



*“Me akotahi hei oranga mō te katoa.”  
“Together we learn and grow.”*

*MOE School Number 3842*

## **CHARTER 2020-2022**



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*The following documents are held on the school server or in G-Suite: (A printed copy is held by each board member in a document "Board of Trustees Handbook"): National Administration Guidelines, Board of Trustees Procedures – Governance Manual, ICT Long Term Plan (Revised), School Based Curriculum, School / Board Policies*

# Strategic Section

## Our Vision

*We expect our children to leave Tapanui as confident, connected, actively involved, lifelong learners.*

**Confident** - Confident students are effective communicators who are adaptable to change and resilient in a variety of situations. They take every opportunity to develop their abilities to use their initiative, collaborate, problem solve, think critically, use their imagination and be resourceful.

**Connected** - Connected students are interdependent. They collaborate and communicate across geographical boundaries. They need to develop positive inter-personal skills, be curious and use a variety of communication tools to observe, record, share and reflect on their world.

**Actively Involved** - Actively Involved students are focused and committed to making a positive difference to the communities they are involved in. They also understand differences in the ways that people learn.

**Life-long Learner** - Students who are Life-long Learners enjoy problem solving, questioning, thinking, taking responsible risks, tackling challenges and inquiry. They are able to adapt and are ready for changing situations and the innovations of the future.

## To Achieve our Vision we will...

1. Develop and implement our future focused, school-based curriculum, which is based on the New Zealand Curriculum, students' needs and the community's values and expectations.
2. Maintain a strategic direction through ongoing and focused planning, reviewing and reporting involving all stakeholders.
3. Provide an environment that will support recruitment, development and retention of high quality staff.
4. Continue the shift towards flexible learning which is transparent, equitable, student driven and supportive; in a culture of collaboration and ongoing reflection.
5. Provide a safe physical and emotional environment that promotes self-management and awareness of people's own and others' well being.
6. Strengthen partnerships with all stakeholders using a range of forums to inform and listen.
7. Continue to develop property by opening, sound-proofing and lighting the physical spaces that students learn in, in line with MOE Innovative Learning Spaces.

### **Our Core Beliefs** *We believe that:*

- Students learn best when they experience ownership of their learning (student driven)
- Student well-being is paramount to learning
- Learning happens when children are engaged
- Learning empowers self-growth and curiosity
- Learning is ongoing – lifelong and lifewide
- All students should experience success, acknowledging failure as a part of the learning process
- Learning should be accessible to all and cater for all learning needs
- Learning should be fun and authentic
- Learning is multidimensional
- We all learn in different ways and at different rates
- Students need knowledge about how to learn, as well as a passion to learn
- Play is a major factor / component in learning
- Sometimes learning is challenging and hard work. Conflict can help us learn!
- Teachers bring a strong wealth of knowledge and professional capabilities which are essential to student learning alongside whānau (as a child's first teacher) and the students themselves.
- Positive relationships are pivotal to effective learning.

### **Our School Values**

Our community has identified *four* key values that underpin our school culture. Students will have the opportunity to express, explore and discuss the values that they and others hold. These will be integrated across all classroom and school wide practices and programmes with an emphasis on relationships and friendships, achievement and success.

Our four values are:

- P Perseverance *Manawanui*** – taking responsible risks, building resilience and being a *lifelong learner*
- E Excellence *Hiranga*** – always striving to do my best with the right attitude, being *confident* and using initiative
- E Equity *Mana Taurite*** – caring, cooperative, acting with fairness and compassionate, *connecting* with others
- R Respect *Whakaute*** – *actively* being responsible and showing integrity, treating others as you want to be treated

## **Recognising New Zealand's Cultural Diversity**

Tapanui School, as appropriate to its community, will develop procedures and practices that reflect New Zealand's cultural diversity, the unique position of Māori culture and the strategies for realising Māori potential outlined in Ka Hikitia – Accelerating Success © 2013. In recognising the unique position of the Māori culture, Tapanui School provides instruction in Tikanga Māori (Māori culture) and Te Reo Māori (Māori language).

### **Current Situation**

1. Te Reo & Tikanga Māori are integrated within the curriculum and taught by the teaching staff.
2. As a staff we are continuing to refine our Māori programme of work in consultation with our Māori community. Learning Te Reo and about Te Aō Māori, indeed achieving success as Māori, is achieved through this reciprocal relationship.
3. Tukutuku Panels depicting our four school values were developed by students with whānau during 2016.
4. Regular Hui / Consultation with whanau throughout every year.
5. Developing relationship with Hokonui Runaka, including a Whakaako Hub in 2017-18 and Kapahaka in 2019.
6. Opportunities to experience tikanga Māori feature in the school programme every year.

### **Māori Responsiveness Plan**

If a parent of a full time student requests that their child be provided with instruction in Te Reo, the Principal, on behalf of the board, will take all reasonable steps and:-

- Refer to our Resource Teacher of Māori for advice and assistance.
- Discuss with the parents the ways the school currently involves Tikanga and Te Reo in our programmes and seek input from whānau and iwi.
- Discuss with parents whether the student will have access to Te Reo in the home. Identity, language and culture count and add value to the student's learning.
- Where appropriate support an application for dual enrolment at the Correspondence School for the student.

### **Pasifika Partnership**

Using the Pasifika Success Compass in Tapasa, Tapanui School, as appropriate to its community, will ensure Pasifika students improve progress and achievement across the curriculum in relation to the NZ Curriculum levels or progress indicators. Tapanui will also look to engage in effective, culturally responsive conversations around learning when we have students from Pasifika families.

### **Asian Students**

Tapanui School, as appropriate to its community, will ensure Asian students make progress and lift achievement across the curriculum, reporting as required in relation to the NZ Curriculum levels or progress indicators. Reports are offered in a family's first language (where possible).

