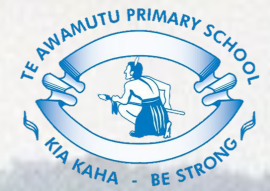


Te Awamutu Primary School Strategic Goals 2020



Our Vision

Together Achieving Personal Success.

Maa Mahi Tahi Te Eke Panuku A

Teetahi.

Confident, Connected, Actively

Involved, Lifelong Learners

Our Values

Take Responsibility

Act Respectfully

Positive Relationships

Show Resilience

*We know what we
want to achieve*

...

**Our Strategic
Goals**



*... what we are
doing to achieve it*

...

**Strategic
Outcomes**

1

Teaching and Learning

*Improving teaching and learning
practices using*

Formative Teaching Practice
pedagogy.

- *Improved teaching practice.*
- *Students have autonomy over learning outcomes and their next learning steps.*
- *Students make progress in learning.*

2

Cultural Responsiveness

*Supports an inclusive
environment for students and
families with culturally diverse
backgrounds.*

- *Raise Māori and Pasifika learning progress.*
- *We consider the history of Ngāti Maniapoto when moving into the future as a culturally diverse community.*
- *There is a focus on tikanga and te reo Māori.*
- *Governance fulfils the intent of Te Tiriti o Waitangi.*
- *Te Kura Kotahi Rā o Te Ao Māori established*

3

Well-Being of Students and Staff.

*Improve the well-being of
students and staff for equity and
excellence.*

- *Regular opportunities for staff and students to exercise wellness practices.*
- *Positive Behaviour for Learning Programme.*

N.A.G 1 - Student Learning Annual Target:

Our target is to support the 16 Year 5 students and the 17 Year 6's, identified as working below, to make accelerated progress in writing and through Formative Teaching Practice

Baseline Data:

Auto groups in Hero, 'Progress Snapshot'

Year Group	Moved Down	No Change	Progressed Red = Accelerated Learning	Left TAPS
Year 4	0	6 (3x Māori)	1 - three phases, 2-two phases, 6 one phase (3x Māori)	1
Year 5	0	1 (Māori)	1 - four phases, 2 - two phases, 13 - one phase (3x Māori)	1

Strategic Goals	Strategic Outcomes	2020 Annual Actions related to student outcomes	Timeframe	Budget	Personnel Responsible	Indicators of Progress:
1 Teaching and Learning Improving teaching and learning practices using Formative Teaching Practice pedagogy.	Improved teaching practice	<i>Professional Development on Formative Teaching Practice through:</i>				
		1. Having learning focussed relationships.	January - June 2020	100 PLD Hours	- Anne Purves (Evaluation Associates) -Teaching Staff	- E.A Matrix -Increased student agency.
		2. Shared clarity about what is to be learnt.	January - June 2020	100 PLD Hours	Management Team and Team Leaders	- E.A Matrix -Increased student agency.
		3. Better assessment practices that inform planning and teaching. Including reporting using Hero and writing assessment using e-asTTLe	Term 1&2 development. Then, ongoing.	Staff Meetings e-asTTLe/Hero 100 PLD Hours	Senior Leadership	All staff using Hero and e-asTTLe competently
		4. Appraisal feedback and feedforward (promoting further learning)	Ongoing	Team Leader Release x1 day per week, each, Term 1. 1 day per fortnight Term 2+	Principal - Curriculum Leaders/DPs/TLs DP Chris - Team 1&4 DP Kim -Team 2 &3. Team Leaders observing teachers	Effective Leadership Matrix (Ed Council)
		5. Sharing practice through team meetings and collegial conversations (active reflection).	Ongoing		Team Leaders	Admin time 20%, Learning focused 80%
		All teachers to complete a spiral of inquiry regarding their formative teaching practice.	All year		All Teachers	Increase in learning focused conversations..

