</p>		<ul style="list-style-type: none"> • A happy safe environment for all with te ao Maaori incorporated and all feel welcome. • Extra support and relationships around at risk students. Helping with bikes at triathlon etc. 	
<p>Kahui Ako - Truancy Service</p> <p>NELP:- Obj.1, 2, 3 & 4</p>	<p>A. At risk students linked in with our Kahui Ako truancy initiatives and coordinator.</p>			<ul style="list-style-type: none"> • Families across Kahui Ako schools all linked and trends and support can wrap around whole whanau. 	
<p>Reduce barriers</p> <p>Transport</p> <p>NELP:- Obj.1, 2, 3 & 4</p>	<p>A. Trying to ensure attendance through organising travel arrangements</p> <ul style="list-style-type: none"> - Teacher Aides / 2 per car. <p>Picking up students where needed.</p>			<p>A. Having all healthy students at school each day.</p>	

NELP:- Obj.6. Develop staff to strengthen teaching, leadership and learner support capability across the education workforce	A our staff to be involved, aware and building on the relationships with At Risk students.			<ul style="list-style-type: none"> Students feel safe, valued and supported at school and want to attend. 	
	<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>				

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

Māori Target 2023

There are 10 students we are targeting who are Māori. 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-3

Year Four-0

Year Five-3

Year Six-1

Teaching and Learning Programme development and focus

Our core PLD focus for the whole school is continuing our **Literacy** Inquiry journey for 2023. This will be underpinned by Reading Recovery, Accelerated Literacy Learning (ALL), our draft TMCS Literacy Implementation plan and Inquiry focus areas. This will be led across the school by our Literacy leaders and will interweave Syndicate Inquiries under our vision and purpose for Literacy. We have started the process of implementing a new English plan schoolwide and progressions for writing.

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 1-8 students are in this cohort who are Below or Well Below.

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

Year 3-10 students are in this cohort who are Below or Well Below.

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

Year 5-10 students are in this cohort who are Below or Well Below.

Year 6-7 students are in this cohort who are Below or Well Below.

In total including Māori students, there are 44 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

- Individual formative assessment evident.
- Self and peer assessments.
- Syndicate moderation and discussions.
- Summative assessments. PATS-Reading Comprehension, Reading Vocabulary, formal writing samples, Probe, PM Running Records, etc.
- N.Z.C.E.R. marking and analysis

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 where we want them to be? Others at risk? Analyse results and identify areas for future development.

Community Involvement

- Celebrating success in school newsletter across a range of areas
- Examples of student work shown on SEESAW and at parent interviews.
- Homework activities & online homework tasks.
- Open feedback/dialogue with parents.

Professional Development

- Schoolwide PLD for literacy. Intensive work as teams and linked to appraisal.
 - 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.
- 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 data at end of the year and Target Analysis.

Resourcing

Funding support available through appropriate channels within the school.
ALL-funding
Reading Recovery

Baseline Information (Historical)

O.T.J.s and a range data from the end of the 2022 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.

Māori Target 2023

There are 13 students we are targeting who are Māori. 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-3

Year Four-2

Year Five-3

Year Six-2

Teaching and Learning Programme development and focus

Our core PLD focus for the whole school is continuing our **Literacy** Inquiry journey for 2023. This will be underpinned by Reading Recovery, Accelerated Literacy Learning (ALL), our draft TMCS Literacy Implementation plan and Inquiry focus areas. This will be led across the school by our Literacy leaders and will interweave Syndicate Inquiries under our vision and purpose for Literacy. We have started the process of implementing a new English plan schoolwide and progressions for writing.

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

Target for improving student achievement

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

Year 1-8 students are in this cohort who are Below or Well Below.

Year 2-3 students are in this cohort who are Below or Well Below.

Year 3-19 students are in this cohort who are Below or Well Below.

Year 4-21 students are in this cohort who are Below or Well Below.

Year 5-19 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 Māori students, there are 82 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

- Individual formative assessment evident.
- Self and peer assessments.
- Syndicate moderation and discussions.
- Summative assessments. PATS-Reading Comprehension, Reading Vocabulary, formal writing samples, Probe, PM Running Records, etc.
- N.Z.C.E.R. marking and analysis

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 where we want them to be? Others at risk? Analyse results and identify areas for future development.

Community Involvement

- Celebrating success in school newsletter across a range of areas
- Examples of student work shown on SEESAW and at parent interviews.
- Homework activities & online homework tasks.
- Open feedback/dialogue with parents.

Professional Development

- Schoolwide PLD for literacy. Intensive work as teams and linked to appraisal.
- 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.

Reporting

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

Resourcing

Funding support available through appropriate channels within the school.
ALL-funding
Reading Recovery
TA support
Annette working in Maungatautari each morning

Baseline Information (Historical)

O.T.J.s and a range data from the end of the 2022 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.

Māori Target 2023

There are 10 students we are targeting who are Māori. The target for these students is the same as the target for all students. These students are included in the main totals.

Year One-0

Year Two-1

Year Three-4

Year Four-1

Year Five-3

Year Six-1

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

Target for improving student achievement

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

Year 1-2 students are in this cohort who are Below or Well Below.

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

Year 3-18 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 –16 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 Māori students, there are 58 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 where we want them to be? Others at risk? Analyse results and identify areas for future development.

Community Involvement

- Celebrating success in school newsletter across a range of areas
- Examples of student work shown on SEESAW and at parent interviews.
- Homework activities & online homework tasks.
- Open feedback/dialogue with parents.

Resourcing

Funding support available through appropriate channels within the school.
TA to work with a group in Maungatautari DP working with students in the Pirongia team

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.

Teaching and Learning Programme development and focus

This year we are starting to become more closely aligned to our implementation plan. This was refreshed last year. Teams are using the progressions to track and record progress as well as a method to share with their students.

Reporting

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

Baseline Information (Historical)

O.T.J.s and a range data from the end of the 2022 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.

