

# Te Awamutu Primary School

## Charter & Strategic Plan 2015-2017



Together Achieving Personal Success - Mā Mahi Tahi Te Eke Panuku A Tētahi

### Te Awamutu Primary School (TAPS)

A remarkable learning community vested in working together to help everyone achieve their personal best. A place where active bodies and minds are fostered and where students build the foundations of knowledge, skills and key competencies to contribute and thrive today and in the future.

**Connect – Learn – Innovate – Share**  
*Kotuitui – Ako – Auaha – Tohatoha*



# Te Awamutu Primary School

## Our Mission, Vision & Values

### MISSION STATEMENT

Every learner will have the opportunity, support and guidance to achieve and celebrate their personal best through being part of an inclusive community of connected, active learners.

### VISION

Together Achieving Personal Success - Mā Mahi Tahi Te Eke Panuku A Tētahi  
At Te Awamutu Primary School we will build the foundations of knowledge, skills and key competencies that enable our learners to contribute and thrive as outstanding citizens throughout their lives.

### VALUES

We are committed to building character and community through teaching, advocating and modelling:

- Excellence - Hiranga
- Creativity, curiosity and innovation - Pokirehau/whakamatemate
- Respect and appreciation of diversity in our different cultures, languages, and heritages – Rereketanga
- Fairness - Tika/pono
- Participating and contributing – Porihanga
- On-going appreciation and care for our environment - Kaitiakitanga
- Honesty and responsibility – Ngākau/tapatahi
- Respecting others and respecting the rights of others - Manaaki/āwhi



# **Strategic Key Goals for 2015 – 2017**

1. To enrich learning and teaching programmes in Literacy and Numeracy that will see greater achievement in relation to National Standards and to provide quality physical activities in order to further develop movement skills for all learners.
2. To support all students with the knowledge, skills and digital competencies so that they can actively participate in a rapidly changing world.
3. To support the upskilling, ongoing development and capacity building of all staff in the area of knowledge, skills and digital competencies that support 21<sup>st</sup> century learners.
4. To foster and grow links with whānau/families and the wider communities of Te Awamutu.

# Te Awamutu Primary School

## Our Statement of Intent & Introduction

**Principal:** Gareth Duncan **Chairperson:** Craig Sanders **MOE School ID:** 2002

### Our Board of Trustees – Statement of Intent

- Quality governance that creates the big picture and long term vision that aims to improve student achievement
- Quality governance working through the principal and staff
- Quality governance making decisions based on results, reviews, and information from consultations with our staff, our students and our community

This Strategic Plan 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, priorities and targets of the Board of Trustees.

The development of this Strategic Plan has been aligned to the New Zealand Curriculum Framework, National Education Goals, and National Education Guidelines in consultation with the school community.

### Introduction

Te Awamutu Primary School is an attractive, inclusive learning community committed to meeting the needs of 21<sup>st</sup> century learners. Our staff and Board of Trustees are dedicated to building digital learning capability across the school for both staff and learners. We are vested in providing equity for access to digital devices and this has begun to happen strategically school-wide.

We are a school focused on Literacy and Numeracy achievement with strong and effective programmes throughout the school.

We have a rich and inviting integrated curriculum where learners connect, learn, innovate and share. We are a place where students are encouraged to have fun in their learning, develop their creativity and imagination; A place for kids to be kids.

#### **The Special Character of Te Awamutu Primary School**

Students learn in a safe and inclusive atmosphere where many opportunities are provided to develop their love of learning and their key competencies.

We have:

- Regular cornerstone values assemblies
- Celebration and sharing assemblies and school-wide waiata
- A wide range of intervention programmes to support student learning
- A comprehensive support structure for student well-being and positive relationship development
- Community connector breakfasts – An extremely popular termly event that sees the large school hall packed out. These include Mothers and Daughters, Mothers and sons Fathers and daughters, Fathers and sons. Each term we have an inspirational speaker booked to share the importance of whānau/family and journeys to success.
- Student leadership programme - (House Leaders, Cultural Leaders, Physical Activity Leaders, Class Councillors, Sports Council)
- Dedicated playground equipment to encourage active bodies and minds including building benches, basketball hoops, adventure play-grounds, life size chess and checkers games, well-resourced and student-operated PE sheds for lunchtime activities, co-operative board games set up each lunchtime in the library/media centre, two large sandpits with digging and building equipment.
- School Radio Station with students as DJs, technicians, commercial group, advertisement creators, community connectors
- On-going environmental programmes; Worm farm, Growing Unit, Gully development, Syndicate gardens
- Before school activities e.g Jump-Jam, Running groups, Swimming Groups, Breakfast club
- Song Squad
- Gymnastics and Hip-hop groups
- In school and after school music programmes
- Afterschool and holiday programmes
- Milk in schools
- EOTC excursions to deepen learning, including annual camps for senior students
- Kapa Haka for all students and a strong kapa haka festival group
- Annual book fair
- Visiting shows to the school to enrich curriculum learning
- Close involvement with Sport Waikato to enhance sporting competencies
- Regular discos

### **Māori enjoying educational success as Māori:**

Our teaching and learning programme acknowledges the principles of the Treaty of Waitangi, and the bicultural foundations of Aotearoa New Zealand. All students have the opportunity to acquire knowledge of te reo Māori me ōna tikanga. We recognise that knowing, respecting and valuing Māori students, where they come from and building on what they bring with them is vital. We also have an understanding that achievement for Māori students benefit from sharing knowledge and expertise with whānau, hapū, iwi and staff.