Strategic Goals	Strategic Outcomes	2020 Annual Actions related to student outcomes	Timeframe	Budget	Personnel Responsible	Indicators of Progress:
<p>1 Teaching and Learning Improving teaching and learning practices using Formative Teaching Practice pedagogy.</p>	<p><i>Students have autonomy over learning outcomes and their next learning steps.</i></p>	<p><i>Student voice is evident regarding what they know, what they are learning and what are their next steps.</i></p>	<p><i>All year</i></p>	<p><i>100 PLD Hours</i></p>	<p><i>All Teachers</i></p>	<p><i>Children can answer, what are you learning, how are you learning that, how well are you doing, how do you know? With greater detail, overtime.</i></p>
	<p><i>Students make progress in learning.</i></p>	<p><i>Teachers and students will use the curriculum progressions to identify current learning and next steps.</i></p>	<p><i>All year</i></p>	<p><i>Resource: Hero Progressions</i></p>	<p><i>All Teachers Curriculum leaders and Team Leaders to monitor progress in their area.</i></p>	<p><i>Learning progressions are updated on Hero frequently. Learning goals inform planning.</i></p>

N.A.G 1 - Student Learning Annual Target:

Our target is to support moving students currently achieving below the expected curriculum level to At / Above, particularly in the 2020 Year 5 and 6 cohorts and, for our Māori students to experience success as Māori.

Baseline Data:

Auto groups in Hero, 'Progress Snapshot'

Year Group	Moved Down	No Change	Progressed Red = Accelerated Learning	Left TAPS
Year 4	0	6 (3x Māori)	1 - three phases, 2-two phases, 6 one phase (3x Māori)	1
Year 5	0	1 (Māori)	1 - four phases (Māori), 2 - two phases, 13 - one phase (3x Māori)	1

Strategic Goals	Strategic Outcomes	2020 Annual Actions related to student outcomes	Timeframe	Budget	Personnel Responsible	Indicators of Progress:
<p>2</p> <p>Cultural Responsiveness</p> <p>Supports an inclusive environment for students and families with culturally diverse backgrounds.</p>	<p>Raise Māori and Pasifika learning progress.</p>	<p>Continue to develop all staff's understanding of cultural responsiveness.</p>	All year	Fixed term unit	<p>Maree Parkes - Unit holder.</p> <p>DPs Chris and Kim after PLD 2019.</p> <p>Teacher Dylan van Deventer PLD 2020.</p>	<p>-Improved visual representation of CRP and capacity.</p> <p>-Improved whānau agency.</p>
		<p>Analyse assessment data and monitor learning progress.</p>	All year		<p>Management Team</p> <p>Team Leaders</p>	
		<p>Making connections with whānau.</p>	All year	\$2000 Value Breakfasts Kai and Korero Kura Kotahi Rā.	All teachers DP - Kim	-Increase presence of whānau in school.
	<p>We consider the history of Ngati Maniapoto when moving into the future as a culturally diverse community.</p>	<p>Utilise 'TAPS Tainui/Maniapoto' curriculum when planning.</p>	All year	\$5000 (part) Inquiry Budget	All teachers	
		<p>Accessing local experts; TA museum educator, Iwi liaison officer, kaumatua, TAPS whānau roopu, and Waipa Council resources</p>	All year	Inquiry Budget	All teachers	<p>Termly Mihi Whakatau with kaumatua.</p> <p>-Students talking about local history and connections to surrounding places.</p>
		<p>Having visual representations in the school environment recognising the different cultures in our community.</p>	All year	Inquiry Budget	Teacher	

Strategic Goals	Strategic Outcomes	2020 Annual Actions related to student outcomes	Timeframe	Budget	Personnel Responsible	Indicators of Progress:
<p>2 Cultural Responsiveness Supports an inclusive environment for students and families with culturally diverse backgrounds.</p>	<p>There is a focus on tikanga and te reo Māori.</p>	<p><u>Increased use of resources.</u> -TAPS Karakia. - Weekly waiata. -Rerenga Kupo - Phrase of the week. - Mihi Whakatau (termly for new students) - Websites - Kapa Haka tutors/ Kura KoTahi Rā</p>	All year	<p>Te Reo Māori Budget Kapa Haka Tutors \$2000</p>	All teachers	Every week Term 1-2
		<p><u>Kura Kotahi Rā - One day school</u> Offer a one day school focused on te reo, tikanga and whakawhanaungatanga with whānau involved. Link to kapa haka.</p>	Each Tuesday all year.	\$2000 0.2 FTTE	DP/Teacher - Kim T Supported by Matua Peter (parent).	Sustained involvement. Whānau feedback
	<p>Governance fulfils the intent of Te Tiriti o Waitangi.</p>	<p>The Board of Trustees reviews policies regularly to ensure the intent of Te Tiriti o Waitangi is fulfilled</p>	All year	BOT Budget	Board of Trustees Members	2-3 policies reviewed termly
		<p>The BoT continue to use Hautu tool to guide them in their decisions for Te Awamutu Primary.</p>	All year	BOT Budget	Board of Trustees Members	Hautu Matrix

N.A.G 1 - Student Learning Annual Target:

Our target is to reduce the number of high level behaviour students through; engagement with learning, development of social skills, and to increase well-being through our pastoral and wellness programmes.

