



TATUANUI SCHOOL

A rural school making a difference

Mission: Reaching our Full Potential

Vision: Empowered 21st Century Learners

Values: we caRe

Charter 2019

Prepared by:
Denise Jones
PRINCIPAL



TATUANUI SCHOOL
A rural school making a difference



Our Mission;

As a Rural School making a difference we want to ensure all learners at Tatuani School reach their full potential.

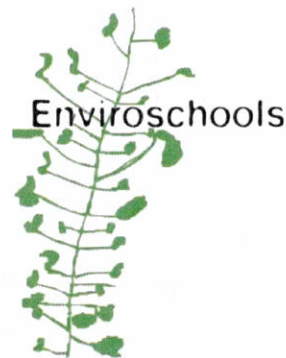
Our Vision;

Empowered 21st Century Learners who are self-motivated, communicators, collaborators, resilient problem solvers.

Our Values:

We caRe

- caring
- attitude
- **R**
 ↗ responsible
 ↘ respectful
- enviro kid



Our purpose is to develop

Knowledge
Behaviours
Values

which connect us to our environment and motivate us to be responsible, respectful, caring and sharing citizens.

Tatuani is a decile 7 contributing school (Year 1 - 6) situated at the intersection of State Highway 26 & 27, between Morrinsville and Te Aroha. The school enjoys a rural setting with a scenic outlook towards Mount Te Aroha. Situated six kilometres from Morrinsville, Tatuani School is surrounded by dairy farms.

83% of our families are either farming or enjoying country living. We have 17% of our families who bring children out from town to enjoy the country ethos that Tatuani School offers.

The ethnic composition of the school is as follows -

NZ European: 80 % Maori: 12% Other: 8%

The school offers many opportunities across the academic, cultural, sporting and social spheres.

Tatuani School is a *Green Gold Enviro School*. We were the first school in the Matamata Piako District to achieve this. We are continually striving to instil in our children the values, virtues and capabilities that are essential for personal excellence and to achieve success in their future.

We are supported by a conscientious and very able Board of Trustees who is committed to implementing the school vision and goals.



TATUANUI SCHOOL

A rural school making a difference

STRATEGIC PLAN Overview

2019 - 2021

GOAL 1 TEACHING AND LEARNING

Focus on raising student achievement within an integrated curriculum with an emphasis on our priority learners and ESOL.

STUDENTS:

- Learner Voice
- Learner Agency
- Growth Mindset
- Experience success as a 21st Century Learner - developing capacity and capability

TEACHERS:

- Collaborative Inquiry to understand, plan and implement increased Learner Agency.
- Targeted professional development to grow pedagogy & build capacity in digital literacy
- Active members of Tatuanui Schools PLC (Professional Learning Community)

COMMUNITY:

- Collaborative positive relationship within the wider community

COMMUNITIES OF LEARNING:

- Actively participate as a member of the Morrinsville Col

GOAL 2

SCHOOL CULTURE

Embed our Mission Statement:

'A Rural School Making a Difference' -
Reaching our full potential as 21st Century Learners

Through our vision - by the time our learners leave they will be:

- self-motivated
- resilient
- problem solvers
- communicators
- collaborators

Through our 'We caRe' Values - embrace the 'Tatuanui Child'

Sustain the positive ethos of the school embedded in the enviro-schools kaupapa.

Green-Gold EnviroSchool

GOAL 3

INNOVATIVE LEARNING ENVIRONMENT

Provide a safe, up-to-date learning / teaching environment for students and teachers.

