

# School Charter

## Strategic and Annual Plan for Tawhai School

### 2019 - 2021

Principals' endorsement:	Karen Poole
Board of Trustees' endorsement:	Ange Whitmarsh
Submission date to Ministry of Education:	1 March 2019



**EMPOWERING OUR CHILDREN TO SUCCEED IN AN EVER CHANGING WORLD**  
Hei whakakaha i ngā tamariki kia whaimana i roto i tēnei ao huri noa



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

<b>Vision Statement</b>	<b><i>Empowering our children to succeed in an ever changing world.</i></b>		
<b>Values</b>	<ul style="list-style-type: none"> <li>▪ <b>RESPECT (Whakaute)</b> - We value ourselves, others, our school and our environment.</li> <li>▪ <b>RESPONSIBILITY (Takohanga)</b> – We value honesty, courage and commitment, and 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 the Kura Ahurea 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 Target 85% EOY		Writing Target 75% EOY		EOY Target 75% Maths	
	Number at or above expected level	%	Number at or above expected level	%	Number at or above expected level	%
Y1	62/89	70%	61/89	69%	79/89	89%
Y2	50/63	79%	51/63	81%	41/63	65%
Y3	66/73	91%	58/73	80%	58/73	79%
Y4	60/65	92%	52/65	80%	57/65	88%
Y5	43/53	81%	36/53	68%	39/53	74%
Y6	41/51	80%	33/51	65%	30/51	59%
Overall	<b>322/394</b>	<b>82%</b>	<b>291/394</b>	<b>74%</b>	<b>304/394</b>	<b>77%</b>
		<b>-3% variance</b>		<b>-1% variance</b>		<b>+2% variance</b>
<b>Student Engagement</b>	<p>Improving student engagement has been an ongoing priority and will continue to be in 2019. Ensuring that we are providing equitable opportunities for all our children is also an ongoing focus. 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. The intent of our involvement in the New Pedagogies for Deep Learning professional development is to provide a strategic pathway for exploring new pedagogies that will enhance authentic learning and provide equitable opportunities for all children regardless of gender or ethnicity.</p>					
<b>School Organisation and Structures</b>	<p>Tawhai School now has an enrolment scheme in place to support the management of the roll. Tawhai School 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 a Special Needs Register is in place. At risk students are supported via intervention programmes and ORS funded students are taught by our DP/SENCO. Children identified as being gifted attend the extension programme based at Rata Street School. The Assistant Principal is now fully released to fulfil the Mutukaroa Co-ordinator's role. Senior Management have an on-going presence in classrooms supporting teachers with behaviour and learning, observing teachers and guiding teacher practice.</p>					

<p><b>Review of Charter and Consultation</b></p>	<p>A full review of the Charter was undertaken in 2017, and this resulted in a 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.</p> <p>In 2019 the local curriculum review and design process will get underway to ensure our curriculum;</p> <ul style="list-style-type: none"> <li>• Is unique and responsive to our needs, identity, language, culture, interests, strengths and aspirations of our learners and their families</li> <li>• has a clear focus on what supports the progress of all learners</li> <li>• integrates Te Tiriti o Waitangi into the classroom learning</li> <li>• helps learners engage with the knowledge, values and competencies so they can be confident and connected lifelong learners.</li> </ul> <p>The school will consult and report to the community on the achievement on Māori student's 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
<p><b>Students' Learning</b></p>	<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 seek 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 a range of 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>

<p><b>Student Engagement and Transition</b></p>	<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 Tawhai School 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>○ Culturally responsive practices</li> <li>○ Student wellbeing</li> <li>○ Positive Behaviour for Learning (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 local 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>
<p><b>Community Engagement</b></p>	<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> <li>▪ By communicating regularly through facebook, newsletters, school 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 our Year 6 classes.</li> </ul>
<p><b>Personnel</b></p>	<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>
<p><b>Property and Finance</b></p>	<ul style="list-style-type: none"> <li>▪ To ensure our property planning is strategically managed. We 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</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</li> </ul>

	learning outcomes and achieves our strategic goals.	ensure appropriate documents are available for audit
<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.</li> <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>

### Annual Section 2019

#### 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:**

We will accelerate the progress of identified cohorts so that their achievement is more equitable and in line with their peers.