Baseline Data:

Tier Three Behaviour End of 2018, Time 1 Data - 38 students, 5 girls, 33 boys, 9 new to TAPS. (7% of our school).

Tier Three Behaviour Term 2 2019, Time 2 Data - 25 students, 2 girls, 23 boys, 2 new to TAPS (5% of our school).

Strategic Goals	Strategic Outcomes	2020 Annual Actions related to student outcomes	Time frame	Budget	Personnel Responsible	Indicators of Progress:
<p>3</p> <p>Well-Being of Students and Staff. <i>Improve the well-being of students and staff for equity and excellence.</i></p>	<p><i>Regular opportunities for staff and students to exercise wellness practices.</i></p>	<p><i>The achievements of staff and students are celebrated frequently at staff meetings, assemblies, school newsletters and social media</i></p>	<i>All year</i>	\$0	<i>All staff</i>	
		<p><i>A well-being and awareness coach is available to coach students and staff in self awareness exercises like breathing. This is a continuation from classroom visits throughout 2019.</i></p>	<i>All year</i>	<i>Resource: Laurie</i>	<i>All staff</i>	
		<p><i>On occasion, wellness and fun collaboration activities offered instead of staff meetings. (ie. T.O.E, TAPS MKR, Pottery, Afternoon Tea)</i></p>	<i>Once a term</i>	\$1500	<i>All staff</i>	
		<p><i>Where Tapawha hauora model used across the school</i></p>	<i>Once a week</i>	\$0	<i>All staff</i>	<i>Improved identified problem behaviours displayed and recorded on Hero</i>
	<p><i>Pastoral Care</i></p>	<p><i>A Pastoral coordinator to support staff in monitoring and maintaining the pastoral care of students</i></p>	<i>All year</i>	<p><i>Pastoral Budget for uniform, stationery, emergency lunches</i> <i>TA Attendance Officer Contribution \$4000</i></p>	<p><i>DP Kim T</i> <i>Admin Sue Packwood</i> <i>Attendance officer Helen Bright</i> <i>Principal Sharon Griffiths.</i></p>	
		<p><i>Pastoral and Learning Support work together to provide support for learners conducive to a safe learning environment.</i></p>	<i>All year</i>		<p><i>L.S.C -Heidi</i> <i>Pastoral - Kim T</i> <i>Principal</i> <i>Classroom teachers</i></p>	<p><i>Improved attendance.</i> <i>Targeted learning support.</i> <i>Support for learning difficulties.</i> <i>Support for Hight Health</i></p>

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Strategic Goals	Strategic Outcomes	2020 Annual Actions related to student outcomes	Time frame	Budget	Personnel Responsible	Milestones
Cont..3 Well-Being of Students and Staff. <i>Improve the well-being of students and staff for equity and excellence.</i>	<i>Positive Behaviour for Learning Programme.</i>	<i>Continue the PB4L-SW Tier 1</i>	<i>All Year</i>	\$10 000PB4L Funding Unit for Leader	<i>Lead Teacher Wendy James.</i> <i>DP Chris Rennie</i>	<i>PB4L milestones throughout the year</i>
		<i>Behaviour Management data is analysed and reviewed to search for trends and to implement suitable strategies for decreasing incidences.</i>			<i>DPS Chris/Kim</i>	<i>Termly Increased awards. Decrease in students leaving class. Reduction in stand-downs.</i>

Te Awamutu Primary School – Annual Milestone Plan 2020 (pg 1)