5 YA & 10 YA Property Plan
Budget forecasting and prioritising

Be adaptable to enable Digital Fluency - create a collaborative Inquiry to understand, plan, implement increased learner agency

Health & Safety is paramount in consideration of and for students and teachers

Annual Plan 2019

GOAL 1:

TEACHING AND LEARNING

Focus on raising student achievement within an integrated curriculum with an emphasis on our priority learners and ESOL



TARGET: Curriculum Target: Writing

- To raise the achievement of boys in writing overall
- To raise the achievement of Year 2 and 3 students from Below to At

BASELINE DATA:

- 76% (91 At + 18 Above = 109/144) of all students are achieving At/Above Tatuani Schools expectation. This is in relation to the New Zealand Curriculum Statement and Guideline.
- 83% (14 At + 1 Above = 15/18) Maori students are At/Above
- 84% Girls (58 At + 8 Above = 66/79) and 66% (33 At + 10 Above = 43/65) Boys At/Above indicate a significant gender difference.
- 56% (6 At + 3 Above = 9/16) Year 2 students At/Above
- 55% (8 At + 4 Above = 12/22) Year 3 students At/Above

Area of Concern - Year 2 & 3 students.

Year 2 44% (7/16) are below

3/7 boys, 4/7 girls

Year 3 45% (10/22) are below 6/22 boys, 4/22 girls

KEY IMPROVEMENT STRATEGIES

What	Who	Indicators of Progress /When
<p>Students: LCS- reinforce Top 10 Routines and move to Foundation stages (1) – *learning about learning, *collaborating with each other, *managing themselves, *engaged in deep thinking, *asking and answering questions</p> <p>*Student articulating learning</p> <p>*Students and students / students and teachers working collaboratively with digital literacy</p>	<p>Bek Galloway (external Consultant)</p>	<p>School wide common understanding and use of skills and strategies of the Top 10 Routines embedded (voice/agency) & Learner Centred Spaces – Foundation stage</p> <p>Walk the talk inside and outside the classroom (evidence)</p> <p>Ownership of next step learning (voice)</p> <p>Setting and articulating goals</p> <p>Student led conferences</p> <p>Using language and modelling behaviour of a Growth Mindset/ Learning Pit – (resilience)</p> <p>Using digital devices in authentic context e.g. QR Codes</p> <p>Student Council who meet regularly with the Principal</p>
<p>Teachers: MOE PLD Digital Fluency – Whole school – In school PD/dialogue on Growth Mindset,</p> <p>Collaborative Inquiry – increased learner agency... What will I do Differently.</p>	<p>External Facilitator</p> <p>All Teachers</p>	<p>Linc-Ed used confidently as a SMS</p> <p>Staff meetings targeted to progress and needs of digital technology</p> <p>Introduction to Digital Technology Curriculum Document</p> <p>Use of robotics and other tools integrated into curriculum planning & teaching</p> <p>Visual displays of what Growth Mindset 'looks like' in school</p> <p>Google/Linc – Ed regular contribution re inquiry and PM</p> <p>Set up identification forms to identify students – GATE from Parents, self/peer and Teacher. (T1 early)</p>

<p>GATE identification/triangulation and programmes</p>	<p>Teacher Reflection</p>	<p>Maintain register of GATE Programmes abilities T.1 – 4 ongoing – professional dialogue & readings led/facilitated by management team and lead teachers. Management team / Board dialogue re Principal reports targeted around student progress and achievement re strategic plan – monthly.</p>
<p>School Community: *Board/PTA making connections and building relationships * Launching of 'Tatua-Mooree' Community project * Tatanui School Centennial 2019 *School/Parent partnership *Whanau engagement with the school * Liaise with Maori Stakeholders * Formal/informal lwi conversations with Kaumatua and Whanau</p>	<p>Parents, Wider Community, Maori</p>	<p>Meet Parent Evening (T1) Written Reporting to Parents (T.2 & T 4) Oral Parent/Teacher Interviews (T.1) Regular communication via email and Community /School / Classroom Newsletter Informal /formal dialogue – ongoing Board / PTA Huddle document regularly contributed to Shared meeting re strategic plan and budget T.1 & T 4 Community Google Calendar - ongoing School Community Parent Survey – undertake, analyse, use info to feed forward Celebration T1 2019 Centenary April 2019 Focused dialogue with Maori Community around Maori Achievement/aspirations.</p>
<p>Kaahui Ako (CoL)</p>	<p>Te Ao Marama Maaka. Rob Haddock Denise Jones</p>	<p>Visit local Marae (TOD T.1) Within School Leaders evident in working with teachers on Levers of change (T1 – 4)</p>

GOAL 2

SCHOOL CULTURE



Embed our Mission Statement: A Rural School Making a Difference - Reaching our full potential as empowered 21st Century Learners

Non Curriculum Target: Resilience ~ Learning to be Resilient

- To increase the number/percentage of children who are able to demonstrate skills & strategies to overcome challenges.