## Our School Context

<h1 style="font-size: 2em; margin: 0;">Student Learning</h1> 	<p>Students generally come to school with a disposition to learn, however in the last four years we have seen an increase in oral language needs and a drop in student ability to problem solve, to self regulate and with poorer fine motor skills. In spite of being a Decile 9 school we are increasingly enrolling students with greater needs and from households without the financial resources to help. The transience of a small number of students is also a growing issue.</p> <p>A return to the richness of the NZ Curriculum in 2018 combined with our beliefs about learning has seen a positive shift in student achievement with by far the majority working within or above expected levels. This is the opposite of what was a decline under the previous National Standards.</p> <p><b>Data:</b></p> <p>In relation to the NZ Curriculum levels using a range of assessments including teacher observations and student work, the following teacher judgments have been formed. At the start of 2020:</p> <p>In oral language, 98% were within or beyond the appropriate curriculum levels.          In reading, 94% were within or beyond the appropriate curriculum levels.          In writing, 94% were within or beyond the appropriate curriculum levels.          In mathematics, 94% were within or beyond the appropriate curriculum levels AND          In science, 96% were within or beyond the appropriate curriculum levels, WHILE          In physical education and health, 92% were within or beyond the appropriate curriculum levels.</p>
<h1 style="font-size: 2em; margin: 0;">Student Engagement</h1>	<p>The engagement of students is very high. Our last two ERO visits support this. <i>“Students enjoy school, they know what they are learning and why as well as their next learning steps. Teachers provide a high level of feedback to assist student learning.”</i> Agency is increasing and student voice is gathered every year on a variety of aspects of both learning and the school environment (social and physical).</p> <ul style="list-style-type: none"> <li>- Play Based / Project Based Learning or student led inquiry continue to be very positive steps for Tapanui in increasing student engagement             <ol style="list-style-type: none"> <li>1. OECD outlines ‘Seven principles of learning’, The second of these states: <i>‘Neuroscience confirms that we learn from social interaction – the organisation of learning should be highly social. Cooperative group work appropriately organised and structured has demonstrated very clear benefits for achievement as well as for behavioural and affective outcomes. Cooperative methods work for all types of students because done well they push learners of all abilities.’</i></li> <li>2. PBL in its essence is highly social, interactive and cooperative.</li> <li>3. Tki.org.nz supports student led Inquiry stating: <i>A personalised approach in the classroom allows akonga/students to take control of their own learning. Each akonga is unique and learns in different ways. Personalising learning means students:</i> <ol style="list-style-type: none"> <li>a. understand how they learn</li> <li>b. own and drive their learning</li> <li>c. are co-designers of the curriculum and their learning environment</li> </ol> </li> <li>4. The NCZ states: <i>“The curriculum encourages students to look to the future by exploring such significant future-focused issues as sustainability, citizenship, enterprise, and globalisation.”</i></li> </ol> </li> </ul> <p>Blue Mountain College consistently inform us that our transitioning students are well prepared, positively engaged and at a level as good or better than those from other contributing schools.</p>

# School Organisation and Structures

Regular Self Review assists the Board to keep the school safe, to meet its legislative responsibilities and resource the school appropriately.

**Self Review - Policies and Procedures**

- 2020 – Administration NAG 2&6, Employer Responsibility / Personnel NAG 3
- 2021 – Health & Safety NAG 5
- 2022 – Resources NAG 4, Student Achievement / Curriculum NAG 1

**Curriculum Focus Areas / Board Reports**

- Reports provided to the BOT throughout the year.
- 2020 – English (Oral), Maths (Number, Algebra), Maori, Technology/Digital Technologies, The Key Competencies
  - 2021 – English (Reading), Maths (Geometry/Measure), Performing Arts, Science, EOTC
  - 2022 – English (Writing), Maths (Statistics), Visual Arts, Social Sciences, Health & PE

**Human Resources / Personnel - Consulting**

- 2020-22 – Maintain Performance Management documentation / Job Descriptions / Appraisal Programme / Data files / Staff Meetings
- 2020 - Staff Audit/Satisfaction Survey, Student Consultation/Feedback

**Curriculum Resources**

2020-22 – purchase resources as appropriate and carry out *ICT Long Term Plan* ([Revised for 2020](#))

# Review of Charter and Consultation

It is Board and School’s practice to consult regularly with all stakeholders. Parent / Community consultation is handled over a three year cycle. The following is included (next due in 2022):

- Curriculum Consultation including Student Achievement and Engagement
- Charter Review (Vision and Values)
- Property

The following are or have been carried out in separate reviews:

- EOTC Review - 2012, 2016, 2018, 2021
- Modern Learning Pedagogy / Innovative Learning Spaces - 2015, 2018
- BYOD (in place since 2016) - 2018

Student Voice is gathered **every** year by selecting random students on the roll and complemented by regular feedback from the Student Council who are elected by their peers.  
 Consultation with our Māori community is driven by whanau and occurs throughout the year, **every** year.  
 A consultation on the Health Curriculum (including Sexuality Education) is conducted every ‘**odd**’ year.  
 Feedback is gathered by the Board from all staff **every** year in the form of a Staff Audit.

# Pomahaka Kāhui Ako



Tapanui joined the Pomahaka Kāhui Ako at the end of 2016 when the CoL formed. A Stewardship Group [SG] was formed with representatives from each learning centre and a leader was appointed at the end of Term 2, 2017. In 2019 the structure changed to a Leadership Group and a separate Governance Group. Across Community Lead Kaiako (ACL's) were appointed for staggered starts in Term 3, 2018 and Term 1, 2019. Both have two-year contracts with the possibility of renewal.

The vision and achievement challenges were reworked at the end of 2019. We are now working to improve hauora, motivation, achievement and engagement of students across the Kāhui Ako

- Through effective transitions
- Through effective pedagogical practice

The CoL has been working with two PLD providers since the beginning of 2019 in the areas of Digital Technologies (*Using Technology Better*) as well as Literacy and Transition (*Core Education*). There are about 150 hours of PLD remaining to be delivered across the CoL in the next 8-12 months.

