

Te Awamutu Primary School



2009 – 2011 Charter and Strategic Plan

Mission Statement

Every learner will have the opportunity, support and guidance to achieve and celebrate their personal best.

Values

As a Cornerstone Values school, we are committed to building character through teaching, advocating and modelling honesty and truthfulness, kindness, consideration and concern for others, compassion, responsibility, respect and duty. Our Cornerstone Values underpin all decisions and actions in our quest to ensure that each learner achieves their personal best.

Careful consideration is given to a holistic approach when making curriculum decisions to encourage students to value the following; excellence, innovation, inquiry, and curiosity, diversity, equity, community and participation, ecological sustainability, integrity and to respect themselves, others, and human rights.

Vision

Together Achieving Personal Success
@
Te Awamutu Primary School

Statement of intent:

This Charter has been developed as a legal agreement between the Te Awamutu Primary School Board of Trustees (representing family/whānau /community) and the Minister of Education. It presents our mission, aims, objectives, directions, and targets of the Board of Trustees that support the Government's national education guidelines and the Board's priorities.

The development of this Charter and Strategic Plan have been directed by The National Education Goals, the National Education Guidelines, the New Zealand Curriculum Framework, consultations with our community and school reviews.

Strategic Plan 2009 - 2011

Introductory statement: At Te Awamutu Primary School (TAPS) our aim is to develop perceptive students who are wise, morally sound, challenging and interdependent. When our students leave TAPS they will value learning through learning and living our Cornerstone Values. They will be equipped with powerful and innovative tools for learning to think and thinking to learn.

To ensure that all TAPS students succeed during their foundation years, priority is given to learning and teaching in English and Mathematics, especially for students in Years 1 – 4 as well as for the emotional wellbeing of all our learners at TAPS. Learning outcomes for all students will be improved and the achievement gap between our highest and lowest achievers will be lessened through developing a shared understanding of priority outcomes, effective use of assessment, providing support and guidance to staff and continuing to develop an effective professional community of learners.

While focus on Cornerstone Values and general health promotion occurs daily at TAPS, students will achieve success in other supporting learning areas through inquiry based learning. Authentic learning scopes allow for an integrated, inquiry approach where the ultimate aim is to develop young people who are confident, connected, actively involved and developing the attitudes and skills for lifetime learning.

We believe that knowledge and understanding of New Zealand's cultural diversity and the unique position of the Māori culture is pivotal in creating our dream team where together we can support each other to achieve personal best.

Strategic goals

1. Work towards full implementation of the NZ Curriculum for 2010
2. Improve literacy and numeracy outcomes for all students with a specific focus on achievement for male, Māori and Pasifika students.
3. Develop healthy students through quality learning programmes in Health and Physical Education.
4. Improve outcomes for Māori students through focusing on the foundations for successful learning (Guided by Ka Hikatea – Managing for success.)

2009 School Priorities

1. To finalise and implement teaching and learning programmes based on revised curriculum.
2. To extend students';
 - a. Literacy (with a focus on Writing, Spelling and Reading) through effective teaching practices with a focus on target groups (Māori, Male and Pasifika students).
 - b. Numeracy (with a focus on Knowledge and Strategies) through effective teaching practices.
3. To extend children's opportunities in Physical Education and Health through effective teaching practices.
4. Strengthen the participation of Māori whānau in their children's learning at Te Awamutu Primary School.

Curriculum Priorities 2009

Goal 1:

To finalise and implement teaching and learning programmes based on revised curriculum.

Each board of trustees, through the principal and staff, is required to develop and implement a curriculum for students in years 1–6:

Strategies	Supporting Action	2010/2011
<ul style="list-style-type: none"> ▪ Continue to develop an awareness of the NZC and the learning levels Yr 0 – 6. ▪ Support teachers so they are able to effectively implement the: principles, values, key competencies and assessment practices developed for TAPS over the last year. ▪ Provide all staff with the opportunity to plan together and develop their personal and professional knowledge. ▪ Developing our school wide Learning Scopes and ensuring coverage of the 4 Future-focuses: sustainability, citizenship, enterprise and globalization. ▪ Identify key staff to be support mentors and leaders within syndicates and syndicate wide. ▪ Develop assessment practices for the purpose of improving student learning. ▪ Provide opportunity for parent and community involvement in the school wide curriculum. 	<ul style="list-style-type: none"> ▪ Finalise our schools curriculum coverage plans (breadth and depth of the New Zealand Curriculum) each syndicate will work with odd and even year programmes and implement these templates this year. (TOD Jan 09 – all plans shared) ▪ Syndicate Leaders working alongside the Management team to interpret the delivery of our school curriculum at syndicate level. ▪ Management develops consistent approaches and understanding around: principles, values and key competencies. ▪ Management will provide school wide professional development on the NZC document using the NZC online resources: http://nzcurriculum.tki.org.nz/the_new_zealand_curriculum ▪ Continue to seek good practice models throughout the year by visiting other schools, talking to other colleagues and getting advice from the Advisory Service- Waikato University. ▪ Assessment practices will be developed with curriculum Management Unit holders or by the 	<p><u>Review:</u></p> <ul style="list-style-type: none"> - Our vision for our students and their learning clear? - Our school wide curriculum plans and are they making a difference? - Do our variance reports reflect learning growth? <p><i>And what do our students need this coming year?</i></p>

	<p>Management team.</p> <ul style="list-style-type: none"> ▪ Implementing an awareness programme for our parents and wider community – Show Case events, breakfast sessions, coffee chats and visitors who visit our school. 	
<p>Goal 2 a: To extend children’s Literacy (Writing, Spelling and Reading) through effective teaching practices.</p>		
Strategies	Supporting Action	2010/2011
<ul style="list-style-type: none"> ▪ Finalise and implement our school-wide literacy plan. ▪ Support teachers at TAPS to administer, mark and normalise literacy assessments in a consistent and effective way. ▪ Support teachers so that they are able to use student achievement data to plan an effective literacy programme that caters for the diverse needs of students. ▪ Support, through mentoring and modeling, teaching practices that show an understanding of effective teaching and learning of literacy. ▪ Ensure that provision for ESOL students is effective and based on best practice. 	<ul style="list-style-type: none"> ▪ Finalise Literacy Plan developed along with the MoE Literacy Development Officer. ▪ Teacher only day (Jan 27th) focused on administering, analyzing and using Running Records and Probes. ▪ Literacy Team to provide school-wide/syndicate PD on developing and implementing action plans for literacy learning targets. ▪ Literacy Team to provide mentoring and modeling when and as appropriate. ▪ SENCO to investigate and develop effective, evidence based programmes to cater to ESOL needs of students. 	<p><i>School-wide literacy programme review.</i></p> <p><i>Development of partnership programmes for literacy development with an emphasis on whānau /family involvement.</i></p>
<p>Goal 2b: To extend children’s Numeracy through effective teaching practices.</p>		
Strategies	Supporting Action	2010/2011
<ul style="list-style-type: none"> ▪ Review and revise the school mathematics programme document to align with the revised curriculum. ▪ Improve procedures for monitoring, assessing and reporting of student progress in numeracy. ▪ Support syndicate leaders in writing and implementing action plans for learning targets. ▪ Develop on-going professional conversations around learning targets at all levels of staffing. ▪ Provide professional development 	<ul style="list-style-type: none"> ▪ Numeracy team to use Ministry resources (Personnel where appropriate as well as other resources) to draft mathematics programme document. ▪ Whole staff to revisit the “Full diagnostic Survey”. ▪ Unit holder and DP to work closely with syndicates to develop target action plans. ▪ Use Term 1 (Wk 1-6) info 	<p><i>Review effectiveness of programme.</i></p> <p><i>Develop systems for using aggregated ARBS data more effectively to inform student achievement and resourcing policy.</i></p>