KEY IMPROVEMENT STRATEGIES

What	Who	Indicators of Progress/When
<p>Through our Vision – by the time our learners leave they will be –</p> <p>Self-Motivated, Resilient, Problem Solvers, Communicators and Collaborators</p> <p>*Build positive Relationships</p> <p>* Whole School culture – ‘Tatuanui Child’</p>	<p>Term 1 Management Team facilitate through in school PLD weekly meetings</p> <p>T1-4 Lead Teachers to facilitate ongoing experiences: Rob – Maori/EnviroSchool Robyn – EOTC Denise – PLD Sally – Digital Fluency/ICT Management Team - Inquiry</p>	<p>*School cultures of Tatuanui Child evidence of “Looks like, feels like, sounds like”</p> <p>*Recognition/celebration of the ‘Tatuanui Child’ Students self-reflecting</p> <p>*Evidence of perseverance – “walking the talk”, surveys, observations, pre-post activities, interviews, digital</p> <p>* Authentic learning opportunities for learners to face challenges (linked into goals)</p> <p>Teachers explicitly teaching growth mindset & skills strategies of resilience</p> <p>*Develop a school wide culture of resilience where the learner uses perseverance to overcome challenges</p> <p>*Passionate teachers making links across all curriculum areas</p> <p>* Undertake Business and wider community projects outside the school – Tatua, Wallace Corporation, Marae Visit, Family day out,</p> <p>*Teachers shared inquiry – What will I do differently to make a positive impact on student learning outcomes.</p> <p>* Opportunities to celebrate the child – assemblies, newsletters, awards, telephone</p>
<p>Through our We caRe values – embrace the ‘Tatuanui Child’</p> <p>*Values – ‘talk the talk – walk the talk’</p>	<p>Management Team T1-4 – resources: Rotary/Kiwanis, , PEO, Enviro Facilitator, parents/grandparents</p>	<p>This is the way we do things around here Keeping self and others safe School wide – visualise the values, vision We caRe duties, house group activities, buddy class activities – Snr/Jnr , responsibility for equipment and clothing , school monitors Keeping Ourselves Safe Programme 1 school rule – make sensible choices. Evidence of behaviour representing the school Evidence of behaviour toward visitors Evidence of behaviour</p>
<p>*Green-Gold EnviroSchool</p>	<p>T 1 - 4 Lead teacher attend PLD re EnviroSchool</p>	<p>Routines and Systems of being an EnviroSchool are embedded Focused on the what it is to be an EnviroSchool</p>

	Staff meetings re Green gold evidence ongoing	The Guiding Principles MERLS – (Maori perspectives, Empowering students, Respect & Responsibility for people and culture, Learning for sustainability, Sustainable communities) Environmental Care Code – bring it alive
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GOAL 3

INNOVATIVE LEARNING ENVIRONMENT

Provide a safe, up-to-date learning / teaching environment for students and teachers.