Agency Support

- Teacher Aide support
- Advisors/Experts.
- On-going Math PD



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

Business As Usual 2023



Annual Plan Overview 2023 - Business as Usual Operation

<p>Teaching and Learning Programme Development</p> <ul style="list-style-type: none"> - 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. 	<p>Finance</p> <ul style="list-style-type: none"> -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. 	<p>Property</p> <ul style="list-style-type: none"> -Progressing high-quality, Innovative Learning Environments & updating all areas as needed. -Developing multi functional admin facility. -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. 	<p>Human Resources / Personnel</p> <ul style="list-style-type: none"> -Support and induct new staff in the pedagogies and culture of our school (local curriculum). -Support and collaborate with teachers in our appraisal process aligned with the guidelines, our school Vision & Our Code. -Professional Learning (PLD). Continue Tier 1 & 2 of PB4L – with the MoE - Continue to develop our local curriculum to align with our vision to reflect in our school culture, teaching and learning. -Te reo Maori -Build and support new staff. Also celebrating & normalizing things Maori. Weekly voluntary PLD sessions. -BT Programme ensure support & PLD -Leadership PLD opportunities. As a group and individuals. -Staff Meetings focus on curriculum and staff development. Also shared readings. -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 Aid Certs. - Comply with any Govt. COVID 19 requirements.
<p>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.</p>			

Self-Review Plan Nags 1-6 Business as Usual			
Objectives	2023 Actions	2024 Actions	2025 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.	<ul style="list-style-type: none"> ▪ Admin and Sick Bay. ▪ Signage ▪ 5.Y.A. - developments con. ▪ Shade & Blinds start dev. 	<ul style="list-style-type: none"> ▪ Continue with 5 Y.A. plans ▪ Review NAG Folder. ▪ Shade & Blinds development continues 	<ul style="list-style-type: none"> ▪ 5YA projects continue & review ▪ Shade & Blinds development continues. ▪ 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 →		
	<ul style="list-style-type: none"> ▪ Annually rev NAG folder ▪ Behaviour Mgt. - PB4L ▪ EOTC Safety / SOPS 	<ul style="list-style-type: none"> ▪ Annually review NAG folder ▪ EOTC Safety review ▪ PB4L - Behaviour Mgt. safety rev. 	<ul style="list-style-type: none"> ▪ 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




	2023	2024	2025
Main Focus Areas ♦ Literacy & Numeracy always a priority - integrated with our main goals	Literacy School wide inquiry continues. Data informs practices. Implementation Plans and teaching and assessment practices refined. Continue to trial, across the school, new initiatives & ideas researched from 2022 as identified in the Draft Implementation Plan..	Literacy Living and celebrating implementation plan & practices. Teaching and assessment initiatives embedded across the school. Continue to tweak as needed. Sustainable measures continue through supporting areas of need. Implementation Plan finalised.	Numeracy Self Review of our TMCS pedagogy in line with the local curriculum refresh.
Main Focus Areas ♦ Continue to develop our Localised Curriculum ♦ Aotearoa Histories	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 Science Local Curriculum Begin journey of Science curriculum refresh and implementation.	Science Local Curriculum Refining our implementation of the revised Science Curriculum and developing resources. Arts Starting to review Arts Curriculum
♦ Inclusive School Embrace & normalise things Maori. Teaching te reo Maori raising achievement, wellbeing, diversity & resilience,	PB4L Year 4 Continue to prioritise the implementation of all tier 1 foundational practices across the school. Fine tune our practice to support data findings. Facilitate sustainability with changing staff and growing practice.	PB4L Year 5 Continue to prioritise the implementation of all tier 1 foundational practices across the school and supporting new staff on the journey. Reviewing and tweaking as we go. Start PLD in Tier 2.	PB4L Year 6 Continue to prioritise the implementation of all tier 1 foundational practices across the school and supporting new staff on the journey. Continue embed practice and implementation of Tier 2.

Cultural Diversity. Kahui Ako support	Kahui Ako <ul style="list-style-type: none"> • Ongoing workshops & support. • Conference- Fielddays Friday. • Leaver support e.g. Attendance. • In-school and across school leaders support and respond within the strategic direction of the school. 	Kahui Ako <ul style="list-style-type: none"> • Ongoing workshops & support. • Conference- Fielddays Friday. • Leaver support e.g. Attendance. • In-school and across school leaders support and respond within the strategic direction of the school. 	Kahui Ako <ul style="list-style-type: none"> • Ongoing workshops & support. • Conference- Fielddays Friday. • Leaver support e.g. Attendance. • In-school and across school leaders support and respond within the strategic direction of the school.
	Threads that constantly intertwine with our PLD		
	Identity & Values Inclusive School - Embrace and normalizing things Maori, Supported by Wai.MAC, cultural diversity supported and Integrated into pedagogy. Kia Kotahi / Connected United		
	New Zealand Curriculum Social Sciences	New Zealand Curriculum Sciences / Technology	New Zealand Curriculum Arts / Music / Dance / Drama
Principal DP/ AP Leadership Team	NZPF / NAMSA Conferences Waikato Principals PLD. AP/DP Conference. Other opportunities. Leadership PLD David Giles - Kahui Ako. Leadership Team Retreat →	→	→
Appraisal Our staff appraisal system will link our School Vision with the Teaching Council of Aotearoa NZ Professional Standards and Our Code principles.	Appraisal Continue embedding our Appraisal Growth Cycle. Continue to align Appraisal Growth Cycle with our whole school strategic direction. Continue to incorporate learning conversations, observations and self reflections within a culture of empowered leadership across the school Refine our Quality Practice template as a staff.	Appraisal Continue to reflect, refine Appraisal Growth Cycle as needed. Business as usual	Appraisal Continue to reflect, refine Appraisal Growth Cycle as needed. Business as usual

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.	2023 →	LT / BOT	
	<input type="checkbox"/> To continually review and update our practises across all N.A.G. / NELP areas in line with our overview and as needs arise.	2023→ & 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 revised 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.	<input type="checkbox"/> 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.	2023 →	Budget flexible enough to cover bases. Principal, Board, Staff,		
	<input type="checkbox"/> Celebrate successes and achievements openly. e.g. Friday awhi time. Poppy Peach Vouchers. <input type="checkbox"/> Look at issues on a case by case, fair and equitable basis - responding to life's crises. <input type="checkbox"/> Have positive role models in our Principal, Leadership Team and Board of Trustees. <input type="checkbox"/> Foster and enjoy a positive supportive parent / teacher climate through regular communication strategies, community events and open door policies. <input type="checkbox"/> Have planned staff and staff/ board social events <input type="checkbox"/> Have celebration morning teas, etc. with the Board thanking staff for efforts. <input type="checkbox"/> Celebrate the work achieved by staff that are leaving for new opportunities with gifts, speeches and functions and Board presence. <input type="checkbox"/> Consult with staff over appraisal process and unit distribution in a fair and open manner.	Ongoing 2023 →	Leadership team / staff.		

