



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






## Charter & Strategic Learning Plans 2024



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## Our Vision - Taonga

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



## **School Description**

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

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

We are a 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 440. 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.



## **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.





**Tamahere Model Country School –  
A learning community where everyone is honest, respectful and attains their individual best.**

**Tiriti o Waitangi**

In our kura, we are committed to incorporating the Tiriti o Waitangi principles alongside the guiding principles outlined in Ka Hikitia, ensuring that our curriculum reflects the values and aspirations of Aotearoa New Zealand. Our approach is anchored in acknowledging the Tiriti o Waitangi principles, honouring our nation's bicultural foundations, and fostering an environment where aakonga can embrace te reo Maaori and tikanga Maaori.

We are dedicated to achieving excellent outcomes for Maaori learners and their whaanau, by recognising and building upon their strengths. As we grow a sense of belonging and connection in our school community, we aim to create an inclusive and supportive environment where all learners thrive.

We strive to provide instruction in Tikaanga Maaori and Te Reo Maaori for all of our students, and provide extension with te reo and Kapa Haka opportunities. Our Maaori Achievement Plan (MAP) as attached shows the strategies we use to lift and support our Maaori tamariki. Tamahere Model Country School's curriculum recognises the unique position of Maaori within Aotearoa New Zealand society.

Ngaati Hauaa Iwi are an important part of our community and a taonga that help to guide us.

**Cultural Diversity**

Tamahere Model Country School values the multi-cultural nature of the Aotearoa - New Zealand society and through our Vision strives to support and honour every child in our kura.

**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, Hillcrest Normal School, Silverdale Normal School, Hamilton East School, Tauwhare School, Newstead Model Country School, Matangi School and ourselves. Working together as a community our aim is to collectively raise student achievement even further.

### **Consultation:**

The Tamahere School Board consults regularly with our community. Processes for consultation include; School Newsletters, Parent Teacher Association and Board Meetings, Waanau Hui, Ngaati Hauaa, Tamahere Community centre and committee, on site activities and events e.g. Grandparents Day, student-centred learning Conferences, Whakatau for new aakonga and Whaanau, parent involvement in camps, 'Dad's Army', surveys and information evenings.



# Nurturing Our Future - Growing Together

Kia Atawhai Aa Mua - Kia Tipu Ngatahi - 2024-2026



NEP  
Woven throughout each strategic goal

## Strategic Goals

**To build staff capability and sustainability through living our vision, embedding collaboration and consistency, and developing increased agency.**

*Kia atawhai aa mua kia tipu ngatahi.*

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

*Kia maia, kia manaaki, kia kotahi.*

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

*I value others and the environment.*

## Initiatives 2024 - 2026

1. To create conditions by teachers to:-
  - a. Increase motivation and engagement, knowing the students needs and abilities.
  - b. Establish new measures of success and ways of achieving and demonstrating this.
  - c. Design learning that is project / problem based, thematic and inquiry focused.
2. PB4L a. Begin restorative practices PLD and develop practices across the school..b. Tier 2 training for SLT

1. To develop the following characteristics in students:
  - a. Assessment for learning - using criterion to inform next steps
  - b. Taking initiative and being able to show leadership in learning.
  - c. Self directed/managing approaches
2. PB4L - Engage learners in the why /what/so what of our TMCS way of being.

1. To complete our 10YPP & 5YA plans.
2. To achieve all P1 & P2 works.
3. To upgrade the K2 toilets into unisex toilets with a break out space behind.
4. To upgrade & develop Kowhai 4 toilet area and make K4 into an centralised resource room for all teachers to use.
5. Progressing high-quality, learning environments, updating as needed.

## Output

1. Providing learning progression/mat.
2. Co-constructing success criteria
3. Teach peer/self assessment prac.
4. Design a process of learning that incorporates agency.
5. Involve learners as part of their goal setting.
6. PB4L team discuss and analyse data to inform needs/teaching and assess effectiveness.
7. Signage around school.
8. Introduce restorative practices across the school.

1. Students owners of learning
2. Creative, curious thinkers
3. Collaborative learners.
4. Engaged growth mindset.
5. Goal setting.
6. Sense of belonging and well-being.

1. 10YPP & 5YA operating effectively
2. All P1 & P2 works achieved in a timely manner.
3. New unisex toilets in K2 area with breakout space behind.
4. K4 upgraded with toilets & as central resource area.
5. Ongoing upgrade of classroom environments.

## Outcomes

1. Agentic learning environments foster motivation, and engagement for lifelong learners.
2. Teachers are incorporating a variety of measures to assess learning.
3. Learning is personalised, relevant the the needs interest and context of each learner.
4. Restorative practices are valued and incorporated into the TMCS way of being.
5. Tier 2 processes in place across the school.

1. Actively engaged and motivated students who design and plan their own learning adventures.
2. Critical thinking problem solvers who collaborate and show resilience.
3. Students behaving positively and living our school Vision. Kia manaaki, Kia kotahi, Kia maia.
4. A healthy and diverse school curriculum whereby the students know and feel proud of their heritage.

A high quality physical environment that is healthy and safe for all, where collaborative, agentic learning is enhanced & physical activity celebrated. The campus fosters creativity & living our Vision. A place where our heritage is honoured.

## STAFF GOAL: 2024

**Strategic goal: To build staff capability and sustainability through living our vision, embedding collaboration and consistency, and developing increased agency. 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

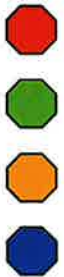
### Objective 3: Quality Teaching and Leadership

**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 What do we expect to see?	Resources	Who responsible	Due for Completion	Outputs How will we achieve or make progress towards our strategic goal?	How will we measure success?	RAG Status
<b>Agentic Learning</b>  1. To create conditions by teachers to:- a) Increase motivation and engagement, knowing the	<ul style="list-style-type: none"> <li>To have a full staff TOD to introduce Agentic Learning. Facilitated by <b>Derek Wenmouth.</b></li> <li>Using <b>Agency By Design (ABD)-</b> and anonymous staff data against the rubrics of the three Elements to move teachers forward towards a more agentic learning</li> </ul>	Agency by Design an Educator's playbook by Derek Wenmouth and Marsha Jones, With George Edwards and Annette	SLT  Staff	21st Jan	Through inquiry, professionally develop and engage in the identified three elements. <b>Motivation and Engagement:</b> <ul style="list-style-type: none"> <li>Increased opportunities for learners to invest in their own learning in a way that is meaningful.</li> <li>More higher-level critical thinking to occur.</li> <li>Increased collaboration and peer-to-peer learning.</li> <li>Positive feedback and reinforcement is more specific and relevant.</li> </ul>	Student Voice on engagement and motivation through surveys/conversations/observations - before, after and ongoing.  Use of progressions and success criteria	



<p>students needs and abilities.</p> <p>b) Establish new measures of success and ways of achieving and demonstrating this.</p> <p>c) Design learning that is project / problem based, thematic and inquiry focused.</p>	<p>and teaching environment.</p> <ul style="list-style-type: none"> <li>● <b>Inquiring</b> into the <b>three elements</b> of ABD and what it means for us and looks like for us at TMCS.</li> <li>● Having a more agentic approach. We will be using <b>staff voice</b> to evolve our action plan to move us forward based on the <b>ABD</b>. <ul style="list-style-type: none"> <li>○ To develop a common understanding 'school wide Inquiry model'</li> <li>○ To create agreed upon common language</li> <li>○ Develop an implementation plan - Draft form end of 2024</li> </ul> </li> <li>❖ To develop specific measurable criterion for our vision statements and our Curriculum Year Levels to achieve more accurate and consistent OTJ.</li> </ul>	<p>Thompson</p> <p>PLD- James Anderson - Growth Mindset - learning Pit</p>		<p>2024→ 2025</p>	<ul style="list-style-type: none"> <li>● Goals to be set, and foster a growth mindset.</li> <li>● Build and maintain strong relationships to enhance learner agency.</li> </ul> <p><b>Measuring Success:</b></p> <ul style="list-style-type: none"> <li>● Develop holistic approaches to assessment alongside traditional measures - taking a learner-centred approach.</li> <li>● Incorporate personalised and flexible assessment methods.</li> <li>● Develop a culture of lifelong learning, valuing curiosity, resilience and a growth mindset.</li> <li>● Incorporate formative assessment practices; reflection, feedback, feedforward, peer and self-assessment.</li> <li>● Co-construct success criteria with learners.</li> </ul> <p>❖ Focus Groups to develop &amp; collaborate on the development of specific measurable criterion for our vision statements and our Curriculum Year Levels.</p> <p><b>Design for Learning:</b></p> <ul style="list-style-type: none"> <li>● To develop the engagement of learners as partners in the process of designing learning.</li> <li>● Learners are part of their goal setting that is relevant and meaningful.</li> <li>● Foster curiosity and inquiry alongside problem-solving and critical thinking.</li> <li>● Teach the necessary skills to ensure successful agentic and self-directed learning to occur.</li> </ul>	<p>through conversations /observations</p> <p>Appraisal growth cycle including conversations, observations and reflections.</p> <p>Curriculum / Syndicate teams feedback / presentations to the Board.</p> <p>Completion of OTJ measurable criteria for each reported curriculum year level. (2024 - Math and Literacy, Vision Statements)</p> <p>Student achievement Data - OTJ through all curriculum areas.</p> <p>Assess students against levels of agency.</p>	
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<p>2. PB4L</p> <p>a. Restorative Practice Professional Development to maintain positive relationships across the school and community.</p> <p>b. Tier 2 training for SLT.</p> <p><b>NELP:- Obj.1, 2 &amp; 3</b></p>	<p>A. Continue to embed and sustain the 7 Tier One foundation principles and follow the direction of the PB4L Implementation Plan.</p> <p>B. Begin and engage in the 3-5 year professional learning of Restorative Practice with Janine Mackay.</p> <p>C. Begin implementing foundational principles of restorative practice</p> <p>D. Senior Leadership to Train in Tier 2 and put support measures in place.</p> <p>E. Signage developed and displayed across the school.</p>	<p>Janine McKay MOE Facilitator. TOD</p>			<ul style="list-style-type: none"> <li>• Follow the outlines of the implementation plan for embedding and sustaining Tier One, 7 foundational principles.</li> <li>• Complete a SET test in Term 1 to lead us into Tier 2 training and then one in Term 4.</li> <li>• PB4L team meet twice a term to discuss and analyse data, effective teaching and learning strategies, areas of support, what is going well and next steps.</li> <li>• Maintain a PB4L team that has syndicate, leadership, support staff and student representation.</li> <li>• Senior Leadership to attend tier 2 workshops and train in principles of tier 2.</li> <li>• Signage to be organised, printed and placed around the school supporting our vision.</li> <li>• Professionally develop alongside Janine Mackay developing our knowledge and practice of restorative practices across all connections of the school.</li> <li>• Embed three phases of PB4L Restorative Practice - preparation, participation and follow up.</li> </ul>	<p>Evaluation of Annual SET test.</p> <p>PB4L data collated and analysed at every syndicate meeting.</p> <p>Big 5 PB4L data analysed by PB4L team 2x a term addressing themes and trends.</p> <p>PB4L data used to assesses ongoing effectiveness of school / syndicate wide initiatives.</p> <p>Share a PB4L data report to the board Term 3.</p> <p>Feedback given from the Survey data for restorative practice</p> <p>Signage visible around the school.</p>	
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	<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>		
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-  Not on track (likely to fail)
-  At risk
-  On track
-  Completed

## STUDENT GOAL: 2024

**Strategic goal: To build student agency, 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	Resources	Owner	Due for Completion	Outputs How will we achieve or make progress towards our strategic goals?	How will we measure success?	RAG Status
<b>Agentic Learning</b> 1. To create conditions by teachers to:- a) Increase motivation and engagement, knowing the students needs and abilities. b) Establish	A) Build a common language around what it sounds like and looks like to be a learner at TMCS - learner profile. B) Embrace learners as leaders, and active participants in their role of learning. C) Use TMCS progressions and matrices to support	Agency by Design an Educator's playbook by Derek Wenmouth and Marsha Jones, With George Edwards and Annette Thompson			Through inquiry, develop and engage in the identified three elements. <b>Assessment for Learning:</b> <ul style="list-style-type: none"> <li>Develop the use of progressions to help guide students to their next steps in learning.</li> <li>Introduce systems that promote student engagement and ownership, e.g. self-assessment, self-regulation, goal setting, participants in learning conferences.</li> <li>Further engage learners in assessment processes such as co-constructing success criteria, goals and monitoring progress.</li> </ul>	Analyse the anonymous before & after data from <b>Agency By Design (ABD)</b> against the rubrics of the three Elements. Student Voice on engagement and motivation through surveys/conversations/observations - before, after and ongoing.	