The Kāhui Ako proposes to use the following processes to drive success:

- Spirals of Inquiry
- Collaboration
- Communication
- Cultural Responsiveness and Transformation

The Community of Learning has adopted the following Values. Collectively, we value:

- Whanaungatanga - relationships and collaboration
- Hiranga - quality and sincere effort
- Māramatanga - communication and change

# Strategic Planning Across the School

Strategic Goals	Core Strategies for Achieving Goals
<p><b>Student Learning</b></p> <ul style="list-style-type: none"> <li>• To enrich teaching and learning through teacher well-being and quality professional learning</li> <li>• To enable and encourage student inquiry, build resilience and self management, problem solving and thinking skills through play, deliberate acts of teaching and the key competencies</li> <li>• To have a strong literacy and numeracy base, students will be challenged and find success in literacy and numeracy throughout their six years</li> <li>• To build the capacity of all students so that they are making continual progress</li> </ul>	<p><b>Literacy</b> English is about using language to understand and communicate. Students are not coming to school with strong literacy foundation skills. 2020 – review Play Based Learning across the school in relation to progress in Literacy and Key Competencies 2021 – review oral language practices making links to the Kāhui Ako</p> <p><b>Numeracy</b> Maths is the exploration &amp; use of patterns &amp; relationships in quantities, space, time &amp; data. Students struggle to make connections and transfer learning across the strands. 2020 – investigate the teaching of mathematics using DIMC (Number Agents) 2021 – review assessment practices including GloSS, JAM, IKAN</p> <p><b>Play – Rich Curriculum</b> We are capability and competency driven. Our approach means that dispositions are the emphasis behind learning and that skills and competencies are the ‘plate’ that learning sits on. This is achieved through individual pathways including Play and Project Based learning. 2020 – review the effectiveness of PBL in relation to the Key Competencies and Literacy 2021 – review exposure to and progress in other curriculum areas such as Social Sciences, The Arts, Physical Education</p> <p><b>Special Needs (including G&amp;T)</b> These are programmes that cater for the diverse needs of all our students, including remedial and gifted. 2020-22 – continue to meet the needs of students through appropriate resourcing. 2020 – work with the Kāhui Ako LSC to develop systems for support and recording and reporting on progress</p>

<b>Student Engagement</b>	<ul style="list-style-type: none"> <li>To develop a school wide culture of self regulated learning and behaviour that is aligned to the school's mission and values</li> <li>To realise student potential, knowing where students come from and building on what students bring with them.</li> </ul>	<b>Values / Competencies / Learner Qualities</b> Values are the ideals and beliefs that we, as a community, hold dear. Competencies are the keys to effective learning, which are developed by students as they learn and grow as members of their communities. 2020 - Embed our Future Focused School-Based Curriculum with an emphasis on building student agency and capacity 2020-21 - Introduce and embed the principles of PB4L to improve culture, engagement and positive behaviour 2020-21 - build strong links across the Kāhui Ako in relation to building student and teacher capacity to work collaboratively in PLG (teachers) and across schools (students)
<b>Te Aō Māori / Te Tiriti O Waitangi</b>	<ul style="list-style-type: none"> <li>To lift the profile of Te Aō Māori across the school through community involvement and feedback</li> </ul>	<b>Māori Responsiveness</b> 2020 - Develop kapahaka with whānau links <ul style="list-style-type: none"> <li>- Redevelop 'Pou' - lead by Student Council</li> <li>- Whole school cultural experience in partnership with the whānau eg Hangi / Marae</li> </ul> 2021 - Continue to make links with Te Ao Māori to drive success for Māori students as Māori <ul style="list-style-type: none"> <li>- Perform at the G&amp;D Cultural Festival</li> </ul>
<b>School Finance and Property</b>	<ul style="list-style-type: none"> <li>To operate within annual grants and fundraising commitments each year</li> <li>To use 5YA to improve infrastructure and develop innovative learning spaces</li> </ul>	<b>Finance</b> 2020-22 – Prepare budget and monitor spending 2020 – ILE Building Development / Native planting / ILE Furniture <b>Property</b> 2020 1st half – Phase 1 of MLE Building Development - Matai: Soundproofing, Shared and Breakout spaces, wet area, Breakout shade 2020 2nd half– Phase 2 of MLE Building Development - Rimu: Breakout Space, Learning Corridor, Soundproofing 2021 - Carpet into 'The Campfire' (old Room 5)
<b>Health and Safety</b>	<ul style="list-style-type: none"> <li>To regularly review and minimise risks to staff and students</li> </ul>	<b>Health and Safety</b> 2020-22 – Maintain hazard register / checklist, positive relationship programmes, emergency procedures 2021 – Principal will attend 'Legalwise' Conference

<b>Personnel</b>	<ul style="list-style-type: none"> <li>Strengthen the capacity of staff and develop a growth mindset through teaching as inquiry and responsive PLD</li> </ul>	<b>Professional Learning and Development</b> <i>Ensure Tapanui School has an engaged staff involved in ongoing PLD for all members.</i> <i>Ensure a positive team culture exists to support the continued development of ILS / MLP.</i> 2020 – A return to NZC - embedding our understanding and developing PLAY 2021 – All teaching staff attending ULearn or equivalent PLD to broaden perspective 2022 – Review goals and PLD needs in relation to direction of the Kāhui Ako
<b>Community Engagement</b>	<ul style="list-style-type: none"> <li>To grow a community of learning where all stakeholders have a voice and input into improving outcomes for students</li> </ul>	<b>Relationships and Consultation</b> <i>Grow a well informed school community where all stakeholders can articulate and own our overall goal for learning and ‘play’.</i> 2020 – Annual Staff Audit, Student Voice (What makes learning Fun), Māori Community 2021 – Annual Staff Audit, Student Voice (What connects learning), Māori Community 2022 – BOT Community Consultation including Charter, Vision, Values and Curriculum. Also Student Voice and Māori Community / Annual Staff Audit

# Annual Plan 2020

Used the links in this menu to go directly to the Action Plan you are looking for.

## [Annual Plan 2020](#)

[Student Achievement Target #1 - Reading](#)

[Student Achievement Target #2 - Writing](#)

[NAG 1 Improved Transitions \(linked to Kāhui Ako Achievement Challenge\)](#)

[NAG 1 Play - Capabilities and Competency Driven Curriculum](#)

[NAG 1 Numeracy \(DMIC / Number Agents\)](#)

[NAG 1 Learning Support / G&T](#)

[NAGs 2 - 6 - 7 - 8 Planning / Reporting / Self-Review / Legislation / Consultation](#)

[NAG 3 Personnel / Professional Learning](#)

[NAG 4 Resourcing - Property / Finance](#)

[NAG 5 Health and Safety](#)

## [Organisational Plan 2020](#)

Reflections Key:    Term 1 = **Blue**    Term 2 = **Green**    Term 3 = **Magenta**    Term 4 = **Red**

