

# School Charter Strategic and Annual Plan for Tawhai School



**2018 -21**

Principals' endorsement:	Karen Poole
Board of Trustees' endorsement:	Stuart Berkeley
Submission date to Ministry of Education:	

**Tawhai School 2018- 2021**  
**Introductory Section - Strategic Intentions**

<b>Vision Statement</b>	<i>Empowering our children to succeed in an ever changing world</i>		
<b>Values</b>	<ul style="list-style-type: none"> <li>▪ <b>RESPECT (Whakaute)</b> - We value ourselves. We value others. We value our school and our environment.</li> <li>▪ <b>RESPONSIBILITY (Takohanga)</b> – We value honesty. We value courage and commitment. We value accountability.</li> <li>▪ <b>RESILIENCE (Manawaroa)</b> - We recover from setbacks, adapt well to change and keep going when things are hard.</li> </ul>		 <b>INTEGRITY</b>
<b>Guiding Principles</b>	<p>These five guiding Principles steer our vision;          We encourage and provide opportunities for our learners to develop;</p> <ol style="list-style-type: none"> <li>1. <b>Curiosity</b> – to seek and to explore</li> <li>2. <b>Creativity</b> – to turn new and imaginative ideas into reality</li> <li>3. <b>Initiative</b> - to be aware, take action and have a proactive mindset</li> <li>4. <b>Collaboration</b> – to work together to solve problems, complete tasks and create</li> <li>5. <b>Empathy</b> – to understand other people's feelings and perspectives</li> </ol>		
<b>Māori Dimensions and Cultural Diversity</b>	<b>Tikanga and Te Reo Māori</b>		
	<p><b>Our Learners will:</b></p> <ul style="list-style-type: none"> <li>▪ Have the opportunity to be part of Kapa Haka and language programme</li> <li>▪ Learn basic Te Reo Māori e.g learning waiata, karakia, and basic tikanga</li> <li>▪ Experience Matauranga Māori (traditional Māori knowledge, local Marae)</li> </ul>	<p>Learning Te Reo Māori and tikanga extends learners' understanding of New Zealand's bicultural heritage and iwi culture and history. Learners will define and express their role as kaitiaki in the community, nationally and globally.</p>	<p><b>Our Teachers will:</b></p> <ul style="list-style-type: none"> <li>▪ Communicate with whanau</li> <li>▪ Provide opportunities for acquisition of Te Reo Māori</li> <li>▪ Provide opportunities for understanding of Tikanga Māori</li> <li>▪ Provide opportunities for students to experience important Māori concepts and customs</li> </ul>

### Baseline Data or School Context

Students' Learning	Reading							Writing					Maths					
	2012	2013	2014	2015	2016	2017	2012	2013	2014	2015	2016	2017	2012	2013	2014	2015	2016	2017
All Students	83%	82%	81%	88%	82%	80%	67%	68%	69%	76%	70%	72%	74%	76%	76%	78%	71%	70%
Maori	78%	73%	70%	82%	65%	72%	64%	57%	65%	74%	58%	62%	64%	58%	70%	74%	57%	58%
Pasifica	74%	78%	72%	88%	82%	85%	58%	56%	76%	78%	74%	82%	62%	56%	60%	65%	62%	73%
Male	77%	77%	76%	86%	78%	78%	55%	54%	56%	70%	62%	67%	72%	73%	74%	79%	74%	72%
Female	88%	86%	85%	90%	86%	82%	79%	82%	81%	83%	79%	78%	76%	79%	78%	77%	67%	68%

  