<p>opportunities that meet the needs of both established and new staff.</p> <ul style="list-style-type: none"> ▪ Identify and develop support for students with special needs in numeracy. ▪ Monitor and review the effectiveness of maths programming school-wide. 	<p>to develop interventions for Special Needs and GATE students.</p> <ul style="list-style-type: none"> ▪ Develop a system for monitoring effectiveness of mathematics programming at class teacher, syndicate, management and policy 	
<p>Goal 3: To extend children’s opportunities in Physical Education and Health through effective teaching practices.</p>		
Strategies	Supporting Action	2010/2011
<ul style="list-style-type: none"> * Develop a balanced and effective school-wide Health & PE programme. * Consult community regarding Health and PE programme at TAPS. * Ensure that healthy and nutritious food options are made available and promoted. * A calendar of sporting events is available to all staff well in advance of events taking place. * Sporting events are well planned, documented, carefully timetabled and reviewed when completed. *The budget for Health/PE is appropriately managed. 	<p>Health and PE leaders to develop plans (alongside deputy principals & team leaders) that ensure balance to programmess.</p> <p>Sport Waikato – project Energise staff / Garth to work along side Health and PE leaders to investigate what support is available to staff and students to become more involved in PE.</p> <p>Health and PE leaders to provide training and support for staff in sporting codes and the teaching of PE skills.</p> <p>Health and PE leaders purchase appropriate/necessary resources as required</p> <p>Health and PE leaders to liaise with Exec Officer/BOT and local lunch providers to ensure that policy is being upheld.</p> <p>Health and PE leaders will liaise with community schools to develop a sporting calendar for Interschool events, that align with our school calendar of events.</p> <p>Documentation on shared drive of all school sporting events.</p>	<p><i>Review effectiveness of School Programme</i></p>

Goal 4

Strengthen the participation of Māori whānau in their children's learning in the early years at school.

Guided by "Ka Hikitia – Managing for Success: The Māori Education Strategy 2008–2012, (Goal 6)

Strategies	Supporting Action	2010/2011
<ul style="list-style-type: none">▪ Create effective opportunities to share with parents teaching and learning, and their rights and responsibilities as parents and whānau.▪ Build a positive culture among staff re whānau involvement in teaching and learning at Te Awamutu Primary School.▪ Strengthen home-school literacy partnership	<ul style="list-style-type: none">▪ Ensure that whānau have many opportunities to be actively involved in the implementation of the NZC. <i>(Strategies 1-3 of 6 from Ka Hikitia "Strengthen the participation of Māori whānau in their children's learning in the early years at school.</i>▪ Integrate evidence that supports involving whānau in the teaching and learning process into all professional development contracts, evaluations and quality teaching and leadership programmes.▪ Identify and access effective home-based literacy programmes; for example, the Reading Together programme.	<ul style="list-style-type: none">- Consolidate positive and inclusive educational opportunities for Māori students.- Improve transition to school for Māori students.- Focus on home-school literacy partnership.



Te Awamutu Primary School Annual Plan 2009

Together Achieving Personal Success



Teaching and learning programme development

- * Continue implementation of Project Energize School wide programme (Garth, Kylie and Sara)
- * Implementation of the Revised Curriculum
- * Development of the TAPS Literacy Action Plan and targets
- * School wide Physical Education and skills planning opportunity
- * Kapa Haka programme
- * *School-wide Homework definition decided and implemented.*

Finance

- * Prepare for Annual Audit in Term 1.
- * Monthly accounts presented with financial summary to Board.
- * Prepare 2010 Budget for November Board meeting.

Property

- * Follow 5 and 10 Year Property Plan.
- * 5YP Refurbishment phase one— June 2009
- * Complete cabling plan as part of computer infrastructure plan purchasing and replacement plan to be completed by Bronwyn and Gareth

Human Resources

- Staffing, professional development, and performance management.
- * To build on staff skills by sharing knowledge and classroom practice creating the adult learning community culture.
 - * School wide effective literacy practices developed.
 - * To develop a working awareness of the revised Curriculum.
 - * To develop staff awareness of the schools policy and procedures.
 - * Appraisal development and personal learning Goals set

2009 School Priorities

- To finalise and implement teaching and learning programmes based on revised curriculum.
- To extend children's Literacy (Writing, Spelling and Reading) through effective teaching practices.
- To extend children's Numeracy through effective teaching practices.
- To extend children's opportunities in Physical Education and Health through effective teaching practices.
- To foster and grow links with whanau/families and the wider communities of Te Awamutu.

Health and Safety

- * Continue Health and Safety checks; Hazards Register; Evacuation procedures.
- * Improve the school's physical and learning environments.
- * PE and Health survey

Self Review / Reporting

- * Annual Report in May.
- * Monthly Board Reports.
- * Reporting to Parents.
- * Policy Review Cycle
- * Charter Review
- * Strategic Plan 2009-2011

Partnership with the Community

Communication

Fortnightly newsletters / Web site updates
Class newsletters each term
Email news groups, parent evenings.

