



TATUANUI SCHOOL

A rural school making a difference

Mission: Reaching our Full Potential

Vision: Empowered 21st Century Learners

Values: we caRe

Charter

2023

INTRODUCTION

Our Mission;

As a rural school making a difference we want to ensure all learners at Tatuanui School reach their full potential.

Our Motto; Reaching our Full Potential

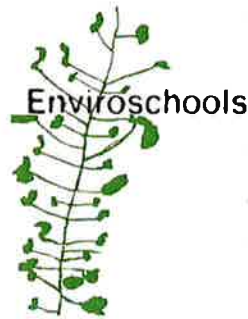
Our Vision; Empowered 21st Century Learners;

who are self-motivated, communicators, collaborators, resilient, problem solvers.

Our Values:

We caRe

- caring
- attitude
- R $\begin{cases} \rightarrow \text{Responsible} \\ \rightarrow \text{Respectful} \end{cases}$
- 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.

Tatuanui 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, Tatuanui School is surrounded by dairy farms.

126/140 children currently (90% of our roll), which is 87 /101 of our families are either from farms or are enjoying the country living in or around Tatuanui including Waitoa. We have 14/140 children (10% of our roll), who come from or have moved into Morrinsville. 1 student comes from Hamilton to enjoy the country ethos that Tatuanui School offers.

The ethnic composition of the school is as follows - NZ European/Other European:72% Maori: 12% Pacifika: 2% Other: 14%

The school offers many opportunities across the academic, cultural, sporting and social spheres. We have 6 classrooms; Te Whare; Ruru, Kereru, Kea, Tui, Kiwi & Piwakawaka.

Tatuanui 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 instill in our children the values, virtues and capabilities that are essential for personal excellence and to achieve success in their future.

We are committed to implementing the schools Vision, Values and Strategic Goals to ensure our students become

'Empowered 21st Century Learners'



TATUANUI SCHOOL

A rural school making a difference





OUR VISION:

EMPOWERED 21ST CENTURY LEARNERS

SELF MOTIVATED • COLLABORATORS • COMMUNICATORS
RESILIENT • PROBLEM SOLVERS

STRATEGIC PLAN 2021-2023

GOAL 1 (IN SCHOOL)	PRACTICE Grow teacher 'how and what' and students 'voice and choice'. (Teacher pedagogy & Student Agency)	SUCCESS All learners are seen to be actively engaged and motivated to be successful.	INITIATIVES	1. Teacher Inquiry to focus and deepen practice and raise student achievement. Develop practice (2021), Embed (2022), and Review (2023).	2. Students develop empowered learning through authentic contexts and dispositions for learning.	3. Systems and processes for monitoring, tracking and reporting progress and achievement is reviewed & refined (2021), initiated (2022) and embedded (2023).
GOAL 2 (SCHOOL AND WIDER COMMUNITY)	PEOPLE Strengthen the collaborative learning culture	SUCCESS Effective collaborative learning and teaching is evident. (This is the way we do things around here). Always checking and reviewing.	INITIATIVES	1. Initiate (2021), Review (2022) and Embed (2023) systems and practices that are developed through meaningful collaboration	2. Further develop and strengthen positive relationships with the wider school community	
GOAL 3 (SCHOOL PROPERTY)	PLACE Enhance the physical environment to facilitate learning today for tomorrow	SUCCESS The environment and actions within the environment reflect innovation for learning and teaching.	INITIATIVES	1. Upgrade and modernise our learning environment	2. Develop the learning environment as an authentic learning context	

OUR VALUES: **we caRe** caring • attitude • Responsible / Respectful • enviro kid

Tatuanui School Road Map 2021 - 2023

Road Map Years/Terms		2021 T1	2021 T2	2021 T3	2021 T4	2022 T1	2022 T2	2022 T3	2022 T4	2023 T1/2	2023 T3	2023 T4
Goal 1: Grow Teacher 'how & what' and students 'voice & choice' (Pedagogy & Agency)	1a. Inquiry to focus strategy teaching & reflective practice	Fully implement Teacher Inquiry - Mentoring & coaching conversations		Embed Inquiry across curriculum and coaching conversations with all staff								
	1b. Develop empowered learners through authentic contexts & dispositions for learning	Research Play based Learning & cultural responsiveness		Agentic Learners		Graduate Profile: Developed on Tatuanui Learner reflecting the 'empowered learner' focusing on Agency			Student Led Learning -			
	1c. For all learners, develop & embed systems & processes for monitoring, tracking, goal setting, progress & achievement			HERO (Student Management System) for teachers - planning, monitoring and assessment		HERO - (SMS) for students - goal setting and portal usage			HERO - (SMS) for parents - portal Changes in reporting format (2023 - continue as per 2022 focus to initiate and embed student goals setting and use of portal)			
Goal 2: Strengthen the collaborative Learning Culture	2a. Deepen understanding of collaboration & implement processes, practices & systems that facilitates meaningful collaboration	Initiate Teacher capability			Strengthen Collaborative Practice			Embed ILE Collaborative Practice (2023 - continue to strengthen and/or initiate ways of collaborating)				
	2b. Further develop & strengthen positive relationships with wider community		Research, plan, design and prepare		Initiate programmes for whanau engagement, and community connections			Embed culture of community engagement 2023 - due to covid react still working with (Contact - Te Marama, local farmers) .				
Goal 3: Enhance the physical environment to facilitate learning today for tomorrow	3a. Upgrade & modernise our learning environment	Building A rebuild and development			Develop an inspiring flexible learning environment			Generate additional funds for school facilities and learning resources e.g. covered Astro Turf Develop resources - arts around the school, outdoor music, signage, bike track,				
	3b. Develop the learning environment as an authentic learning context	Research	Plan & design Enviroschool ethos /practices that support play-based learning/Enviroschool Green Gold		Implement programmes and practices			Construction of resources to complement/facilitate contexts for learning				