<b>Student Engagement</b>	<p>Improving student engagement has been an ongoing priority and will continue to be in 2018. Data from the NZCER Student Engagement Survey administered in 2017, reflected our that Tawhai's mean in engagement with learning was consistently higher than the national norm. Student voice has reflected that when given more "say" in programmes both content and learning styles, their engagement has increased. Teachers are continuing to develop their own pedagogical knowledge (specialised knowledge for creating effective teaching and learning environments for all students) around agentic and collaborative practices which is enabling students to become more empowered to direct their own learning.</p>
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<b>School Organisation and Structures</b>	<p>Tawhai School has an increasing roll and an enrolment scheme is pending to support the management of the roll. Tawhai is structured in two teams Nga Kukari (the fledglings, Year 0-3) and Nga Manu (the birds- Year 4-6). The Deputy Principal is fully released to fulfil the role as SENCO. Students with special needs are identified early and an ongoing Special Needs Register is in place. Students are selected for intervention programmes and ORS funded students are taught by our DP/SENCO. Gifted children have been identified and will attend the extension programme based at Rata Street School. The Assistant Principal is now fully released to fulfil the Mutukaroa Co-ordinators role. Senior Management have an on-going presence in classrooms providing teacher release, observing teachers, supporting and guiding teacher practice.</p>
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<b>Review of Charter and Consultation</b>	<p>A full review of the Charter was undertaken in 2017, and this resulted in new vision, values and guiding principles which incorporates our future focussed thinking.</p> <p>All programmes will be based on the New Zealand Curriculum framework and curriculum documents, with an emphasis on the Tawhai School Curriculum. The school will consult and report to the community on the achievement on Māori student against their peers. Regular monitoring of student achievement and programme information will be reported to individual students, parents and the BoT.</p> <p>Programmes will be supported by the school's policies, procedures, maintenance and financial plans, job descriptions, performance management systems and health and safety strategies.</p>
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## Strategic Section

Strategic Goals		Core Strategies for Achieving Goals 2018 - 2021
<b>Students' Learning</b>	<ul style="list-style-type: none"> <li>• Improve outcomes for all students, particularly Maori, and children with special needs.</li> <li>• Accelerate progress of students performing below expectations.</li> </ul>	<ul style="list-style-type: none"> <li>• Tawhai School will deliver a broad curriculum in all the essential learning areas which acknowledge the needs of the 21st Century Learner. Student agency, collaborative and cultural responsive practices and digital technologies will be integral to our curriculum.</li> <li>• We will focus on improving student achievement in literacy, numeracy, and physical activity.</li> <li>• We will analyse individual and aggregated achievement information to target student learning needs and make provisions for additional programmes and/or support.</li> <li>• We will identify students at risk of not achieving (priority learners), and those with special learning needs/barriers to learning, and seeking alternative/additional teaching strategies or interventions to improve their learning outcomes.</li> <li>• Students will be encouraged to develop everyday skills including self-management and resilience building.</li> <li>• We will provide opportunities for students to be exposed to different experiences.</li> <li>• We will work with our Maori community, as part of the wider community to ensure successful achievement outcomes for our Maori students and ensure our curriculum and school culture incorporate te reo, tikanga, local kawa and history</li> </ul>
<b>Student Engagement and Transition</b>	<ul style="list-style-type: none"> <li>• Increase student learning, behaviour and emotional engagement with school.</li> <li>• Improve attendance and address lateness</li> <li>• Strengthen transitions for students coming to and to those moving on</li> </ul>	<ul style="list-style-type: none"> <li>▪ We will continue to foster engagement through               <ul style="list-style-type: none"> <li>○ Relationships</li> <li>○ Student agentic and collaborative practices</li> <li>○ Cultural Responsive practices</li> <li>○ Student wellbeing</li> <li>○ PB4L</li> </ul> </li> <li>▪ We will continue to monitor attendance and lateness and take all reasonable steps to support students to attend school.</li> <li>▪ Trends and patterns of attendance and lateness will be monitored and followed up.</li> <li>▪ We will continue to foster relationships with pre-schools and intermediate schools to support seamless transitions.</li> <li>▪ We will continue to respect student individuality and maintain an equitable environment for all.</li> </ul>
<b>Community Engagement</b>	<ul style="list-style-type: none"> <li>• Foster meaningful and respectful partnerships between our parents, whanau and community.</li> </ul>	<ul style="list-style-type: none"> <li>▪ We will continue to build and maintain positive relationships and partnerships between school, home and the wider community to enhance teaching and learning and the community perception of Tawhai School.</li> <li>▪ We will continue to provide the Mutukaroa programme which focusses on establishing learning focussed partnerships with parents.</li> </ul>