	<input type="checkbox"/> To have a school-wide appraisal system where we reflect against the standards required, our Vision & Our Code. <input type="checkbox"/> To continue to practice 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. <input type="checkbox"/> To develop a robust exit interview process to follow.	Term 1 2023 → Term 3 2023	Lisa L / WP / SLT / BOT		
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 2023 → 2023 → Ongoing	Personnel Committee & BOT Personnel & H&S com. WP Annette / WP P Com NZSTA / NZEI / NZPF & other Principals		

From Goal to Strategies:- Business as Usual




Goal ♦ Finance 4 – To ensure financial resources and systems are in place to effectively support our school goals.					  
Objectives	Strategies / Actions	Time / Requirements	Responsibility / Costs	Evaluation	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,		

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"/> 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>2023 →</p> <p>2023 →</p> <p>2023 →</p> <p>2023 →</p> <p>Term 1, 2023 →</p> <p>2023 →</p>	<p>Board & Staff</p> <p>Priority area in budget</p>		
---	---	--	---	--	--

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> - Professional Development - Swimming Pool - Admin Area and Sick Bay - Classrooms </div>	NAG 4 Ongoing 2023 → 2023 → 2023 2023	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			
---	--	--	--	--	--

From Goal to Strategies:- Business as Usual 2023-2024

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>2023 → 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">• \$90 pw <p>2021</p> <ul style="list-style-type: none">• \$1100pa <p>Based on S3 service costs 2021 and WPS call outs 2021</p> <ul style="list-style-type: none">• S3 - \$1300• \$3366 other		

	<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"> • Allan • \$3000 to \$5000 • \$800 • Sponsored \$500/year at Stihl Shop • Allan • \$7272 • As needed • \$2000 budgeted • As needed • \$17,956 less \$90pw as above 		
--	---	--------	---	--	--

SPREADSHEET-

General Property Maintenance or Projects	FUND =\$40,000
Electrical Tagging annual	Budgeted for \$800
Servicing of equipment including mower & golf cart	ADD COST \$500/year from Stihl Shop and the rest is to be taken from the budget
Heat Pump servicing	Budgeted for
Unplanned Minor Maintenance work contingency fund	ADD A BUDGET LINE
Arborist tree work- annual cost	Budgeted for

	\$3000-\$5000
Cushion Fall replacement	ADD \$2000/YEAR FOR THIS
Sewerage annual maintenance cost	Budgeted for
Building cleaning	Allan to do this
Roof cleaning	Allan to do this
Carpet cleaning	\$7272
Alarm monitoring	Budgeted for

ACTUAL COSTS IN RED

Regular Scheduled Checks

Monthly

- Water tested in the pool in accordance with Council guidelines. \$90/week

Every Six Months

- Heat Pump servicing \$1100/year

Waste Water System

- A service agreement established for the newly installed system.
- Regular checks made on the wastewater system. S3=\$1300/yr, WPS \$3366/yr
- Maintenance plan for the waste water system-four times a year currently.


Ongoing

- Alarm monitoring-check systems are working efficiently and effectively
- Every six months Select Alarms test alarms.
- Follow Asbestos Plan-as needs arise.

Yearly Tasks:

- Building cleaning
- Arborist yearly safety inspection and maintenance work. \$3000-\$5000 /yr
- Electrical test and tagging \$800/yr
- Servicing of equipment including mower & golf cart-\$500/yr sponsored
- Roof cleaning-Allan
- Carpet and vinyl cleaning \$7272/yr
- Handyman costs-as needed
- Playground bark replacement \$2000/yr
- Windows replaced as needed- as needed
- Pool maintenance-\$17,956/yr less \$90/wk as above

From Goal to Strategies:- Business as Usual 2023-2024

Goal					
♦ <u>Health and Safety NAG 5</u> - <i>To provide a safe physical and emotional environment for all of our school community to enhance learning, teaching and community involvement.</i>					
Objectives	Strategies / Actions	Time / 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.	2023 → 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.	2023 → 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		

	<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.	Ongoing	WP / Annette / Pool Facility Managers		
		Ongoing	Annette / Lisa B		
		Ongoing	Principal, BOT and H & S Committee, Staff.		
2. To provide a safe emotional environment.	<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.	2023 →	Staff, parents & students		
		2023 →	Staff and students		
		2023 →	Staff and students		
3. To ensure our school property is a safe physical environment for all.	<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.	2023 ongoing monthly checks	Health and Safety Com.& Property Manager / Annette		
		Ongoing →	All staff		
		2023 → Ongoing	Annette / Allan		




	<input type="checkbox"/> Ensure H & S briefings and contracts are completed for all contractors working on site. <input type="checkbox"/> Playground safety is part of our regular weekly checks. This is documented.	Ongoing Ongoing	Annette / Lee, Property Manager, Property Team 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. <input type="checkbox"/> Continue to keep up with and implement ideas to improve hygiene. <input type="checkbox"/> Continue to develop / implement pandemic planning strategies and resources. <input type="checkbox"/> Review our school's pandemic policy to be in line with current advice from the Ministry of Health. <input type="checkbox"/> To raise awareness and strengthen our Healthy Eating Policy and Sugar Free School practices. <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.	2023→ 2023 → 2023 → Ongoing Ongoing	WP & All staff. Staff, Health and Safety Committee, Property Manager WP / Annette Staff, T Aides, Parents, students Staff, T Aides, Parents, students 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.	2023 2023 →	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 2016/17 Guidelines <input type="checkbox"/> All staff to gain and keep updated - First Aid Certificate.	2023 → 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 2023 → 2023 → 2023 →	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"> ❑ To comply with the conditions of the Resource Consent applying to Sewage. ❑ Monitoring and maintaining of alarm system and maintenance schedule relating to Sewage System ❑ Continue maintenance contract with S3. 	2023 → 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"> ❑ Continue hazards reporting in place that relies on all staff to be aware of hazards. Up on Fridge . ❑ Continue to abide by the working at heights legislation. ❑ Hazardous substances listed and reviewed six monthly. ❑ Ensure Caretakers has protective equipment and clothing. ❑ Template for Staff Meetings includes a section for H and S weekly reporting. ❑ Report all accidents to the Board and serious harm incidents to WorkSafe NZ as well. 	2023 → Ongoing Ongoing 2023 → 2023 → 2023 →	H & S Com., Staff, Property Manager Allan/ Annette /Staff Annette & Allan Annette / Allan, WP. BOT Annette / WP / Allan H&S Committee Annette / WP / Allan		

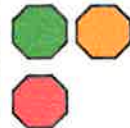
	<input type="checkbox"/> Review approved contractors list- e.g. plumber, electrician, cleaner, property project manager, lawn mower, bus driver, relievers, music tutors, kapa haka. All inducted in H&S. <input type="checkbox"/> Review all NAG 5 policies and procedures according to dated timeline checklist in NAG 5 folder.	Ongoing 2023 →	Annette / H&S Committee 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.	2023 →	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.	2023→	Legislation committee, Board, Principal		
	<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"/> Follow the Health and Safety Amendment Act, Vulnerable Children's Act.	2023 →			
	<input type="checkbox"/> Comply with the Education Training and Amendment Act 2022- Follow NELPS and ongoing changes.	2023 →			
	<input type="checkbox"/> New NELP (National Education and Learning Priorities). Develop these priorities.	2023→			