KEY IMPROVEMENT STRATEGIES

What	Who	Indicators of Progress/When
*5 YA & 10 YA Property Plan	Board – Principal	Working septic tank system Architect Phase 1 (Planning and procurement) for Building A replacement Asbestos Whole School Plan (AMS) Cyclical Maintenance - twice term Washdown/Spouting clean out
*Budget forecasting and prioritising	Board Finance Officer School Finance Officer Principal	Xero is utilised by the Board to be fully informed of position each meeting, Fixed assets identified will be purchased Accountants (Diprose Miller) produced monthly report showing actual vs budget for tracking Draft Budget approved Expecting a small surplus at year end
Be adaptable to enable Digital Fluency – create a collaborative inquiry to understand, plan, implement increased learner agency	Lead teacher (Sally) facilitation T1-4 – MOE PLD re digital fluency / Digital Curriculum document	ICT development plan continued – devices & Google Suite MOE Contract – digital fluency Teaching/Learning – external facilitation Teacher/Principal Laptop Scheme
*Health & Safety is paramount in consideration of and for students and teachers	Principal oversee systems ongoing throughout the year with focus on Health and Safety. Principal & Staff - Ensure new students transition into the school in an inclusive way Lead Teachers	Compliance Audits undertaken EEO documentation kept up-to-date / reported on as required Health and Wellbeing – sick leave, staff immunisation, student accident/illness processes in place Attendance tracking – Linc-Ed, VIS TAB Risk Management – Appointments, Buses, police vetting, RAMS, EOTC Procedures updated (T1 – 2) Removal of Tree at Carpark/school entrance

Expectation of Curriculum Achievement

<p>Reading</p>	<p>Reading at or above chronological age (between 90 - 94% accuracy with sound understanding using appropriate strategies and gaining literal meaning from appropriate texts. Use PM Benchmark Kit unseen with careful & full orientation (Level 1-18),</p> <p>MID Yr1 Magenta - Yellow (Early L1)</p> <p>END Yr1 Dark Blue-Orange (Early L1-At L1)</p>	<p>Reading with accuracy and fluency at (or above) chronological age with sound understanding. PM Benchmark -Level 22, Probe (96% accuracy & 70% comprehension), PAT (Voc/Comp), STAR</p> <p>MID Yr3 Turquoise (At L1) - Gold (Early L2)</p> <p>END Yr3 Gold 2 (Early L2) Probe 7 (At L2)</p>	<p>Reading with accuracy and fluency at (or above) chronological age with sound understanding. Probe (96% accuracy & 70% comprehension), PAT (Voc/Comp), STAR</p> <p>MID Yr5 Probe 8 (At L2) Probe 9 (Early L3)</p> <p>END Yr5 Probe 9 (Early L3) - Probe 10 (At L3)</p>
<p>STAR,</p> <p>PROBE,</p> <p>PM Benchmark</p>	<p>MID Yr2 Orange-Turquoise (At L1 1)</p> <p>END Yr2 Turquoise - Purple (At L1-EarlyL2)</p>	<p>MID Yr4 Probe 6 (Early L2) Probe 7 (At L2)</p> <p>END Yr4 Probe 7 (At Level 2) Probe 8 (At L2)</p>	<p>MID Yr6 Probe 10 (At L3) - Probe 12 (End L3)</p> <p>END Yr6 Probe 10 (At L3) - Probe 12 (End L3)</p>
<p>Writing</p> <p>Unassisted writing samples Level 1 with tools</p> <p>Level 2 e- asTTle without tools</p>	<p>MID Yr1 Within L1 (Emergent) or Within L1 (Early) up to Within L1 (Advanced)</p> <p>END Yr1 Within L1 (Early) up to Within L1 (Advanced)</p> <p>MID Yr2 Working at L1 (Proficient) or At L1 (Advanced)</p> <p>END Yr2 Working at L1 (Proficient) or At L1 (Advanced)</p>	<p>MID Yr3 At L1 (Advanced) or Early L2 (Basic)</p> <p>END Yr3 Early L2 (Basic)</p> <p>MID Yr4 At L2 (Proficient) or At L2 (Advanced)</p> <p>END Yr4 At L2 (Proficient) or At L2 (Advanced)</p>	<p>MID Yr5 At L2 (Advanced) or Early L3 (Basic)</p> <p>END Yr5 Early L3 (Basic) or At L3 (Proficient)</p> <p>MID Yr6 At L3 (Proficient) or At L3 (Advanced)</p> <p>END Yr6 At L3 (Proficient) or At L3 (Advanced)</p>
<p>Spelling (Peters)</p> <p>Essential Lists</p>	<p>Spelling at or above chronological age</p> <p>Year 1: Spell most words in List -2</p> <p>Year 2: Spell most words in List 1-2 & some words in List 3 and 4</p>	<p>Spelling at/above chronological age</p> <p>Year 3: Spell many words from Lists 1-4 & some from Lists 5-6</p> <p>Year 4: Spell most words from Lists 1-4 & many words from Lists 5-6</p>	<p>Spelling at or above chronological age</p> <p>Year 5: Correctly spell all words from Lists 1-6 and many from List 7</p> <p>Year 6: Completed List 7</p>
<p>Maths</p> <p>JAM</p> <p>GLOSS</p>	<p>MID Yr1 Within L1 (Emergent)Stage 1 - Within L1 (Early) Stages 2-3</p> <p>END Yr1 Within L1 (Early) Stages 2-3</p> <p>MID Yr2 At L1 Stage 4</p> <p>END Yr2 At L1 Stage 4</p>	<p>MID Yr3 Early L2 (Early Stage 5)</p> <p>END Yr3 Early L2 (Early Stage 5) - At L2 (At Stage 5)</p> <p>MID Yr4 At L2 (At Stage 5) - End L2 (End Stage 5)</p> <p>END Yr4 At L2 (At Stage 5) - End L2 (End Stage 5)</p>	<p>MID Yr5 End L2 (End Stage 5) - Early L3 (Early Stage 6)</p> <p>END Yr5 Early L3 (Early Stage 6) - At L3 (At Stage 6)</p> <p>MID Yr6 At L3 (AT Stage 6) - End L3 (End Stage 6)</p> <p>END Yr6 At L3 (AT Stage 6) - End L3 (End Stage 6)</p>