Currently we have 32% of students who identify as Māori. As in national and regional data, this group is over represented in underachieving students

within our own national standards data. Māori achievement in Literacy and Numeracy is an area of priority.

As identified as an area of exploration in the 2013 ERO review, we have been involved in comprehensive consultation regarding localising our curriculum to reflect many of our students who identify with Ngāti Maniapoto. We have very much appreciated the commitment and input from whānau, hapū, iwi and staff regarding this important area. We have collaboratively developed a localised curriculum overview that considers culture and partnerships and look forward to further developments in this area. A continuum of cultural history, reo and tikanga has been developed and will be reviewed regularly.

**Te Awamutu Primary School implements effective monitoring of all students' pastoral and academic needs:**

- Management involved as part of the SENCOT (Special Education Needs Coordination Team)
- Designated itinerant SENCO/Literacy specialist teacher.
- Itinerant digital learning coach.
- Regularly monitors attendance and engagement
- Special needs register regularly reviewed and monitored
- Specialised programmes implemented by trained Teacher Aides in response to identified student needs and targeted cohort group e.g. Steps, Toe-by-toe, Talk to learn, Word-Q, targeted Maths, additional targeted Reading (Individual/small groups of all cohort levels)
- ESOL – Students assessed, monitored and included in groups with specialised teacher aides (In class and / or withdrawn for small group work where appropriate)
- IEPs
- Inter-agency welfare meetings that include Truancy, Public Health Nurse, Resource teacher of Learning and Behaviour, Youth aid officer, Child and Adolescent Mental health
- GATE students identified and monitored. In-class enrichment monitored. Withdrawal programmes, when appropriate. HOT@TAPS (Higher order Thinkers at Te Awamutu Primary School) for Science, Technology & Social Sciences

**Professional development for staff is aligned to meet the needs of our learners through thoroughly analysing data and the creation of action plans to meet student needs.**

- He Papa Tikanga
  - Key focus from data analysis: Māori achievement in relation to national standards
  - Connecting to culture and Te Reo Māori
  - Due for completion March 2015
- Learning with digital technologies
  - Improve student outcomes through appropriate use of digital technologies to support learning and digital citizenship
  - Increase parents, family, whānau engaging with students' learning
  - School leaders leading the integration of digital learning capability
  - Teachers using digital technologies appropriately in their practice to develop effective learning environments for all students
  - Professional learning networks connecting and supporting school leaders, and PLD suppliers to integrate and share digital learning

capability.

- Opportunities to further enhance progress and achievement of the New Zealand Curriculum.
- Numeracy
  - Enhancing teacher understanding of the Number framework, and guidance on planning and implementing classroom numeracy programmes.
- Literacy
  - Enhancing teacher understanding of Reading and Writing, and guidance on planning and implementing classroom literacy programmes.
- David Anderson – Educational Consultant
  - Developing expertise in learning conversations

# NAG 1 - Curriculum - Writing

**Goal - To create confident learners by continually raising the level of student achievement with particular emphasis upon Writing as evidenced by progress and achievement in relation to the New Zealand Curriculum and related National Standards**

**How this goal will be expressed over the next three years**

**Initiatives for 2015**

**All students are able to access the New Zealand Curriculum as evidenced by Writing achievement in relation to National Standards.**

To raise the rate of progress for all students deemed at risk of not achieving at the level of the National Standards in Writing.

## Baseline data

All students – end 2014	Well below		Below		At		Above		Total
	Number	Proportion	Number	Proportion	Number	Proportion	Number	Proportion	Number
All students	24	5.6%	124	29.0%	231	54.1%	48	11.2%	427
Māori	11	8.7%	42	33.1%	66	52.0%	8	6.3%	127
Pasifika	1	6.3%	3	18.8%	7	43.8%	5	31.3%	16
Asian	4	25.0%	4	25.0%	7	43.8%	1	6.3%	16
European/Pākehā/ Other European	8	3.0%	75	28.0%	151	56.3%	34	12.7%	268
Male	19	8.1%	83	35.5%	111	47.4%	21	9.0%	234
Female	5	2.6%	41	21.2%	120	62.2%	27	14.0%	193

- 65% (279/427) of all students met National Standard expectations in Writing - decrease of 5% from 2013

**Variance from target -15%**

- 58% (74/127) of Māori Students in 2014 met National Standard expectations in Writing - increase of 3% from 2013
- 19% (4/21) Māori Males from Year 2-6 targeted for Writing made accelerated progress to reach the standard. 62% (13/21) made progress however stayed below the standard and 19% (4/21) dropped to well below the standard.