Tatuanui Strategic Plan: 2021 - 2023

Vision: Empowered 21st Century Learners

(Self motivated Collaborators Communicators Resilient Problem Solvers)

Strategic Goal 1: PRACTICE

Grow teachers 'how and what' and students 'voice and choice'

(Teacher pedagogy & Student Agency)

Initiatives	Actions	Measures
1a. Teacher Inquiry to focus and deepen practice and raise student achievement. Develop practice 2021, Embed 2022, and review 2023	<ul style="list-style-type: none"> MoE funded external PLD application by Principal (A) Mentoring & Coaching programme (WSL) (A) DAT's (Deliberate Acts of Teaching) around Inquiry with/for and by teachers (R) 	<ul style="list-style-type: none"> <i>Inquiry underpins practice 'This is the way we do things around here'</i> (anecdotal records and observations, teacher inquiry survey, empathy mapping (Friday habit), qualitative and quantitative data on student progress and achievement by all stakeholders by T4 2023) All teachers are effectively using inquiry to develop practice, and individual student learning outcomes have improved (Teacher story of Inquiry journey, teacher and facilitator feedback, qualitative and quantitative data on student progress and achievement, completed by Term 4 2021)
1b. Students develop empowered learning through authentic contexts and dispositions for learning.	<ul style="list-style-type: none"> The vision/values of the school are visualised and 'living' Research, understand and implement play based learning Continue to strengthen cultural understandings & capabilities through cultural responsiveness (CoL) Develop the Graduate Profile of the 'Tatuanui Empowered Learner' focusing on Agency Undertake ESOL programmes for extra support for externally funded learners 	<ul style="list-style-type: none"> <i>The vision & values ~ 'This is the way we do things around here. Talk the talk - Walk the talk'</i> (anecdotal records and observations, student voice, student survey, signage, visual images) Play Based learning supports & facilitates learning outcomes School plan for purchase, implementation and programme planning completed Term 2 2021 by teachers (R) Principal (A) Graduate Profile is completed for the Tatuanui Learner (by Term 4 2022) Students are actively involved in goal setting & using student portal (workbooks, Student Led Conferences, anecdotal records and observations by Term 4 2022) The digital technologies curriculum is integrated into authentic learning contexts (teacher planning, student work outcomes, student presentations by Term 4 2022) Cohesive cultural practices Kapa Haka weekly, CoL engagement, attend Piako Cultural Festival annually, ESOL programmes of support completed for all funded students)
1c. Systems and processes for monitoring, tracking and reporting progress and achievement is reviewed and refined 2021, initiated 2022 and embedded 2023	<ul style="list-style-type: none"> Teachers will develop and embed an agreed consistent approach school wide to monitor, track, set goals in Literacy & Mathematics Students and Parents will be engaged in using the HERO portal to share learning A new way of reporting progress and achievement will be devised using HERO 	<ul style="list-style-type: none"> Teachers will have established Literacy & Maths goals in the school HERO SMS programme (HERO Term 2 2021) All teachers are using HERO (SMS) by Term 4 2021 & embedded across all curriculum by Term 4 2023~ 90 day check ins undertaken by Principal (A) Teachers are using the system for tracking, monitoring, grouping and goal setting 100% of the time (HERO, teacher planning by Term 4 2021) Students will be using in consultation with the teacher, the HERO portal to assess and choose new goals 100% of the time (HERO, student voice initiated Term 1 - Term 4 2022) Students will be sharing learning (progress and achievement & 'where to next goals) with Parents 100% of the time. (HERO, student voice by Term 4 2022) Reporting/sharing goals, progress and achievement to parents through the HERO portal (HERO, teacher, student & caregiver voice Term 1 - 4 2023)