<p>new measures of success and ways of achieving and demonstrating this.</p> <p>c)Design learning that is project / problem based, thematic and inquiry focused.</p> <p><b>NELP: - 1,2,3,4</b></p>	<p>students' agency of their learning.</p>				<ul style="list-style-type: none"> <li>• Continue to refine child speak progressions and rubric for the students to use to support their engagement and learning.</li> <li>• Students develop the skills to be active and successful participants in their learning.</li> </ul> <p><b>Learners as Leaders:</b></p> <ul style="list-style-type: none"> <li>• Empower learners to take on leadership roles.</li> <li>• Encourage collaboration.</li> <li>• Develop and teach skills to support students' communication skills.</li> <li>• Teach students skills to engage in problem-solving, critical reflection and ethical decision-making.</li> <li>• Encourage ongoing learning with a commitment to lifelong growth.</li> </ul> <p><b>Learner Driven Learning:</b></p> <ul style="list-style-type: none"> <li>• Build on our learner profile to support a more agentic learning approach.</li> <li>• Empower learners through, goal setting, growth mindset, collaboration, assessment for learning and leadership opportunities.</li> </ul>	<p>Use of progressions and success criteria through conversations /observations.</p>	
<p><b>PB4L Restorative Practice</b></p> <p>a) Engage learners in the why/what/s o what of our TMCS way of being.</p>	<p>A) Continue to unpack and live the vision of our school.</p> <p>B) Continue to build leadership and student voice across the school.</p> <p>C) Build and participate in the three components of restorative practice: restorative conferences, circles and essentials.</p>				<ul style="list-style-type: none"> <li>• Students continue to articulate and understand the school vision through actions and words across all school settings.</li> <li>• Students continue to build a sense of belonging, self-awareness, confidence and connection through living within the school vision.</li> <li>• Students develop agency and ownership with the actions of the vision across the school through awareness and taking learner-appropriate responsibility.</li> </ul>	<p>Evaluation of Annual SET test.</p> <p>PB4L data collated and analysed at every syndicate meeting.</p> <p>Big 5 PB4L data analysed by PB4L team 2x a term addressing themes and trends.</p>	

NELP:- Obj.1, 2, 3, 4					<ul style="list-style-type: none"><li>• Students involved in leadership responsibilities: Enviro Leaders, Student Council, PB4L committee members, Peer Mediators.</li><li>• Continue to gather student voice through school-wide well-being surveys.</li><li>• Students build knowledge, agency and use of restorative conferences, circles and essentials.</li></ul>	<p>PB4L data used to assesses ongoing effectiveness of school / syndicate wide initiatives.</p> <p>Share a PB4L data report to the board Term 3.</p> <p>Feedback given from the Survey data for restorative practice</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>								

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

**Strategic goal:** - To provide a safe, sustainable and inclusive physical environment that enhances collaborative and agentic learning and teaching. *I value others and the environment. NELP*



Initiatives <i>Kia Kotahi!</i>	Actions	Owner	Due By	Outputs How will we achieve or make progress towards our strategic goal?	How will we measure success?	RAG Status
1. To complete our 10YPP Agreement and achieve our P1 & P2 areas.	<p>Complete all P1 H &amp; S issues identified.</p> <p>After School Care Roofing - from our own funds</p> <p>Complete our P2 priorities - Roofing issues - Clearlite / Coloursteel areas to be assessed for each location.</p> <p>K2 Toilets to be brought forward to achieve four gender neutral facilities. This will remove the cloak bays and allow an inter-connected break out learning space for the Piringia team.</p> <p>Heat Pumps - to be covered in the 5YP - replacing 6 over the next 5 years.</p> <p>Pot holes in car park - TCC / WDC combined project.</p>	<p>BOT/ P. Com.</p> <p>Contract by Nov 2024</p>	2024 end of year	<p>Roofing that meets the safety issue of falling through in place.</p> <p>K2/N1/Admin roofing flashing fixed to required standard.</p> <p>Gender neutral toilets installed which will be our first in the school.</p> <p>Break out space finished to good standard in the negative area that surrounds the new toilet area in K2.</p> <p>New heat pumps replace old as required.</p>	<p>Gender neutral toilets built.</p> <p>Break out space around toilet made good.</p> <p>Roofing K2/N1 flashing fixed</p> <p>Clearlite supported by mesh or replaced with coloursteel</p> <p>Heat pumps installed where needed.</p> <p>Carpark pot holes filled and fixed.</p>	

<b>2. To upgrade and develop Kowhai 4 into an effective centralised resource room.</b>	<ul style="list-style-type: none"> <li>• Toilet areas to be updated - in basic but effective way.</li> <li>• New blinds / curtains</li> <li>• Lundia or Shelving installed</li> <li>• Action Dad's Arms - to get this project moving</li> <li>• Painting</li> <li>• Autex?</li> <li>• Cupboards upgraded</li> </ul>	Term 3 2024 →		<ul style="list-style-type: none"> <li>• Get lundia specialist to assess move to K4</li> <li>• Shift resources from shed and other areas around the school as needed.</li> <li>• Set up organised and user friendly storage space.</li> <li>• Teacher / teacher aide work space made available</li> </ul>	K4 tidied up and resource space organised. Toilets safe, tidy and functional.	
<b>3. Progressing high-quality, Innovative Learning Environments &amp; updating areas as needed.</b>	<ul style="list-style-type: none"> <li>• Many classes in need of blinds / curtains</li> <li>• Upgrade furniture across the school using allocation</li> <li>• Autex improvements across many classes. R7,T6, T19, M11, N1, K2, T10.</li> <li>• Sort ceiling tiles K2, and other classes as budget allows.</li> </ul>	From T1 2024		<ul style="list-style-type: none"> <li>• Blinds installed in classes that are in most need of block out for lockdown /H&amp;S reasons. Work through highest priority need first.</li> <li>• Get advice from expert in how to best support the ceiling tiles in K2</li> </ul>	Blinds installed in classrooms identified as greatest need.  K2 ceiling tiles improved	
<b>4. To maintain our Board owned buildings and facilities</b>	Continue to commit finances towards the ongoing upkeep of the Kahikatea Library, Ponga Iti Koromiko Suite <ul style="list-style-type: none"> <li>- Library Sash windows</li> <li>- Ponga Iti re roof</li> <li>- ASC - Roof tidy up</li> </ul>		24/2 5 2025 2024	<ul style="list-style-type: none"> <li>• Work towards these projects using Board and PTA funds and using the Dad's Army where possible to save funds.</li> </ul>	Sash windows repaired and replaced as needed  Ponga Iti Roof replaced ASC roof flashings achieved.	



<p><b>5. Bringing our campus together with unity integrating our enviro values with larger numbers &amp; facilities with sustainability.</b></p>	<p>Effectively continue to use 5YA, 10YPP and Cyclical Maintenance funds according to our school needs</p> <ul style="list-style-type: none"> <li>Weather tightness Hardy Cladding MOE to fix in 2025 /2026</li> <li>Investigate strategic astro turf areas.</li> </ul> <p><b>Site development and safety</b></p> <ul style="list-style-type: none"> <li>Keeping security cameras updated.</li> </ul> <p><b>To continue to maintain infrastructure to facilitate an effective e-learning environment.</b></p> <ul style="list-style-type: none"> <li>Monitor needs and efficiency. Plan for future developments if needed.</li> <li>Ongoing Maintenance and replacing where necessary.</li> <li>Ongoing replacement plan developed.</li> </ul> <p><b>Targeted funding from PTA/sponsorship to cover 'wish list' items.</b></p> <ul style="list-style-type: none"> <li>Shade areas</li> <li>Blinds in classrooms</li> <li>Board owned building support</li> </ul> <p><b>Develop a clear plan for all annual projects.</b></p>	<p>BOT/ P. Com.</p> <p>BOT/ P. Com.</p>	<p>2026</p>	<p>Continue to address any P1 and P2 issues that may arise.</p> <p>Low priority with the funds needed to do other areas.</p> <p>Elearning infrastructure operating effectively</p> <p>Continue to communicate with PTA openly so we all know the priorities</p>	<p>A safe healthy environment for staff, students &amp; community</p> <p>Weather tightness issues fixed on all buildings identified through inspection.</p> <p>Astro turf a future project.</p> <p>Elearning infrastructure able to sustain larger numbers and improved IT equipment.</p> <p>Shade areas achieved and new ones planned.</p> <p>Further trees planted.</p>	
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	Paint the exterior of the school using the cyclical maintenance fund. 2033?				PTA & Board & School all on the same page and working towards the same objectives.	
<b>6. Keeping a high quality Swimming Pool facility operating effectively</b>	<ul style="list-style-type: none"> <li>- Sort rust issue in concrete</li> <li>- Ongoing maintenance and repairs as needed each year</li> <li>- Replace sand/glass in filters</li> <li>- Higher fencing around pool</li> <li>- Electrification at high level. If allowed.</li> <li>- Extending wiring to the deep end to achieve cameras.</li> </ul>	<p>T 2 2024</p> <p>T 2 2024</p>		<ul style="list-style-type: none"> <li>• Concrete contractor sorted to cut and open the concrete area. Replace mesh and ensure the area won't rust further.</li> <li>• Investigate if electrification of high pool fence is legal and action this if possible.</li> </ul>	<ul style="list-style-type: none"> <li>• Rust issue sorted</li> <li>• Poolworx replaced filter sand/ glass.</li> <li>• Electricity at the deep end of pool along with cameras.</li> <li>• Higher electrified pool fencing keeping everyone safe.</li> </ul>	
<b>7. Keeping our infrastructure running well.</b>	<ul style="list-style-type: none"> <li>- Sewerage - Contact all parties and coordinate a meeting to finalise the installation, linking &amp; agreements for servicing our sewerage system.</li> <li>- Upgrade of water pressure - esp for Play Centre (2034)</li> </ul>	T1. 24		<ul style="list-style-type: none"> <li>- Wastewater upgrades completed and a service agreement created.</li> <li>- Water pressure can continue as is until further money becomes available in 2034.</li> </ul>		
<b>Wish List ideas for future years.</b>	<ul style="list-style-type: none"> <li>• Alarm extension around our school - staged progression.</li> </ul>			Not a priority with so little money to achieve above plans.		



## Strategic goal: 2024 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







Initiatives	Actions What do we expect to see?	Resources	Who respo nsible	Due for Completi on	Outputs How will we achieve or make progress towards our strategic goal?	RAG Status
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<p><b>1. Learners at the Centre (N1-2)</b></p> <p>Ensure we have a safe learning and playing environment at Tamahere Model Country School that is free from any form of discrimination.</p> <p>A schoolwide focus on Maaori achieving success as Maaori-ensuring we deliver learning in a way that connects with our Maaori students.</p> <p>Set high expectations for learning and achievement across the school.</p>	<p>To celebrate and welcome every child and their whānau who enrol at our school with a Tamahere Model Country School Whakatau, twice a term.</p> <p>Regular whānau hui to listen to and gain the perspective of the parents in our community.</p> <p>We will survey students to gain student voice.</p> <p>Achievement expectations and targets are set each year and regularly monitored to ensure learners are making progress.</p> <p>School wide focus on Agency - with students having more voice. Elements to be inquired into include:- Motivation &amp; engagement, Learners as leaders, Learner driven learning. Our Maaori students -</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><b>Agency by Design an Educa- tor's playbook</b> by Derek Wenmouth and Marsha Jones, With George Edwards and Annette Thompson</p> <p>PLD- James Anderson - Growth Mindset - learning Pit</p>	<p>Teache rs</p> <p>SLT</p> <p>Syndic ate leaders</p>	<p>Ongo -ing</p>	<p>Our whaanau feel welcomed to our school and have an opportunity to meet other new families.</p> <p>Through consultation with our whānau, we can better understand and respond to the needs of our learners.</p> <p>As part of the PB4L survey that we administer yearly: -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. This is going well.</p> <p>Greater motivation and engagement due to exciting learning motivated by agentic learning.</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>	
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<p><b>2. Barrier Free Access (N3-4)</b></p> <p>Opportunities available to all students.</p> <p>High expectations for learning in literacy and numeracy are set for our Maaori learners.</p> <p>Plans and actions are put in place to achieve equitable outcomes for our Maaori students.</p>	<p>Survey through kanohi-te-kanohi conversations and other methods of effective engagement, our whānau with Maaori and Pasifika 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 Maaori students to know and understand their whakapapa.</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>Teachers</p> <p>SLT</p> <p>Syndicate leaders</p>	ONGOING	<p>Regular Whānau hui, WAIMAC and Kaahui Ako involvement.</p> <p>We provide support to whaanau with financial challenges.</p> <p>We subsidise camps, after-school care, uniforms and devices, stationery, food, etc.</p> <p>We follow up on whaanau who have students with attendance issues.</p> <p>Actively reaching out to our Māori whānau through pepeha and conversations.</p> <p>Special needs supports 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>	
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<p><b>3. Quality Teaching and Leadership (N5-6)</b></p> <p>Māori students being able to have access to te ao Maaori, the Maaori world – access to <b>language</b>, culture, marae, <b>tikanga</b> and resources.</p> <p>Teachers are supported through regular PLD to teach in a highly responsive and capable manner.</p> <p>We encourage whaanau leadership in areas of leadership and governance at our school.</p>	<p>Te reo Maaori is taught in all classes for a minimum of 30 minutes a week.</p> <p>Te reo Maaori extension classes offered to all students once a week.</p> <p>Teacher PLD to continue to build capacity in te reo Maaori 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 Maaori. <a href="#">Te Reo Maaori Plan</a></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>School communications and rewards use Maaori language to encourage the use of Maaori on a day-to-day basis.</p> <p>Marae visits on a regular basis to Ngaati Hauaa-Te Iti o Hauaa.</p> <p>We are continuing to build strong and positive relationships with Ngaati Hauaa.</p> <p>Building a bank of the local stories (history) for all students to draw from in the years ahead.</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 Maaori.</p> <p>Two classes are currently operating at 4B. All classes to start the Aotearoa way operating at level 4 B.</p> <p>Teachers and students value te reo Maaori 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 Maaori through their positive actions and attitudes.</p> <p>Our students know and value our local stories and can relate them to the environment they live in.</p> <p>All students attend kapa haka lessons in their hapu groups.</p> <p>Senior and middle students can perform in our kura's Kapa haka roopuu to compete at Kapa haka festivals.</p> <p>Our students know aspects of the history of our country Aotearoa and be able to share this with their whānau.</p> <p>Having a positive relationship with Ngaati Hauaa..</p> <p>Local histories resources created and used.</p> <p>Unit plans developed in alignment with the refreshed Social Studies curriculum.</p>	
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	<p>Resources are available for the whole school to use to plan for and teach te reo Maaori, local histories and tikanga Maaori.</p> <p>Alex Barns a researcher with NZCER - will be working with us and kura from around the motu to see how we are evolving and integrating our approach to Aotearoa Histories curriculum.</p>				<p>School signage that uses Maaori phrases and wording to encourage the use of Māori on a day-to-day basis.</p> <p>Having a positive relationships with Ngaati Hauaa..</p> <p>Aotearoa Histories curriculum increasingly being integrated throughout our learning areas.</p>	
KEY:	<p>FG = Focus Groups, LT = Leadership Team, SY = Syndicates, CT = Classroom Teachers, Stu = Students  ASL = Across School Leaders, WSL = Within School Leaders</p> <p>  Not on track (likely to fail)  At risk  On track  Completed </p>					