## Targets - 2015

**Target cohort group (Priority Learners): Year 5 students who were *Below* the standard in Writing (will be Year 6 2015)**



Initiatives for 2015	Initiatives for 2016	Initiatives for 2017
<ul style="list-style-type: none"> <li>• To embed effective teaching and learning programmes that reflect teacher inquiry in order to meets the varying needs of the students. This will be based on effective and regular analysis of student achievement data that informs teacher practice.</li> <li>• Strong focus on the moderation and consistency of OTJ's in Writing throughout the school.</li> <li>• Investigate e-asTTle as MOE assessment tool for Writing</li> <li>• Consolidation of Writing programmes with release of Literacy leader to WOW (watch others work) and coach teachers' school wide.</li> <li>• Continued DP analysis of SEA and 6Yr Observation Survey data to ensure early intervention.</li> <li>• Integrated curriculum planning in line with NZC principles, Te Awamutu Primary School Inquiry Model (<b>Connect – Learn – Innovate – Share Kotuitui –Ako – Auaha – Tohatoha</b>), digital learning, and Ka Hikitia principles.</li> <li>• Inclusive teaching practice is evidenced by the use of IEP's for students at risk.</li> <li>• Using Teaching as Inquiry model, at risk students are provided with differentiated learning programmes.</li> <li>• Student engagement in all areas will continue to remain a priority in alignment with our Learning and Change Network (Rural and Roses) vision.</li> <li>• Inter-school opportunities to share evidenced effective teaching practice with others.</li> </ul>	<ul style="list-style-type: none"> <li>• To embed effective teaching and learning programmes that reflect teacher inquiry in order to meets the varying needs of the students. This will be based on effective and regular analysis of student achievement data that informs teacher practice.</li> <li>• Strong focus on the moderation and consistency of OTJ's in Writing throughout the school and then across our Learning and Change Network.</li> <li>• Decision around implementation of e-asTTle</li> <li>• Observations, review and alignments with moving educational trends/practices.</li> <li>• Continued DP analysis of SEA and 6Yr Observation Survey data to ensure early intervention.</li> <li>• Integrated curriculum planning in line with NZC principles, Te Awamutu Primary School Inquiry Model (<b>Connect – Learn – Innovate – Share Kotuitui –Ako – Auaha – Tohatoha</b>), digital learning, and Ka Hikitia principles.</li> <li>• Inclusive teaching practice is evidenced by the use of IEP's for students at risk.</li> <li>• Using Teaching as Inquiry model, at risk students are provided with differentiated learning programmes.</li> <li>• Student engagement in all areas will continue to remain a priority in alignment with our Learning and Change Network (Rural and Roses) vision.</li> <li>• Inter-school opportunities to share evidenced effective teaching practice with others.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Connect – Learn – Innovate – Share Kotuitui –Ako – Auaha – Tohatoha</b> is embedded in our classroom practice and evidenced by increased levels of student/whanau engagement, resulting in student success in Literacy.</li> <li>• Continued DP analysis of SEA and 6Yr Observation Survey data to ensure early intervention.</li> </ul>

# NAG 1 - Curriculum - Reading

**Goal - To create confident learners by continually raising the level of student achievement with particular emphasis upon Reading as evidenced by progress and achievement in relation to the New Zealand Curriculum and related National Standards**

**How this goal will be expressed over the next three years**

**Initiatives for 2015**

**All students are able to access the New Zealand Curriculum as evidenced by Reading achievement in relation to National Standards.**

To increase the number of students achieving at or above the National Standard for Reading.

## Baseline data

All students – end 2014	Well below		Below		At		Above		Total
	Number	Proportion	Number	Proportion	Number	Proportion	Number	Proportion	Number
All students	30	7.0%	27	6.3%	266	62.3%	104	24.4%	427
Māori	15	11.8%	11	8.7%	79	62.2%	22	17.3%	127
Pasifika	1	6.3%		0.0%	10	62.5%	5	31.3%	16
Asian	5	31.3%	1	6.3%	6	37.5%	4	25.0%	16
European/Pākehā/ Other European	9	3.4%	15	5.6%	171	63.8%	73	27.2%	268
Male	21	9.0%	20	8.5%	146	62.4%	47	20.1%	234
Female	9	4.7%	7	3.6%	120	62.2%	57	29.5%	193

- 87% (370/427) of all students met National Standard expectations in Reading - increase of 3% from 2013  
*Variance from target +2%*
- 80% (101/127) of Māori Students in 2014 met National Standard expectations in Reading - increase of 8% from 2013
- 75% (6/8) Māori Males from Year 2-6 targeted for Reading made accelerated progress to reach the standard. 12.5% (1/8) made progress however stayed below the standard and 12.5% (1/8) dropped to well below the standard.