	<ul style="list-style-type: none"> ❑ Develop Guidelines for Registered Schools in New Zealand on the Use of Physical Restraint (2022 review). ❑ Follow the Ministry of Education guidelines for Stand-downs, suspensions, exclusions and expulsions - part 1, 1999. ❑ Follow all Government Mandates, MOE & MOH guidelines around the management of COVID pandemic. 	2023→ 2023→ 2023 →	Leadership Team / BOT Principal / BOT Principal / BOT/ Staff		
--	--	----------------------------------	--	--	--

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. <input type="checkbox"/> To cater for both First year and Grad CUSP students. 	2023 → NEP / NAG1 Ongoing → Ongoing Ongoing through year. At least once per term Ongoing Staff meetings + Interviews & observations, survey End 2023 Ongoing	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.		

2022 Analysis of Variance

School Name:	Tamahere Model Country School	School Number:	1976
Strategic Aim:	Strategic goal: To build student capability, achievement, resilience and cultural connectedness. <i>Kia maia, kia manaaki, kia kotahi. Kia maia, kia manaaki, kia kotahi.</i>		
Annual Aim:	Priority Areas for Improving Student Achievement <ul style="list-style-type: none"> • To raise overall achievement in Literacy and 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:	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. <u>Year 1</u> - 21 students in this cohort who are Below or Well Below. <u>Year 2</u> - 28 students in this cohort who are Below or Well Below. <u>Year 3</u> - 13 students in this cohort who are Below or Well Below. <u>Year 4</u> - 14 students in this cohort who are Below or Well Below. <u>Year 5</u> - 6 students in this cohort who are Below or Well Below. <u>Year 6</u> - 6 students in this cohort who are Below or Well Below. In total including 18 Maori students, there are 88 target students in READING. Reading 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. <u>Year One</u> - 4 <u>Year Two</u> - 6 <u>Year Three</u> - 3 <u>Year Four</u> - 4 <u>Year Five</u> - 0		

Year Six- 1**Writing 2022****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 in this cohort who are Below or Well Below.

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

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

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

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

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

In total including 18 Maori students, there are 120 target students in WRITING.

Writing 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

Maths 2022**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 in this cohort who are Below or Well Below.

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

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

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

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

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

In total including 19 Maori students, there are 107 target students in MATHS.

	<p><u>Maths Maori Target 2022</u></p> <p>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.</p> <p><u>Year One-3</u></p> <p><u>Year Two-4</u></p> <p><u>Year Three-2</u></p> <p><u>Year Four- 5</u></p> <p><u>Year Five-3</u></p> <p><u>Year Six-2</u></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>
<p><u>Baseline Data:</u></p>	<p>This was derived from the end of 2021 and the start of 2022 data. The data came from the end-of-year reports as well as testing and observations from the start of 2022.</p> <p><u>Reporting to Parents-End of 2021 and the End of 2022</u></p> <p>Reporting to parents at the end of 2021 was at the tail end of an interrupted learning year. Teachers made a 'best fit' OTJ which meant the OTJ's were not as data informed as they had been in past years. We also found that in 2022, the number of target students was greatly increased and this may be due to the interruption to schooling for the past two years. At the end of 2022, teachers all made OTJ's based on more reliable methods of data gathering and going forward, this should allow for greater consistency of comparisons between years.</p>

<u>Actions</u> <i>What did we do?</i>	<u>Outcomes</u> <i>What happened?</i>	<u>Reasons for the variance</u> <i>Why did it happen?</i>	<u>Evaluation</u> <i>Where to next?</i>
--	--	--	--

<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. • 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. • A focus on basic knowledge acquisition, e.g. maths basic facts, letter, word knowledge, etc. • Teacher modelling is an essential component of this programme. 	<p>The result tables below show how our target students achieved for the 2022 school year. Reading was the most successful with acceleration rates high and achievement for our targeted learners was impressive. Maths and Writing are the areas that require most input. However, the acceleration rates for Writing have improved from 2021 8% to 2022 15%. Maths has moved from 2021 14% acceleration to 32% in 2022. All results are moving in the right direction.</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> <p>NB: 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</p>	<ul style="list-style-type: none"> • 2022 has been a year of solid learning with few interruptions. 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 modelling utilised. • Specific monitoring of special needs and abilities. • Small group sessions daily for target students. 	<p><u>Areas to Target 2023:</u></p> <p>For 2023 we have already identified the students that will need the most support to shift their achievement. These students' names and areas of need will be shared with the whole school staff to allow for a pastoral model where all teachers work together to accelerate learning.</p> <p><u>Areas to Target 2023:</u></p> <ul style="list-style-type: none"> • Tools to track acceleration-we have a system in place that measures if a student has made insufficient, expected or accelerated growth for the year. Although we are using these consistently, we still need to work on refining these procedures to ensure they are fair. • Reading in Year One is the biggest noticeable area to work on. There are many strategies planned for 2023 and beyond including increased Reading Recovery support for 2023. • Maths levels were high in Year Six but in Year Three there is some support needed to ensure the achievement of these students is raised.
---	--	---	---

<ul style="list-style-type: none"> • Children are made aware of and are involved in the co-construction of learning intentions and success criteria. • 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. 	<p>learners rather than laying the responsibility at the feet of one teacher.</p>		<ul style="list-style-type: none"> • Writing is an area that will require some targeted interventions for 2023. 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. Nevertheless, in Year Three, Year Four and Year Five we have concerns about the percentage of students who are below and well below. This is an area of schoolwide professional learning for 2023. • There are 10 new Year Three students. • There is one new student in Year Four. • Between Year Three and Four, we have 25 students with verified special learning, health, physical or behavioral needs. • This is one angle of data analysis that presents one picture. Staff also consider other forms of analysis to identify strengths, success stories and areas of need with data. Some of these are qualitative and not so easily measured using numbers. Examples include student voice (motivation,
--	---	--	---