## Student Achievement Target #1 - Reading

<b>Domains:</b> Student Achievement and Student Engagement <b>Team 2 Teachers</b>			
<b>Strategic Goal:</b> To build the capacity of students so that they are making continual progress To have strong early literacy and numeracy foundations, students will be challenged and find success in literacy and numeracy. To realize student potential, knowing where students come from and building on what students bring with them.			
<b>Annual Goal or Target:</b> To raise achievement and improve engagement of the 17 (52%) students in Year 3 and 4 who are at the lower end of the expected curriculum band, so that they make sufficient progress to enable them to continue to successfully access the curriculum.			
<b>Historical Position / Baseline Data:</b> Students in this cohort have featured in previous targets including reading, writing and oral language. The same group have struggled since starting school, however we are slowing 'closing the gap' for many of them. Engagement and parental support are crucial to success so we will 'push' this. Sufficient progress means we will see the majority of these students working in the middle of the expected curriculum band by the end of 2020. Of the 17 students, 4 identify as Māori, 11 are boys and 6 are girls. 10 are in Year 4 (Yr3 in 2019) while 7 are in Year 5 (Yr4 in 2019).			
<b>Action Plan / Improvement Strategies:</b>			
What?	When?	Who?	Progress Indicators / Actions?
Focus reading activities and exploration on contexts or topics that students are interested in	All year	All Staff	<ul style="list-style-type: none"> <li>The desire to read is evidenced by student response to and engagement in reading</li> <li>Student choice is evident in the selection of texts</li> </ul>
Students are 'read to' weekly	All year	All Staff	<ul style="list-style-type: none"> <li>A love of reading is promoted and evident in the teacher's attitude to books</li> <li>Parents are provided with the 'student voice' on reading at home and are encouraged to take 5mins every day to read something to or with their child - reminder twice a term</li> </ul>
More and more research is now suggesting that ability grouping is detrimental to student learning, especially Māori. Continue to trial other forms of cross ability grouping related to specific reading skills eg Making Inference that is more needs based	All year	All Staff	<ul style="list-style-type: none"> <li>Attitudes to reading, especially of struggling readers improves</li> <li>Planning shows other forms of grouping and emerging feedback</li> </ul>
<b>Resourcing:</b> <i>Money and Time. Who else might help us?</i> Learning Progressions Framework, Literacy Learning Progressions, SRA opportunities, directed library visits			
<b>What? What have we done so far?</b> 1 2			

3

4

**So What?** *How are we going? Checks - results? Where are the gaps? What changes need to be made?*

X

**What Next?**

X

## Student Achievement Target #2 - Writing

<b>Domains:</b> Student Achievement and Student Engagement <b>All Teachers</b>			
<b>Strategic Goal:</b> To build the capacity of all students so that they are making continual progress To have strong early literacy and numeracy foundations, students will be challenged and find success in literacy and numeracy. To realize student potential, knowing where students come from and building on what students bring with them.			
<b>Annual Goal or Target:</b> To raise achievement and increase enjoyment in writing for the 24 (28%) of students across the school who are achieving at lower than desirable levels or who are below expectations. <i>This target includes 39% of our Māori students.</i>			
<b>Historical Position / Baseline Data:</b> Leading into 2020, 28% of learners were either below or at the lower end of the desired curriculum bands. Our work with Year 4 students in 2019 (now Year 5) has seen positive shift for 81% of those students, however the demands of the curriculum have shifted too. This target is about continuing that momentum and broadening the scope across the school as well as picking up the disproportional number of students who identify as Maori represented in this cohort.			
<b>Action Plan / Improvement Strategies:</b>			
What?	When?	Who?	Progress Indicators / Actions?
Focus on improving self belief and confidence in writing	All year	All Teachers	<ul style="list-style-type: none"> <li>• Opportunities to write on subjects and in genres (styles) of the students own choice every week</li> <li>• Feedback targeted in relation to goals the students have set for themselves</li> <li>• Support for reluctant or struggling writers is evidence by improved confidence</li> </ul>
Enable students to work autonomously, enjoying learning relationships with others	All year	All Teachers	<ul style="list-style-type: none"> <li>• Trial student defined groups</li> <li>• Cluster learning around needs rather than ability</li> <li>• Trial 'Free Writing'</li> <li>• Consider writing 'outside of PBL' trial one Term IN and one Term OUT</li> </ul>
Links made across the curriculum and with the lives of learners outside of school	All year	All Teachers	<ul style="list-style-type: none"> <li>• Teachers provide high interest resources in their reading programmes building knowledge across the curriculum that students can then write about</li> <li>• Discussion about interests outside school leads to more purposeful writing</li> </ul>
<b>Resourcing:</b> <i>Money and Time. Who else might help us?</i> Kāhui Ako PLD in relation to building teacher pedagogy			
<b>What? What have we done so far?</b>			

- 1
- 2
- 3
- 4

**So What?** *How are we going? Checks - results? Where are the gaps? What changes need to be made?*

X

**What Next?**

X

NAG 1 Improved Transitions (linked to Kāhui Ako Achievement Challenge)

<b>Domains:</b> Student Achievement and Student Engagement <b>All Teachers</b>			
<b>Strategic Goal:</b> To			
<b>Annual Goal or Target:</b> To build student confidence and readiness for learning through smoother transitions. Using the Kāhui Ako rubric, Year 3 and Year 6 students will be more confident about their transition to Year 4 and Year 7 respectively. <i>We will gather initial data, mid year data and end of year data to gauge shift / progress.</i>			
<b>Historical Position / Baseline Data:</b> During 2019 the Pomahaka Kāhui Ako developed a Transition Rubric from the 'Coherent Pathways Tool'. This tool has had extensive input by teachers across the CoL and feedback from students was gained in Term 4, 2019. It is timely to trial our work to date and provide feedback to the Kāhui Ako Leadership team			
<b>Action Plan / Improvement Strategies:</b>			
<b>What?</b>	<b>When?</b>	<b>Who?</b>	<b>Progress Indicators / Actions?</b>
Using each 'bullet' on the Rubric, create a 4-step questionnaire that captures each student's opinion on their level of confidence. <ul style="list-style-type: none"> <li>- Initial survey and data gathered in T1 Week 4</li> <li>- Mid year data towards the end of Term 2</li> <li>- Final data in November</li> </ul>	All Year	All Staff -	<ul style="list-style-type: none"> <li>• Students complete feedback</li> <li>• Recheck shift at mid year and re-teach</li> <li>• Data present to Kāhui Ako and to Board in November</li> </ul>
Respond to areas that students identify as 'not so confident' and work to build resilience and capacity in these areas.	All year	All Staff	<ul style="list-style-type: none"> <li>• Staff respond to feedback by deliberate acts of teaching in relation to items that scored the lowest</li> <li>• Develop a teaching plan for all levels if needed</li> </ul>
Report findings to the Kāhui Ako Leadership Group	Term 4	All staff	<ul style="list-style-type: none"> <li>• Progress data report in November</li> </ul>
<b>Resourcing:</b> <i>Money and Time. Who else might help us?</i> Kāhui Ako ACL's and Within School Teacher			
<b>What? What have we done so far?</b> Tapanui has developed a role as "Within School Teacher" and while this is not funded through the Kāhui Ako, we have made provision for a Unit and limited release			
<b>So What? How are we going? Checks - results? Where are the gaps? What changes need to be made?</b> x			
<b>What Next?</b>			