## Targets – 2015

**85% of all students will be at or above the National Standard in Reading.**

Initiatives for 2015	Initiatives for 2016	Initiatives for 2017
<ul style="list-style-type: none"> <li>• To embed effective teaching and learning programmes that reflect teacher inquiry, in order to meet the varying needs of the students. This will be based on effective and regular analysis of student achievement data that informs teacher practice.</li> <li>• Strong focus on the moderation and consistency of OTJ's in Reading throughout the school.</li> <li>• Investigate e-asTTle as MOE assessment tool for Reading</li> <li>• Consolidation of Writing programmes with release of Literacy leader to WOW (watch others work) and coach teachers' school wide.</li> <li>• DP analysis of SEA and 6Yr Observation Survey data to ensure early intervention.</li> <li>• Integrated curriculum planning in line with NZC principles, Te Awamutu Primary School Inquiry Model (<b>Connect – Learn – Innovate – Share Kotuitui – Ako – Auaha – Tohatoha</b>), digital learning, and Ka Hikitia principles.</li> <li>• Inclusive teaching practice is evidenced by the use of IEP's for students at risk.</li> <li>• Using Teaching as Inquiry model, at risk students are provided with differentiated learning programmes.</li> <li>• Student engagement, cognitive engagement in particular, will continue to remain a priority in alignment with</li> </ul>	<ul style="list-style-type: none"> <li>• To continue to embed effective teaching and learning programmes that reflect teacher inquiry, in order to meet the varying needs of the students. This will be based on effective and regular analysis of student achievement data that informs teacher practice.</li> <li>• Continued moderation across our school and our community schools.</li> <li>• Decision around implementation of e-asTTle</li> <li>• Observations, review and alignments with moving educational trends/practices.</li> <li>• DP analysis of SEA and 6Yr Observation Survey data to ensure early intervention.</li> <li>• Continued use of digital technology to engage students, parents/whanau.</li> <li>• Integrated curriculum planning in line with NZC principles, Te Awamutu Primary School Inquiry Model (<b>Connect – Learn – Innovate – Share Kotuitui – Ako – Auaha – Tohatoha</b>), digital learning, and Ka Hikitia principles.</li> <li>• Inclusive teaching practice is evidenced by the use of IEP's for students at risk.</li> <li>• Using Teaching as Inquiry model, at risk students are provided with differentiated learning programmes.</li> <li>• Student engagement, cognitive engagement in particular, will continue to remain a priority in alignment with our Learning and Change Network (Rural</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Connect – Learn – Innovate – Share Kotuitui – Ako – Auaha – Tohatoha</b> is embedded in our classroom practice and evidenced by increased levels of student/whanau engagement, resulting in student success in Literacy.</li> <li>• Continued DP analysis of SEA and 6Yr Observation Survey data to ensure early intervention.</li> </ul>

<p>our Learning and Change Network (Rural and Roses) vision.</p> <ul style="list-style-type: none"><li>• Inter-school opportunities to share and observe evidenced effective teaching practice with and of others</li></ul>	<p>and Roses) vision.</p> <ul style="list-style-type: none"><li>• Inter-school opportunities to share and observe evidenced effective teaching practice with and of others.</li></ul>	
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# NAG 1 - Curriculum – Mathematics

**Goal - To create confident learners who develop capabilities to effectively investigate, interpret, explain and make sense of the world in which they live as evidenced by Mathematics achievement in relation to national standards.**

**How this goal will be expressed over the next three years**

To accelerate the rate of progress for all students deemed at risk of not achieving at the level of the National Standards in Mathematics.

## Baseline data

All Students-End 2014	Well Below		Below		At		Above		% At or Above
	#	%	#	%	#	%	#	%	
All Students	26	6%	78	19%	227	55%	83	20%	75%
Male Students	15	7%	45	20%	110	49%	54	24%	73%
Female Students	11	6%	33	17%	117	62%	29	15%	77%
Maori Students	12	10%	37	30%	61	49%	15	12%	61%
Pasifika Students	1	6%	1	6%	12	75%	2	13%	88%
European Students	10	4%	36	15%	143	58%	58	23%	81%

## Targets – 2015

Māori students remain over represented in the data of students not achieving in relation to national standards. Specifically the target group for 2015 will be twenty-two Māori students who are “Below” in relation to National Standards;

8 x Year 4 Māori students (1 Female/7 Male) who were in the “After 3 Years at school” data end 2014

7 x Year 5 Māori students (5 Female/2 Male) who were in the “End of Year 4” data end 2014

7 x Year 6 Māori students (4 Female/3 Male) who were in the “End of Year 5” data end 2014

## Mathematics:

End of 2014 data has been collated, analysed and shared with staff, whānau/families and with teaching colleagues across our Rural and Roses Learning Connection Network. Challenges have been surfaced with regard to specific areas of identified weaknesses, numbers of students transitioning in and out of Te Awamutu Primary and professional development needs to cater to these specific areas of identified weaknesses.

There are cohorts of students who have performed particularly well. (Pasifika and European students). Results show us that the cohort group that remains of concern are Māori students.