## ATTENDANCE GOAL: 2024

**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 What do we expect to see?	Resources	Who responsible	Due for Completion	Outputs How will we achieve or make progress towards our strategic goal?	RAG Status
<b>Active and consistent follow Up</b> <b>NELP:- Obj.1, 2, 3, &amp; 4.</b> <b>Visits</b> Reduce barriers to education for all,  Ensure places of learning are safe, inclusive and free from racism,	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		HW WP & SLT	Ongoing	<ul style="list-style-type: none"> <li>Increased attendance of our High Risk students.</li> <li>High risk families - feeling we really want their children here and that full attendance is important.</li> <li>Extended whanau also aware of concerns we have, and helping to support attendance.</li> </ul>	



<p>discrimination and bullying</p> <p>Ensure every learner/ākonga gains sound foundation skills, including language, literacy and numeracy</p> <p><b>Connecting to extended Whaanau</b></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><b>NELP:- Obj. 5&amp; 6</b></p> <p>Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning.</p>	<p>contacted.</p> <p>D. Visits to check if OK and help with transport.</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 &amp; PB4L practices used to encourage students to attend and ensure a safe and happy place to be.</p> <p>School wide focus on Agency - with students having more voice.</p> <p>Elements to be inquired into include:- Motivation &amp; engagement, Learners as leaders, Learner driven learning.</p>	<p><b>Agency by Design an Educator's playbook</b> by Derek Wenmouth and Marsha Jones, With George Edwards and Annette Thompson</p> <p>PLD-</p>	<p>LB</p> <p>Teachers &amp; Syndicate leaders.</p>		<ul style="list-style-type: none"> <li>• A happy safe environment for all with te ao Maaori incorporated and all feel welcome.</li> <li>• Extra support and relationships around at risk students. Helping with bikes at triathlon etc.</li> <li>• Attendance data and achievement data linked to see trends and extra support needed.</li> <li>• Greater motivation and engagement due to exciting learning motivated by agentic learning.</li> </ul>	
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		James Anderson - Growth Mindset - learning Pit				
<b>Kahui Ako - Truancy Service</b>  <b>NELP:- Obj.1, 2, 3 &amp; 4</b>	A. At risk students linked in with our Kahui Ako truancy initiatives and coordinator.				<ul style="list-style-type: none"> <li>Families across Kahui Ako schools all linked and trends and support can wrap around whole whanau.</li> <li>Regular meetings to monitor students and design appropriate support systems.</li> </ul>	
Reduce barriers  <b>Transport</b>  <b>NELP:- Obj.1, 2, 3 &amp; 4</b>	A. Trying to ensure attendance through organising travel arrangements - Teacher Aides / 2 per car. Picking up students where needed.				A. Having all healthy students at school each day.	
<b>NELP:- Obj.6.</b> Develop staff to strengthen teaching, leadership and learner support capability across the education workforce	All our staff to be involved, aware and building on the relationships with At Risk students.  Regular syndicate review of attendance data and supporting at risk students.				<ul style="list-style-type: none"> <li>Students feel safe, valued and supported at school and want to attend.</li> <li>All staff know about at risk students and try and provide extra support if possible.</li> </ul>	
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						

### **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 -3

Year Two - 1

Year Three -4

Year Four -0

Year Five -2

Year Six -0

### **Teaching and Learning Programme development and focus**

This year we will continue to align our finalise implementation plan, assessments and teacher practice raise student achievement. Teams will use the progressions, assessment data, moderation, and deliberate acts of teaching to raise and measure student achievement.

### **Baseline Information (Historical)**

O.T.J.s and a range of data from the end of the 2023 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.

## **Achievement Target – 2024 Curriculum Area: READING data is from end of year reports.**

### **Target for improving student achievement**

Our overarching target is for 92% of target students to achieve expected or accelerated progress by the end of the year.

Year 1- 16 students in this cohort are Below or Well Below.

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

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

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

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

Year 6- 0 students in this cohort are Below or Well Below.

In total, including 10 Māori students, there are 35 target students, in READING.

### **Link to Strategic Planning**

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

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 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.

### **Professional Development**

Junior School (taupiri) BSL 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, Interviews and student centred learning conversations.  
**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.  
BSL - Better Start Literacy  
Reading Recovery

## Achievement Target- 2024 Curriculum Area: MATHS data is from end of year reports.

### Māori Target 2023

There are 15 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 - 4

Year Two - 1

Year Three - 7

Year Four - 0

Year Five - 2

Year Six - 1

### Target for improving student achievement

Our overarching target is for 82% of target learners to achieve expected or accelerated progress.

Year 1 - 22 students in this cohort are Below or Well Below.

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

Year 3 - 17 students in this cohort are Below or Well Below.

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

Year 5 - 15 students in this cohort are Below or Well Below.

Year 6 - 9 students in this cohort are Below or Well Below.

In total, including 10 Māori students, there are 85 target students in Math.

### Link to Strategic Planning

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

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

### Teaching and Learning

#### Programme development and focus

This year we will continue to align our implementation plan, assessments and teacher practice to raise student achievement. Teams will use the progressions, assessment data, moderation and deliberate acts of teaching to raise and measure student achievement.

### 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 groups in Maungatautari and Pirongia Syndicate  
DP working with students across the school.

### Professional Development

Staff sharing and professional discussions around best practice in syndicate/staff meetings.  
Staff sharing of identified children and their progress during syndicate/staff meetings.  
Professional readings as appropriate.  
Analysis of data and professional discussions in staff meetings.  
Regular monitoring of number knowledge.  
Reminders in the use of the N.Z.C.E.R. tool.

### Reporting

**To Community:** Via Reports, See Saw, Class Work and Student Centred Learning Conversations.

**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 2023 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



#### **Māori Target 2024**

There are 17 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-5  
Year Four- 1  
Year Five- 4  
Year Six- 4

### **Achievement Target – 2024 Writing: data is from end of year reports.**

#### **Target for improving student achievement**

Our overarching target is for 82% of target learners to achieve expected or accelerated progress.

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

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

Year 3 - 18 students in this cohort are Below or Well Below.

Year 4 -16 students in this cohort are Below or Well Below.

Year 5 -30 students in this cohort are Below or Well Below.

Year 6 - 15 students in this cohort are Below or Well Below.

In total, including 17 Māori students, there are 89 target students in WRITING.

#### **Professional Development**

Staff sharing and professional discussions around best practice in syndicate/staff meetings.

Staff sharing of identified children and their progress during syndicate/staff 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 will continue to align our finalise implementation plan, assessments and teacher practice raise student achievement. Teams will use the progressions, assessment data, moderation, and deliberate acts of teaching to raise and measure student achievement.

#### **Link to Strategic Planning**

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

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 assessment -Schonell spelling testing

Moderated writing samples

#### **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.

#### **Reporting**

**To Community:** Via Reports, See Saw, Class Work and Student Centred Learning Conversations.

**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 2023 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

#### **Community Involvement**

Celebrating success in school newsletter across a range of areas  
Examples of student work shown on SEESAW at student centred conferences, parent interviews, and class work.

Homework activities & online homework tasks.

Open feedback/dialogue with parents.

#### **Resourcing**

Funding support available through appropriate channels within the school.



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



## Business As Usual 2024







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

## Annual Plan Overview 2024 - Business as Usual Operation

### Teaching and Learning Programme Development

- To have a full staff TOD to introduce Agentic Learning. Facilitated by Derek Wenmouth.
- Using **Agency By Design (ABD)**- and anonymous staff data against the rubrics of the three Elements to move teachers forward towards a more agentic learning and teaching environment.
- Inquiring into the three elements of ABD and what it means for us and looks like for us at TMCS.
- Having a more agentic approach. We will be using staff voice to evolve our action plan to move us forward based on the ABD.
- To develop a common understanding 'school wide Inquiry model'
- To create agreed upon common language
- Develop an implementation plan - Draft form end of 2024
- Continue to embed and sustain the 7 Tier One foundation principles and follow the direction of the PB4L Implementation Plan.
- Begin and engage in the 3-5 year professional learning of Restorative Practice with Janine Mackay.
- Begin implementing foundational principles of restorative practice
- Senior Leadership to Train in Tier 2 and put support measures in place.
- Signage developed and displayed across the school.

### Finance

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

### Priority Areas for Improving Student Achievement

To raise overall achievement in **Literacy & Numeracy** and **all learning areas** at Tamahere Model Country School.  
**To build staff capability and sustainability through living our vision, embedding collaboration and consistency, and developing increased agency.**  
**To build and grow our vision and nurture a healthy school culture.**  
**To build student agency, capability, achievement, resilience and cultural connectedness.**

### Health and Safety

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

### Property

- To complete our 10YPP Agreement and achieve our P1 & P2 areas in 2024.
- To start the K2 unsex toilets and withdrawal space project by the end of yr.
- Progressing high-quality, Innovative Learning Environments & updating all areas as needed.
- Plan our K4 basic toilet upgrade & central resource room.. With Dad's Army support
- Bringing our campus together with unity integrating our Enviro values.
- Develop PB4L signage to reflect teaching/learning and the school vision around the school.

### Self Review / Reporting

- A **culture of constant self-review** to be the best we can be in all areas.
- Reviewing our Charter, Strat Plan, & docs. in line with MoE P & R req.
- **Use School Docs review process for policies & continue with procedure rev.** Ongoing review of curric. & assessment
- Meet all legislative requirements.
- Continue cycle of consultation.

### Human Resources / Personnel

- Support and **induct new staff** in the pedagogies and culture of our school (local curriculum).
- Support and collaborate with teachers in our **appraisal process** aligned with the guidelines, our school Vision & Our Code.
- **Professional Learning** (Begin & engage in the 3-5 year professional learning of Restorative Practice with Janine Mackay
- **Continue to develop our local curriculum** to align with our vision to reflect in our school culture, teaching & learning.
- Te reo Maori** -Build and support new staff. Also celebrating & normalizing things Maori. Weekly 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 throughgrowth Cycle discussions.
- CRT and Unit Allocation** – managed effectively for & with staff input..
- 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 1<sup>st</sup> Aid Certs.**




### 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 whiteboards, and information signs. Whanau / Maori consultation hui, learning meetings, students-centred Parent/Tchr conferences. Open and friendly school environment, signage. Support for parents where needed.