**Annual Targets:**

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

**Annual Targets:**

- To increase the number of Maori children in Year 2 achieving in writing from **50% to 75%**. By accelerating 5/9 students we will have 75% working at the expected level in writing as aligned to the N.Z. Curriculum levels.
- To increase the number of Maori children in Year 6 achieving in writing from **40% to 78%**. By accelerating the progress of 7/9 students we will have 78% working at the expected level in Writing as aligned to the N.Z. Curriculum levels.
- To increase the number of Maori children in Year 6 achieving in maths from **53% to 71%**. By accelerating 5/7 students we will have 71% working at the expected level in as aligned to the N.Z. Curriculum levels.

Baseline data:

- At the end of 2018, 50% (9/18) Year 1 Maori children were below the expected level in writing.
- At the end of 2018, 40% (6/15) Year 5 Maori students were below the expected level in writing.
- At the end of 2018, 53% (8/15) Year 5 Maori students were below the expected level in maths.

Key Improvement Strategies

When	Who	Actions	Outcomes
Term 1 On-going	SLT teachers	Explore what accelerated progress looks like and review successful strategies from Accelerated Learning in Literacy and Accelerated learning in Maths programmes, e.g. front loading.	<ul style="list-style-type: none"> <li>• Teachers have a shared understanding of what accelerated learning looks like and a toolkit of strategies to use.</li> </ul>
Term 1 On-going	SLT teachers	Identify target students/class targets. Team action plans are formulated. Regular monitoring of student progress. Moderation of both writing and maths.	<ul style="list-style-type: none"> <li>• Teachers are responsive to data analysis and recommendations.</li> <li>• Students closely monitored.</li> <li>• In-class support provided.</li> <li>• Students make accelerated progress.</li> <li>• Teachers have an agreed set of actions that are present in classroom programmes.</li> <li>• Leaders and teachers kept up-to-date with progress and next steps</li> <li>• Moderation ensures consistency and alignment with age appropriate markers.</li> </ul>
On-going	AP/ teachers	Mutukaroa/Reading Together Programme to empower parents. Time is set aside for hearing whanau aspirations. Parent focus groups continue. Learning Conversations (goal setting meetings). Use of Educa for sharing progress and achievement.	<ul style="list-style-type: none"> <li>• Parents feel empowered to support their children.</li> <li>• Teachers understand the aspirations of Maori families.</li> <li>• Maori families are consulted and engaged in the school, and their aspirations are reflected in our developing local curriculum.</li> <li>• Parents are regularly updated with classrooms programmes and children's progress.</li> </ul>
On-going	Teachers	Integrating Kura Ahurea effectively through all curriculum areas.	<ul style="list-style-type: none"> <li>• Teachers have an increased knowledge and use of tikanga and te reo Maori, and culturally responsive practises.</li> </ul>
On-going	DP- SENCO/AP	Access specific programmes and support, e.g. Quick 60, Reading Recovery, Mindplus, RTLit, RTLB, ESOL Supply/provide in-class TA support.	<ul style="list-style-type: none"> <li>• Increased level of support for at risk students.</li> <li>• Funding and resources allocated to students and/or specific programmes targeting student needs.</li> <li>• Students are supported in class by TA's/SLT/ outside agencies.</li> </ul>
On-going	SLT Teachers	Explore the PACT (writing).	<ul style="list-style-type: none"> <li>• Teachers have a better understanding of knowledge, tools and rates of progress aligned to NZC levels.</li> </ul>