National Standards	2014 Actual Target % "At or Above"	2014 Actual % At or Above"	Variance
After two full years at school	80%	85%	-5%
End of Year 4	78%	85%	-7%
End of Year 6	67%	85%	-18%
Māori	61%	85%	-24%
Pasifika	88%	85%	+3%

Projected percentage of students meeting or exceeding National Standards expectations in Mathematics			
	Oct 2015	Oct 2016	Oct 2017
After 2 years of school	85%	85%	85%
End of Year 4	85%	85%	85%
End of Year 6	80%	85%	85%
Māori	80%	85%	85%
Pasifika	80%	85%	85%

Initiatives for 2015	Initiatives for 2016	Initiatives for 2017
<p>* Action plans developed early in Term 1 to address the analysis of 2014 end of year national standards data.</p> <p>*Exploring more specific and effective home learning links in Mathematics. Effectively and explicitly sharing learning progressions.</p> <p>*In-school and region-wide identification of expert teachers and provision for development of coaching and mentoring skills to build leadership capabilities in these practitioners.</p> <p>* Professional learning and development in the areas of:</p> <ul style="list-style-type: none"> <li>The revised assessment procedures and the Mathematics and Statistics</li> </ul>	<p>* Action plans developed early in Term 1 to address the analysis of 2015 end of year national standards data.</p> <p>*Action plans developed and shared early in Term 1 to address the analysis of the Term 4 (2015) Parent/Staff/Student survey results.</p> <p>*Strategic development of effective Mathematics WOWs (Watching Others Work) to utilize the skills and capabilities of expert teachers who were identified and trained in 2015.</p> <p>*Professional learning and development in the areas of:</p> <ul style="list-style-type: none"> <li>Revisiting the Number Framework</li> </ul>	<p>* Action plans developed early in Term 1 to address the analysis of 2016 end of year national standards data.</p> <p>*Action plans developed and shared early in Term 1 to address the analysis of the Term 4 (2016) student voice survey</p> <p>*Professional Development</p> <ul style="list-style-type: none"> <li>Term 1 – Focus on Mathematics teaching inquiry for the year.</li> <li>Term 2 – The Numeracy Framework / Grouping and Planning</li> <li>Term 3 – Strategy / Knowledge</li> <li>Term 4 – Assessment / Teaching Strategies</li> </ul> <p>* Review of school-wide moderation processes</p>

<p>Learning Support Document</p> <ul style="list-style-type: none"> <li>• Junior School Mathematics assessment tool (JAM)</li> <li>• Mining the data more effectively from the Progress and Achievement in Mathematics (PAT) tool.</li> <li>• Using technologies to enhance and assist all students with particular emphasis on those at risk of not achieving in relation to national standards</li> </ul> <p>*Term 4: Survey of students, parents and staff with regard to the following key questions.</p> <ol style="list-style-type: none"> <li>1. How well have we used assessment data to identify and share next learning steps for those needing accelerated progress.</li> <li>2. How well do we know the learners' strengths and needs?</li> <li>3. How well have we responded to those strengths and needs?</li> </ol>	<ul style="list-style-type: none"> <li>• Targeted staff and syndicate meetings T1-3 focusing on the principles underpinning best practice (Glenda Anthony and Margaret Walshaw)</li> <li>• Addressing school-wide hot-spots highlighted by assessment data.</li> <li>• Addressing individual staff development and learning needs by the effective use of online learning modules and buddying up with peer coaches.</li> </ul> <p>*Stage and age appropriate workshops offered to parents for numeracy learning.</p> <p>*Student voice survey from priority students.</p>	<p>* Disseminating findings from individuals and teams from their 2016 inquiry of teaching and learning in Mathematics</p>
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# NAG 1 - Curriculum – Teaching & Learning Programme Development

**Goal - To develop the learning and teaching foundations of knowledge, skills and key competencies that enable our learners to contribute and thrive as outstanding citizens throughout their lives.**

## How this goal will be expressed over the next three years

To support the key strategic goals, programme development will be carefully and strategically planned, developed and implemented to support teaching and learning in numeracy and literacy development, movement skills and 21<sup>st</sup> century learning and teaching pedagogy.

This will be done through;

- Enabling students and parents to have a greater understanding of their learning and know what is needed to meet or exceed National Standards
- Promoting authentic learning and sharing of student learning community-wide through the school radio station and TV station
- School-wide key competencies & e-learning capabilities development, and implementation of a cyber-safe citizenship programme
- Steps Programme that supports Dyslexic Learners by developing Motor Development, Sequencing, Visual Perception, Phonological Awareness and Memory.
- Promote success more frequently with our school community and wider
- School-wide exploring of cognitive processing programmes – thinking strategies for the
- Environmental classes (Enviro-Warriors)
- Strategic development of support curriculum strengths, interests and talents through regular impact learning opportunities in Syndicates 1, 2 & 3
- Continue to impact student engagement in syndicate 4 through grouping and teaching to strengths, interests and talents (Sport, Enviro, Media, Arts and digital technologies)
- School-wide Health and Physical Education programme focus
- An increased opportunities for more sport
- Kapa Haka and Te Reo / Tikanga Māori programmes continue at classroom and syndicate level
- Kapa Haka and Te Reo / Tikanga Māori enrichment programmes available for learning pathways
- Strategically widening student leadership opportunities
- SLC (Student-led Conferences)
- Digital learning portfolio development to support strategic goal #2
- OTJ's (Overall Teacher Judgements) revisited and refined
- Appraisal systems reviewed and realigned to meet the needs of our strategic goals.