			<p>how they see themselves as writers), quickly settling to writing and ease in generating ideas, improvements in specific areas of learning need such as vocab development, progress through deeper and surface feather learning intentions, progress measured from the beginning of the year to the end of the year, tracking cohorts across the years analysing data growth and trends, tracking termly progress to identify initiatives that are presenting the greatest effect, teacher observations, regular syndicate moderation meetings also across school moderation.</p> <p>Success stories from teachers this year (2022)</p> <ul style="list-style-type: none"> • Increased motivation for writing, particularly, through the professional learning in Pirongia and Maungatautari. • Greater percentage of students seeing themselves more as writers.
--	--	--	---

			<ul style="list-style-type: none">• Increased consistency of practice within the syndicates.• Increased collaboration between teachers across the team.• Support practices in place for new teachers, building greater sustainability with teacher pedagogy.• A real 'hum' around the teaching and learning of writing across the school.• Empowered staff, value and trust.• Reflexive practice happening all the time within syndicates and across the school.• Confidence to share honestly and risk-taking with staff and students.• Some staff have claimed to have seen progress from their learners this year that has been the best they have seen in years, through the new initiatives they have implemented including attitudinal shift and acceleration.• Greater collaboration between students in the senior school.• Considerations for the future in writing:
--	--	--	--

			<ul style="list-style-type: none">- Whole school participating in the same learning/inquiry in writing across the school at the same time.- Each term teams and the whole school analyse the effectiveness of initiative through variety of data.- PLD experts to come in and work with oral language, story telling, tracking our ongoing inquiry journey with writing- 2 new teachers attending the ALL PLD in writing again for 2023- develop and implement school wide progressions with learner agency, assessment too.- Transition to early and at curriculum in writing (for assessment and reporting)- Develop more consistent
--	--	--	--

			<p>moderation practices across the school.</p> <ul style="list-style-type: none"> - Continue to grow regular/weekly syndicate writing moderation sessions. - ISL inquiring into effective structured literacy practice, supporting and building sustainable practice across the school. - Writing is an abstract form of Art which is subjective and requires a great deal of collaboration, PLD, variety of assessment measures all analysed in a space of robust practices and trust. We have worked hard over the year to build this and are in a very good position heading into 2023 to further develop this. - As a school, we feel we assess writing with a very tough lens and endeavour to finetune our
--	--	--	--

			<p>practice with this in 2023 with external agency support alongside the skills we hold across the teaching staff within the school.</p> <p><u>In summary, the greatest areas of need are</u></p> <ul style="list-style-type: none"> • Reading- Year One. In 2023 this will be Year Two. • Writing- Years Three, Four and Five. For 2023 these will be Year Four, Five and Year Six. The greatest area to focus on is Year Five and Six for 2023. • Maths- Year Three. For 2023 this will be Year Four.
<p><u>Planning for 2023:</u></p> <p><u>Our Focus Areas:-</u></p> <p>Our core PLD focus for the whole school is continuing our Literacy Inquiry journey for 2023. This will be underpinned by Reading Recovery, Accelerated Literacy Learning (ALL), our Draft TMCS Literacy Implementation plan and Inquiry focus areas. This will be led across the school by our Literacy leaders and will interweave Syndicate Inquiries under our vision and purpose for Literacy.</p> <p>Our journey with PB4L will also continue led by our co-leaders and committee. We need to consolidate our Tier One practices and support our new staff into this way of being. Our Tier Two new practices and procedures will be evolved by the Committee and Leadership team as we support our special needs students using such strategies as Mindfulness and Zones of Regulation. Please refer to our Strategic Plan for more details. Living our Vision is central to everything we do.</p>			

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

TMCS Localised Curriculum- We will be further developing and embedding different components of this as we also learn more about the revised curriculum changes. Aotearoa Histories and our links with Ngati Haua are important as we build our capacity in this area. We need to continue on our Te Reo Maori developmental journeys with support from each other. A regular workshop will run weekly to help lift our skills and practices. The implementation plan refresh will also be continued.

Appraisal- Our staff appraisal / 'professional growth cycle', is strongly linked to our school vision and based on 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.

Reading 2022

At the start of 2022, there were 88 students on the targeted learner's list. At the end of 2022, there were 92. This is due to some students leaving the school, (seven) and other students being identified as targeted learners during the year. This is a huge increase from 2021 when there were 52 targeted learners for Reading at the end of 2021.

End of Year Results 2022- 92 students including students with no data from Term Four 2021			<u>Data Summary for Reading END OF YEAR 2022</u> 6 students were added during the year			<u>Maori Students</u> 12 current students		
Well Below	7	8%	Accelerated Progress	69	87%	Accelerated Progress	10	83%
Below	19	22%	Expected	6	7%	Expected	1	8%
Wobbly At	19	22%	Insufficient	4	5%	Insufficient	1	8%
At	26	30%	Students who have left	7				
Above	14	16%	(59) OR 69% of the original students have moved from BELOW to either Wobbly At, At or Above. Students with no 2021 Term 4 data to compare to (new students or Year One) 6 <u>TOTAL INCLUDING ALL ABOVE CATEGORIES: 92</u>					

Left	7								
These results are based on all students including those who were added in Term 2, 3 and 4.									

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>			<u>Data Summary for Reading END OF YEAR 2021</u>			<u>Data Summary for Reading END OF YEAR 2021 using ORIGINAL TERM ONE NUMBERS</u>		
Well Below	8	15%	Accelerated Progress	30	58%	Accelerated Progress	25	60%
Below	25	48%	Normal Progress	7	13%	Normal Progress	4	10%
At	2	4%	No noticeable progress at this stage or slow progress	15	29%	No noticeable progress at this stage or slow progress	12	29%
Wobbly At	15	29%	Students who have left	2				

Above	2	4%	(19/52) OR 37% of the original students have moved from BELOW to either Wobbly At, At or Above.					
Left	2		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.					
These results are based on all students including those who were added in Term 2, 3 and 4.								

Writing 2022

At the start of 2022, there were 120 students on the targeted learner's list. At the end of 2022, there were 130. This is due to some students leaving the school, (eight) and other students being identified as targeted learners during the year. This is a huge increase from 2021 when there were 89 targeted learners for Writing at the end of 2021.

End of Year Results 2022-130 students including students with no data from Term Four 2021			Data Summary for Writing END OF YEAR 2022 <u>8 students were added during the year</u>			Maori Students	16 current students (1 no date from 2021)	6%
Well Below	12	10%	Accelerated Progress	16	15%	Accelerated Progress	1	6%
Below	62	51%	Expected	50	46%	Expected	6	38%
At	17	14%	Insufficient	42	39%	Insufficient	8	50%
Wobbly At	31	25%	Students who have left	8				
Above	0	0%	(13) OR 12% of the original students have moved from BELOW to either Wobbly At, At or Above. Students with no 2021 Term 4 data to compare to (new students or Year One) 14 TOTAL INCLUDING ALL ABOVE CATEGORIES: 130					
Left	8							

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

At the end of 2021, many of the students were given an OTJ which was not as reliable as in past years due to an incomplete last term of 2021. The Juniors changed their OTJ options from 1B to Beg. 1B, Mid 1B, End of 1B.

