

Tawhai School Strategic Plan 2020 - 2023



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



Vision Statement

Empowering our children to succeed in an ever changing world

Values

- RESPECT (Whakaute) - We value ourselves, others, our school and our environment.
- RESPONSIBILITY (Takohanga) - We value honesty, courage and commitment, and accountability.
- RESILIENCE (Manawaroa) - We recover from setbacks, adapt well to change, and keep going when things are hard.
- INTEGRITY (Ngā kau pono) - We do what we know is the right thing to do even when no one is watching.

Poipoia te kakano kia puawai
Nurture the seed and it will blossom



Māori Dimensions and Cultural Diversity

Tikanga and Te Reo Māori

Our Learners will:

- Have the opportunity to be part of Kapa Haka and the Kura Ahurea programme
- Learn basic Te Reo Māori e.g learning waiata, karakia, and basic tikanga
- Experience Maturanga Māori (traditional Māori knowledge, local Marae)

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.

Our Teachers will:

- Communicate with whanau
- Provide opportunities for acquisition of Te Reo Māori
- Provide opportunities for understanding of Tikanga Māori
- Provide opportunities for students to experience important Māori concepts and customs

Student Engagement

Improving student engagement has been an ongoing priority and will continue to be in 2020. 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.

School Organisation and Structures

Tawhai School 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 of 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 Coordinator's role. Senior Management have an on-going presence in classrooms supporting teachers with behaviour and learning, observing teachers and guiding teacher practice.

Goals	2020	2021	2022
<p><u>Our Learning</u></p> <p>Ensure students are engaged and actively involved in their learning</p> <p>Build a holistic philosophy of high expectations, engagement and continuous improvement for all to flourish.</p>	<p>The Tawhai School Curriculum will be launched (this incorporates te reo, tikanga and local kawa and history).</p> <p>Staff will be involved in the following Professional Development:</p> <ul style="list-style-type: none"> • New Pedagogies for Deep Learning (NPDL) - Year 2 • Alert (Self Regulation, Wellbeing) • Upper Hutt Cluster (Digital Technologies Curriculum), Culturally Responsive Practices <p>Appraisal System will ensure reflective practice promotes continuous improvement.</p> <p>We will analyse individual and aggregated achievement information to target student learning needs and make provisions for additional programmes and/or support.</p> <p>We will work, in consultation with our Maori community, to ensure successful achievement outcomes for our Maori students.</p> <p>Increased focus on tracking progress in key competencies and 6 c's (collaboration, character, citizenship, communication, creativity, critical thinking) using rubrics.</p> <p>The Upper Hutt Cluster Coherent Pathway tool will be piloted.</p> <p>We will continue to monitor attendance and lateness and take all reasonable steps to support students to attend</p>	<p>The Tawhai School Curriculum will be a "working document".</p> <p>Staff will be involved in the following Professional Development:</p> <ul style="list-style-type: none"> • New Pedagogies for Deep Learning (NPDL) - Year 3 • Alert - implement programme • Ongoing involvement in Upper Hutt Cluster professional development 	<p>The Tawhai School Curriculum will be reviewed</p> <p>Staff will be involved in the following Professional Development:</p> <ul style="list-style-type: none"> • Ongoing involvement in Upper Hutt Cluster professional development <p>New Pedagogies for Deep Learning (NPDL) practices will be embedded and sustained</p> <p>Alert Programme will be embedded and sustained.</p>

	school.		
<p><u>Our Partnerships</u></p> <ul style="list-style-type: none"> Grow partnerships that nurture relationships at home, school and in the wider community 	<p>Collaborative practises will be explored and promoted through a cohesive staff team.</p> <p>We will continue to build and maintain learning partnerships with whanau and provide opportunities for parents to be active participants in their child's learning, e.g.</p> <ul style="list-style-type: none"> Mutukarua Programme Learning Conversations Open Day <p>Real time reporting through Educa will be introduced to parents to connect whanau in a more timely manner.</p> <p>We will continue to foster relationships with local pre-schools and intermediate schools to support transitions.</p> <p>Relationships with outside agencies will be supported by the new Learning Support Coordinator role.</p> <p>Partnerships with local community will be enhanced to support place based practises.</p>	Review real time reporting	
<p><u>Our Environment</u></p> <ul style="list-style-type: none"> Provide a safe emotional and physical environment that celebrates diversity and promotes inclusiveness 	<p>PB4L practises will be reviewed.</p> <p>New ways to enhance student and staff wellbeing will be explored.</p> <p>Alert programme will support wellbeing.</p> <p>We will use the local community and environment to teach concepts across the curriculum.</p> <p>Funds will be allocated to provide furniture and classroom</p>		5 year Property Planning will be allocated to ensure flexible learning spaces are prioritised.