Initiatives for 2015	Initiatives for 2016	Initiatives for 2017
<ul style="list-style-type: none"> <li>• Continue providing information to students and parents around National Standards and school learning programmes with an emphasis on more explicit sharing of the illustrated national standards expectations</li> <li>• Develop TAPS key competencies for the digital learning environment</li> <li>• Develop phase one of reporting to parents in a digital format</li> <li>• Full-time Steps Programme facilitator to assess and implement the programme for identified students.</li> <li>• Continue highlight and explore media orientated learning opportunities through the use of the radio station TAPS 107.8 FM e.g. advertising / marketing projects</li> <li>• Review, expansion and implementation of new additional school enrichment activities designed to meet the changing requirements of the school community e.g. child / parent / grandparent breakfasts, basketball club, traditional Māori / Pasifika games</li> <li>• Continue the relationships with all sporting groups outside of TAPS</li> <li>• Make changes to the appraisal process to better align with the adjusted strategic goals.</li> <li>• Give syndicates greater responsibility for Te Reo / Tikanga Māori programmes better utilizing student strengths and capabilities.</li> <li>• Development of student e-portfolios (Individual from Year 3-6, through class blogs and/or class websites for Years 0-2)</li> </ul>	<ul style="list-style-type: none"> <li>• Continue providing information to students and parents around National Standards and school learning programmes with a greater emphasis on home/school links in 2016.</li> <li>• Continue to provide for the digital learning environment growth.</li> <li>• Complete and trial complete digital reporting to parents, seek comprehensive feedback from all stake holders</li> <li>• Use collected data focussing on initiatives to improve student engagement from previous two years, review learning projects, introduce improvements and further opportunities to enrich engagement</li> <li>• Collect community feedback and continuation of enrichment programmes to meet the requirements of school community</li> </ul>	<ul style="list-style-type: none"> <li>• Continue providing information to students and parents around National Standards and school learning programmes with an emphasis on personalising learning.</li> <li>• Continue to provide infrastructure and e-learning tools that keep up with the changing climate of learning and teaching.</li> <li>• Class blog, individual blogger accounts, Twitter and all forms of digital communication explored and implemented school-wide.</li> <li>• Continue to use collected data focussing on initiatives to improve student engagement from previous two years, review learning projects, introduce improvements and further opportunities to enrich engagement</li> <li>• Continue to collect community feedback and continuation of enrichment programmes to meet the requirements of school community</li> </ul>

# NAG 2 & 8 - Governance

**Goal - To provide effective strategic governance**

**How this goal will be expressed over the next three years**

## Initiatives for 2015

### To maintain a culture of Board of Trustees professional development

- Work towards whole BOT professional development (with NZSTA), implementing a record of development undertaken by each trustee

### To provide effective governance for TAPS

- Continue good management of the school through updating of the Board's knowledge of MOE legislation
- Complete an annual update of the school charter
- Investigate the setting up of sub committees in early 2015 to provide more focus on key areas
- Continually review the strategic/ annual plan results achieved to ensure an ongoing vision and development of the school
- Review and update the present school policies / procedures whilst implementing new policies to fit the requirements of the school
- Each year provide an analysis of any variance between the school's performance and the relevant aims, objectives, directions, priorities, or targets set out in the school charter to the Secretary for Education under NAG 7.
- Establishment of a clear BOT overview of the goals for the Principal's Appraisal

Initiatives for 2015	Initiatives for 2016	Initiatives for 2017
<ul style="list-style-type: none"> <li>• Continual monitoring of MOE legislation</li> <li>• Provide the Secretary for Education with a copy of the updated school charter before 1 March of the relevant year.</li> <li>• Continue board development as required through and learning opportunities</li> <li>• Ensure the ongoing success of the school through succession planning by provision of BOT's Induction packs and programmes for the new Board</li> <li>• Review the strategic / annual plan results achieved / community feedback to ensure an ongoing vision and development of the school updating the annual plan to meet</li> </ul>	<ul style="list-style-type: none"> <li>• Continual monitoring of MOE legislation</li> <li>• Provide the Secretary for Education with a copy of the updated school charter before 1 March of the relevant year.</li> <li>• Review the Boards development requirements through attending training / development opportunities as required</li> <li>• Review the strategic / annual plan results achieved / community feedback to ensure an ongoing vision and development of the school updating the annual plan to meet this</li> <li>• Conduct the 2 year review and updating of the school policies / procedures to ensure best practice continues</li> </ul>	<ul style="list-style-type: none"> <li>• Continual monitoring of MOE legislation</li> <li>• Provide the Secretary for Education with a copy of the updated school charter before 1 March of the relevant year.</li> <li>• Continue board development as required</li> <li>• Conduct community consultation online with a thorough review of the 2015-17 Strategic Plan results achieved to ensure an ongoing vision and development of the school</li> <li>• Provide analysis of variance to the MOE</li> </ul>