		<ul style="list-style-type: none"> <li>▪ By communicating regularly through facebook, newsletters, website and information evenings, we engage the community in the day to day life of the school and in strategic discussions relating to school performance and development areas, Charter development, and delivery of the PE &amp; Health Curriculum.</li> <li>▪ Tawhai Ropu Whanau will continue to operate and provide representation to communicate student achievement of our Maori students.</li> <li>▪ A student council will operate with representation from all Year 6 classes.</li> </ul>
<b>Personnel</b>	<ul style="list-style-type: none"> <li>▪ To commit to high quality, innovative teaching and 21st century learning that is guided through a professional development programme, an appraisal process and appropriate support that ensures an emphasis on staff consistently delivering best practice.</li> </ul>	<ul style="list-style-type: none"> <li>▪ We will maintain positive staff morale and a climate of professional congeniality.</li> <li>▪ We will budget for the provision of appropriate professional development.</li> <li>▪ We will provide a robust appraisal system which incorporates Teacher As Inquiry and where reflections which show growth of practice are fundamental.</li> <li>▪ We will act as a 'good employer' in the context of NZ Employment Relations legislation.</li> </ul>
<b>Property and Finance</b>	<ul style="list-style-type: none"> <li>▪ To ensure our property planning is strategically managed and will develop modern learning areas and maintain or improve buildings and grounds to provide the best and safest physical environments for staff, students and our community that we can afford.</li> <li>▪ To ensure our financial management prioritizes funding towards improving student learning outcomes and achieves our strategic goals.</li> </ul>	<ul style="list-style-type: none"> <li>▪ We will provide and maintain a clean, attractive, modern and safe physical learning environment for staff and children while implementing the 5 and 10 Year Property Development Plans.</li> <li>▪ We will allocate funds to enable the implementation of the School Charter, monitor and control school expenditure and maintain and provide appropriate documentation for audit purposes.</li> <li>▪ We will regularly review expenditure for the year to ensure budget is maintained. Set operating budget for the following year in November. Work with an accountant to ensure appropriate documents are available for audit</li> </ul>
<b>Health and Safety</b>	<ul style="list-style-type: none"> <li>▪ To provide a safe physical and emotional environment for students, employees and visitors</li> <li>▪ To comply in full with any legislation currently in force or that may be developed to ensure the safety of students and employees</li> </ul>	<ul style="list-style-type: none"> <li>▪ We will implement a wellbeing programme for staff.</li> <li>▪ We will provide for the pastoral needs of students, through a variety of structured methods</li> <li>▪ We will have in place a fair, and consistent behaviour management process based on PB4L</li> <li>▪ We will celebrate student success in all fields of endeavour</li> <li>▪ We will ensure that audit systems and property for the physical safety of students and staff are completed and regularly reviewed. <ul style="list-style-type: none"> <li>▪ We will minimise the potential for accident or injury through having sound and well-practiced contingency procedures for dealing with emergencies or situations of potential risk.</li> </ul> </li> </ul>

## Annual Section

Improvement Plan - Domain: Learning, Reading/writing/maths

**Strategic Goal:**

- Improve outcomes for all students, particularly Maori, and children with special needs.
- Accelerate progress of students performing below expectations.

**Annual Goal:**

To increase the number of students who are achieving at their expected levels of achievement which are aligned to NZC levels.

**Annual Targets:**

**All students will have equitable opportunities to learn and specific focus will be given to some children to accelerate progress and close the gap**

Annual Targets; Reading 85%/writing 75% /maths 75% will be achieving at their expected level.

Baseline data: Based on National Standards

**Key Improvement Strategies**

When	What	Who	Indicators of Progress
Term 1	<p>Teams will review 2017 data to identify the cohorts that need particular focus</p> <p>Teams will con-construct targets for the numbers of students we expect to shift from achieving below their curriculum level to within their curriculum level.</p> <p>Target children (below, at risk and above) will identified and monitored.</p> <p>Identify classes where TA will be allocated to support literacy and maths programmes</p> <p>Review and refine assessment schedule</p> <p>Unpacking new assessment tools- e-asttle reading and maths</p>	<p>All teachers</p> <p>P/DP/AP</p> <p>SLT</p> <p>All teachers</p> <p>All teachers</p>	<p>All staff have an awareness of school targets and team focus.</p> <p>Teachers have documentation of ongoing progress of target students and are able to articulate progress during TAI sessions. DP/AP share overview of at risk students and ensure supports are in place.</p> <p>SENCO has established timetable for TA.</p> <p>Assessment schedule shared with all staff Week 2.</p> <p>Teams will have administered assessments consistently and discussed how information can inform teaching.</p> <p>Parents will share information they have on their child. Parents, students and teachers will have a clear understanding of goals and parents will know how they can support their children at home.</p>
Ongoing	<p>Teachers will meet with parents and students to discuss and co-construct goals in reading, writing and maths</p>		