x

## NAG 1 Play - Capabilities and Competency Driven Curriculum

<b>Domain:</b> Student Learning AND Student Engagement <b>Maxine / Judy + All Teachers</b>			
<p><b>Strategic Goals:</b> To enable and encourage student inquiry, build resilience and self management, problem solving and thinking skills through play, deliberate acts of teaching and the key competencies.            To develop a school wide culture of self regulated learning and behaviour that is aligned to the school's mission and values.            To build the capacity of all students so that they are making continual progress</p>			
<p><b>Annual Goal or Target:</b>            To review Play Based Learning across the school in relation to progress in Literacy and Key Competencies  <i>VISION: Confident students are effective communicators who are adaptable to change and resilient in a variety of situations. They take every opportunity to develop their abilities to use their initiative, collaborate, problem solve, think critically, use their imagination and be resourceful.</i></p>			
<p><b>Historical Position / Baseline Data</b>            Play was initiated in the junior area of the school in mid 2016. In 2017 we ran a programme called Quest in our senior team, however we found this was still limiting in the way projects were topic / interest based and did not necessarily mean students made connections across the curriculum.            In 2019 we revised our School Based Curriculum to shift the emphasis back to the Key Competencies and re-align with the NZ Curriculum. We are deliberate and determined to build the capacity of each of our students through personalised learning.</p>			
<b>Action Plan / Improvement Strategies:</b>			
What?	When?	Who?	Progress Indicators?
Attend PLD - some to be involved in PLG CAKE group	Term 1	All Staff	<ul style="list-style-type: none"> <li>• Kāhui Ako PLD opportunities through CORE Education</li> <li>• Longworth Education opportunity in April / May</li> <li>• Observation of others? Other schools?</li> </ul>
Provide rich provocations within the environment	Ongoing		<ul style="list-style-type: none"> <li>• Teachers are deliberate with the resources they provide in response to their observations of Play</li> </ul>
Notice and respond to learning giving time for children to share and reflect	Ongoing	All Staff	<ul style="list-style-type: none"> <li>• Students can identify "the curriculum" in their play</li> <li>• Students develop skills in negotiation, turn taking, sharing</li> <li>• Teachers see students using imagination and problem solving skills</li> </ul>
Make connections across curriculum	Ongoing	All staff	<ul style="list-style-type: none"> <li>• Teacher capacity to see 'curriculum in action' is deepened and broadened</li> <li>• Teachers observe others as critical friends</li> <li>• The SBC is active and living</li> </ul>

**Resourcing:**

Longworth PLD, visits to other schools using PBL, observing each other as critical friends

**What?** *What have we done so far?*

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**So What?** *How are we going? Checks - results? Where are the gaps? What changes need to be made?*

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**What next:**

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## NAG 1 Numeracy (Group Problem Solving or Community Maths)

<b>Domain:</b> Student Learning AND Student Engagement <b>Rebekah + All Teachers</b>			
<p><b>Strategic Goals:</b> To enrich teaching and learning through teacher well-being and quality professional learning.          To have a strong literacy and numeracy base, students will be challenged and find success in literacy and numeracy throughout their 6 years.          To build the capacity of all students so that they are making continual progress          To develop a school wide culture of self regulated learning and behaviour that is aligned to the school's mission and values.</p>			
<p><b>Annual Goal or Target:</b>          To Review models of teaching reluctant learners in maths with a view to improving outcomes including the investigation and trialing of teaching mathematics using a group problem solving approach like DMIC or Number Agents.</p>			
<p><b>Historical Position / Baseline Data</b>          Maths teaching has been strong at Tapanui for a few years now thanks to good leadership in this area, however there are still gaps that students can fall through in the 'Numeracy Project' model used at present. We are looking for a process that will help us connect with students for whom maths is more challenging or harder to understand. DMIC responds to this by using real problems and a collaborative approach. The students have more chances to be the teacher, embedding learning for themselves.          Developing Mathematical Inquiry Communities (DMIC) is a model of ambitious mathematics teaching founded in equity which incorporates an advanced form of complex instruction (originally designed and developed by Professors Elizabeth Cohen and Rachel Lotan at Stanford University, and in mathematics by Professor Jo Boaler). DMIC in New Zealand is co led by Professor Bobbie Hunter and Dr Jodie Hunter. They bring their Cook Islands heritage, mathematics education, professional learning, and theory to practice expertise to this collaborative and culturally responsive pedagogy.</p>			
<b>Action Plan / Improvement Strategies:</b>			
What?	When?	Who?	Progress Indicators?
To introduce to staff and begin exploring group or peer problem solving in the classroom.	Term 1	All Teachers	<ul style="list-style-type: none"> <li>Staff meeting to introduce examples of multi layered problems and engagement of maths</li> <li>Gather student voice around maths and how children find the group problem solving approach to maths - what are the pros and cons?</li> </ul>
Provide engaging problems to solve that are relevant to students context at the time. Keep reflecting on how group problem solving approach to maths is working for our students. Observations of the group problem solving providing feedback to each other.	Term 2	All Teachers	<ul style="list-style-type: none"> <li>Teachers make an effort to expose children to problem solving/community maths</li> <li>Children can identify the strategies they are using</li> <li>Children can discuss what successful group work look like.</li> </ul>