Collaboration

PTA Support
Business Sponsorship, Te A Cluster Schools
Literacy Development

Consultation

On going, purposeful and focused
Coffee Chats, Pastoral Care

Strategic Action Plans for 2009

Strategic Goal 1	Work towards full implementation of the NZ Curriculum for 2010		
Annual Goal	To finalise and implement teaching and learning programmes based on revised curriculum.		
Annual target	<p>To design our learning at Te Awamutu Primary School based on The New Zealand Curriculum which aims to support today's students to learn in a way that will prepare them for the world of tomorrow. It will;</p> <ul style="list-style-type: none"> include a set of common values place more emphasis on themes relevant to today's society ▪ contain five key competencies for students ▪ raise the profile and status of statistics within mathematics ▪ make the Treaty of Waitangi explicit in the overview, purpose, principles and values ▪ recognising the need for our school to work closely with community to design relevant learning programmes. 	Target Group/s Whole School	
Historical Position	<p>The curriculum has provided greater clarity for teachers, students and trustees by providing clear and simple statements about priorities, expectations and outcomes for each learning area. It has also detailed the type of teaching that brings out the best in students.</p> <p>During 2007 and into 2008 we have used our Inquiring Minds at TAPS document to bring the planning principles and a future focus to our classroom programmes.</p>		
Action	Timing	Responsibility	Resourcing
<ul style="list-style-type: none"> ▪ Finalise our schools curriculum coverage plans (breadth and depth of the New Zealand Curriculum) each syndicate will work with odd and even year programmes and implement these templates this year. (TOD Jan 09 – all plans shared) 	January	Management Team – Gareth, Viv and Gill	Everyone has access to the internet resources and current readings and updates over the year.
<ul style="list-style-type: none"> ▪ Management develops consistent approaches and understanding around: principles, values and key competencies. 	April	Management Team - Gareth	Templates file – hard copies and electronic files on shared

			drive and e-Tap.
<ul style="list-style-type: none"> ▪ Syndicate Leaders working alongside the Management team to interpret the delivery of our school curriculum at syndicate level. 	February	Management Team and Syndicate Leaders	Hard copies and electronic copies set up with e-TAP
<ul style="list-style-type: none"> ▪ Management will provide school wide PD on the NZC document using the NZC online resources: http://nzcurriculum.tki.org.nz/the_new_zealand_curriculum 	Feb - Dec	Gareth, Viv and Gill	TOD this year and selected staff meeting sessions
<ul style="list-style-type: none"> ▪ Continue to seek good practice models throughout the year by visiting other schools, talking to other colleagues and getting advice from the Adviser Service - Waikato University. ▪ Art of Facilitation Course for all Management Unit holders. 	Feb - Dec	Gareth to facilitate visits David Anderson and PLOT	
<ul style="list-style-type: none"> ▪ Assessment practices will be developed with curriculum Management Unit holders or by the Management team. 	February	Whole staff	Release time scheduled
<ul style="list-style-type: none"> ▪ Implementing and awareness programme for our parents and wider community (make the Treaty of Waitangi explicit in the overview, purpose, principles and values) – Show Case events, breakfast sessions, coffee chats and visitors who visit our school. 	Feb - Dec	Whole staff Gill through the Māori Unit will be a link to our Whānau Group.	Release time Budget for teacher training (Te Reo)

Strategic Goal 2a	Improve literacy and numeracy outcomes for all students with a specific focus on achievement for male, Māori and Pasifika students.	
Annual Goal	To extend children's Literacy (Writing, Spelling and Reading) through effective teaching practices.	
Annual target	That effective literacy teaching practice throughout the school will lead to improved outcomes for all students evidenced through individual student progress.	<u>Target Group/s</u> Whole School Māori , Male and Pasifika students
Historical Position	Te Awamutu Primary School has developed a school-wide Assessment Overview Plan. School-wide alignment of assessment data is systematic and consistently administered and it is crucial that data collected for individual students formulate next steps for learning with evidence of this in teachers planning.	