Term 1 and on going	Goals reviewed and discussed early Term 3 and reset for the second half of year	Mutukaroa Co-ordinator	Parents have a clear understanding of the progress their children are making and how they can continue to support them at home.
Term 1 and on going	Continue to utilise Mutukaroa in Years 1 and 2, to improve parent partnerships and how parents can support their children at home.	All teachers	Each teacher will have a google site and collaborative inquiry question by end of Week 4. Action plan documentation shared with all staff Week 6.
	Teachers will develop collaborative TAI and link to curriculum areas and school goals.	All teachers	Classroom programmes and planning will reflect action plans expectations.
	Action plans will be co-constructed with teams and will reflect daily focus on core curriculum areas. Action plans will include an outline of effective teaching practices and strategies unpacked in 2017 TAIs.		
	<ul style="list-style-type: none"> <li>Engaging all learners in authentic learning contexts</li> <li>Use of devices and programmes e.g. maths hub, mathletics, sunshine online, Padlet, unlimited online resources</li> <li>Trial mixed ability grouping</li> <li>Front loading</li> <li>Collaborative planning and co-teaching</li> </ul>	All teachers	
Term 1 and on going	Integrating Kura Ahurea effectively through all curriculum areas		
	Ongoing TAI conversations will explore changes in practices and the impact on reading, writing and maths		Teachers have growing confidence to use more te reo within classroom programmes.
	A new written report format for parents will be designed and shared at the beginning of Term 3 and end of Term 4.	P/DP/AP	Teachers have articulated and shared changes in practice within teams and across school.  Reports will focus on progress that has been made with a reference to curriculum levels.

Improvement Plan - Domain: Learning, Curriculum/Student Engagement/Personnel

- Strategic Goal: Student Engagement and transition- Increase student learning, behaviour and emotional engagement with school.

Annual Goal:

To enhance the wellbeing and happiness by responding to all aspects of our students- physical, social, emotional, academic and spiritual.

Key Improvement Strategies

When	What	Who	Indicators of Progress
All year	Involvement in Play.sport programme <ul style="list-style-type: none"> <li>• Focus on key competencies</li> </ul>	All teachers	The quality of student's experiences of play, physical education and sport has improved.
All year Term 1	Involvement in Kura Ahurea programme PB4L <ul style="list-style-type: none"> <li>• Review and unpack behaviour modification plan to ensure alignment with new school values</li> </ul>	All teachers All staff	Teachers are utilising the resources and are delivering an effective programme which includes te reo, te ao Maori (a Maori world view) but also a mana whenua (local iwi) perspective.
Ongoing	<ul style="list-style-type: none"> <li>• Refine tracking systems to monitor trends and patterns</li> <li>• Involve outside agencies as required via SENCO</li> <li>• Student and teacher voice will be sought and reflected upon</li> <li>• New values displayed and taught</li> <li>• Staff agreement will be co-constructed to reflect and align with school values. We commit to modelling the values consistently</li> </ul>		All staff have a shared understanding and implement our school behaviour plan with consistency. Documentation will provide evidence of trends and patterns. Referrals made through SENCO and or Principal. Behaviour will be discussed at SLT and PB4L team meetings. Individual behaviour plans will be formalised and shared with SLT and accessible to all staff. Staff model school values and expectations. New signage on site. Staff demonstrate a commitment to modelling the school values consistently.
On going	Staff participate in the Ian Vickers programme to promote wellbeing	All staff	Staff participate in a variety of activities that enhance their wellbeing. There is less sickness and positive attitudes are evident. Surveys reflect evidence of increased wellbeing.

Strategic Goal: Goal 1/2/4 Student Engagement, Student learning and Personnel

- Increase student learning, behaviour and emotional engagement with school.
- To commit to high quality, innovative teaching and 21st century learning that is guided through a professional development programme, an appraisal process and appropriate support that ensures an emphasis on staff consistently delivering best practice.