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

<b>Goal</b> <b>♦ Self-Review Nag 2 – To monitor systems and achievements to ensure students reach their potential.</b>				
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 and follow the School Docs review of policies.	2024 →	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.	2024→ & 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 Maaori 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




<b>Goal</b> <b>♦ Personnel NAG 3 – To ensure that our Staff are positively supported in a fair and open environment in order to achieve the best possible learning and teaching opportunities.</b>					  
Objectives	Strategies / Actions	Time / Requirements	Responsibility / Costs	Evaluation	RAG Status
<b>1. To have a quality, happy, loyal, and positive staff. Who feel well supported and valued.</b>	<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.  <input type="checkbox"/> Celebrate successes and achievements openly, e.g. Friday awhi time with bakery 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	2024 →	Budget flexible enough to cover bases.  Principal, Board, Staff,		
	<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         2024 →	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"/> To have all staff, and board implementing restorative practices.  <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 follow the newly developed staff exit interview process (face-to-face where possible)	2024 →          2024	Lisa L / WP          SLT / BOT		
<b>2. To have sound personnel policies and procedures that are fair open and transparent.</b>	<input type="checkbox"/> To continue to regularly review policies in line with School Docs. <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.	NAG 3 2024 →   2024 →          Ongoing	Personnel Committee & BOT Personnel & H&S com. WP Annette / WP          P Com		



	<input type="checkbox"/> To consult with other schools and advisors to solve any issues and to achieve quality robust documents.		NZSTA / NZEI / NZPF & other Principals		
<b>3. To provide leadership and career opportunities for all staff through the provision and support of professional development programmes</b>	<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 Growth Cycle/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 Growth Cycle/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	Ongoing  2024→  2024→  2024 →  2024 →  Term 1, 2024 →  2024 →	Board & Staff  Priority area in budget		

## From Goal to Strategies:- Business as Usual




<b>Goal</b> <b>♦ Finance 4 – To ensure financial resources and systems are in place to effectively support our school goals.</b>					  
Objectives	Strategies / Actions	Time / Requirements	Responsibility / Costs	Evaluation	RAG Status
<b>1. To have a well resourced school with financial stability.</b>	<input type="checkbox"/> Manage and allocate funding to support quality learning programmes, whilst maintaining adequate reserves & continued capital purchase programmes.  <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 <sup>st</sup> May.  <input type="checkbox"/> Accumulate and manage adequate reserves to achieve major projects.  <input type="checkbox"/> Maintain a contingent reserve of \$50,000.	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,		

<b>2. To develop sound financial policies and procedures that are clear, robust and transparent.</b>	<input type="checkbox"/> To further develop our Finance N.A.G. 4 folder for easy access of information. <input type="checkbox"/> Regular review and update of policies. <input type="checkbox"/> Regular review and update of appropriate procedures. <input type="checkbox"/> Consult with other schools and advisors to achieve quality robust documents. <input type="checkbox"/> Ensure accurate, prudent and well organised financial systems are in place.	Ongoing     NZSTA / other Principals	Finance Committee & BOT + Admin Staff.		
<b>3. To achieve long term development goals.</b>	<input type="checkbox"/> Effectively manage the 5 Year Property Agreement monies. <input type="checkbox"/> Maintain & manage appropriate painting / cyclic maintenance fund reserve. <input type="checkbox"/> Review and manage funds effectively to allow ongoing progress, sustainability & development of site & facilities in accordance with planned capital commitments & priorities.  <div>             - Professional Development              - Board owned facilities              - Central Resource Area              - Classrooms           </div>	NAG 4     Ongoing    2024 → 2024 → 2024 → 2024 →	Finance Committee & Board     Board – Property team		

<b>4. To develop efficient systems and procedures in Office Administration area</b>	<input type="checkbox"/> Review Administration Officer's jobs and procedures  <input type="checkbox"/> Continue to develop robust systems for checking and efficiency.  <input type="checkbox"/> Continue to review and develop clear and specific job descriptions and procedures for managing day to day and longer term finances.  <input type="checkbox"/> Appraisal of staff against job descriptions.  <input type="checkbox"/> Provide professional development for up-skilling of staff where necessary.  <input type="checkbox"/> Review service suppliers and contractors for performance and cost effectiveness (i.e., banks, insurers, software, etc).	Annually  Ongoing / Annual Review  Ongoing / Annual Review  Annually  As needed  Ongoing			
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## From Goal to Strategies:- Business as Usual 2024-2026

Goal					
<b>♦ <u>Property NAG 4</u> - To provide a safe and inclusive physical environment that enhances collaborative learning and teaching. <i>I value others and the environment.</i></b>					  
Objectives	Strategies / Actions	Time / Requirements	Responsibility / Costs	Evaluation	RAG Status
1. To complete our 10YPP Agreement and achieve our P1 & P2 areas.	<input type="checkbox"/> Meetings with Ministry and Greenstone architects. Decisions on priority areas. <input type="checkbox"/> Heat pump replacements ongoing	Term 1 2024	Board - Fraser & Buddy. WP/ DP		
2. Developing Unisex toilets by K2 and withdrawal space behind.	<input type="checkbox"/> Agreement & approval from MOE <input type="checkbox"/> Plans and project activated	Term 1 2024 End 2024	Board - Fraser & Buddy. WP/ DP		
3. To upgrade and develop Kowhai 4 into an effective centralised resource room.	<input type="checkbox"/> Activate Dad's Army - Allan & John to achieve a basic upgrade of K4 toilets, install shelving, paint & refurbish area to be effective centralised resource room.	Term 2 2024 →	Allan/John, Board - Fraser & Buddy. WP/ DP		
4. Progressing high-quality, Innovative Learning Environments & updating areas as needed.	<input type="checkbox"/> Upgrade furniture and blinds in classes with fair distribution <input type="checkbox"/> Upgrade of autex and basics where and when possible. R7, T6, P5, T19, R9, T10, M11, K1, K2, T12.		WP		
5. To maintain our Board owned buildings and	<input type="checkbox"/> Continue to commit finances towards the ongoing upkeep of the Kahikatea Library, Koromiko Suite, Ponga Iti,				

<b>facilities</b>	<p>Pool &amp; Shed.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Ongoing maintenance and enhancement of our buildings.</li> <li><input type="checkbox"/> Apply for a heritage assistance fund for assistance were needed.</li> <li><input type="checkbox"/> Maintenance, ongoing painting, shelving etc.</li> <li><input type="checkbox"/> Library Sash Windows -2024</li> <li><input type="checkbox"/> Ponga Iti Roof -</li> <li><input type="checkbox"/> Koramiko suite flashings etc.</li> <li><input type="checkbox"/> Replace filter sand/ glass</li> <li><input type="checkbox"/> Sort rusting mesh under concrete</li> </ul>	<p>2024 / 2025 2025 2024 T2 2024 T2 2024</p>	<p>Allan/John, Board - Fraser &amp; Buddy. WP/ DP</p> <p>Allan - PoolWerx Allan &amp; contractor</p>		
<b>6. Ongoing upkeep of our campus.</b>	<p><u>Regular Scheduled Checks</u></p> <p><u>Monthly</u></p> <ul style="list-style-type: none"> <li>• Water tested in the pool in accordance with Council guidelines.</li> </ul> <p><u>Every Six Months</u></p> <ul style="list-style-type: none"> <li>• Heat Pump servicing</li> </ul> <p><u>Waste Water System</u></p> <ul style="list-style-type: none"> <li>• A service agreement established for the newly installed system.</li> <li>• Regular checks made on the waste water system.</li> <li>• Maintenance plan for the waste water system-four times a year currently.</li> </ul> <p><u>Ongoing</u></p> <ul style="list-style-type: none"> <li>• Alarm monitoring-check systems are working efficiently and effectively</li> <li>• Every six months Select Alarms test alarms.</li> <li>• Follow Asbestos Plan-as needs arise.</li> </ul>	<p>These are scheduled according to need</p> <p>by Term 3 2024</p>	<p>Allan /John</p> <p>Allan /John</p> <p>Allan/John, Board - Fraser &amp; Buddy. WP/ DP Waikato Pump services &amp; ...</p> <p>Allan, John</p>		

## Ongoing Tasks and happenings - rough 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

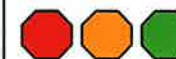
- Alarm monitoring-check systems are working efficiently and effectively 12,000
- Every six months Select Alarms test alarms.
- Follow Asbestos Plan-as needs arise.

### 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
- Playground bark replacement \$2000/yr
- Windows replaced as needed- as needed
- Pool maintenance-\$17,956/yr less \$90/wk as above
- Electrical Tagging annual \$800
- Servicing of equipment including mower & golf cart \$500
- Heat Pump servicing
- Cushion fall \$2000

## From Goal to Strategies:- Business as Usual 2024-2026

Goal					  
♦ <b>Health and Safety NAG 5</b> - <i>To provide a safe physical and emotional environment for all of our school community to enhance learning, teaching and community involvement.</i>					
Objectives	Strategies / Actions	Time / 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.	2024 → 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.	2024 → 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 / DP		
	<input type="checkbox"/> Continually review and improve crisis management and emergency evacuation plans following regular practices.	Ongoing	Admin / DP		
	<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 / DP / 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 / DP / Pool Facility Managers		
		Ongoing	DP / Lisa B		
		Ongoing	Principal, BOT and H & S Committee, Staff.		
<b>2. To provide a safe emotional environment.</b>	<input type="checkbox"/> To celebrate and live our School Vision.  <input type="checkbox"/> To continue to develop PB4L/Restorative practices staff and students.  <input type="checkbox"/> For the leadership team to train in Tier 2 PB4L.  <input type="checkbox"/> To link Mindfulness practices and wellbeing into the daily lives of staff and students.	2024 →	Staff, parents & students		
		2024 →	Staff and students		
		2024 →	WP / DP's		
		Ongoing	Staff and students		
<b>3. To ensure our school property is a safe physical environment for all.</b>	<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	2024 ongoing monthly checks	Health and Safety Com.& Property Manager / DP/ WP		
		Ongoing →	All staff		

	<p>Room that is visible for all teachers to add hazards to.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Electrical safety checks to be completed.</li> <li><input type="checkbox"/> Ensure H &amp; S briefings and contracts are completed for all contractors working on site.</li> <li><input type="checkbox"/> Playground safety is part of our regular weekly checks. This is documented.</li> </ul>	<p>2024 → Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>WP/ DP / Allan</p> <p>WP / DP / Property Manager / Property Team / Allan</p>		
<p><b>4. To improve hygiene and reduce spreading infections. Keeping everyone healthy.</b></p>	<ul style="list-style-type: none"> <li><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.</li> <li><input type="checkbox"/> Continue to keep up with and implement ideas to improve hygiene.</li> <li><input type="checkbox"/> Continue to develop / implement pandemic planning strategies and resources.</li> <li><input type="checkbox"/> Follow and ongoing review of school's pandemic policy to be in line with current advice from the Ministry of Health.</li> <li><input type="checkbox"/> To raise awareness and strengthen our Healthy Eating Policy and Sugar Free School practices.</li> </ul>	<p>2024→</p> <p>2024 →</p> <p>2024 →</p> <p>Ongoing</p> <p>Ongoing</p>	<p>WP &amp; All staff.</p> <p>Staff, Health and Safety Committee, Property Manager</p> <p>WP / DP</p> <p>Staff, T Aides, Parents, students</p> <p>Staff, T Aides, Parents, students</p>		




	<input type="checkbox"/> Supervise and support students with food allergies with monitoring and surface cleaning and encouraging no nuts at School, washing hands and surfaces after kiwi fruit and fish.		Staff, T Aides, Parents, students		
<b>5. To address H &amp; S risks as part of property development.</b>	<input type="checkbox"/> Continue to develop further shade areas & plant trees as necessary.  <input type="checkbox"/> Continue to improve evenness pathways.	2024 →  2024 →	Health & Safety / Property Committee		
<b>6. To provide quality and safe Education Outside The Classroom (E.O.T.C.) experiences for our children</b>	<input type="checkbox"/> Continue to review and revise E.O.T.C. procedures and up-skill staff members in line with 2016/17 Guidelines  <input type="checkbox"/> All staff to gain and keep updated - First Aid Certificate.	2024 →  As needed for new staff	E.O.T.C. teachers and staff, Board.  Reception / WP		
<b>7. To develop a positive, can do, safe and happy school culture for students and staff.</b>	<input type="checkbox"/> Continue to integrate the Vision and 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.	NAG 5 & NAG 3 Ongoing  2024 →  2024 →	Staff and Board, students, parents.  Focus Group Staff  WP & Staff		