			<ul style="list-style-type: none"> <li>Teachers track students' and class progress; they use the data to inform teaching programmes; and guide decisions about how to improve students' learning.</li> </ul>
On-going	SLT/ Teachers	Tuakana Teina strategies. Varied grouping – mixed ability grouping and use of gender grouping where appropriate.	<ul style="list-style-type: none"> <li>Students learn from each other and have had an opportunity to mix with a variety of children.</li> <li>Social and academic progress is enhanced.</li> </ul>
On-going	SLT/ Lead Teacher/ Teachers	New Pedagogies for Deep Learning (NPDL) will encourage opportunities for integration and learning in meaningful contexts.	<ul style="list-style-type: none"> <li>Students engagement and motivation is increased via authentic learning opportunities.</li> </ul>
On-going	SLT/ Teachers	Teachers will develop collaborative TAI which link to focus curriculum areas and school goals.	<ul style="list-style-type: none"> <li>Teachers share best practise to support target students.</li> <li>Teachers receive feedback on practise.</li> </ul>

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:

Through an awareness of the four dimensions of Te Whare Tapa Wha we will empower our Tawhai School Community to strengthen their Hauora. The four dimensions are Taha Tinana (Physical Wellbeing - health), Taha Hinengaro (Mental and Emotional Wellbeing - self-confidence), Taha Whanau (Social Wellbeing - self-esteem) and Taha Wairua (Spiritual Wellbeing - personal beliefs).

Background Information: We believe that wellbeing is fundamental to students' success in all areas. In 2018 we began our involvement with the Kura Ahurea programme and Play.sport. Both these initiatives, along with PB4L, will continue to **underpin school wide wellbeing**.

Key Improvement Strategies

When	Who	Actions	Outcomes
On-going	SLT/ Teachers	PB4L guidelines will be used to support our school wide behaviour plan.	<ul style="list-style-type: none"> <li>PB4L team have continued to support attend PD.</li> <li>Monitoring and tracking systems are reviewed, refined and used by staff.</li> <li>High expectations and standards of behaviour and academic success.</li> </ul>
On-going	TL/	Upper Hutt Cluster coherent pathways group is	<ul style="list-style-type: none"> <li>Consistent transition practices are formulated across schools in the</li> </ul>

	Teachers	<p>attended. Liaise with contributing pre-schools and intermediates.</p> <p>Exploring transitioning across year levels within Tawhai School.</p>	<p>wider community</p> <ul style="list-style-type: none"> <li>• Students and whanau feel supported when transitioning to Year 7 in the wider community.</li> <li>• Students and whanau feel supported when transitioning from ECC to New Entrant/Year 1.</li> <li>• Leaders, teachers and support staff share information regarding students wellbeing and academic progress.</li> </ul>
On-going	Play.sport Lead Teacher SLT Teachers	Continue to develop teachers' understanding of Hauora and Te Whare Tapa Wha model.	<ul style="list-style-type: none"> <li>• Teachers are implementing a Hauora programme.</li> <li>• Students can demonstrate, model, discuss, show and explain the four dimensions of Te Whare Tapa Wha.</li> <li>• A school Hauora profile is developed.</li> </ul>
		Participate in Play.sport initiative. Lead teacher to continue professional development in this area.	<ul style="list-style-type: none"> <li>• Teachers will implement Play.sport aspects.</li> <li>• Lead teacher will share practise and support teachers.</li> </ul>
		Implement the Kura Ahurea programme. Lead teacher to continue professional development and colleague/community partnerships.	<ul style="list-style-type: none"> <li>• Teachers have an increased knowledge and use of tikanga and te reo Maori.</li> <li>• Students have a strong sense of their culture and identity.</li> <li>• Kura Ahurea/ Kapa Haka/ visits to Koraunui Marae are aligned.</li> <li>• Student participation in Pasifica Festival</li> </ul>
		Teachers provide students with opportunities to try new things.	<ul style="list-style-type: none"> <li>• School camp, Kapa Haka, Nga Tama Toa, Marae visits, Sports teams, Clubs/groups, Peer mentors.</li> </ul>
		General student wellbeing will be promoted through a variety of initiatives.	<p>Students have opportunities to participate in;</p> <ul style="list-style-type: none"> <li>• Yoga, Mindfulness, Meditation</li> <li>• Progress and Achievement certificates</li> <li>• KOS, Fire safety, Water safety, Digital safety, Road safety</li> <li>• School Camp and EOTC activities</li> </ul>
On-going	Principal/ Year 6 teachers	<p>Provide opportunities for our Year 6 students to develop themselves as leaders. Explore what leadership means and the different types of leaders.</p>	<ul style="list-style-type: none"> <li>• Year 6 students recognise themselves as leaders and role models</li> <li>• A framework has been developed as Tawhai Schools leadership programme</li> </ul>