REPORTING TO PARENTS

Time frame	Format	Purpose	Expectation
ONGOING	Diagnostic – Parent/Teacher Interview	New Entrant Assessment – 4-6 weeks after 5 th birthday 6 Year Net – on Anniversary of 6 th Birthday	Baseline data for oral language, literacy and mathematics NZ Norm Referenced diagnostic survey of achievement giving stanines in relation to achievement nationally.
Term 1 Week 3	Meet the Parent Evening	Report Introduce expectations, programme overview etc	Whanau attend to establish relationship in interest of working together for the child.
Week 11	Parent Teacher Interviews	To inform whanau of assessment from beginning of year and identify strengths & needs to inform next learning steps.	Learning conversations with whanau – they know where their child is at, expectations for learning and how to assist learning at home.
Term 2 Week 8	Interim Written reports Yr 1-6	Mid-year interim reporting in relation to Tatuanui School expectations	Parents are informed on child's progress in relation to meeting the school expectations by the end of the year.
Term 3 Week 9 (normally wk 10)	Student Led Conferences	Children and teacher prepare a shared conference on goals, learning, progress and achievement.	Children can articulate their understanding of their learning, progress and achievement and set goals with parents for where to next in relation to learning.
Term 4	Final Written Report	<i>Wk 6 (Friday): All data entered on Linc-ED</i> <i>Wk 6 (Friday): OTJ in relation to Tatuanui Expectations on Linc-ED (may vary as Linc-Ed develops throughout the year)</i> <i>Wk 8 (Friday): Final written report completed for Principal comment.</i> After final Assembly - Reports sent home with Class Placement/stationery for following year.	A clear indication is provided on achievement for every child. Final reports for the year kept in Year folder on google drive for future reference.

Cultural Diversity, Maori Dimension & Inclusion



Cultural Diversity:

We value the cultural diversity of our community.

We have many different ethnic groups from around the world including our Maori and New Zealand Pakeha children. Within two to three years learners are expected to become proficient fluent users of both languages (1st language and English).

Our programmes show an awareness and respect of the different cultures within the school. We support, liaise and give guidance from within the school community to build relationships with families in supporting them to embrace the school ethos. We promote understanding of cultures, customs and languages through teaching focuses that are culturally relevant and inclusive. Learning support is given to ESOL students and progress/achievement is tracked carefully throughout the school. Annually, we have a cultural sharing day.