	<p>equipment that will cater for diverse needs.</p> <p>Embed current enviro practices school wide and introduce more sustainable practises.</p>		
<p><u>Our Future</u></p> <ul style="list-style-type: none"> • Creating a future focussed culture that enables our students to be innovative, creative, adaptive, digitally safe global citizens. 	<p>New Pedagogies for Deep Learning will ensure inquiries are underpinned future focussed lens is</p> <p>Digital Technologies Curriculum will be implemented</p> <p>On-line safety practices will be implemented</p> <p>Real-time reporting will involve leveraging digital using Educa</p>	<p>On-line safety practices will be embedded.</p>	

Annual Section 2020

Improvement Plan - Domain: Learning, Reading/Writing/Maths

Strategic Goal: Our Learning

- Ensure students are engaged and actively involved in their learning
- Build a holistic philosophy of high expectations, engagement and continuous improvement for all to flourish.
 - We will analyse individual and aggregated achievement information to target student learning needs and make provisions for additional programmes and/or support.
 - We will work, in consultation with our Maori community, to ensure **successful achievement outcomes for our Maori students.**

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:

- Year 3 reading 83% (5 students have been identified as Target children. If they make accelerated progress and meet the expected level, as well as all the other students within the cohort progressing to meet expectations, 53/64 **83%** of Year 3's would be At or Above by the end of the year).
- Maori Maths school wide 80% (6 students have been identified as Target children. If they make accelerated progress and meet the expected level, as well as all the other students within the cohort progressing to meet expectations, 45/55 **80%** of Maori students would be At or Above by the end of the year).
- Year 5 writing 75% (4 students have been identified as Target children. If they make accelerated progress, and all meet the expected level, as well as all the other students within the cohort progressing to meet expectations, 53/69 **75%** of Year 5's would be At or Above by the end of the year

Baseline data:

Year 2 (EOY 2019) reading currently 74% (this is significantly lower than end of Year 1)
 Maori Maths (EOY 2019) school wide 68%
 Year 4 (EOY 2019) writing 68%

Key Improvement Strategies

When	Who	Actions	Outcomes
Term 1 and on-going	Teachers Mutukaroa Co-ordinator	Teachers will spend time at the start of the year to get to know their learners, their culture and identity interests and needs.	Programmes will reflect student voice and teachers knowledge of their learners. Learners will have ownership and be more

	TA's	<p>Include the whanau and encourage their involvement</p> <p>Mutukaroa co-ordinator will facilitate learning conversations with Year 3 target student's whanau.</p> <p>Teachers will plan differentiated programmes for individual learners in their planning.</p> <p>Teachers will identify and monitor target children aligned to school targets</p> <p>Teachers will work collaboratively to cater for learners needs</p> <p>Intervention programmes will be in place to support the acceleration of students - Quick 60 and Spring into Maths</p> <p>Reading together programme will be promoted</p> <p>Target students will be prioritised for whanau reading programme</p> <p>Whanau reading volunteers will be invited to participate in Reading Together Programme</p>	<p>engaged in their learning.</p> <p>Support and commitment from home will promote a learning partnership</p> <p>School targets are achieved</p>
Term 1 and on-going	<p>Lead teacher literacy DP/P,</p> <p>Lead teacher maths AP</p> <p>All teachers</p>	<p>Explore a variety of effective pedagogies</p> <p>Deliberate acts of teaching e.g. modelling, scaffolding, explaining, telling, thinking aloud, direct teaching.</p> <p>Instructional and fluid groupings</p> <p>Assessment tools (e.g PACT, PAT)</p> <p>Align assessment schedule, expected levels of achievement and supporting documents.</p> <p>Use text to speech, library</p> <p>Workshopping</p> <p>Teachers will ensure there is a variety of authentic contexts covering different genres and problem solving opportunities</p> <p>Teachers will ensure materials are available for learners to explore and consolidate their understanding</p> <p>Tuakana Teina/ buddy work will be promoted</p>	<p>Learners will know their next learning steps and everyone will have a clear understanding of maths/ literacy progressions and the benchmarks for expected levels.</p> <p>Learners have an opportunity to teach each other</p>