Tatuanui Strategic Plan: 2021- 2023

Vision: Empowered 21st Century Learners (Self motivated Collaborators Communicators Resilient Problem Solvers)		
Strategic Goal 2: PEOPLE Strengthen the Collaborative Learning Culture		
Initiatives	Actions	Measures
2a. Deepen understanding of collaboration and implement processes, practices and systems that facilitate meaningful collaboration	<ul style="list-style-type: none"> • Have a shared understanding of collaborative practices • Set up teams of teachers • Teachers will co construct a collaborative agreement for (working) teaching and learning • A team agreement will be designed to establish agreed expectations, outcomes, individual accountability, negotiation and cooperation among team members to work collaboratively • Collaborative learning and teaching is implemented across the school 	<ul style="list-style-type: none"> • All teachers have attended professional development workshops, engaged in professional readings, research and dialogue, (Timetabled Term 1-3 2021) and been actively engaged in co constructing collaborative working agreements (Timetabled Term 4 2021) • School 'teams' will have a signed agreement by Term 4 Week 9 2021. All Teachers will be working effectively in a collaborative learning/teaching environment Term 1 - Term 4 2022 (collaboration continuum (survey) & signed team agreements ,completed by individuals Feb 2022 & reviewed each term, engagement survey undertaken mid & end of year) • 3 teams established & functioning effectively (LTP's, timetables, teacher planning, monitoring progress & achievement, school organisation) • Teams will feel and sound positive - (Anecdotal observations, informal feedback noted, newsletters, assemblies, scheduled 'coffee chats' with the Leadership Team, reporting to the Board in Principal report monthly) Teachers (R) Leadership Team (A)
2b. Further develop and strengthen positive relationships with the wider community.	<ul style="list-style-type: none"> • Regular education evenings • PTA / Board / Staff are 'on the same page' to align to vision of the plan • Organise visits and work collaboratively with; ECE's, Retirement home, Curriculum specialists, Intermediate, Cluster rural schools, CoL visits, Businesses (Tatua, Wallaces), Iwi, Other ethnic groups • Education sustainability programmes - Enviro schools / Riparian Planting • The school & school events are celebrated 	<ul style="list-style-type: none"> • Education evenings will be held at school by teachers for caregivers with a focus on curriculum. (1 per term undertaken) • Board/Staff/PTA co-construct and implement an action plan (by 31 March 2021 Term 1 Wk 9 & review by 2 August 2021 Term 3 Wk 2, & 29th November Term 4 Week 7 2021) • A minimum of 4 visits will be undertaken throughout the 2021 year facilitated by designated staff and reported on to the community and Board (through newsletters and Principal's monthly BoT report • The school participates in the Trees for Survival programme, Zero Waste and Riparian planting programme throughout the year. (Student voice, annual report from TFS, feedback from facilitators, Enviro Lead Teacher once a term report to staff and Board) • Celebrate Success - (timetabled, photographed, videoed, newsletter, local newspaper, assemblies, Grandparents Day, athletics, Tatuanui Child, tryathlon, EOTC throughout the year)

Tatuanui Strategic Plan: 2021 - 2023

Vision: Empowered 21st Century Learners (Self motivated Collaborators Communicators Resilient Problem Solvers)		
Strategic Goal 3: PLACE Enhance the physical environment to facilitate learning today for tomorrow		
Initiatives	Actions	Measures
3a. Upgrade & modernise our learning environment	<ul style="list-style-type: none"> • Building Project A demolition and rebuild 2021 • Provide a safe and authentic learning environment within and outside the classroom - initiate 2021, embed 2022, further generate new projects 2023 • Identify and Spend SIF by Nov 2021 	<ul style="list-style-type: none"> • Building A Project is completed by 14 December 2021 in line within the timeframe and budget designated (classes will have returned to new building for learning programme, official opening will have been held - documented, MOE documentation will have been signed off and lodged) • Toilet block is demolished and new toilet system is operational (documentation signed off and lodged with MOE) • Playground equipment is regularly checked by H & S BoT Representative (R) monthly as per Health & Safety requirements (manual checks documented and reported monthly to the Board by Principal (A)) • Equipment, resources and programmes are evident and actively used in an authentic learning environment (budget, asset register, design plans, photos, School Year Book, videos, PEO education programmes, Life Ed programme, Zero Waste programme, EOTC experiences - RAMS forms completed by teachers (R) checked by EOTC Lead Teacher, presented to Principal/BoT (A))
3b. Develop the learning environment as an authentic learning context	<ul style="list-style-type: none"> • Explore use of the library resources & devise action plan for this resource to be more readily accessible/utalised 2022 • Replace furniture and equipment to reflect learning centred spaces • Create signage to align with the vision of the school & create a professional visual presence • Design/create/upgrade the outside environment to facilitate learning outside the classroom through authentic contexts • Source external funding opportunities to enable development of an authentic learning environment inside/outside the classroom • Facilitate the development of science/technology in action both within the school and within the wider community 	<ul style="list-style-type: none"> • Action plan developed and implemented for best use of library resource material by Teacher In Charge (A) by end of 2022~ : surveys, visiting other schools/libraries, photos, student & teacher voice) • Classrooms are set up and run utalising 'best' and ' fit for purpose' furniture and teaching resources in the new 'collaborative learning/teaching space (images, anecdotal records, student/teacher voice, survey) • Engage a graphic designer in 2022 to design signage reflecting the vision of the school. Signage made and placed strategically around the school (budget, stakeholder voice, survey/moodle, video, QR coding on signage to explain sign, visual impact of the vision evident to the eye) • Development of improved/extended outside learning contexts in 2023 e.g. environmental playground, outdoor music and play equipment, updated - compost programme, wormery,trees for survival programme, potager gardens, hut building, vege gardens, bike/boat/fire/ safety, (Examples of learning areas evident, stakeholder voice ~ PTA, students, Board, teachers, enviro facilitator, images, shared experiences with stakeholders documented, funding/budget) • Grant application and sponsorship sought / applied for to achieve 'projects' 2023 (Documentation, images, reporting ~ newsletters, board report, community newsletter) • Students will display skill/knowledge gained by engaging with external experts in science & technology opportunities (presentations, reporting, student voice, outputs evident, expert feedback) • The school retains its Green Gold enviroschool status (assessed by school (R), Lead Teacher (A) & Envischool facilitator Term 3 2021) cultural day celebrating the diversity of people and culture,