	<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.	2024 →	All Staff		
<b>8. To ensure the school infrastructure is safe and maintained.</b>	<input type="checkbox"/> To comply with the conditions of the Resource Consent applying to Sewage.  <input type="checkbox"/> Monitoring and maintaining of alarm system and maintenance schedule relating to Sewage System  <input type="checkbox"/> Continue maintenance contract with S3.	2024 →  Ongoing  Ongoing	Health & Safety Committee and Property Manager  Ministry of Education, School, W.D.C  Board		
<b>9. To keep in line with the Health and Safety Reform Act 2015.</b> <a href="http://www.mbie.govt.nz/pdf-library/what-we-do/workplace-health-and-safety-reform/qas-health-safety-reform-bill.pdf">http://www.mbie.govt.nz/pdf-library/what-we-do/workplace-health-and-safety-reform/qas-health-safety-reform-bill.pdf</a>	<input type="checkbox"/> Continue hazards reporting in place that relies on all staff to be aware of hazards. Up on Fridge .  <input type="checkbox"/> Continue to abide by the working at heights legislation.  <input type="checkbox"/> Hazardous substances listed and reviewed six monthly.  <input type="checkbox"/> Ensure Caretakers has protective equipment and clothing.  <input type="checkbox"/> Template for Staff Meetings includes a section for H and S weekly reporting.	2024 →  Ongoing  Ongoing  2024 →  2024 →	H & S Com., Staff, Property Manager  Allan/ DP /Staff  DP / Allan  WP / Allan / DP. BOT  WP / DP / Allan H&S Committee		






	<input type="checkbox"/> Report all accidents to the Board and serious harm incidents to WorkSafe NZ as well.	2024 →	WP / DP / Allan		
	<input type="checkbox"/> Review approved contractors list- e.g. plumber, electrician, cleaner, property project manager, lawn mower, bus driver, relievers, music tutors, kapa haka. All inducted in H&S.	Ongoing	DP / H&S Committee		
	<input type="checkbox"/> Review all Health and Safety policies and procedures according to school docs annual timeline.	2024 →	H&S Committee DP / WP & H&S Com to check		
	<input type="checkbox"/> To organise a health and safety consultant to audit our school procedures.	2024 →	WP / DP		

## From Goal to Strategies:- Business as Usual

<b>Goal</b> <b>♦ Legislation NAG 6 – To enhance learning by complying with relevant legislation.</b>					  
Objectives	Strategies / Actions	Time / Requirements	Responsibility / Costs	Evaluation	RAG Status
<b>1. To keep up with and comply with all relevant legislation.</b>	<input type="checkbox"/> To continually be aware and keep up to date with legislative changes.	2024 →	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.	2024→	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.	2024 →			
	<input type="checkbox"/> Comply with the Education Training and Amendment Act 2022- Follow NELPS and ongoing changes.	2024 →			
	<input type="checkbox"/> Use the NELP (National Education and Learning Priorities). to help guid our practice.	2024→			

	<input type="checkbox"/> Develop Guidelines for Registered Schools in New Zealand on the Use of Physical Restraint (2022 review).	2024→	Leadership Team / BOT		
	<input type="checkbox"/> Follow the Ministry of Education guidelines for Stand-downs, suspensions, exclusions and expulsions - part 1, 1999.	2024→	Principal / BOT		
	<input type="checkbox"/> Follow all Government Mandates, MOE & MOH guidelines around the management of COVID pandemic.	2024 →	Principal / BOT/ Staff		
	<input type="checkbox"/> Follow government policy on an hour of reading, writing and maths a day.	2024 →	Principal / BOT/ Staff		

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

<b>Goal</b> <b>◆ To successfully implement the C.U.S.P. - Combined University and Schools Partnership at Tamahere Model Country School</b>					  
Objectives	Strategies / Actions	Time / Requirements	Responsibility / Costs	Evaluation	RAG Status
<b>To continue to a be part of the Collaborative University &amp; Schools Partnership (CUSP) - School Based Programme linked with the University of Waikato to provide professional site-based experiences for Year One student teachers and Grad. Students.</b>	<input type="checkbox"/> To work alongside the Division of Education Faculty, (D.O.E.) at the University of Waikato. <input type="checkbox"/> To support the Associate Lecturer from our staff in line with University guidelines. <input type="checkbox"/> Coordinate the effective linking of the Professional Practice requirements to learning and teaching at our School. <input type="checkbox"/> To place 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 review the year and put forward recommendations for improvement. <input type="checkbox"/> To cater for both First year and Grad CUSP students.	2024 □ NEP / NAG1  Ongoing □  Ongoing  Ongoing through year.  At least once per term  Ongoing  Staff meetings +  Ongoing  Ongoing	All teachers  Principal / F.O.E.  Associate Lecturers and D of Ed. Team.  \$300 per student Teacher funding from University of Waikato for LTR teachers  All teachers involved / Associate Lecturers  All staff involved  All staff involved  All staff involved Associate Lecturer.  All staff involved Associate Lecturer.		



**2023 Analysis of Variance**

<u>School Name:</u>	Tamahere Model Country School	<u>School Number:</u>	1976		
<u>Strategic Aim:</u>	<b>Strategic goal: To build student capability, achievement, resilience and cultural connectedness.</b> <i>Kia maia, kia manaaki, kia kotahi. Kia maia, kia manaaki, kia kotahi.</i>				
<u>Annual Aim:</u>	<b>Priority Areas for Improving Student Achievement</b> <ul style="list-style-type: none"><li>• To raise overall achievement in Literacy and Numeracy and all learning areas at Tamahere Model Country School.</li><li>• To build staff capability and sustainability through living our Vision.</li><li>• Supporting students and teachers to make 'good' learning possible.</li><li>• To build and grow our vision and nurture a healthy school culture.</li><li>• To build student capability, achievement, resilience and collaboration &amp; cultural responsibility. Kia maia, kia manaaki, kia kotahi.</li></ul>				
<u>Target:</u>	<b><u>Target for improving student achievement</u></b> <p>Our overarching target is to move all children on the target list more than ½ a curriculum level in one year, or to AT by the end of the year.</p> <b><u>Reading 2023</u></b> <table><tr><td><b><u>2023</u></b> <b><u>Year 1-</u></b> 26% (16/62) students in this cohort who are Below or Well Below. <b><u>Year 2-</u></b> 8% (4/55) students in this cohort who are Below or Well Below. <b><u>Year 3-</u></b> 10% (7/69) students in this cohort who are Below or Well Below. <b><u>Year 4-</u></b> 2% (2/72) students in this cohort who are Below or Well Below. <b><u>Year 5-</u></b> 10% (6/62) students in this cohort who are Below or Well Below. <b><u>Year 6-</u></b> 0% (0/58) students in this cohort who are Below or Well Below.</td><td><b><u>2022</u></b> <b><u>Year 1-</u></b> 21 students in this cohort who are Below or Well Below. <b><u>Year 2-</u></b> 28 students in this cohort who are Below or Well Below. <b><u>Year 3-</u></b> 13 students in this cohort who are Below or Well Below. <b><u>Year 4-</u></b> 14 students in this cohort who are Below or Well Below. <b><u>Year 5-</u></b> 6 students in this cohort who are Below or Well Below. <b><u>Year 6-</u></b> 6 students in this cohort who are Below or Well Below.</td></tr></table>			<b><u>2023</u></b> <b><u>Year 1-</u></b> 26% (16/62) students in this cohort who are Below or Well Below. <b><u>Year 2-</u></b> 8% (4/55) students in this cohort who are Below or Well Below. <b><u>Year 3-</u></b> 10% (7/69) students in this cohort who are Below or Well Below. <b><u>Year 4-</u></b> 2% (2/72) students in this cohort who are Below or Well Below. <b><u>Year 5-</u></b> 10% (6/62) students in this cohort who are Below or Well Below. <b><u>Year 6-</u></b> 0% (0/58) students in this cohort who are Below or Well Below.	<b><u>2022</u></b> <b><u>Year 1-</u></b> 21 students in this cohort who are Below or Well Below. <b><u>Year 2-</u></b> 28 students in this cohort who are Below or Well Below. <b><u>Year 3-</u></b> 13 students in this cohort who are Below or Well Below. <b><u>Year 4-</u></b> 14 students in this cohort who are Below or Well Below. <b><u>Year 5-</u></b> 6 students in this cohort who are Below or Well Below. <b><u>Year 6-</u></b> 6 students in this cohort who are Below or Well Below.
<b><u>2023</u></b> <b><u>Year 1-</u></b> 26% (16/62) students in this cohort who are Below or Well Below. <b><u>Year 2-</u></b> 8% (4/55) students in this cohort who are Below or Well Below. <b><u>Year 3-</u></b> 10% (7/69) students in this cohort who are Below or Well Below. <b><u>Year 4-</u></b> 2% (2/72) students in this cohort who are Below or Well Below. <b><u>Year 5-</u></b> 10% (6/62) students in this cohort who are Below or Well Below. <b><u>Year 6-</u></b> 0% (0/58) students in this cohort who are Below or Well Below.	<b><u>2022</u></b> <b><u>Year 1-</u></b> 21 students in this cohort who are Below or Well Below. <b><u>Year 2-</u></b> 28 students in this cohort who are Below or Well Below. <b><u>Year 3-</u></b> 13 students in this cohort who are Below or Well Below. <b><u>Year 4-</u></b> 14 students in this cohort who are Below or Well Below. <b><u>Year 5-</u></b> 6 students in this cohort who are Below or Well Below. <b><u>Year 6-</u></b> 6 students in this cohort who are Below or Well Below.				

In total including 10 Maori students, there are 35 target students in READING.

In total including 18 Maori students, there are 88 target students in READING.

**Reading Progress Results of Target Learners from Term 4 2022 - Term 4 2023**

Year	Insufficient Progress Less than 1 year progress	Expected Progress 1 year progress (½ Curriculum Level)	Accelerated Progress More than 1 year progress	Total of expected / accelerated Progress
2	1	3	17	20/21 95%
3	0	7	21	28/28 100%
4	1	1	12	12/13 92%
5	1	5	7	12/13 92%
6	0	0	6	6/6 100%

**Reading Maori Target 2023**

**2023**

Year One- 3

Year Two- 1

Year Three- 4

Year Four- 0

Year Five- 2

Year Six- 0

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

**2022**

Year One- 4

Year Two- 6

Year Three- 3

Year Four- 4

Year Five- 0

Year Six- 1

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.

Ethnicity	Insufficient Progress Less than 1 year progress	Expected Progress 1 year progress (½ Curriculum Level)	Accelerated Progress More than 1 year progress	Total of expected / accelerated Progress
Māori	3	6	9	15/18 83%

#### Gender Target Reading Results:

**Note:** Important to note, Gender data here is not representative of all children on the target list from 2022 to 2023 as this information was not collected last year, therefore, this data is reflective of end 2023 data only. Next year we should be able to show more of a trend picture in this space. Also, with the 2022 end of year data not present, we are unable to show the true accelerated progress from those learners who are no longer targets as that data is not present. Going forward we will have this information. **This table is reflective of 2023 Term 4 end of year data.**

Gender	Insufficient Progress Less than 1 year progress	Expected Progress 1 year progress (½ Curriculum Level)	Accelerated Progress More than 1 year progress	Total of expected / accelerated Progress
Male	2	8	0	8/10 80%
Female	2	6	1	7/9 78%

#### Writing Target 2023

##### 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.

#### 2023

Year 1- 8% (5/62) students in this cohort who are Below or Well Below.

Year 2- 9% (5/55) students in this cohort who are Below or Well Below.

Year 3- 26% (18/69) students in this cohort who are Below or Well Below.

Year 4 – 22% (16/72) students in this cohort who are Below

#### 2022

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



or Well Below.  
Year 5 – 48% (30/62) students in this cohort who are Below or Well Below.  
Year 6- 24% (15/58) students in this cohort who are Below or Well Below.  
 In total including 17 Maori students, there are 89 target students in WRITING.

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 Progress Results of Target Learners from Term 4 2022 - Term 4 2023

Year	Insufficient Progress Less than 1 year progress	Expected Progress 1 year progress (½ Curriculum Level)	Accelerated Progress More than 1 year progress	Total of expected/accelerated Progress
2	2	3	9	12/14 86%
3	5	13	8	21/26 81%
4	4	12	5	17/21 81%
5	11	19	0	19/30 63%
6	6	7	1	8/14 57%

### Writing Māori Target

#### 2023

There are 17 students we are targeting who are Maori. The target for these students is the same as the target for all students. These students are included in the main totals.

Year One- 2

Year Two- 1

Year Three- 5

#### 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- 1  
Year Five- 4  
Year Six- 4

Year Four- 6  
Year Five- 2  
Year Six- 1

Ethnicity	Insufficient Progress Less than 1 year progress	Expected Progress 1 year progress (½ Curriculum Level)	Accelerated Progress More than 1 year progress	Total of expected / accelerated Progress
Māori	7	8	2	10/17

#### Gender Target Writing Results:

This table is reflective of 2023 Term 4 end of year data.

Gender	Insufficient Progress Less than 1 year progress	Expected Progress 1 year progress (½ Curriculum Level)	Accelerated Progress More than 1 year progress	Total of expected / accelerated Progress
Female	10	16	1	17/27 63%
Male	26	31	0	31/57 54%

#### Math 2023

##### 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.

#### 2023

Year 1- 35% (22/62) students in this cohort who are Below or Well Below.