	Teachers need constant re evaluation of learning intentions and focus on best practice.		
Action	Timing	Responsibility	Resourcing
Fostering Strategic Activity in Reading Professional development on Running Records: Administration and evaluation To formulate next steps :	27 th January	Viv Buchanan Anna Booth	Jenny Yoeman
Parent Workshops Programme consisting of three 1 ¼ hr sessions to support parents with the fundamental skills supporting children with at home reading programmes.	Term One and Three	Jane Coles Tracy Findlay Viv Buchanan	Jeanne Biddulph Reading Together
Pre School Parent Workshops An invitation to invite parents of pre school children to gain an insight into school expectations prior to children commencing school.	Term One and Three	Viv Buchanan Jane Coles Robyn Cunningham	Jane Coles links with pre-schools Wednesday Wonderland.
Staff Professional Development: Staff meeting Developing Strategic readers by focusing on skills and behaviours at levels.	Term One April 4th	Viv Buchanan Anna Booth	Annette Smith Margaret Mooney
Staff Professional Development: Staff meeting Spelling School wide assessment and data collation re evaluation	Term Two	Viv Buchanan Anna Booth	
Implementation of support structures for children at risk, particularly Years 1-4.	All Year	Principal Viv Buchanan Dianne Gudsell Karyn Kay Team leaders	Data collection of individual student achievements.
Implementation of targeted programmes to support literacy intervention: Talk to learn - Junior School Repeated reading/ writing programmes	All Year	Teaching staff Teacher Aides Literacy team	Viv Buchanan SLT
GATE Programmes Developing programmes to fit the needs of learners identified through systematic data collation and identifying next learning steps.	All Year	Viv Buchanan Gill Gibbs Dianne Gudsell	Collated assessment data
Resources Inventory Purchasing of literacy material on identified needs basis.	All Year	Literacy team	

Strategic Goal 2 (b)	Improve numeracy outcomes for all students with a specific focus on achievement for Māori and Pasifika students.			
Annual Goal	To extend children's Numeracy through effective teaching practices.			
Annual target	To have 80% of TAPS students working at expected stages for Knowledge and Strategy in Number.	<u>Target group/s</u> All Māori and Pasifika students.		
Historical Position	TAPS aligned to learning and teaching principles of the numeracy project during the implementation years. Since then there have been many staff changes. As a staff we believed it is timely to re-focus on all aspects of the Numeracy Programme with a focal point on assessment.			
	Action	Timing	Responsibility	Resourcing
	<ul style="list-style-type: none"> Numeracy team to revise mathematics programme document. 	Term 1 & 2	Gill Gibbs Tara Walter Tracy Findlay	<ul style="list-style-type: none"> School support services Internet Visits to other schools.
	<ul style="list-style-type: none"> Whole staff to revisit the "Full diagnostic Survey" – Administration, analysis and use of data. 	Term 1	Tara Walter	Workshop time during TOD with follow-up workshop. 11 days release provided by DP
	<ul style="list-style-type: none"> Unit holder and DP to work closely with syndicates to develop target action plans. <ul style="list-style-type: none"> * After diagnostic interviews complete, work with syndicate leaders to identify areas of strength and for development. * Guide and support syndicate leaders in the development of action plans to support learning targets. 	Term 1	Gill Gibbs Tara Walter	Reliever – 2 days. 1 for DP to work with syndicate leaders to synthesis information and draft action plans.
	<ul style="list-style-type: none"> Use info to develop interventions for SN and GATE students. <ul style="list-style-type: none"> * Share information with parents of students involved in interventions 	Over full year	Numeracy team Gill to take SN and GATE maths groups.	DP release to take SN x 3 per week and GATE groups

* Liaise with teachers re programming details. * Update information, check progress etc * Enter information on to SN reg.			
▪ Develop a system for monitoring effectiveness of mathematics programming at class teacher, syndicate, management and policy	Term 1 (on-going)	Gill Gibbs Tara Walter Tracy Findlay	Advisory services Regional numeracy team

Strategic Goal 3	Develop healthy students through quality learning programmes in Health and Physical Education.		
Annual Goal	To extend children's opportunities in Physical Education and Health through effective teaching practices.		
Annual target		Target group/s Whole School	
Historical Position	The current Health and PE programme offered throughout the school varies markedly between teachers and Teams. A more balanced programme for staff to adhere to, along with training opportunities to support transformation is required. A calendar of events will help staff to plan Continued alignment with national policies and guidelines for nutrition also need to be carefully monitored.		
Action	Timing	Action	Timing
* Develop a balanced and effective school-wide Health/PE programme is developed.	Draft by beginning of term 1. Final		Draft by beginning of term 1. Final
* Consult community regarding Health and PE programme at TAPS.	Term 1		Term 1
* Ensure that healthy and nutritious food options are made available and promoted.	Ongoing throughout the year		Ongoing throughout the year
* A calendar of sporting events is available to all staff well in advance of events taking place.	Yearly overview organised by beginning of term 1. Added to throughout the year.		Yearly overview organised by beginning of term 1. Added to throughout the year.
* Sporting events are well planned, documented, carefully timetabled and reviewed when completed.	Ongoing throughout the year.		Ongoing throughout the year.