Tatuanui School Strategic Plan to Annual Plan - Year 3 (2023)

Road Map Years/Term	Initiative	Term 1	Term 2	Term 3	Term 4
Goal 1: Grow Teacher 'how & what' and students 'voice & choice' (Pedagogy//Agency)	1a. focus strategy teaching and reflective practice & raise student achievement	Embedded Teacher Inquiry & deepen/further develop practice to do things differently to enable us to raise student achievement by one year level for every student.			
	1b. Develop empowered learners through authentic contexts & dispositions for learning	Vision/Values. Revisit - Growth mindset, 'light the fire' and develop the inner desire to learn(tools) and improve progress and achievement through authentic contexts of enviroschools, core and integrated curriculum to further develop/strengthen allowing the student to grow as the Tatuanui student. The 'culture' of how we do things around here.			
	1c. Develop and embed processes for monitoring, tracking, goal setting, progress and achievement	Term 1 Continue embedding the process of teachers using HERO. Begin Yr 3-6 log in to Hero to view progress. Y1-2 view with teacher Move from 'I' do (teacher) to 'we do' (collaboratively)	Term 2 By the end of T2 all teachers will be negotiating with students the goals in HERO that they have achieved and agree on the next learning steps in writing .	Term 3 By the end of T3 all teachers will be negotiating with students the goals in HERO that they have achieved and agree on the next learning steps in maths.	Term 4 By the end of T4 all teachers will be negotiating with students the goals in HERO that they have achieved and agree on the next learning steps in reading .
Goal 2: Strengthen the collaborative learning culture	2a. Deepen understanding of collaboration & implement processes, practices & systems that facilitates meaningful collaboration	Term 1 Snr/Middle/Jnr hubs are functioning collaboratively. Have school wide systems operating, we can <i>hear</i> meaningful conversations, moderation of work	Term 2 Hear/be part of knowledgeable content specific conversations around expectations, progress and achievement of levels in writing for all learners	Term 3 Hear/be part of knowledgeable content specific conversations around expectations, progress and achievement of levels in maths for all learners	Term 4 Hear/be part of knowledgeable content specific conversations around expectations, progress and achievement of levels in reading for all learners
	2b. Further develop & strengthen positive relationships with the wider community: CoL, Iwi, Transition (ECE/Intermediate), PTA, Education Specialists & Businesses Further develop the relationship with all learners through working with whanau	Term 1 <i>Mental Health Education & Hauora</i> <ul style="list-style-type: none"> Identity: Tatuanui School Vision & Values Covid SENCo/MOE/ Attendance/Engagement	Term 2 & Term 3 <i>Mental Health Education & Hauora</i> <ul style="list-style-type: none"> Wellbeing: CoL, Business, (Nursery- farmers), Enviroschool, PLG's		Term 4 <i>Mental Health Education & Hauora</i> <ul style="list-style-type: none"> Interpersonal Skills & Communication Health Promotion Consultation for next 3 years
Goal 3: Enhance the physical environment to facilitate learning today for tomorrow	3a. Upgrade & modernise our (learning) environment	Term 1 - 4: Setting up resources for breakout spaces Trees for Survival Playground - equipment		Piwakawaka (weathertightness) Touchstone -context	Nursery - (Tatua/Farmers)
	3b. Develop the learning environment as an authentic learning context	Term 1 - 4: Signage Enviroschools	Bike Track	Outdoor Instruments	Nursery Native bush -amphitheater

TARGETS 2023



TATUANUI SCHOOL
A rural school making a difference

CURRICULUM TARGET:

- Our target is to move 86% of the students *up one year level* in Reading, Writing and Mathematics
- To have the majority (50-74%) of boys *At/Above* expectation in writing

NON CURRICULUM TARGET:

- Disposition for learning - to increase the number of students able to demonstrate

Resilience

We are able to overcome challenges & bounce back

We don't give up, give it a go

We recognise, accept mistakes and learn from them

We work hard to achieve goals

We are courageous

Tatuanui School Annual Plan 2023

Vision: Empowered 21st Century Learners
(Self motivated Collaborators Communicators Resilient Problem Solvers)



Goal 1: PRACTICE
Grow Teachers 'how and what' and Student 'voice and choice'(teacher pedagogy & student agency)

1a.

- Focus strategy teaching and reflective practice & raise student achievement through inquiry

NELP OBJECTIVE 1: Learners at the Centre

NELP OBJECTIVE 2: Barrier Free Access

(A) Accountable	Term 1	Term 2	Term 3	Term 4
(R) Responsible	Embedded Teacher Inquiry & deepen/further develop practice to do things differently to enable us to raise student achievement by one year level for every student.			