Year 2- 9% (5/55) students in this cohort who are Below or Well Below.

Year 3- 24% (17/69) students in this cohort who are Below

#### 2022

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

or Well Below.

Year 4 – 24% (17/72) students in this cohort who are Below or Well Below.

Year 5 – 24% (15/62) students in this cohort who are Below or Well Below.

Year 6 – 16% (9/58) students in this cohort who are Below or Well Below.

In total including 15 Maori students, there are 85 target students in MATHS.

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.

#### Math Progress Results from Term 4 2022 - Term 4 2023

Year	Insufficient Progress Less than 1 year progress	Expected Progress 1 year progress (½ Curriculum Level)	Accelerated Progress More than 1 year progress	Total of expected/accelerated Progress
2	2	3	15	18/20 90%
3	2	15	8	23/25 92%
4	4	12	3	15/19 79%
5	3	9	10	19/22 86%
6	3	6	0	6/9 67%

#### **Math Māori Target**

##### **2023**

There are 15 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.

##### **2022**

There are 19 students we are targeting who are Maori. The target for these students is the same as the target for all students. These students are included in the main totals.

	<u>Year One- 4</u> <u>Year Two- 1</u> <u>Year Three- 7</u> <u>Year Four- 0</u> <u>Year Five- 2</u> <u>Year Six- 1</u>		<u>Year One-3</u> <u>Year Two-4</u> <u>Year Three-2</u> <u>Year Four- 5</u> <u>Year Five-3</u> <u>Year Six-2</u>		
	Ethnicity	Insufficient Progress Less than 1 year progress	Expected Progress 1 year progress (½ Curriculum Level)	Accelerated Progress More than 1 year progress	Total of expected / accelerated Progress
	Māori	6	6	7	13/19
	<b>Gender Target Math Results:</b> <b>This table is reflective of 2023 Term 4 end of year data.</b>				
	Gender	Insufficient Progress Less than 1 year progress	Expected Progress 1 year progress (½ Curriculum Level)	Accelerated Progress More than 1 year progress	Total of expected / accelerated Progress
	Female	10	21	2	23/33 70%
	Male	7	22	1	23/30 77%
<b><u>Baseline Data:</u></b>	This was derived from the end of 2022 and end of 2023 data. The data came from the end-of-year reports as well as testing and observations from the start of 2023.				

<u><b>Actions</b></u> <u><i>What did we do?</i></u>	<u><b>Outcomes</b></u> <u><i>What happened?</i></u>	<u><b>Reasons for the variance</b></u> <u><i>Why did it happen?</i></u>	<u><b>Evaluation</b></u> <u><i>Where to next?</i></u>
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<ul style="list-style-type: none"> <li>• Shared the responsibility for supporting students at risk with the wider team.</li> <li>• Teaching, using best practice models and programmes to raise student achievement.</li> <li>• Sharing &amp; support across staff and across Syndicates.</li> <li>• Teachers sharing ideas and resources at syndicate and full staff meetings.</li> <li>• Analysis of data and professional discussions, full staff meetings &amp; syndicates discussions.</li> <li>• Parents were made aware of any students who were on the target list to enable them to also provide extra support.</li> <li>• Programmes were focused on individual learning and achievements of children and provided specific feedback and forward for both teacher and student.</li> <li>• Assessment of students using a range of assessment tools both standardised and teacher made.</li> <li>• A focus on basic knowledge acquisition, e.g. maths basic facts, letter, word knowledge, etc.</li> <li>• Deliberate and structured teaching aligned to needs and progressions of learners</li> </ul>	<p>The targets above show the end of year results for 2022 and 2023 in Reading, Writing and Mathematics. Looking at these two tables identifies how we are tracking with lifting achievement with more learners achieving curriculum expectation in 2023 compared with 2022 end of year data. This data compares cohort data from 2022 to 2023 giving specific feedback against our overarching goals.</p> <p>The results of our data has been very positive for 2023 showing a significant increase in achievement results. In Reading, all year groups presented high levels of progress achievement. In Writing, Years 2,3 and 4 showed outstanding improvement. Whilst, years 5 and 6 had a slight increase which identifies an area of targeted need for 2024. In Mathematics, all year levels with the exception of Year 4, showed significant increase in achievement progress. Year 4 has one more target learner that the the 2022 results indicating an area of increased focus for 2024.</p> <p>Our Māori learners in Reading, Writing and Mathematics, showed an increase in learners achieving within curriculum expectation. Reading and Math results had a significant</p>	<ul style="list-style-type: none"> <li>• 2023 has been a year of solid learning with few interruptions. 2022 presented continued COVID 19 interruptions, however, these were less than the two years prior. The impact of programmes that were stopped and started for two years has affected our results in 2020 and 2021. We have put in several intensive interventions to accelerate learning and this appears to be having positive effect on achievement results.</li> <li>• Funding support for special needs &amp; abilities student opportunities has made a positive difference.</li> <li>• Teaching, using best practice models and programmes to raise student achievement.</li> <li>• Teacher modelling utilised.</li> <li>• Specific monitoring of special needs and abilities.</li> <li>• Small group sessions daily for target students.</li> <li>• Ongoing teacher robust PLD, collaborative practices, deliberate acts of teaching analysed and measured against success has contributed to the</li> </ul>	<p><b><u>Areas to Target 2024:</u></b></p> <p>For 2024 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><b><u>Areas to Target 2024:</u></b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• <b>Reading</b> in Year One is the biggest noticeable area to work on. There are many strategies planned for 2024 and beyond including Beter Start Literacy training for all Junior Teachers.</li> <li>• <b>Maths</b> Year 1 has the highest percentage of learner below expected level. This is a similar trend from past years and will continue to be an area of targeted</li> </ul>
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<ul style="list-style-type: none"> <li>• Teacher modelling is an essential component of this programme.</li> <li>• Children are made aware of and are involved in the co-construction of learning intentions and success criteria.</li> <li>• Analysis of data and professional discussions in staff meetings.</li> <li>• Level awareness and next steps learning is a key component.</li> <li>• Open discussions and moderation to support all and keep consistency.</li> </ul>	<p>improvement, whilst Writing was a slight improvement.</p> <p>The data also breaks down the progress of our target students to those how have shown either insufficient, expected or accelerated progress over the year from Term 4 2022 to Term 4 2023. The results in this space have been very pleasing. Reading percentages are particularly high. Writing for years 2-4 are also very high. And as expected from the prior data, writing in years 5 &amp;6 is an area of focus. Math presented high results in all areas with the exception of year 6 where the percentage was lower than other areas.</p> <p>Gender results: Reading, both boys and girls achieved with similar levels of success. Writing, Girls are achieving slightly higher than boys. Math, boys are achieving slightly higher results across the board than girls.</p> <p>It is important to note that this data does track cohorts from 2022 to 2023, however, there are children added to and removed from each these year levels and children enter and leave our school. Therefore, these students are not exactly the</p>	<p>pleasing results.</p>	<p>focus. Year Four has a slight increase of learners achieving below expectation this is an area to monitor to ensure increase in achievement for 2024. Important to note, Years 3-5 have similar numbers of learners working below expectation and although there has been an increased success rate in two of these year levels, they have similar numbers of need which will be of continue support and focus.</p> <ul style="list-style-type: none"> <li>• <b>Writing</b> is an area that will continue to require some targeted interventions for 2024. The results from years 1-4 have shown pleasing progress, however, years 5&amp;6 have maintained. We have added extra support into this area of the school to support through extra teacher support assigned to the Maungatautari Syndicate for 1 hour a day to work with targeted groups. Also, a teacher aid has been assigned to work alongside the teacher to support more target learners in this group. We have recognised that these learners require</li> </ul>
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	<p>same, however, the percentage of growth is very significant to indicate a validated improvement across the school in Reading, Writing and Mathematics</p>		<p>experienced teachers to support with lifting achievement and are using teacher experience to support and work alongside teacher aids to lift practice.</p> <ul style="list-style-type: none"> <li>• 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, 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</li> </ul>
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			<p>observations, regular syndicate moderation meetings also across school moderation.</p> <p><u>In summary, the greatest areas of need are</u></p> <ul style="list-style-type: none"> <li>• <b><u>Reading</u></b>- Year One. In 2024 this will be Year Two.</li> <li>• <b><u>Writing</u></b>- Years Five &amp; Six. For 2024 these will be Year Year Six.</li> <li>• <b><u>Maths</u></b>- Year one and Year four. For 2024 this will be Year Two and Five.</li> </ul>
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**Nurturing our Future - Growing Together**  
*Kia atawhai aa mua - Kia tipu ngatahi*

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

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

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

#### Student Capability 2023 and Staff Strategic Goals 2024

#### 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 whaanau.
- Our school promotes differentiated learning opportunities and flexible grouping of students - ability, needs-based, interest and social.

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

#### **New Zealand Curriculum Statements:**



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

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

##### **Planning for Learning and Assessment**

Each teacher / syndicate is accountable for:

- Developing unit plans based on student needs, interests and abilities showing depth and breadth across the curriculum.
  - Syndicates will develop a template to be used by all teachers, to ensure a consistent approach to the deliberate design of learning programmes.
  - 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

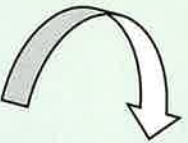
##### **Assessment**

##### **Assessment 2024**

- 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)

<p><b>Key Competencies</b></p> <p>– We do all of these all the time but we do a deliberate act of teaching (D.A.T.) focus each term</p> <div>  <p>Participating &amp; Contributing Managing Self Relating to Others Thinking</p> <p>Languages / Symbols &amp; Texts Each Term</p> </div>			
<p><b>Literacy &amp; Numeracy</b></p> <p><b>For all students to be achieving at or above their expected National Curriculum Standard.</b></p>			
<p><b><u>Tamahere Topics</u></b></p> <p><b><u>Main – Teaching / Learning / Assessment Area</u></b></p>			
<p><b><u>Big Ideas</u></b></p> <p>Each term the Tamahere Topic will be guided by the <b><u>BIG IDEA</u></b> and the <b>concepts</b> linked to these ideas.</p>			
<p><b>THE SECTION IN THE ROW BELOW IS UNDER REVIEW FOR 2023</b></p>			
<p><b>Relationships</b></p> <p><b>Whanaungatanga</b></p> <p>The way in which two or more things are connected, or the state of being connected and the factors that</p>	<p><b>Change</b></p> <p>Change is to transform or be different. Focus on the nature of change, how and why</p>	<p><b>Communication</b></p> <p>Explore the ways in which people communicate in our world- in the past, present and future.</p>	<p><b>Structure/Systems</b></p> <p>To identify and analyse how interconnecting groups are arranged and how they influence each other.</p>

influence the nature of connection.	it occurred and the impact it had.	
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### School Wide 'Rocks'

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](#)

### Business as Usual

<p><b>Kia Manaaki</b>  <b>'Honour Be Your Guide'</b>  <i>We have <b>respect</b> for ourselves, others, property and the environment.</i></p> <ul style="list-style-type: none"> <li>• Kapa Haka</li> <li>• Gaye Byers Word Work</li> <li>• Gaye Byers based writing</li> <li>• Te Reo/Tikanga</li> <li>• Integration of units</li> <li>• Digi Tech. and B.Y.O.D.</li> <li>• Maths cross grouping</li> <li>• Homework</li> <li>• Karakia</li> <li>• Waitangi Day- Te tiriti o Waitangi</li> <li>• Whaanau birds, trees and mountains</li> </ul>	<p><b>Kia Kotahi</b>  <b>'Together as One'</b>  <i>We learn and work together, supporting and caring for each other.</i></p> <ul style="list-style-type: none"> <li>• Learning conferences- communicating with the parents.</li> <li>• Haapu Group time</li> <li>• Mindfulness</li> <li>• Syndicate hui (assembly)</li> <li>• Collaboration</li> <li>• Use of Seesaw</li> <li>• Swimming</li> <li>• Te Paanui</li> <li>• Personal pepeha</li> </ul>	<p><b>Kia Maia</b>  <b>'Confident Can Do Kids'</b>  <i>We strive to do our best with a positive 'can do' attitude.</i></p> <ul style="list-style-type: none"> <li>• Tamahere Tupu</li> <li>• Library- sessions with the Librarian</li> <li>• Creative challenges</li> <li>• Collaboration</li> <li>• T.M.C.S. learning progressions</li> <li>• Environmental Education</li> <li>• Social/emotional awareness</li> </ul>
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<u>Learning and Teaching 'Rocks'</u>		<u>Learning and Teaching 'Rocks'</u>		<u>Learning and Teaching 'Rocks'</u>	
<u>Activity</u>	<u>Term</u>	<u>Activity</u>	<u>Term</u>	<u>Activity</u>	<u>Term</u>
Cultural celebrations	1	Marae visits	1-4	Productions	Biennial
ANZAC Day	1 or 2	Pumpkin Night	1	Camps	1 and 2
Matariki	2/3	Whaanau Tabloids	1	Sports events	All terms
Agricultural Day	4	Grandparent's Day	2	Itinerant Music lessons	All terms
Dressing of the Tree	4	Big Day Out/In	4	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](#)

	<a href="#">2018</a>
	<a href="#">2018 Detailed Plan</a>
	<a href="#">2019</a>
	<a href="#">2019 Detailed Plan</a>
	<a href="#">2020</a>
	<a href="#">2020 Detailed Plan</a>
	<a href="#">2021 (Curriculum Cycle One)</a>
	<a href="#">2021 Detailed Plan</a>
	<a href="#">2022</a>
	<a href="#">2022 Detailed Plan</a>
	<a href="#">2023</a>
	<a href="#">2023 Detailed Plan</a>
	<a href="#">2024</a>
	<a href="#">2024 Detailed Plan</a>

## Tamahere Inquiry Starter

# Kaitiaki / Citizen

Bones of ideas - getting us started on our journey

Student voice / evolving term by term / inquiring see where it takes us / integration

- I am Culturally Respectful
- I value Others and the Environment
- I make good choices

We respect ourselves!