Strategic Goal 4	Improve outcomes for Māori students through focusing on the foundations for successful learning		
Annual Goal	<p>Strengthen the participation of Māori whānau in their children's learning in the early years at school.</p> <ul style="list-style-type: none"> ▪ Ensure that whānau have many opportunities to be actively involved in the implementation of the NZC. <p><i>“Strengthen the participation of Māori whānau in their children's learning in the early years at school.” Major Foundation Years strategy goal from <u>Ka Hikatea – Managing for success.</u></i></p>		
Annual target	To seek and receive individual feedback from 100% of the 87 Māori families and to ensure that all parents/whānau have open lines of communication.	<u>Target group/s</u> Māori parents/whānau	
Historical Position	<p>Two initiatives over the past two years have, we believe, opened the doors to a more positive and inclusive school climate for Māori whānau. Open hui, where parents were encouraged to share issues and concerns both historic and current about TAPS were noted with respect. Gareth and Gill, who were new to TAPS came to know many whānau members personally and found that more open communications began to grow. A major focus on re-establishing a Kapa haka group from the beginning of 2007 saw approximately 110 students enrol in the weekly Kapa haka tutorage under the experienced guidance of Whaea Rangi Waitai. Unfortunately for TAPS, personal circumstances have meant that Whaea Rangi is no longer able to lead our Kapa haka. Inquiries to date have not resulted in a replacement tutor. This presents a major challenge. It appears that, although numbers attending whānau meetings are relatively low, there is always immense support for any performance based activities. This will be a priority to sort as soon as possible.</p>		
Action	Timing	Responsibility	Resourcing
<ul style="list-style-type: none"> ▪ Source and secure Kapa Haka tutorage as soon as possible. ▪ Strengthen communications between BOT rep and key personnel. <ul style="list-style-type: none"> * Widen the network of community of support through working closely with BOT rep. ▪ Create effective opportunities to share teaching and learning with parents, and their rights and responsibilities as parents and whānau. (Ka Hikatea) <ul style="list-style-type: none"> * Through regular Whānau Hui * Individual contact by key staff members * Close liaison with Literacy committee to ensure involvement for any parent 	<p>Term 1</p> <p>In-going</p> <p>Throughout year & on-going</p>	<p>Gill</p> <p>Gill/ Gareth</p> <p>Gill / Gareth Leadership team</p>	<p>Advertising if necessary</p>

Individual Diagnostic Interviews -Numeracy

This is administered in an individual interview. It is used to fully assess a student's knowledge in all five of the knowledge domains and strategy in all three of the strategy domains.

Inquiry based learning

Rich learning based around meaningful contexts where students have ownership of their learning. It begins with exploration and questioning and leads to investigation of real life questions, issues, problems or ideas. At Te Awamutu Primary School this involves

1. Getting Hooked - Tuning in to the scenario, sharing prior knowledge and posing questions.
2. Knowledge Bomb - Becoming experts through planning, gathering, sorting and sharing relevant information, developing further questions and hypothesizing.
3. Discovering - Sorting information, discovering patterns and exploring the idea of needing to know more.
4. Exploring - Setting own learning paths for deeper understanding.
5. Reflecting - How has own thinking changed? How effective has our own learning been? How has each one of us contributed to the collective knowledge of the group?
6. Taking Action - This could involve sharing reflections, applying ideas and/or taking personal or group action.

Ka Hikitia – Managing for Success

Ministry of Education's Maori Education Strategy 2008 – 2012;.

Learning scopes

Context for learning that encompasses the mission statement, values and vision, and provide opportunity for school-wide focus on rich learning tasks.

Management Team

Principal and deputy principals

MoE

Ministry of Education

PE

Physical Education

PLOT

Professional Learning Online Tool

Repeated Reading Programme

Reading programme facilitated by teacher aides to boost reading fluency.

Talk to Learn

Oral language programme facilitated by teacher aides to encourage development of oral communication skills..

TAPS

Te Awamutu Primary School

NZC

New Zealand Curriculum

PD

Professional Development

SENCO

Special Education Needs Co-ordinator

Showcase

Events that highlight and celebrate learning

TOD

Teacher only day.