Actions	Responsible	Resources	Due	Measure
MOE application for MOE funded PLD	Principal (A) Facilitator (R)	Negotiate remaining hours of work with teachers and facilitator focusing on inquiry	Feb 2023	Complete hours by June 2023. DP has framework /support from facilitator for coaching to support teachers inquiry
Hubs have co-constructed an agreement on working collaboratively	Snr & Jnr Hubs Middle Hub	1 pager agreement Explore what this might look like - Facilitator*	Feb 2023 Term 2	Written agreement evident & underpins conversations & acitons. An agreement on working collaboratively for best practice development
Inquiry is focused on 'What I need to do 'now' for this student to progress	Deputy Principal (A) Teachers (R)	Coaching by DP Time for moderation of work samples - staff meetings designated. Release time available. Time for observations of practice and dialogue	Ongoing	Professional Growth Cycle documentation is evidenced Explicit Teaching strategies are observable Teachers demonstrate they remain curious & have used their inquiry to make positive changes to their practice and student learning outcomes
Ensure teaching strategies scaffold Learner needs for progress	Deputy Principal (A)	PLD focus specifically in Literacy Release time available.	Ongoing	Evidence in planning, teaching, monitoring, assessment will show rigour in 'hard teaching' and progress of learners
Progress & Achievement Tracked School Wide Data	Ldshp Team (A/R) Tcrs (R)	Teacher complete the monitoring systems for data entry (March) Progress (June) Achievement (December)	T1 by Week 3 Mid Year End of Year	Spreadsheet Setup for ongoing monitoring of p&a of every student in which to track progress of all students School wide data is analysed by DP to report to the Board 3 times per year.
Teachers guide T.A's programmes to ensure targeted children are getting specific support based on needs	SENCo (A) Teachers (R)	SENCo liaise with teachers for identified groups/individual children for extra support. SENCo/DP coordinate Ta's timetables for at risk /targeted learners Teachers to provide resources for lessons	Ongoing	Target students, priority learners A data spreadsheet will be completed by the teacher of children who have worked with a TA showing entry /exit info from a programme undertaken by TA. Evidence of Teacher tables of pre/post data of students being worked with

Vision: Empowered 21st Century Learners
 (Self motivated Collaborators Communicators Resilient Problem Solvers)



Goal 1: PRACTICE

Grow Teachers 'how and what' and Student 'voice and choice' (teacher pedagogy & student agency)
 NELS OBJECTIVE: 1:Learners at the Centre 2:Barrier Free Access 4: Future of Learning & Work

1b. Develop empowered learners through authentic contexts & dispositions for learning

(A) Accountable	Term 1	Term 2	Term 3	Term 4
(R) Responsible	Using the Graduate Profile of the Tatuanui learner reflecting the 'empowered learner' focusing on Agency. Growth mindset, 'light the fire' and develop the inner desire to learn and improve progress and achievement through authentic contexts of enviroschools, Aotearoa NZ Histories, core and integrated curriculum.			

Actions	Responsible	Resources	Due	Measure
Use the Graduate Profile and link with values & Vision to solve problems.	Leadership Team (A) Teachers (R)	HERO - Values Assessment HERO - GOALS/Student Graduate Profile	Ongoing	At the end of each term Teachers need to have updated Vision & Values are integrated habitually into daily programmes/practice
Curriculum Refresh - as per Ministry Guidelines	Leadership Team	MOE Online activities as directed throughout the year	T 4	Staff meetings Term 2 - 4 to keep abreast of developments in relation to school curriculum
To increase attendance to 90%	Principal (A) Office Manager	MOE resources - Attendance & Engagement Strategy School Newsletter, SMS tracking of attendance	Ongoing	Daily non attendance followed up by office manager Weekly attendance monitored & followed up Data regularly shared with Board and community
School Leaders -empowerment	Principal (A,R)	Yr 6 leaders apply for and are selected to represent voice of students & regularly meet with the Principal Use of Initiative & positions of responsibility undertaken by students	Fortnightly Meetings.	Regular meetings held and students are part of the process of some decision making at a strategic level Evidenced by practice throughout and across the school by students with across school responsibilities
Opportunities to develop & empower learners through authentic context - Nursery	Lead Tcr (A) Tcrs (R)	Expert facilitators, financial literacy, enviro facilitators, local farmers, Tatua & Rabobank personnel to work with children Obj:1 & 4	Term 1 Term 2 ongoing	Nursery construction completed. Develop ongoing action plan for students to follow - marketing, financial management, planting/repotting/planting, Successful implementation of independent student business model.
House of Science	Principal (A) Tcrs (R)	House of Science - annual fee budget Obj:1 & 4 Kits picked up/returned fortnightly to Hamilton	Term 1-4	Learning shared with others. Students articulate scientific knowledge/understanding through experiences/experiments Evidenced by knowledge/ideas explored/presented by learners