2024	Term 1	Term 2	Term 3	Term 4
	- Nurturing & Growing	- I am Culturally Respectful	- I value Others and the Environment	- I make good choices
Learning Areas	<p>Aotearoa Histories - Place and Environment</p> <p>Health / PE - Relationships</p> <p>Science - Living World start</p>	<p>Aotearoa Histories - Govt &amp; Organisation - Kingitanga</p> <p>Science - Living World continued</p>	<p>Arts - Production Technology</p> <p>Sustainability / EE -Living world continued in production theme</p> <p>Health - Life Ed - (puberty)</p>	<p>Science - Material World Technology</p> <p>P.E.</p>
School Happenings	<p>Tui Ridge Camp - Maungatautari Mt -</p> <p>Pumpkin Night</p> <p>Grandparents Day</p>	<p>Pirongia Camp - Raglan Kahui Ako - Kapa Haka Festival -</p> <p>Marae Visits - Ngaati Hauaa</p> <ul style="list-style-type: none"> <li>- Poss Whanau groups -</li> <li>- Culture &amp; Identity activities</li> </ul> <p>Fieldays - 12th-15th June</p> <p>Matariki 28th June</p>	<p>School Production Term Aotearoa NZ Histories puuraakau</p> <p>Kapa Haka Festival - Cambridge</p> <p>Speeches / for all</p>	<p>Ag Day &amp; Week</p> <p>St Stephens - Dressing of the Tree.</p>



Te Whare Tapu OTe Ngaakau Maaori	Ngaakau <u>Kaitiaki</u> & Naakau Aroha?	Ngaakau Kaitiaki & Naakau <u>Manaaki</u>	Ngaakau Kaitiaki & Naakau Aroha??	Ngaakau Kaitiaki & Naakau Whaanau??
Te Whare Tapu OTe Ngaakau Maaori	<b>Kia tiaki koe i te mauri</b> <i>To care and nurture</i> (P41)	<b>Kia akiaki te mana o te taangata</b> <i>Uplift and uphold the dignity and prestige of people. (P51)</i>	<b>Aro mai, aro atu ki te haa tapu o te tangata</b> <i>The sacred essence of the person is given and received. Reciprocity is key ( P67)</i>	<b>Kia whaariki too whaanau i a koe</b> <i>We stand and fall as a whaanau (P81)</i>
Pirongia thoughts	<b>Aotearoa Histories - Place and Environment</b> Tūrangawaewae  How Tamahere got its name - <a href="#">slide show</a> Understand where we are in the community. New and Old. Grandparents culture. Ann Marie can share Richard Seabrook with us and some more elderly people that she knows. Grandparents, for the students to lead this. An interview with a grandparents. PB4L teaching.  <b>Science - Living World</b> start in term 1 The tuatara - Look at the lizard garden and explore further. The bats are vital to Tamahere. Talk about the people and the impact they have. Possible trip to the	<b>Aotearoa Histories - Govt &amp; Organisation - Kingitanga</b> Talk about the journey of. Have Tim van de Molen in to talk about the government.  <b>Science - Living World</b> continued	<b>Arts - Production Technology</b>  <b>Sustainability / EE</b> -Living world continued in production theme  <b>Health - Life Ed - (plus puberty)</b>	

	gully? Research on options? Walk to the burrow pits.			
Taupiri Syndicate	<p><a href="#">Aotearoa Histories Term 1 Unit plan</a> - first 6/7 weeks Include a walk in Week 3 - <a href="#">A History Walk for Taupiri Students 2024</a> Our unit is closely associated with Grandparents and connections</p> <p><a href="#">Inquiry unit - Science Living World - Bees</a> from week 6 - rolling over to Term 2</p>	<p><a href="#">Inquiry unit - Science Living World - Bees</a> from week 6 - rolling over to Term 2</p> <p>Marae Visits - talk about governance and the Titiri o Waitangi</p> <p>Matariki - Stars</p>	Production - Keen for whole school production.	<p>Material World: Food technology Observe, describe, and compare physical and chemical properties of common materials and changes that occur when materials are mixed, heated and cooled.</p>
Maungatautari thoughts	Purakau: The stories of Tamahere and Rotorua and how they link to what we know in terms of science but what do the stories tell us about 'science' eg: the formation of the waikato river			<p>World Issues - Global warming</p> <p>What do for others</p>

	<p>Being Kaitiaki how do we look after that area as maori and as settlers</p> <p>Link the Maungatautari sanctuary walk to part of our inquiry and our camp week</p> <p>Relationships between plants and animals</p> <p>Relationships between people and the land and between people and each other</p>			
Te Reo Maaori	<p>Pepeha / School names</p> <p>Syndicates, Classes, Whanau etc</p>			
Enviro Ed	<p>Lunch Boxes!</p> <p>Growing seeds etc</p>	<p>Integrated throughout!</p> <p>Sustainable - Mystery Creek Catchment -</p>		
Sport	<p><b>Movement Concepts &amp; Motor Skills</b></p> <p>Cricket</p> <p>Small Ball</p> <p>Swimming</p> <p>EOTC</p>	<p>Winter Sports</p> <p>EOTC</p>	<p>Larger ball</p> <p>Cross Country</p>	<p>Athletics</p> <p>Swimming</p> <p>Small Ball</p> <p>EOTC</p>

### 2023 TMCS Performance Data

This report supports the end-of-year target and Analysis of Variance report that is due March 2024, which outlines the results of our targeted learners for 2023, the actions taken and the plans for 2024.

Since the beginning of 2018, National Standards reporting has been abolished. This has removed the requirement to report to the Ministry of Education against the National Standards for the end of 12, 24 and 36 months as well as the end of Years 4, 5 and 6. However, we have still chosen to report to our families and the Board using what we call the *curriculum standards*. At Tamahere Model Country School, our END OF YEAR expectations are:

Year Zero	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
<u>Reading</u> Level 1-9 <u>Writing</u> Level 1B <u>Maths</u> Beginning Level One	<u>Reading</u> Level 12-14 <u>Writing</u> 1P <u>Maths</u> Early Level One	<u>Reading</u> Level 17-18 <u>Writing</u> 1A <u>Maths</u> At Level One	<u>Reading</u> Level 21-22 <u>Writing</u> 2B <u>Maths</u> Early Level Two	<u>Reading</u> Level 25: 9.0-9.5 years <u>Writing</u> 2A <u>Maths</u> At Level Two	<u>Reading</u> Level 27: 10-10.5 years <u>Writing</u> 3B <u>Maths</u> Early Level Three	<u>Reading</u> Level 29: 11-11.5 years <u>Writing</u> 3A <u>Maths</u> At Level Three

**Reading Year One-Six** These results exclude Year Zeros

**Reading - Tm4 - 2023 - 100% Bar Chart**

Filtered By: Year 0,Year 1,Year 2,Year 3,Year 4,Year 5,Year 6



**2023**

- Reading results show that for all year levels, 91% of our students are AT or ABOVE (including WOBBLY ATS).

**2022**

- Reading results show that for all year levels, 91% of our students are AT or ABOVE (including WOBBLY ATS).

**2021**

- Reading results show that for all year levels, 85% of our students are AT or ABOVE (including WOBBLY ATS).

**2020**

- Reading results show that for all year levels, 92% of our students are AT or ABOVE (including WOBBLY ATS).

**2019**

- Reading results show that for all year levels, 93% of our students are AT or ABOVE (including WOBBLY ATS).



**Writing Year One-Six** These results exclude Year Zeros

**Writing - Tm4 - 2023 - 100% Bar Chart**

Filtered By: Year 0,Year 1,Year 2,Year 3,Year 4,Year 5,Year 6



**2023**

- Writing results show that for all year levels, 79% of our students are AT or ABOVE (including WOBBLY ATS).

**2022**

- Writing results show that for all year levels, 74% of our students are AT or ABOVE (including WOBBLY ATS).

**2021**

- Writing results show that for all year levels, 78% of our students are AT or ABOVE (including WOBBLY ATS).

**2020**

- Writing results show that for all year levels, 77% of our students are AT or ABOVE (including WOBBLY ATS). This is down from 2019 and an area we will need to invest more support in for 2022. Potentially this is an area of learning that COVID 19 may have had an impact on.

**2019**

- Writing results show that for all year levels, 87% of our students are AT or ABOVE (including WOBBLY ATS).

**Maths Year One-Six** These results exclude Year Zeros

**Maths - Tm4 - 2023 - 100% Bar Chart**

Filtered By: Year 0,Year 1,Year 2,Year 3,Year 4,Year 5,Year 6



**2023**

- Maths results show that for all year levels, 79% of our students are AT or ABOVE (including WOBBLY ATS).

**2022**

- Maths results show that for all year levels, 79% of our students are AT or ABOVE (including WOBBLY ATS).

**2021**

- Maths results show that for all year levels, 74% of our students are AT or ABOVE (including WOBBLY ATS).

**2020**

- Maths results show that for all year levels, 82% of our students are AT or ABOVE (including WOBBLY ATS).

**2019**

- Maths results show that for all year levels, 84% of our students are AT or ABOVE (including WOBBLY ATS).

**Year One**

<b><u>2023</u></b> <b><u>Reading-</u></b> 74% of students AT or ABOVE (including WOBBLY ATS). <b><u>Writing-</u></b> 92% of students AT or ABOVE (including WOBBLY ATS). <b><u>Maths-</u></b> 65% of students AT or ABOVE (including WOBBLY ATS).	<b><u>2022</u></b> <b><u>Reading-</u></b> 79% of students AT or ABOVE (including WOBBLY ATS). <b><u>Writing-</u></b> 92% of students AT or ABOVE (including WOBBLY ATS). <b><u>Maths-</u></b> 91% of students AT or ABOVE (including WOBBLY ATS).
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**Year Two - Cohort Comparison**

<b><u>2023 - Year Two</u></b> <b><u>Reading-</u></b> 92% of students AT or ABOVE (including WOBBLY ATS). <b><u>Writing-</u></b> 91% of students AT or ABOVE (including WOBBLY ATS). <b><u>Maths-</u></b> 91% of students AT or ABOVE (including WOBBLY ATS).	<b><u>2022 Year One</u></b> <b><u>Reading-</u></b> 79% of students AT or ABOVE (including WOBBLY ATS). <b><u>Writing-</u></b> 92% of students AT or ABOVE (including WOBBLY ATS). <b><u>Maths-</u></b> 91% of students AT or ABOVE (including WOBBLY ATS).
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**Year Three - Cohort Comparison**

<b><u>2023 Year three</u></b> <b><u>Reading-</u></b> 90% of students AT or ABOVE (including WOBBLY ATS). <b><u>Writing-</u></b> 74% of students AT or ABOVE (including WOBBLY ATS). At Year Three, there is no allowance for students to be 'wobbly at' due to there only being one phase of Writing to achieve, i.e., 2B. <b><u>Maths-</u></b> 76% of students AT or ABOVE (including WOBBLY ATS).	<b><u>2022 Year Two</u></b> <b><u>Reading-</u></b> 86% of students AT or ABOVE (including WOBBLY ATS). <b><u>Writing-</u></b> 78% of students AT or ABOVE (including WOBBLY ATS). <b><u>Maths-</u></b> 72% of students AT or ABOVE (including WOBBLY ATS).
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**Year Four - Cohort Comparison**

<b><u>2023 Year Four</u></b>  <b><u>Reading-</u></b> 98% of students AT or ABOVE (including WOBBLY ATS). <b><u>Writing-</u></b> 78% of students AT or ABOVE (including WOBBLY ATS). <b><u>Maths-</u></b> 76% of students AT or ABOVE (including WOBBLY ATS).	<b><u>2022 Year Three</u></b>  <b><u>Reading-</u></b> 95% of students AT or ABOVE (including WOBBLY ATS). <b><u>Writing-</u></b> 69% of students AT or ABOVE (including WOBBLY ATS). <b><u>Maths-</u></b> 69% of students AT or ABOVE (including WOBBLY ATS).
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**Year Five - Cohort Comparison**