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## NAG 2A - Community

**Goal - To promote lifelong learners by partnering with students, parents, caregivers, whānau and the wider educational agencies in the learning process**

**How this goal will be expressed over the next three years**

### Initiatives for 2015

**To have healthy connections to our school community**

- Ongoing consultation with the school community regarding the direction of the school
- Forge partnerships between the BOT, PTA and whānau group
- Bring clarity to the parents, caregivers, whānau and Ministry of Education by implementing reporting on the strategic / annual plan
- Investigate further opportunities for the radio station TAPS 107.6FM and its effective use in the wider school and community
- Carry out focused information gathering on relevant issues as necessary i.e. how better to communicate with the school community
- Ensure that the school website contains up to date and relevant information
- Organise school gala with assistance from the BOT, PTA, whānau group and wider town community
- Be involved in the local Christmas Parade each year
- Explore ways for the `Passions` classes to have an involvement with community through their learning
- Developing opportunities for the children to serve the community in more authentic ways – community projects, fundraising ventures, kids fundraising group, entrepreneur opportunities, Chamber of Commerce....
- Organise a Xmas in the Park concept for the town...
- Explore future opportunities around a TAPS Creche or day care facility. A transition to TAPS learning hub.

Initiatives for 2015	Initiatives for 2016	Initiatives for 2017
<ul style="list-style-type: none"> <li>• Ongoing consultation with the school community regarding the direction of the school</li> <li>• Gain community feedback on the strategic / annual plan reporting and implement improvements as required</li> <li>• Carry out focused information gathering on</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing consultation with the school community regarding the direction of the school</li> <li>• Carry out focused information gathering on relevant key issues as necessary i.e. student led conferences, school concerts and show cases etc</li> <li>• Ensure that the school website contains up</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing consultation with the school community regarding the direction of the school</li> <li>• Carry out focused information gathering on key issues as necessary i.e. safety programmes (electrical etc)</li> <li>• Ensure that the school website contains up to</li> </ul>

<p>relevant issues as necessary i.e., career days, parents sharing knowledge about their jobs</p> <ul style="list-style-type: none"><li>• Ensure that the school website contains up to date and relevant information</li></ul>	<p>to date and relevant information</p> <p>Organise school gala and other fundraising opportunities with assistance from the BOT, PTA, whānau group and wider community</p>	<p>date and relevant information</p>
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# NAG 3 – Staff Professional Development

**Goal - To empower the school staff to be a professional learning community**

**How this goal will be expressed over the next three years**

## Initiatives for 2015

### Staff professional development and performance management

- Sustained development of our teachers` skill and knowledge base via ongoing effective school wide literacy / Writing practices and numeracy – Gaye Byers, David Anderson and 2015 MOE Contract – Learning with digital technologies PLD (LwDT)
- 2015 Teacher Techie Angel will be Kim Tautari-Scott who will provide onsite supports and Professional Development for staff
- Individualised and personalised digital learning programmes will be available to all staff, along with self-directed and classroom focussed inquiry
- Learning Change Network (LCN) `Rural and Roses`
- Rural and Roses – IES `Community of Schools` expression of interest into the MOE November 2014
- Application will be made to the IES – `Innovative Teacher` for teachers to explore Dyslexia and cognitive processing and brain function of struggling learners (all learners)
- Teaching staff setting professional learning goals for the numeracy and literacy programmes with the senior team
- Development of leadership opportunities for all staff at TAPS
- Leadership Coaching – David Anderson (Facilitator/Learning Coach)
- Development of staff awareness of TAPS policies and procedures

### Initiatives for 2015

- Continued development of our teachers` skill and knowledge base via ongoing effective school wide literacy / Writing, numeracy and digital learning practices
- Staff setting their professional learning goals for the year in alignment with the 12 TRC dimensions
- Review of the TAPS digital learning vision and the personalised actions needed for all learning areas....

### Initiatives for 2016

- Continued development of our teachers` skill and knowledge base via ongoing effective school wide literacy / Writing, numeracy and digital learning practices
- Staff setting their professional learning goals for the year

### Initiatives for 2017

- Continued development of our teachers` skill and knowledge base via ongoing effective school wide literacy / Writing, numeracy and digital learning practices
- Staff setting their professional learning goals for the year

# NAG 4 – Finance

**Goal - To continually ensure a sustainable financial position for the school**

**How this goal will be expressed over the next three years**

**Initiatives for 2015**

**To effectively budget for the needs and development of the school**

- Prepare annual accounts for in Term 1
- Achieve budget and improve the financial position
- Prepare the Budget for BOT sign off by December
- Prepare digital tools purchasing plan for the next three years