Opportunities to develop empowered learners through authentic contexts - assemblies, EnviroSchools, Visitors, Maori perspectives, EOTC, Camps	Principal (A) Teachers (R)	Timetabling to ensure opportunities are catered for within the school terms	Ongoing Ensure balance of timetabling	Evidence of experiences are shared Continue to explicitly teach aspects of kapahaka - snr hub poi. Integration of things Maori occur regularly in all areas of the school
Whanau Groups used for duties & explicit teaching of e.g. wormery, composting, native bush, companion gardening, TFS	Lead Teacher (A) All staff (R)	Timetabled and regularly reviewed	Term 1 - 4	Grounds reflect work undertaken by students Worm juice for sale Relationship with EnviroSchools & Wallaces (Riparian Planting continues)
PRIDE - Senior Hub homework challenges	Snr Teachers	Focus on Agency		Students will present their work to others. Classes will celebrate the success of students
Identify Special Needs students requiring additional support and initiate/engage external agencies.	Leadership Team (A) SENCO (R)	Liaison/referrals with external agencies (RTL, CDC, MOE) - re Learning & Behaviour		Applications for support are completed. IEP - Behaviour Plans need to be visible in Principals Office & regularly reviewed and updated. Register (SENCO folder) kept up to date Document on pastoral HERO when required Undertake transition consultation and planning for Special Needs students. Attached funding is used to assist the requirements of the student
Transition to School	NE Teachers Yr 6 Tcr	Ongoing communication & visits with ECE's regarding incoming New Entrants Liaison with Morrinsville Intermediate		Regular ECE/School visits are regularly undertaken. Preschool visits End of year
ESOL	SENCO (A) LA/Teachers (R)	Ensure a timetable and programme each term to ensure targeted support. Obj:2 Liaise regularly with classroom teachers Programmes for TA's are organised by SENCO	Week 1 & 6 Term 1-4	Anecdotal/empirical evidence Progress in classroom programmes - non empirical data ELLPs are completed and kept up to date ESOL MOE forms to be completed twice yearly for funding ESOL Register is kept updated with new enrolments

Goal 1: PRACTICE Grow Teachers 'how and what' and Student 'voice and choice' (pedagogy & student agency) NELP OBJECTIVE: 3. Quality Teaching and Leadership		Initiative 1c: For all learners, develop & embed systems & processes for mentoring, tracking, goal setting, progress & achievement		
(A) Accountable	Term 1	Term 2	Term 3	Term 4
(R) Responsible	Embed the process for teachers to use HERO for progress & achievement	Teachers and students goal setting together (HERO)	Embed the use of HERO with Teachers and students	Open portal for students to view their own
HERO (SMS) - for students - goal setting				

Actions	Responsible	Resources	Due	Measure
Te Mataiaho The Refreshed NZ Curriculum	Leadership Team	MOE Resources , TOD designated, Online resources and tools	Term 1 - 4	Complete Readiness tool - Wk 1 (T2) Planned staff meetings follow the MoE guidelines for implementation
Aotearoa NZ Histories Curriculum	Lead Teacher	MOE Local Iwi	ongoing	Resources are built for the school CoL input for local history is part of our curriculum
HERO - progressions of learning Mathematics & Reading & diagnostic data	Leadership Team (A) Lead Team (R)	Data entry (Accord day) LeadTeam PLD HERO (online) Professional Development for DP & Lead Tcr On HERO (ftf)	Term 2	100% teachers will be using HERO (SMS) in Literacy & Mathematics for planning, monitoring and data. All appropriate data is entered
Teachers use student achievement data to inform teaching and learning	Leadership Team (A) Teachers (R)	Tools for assessment - PAT's, R.R's, JAM, TKI, Diagnostic Survey, NE Assessments, Moderated writing, Learning Progressions,	Ongoing as per school requirement.	All school assessments are undertaken as timetabled annually. Teachers use student data to inform planning and teaching. Feedback to parents given
Students goal setting using HERO SMS	Principal (A) Teachers (R)	HERO - progression of learning completed PLD	Term 4	Students are co constructing their goals so information is available/seen on SMS (HERO)
Progress & Achievement Reporting	Ledship Tm (A) Teachers (R)	SMS (HERO)	As per school requirements	Leadership team is using data to identify at risk & Needs grps & inform practice, programmes and reporting to the Board regularly P&A

Notes:

Tatuanui School Annual Plan 2023

Vision: Empowered 21st Century Learners

(Self motivated Collaborators Communicators Resilient Problem Solvers)

Goal 2: PEOPLE Strengthen the Collaborative Learning Culture NELP OBJECTIVE 1: Learners at the centre NELP OBJECTIVE 3: Quality Teaching & Leadership NELP OBJECTIVE 4: Future of Learning and Work		Initiative 2a: Deepen understanding of collaboration and implement processes, practices and systems that facilitate meaningful collaboration		
(A) Accountable	Term 1	Term 2	Term 3	Term 4
(R) Responsible	Strengthen Teacher capability			
Actions	Responsible	Resources	Due	Measure
Tabitha Leonard -external facilitator in mentoring/coaching for improved outcomes for chn.	Leadership Team (A) Tabitha Leonard (R)	Contracted PLD hours. Timetabled targeted conversations for individuals/ groups of teachers	Ongoing	Teachers feel equipped to have meaningful collaboration Data reflects targeted 'next step' that ensures progress and achievement
Huddle is held weekly	Principal (A) All staff (R)	Google drive - shared document	Friday mornings 8:15-8:30 am	All staff (including support) contribute and actively engage in discussions, decisions and actions collectively.
Learning Centered Conversation Groups (LCCG's)	Snr - Ruru/Kereru Middle- Kea/Kiwi Junior - Piwakawaka	Weekly meetings focused on target students and moderating to identify next step Mentoring & Coaching by experts	Weekly Term 2 Week 7 onward	Targeted learners show progress of learning through data analysis. Moderation of work shows alignment to shared understanding of achievement across the school Teachers feel upskilled in strategy teaching
Inschool Prof. Development	Principal (A) Leadership Team (R) Lead Teachers (R)	Targeted/ planned staff meetings focused on identified needs	Term 1 - 4	Evidence of curriculum focused professional conversations & outcomes for student learning, work samples, room environments & shared practical
Teachers participate in external professional development opportunities	Principal (A) Jess (R) Denise & Teachers	Better Start Literacy programme WINTEC - TESOL WPA, WRA, CoL	Ongoing throughout the year	Teachers attend Meetings/workshops: SENCo, IEP's, CoL, Workshops around curriculum e.g. Talk to Learn with SLT, IEP, ESL, ORS, UBRS, First Aide, WRA
Professional development te Reo & Tikanga Maori	CoL & Principal (A) Teachers (R)	On line course in Te Reo (6wks) Sharing resources/experiences	ongoing	Karakia becomes part of 'what we do' Staff are more fluent in the use of everyday te reo
COVID Pandemic Emergencies Lock Out/Lock Downs	Ledship Tm (A) Teachers (R)	MOH & MOE, school communication systems, Devices for hybrid learning, review preparedness resources for classrooms and procedures in event of an emergency situation	Prepn at the ready safety reviews discussed regularly Termly practical practices	School is prepared & can move to online learning smoothly. Systems work in communicating with the school community & supporting students/families to engage with learning. Teachers are confident in any given situation to act calmly and with Health & Safety paramount in school procedures undertaken in any situation