Due to many of the students being entered at the start of 2022 as a target yet were only WOBBLY AT at the end of 2021, this means the growth has not been as exponential as it might have been in past years.

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>			<u>Data Summary for Writing END OF YEAR 2021</u>			<u>Data Summary for Writing END OF YEAR 2021 using ORIGINAL TERM ONE NUMBERS</u>		
Well Below	9	10%	Accelerated Progress	7	8%	Accelerated Progress	7	9%
Below	52	58%	Normal Progress	47	55%	Normal Progress	44	54%

At	3	3%		No noticeable progress at this stage or slow progress	31	36%		No noticeable progress at this stage or slow progress	31	38%
Wobbly At	25	28%		Students who have left	2 or NA due to no start of year data (new to TMCS)					
Above	0	0%		(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.						
Left	2 AND 2 NA'S			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.						
These results are based on all students including those who were added in Term 2, 3 and 4.										

Maths 2022

At the start of 2022, there were 107 students on the targeted learner's list. At the end of 2022, there were 115. This is due to some students leaving the school, (six) and other students being identified as targeted learners during the year. This is a huge increase from 2021 when there were 70 targeted learners for Maths at the end of 2021.

End of Year Results 2022- 115 students including students with no data from Term Four 2021			<u>Data Summary for Writing END OF YEAR 2022</u> 7 students were added during the year			<u>Maori Students</u>	18 current students	
Well Below	10	9%	Accelerated Progress	32	32%	Accelerated Progress	3	17%
Below	47	43%	Expected	58	57%	Expected	10	56%
At	46	42%	Insufficient	11	11%	Insufficient	5	27%
Wobbly At	0	0%	Students who have left	6				
Above	6	6%	(44) OR 44% of the original students have moved from BELOW to either Wobbly At, At or Above. Students with no 2021 Term 4 data to compare to (new students or Year One) 8 TOTAL INCLUDING ALL ABOVE					

Wobbly At	0	0%			(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.							
Above	0	0%			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.							
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.												

General Observations:




Going forward into 2023, 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.- 17 students for 2022 that are Below or Well Below. Verified Special Needs- 24 students for 2022 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.



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) 2023

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.

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

The Strategic Goals and Targets from our Charter:

[Student Capability 2023](#) and [Staff Strategic Goals 2023](#)

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 CUSP programme. This is an integral part of our school culture.
- Literacy and Numeracy will be given the majority time in years one-four.
- 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 whānau.
- 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.
 - In addition 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 that 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.
 - Ongoing, 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 OTJ'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 '**Edge**', our school's SMS.
 - Refer to the Tamahere Model Country School Assessment plan.
 - Recording any behaviour incidents on Edge 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

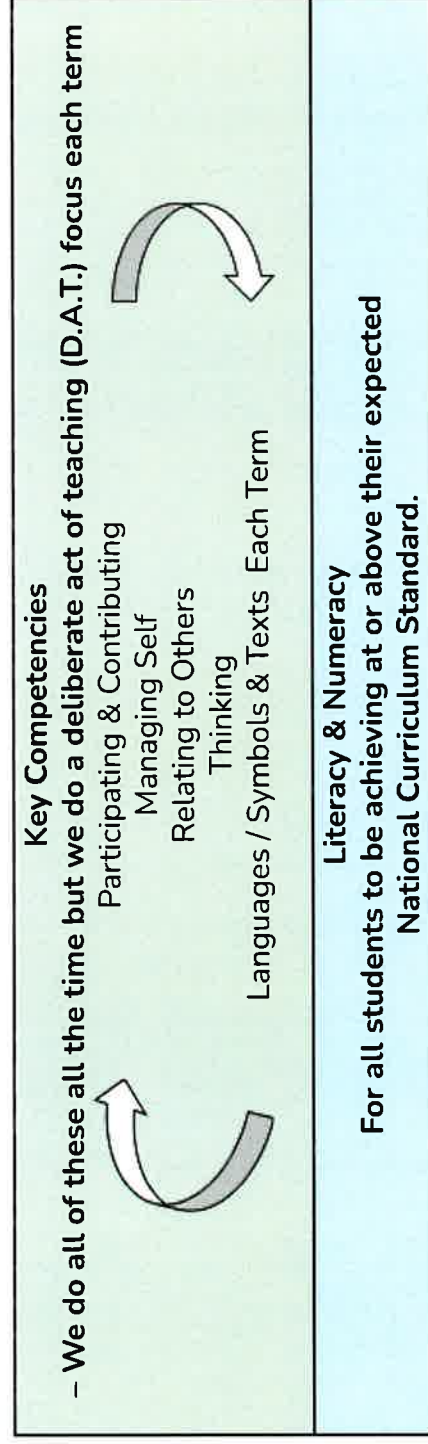
- Tamahere Topics overview
- Tamahere Model Country School events calendar

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 practices 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)



Tamahere Topics			
Main – Teaching / Learning / Assessment Area			
<p>Big Ideas</p> <p>Each term the Tamahere Topic will be guided by the <u>BIG IDEA</u> and the concepts linked to these ideas.</p>			
THE SECTION IN THE ROW BELOW IS UNDER REVIEW FOR 2023			
Relationships Whanaungatanga The way in which two or more things are connected, or the state of being connected and the factors that	Change Change is to transform or be different. Focus on the nature of change, how and why	Communication Explore the ways in which people communicate in our world- in the past, present and future.	Structure/Systems To identify and analyse how interconnecting groups are arranged and how they influence each other.

influence the nature of connection.	it occurred and the impact it had.	
-------------------------------------	------------------------------------	--

<p align="center">School Wide 'Rocks'</p> <p>At Tamahere Model Country School we have recorded our local history and stories to share with the students and whanau: Google Site for all Local Resources</p>		
---	--	--

<u>Business as Usual</u>		
---------------------------------	--	--

<p align="center">Kia Manaaki</p> <p>'Honour Be Your Guide' We have <i>respect</i> for ourselves, others, property and the environment.</p> <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 	<p align="center">Kia Kotahi</p> <p>'Together as One' We learn and work together, supporting and caring for each other.</p> <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 	<p align="center">Kia Maia</p> <p>'Confident Can Do Kids' We strive to do our best with a positive 'can do' attitude.</p> <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
---	--	--