**Resourcing:**

Maths Lead Teacher programme ... possible DMIC PLD

**What?** *What have we done so far?*

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**So What?** *How are we going? Checks - results? Where are the gaps? What changes need to be made?*

XX

**What next:**

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<b>Domain:</b> Student Learning <b>Jane (SENCO)</b>			
<b>Strategic Goal:</b> To accelerate the progress of students performing below expectations			
<b>Annual Goal(s) or Target:</b> <ul style="list-style-type: none"> <li>- Review G&amp;T identification processes and programmes for extension</li> <li>- Continue to meet the needs of students through appropriate resourcing</li> <li>- All students will be encouraged to reach their potential</li> <li>- Support from external agencies will be sought to help in the acceleration of student progress</li> <li>- Staff will incorporate individualised programmes to support the accelerated learning of students.</li> </ul>			
<b>Historical Position / Baseline Data:</b> Data has been collected annually to monitor the children of Tapanui School in relation to NZC expectations. Students who are falling below those expectations were identified and had a targeted learning programme to assist them to move towards their individual goals. Since 2015 Learning Assistants have been employed to work in each team with them providing the release for learning support to be delivered by a teacher. In literacy 6% of students are working below expected levels, a further 25% are at lower end of the band for their time at school In mathematics 6% of students are working below expected levels, a further 18% are at lower end of the band for their time at school			
<b>Action Plan / Improvement Strategies:</b>			
What?	When?	Who?	Progress Indicators?
Regular Monitoring of All Children	All Year As stipulated in Assessment Policy	Teaching Staff	<ul style="list-style-type: none"> <li>• All data entered in MUSAC</li> <li>• Special Needs Register is maintained and regularly updated</li> </ul>
Applications to Resource Teachers of Learning and Behaviour	As required	Jane/Leeana Teachers of Child concerned	<ul style="list-style-type: none"> <li>• Form filled in on RTLB data base and submitted to them for consideration.</li> </ul>
Applications to Resource Teachers of Literacy	March/August	Jane/Leeana Teachers of Child concerned	<ul style="list-style-type: none"> <li>• Forms accurately completed and submitted to SENCO by due date for forwarding to Bronwyn Fennessy by date required by her.</li> </ul>
Applications to Ministry of Education for ESOL Funding	March/August	Jane/Leeana Teachers of child concerned	<ul style="list-style-type: none"> <li>• ELLP forms to be filled at at June/December reporting times</li> <li>• Progressions to be filled in on Ministry reporting forms and submitted by due dates of 1 March and 1 August.</li> </ul>
Regular liaison with RTLB/RTLit/MoE	As required - usually fortnightly	Jane/Leeana Teachers of child	<ul style="list-style-type: none"> <li>• All applications will be followed up for a response from these outside agencies</li> </ul>

		concerned	
Identification of Children requiring extension	March	Teachers	<ul style="list-style-type: none"> <li>Each hub to submit a list of children requiring additional experiences or programming.</li> </ul>
Provision of Programmes for extension/enrichment	All Year	All staff	<ul style="list-style-type: none"> <li>Funding allocation to cater for this</li> <li>Suggested list of needs/interests to be prioritised</li> <li>Deliverers of the programme to be identified and approached</li> <li>A variety of programmes to be provided.</li> </ul>
Identification of children who need assistance for Equity	All Year	Jane/Leeana All Staff	<ul style="list-style-type: none"> <li>Be aware of funding opportunities available - McKenzie Trust, Maxe-grants etc and their closing dates as well as their criteria</li> <li>Make applications to address equity where criteria are met.</li> </ul>
<p><b>Resourcing:</b> Board of Trustees - funding and Release, Ministry of Education - High Learning Needs funding and Behavioural Support, Ministry of Education - ESOL, Resource Teacher of Literacy, Resource Teacher of Learning and Behaviour, Ministry of Education Literacy Contract</p>			
<p><b>What? <i>What have we done so far?</i></b> XX</p>			
<p><b>So What? <i>How are we going? Checks - results? Where are the gaps? What changes need to be made?</i></b> XX</p>			
<p><b>What next:</b> XX</p>			

NAGs 2 - 6 - 7 - 8 Planning / Reporting / Self-Review / Legislation / Consultation

<b>Domain:</b> Self Review			
<b>Strategic Goal:</b> To develop a school-wide culture of self regulated learning and behaviour that is aligned to the school's mission and values. To grow a community of learning where all stakeholders have a voice and input into improving outcome for students.			
<b>Annual Goal or Target:</b> Grow a well informed community where all stakeholders can articulate and own our overall goal for modern learning. Follow our Curriculum Review and Strategic Self-Review programmes (as timelined for 2019)			
<b>Historical Position / Baseline Data:</b> The Board has a comprehensive Self Review Programme / Schedule which is followed over a 3yr cycle			
<b>Action Plan / Improvement Strategies:</b>			
What?	When?	Who?	Progress Indicators?
Follow the Self Review Schedule 2020: - Technology, English (Oral), Maths (Number&Algebra), Te Reo Māori, The Key Competencies - Regular feedback to the Board on Learning	Terms 2-3-4	Teaching Staff	<ul style="list-style-type: none"> <li>Curriculum Reports to BOT</li> <li>Learning Activities Reports to BOT</li> </ul>
Gather Student Voice on learning including attitude to / enjoyment of learning	Term 2 and 4	Principal	<ul style="list-style-type: none"> <li>Student Council used as a sounding board</li> <li>Random students selected from the role</li> </ul>
Report student progress and achievement to parents twice a year in plain English	All Terms	Teaching Staff and Principal	<ul style="list-style-type: none"> <li>Three-Way interviews in T1 and T3</li> <li>Interim Progress Report in T2</li> <li>Summative Report in T4</li> </ul>
Complete a Staff Satisfaction and Well-being Audit	Term 2	Assurance Committee	<ul style="list-style-type: none"> <li>Q&amp;A in confidence ... summary and significant findings / recommendations reported to the Board</li> </ul>
Complete legislative requirements and compliance (as detailed in the compliance schedule)	Ongoing	Principal	<ul style="list-style-type: none"> <li>2020 Charter submitted by 1 March 2020</li> <li>Analysis of Variance of 2019 Targets submitted by 1 March 2020</li> <li>Compliance Schedule reported on at EVERY Board Meeting</li> </ul>
Follow the Self Review Schedule 2020: - Review the Administration (P4) and Employer Responsibilities (P3) Policies and the procedures that sit within each NAG	Term 2 and 3	Assurance Committee	<ul style="list-style-type: none"> <li>Test school procedures against practice</li> <li>Ensure the school is compliant with current legislation</li> <li>Assurance Reports to BOT</li> </ul>
<b>So What? How are we going? Checks - results? Where are the gaps? What changes need to be made?</b> xxx			