Maori Dimension: All reasonable steps are taken to provide instruction in tikanga Maori (Maori Culture) and te reo Maori (Maori Language) for full-time students whose parents ask for it.



Classroom teachers incorporate/integrate a Maori dimension within the classroom programme. Guidance for teachers is given through the curriculum Guidelines for Teaching and Learning Te Reo Maori in English Medium Schools: Years 1-13.

The school provides a focus on tikanga Maori (Maori customs, protocols and social values, and the link with the reo (language). As a Green Gold EnviroSchool one of the guiding principles is the principle of **Māori Perspectives** in which we respect and honour the status of tangata whenua in this land and the value of indigenous knowledge in enriching and guiding learning and action. In Term 2 we follow Matariki adopting a cross-curriculum focus for the duration of Matariki. In Term 1 of each alternate year the school undertakes a Marae overnight experience for the whole school community. In Term 3 each year the school participates in the Piako Cultural Performance festival.

Maori progress and achievement is tracked school wide throughout the school year and reported regularly to the Board and parents. Goals, through the strategic and annual plan are regularly monitored and reported on. Consultation with Maori parents is undertaken.

As per direction from the MOE through its policy document "Ka Hikitia" the school has set high expectations for Maori students. They are engaged in their learning, show pride in their identity, language and culture as Maori. Whanau is engaged in supporting their child's learning. Our Maori student achievement is in keeping with school expectation.



*We're not here to just make a living...
We're here to make a difference.*

Inclusion: Inclusion is defined as the process of increasing the presence, participation and achievement of all students in schools, with particular reference to those groups of students who are at risk of exclusion, marginalisation, or underachievement (Booth & Ainscow, 2002)

We are committed to providing a supportive, inclusive social and learning environment for **every** child to participate and achieve to their full potential. This means we –

- 'Walk the talk' - inclusive practice is visible in our school ethos
- Differentiate our programmes to meet teaching and learning needs
- Have strong positive working relationships with support agencies



Gifted and Talented

Every child is a unique individual and has the right to receive the best possible educational opportunities in order to achieve their potential. Gifted and talented students have special needs and characteristics which require differentiated learning programmes beyond that normally provided in the regular classroom. Our school accepts responsibility for identifying gifted and talented students and providing appropriate learning programmes to meet their needs.

Definition of **G.A.T.E**

Our school defines gifted and talented students as those learners who have potential for outstanding performance and / or achievement in one or more of the following areas:

Intellectual / Academic refers to students with exceptional abilities in one or more of the core learning areas (ie, language and languages, mathematics, technology, social sciences, science)



Creativity refers to students with general creative abilities as evidenced in their abilities to problem – find and problem-solve, and their innovative thinking and productivity (may be in evidence in one or more of the essential learning areas).



Expression through the visual and performing arts refers to music, dance, drama and visual arts

Expression through physical / sport refers to students with excellent physical abilities and skills, as evidence through sport and/or health and physical education programmes

Social / Leadership refers to students with interpersonal and intrapersonal abilities and qualities which enables them to act in leadership roles

Culture – specific abilities and qualities refers to those valued by the student's cultural or ethnic group, including traditional arts and crafts, pride in cultural identity, language ability and service to the culture

- Teaches will establish a responsive classroom environment which provides opportunities for gifted and talented students to display their special talents and abilities
- Focus on identification of gifted and talented students will be end of Term 1 and beginning Term 3
- A register will be established and maintained to monitor these students throughout the school
- Assessment / evaluation data from children in programmes will be entered into the schools SMS
- A variety of approaches will be used to provide regular opportunities for gifted and talented students to work with other children who have similar needs and abilities e.g. cluster grouping, cross class grouping, withdrawal programmes, competitions, extra curricular activities etc.
- Strengths / interests of staff, as well as mentors from the wider community, will be utilised to maximise the learning opportunities provided for gifted and talented students.
- Parents/caregivers of gifted and talented students will be informed / consulted regarding children's progress and achievement prior to placement in special programmes.
- Staff professional development needs, purchases of resources and additional support to meet the needs of the gifted and talented students will be considered as part of each years budget.