Vision: Empowered 21st Century Learners

(Self motivated Collaborators Communicators Resilient Problem Solvers)



Goal 2: PEOPLE

Strengthen the Collaborative Learning Culture

NELP OBJECTIVE 1: Learners at the center

NELP OBJECTIVE 2: Barrier Free Access

NELP OBJECTIVE 3: Quality Teaching & Leadership

NELP OBJECTIVE 4: Future of Learning & Work

Initiative 2b: Further develop and strengthen positive relationships with the wider community

(B) Accountable	Term 1	Term 2	Term 3	Term 4
(R) Responsible	Initiate programmes for whanau engagement, community connections			
Actions	Responsible	Resources	Due	Measure
Board/PTA/Staff 'strategic planning sessions	Board Chair (A) Principal, Members of Board, PTA and staff (R)	Designated Board/Staff/PTA meeting early in the year for dialogue/action plan co-constructed. EOY evaluation meeting	Term 1 Early Term 3 Early Term 4 END	Action Plan completed & underpins ongoing communication & actions taken. Reviewed by Term 3 Wk 2 & Term 4 Wk 7 (meeting minutes, Action Plan visualised - fb, website, newsletters). Board provide supper for PTA AGM supper
Invite & encourage the school community to attend events at school	Principal & Lead Teachers (A) Teachers (R) Board (R)	Financial - Evening meal allowances Time - Advertising, preparation, organisation		(google form, head count, newsletter, Principal Report to BoT, engagement survey), new parent welcome morning tea Parent/Teacher meetings - 100% attendance
Liaise, visit and work collaboratively with; ECE's, Curriculum specialists, Intermediate, Cluster rural schools, CoL, Support Workers, MOE, Parents,	Principal (A) Teachers (R)	NE Teachers to visit ECE's regarding transition & preschool liaison (CRT?) Time - release, CoL meetings, T D & professional meetings, Communication with parents - at the gate each day, email, school loop, fb	Regular and ongoing dependent on needs and numbers	Transitional visits to ECE/Intermediates are undertaken Colleague return visits completed All teachers participate in CoL requirements (Calendar, principal report to Board, meeting minutes, images, newsletters, feedback, student voice)
Actively participate in activities with with local businesses, Iwi, other ethnic gps, specialist programmes (TFS, Enviroschools, Zero Waste, Riparian planting), Nursery & local farmers	Lead Teachers (A) Teachers (R)	Time - ongoing Teachers to monitor time spent to enable planning for programme initiation for 2022	Term 2 - Term 4	Celebrate Success - (photographed, videoed, newsletter, local newspaper, assemblies, Grandparents Day, athletics, tryathlon, EOTC throughout the year, cluster events, cultural events, EOY awards, cups, certificates, Tatuanui Child Principal acknowledgement award, published Yearbook Chn successfully run the school nursery plant & finance
Engagement & Attendance Strategy from MOE	Principal (A) Parents/Teachers (R) Office Administrator	Inquiry focus on: Area 1: Improve understanding of the importance of regular attendance & Area 5: Tackle Barriers to attendance. MOE & HERO data	Term 1 - 4	Attendance and Engagement is monitored with goal of 90% Numbers/percentage of children arriving late to school and those leaving early decreases