Term 1,2,3,4	Lead teacher literacy DP/P and lead teacher numeracy AP Teachers	Moderation of reading, writing and maths expected levels will be facilitated	Teachers will have a clear understanding of markers that reflect achievement levels aligned with our expectations.,
Term 1,2,3,4	DT leader Teachers	Digital Lead teacher will attend professional development workshops and upskill staff. Teachers integrate the Digital technology curriculum in literacy and math programs. Teachers will utilise Educa to upload learners work	Staff will develop knowledge and skills on the implementation of the new Digital Technology curriculum. Digital resources are utilised and digital technology curriculum is implemented Success will be celebrated through the Educa forum

Improvement Plan - Domain: Engagement/Agency

Strategic Goal:

Our Learning

Ensure students are engaged and actively involved in their learning

Our Future

Creating a future focussed culture that enables our students to be innovative, creative, adaptive, digitally safe global citizens.

Annual Goal: Engagement/Inquiry -

New Pedagogies for Deep Learning (NPDL) will be implemented throughout the school reflecting all 4 quadrants

Where we are at: In 2019 we started our NPDL journey with a small group of schools from the Upper Hutt Cluster. The professional development last year was attended by the lead team only (DP, AP and P). This professional development involved workshops facilitated by Core Education, visits to schools, webinars etc. The lead team then facilitated staff development, mainly around the 4 quadrants and the 6 c's, however most of the knowledge still sits at the SLT level.

Key Improvement Strategies

When	Who	Actions	Outcomes
Terms 1,2,3,4	UHC Lead teacher AP NPDL Lead teacher DP P Teachers	Lead team attend New Pedagogies for Deep Learning professional development - termly workshops, webinars and learning lab (teachers will also be invited to this) Lead team provide professional development workshops for teachers Teachers/students to develop a shared language Upper Hutt Cluster lead teacher promotes and facilitates cluster professional NPDL inquiry will be implemented and "citizenship" the focus "c". Teachers will begin to collect evidence of NPDL practices and share on Educa	Lead team is empowered to provide PD for teachers Teachers are more knowledgeable about NPDL Language of NPDL is beginning to be embedded in teaching practises Teachers connect and learn from colleagues Teachers are familiar with NPDL structure and rubrics Whanau are communicated with

		Teachers to be given access to the NPDL online hub.	Teachers utilise the hub to upskill themselves
Terms 1,2,3,4	DT leader Teachers Whanau AP/DP/P	DT leader attends termly professional development workshops on the Digital Technology Curriculum and feeds back to teachers Communicate with parents about the new aspects of the curriculum Continue to upskill teachers about the use of Educa. Provide scaffolding for teachers with on time reporting pilot. Explicit teaching of devices management and care, including maintenance, logging on, file storage and respect	Teachers feel confident implementing the new curriculum, they have an understanding of the expectations for the year levels and aspects of computational thinking are evident in planning Parents have an understanding about the digital learning process Parents will receive regular information related to learning goals. More care and higher usage of devices
	Enviro leaders	Provide students with a range of activities related to Enviro- schools <ul style="list-style-type: none"> ● Horoeke Open Day ● Movin March ● Gala ● Exploring options for rubbish/recycling/compost Review requirements for moving to Silver	Students will develop a greater understanding of why we need to take care of our environment and their actions count.

Improvement Plan - Domain: Hauora

Strategic Goal:

Our Environment

Provide a safe emotional and physical environment that celebrates diversity and promotes inclusiveness

Annual Goal:

Hauora Through a range of culturally responsive practices we will support the self regulation and Hauora of students and staff.