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;

- We will provide opportunities and guidance that encourage students and staff to be more actively involved and engaged in each stage of their learning.

Background information:

Our journey with collaborative teaching and developing agentic students has been supported by our involvement with the Upper Hutt Network. Our continued involvement in the network and participation in New Pedagogies for Deep Learning will ensure we are developing a cohesive and strategic pathway aligned to our vision.

Key Improvement Strategies

When	Who	Actions	Outcomes
On-going	SLT/ teachers	Participation in NPDL (New Pedagogies for Deep Learning).	<ul style="list-style-type: none"> <li>• Greater student engagement.</li> <li>• Students engaged in their learning at a deeper level.</li> <li>• Students are supported/ scaffolded to learn different/ new ways of learning.</li> </ul>
		Participation in professional development provided by Upper Hutt Network.	<ul style="list-style-type: none"> <li>• Teachers share practise and make connections with colleagues.</li> <li>• Teachers continue to explore collaborative and agentic practises.</li> </ul>
		Teachers will provide opportunities for students to develop key competencies and deep learning through structured and unstructured play.	<ul style="list-style-type: none"> <li>• Students will demonstrate key competencies and Tawhai School values.</li> <li>• Students will demonstrate creative and collaborative problems solving skills.</li> <li>• Behaviour tracking sheet will have reduced incidents of inappropriate social behaviour during play.</li> </ul>
		Teachers provide choice about where students can learn.	<ul style="list-style-type: none"> <li>• Learner licences are in place and criteria is adhered to.</li> <li>• Students taking ownership of their learning.</li> <li>• Student choice in activities.</li> <li>• Students engage in reflection time.</li> </ul>

			<ul style="list-style-type: none"> <li>• Outdoor learning activities/new spaces are available to students</li> </ul>
		PACT (Writing)	<ul style="list-style-type: none"> <li>• Students know their next steps and will become more agentic in Writing programmes.</li> </ul>
		Use of digital technologies.	<ul style="list-style-type: none"> <li>• Students confident using digital technologies</li> <li>• Students demonstrate respect for digital devices</li> <li>• Students use digital devices in a safe manner.</li> </ul>
		Participation in Play.sport initiative.	<ul style="list-style-type: none"> <li>• Students actively engaged in sporting activities</li> </ul>

## Other 2019 Key Improvement Strategies to Achieve Strategic Vision

<b>Property and Finance</b>	<b>Short Report</b>	<b>Community Engagement</b>	<b>Short Report</b>
<p>Complete major property projects – 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 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 Enviro-school projects</p>		<p>Consult with all stakeholders to capture and formulate key beliefs for our local curriculum and strategic goals for 2020. Varied times will be offered to parents and each session will be facilitated by student leaders.</p> <p>Termly updates from the BOT to the school community.</p>	
<b>Governance</b>	<b>Short Report</b>	<b>School Culture</b>	<b>Short Report</b>
<p>Election of new BOT</p> <p>Management of enrolment scheme</p> <p>Strategic planning to meet new requirements Education Amendment Act 2018</p> <p>Professional development opportunities for new BOT and to support strategic planning</p> <p>Continue to utilise strengths within the BOT to support areas such as Property and Finance, Health and Safety.</p>		<p>Continue to promote values.</p> <p>Promote programmes 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>	

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