	Term 1			Term 2			Term 3		Term 4		
	February	March	April	May	June	July	August	September	October	November	December
Policy Review	<ul style="list-style-type: none"> Recognitions of Cultural Diversity Staff Leave Separated parents, Day-to-Day Care & Guardianship 			<ul style="list-style-type: none"> Documentation and Self-Review Employer responsibility 			<ul style="list-style-type: none"> Learning Support Appointment Procedure Child Protections 		<ul style="list-style-type: none"> Privacy Salary Units / Management Allowances Classroom Release Time / Timetable 		
Monitor Student Progress	<ul style="list-style-type: none"> Confirm annual achievement Plan E-AsTTLe Writing Sample 	<ul style="list-style-type: none"> E-AsTTLe Writing Analysis Student Target Sheets completed 	<ul style="list-style-type: none"> STAR Yr3 E-AsTTLe Rdg Yr4-6 	<ul style="list-style-type: none"> Wrtg Curric report to BOT 	<ul style="list-style-type: none"> GLoSS / JAM Completed Rdg Curric report to BOT Student Target Sheets updated 	<ul style="list-style-type: none"> Maths Curric report to BOT on GLoSS / Jam results 	<ul style="list-style-type: none"> Mid-year OTJ data report to BOT 	<ul style="list-style-type: none"> Health & PE report to BOT 	<ul style="list-style-type: none"> Kura kotahi rā report to BOT 	<ul style="list-style-type: none"> Student Target Sheets updated 	<ul style="list-style-type: none"> Prepare data and AOV for 2020 BOT report February
Reporting to Parents	<ul style="list-style-type: none"> Writing Reading Swimming Inquiry Parent Interviews 			<ul style="list-style-type: none"> Maths Inquiry PE & Health Visual or Performance Art Values/Key comp General comment 			<ul style="list-style-type: none"> Reading Writing PE & Health: Te Reo Māori Parent Interviews 		<ul style="list-style-type: none"> Maths Inquiry PE & Health Visual or Performance Art Values/Key comps General comment 		
Student Engagement 2 trips per year / class	<ul style="list-style-type: none"> Roll data shared with BoT Inquiry / Hook in Revised TAPS values 	<ul style="list-style-type: none"> Roll data shared with BoT 	<ul style="list-style-type: none"> Roll data shared with BoT 	<ul style="list-style-type: none"> Roll data shared with BoT Inquiry / Hook in 	<ul style="list-style-type: none"> Roll data shared with BoT 	<ul style="list-style-type: none"> Roll data shared with BoT 	<ul style="list-style-type: none"> Roll data shared with BoT Inquiry / Hook in 	<ul style="list-style-type: none"> Roll data shared with BoT 	<ul style="list-style-type: none"> Roll data shared with BoT Inquiry / Hook in 	<ul style="list-style-type: none"> Roll data shared with BoT 	<ul style="list-style-type: none"> Roll data shared with BoT
Administrative Requirements	<ul style="list-style-type: none"> Bus Return to Combined Schools Transport Committee School Van Registration 	<ul style="list-style-type: none"> Charter 2019 student achievement data 2018 AoV due to MoE March Roll Return OSCAR review School ute registration 				<ul style="list-style-type: none"> July Roll Return 				<ul style="list-style-type: none"> 2020 Class Placements 	<ul style="list-style-type: none"> School ute WOF due Jan.
Learning Programmes / Professional Development	<p>100 hour PLD 'Formative Teaching Practice' - Evaluative Associates Apply for July to December PLD hours in March Rural and Roses Kahui Ako Development</p>										

Supporting Documentation

Curriculum	Our Learning Community	Asset & Systems Management
New Zealand Curriculum	Job descriptions and performance agreements	Charter & Strategic plans
Te Awamutu Primary Curriculum 2018	Performance Management Appraisal Documents	Governance Manual
Assessment & Reporting Schedule	School Supporting documents	Annual budget and audited accounts
Learning Progressions	Parent Newsletter	Ten Year property plan and 5YA
Curriculum Policies and Procedures	Board of Trustees community notices	Health & Safety Guidelines
Class Programmes and Planning	Wednesday Wonderland	BOT Meeting minutes
Hero / Student Records	Community consultation	Management Meeting minutes
Curriculum Achievement Plans	MoE publications, i.e Ka Kikitia, Tataiako,	Other Team Meeting minutes e.g. LSC, Pastoral, Extended Leaders