Where we are at: In 2019 teachers were using the Te Whare Tapa Wha model in their classrooms, implementing Kura Ahurea and a variety of Culturally Responsive practices were evident. In Term 3 we took part in the MOE/MOH pilot of the Alert Programme to support self regulation. Evaluation of the pilot reflected teachers had a good understanding of the programme, however confidence and the embedding of practices needed to be a future focus.

Key Improvement Strategies

When	Who	Actions	Outcomes
On-going	Lead teacher and all staff	<p>Kura Ahurea programme will be implemented with the introduction of Taumata 2.</p> <p>Powhiri and poroporoaki protocols will be established</p> <p>Lead teacher will attend regular Kura Ahurea workshops and continue to connect with the Kaitiaki network</p> <p>Opportunities to practise school waiata will be provided</p> <p>Kapa Haka group will be re-established and be provided with opportunities to perform</p> <p>A variety of cultural activities will be integrated into inquiries</p> <p>Opportunities for whanau engagement will be</p>	<p>Teachers have confidence in the delivery of the Kura Ahurea programme, and have a shared understanding of protocol.</p> <p>Lead teacher supports development of staff</p> <p>Everyone knows the Tawhai School waiata</p> <p>Tawhai School has a Kapa Haka performance group.</p> <p>Students will have participated in authentic experiences e.g. marae visits, matariki etc</p> <p>Whanau feel welcome,</p>

		promoted - Mutukarua, Reading Together programme, whanau focus group etc	empowered and that their voice is valued
	Lead teachers and all staff	Behaviour plan to be reviewed and updated where appropriate (this includes systems such as values t-shirts, weekly rewards, stars, certificates, assemblies, whole school rewards) A clear set of protocols will be developed for tracking and monitoring behaviour	Staff and students have a clear understanding of expectations and processes Classroom management processes will be in place and supported
		Continue to implement the Alert programme - liaise with MOE and DHB	A Tawhai School Alert programme will be understood by all and self regulation strategies will be embedded
		Leadership opportunities will be available for our senior students e.g. Tu Rangitira (formally student council), peer mentors etc	Tawhai Tu Rangitira group is established A peer mentor programme will be in place
		Te Whare Tapa Wha will be the Hauora programme implemented in each classroom P.E and Sporting events will be made available and students will be encouraged to participate (e.g. swimming, Tawhai Cup, interschool opportunities)	Evidence of Te Whare Tapa Wha will be displayed in each room Students will have an understanding that success can be experienced in a variety of ways.
Term 1	Footsteps Dance Company	A whole school dance programme will be delivered.	All students will experience the dance/yoga programme
Term 3	Yoga - Hutt City	A whole school yoga programme will be delivered	
Ongoing	Lead teachers and all staff	Review our Bikes in Schools programme-maintenance/ ongoing issues/student leaders etc/rosters for class and lunch time use.	Clear processes will be in place to ensure success of the bikes in schools programme

BOT 2020 Key Improvement Strategies to Achieve Strategic Vision

Our Learning

Review and continued management of enrolment scheme

Develop an understanding of the role of Learning support coordinators

Be involved with the Springboard Trust Programme.

Reflect on the benefits of the use of Educa and Real time reporting

Develop knowledge of Culturally Responsive Practises (attend NZSTA workshops)

Our environment

Allocate extra MOE funding and oversee property project- canopy cover and astro turf for court area.

Implement goals as outlined and reviewed in 5YA
Continue to support enviro school projects

Our Partnerships

Continue to explore ways of promoting parent and stakeholder engagement

Explore the LSC role

Keeping informed of progress to Upper Hutt Cluster strategic goals

Promoting ongoing relationships with ECE's and intermediates

Fostering relationships with local businesses

Supporting school community gala event and PTSG activities

Our Future

Consider succession planning and induction

Digital Technology curriculum - keep updated with how this is being implemented

Strategic plan development - working with stakeholders and the Springboard Trust programme to formulate a strategic plan for 2021 - 2024 (within that finance and resource allocation linked to 10YPP)