Learning and Teaching 'Rocks'	Learning and Teaching 'Rocks'	Learning and Teaching 'Rocks'																																						
<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>	Activity	Term	Cultural celebrations	1	ANZAC Day	1 or 2	Matariki	2/3	Agricultural Day	4	Dressing of the Tree	4	<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></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	<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></table>	Activity	Term	Productions	Biennial	Camps	1 and 2	Sports events	All terms	Itinerant Music lessons	All terms	Leadership Opportunities	All terms
Activity	Term																																							
Cultural celebrations	1																																							
ANZAC Day	1 or 2																																							
Matariki	2/3																																							
Agricultural Day	4																																							
Dressing of the Tree	4																																							
Activity	Term																																							
Marae visits	1-4																																							
Pumpkin Night	1																																							
Whaanau Tabloids	1																																							
Grandparent's Day	2																																							
Big Day Out/In	4																																							
Prize Giving	4																																							
Activity	Term																																							
Productions	Biennial																																							
Camps	1 and 2																																							
Sports events	All terms																																							
Itinerant Music lessons	All terms																																							
Leadership Opportunities	All terms																																							

	Graduation	4	Poetry/ Speech Night	3
			Book Character Day	4

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 2022 Detailed Plan
2023 2023 Detailed Plan

DRAFT/Evolving!

Tamahere Inquiry Starter

EXPLORERS

Bones of ideas - getting us started on our journey

2023	Term 1	Term 2	Term 3	Term 4
Student voice / evolving term by term / explorers ourselves inquiring see where it takes us / integration				
Progression	Me Myself & I Us/School /Tamahere /Local	District / Regional / Waikato / Aotearoa NZ	World wide Everest, Antarctica	Space / Universe
Learning Areas	Social Sciences Health / PE	Science / Technology	Social Sciences / Arts Health - KOS	Science PE
School Happenings	Waihi Beach Camp - Gold Mining - exploration Pumpkin Night	Pirongia Camp - Raglan		Ag Day & week St Stephens

NZ & Global	Ballons over Waikato 14-18th March	Fieldays 14-17 June Football World Cup - Womens		Christmas
Aoearoa Histories	Local Sites - underpass Tamahere Legend	Ngaati Hauaa Wiremu Tamihana Matariki - Stars →	Arival of Waka to Aotearoa Navigation Matariki - Stars	
Te Reo Maaori	Pepeha / School names Syndicates, Classes, Whanau etc			
PE	Cricket Small Ball Swimming EOTC	Winter Sports EOTC	Larger ball Cross Country	Athletics Swimming EOTC

Assessment Overview 2023

<u>Board Reporting 2023</u>			
<u>Term 1</u>	<u>Term 2</u>	<u>Term 3</u>	<u>Term 4</u>
B Targets reporting for 2022 B Curriculum Standards reporting from 2022-take a closer look B Analysis of Variance from targets 2022 B Maths P.A.T.– Yr 4-6 B Reading Comprehension P.A.T. S Listening P.A.T. staff have access to all the results and have used these to share with parents at the parent conferences.	S Written Language Assessment Yr 1-6 B <u>Syndicate Collective</u> <u>Impact</u> feedback only to Board and general comments	B Mid-year target review B Mid Year report update from term two B I.C.A.S. report B Maori students update for Whānau Hui	B Targets reporting for 2023 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 2023 B <u>Syndicate Collective</u> <u>Impact</u> feedback only to Board and general comments S Running Records

Testing Schedule 2023

<u>Subject</u>	<u>Term 1</u>	<u>Term 2</u>	<u>Term 3</u>	<u>Term 4</u>
Literacy o Standardised tests o Norm-Referenced tests <u>Week 3-4</u> By end of March and entered onto Edge	<u>PROBE</u>- for those BELOW, of concern or new students Years 3-6.	<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.		<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</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>P.A.T. Vocabulary-</u> -ALL Yr4-6</p> <p><u>Spelling</u> Year 0-1</p> <ul style="list-style-type: none"> • TERM ONE Assessment 1 - Letter sound part 1 (Switch onto Spelling page 402) - keep revisiting <p>Year 2:</p> <ul style="list-style-type: none"> • TERM ONE Assessment 2 - Sound Letter Knowledge (Switch onto Spelling page 409) - beginning term 1 to inform word work teaching. <p>Year 3&4:</p> <ul style="list-style-type: none"> • TERM ONE AND TERM THREE 	<p><u>P.M. Running Record</u> – Yr 1-2 all students unless WELL ABOVE (if they had one in Term One)</p> <p><u>Written Language:</u> Yrs 1-6 syndicate choice.</p> <p><u>Spelling</u> Year 0-1</p> <ul style="list-style-type: none"> • TERM TWO Assessment 2 - Sound Letter Knowledge (Switch onto Spelling page 409) - End of term 1 / beginning term 2 <p>Year 2:</p> <ul style="list-style-type: none"> • TERM TWO Pseudo word assessment undertaken by end Term 2 to guide practice. Switch Onto Spelling pages 415 onwards <p>Year 3&4:</p> <ul style="list-style-type: none"> • No tests this term 	<p><u>Written Language:</u> Taupiri only - moderate samples</p> <p><u>Spelling</u> Year 0-1</p> <ul style="list-style-type: none"> • No tests this term <p>Year 2:</p> <ul style="list-style-type: none"> • No tests this term <p>Year 3&4:</p> <ul style="list-style-type: none"> • TERM ONE AND TERM THREE Pseudo word assessment undertaken early Term 	<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>Spelling</u> <u>Schonell Test</u> Years 3-6</p>
--	--	---	--	---