<b><u>2023 Year Five</u></b>  <b><u>Reading-</u></b> 90% of students AT or ABOVE (including WOBBLY ATS). <b><u>Writing-</u></b> 52% of students AT or ABOVE (including WOBBLY ATS). Year Five, there is no allowance for students to be 'wobbly at' due to there only being one phase of Writing to achieve, i.e., 3B. <b><u>Maths-</u></b> 76% of students AT or ABOVE (including WOBBLY ATS).	<b><u>2022 Year Four</u></b>  <b><u>Reading-</u></b> 89% of students AT or ABOVE (including WOBBLY ATS). <b><u>Writing-</u></b> 60% of students AT or ABOVE (including WOBBLY ATS). <b><u>Maths-</u></b> 74% of students AT or ABOVE (including WOBBLY ATS).
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**Year Six - Cohort Comparison**

<b><u>2023 Year Six</u></b>  <b><u>Reading-</u></b> 100% of students AT or ABOVE (including WOBBLY ATS). <b><u>Writing-</u></b> 76% of students AT or ABOVE (including WOBBLY ATS). <b><u>Maths-</u></b> 84% of students AT or ABOVE (including WOBBLY ATS).	<b><u>2022 Year Five</u></b>  <b><u>Reading-</u></b> 97% of students AT or ABOVE (including WOBBLY ATS). <b><u>Writing-</u></b> 61% of students AT or ABOVE (including WOBBLY ATS). At Year <b><u>Maths-</u></b> 81% of students AT or ABOVE (including WOBBLY ATS).
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### Māori Results

<p><b><u>2023:</u></b></p> <p><b><u>Reading:</u></b> 77% of students AT or ABOVE (including WOBBLY ATS).</p> <p><b><u>Writing:</u></b> 63% of students AT or ABOVE (including WOBBLY ATS).</p> <p><b><u>Maths:</u></b> 63% of students AT or ABOVE (including WOBBLY ATS).</p>	<p><b><u>2022:</u></b></p> <p><b><u>Reading:</u></b> 81% of students AT or ABOVE (including WOBBLY ATS).</p> <p><b><u>Writing:</u></b> 66% of students AT or ABOVE (including WOBBLY ATS).</p> <p><b><u>Maths:</u></b> 74% of students AT or ABOVE (including WOBBLY ATS).</p>
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**Reading - Tm4 - 2023 - 100% Bar Chart**

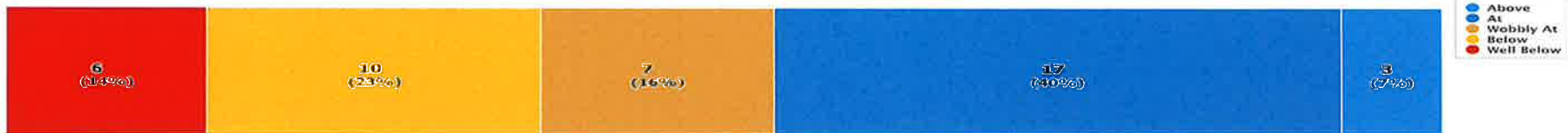
Filtered By: Maori





### Writing - Tm4 - 2023 - 100% Bar Chart

Filtered By: Maori



### Maths - Tm4 - 2023 - 100% Bar Chart

Filtered By: Maori



#### **2021:**

**Reading:** 63% of students AT or ABOVE (including WOBBLY ATS).

**Writing:** 70% of students AT or ABOVE (including WOBBLY ATS).

**Maths:** 52% of students AT or ABOVE (including WOBBLY ATS).

#### **2020:**

**Reading:** 82% of students AT or ABOVE (including WOBBLY ATS).

**Writing:** 68% of students AT or ABOVE (including WOBBLY ATS).

**Maths:** 52% of students AT or ABOVE (including WOBBLY ATS).

#### **2019:**

**Reading:** 90% of students AT or ABOVE (including WOBBLY ATS).

**Writing:** 73% of students AT or ABOVE (including WOBBLY ATS).

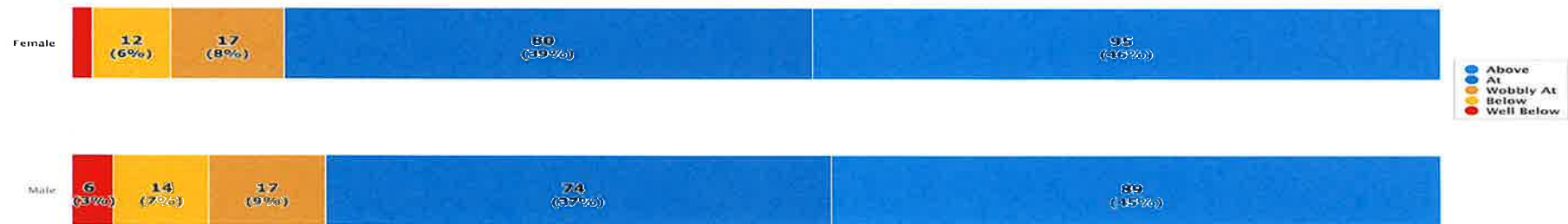
**Maths:** 81% of students AT or ABOVE (including WOBBLY ATS).

### Gender Results

<p><b><u>2023 Boys:</u></b></p> <p><b><u>Reading:</u></b> 91% of students AT or ABOVE (including WOBBLY ATS).</p> <p><b><u>Writing:</u></b> 70% of students AT or ABOVE (including WOBBLY ATS).</p> <p><b><u>Maths:</u></b> 81% of students AT or ABOVE (including WOBBLY ATS).</p>	<p><b><u>2023 Girls:</u></b></p> <p><b><u>Reading:</u></b> 93% of students AT or ABOVE (including WOBBLY ATS).</p> <p><b><u>Writing:</u></b> 87% of students AT or ABOVE (including WOBBLY ATS).</p> <p><b><u>Maths:</u></b> 78% of students AT or ABOVE (including WOBBLY ATS).</p>	<p><b><u>2022 Boys:</u></b></p> <p><b><u>Reading:</u></b> 89% of students AT or ABOVE (including WOBBLY ATS).</p> <p><b><u>Writing:</u></b> 64% of students AT or ABOVE (including WOBBLY ATS).</p> <p><b><u>Maths:</u></b> 83% of students AT or ABOVE (including WOBBLY ATS).</p>	<p><b><u>2022 Girls:</u></b></p> <p><b><u>Reading:</u></b> 94% of students AT or ABOVE (including WOBBLY ATS).</p> <p><b><u>Writing:</u></b> 85% of students AT or ABOVE (including WOBBLY ATS).</p> <p><b><u>Maths:</u></b> 82% of students AT or ABOVE (including WOBBLY ATS).</p>
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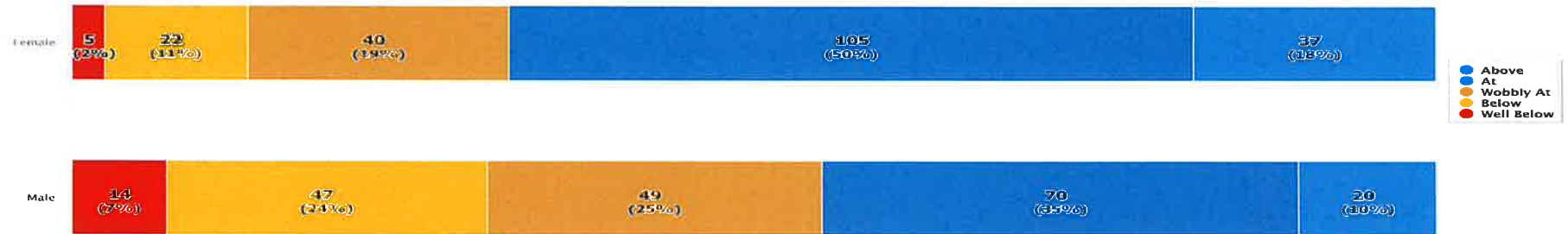
**Reading - Tm4 - 2023 - 100% Bar Chart**

Split By: Gender



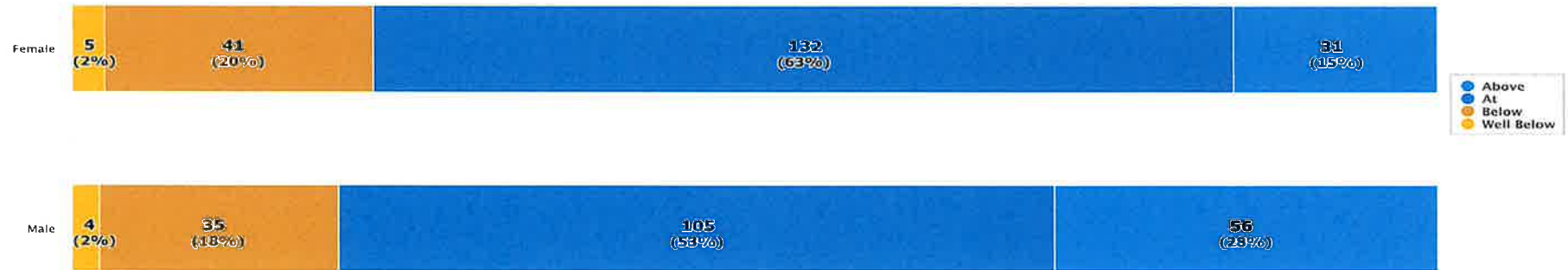
### Writing - Tm4 - 2023 - 100% Bar Chart

Split By: Gender



### Maths - Tm4 - 2023 - 100% Bar Chart

Split By: Gender



### General Statements:

#### 2023 Overall Results for Reading, Writing and Maths

For all year levels, the percentage of students Above, At or Wobbly At are:

Reading - 91% 2023 including Year Zeros (91% 2022, 85% 2021, 92% 2020)

Writing - 79% 2023 including Year Zeros (74% 2022, 78% 2021, 77% 2020)

Maths - 79% 2023 including Year Zeros (79% 2022, 74% 2021, 82% 2020)

Our results include all our students. Our overall results for Math and Reading have remained the same and writing has a slight increase, infact, writing is the highest it has been since 2019.

#### Areas of Strength

- **Reading** is once again an area of high performance that has strong results across the year levels with an overall percentage of 91% At or Above (including Wobbly At).
- **Writing** is on the increase after a slight noted dip last year.
- Year 2, significant increase in reading.
- Year 4, excellent progress across the board.
- Year 6, impressive improvement with writing.
- Writing and reading results for boys has increase compared with 2022. Girls have slightly increased in writing, maintained in Reading.

#### Areas to Target 2023:

- **Reading** in Year One is the biggest noticeable area to work on. There are many continued strategies planned for 2024 outlined below.
- **Maths** across the board is an area of target for 2024.
- **Writing** will continue to be an area of ongoing focus to maintain and increase improvement. Year 5 is a particular area of target.
- The results for our **Māori** students have decreased across the board for the end of the year which is different to our mid year data. This is something we will continue to track and put measures in place as part of our strategic direction.
- 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, how they see themselves as learners).

### **Basis for Identifying Areas for Improvement**

#### **Discussion:**

- Target tracking through the 2023 school year.
- Teacher observations.
- Leaders of curriculum areas across syndicates.
- Clear procedures have been outlined so each teacher knows how to use assessment tools and follow clear guidelines.
- The teacher gathers evidence from a range of sources to make their OTJ's.
- In order to support these judgments teachers are encouraged to use a range of assessment tools and processes, from standardised tests to learning discussions with students.
- All final decisions will be made taking into account formal testing, classroom testing, teacher judgement, observations and conversations thus forming an OTJ (overall teacher judgement)
- Parent interviews.
- External advisors, e.g., R.T.L.B., school SENCO, Ministry Special Needs Advisors.

### **Planned Actions for Lifting Achievement**

#### **Discussion:**

- In 2024 we are continuing spotlight on Literacy and Mathematics to build teacher capability and student outcomes.
- Continued Teacher Aide support for 2024 for targeted learners that work directly with classroom teachers to support learning.
- Reading Recovery, Early Literacy Support, Better Start Literacy in the junior area of the school.
- Agency by design professional learning and inquiry throughout the year, working alongside Derek Wenmoth to enhance student engagement, knowledge and success with their learning.
- Professional learning in Restorative Practices, working alongside Janine Mackay, to continue to build on empowering learners through positive and restorative practices.
- All school implementation plans will be embedded throughout the school.
- STEPS and Lexia for students with Dyslexia.
- Continuing with collaborative practice both with teachers and students.
- Opportunities of peer support.
- Linking home and school learning as support.
- Off site tutoring for some students (parent funded).
- Applications will be made to RTLB and RTLIT for students with learning needs.





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

## Reference Library - 2024 - Our Key Documents

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

# 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.



\* 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 kōhanga 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.