Annual Goals;

Promote student agentic practises and collaborative teaching and learning practices to enhance overall student engagement;

- Provide opportunities for networking with teachers from Upper Hutt Schools
- Use the personnel resource within our cluster to further develop student agency
- Provide professional learning opportunities for teachers in relation to student agency and engagement
- Work together to increase learner agency and engagement of students across our schools
- Provide programmes that reflect student interest and allow for choice in learning

When	What	Who	Indicators of Progress
On going	<ul style="list-style-type: none"> <li>• Call back day for teachers - July holidays</li> <li>• Teacher Only Day - 19 October</li> <li>• Identify Lead Teacher to join Principals for a planning day in Term 1, then participate in further planning throughout the year</li> <li>• Twilight sessions throughout the year</li> <li>• Encourage teachers to use CRT time to observe teachers in other Upper Hutt Schools</li> <li>• Share strengths with other schools</li> <li>• Work with other schools, using cluster wide and school level Engagement Survey data to learn more about and develop:               <ul style="list-style-type: none"> <li>• teacher/student relationships that promote learning</li> <li>• increasing student interest in school</li> <li>• strategies for agentic learning</li> </ul> </li> <li>• Teaching as Inquiry has a link to increasing agency/engagement which is reflected upon throughout the year</li> <li>• Ensure staff meeting and/or team meetings take place after each cluster event, where teachers share:               <ul style="list-style-type: none"> <li>• key learnings</li> <li>• implications for my/our practice</li> </ul> </li> </ul>	Teachers  Principal/lead teacher Teachers          P /AP/P Principal/lead teacher	Teachers have attended and reflected on professional development (recorded on google site).          Teachers have observed and reflected on colleague's observation (and can produce evidence in documentation). Key staff across our cluster to share practice with others. Engagement survey results analysed to collect students voice.          TAI documentation has evidence of links to the impacts on student agency.          Teachers have had opportunities to reinforce and discuss their learning in our school setting.

	<ul style="list-style-type: none"> <li>• Teachers develop ways to systematically find out the interests of students</li> <li>• Explore age appropriate learner licences, or an alternative, at all levels of the school</li> <li>• Continue to develop collaborative teaching practice across the school to share teacher strengths</li> <li>• Teachers develop a shared responsibility for all students</li> <li>• Develop and pilot a school wide inquiry model</li> </ul>	Teachers	<p>Teachers share with each other the methods for finding student interests and how they have used this information.</p> <p>Students can articulate learning goals and identify what they need to do in order to achieve these. Collaborative teams have non-negotiable expectations around how they will work. Planning is collaborative. TAI's are collaborative. TAI conversations/ SLT increased presence within in the school. Classroom planning and programmes will reflect the piloted model.</p>
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## Other 2018 Key Improvement Strategies to Achieve Strategic Vision

Property and Finance	Short Report	Community Engagement	Short Report
<p>Complete major property projects (Entranceway and Refurbished Block - Rooms 9,10 and 17).</p> <p>Get plans underway for refurbishment of Rooms 3 and 4.</p> <p>Allocate funds to reflect the priorities of the school as stated in the reviewed school charter</p> <ul style="list-style-type: none"> <li>▪ Monitor and review expenditure against the budget.</li> <li>▪ Set an agreed operating budget for the following year by December of the previous year</li> <li>▪ Ensure appropriate documents are ready on time for auditors and meet legal requirements.</li> </ul> <p>Implement goals as outlined in reviewed 5YPP</p> <p>Continue to support Enviroschool projects</p>		<p>Consultation with whanau to share new vision and values, future focused learning, change in reporting progress and initiatives such as Play.sport, Kura Ahurea and PB4L. (Parent involvement and communication continues to be a priority to ensure parents are as actively involved in their child's education).</p> <p>Explore ways of gathering parent voice and improving attendance and involvement in Whanau groups. Mutukaroa to continue to foster learning partnerships.</p> <p>Continue to foster relationships with other schools in the area, pre-schools and agencies within the Stokes Valley and Hutt Valley Community.</p> <p>Make use of community facilities such as the new Stokes Valley Community Hub, Koraunui Marae and Horoeka Reserve.</p>	
Governance	Short Report	School Culture	Short Report
<p>Manage impending enrolment scheme</p> <p>Continue to refine 3-year review cycle to ensure coverage of ERO indicators</p> <p>Review School Doc policies together as a board to ensure operational systems match policy and procedures</p> <p>Explore professional development opportunities for BOT members</p>		<p>Ensure our new values are visible within the school environment.</p> <p>Support initiatives and events that contribute to a safe, inclusive positive school culture such as PB4L, Play.sport, Kura Ahurea, school production, across school sporting events, buddy systems etc.</p> <p>Enviro school principles to continue to be embedded and strategic plan reviewed and updated.</p>	

<p>Continue to work in sub-committees to share the load, particularly in areas of Health and Safety and Finance and Property.</p>			
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