Tatuanui School Annual Plan 2023

Vision: Empowered 21st Century Learners

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Goal 3: PLACE Enhance the physical environment to facilitate learning today for tomorrow NELP OBJECTIVE 2: Barrier Free Access NELP OBJECTIVE 4: Future of Learning and Work			Initiative 3a: Upgrade and modernise our learning environment	
(A) Accountable	Term 1	Term 2	Term 3	Term 4
(R) Responsible	Develop an inspiring flexible learning environment			
Actions	Responsible	Resources	Due	Measure
Provide a safe and authentic learning environment within and outside the classroom - (continue)	Principal(A) Board (R) PTA (R) Student Leaders Teachers	Budget - curriculum costs to cover programmes delivery \$2000 Time - teacher organisation for EOTC programme & sports Policy & Procedure Documentation	Life Ed (Term 2) Zero Waste (Term 3) PEO (Term 1) EOTC Proposals presented to BoT for approval March meeting	Equipment, resources and programmes are evident and actively used in an authentic learning environment (budget, asset register, design plans, photos, School Year Book, videos, PEO education programmes, Life Ed programme, Zero Waste programme, EOTC experiences - RAMS forms completed by teachers (R) presented to Principal/BoT (A) & experiences successfully completed All students participate in programmes. Financial barriers removed.
Ensure H & S checks are undertaken	BOARD (A) Office/Principal (R) Wormald (R)	Playground Safety Check Building Safety check and complete playground inspection report & update Building Systems and Features Manual (BSFM)	Monthly &/or as required by BSFM	Playground equipment is regularly checked by Office admin monthly as per Health & Safety requirements (manual checks documented and reported monthly to the Board by Principal (A). Unsafe/worn equipment is replaced/upgraded as required. H&S in Huddle weekly
Weather Tightness Project	MOE (A)	MOE - contact is Dave Boswell (Delivery Manager)	Term 4 2022 Ongoing 2023	Securing funding. Tendering, Project undertaking and Completion of Water Tightness program in Piwakawaka
Signage Landscaping - Grounds	Principal(A) Board, PTA, Staff Student Leaders Community	Values signage for front of school. School signage Working Bees to help keep the grounds landscaped and aesthetically pleasing	Term 2 2023 Term 4 2023 Termly	Signage having been consulted on and drafts submitted/accepted will be constructed and put up around the school Playground Bark renewed, front garden pathway completed, Front gardens developed to be self sustaining
10YPP & 5 YA	Board (A) Principal (R)	MOE Advisor - Jacob Plasymer Project Manager 10YPP - Marica Slavich	Term 1, 2 Term 3 & 4	SEPE Report completed. 10YPP signed off Project Manager appointed, projects initiated. Unexpected issues identified and remediated.

Vision: Empowered 21st Century Learners
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Goal 3:PLACE
Enhance the physical environment to facilitate learning today for tomorrow
NELP OBJECTIVE 3:Quality Teaching & Leadership NELP OBJECTIVE 4:Future of Learning & Work

Initiative 3b: Develop the learning environment as an authentic learning context

(B) Accountable	Term 1	Term 2	Term 3	Term 4
(R) Responsible	Plan and implement Enviroschool ethos/practices that support the schools Green Gold status			

Actions	Responsible	Resources	Due	Measure
Enviroschools	Lead Teacher (A) Teachers (R)	(Unit paid) Facilitate teachers in planning & teaching through authentic context ENVIRO Facilitator Adrienne Grant	Term 1-4 Term 4	Attend ES workshops & enlist support of facilitator Teaching across the school reflects the enviroschool ethos Meet the requirements of Green Gold Enviro School assessed by the school, Lead Teacher and facilitator
We caRe duties	Lead Teacher (A) Classes (R)	Wormery Native bush Gardens Compost Riparian planting TFS	ongoing	Our environment is well cared for & loved. Work undertaken has learning outcomes for students
Develop the physical environment - authentic learning - Bike Trail	Lead Teacher (A) Teachers (R) Accounts Officer (R)	BoT Funding BMX NZ Champion rider Volunteers within community - clay Source best price for bikes & storage	Term 1 & 2 Term 3 & 4	Complete Stage 1 - purchase of bikes, helmets, bespoke storage container, Ground preparation Complete Stage 2 - construction of Bike track & open
Develop the physical environment - Adventure Playground, outdoor music,	Principal (A) Teachers (R) Students (R)	Research by school leaders Visit by playground specialists PTA project support	Term 2 & 3 Term 4	Review current state of playground area Action plan devised with phases of development Mini projects overseen by school leaders completed
Develop the physical environment - authentic learning - astroturf	Principal (A) Teachers (R)	Grant application PTA Fundraising to support Grant	Term 2-4	Successful application for astroturf is completed by the end of the year
Native Bush Development	Lead Tcr (A) We caRe duty (R) (Whanau groups)	Keen to be Green Team & T.A support We caRe duties focused on Native Bush development - habitats for birds & small creatures to live in	Term 1 - 4	The bush has a bug hotel growing within it The Privet trees have been removed. Mulching is evident More native trees are planted and named for learning
Nursery Project	Principal/ Board (A) Lead Teacher (R) Classes (R)	Liaison meeting with community, Board, Tatua & RaboBank - sponsorship	Term 2 Term 3 - 4	Project is completed & Nursery Opened Officially Liaison with local farmers regarding sale of plants & succession planning & financial literacy for students

TARGETS 2023



TATUANUI SCHOOL
A rural school making a difference

CURRICULUM TARGET:

- Our target is to move 86% of the students *up one year level* in Reading, Writing and Mathematics
- To have the majority (50-74%) of boys *At/Above* expectation in writing

NON CURRICULUM TARGET:

- Disposition for learning - to increase the number of students able to demonstrate

Resilience

We are able to overcome challenges & bounce back

We don't give up, give it a go

We recognise, accept mistakes and learn from them

We work hard to achieve goals

We are courageous