**What Next?**

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## NAG 3 Personnel / Professional Learning

<b>Domain:</b> Personnel			
<b>Strategic Goal:</b> To strengthen the capacity of staff and develop a growth mindset through teaching as inquiry and responsive PLD To develop a school-wide culture of self regulated learning and behaviour that is aligned to the school's mission and values			
<b>Annual Goal or Target:</b> Further development of and growing an understanding of Play Based Learning (see NAG 1) Learner qualities and key competencies unpacked with students To provide all staff with the opportunity to pursue professional learning or development that will improve their capacity as a teacher Complete the appraisal of staff linking development to teacher inquiry and attesting to competence in line with the RTC			
<b>Action Plan / Improvement Strategies:</b>			
What?	When?	Who?	Progress Indicators?
Board mindful of staff well-being and hauora	All year	Board and Staff	<ul style="list-style-type: none"> <li>Relationships are valued through Board and staff interactions - out of school functions / shared activities / staff morning teas / mid-winter function</li> </ul>
Digital Technologies PLD	All year	UTB Facilitators Kāhui Ako ACL's All staff	<ul style="list-style-type: none"> <li>Strengthen understanding and teaching practice across the Technology Curriculum</li> <li>Build collaboration across the Kāhui Ako</li> <li>Improved use of the G-Suite at Tapanui</li> <li>Make use of Spero Bolts to develop coding and associated language</li> </ul>
Teacher Pedagogy PLD	All year	CORE Facilitators Kāhui Ako ACL's All staff - CAKE	<ul style="list-style-type: none"> <li>Strengthen understanding and teaching practice in relation to positive Transition using the newly developed 'Critical Capabilities Rubric'</li> <li>Build collaboration across the Kāhui Ako through teacher Inquiry and the formation of Professional Learning Groups</li> </ul>
Carry out staff appraisal	Ongoing	All staff	<ul style="list-style-type: none"> <li>Staff contribute reflections and evidence of learning to their own appraisal documentation</li> <li>Feedback to teachers via documentation check in Term 2</li> <li>Teaching staff complete ongoing T@I (linked to Kāhui Ako)</li> </ul>
<b>Resourcing:</b> <i>Money and Time. Who else might help us?</i> PLD Budget and teacher release / Using Technology Better (UTB) Facilitators <i>Lara Kirk, Mike Reading</i> / CORE-Ed Facilitators <i>Darren</i>			
<b>So What?</b> <i>How are we going? Checks - results? Where are the gaps? What changes need to be made?</i> xxx			

**What Next?**

XXX

<b>Domain:</b> School Finance and Property			
<b>Strategic Goal:</b> To operate within annual grants and fundraising commitments each year. To use 5YA to improve infrastructure and develop innovative learning spaces.			
<b>Annual Goal or Target:</b> Provide appropriate levels of funding to begin Phase 1 of the ILE Building Development so as to facilitate modern learning pedagogy in innovative learning spaces. Implement year 5 of the 5YA and complete new 10YPP			
<b>Action Plan / Improvement Strategies:</b>			
What?	When?	Who?	Progress Indicators?
ILE Phase 1 in Matai Block (5YA Funding) 5YA Year 2 of 5	Term 1 - Term 2	Board and Staff	<ul style="list-style-type: none"> <li>• Break out spaces between Clearing and Glen completed</li> <li>• Soundproofing of the Clearing and Glen including a lowered ceiling and composition autex on the walls</li> <li>• Wider doorways extending out to play area</li> <li>• Wet space/ kitchen developed in the Clearing</li> <li>• Matai corridor Autex and carpet</li> </ul>
ILE Phase 2 in Rimu Block - first part (SIP Funding) 5YA Year 2 of 5	Term 3 - Term 4	Board and Staff	<ul style="list-style-type: none"> <li>• Soundproofing and lighting, carpet upgrade in The Campfire</li> <li>• Breakout Space opened up - visual line of sight and soundproofing</li> </ul>
Property kept in good repair through regular inspection Paint maintenance delegated to the Caretaker	Ongoing	Principal and Caretaker with Property Committee	<ul style="list-style-type: none"> <li>• Monthly inspections are completed and reported to Argest</li> <li>• Paint Maintenance completed by caretaker</li> </ul>
Asset Replacement	Ongoing	Principal and Staff	<ul style="list-style-type: none"> <li>• Furniture replacement completed per budget</li> <li>• Chromebooks - (6)</li> <li>• iPads - Round 2 (5)</li> </ul>
Sound Financial Management	Ongoing	Principal with Finance Committee	<ul style="list-style-type: none"> <li>• Complete Budget for first BOT Meeting - February</li> <li>• Report variance on the budget to each meeting of the Board</li> </ul>
<b>Resourcing:</b> <i>Money and Time. Who else might help us?</i> Kelvin Lewis - School Support Property Consultant / Project Manager 03 4770380			
<b>So What?</b> <i>How are we going? Checks - results? Where are the gaps? What changes need to be made?</i> xxx			

## What Next?

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NAG 5 Health and Safety

<b>Domain:</b> Health and Safety			
<b>Strategic Goal:</b> To regularly review and minimise risks to staff and students.			
<b>Annual Goal or Target:</b> Maintain appropriate H&S controls across the school including hazard register, positive relationships programme and emergency procedures			
<b>Action Plan / Improvement Strategies:</b>			
<b>What?</b>	<b>When?</b>	<b>Who?</b>	<b>Progress Indicators?</b>
Maintain safe working environment for staff and students	All Terms	All Staff	<ul style="list-style-type: none"> <li>• Hazard register and Accident register maintained - hazards eliminated, isolated or minimised.</li> <li>• Electrical Contractor completes electrical compliance testing</li> <li>• Regular review</li> <li>• Replenish playground bark chips as needed</li> </ul>
Ensure Building WOF and Compliance are satisfactorily maintained and completed	Ongoing	Principal / Caretaker	<ul style="list-style-type: none"> <li>• Act on WRN issued by Wormalds or other contractors</li> <li>• Complete 'Argest' checks monthly</li> </ul>
<b>Resourcing:</b> <i>Money and Time. Who else might help us?</i> NZSTA / School Support / Argest			
<b>So What?</b> <i>How are we going? Checks - results? Where are the gaps? What changes need to be made?</i> xxx			
<b>What Next?</b> xxx			