Our Professional Learning Community

“He aha te mea nui i tenei ao?
He tangata, he tangata, he tangata.”

“What is the most important thing in this world?
It is people, it is people, it is people.”

We have a common belief that the **quality** of learning and teaching can be **enhanced** by teachers **working** and **learning together**. The key purpose of our PLC is to enhance staff effectiveness as professionals, to benefit pupils.

What does it look like? What does it feel like? How will we sustain it?

We have:

A shared vision and values – staff have worked together with the students, Board and community to develop a vision and values that are directed at all students' learning. This is regularly revisited.

- **Collaborative and focused on learning**– we have a shared sense of responsibility for all students throughout the school. Support Staff work alongside teachers in supporting groups of students. Information regarding learning is shared amongst support staff and teachers. Targets are set and learning is regularly monitored to keep progress and achievement focused.
- **Reflective professional inquiry**– What can we do differently to make a difference to student learning outcomes? This is at the core of our shared collaborative inquiry. Teachers within this focus on their journey reflecting on what they are doing, the results and implications for future teaching and learning. We work collaboratively not only within our own school but also within our Community of Learning (CoL) in the interest of improving student learning outcomes for all learners – including teachers.
- **Group as well as individual professional learning is practiced and valued**– Professional learning is shared. Professional development is strategically planned and informed by school development plan and performance management systems. Teachers are being mentored/coached by Principal – DP (leadership), Lead Teacher – staff, teacher –teacher, external facilitators – staff, PPLC – Principal, CoL principal -principal. We utilise strengths both within and outside the school.
- **Inclusive of all members**– All members of the PLC are valued for the contribution they bring. We are a team and we have a high trust model that works successfully. This includes Teacher Aides, Learning Support Teacher and teachers.
- **Mutual Trust, Respect and Support** – strong professional relationships with colleagues is expected and encouraged – (we don't need to have strong personal friendships). We do need to feel that we can confidently share practice and experience and know that our colleagues will respond professionally. ‘Challenge’ is important – but challenge with support. Challenge is interesting! (James Nottingham). We are a positive staff who collaborate, co-operate, challenge and have high expectations. Our staff is our greatest resource – to do our best we have a shared responsibility of care for each other. We are individually an important part of our team – from the cleaner – to the Principal

Leadership:

- Leadership focuses on leading learning and improving learning outcomes for every child.
- Models effective practice and the values of the school - Walks the talk
- Develops a culture of intellectual quality
- Has clear strategic intent – a clear intention to move in a particular direction to achieve the schools goal or vision
- Has a proactive transformational mindset that strives for something better rather than the maintenance approach of transactional leadership
- Reads, understands and builds relationships
- Has professional credibility
- Gives opportunity for others to grow their own leadership potential

Teachers:

- Use data to inform teaching and learning
- Value their student's experiences, their concerns, their questions and their prior knowledge in order to engage them.
- “Dig deep and do fewer things better.”
- Have a vital role to create the conditions that encourage students to confidently voice concerns, challenges, knowledge and questions and to develop in student's the strategies, skills and competencies to gain success.
- Will explore how ICT can supplement teaching and open up different ways of learning.
- Have high expectations.
- Have effective professional relationships with students and talk to them about their learning.
- Have a secure command of material taught and *actively* teach.
- Provide opportunities for their learners to develop learner agency and a growth mindset.
- Undertake an inquiry into the interaction between their actions and student outcomes and reflect on what they can do/change to improve student learning outcomes.
- Seek out sources (colleagues/research) that will help inform the choices they make.
- Know that they can't make a child change – but teachers can change their actions which make a difference for the child
- Turn a problem into a challenge and turn a challenge into an opportunity.



Effective pedagogy requires that teachers inquire into the impact of their teaching on their students i.e. reflective practitioners.
The central issue for teachers is improvement in effectiveness.

If you always do what you've always done – you'll always get what you've always got!