Initiatives for 2015	Initiatives for 2016	Initiatives for 2017
<ul style="list-style-type: none"> <li>• Prepare annual accounts in Term 1</li> <li>• Achieve budget and improve the financial position</li> <li>• Prepare the new year’s Budget for BOT sign off by December</li> <li>• Prepare funding provider documents each year for replacement `Chromebook` funding supports</li> </ul>	<ul style="list-style-type: none"> <li>• Prepare annual accounts in Term 1</li> <li>• Achieve budget and improve the financial position</li> <li>• Prepare the new year’s Budget for BOT sign off by December</li> <li>• ICT equipment funding supports</li> </ul>	<ul style="list-style-type: none"> <li>• Prepare annual accounts in Term 1</li> <li>• Achieve budget and improve the financial position</li> <li>• Prepare the new year’s Budget for BOT sign off by December</li> <li>• ICT equipment funding supports</li> </ul>

# NAG 4 – Property

**Goal - To maintain an attractive, adaptive, well maintained modern learning environment**

**How this goal will be expressed over the next three years**

## Initiatives for 2015

**To have a school environment which is cohesive to learning**

- Complete the cabling plan (N4L Project – Network for Schools – MOE funded project)
- Carry out refurbishment on the 5 Year Plan
- Work with Te Awamutu Swim Club on the TAPS Swimming Complex
- Complete a school environmental plan that consists of: Gardens, vege gardens, fruit trees (Orchard area), Chickens, Bee hives, Worm farm, Growing Unit – Trees for life project, Astro-turf courts, murals, painted games.....
- Satellite and relay wireless transmission project
- Complete the painting of the school exterior
- BOT Property Sub Committee to carry out a comprehensive property review of all school facilities
- Set-up and implement programmed maintenance programme property review
- Prepare a new 5YP property review

Initiatives for 2015	Initiatives for 2016	Initiatives for 2017
<ul style="list-style-type: none"> <li>• Implement 1<sup>st</sup> year of the 5YP</li> <li>• Sub-committee review of the 5YP for ongoing relevance</li> <li>• Carry planned maintenance as per the 2015 maintenance programme</li> <li>• Review swimming pool use and future upgrade with Te Awamutu Swim Club</li> <li>• Complete planning and start implementing the Enviro TAPS Plan</li> <li>• Wireless relay plan revealed to the community.</li> </ul>	<ul style="list-style-type: none"> <li>• Implement 2nd year of the 5YP</li> <li>• Sub-committee review of the 5YP for ongoing relevance</li> <li>• Carry planned maintenance as per the 2016 maintenance programme</li> <li>• Wireless hub connecting students to the school wireless</li> </ul>	<ul style="list-style-type: none"> <li>• Implement 3rd year of the 5YP</li> <li>• Sub-committee review of the 5YP for ongoing relevance</li> <li>• Carry planned maintenance as per the 2017 maintenance programme</li> <li>• FREE Wireless hub connecting and WINZ households get free access.</li> </ul>

# NAG 5 – Health & Safety

**Goal - To have a safe environment for all**

**How this goal will be expressed over the next three years**

## Initiatives for 2015

**To have a safe, emotional and physical environment for students and staff**

- Ensure that the school meets all Health & Safety in Employment Act requirements
- Ensure that all classrooms are capable to handle the charging load
- Comprehensive inspection and review of the school to be undertaken to ensure workplace safety practices are being met
- Continuation of regular Health & Safety inspections
- Ensure that the hazard register is reviewed on an annual basis and significant hazards are managed effectively
- Carry out regular emergency procedures i.e. evacuations, earthquake, lock down drills
- Ongoing multi agency pastoral meetings for student needs
- Continue with the Physical Activity Leader (PAL) programme
- Ensure that relevant changes to the Education Outside The Classroom (EOTC) guidelines are implemented for school camps etc

Initiatives for 2015	Initiatives for 2016	Initiatives for 2017
<ul style="list-style-type: none"> <li>• Ensure that the school meets all Health &amp; Safety in Employment Act requirements</li> <li>• Electrical safety checks are in place with the Chromebooks</li> <li>• 2 x 6 monthly workplace safety audits to be conducted</li> <li>• Continuation of regular staff Health &amp; Safety inspections</li> <li>• Emergency planning and drills carried out</li> <li>• Continuation of multi-agency pastoral meetings for student needs or equivalent</li> <li>• Continue with the Physical Activity Leader (PAL) programme or equivalent</li> <li>• Complete community survey re-Health/PE curriculum content and delivery (Every 2 Years)</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure that the school meets all Health &amp; Safety in Employment Act requirements</li> <li>• 2 x 6 monthly workplace safety audits to be conducted</li> <li>• Continuation of regular staff Health &amp; Safety inspections</li> <li>• Emergency planning and drills carried out</li> <li>• Continuation of multi-agency pastoral meetings for student needs or equivalent</li> <li>• Continue with the Physical Activity Leader (PAL) programme or equivalent</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure that the school meets all Health &amp; Safety in Employment Act requirements</li> <li>• 2 x 6 monthly workplace safety audits to be conducted</li> <li>• Continuation of regular staff Health &amp; Safety inspections</li> <li>• Emergency planning and drills carried out</li> <li>• Continuation of multi-agency pastoral meetings for student needs or equivalent</li> <li>• Continue with the Physical Activity Leader (PAL) programme or equivalent</li> </ul>