	<p>Pseudo word assessment undertaken early Term 1 and 3 to guide practice. Switch Onto Spelling pages 415 onwards</p> <ul style="list-style-type: none"> TERM ONE Initial and final blends early Term 1 - Switch Onto Spelling pages 425 onwards <p>Year 5&6:</p> <ul style="list-style-type: none"> TERM ONE Pseudo Spelling assessment undertaken early Term 1 Spelling Under Scrutiny page 52 to guide practice. <p><u>Reading Comprehension</u> <u>P.A.T.-</u> Years 4-6 N.Z.C.E.R. Marking.</p>	<p>Year 5&6:</p> <ul style="list-style-type: none"> No tests this term 	<p>1 and 3 to guide practice. Switch Onto Spelling pages 415 onwards</p> <p>Year 5&6:</p> <ul style="list-style-type: none"> TERM THREE Gap Analysis Assessment 1 odd years page 34 and Gap Analysis Assessment 2 even years page 41 from Spelling Under Scrutiny in Term 3 to inform teaching for the rest of the year. 	
<p>Numeracy <u>P.A.T. – Week 3-4</u></p>	<p><u>METS</u> Years 0-2</p> <p>Syndicate based assessments for cross grouping (formative and summative)</p> <ul style="list-style-type: none"> <u>Maths P.A.T.-</u> Yr 4-6 (Year Threes can do test 1A). Years 4-6 N.Z.C.E.R. Marking. 	<p><u>METS</u> Years 0-2</p> <p><u>Gloss-Test</u> 3 Years 3+ - ALL DOMAINS.</p> <p><u>IKan Test 4</u>– Year 3-6 for those stage 4+ enter onto EDGE PAPER VERSION.</p>	<p><u>METS</u> Years 0-2</p> <p><u>Gloss-Test</u> 3 Years 3+ - ALL DOMAINS as needed for target or NEW students.</p>	<p><u>METS</u> Years 0-2</p> <p><u>Gloss-Test</u> 3 Years 3+ - ALL DOMAINS.</p> <p><u>IKan Test 1</u>- Year 1-6 (W5) enter onto EDGE. PAPER VERSION.</p>
<p><u>New Entrant and Year One and Two Testing</u></p>	<p>Additional to the ongoing curriculum assessment programme:</p> <ol style="list-style-type: none"> 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 and 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>
	<p><u>Everyone each term</u></p> <ul style="list-style-type: none"> • <u>P.M. Running Record</u> – Yr 1-2 as needs arise, NEW and all BELOW • Writing Sample-recount • METS <p><u>All New Entrants: (as they start throughout the year)</u></p> <ul style="list-style-type: none"> • Letter ID /54 • McCarthy/Kirk AOL • Writing Sample-discuss how this looks with the team. • Entry to school Phonological Awareness Screening Tool 2022. • METS <p><u>At 6 Years</u> (within two weeks of their birthday) Tamahere Version of testing: Recognising Conventions of Print, Writing Vocabulary Score, Hearing Sounds and Recording Sounds (Dictation) Letter ID</p>	<p><u>Everyone each term</u></p> <ul style="list-style-type: none"> • <u>P.M. Running Record</u> – Yr 1-2 all students unless WELL ABOVE (if they had one in Term One) • Writing Sample-syndicate choice • METS <p><u>All New Entrants: (as they start throughout the year)</u></p> <ul style="list-style-type: none"> • Letter ID /54 • McCarthy/Kirk AOL • Writing Sample-discuss how this looks with the team. • Entry to school Phonological Awareness Screening Tool 2022. • METS <p><u>At 6 Years</u> (within two weeks of their birthday) Tamahere Version of testing: Recognising Conventions of Print, Writing Vocabulary Score, Hearing Sounds and Recording Sounds (Dictation) Letter ID</p>	<p><u>Everyone each term</u></p> <ul style="list-style-type: none"> • NO PM RR needed • Writing Sample moderate samples • METS <p><u>All New Entrants: (as they start throughout the year)</u></p> <ul style="list-style-type: none"> • Letter ID /54 • McCarthy/Kirk AOL • Writing Sample-discuss how this looks with the team. • Entry to school Phonological Awareness Screening Tool 2022. • METS <p><u>At 6 Years</u> (within two weeks of their birthday) Tamahere Version of testing: Recognising Conventions of Print, Writing Vocabulary Score, Hearing Sounds and Recording Sounds (Dictation) Letter ID</p>	<p><u>Everyone each term</u></p> <ul style="list-style-type: none"> • <u>P.M. Running Record</u> – Yr 1-2 ALL STUDENTS. • Writing Sample-syndicate choice • METS <p><u>All New Entrants: (as they start throughout the year)</u></p> <ul style="list-style-type: none"> • Letter ID /54 • McCarthy/Kirk AOL • Writing Sample-discuss how this looks with the team. • Entry to school Phonological Awareness Screening Tool 2022. • METS <p><u>At 6 Years</u> (within two weeks of their birthday) Tamahere Version of testing: Recognising Conventions of Print, Writing Vocabulary Score, Hearing Sounds and Recording Sounds (Dictation) Letter ID</p>

	Teacher also needs to do a RUNNING RECORD at six years old too and enter onto the 6 Year old information on Edge (Markbooks).	Teacher also needs to do a RUNNING RECORD at six years old too and enter onto the 6 Year old information on Edge (Markbooks).	Teacher also needs to do a RUNNING RECORD at six years old too and enter onto the 6 Year old information on Edge (Markbooks).	Teacher also needs to do a RUNNING RECORD at six years old too and enter onto the 6 Year old information on Edge (Markbooks).
	The current classroom teacher tests all their students who turn six, up to and including the end of December that year. The following year's teacher will test all six year olds who have turned six from January until the end of December that calendar year.			

Assessment Overview 2023

The students will get two reports each year. One mid year and one end of year .	<u>Years One-Six</u>	<u>Years One-Six</u>	<u>Years One-Six</u>	<u>Years One-Six</u>
	<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. 	<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. 	<ul style="list-style-type: none"> • Students prepared 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. 	<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.

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.

OBJECTIVES	OBJECTIVE 1	OBJECTIVE 2	OBJECTIVE 3	OBJECTIVE 4	OBJECTIVE 5
	LEARNERS AT THE CENTRE	BARRIER FREE ACCESS	QUALITY TEACHING AND LEADERSHIP	FUTURE OF LEARNING AND WORK	WORLD CLASS INCLUSIVE PUBLIC EDUCATION
	Learners with their whānau are at the centre of education	Great education opportunities and outcomes are within reach for every learner	Quality teaching and leadership make the difference for learners and their whānau	Learning that is relevant to the lives of New Zealanders today and throughout their lives	New Zealand education is trusted and sustainable

PRIORITIES	1	3	5	7	8
	Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying	Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs	Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning	Collaborate with industries and employers to ensure learners/ākonga have the skills, knowledge and pathways to succeed in work	Enhance the contribution of research and mātauranga Māori in addressing local and global challenges (TES ONLY)
	2	4	6		
	Have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures	Ensure every learner/ākonga gains sound foundation skills, including language*, literacy and numeracy	Develop staff to strengthen teaching, leadership and learner support capability across the education workforce		

* Oral language encompasses any method of communication the learner/ākonga uses as a first language, including New Zealand sign language

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

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

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

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

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



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

Reference Library - 2023 - 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.Green ● Student Individual Progress and Achievement Books. ● Curriculum Policy ● Special Needs Register. ● EDGE (SMS) documentation. ● S Drive Resources. ● E Learning Plan. ● Aotearoa Histories Slide folder ● Online curriculum resources 	<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>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. / NELP 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