# Organisational Plan 2020

Item	Who?	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	
<b>Board Admin</b>													
Policy / Procedure Review and Audit	As assigned	BOT Delegations & Sub-Cttee			Administration P4				Employer Responsibility P3				
<b>Curriculum</b>													
Planning & reporting – Student Achievement	Principal & Staff	Meet the Teacher	Three way Interviews Goal Setting #1 (20mins)			Interim Reports		Three way Interviews Goal Setting #2 (15mins)			Summative Reports		
Curriculum Reports / Reviews	Principal & Staff	AOV C3			Technology CR4	Literacy - Oral Language CR1	Interim Report on Targets C4	Te Reo Māori CR9	Maths - Number & Algebra CR2	Key Competencies CR10		Draft AOV Report on Targets C4	
Special Needs / G&T Programme	Principal , DP	Budgets, identification & planning	Update LS and G&T registers ESOL Apps	Barriers to learning meetings (IEPs) as required Learning Support Plans IBP's for severe behaviour G&T extension programmes and / or IEP's written								Report on 2020	Resourcing 2021
Assessment	Principal & Staff	Data gathering using a variety of Formative assessment		Analysis of Data to inform next steps Additional Testing as required e-asTTle Moderation									
<b>Personnel</b>													
Principal Appraisal	BOT Chair / External Appraiser	Visit #1 Agree on Objectives Orientation					Mid point review / Visit 2 - Interim Report				End Point review / Visit 3 - Final Report	Plan for following year	
Fixed Term Units	Principal & Staff	Units allocated									2021 Priorities Agreed	EOI for 2021	
Appointments	Principal and/or Appointments Cttee	Staffing Schedule #1								Appointments for 2021 based on MOE Staffing - Likely 4 Teachers - Possible surplus staffing			

Item	Who?	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
Staff Appraisal	Principal (Developmental & Attestation)	Agree on appraisal goals			Formative Appraisal Documentation check			Ongoing Inquiry - CAKE Groups		Report on T@I	Summative Appraisal S4TP	
BOT Development	Principal & Chair NZSTA	BOT Chair and Principal to provide or direct training as required										
<b>Health and Safety</b>												
Buildings / grounds check + Hazard Identification	Principal PT Caretaker H&S Committee	Monthly buildings and grounds checks Ongoing check and documenting Hazard Register maintained and checked										
Evacuation Notification	Principal	Trial Evacuation (Fire)		Trial Evacuation (Fire and Earthquake)			Trial Evacuation (Fire) Trial Lockdown			Trial Evacuation (Fire and Earthquake)		
<b>Financial</b>												
Budget	Principal Finance Committee		Budget Approved	First ¼ Review		Mid Year Review		Review /adjust Banking Staffing projections Third ¼ Review		Close Budgets for 2020	Planning priorities for 2021	Budget Setting Meetings
Annual financial statement	Finance Committee Principal			Financial Audit complete	Annual Finance Report							
Asset Management		Ongoing asset replacement					Review needs for ILE Furniture					Plan for 2021
<b>Property</b>												
Maintenance and Hazards	Principal, PT Caretaker and Property Cttee	Monthly buildings and grounds checks Ongoing check and documenting Hazard Register maintained and checked										
10yr Property Plan	Principal, Property Consultant & BOT	Review	Implement July 2018 - June 2023 5YA - Yr 2 of 5 / Yr 3 of 5 ILE - Matia Block to be completed followed by ILE Rimu Block (one Space using SIP Money) Sustainable Energy Contestable Fund									
<b>Consultation</b>												
Staff Audit	Board				Board Completes Staff Audit and Satisfaction Survey							

Item	Who?	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
Student Voice	Principal / Staff		Student Council formed	Pou waitohu	Learning	Behaviour	Engagement		Vision and Values	Special Topic?		
Māori Community	Board / Principal	Kapahaka starts		Annual Hui and Goal Setting				Hui and Review				
<b>Community Events / Sports / EOTC</b>												
Community Based Events	Staff, Students & Community	Swimming WO Athletics Cricket Waitangi Day	SO Swim ES Athletics	ANZAC	WO X-Country ES X-Country	Netball	Netball Winter Tournament	SO X-Country Netball		Miniball	Touch Cricket A&P Show	Touch Prizegiving
Curriculum Events	All Stakeholders	Leadership Day Y6	Yr5-6 Camp		Curriculum Evening Literacy		Curriculum Evening Arts	John Parsons	School Production		Transition Evening	Noho - Yr6 Hangi

# Consultation with the Community

## On-Going Consultation:

Full Community consultation and audit 2007, 2010, 2013, 2016, 2019, 2022

Aligned with:

Curriculum Consultation 2008, 2010, 2013, 2016, 2019

Charter Review 2008, 2011, 2013, 2016, 2019

EOTC (Trips / Camps / Sport) 2012, 2016, 2018

Also:

Consultation with Maori Community 2006, 2009, 2012, 2015, 2016 (*Annually from 2015*)

Staff Audit 2011, 2014, 2017 (*Annually from 2017*)

Regular Newsletter Surveys - including BYOD, MLE(ILS), PBL, Starting Date

Student Feedback on Teaching and Learning 2012, 2015, 2016 (*Annually from 2015*)

Cyclic Policy Review

New Parents Morning Tea 2010 onwards (1-2x / year)

Consultation on the Health Curriculum every 'odd' year

Friday Forums 2014, Curriculum Evenings at least twice a year from 2016

Bible in Schools 2014, 2016, Play Based Learning / MLE 2015, 2016, 2017

## Yearly

Charter Review. As part of its normal review process the Board amends its Charter and makes it available through the school newsletter inviting feedback. The Board formally adopts the Charter at its February/March meeting.

# Charter Approval

The Board of Trustees vouches for the authenticity of the Charter, which has arisen out of consultation with the groups that make up the Tapanui School Community.