



# Tai Tapu School

3 Year Strategic Plan

2021 – 2023

2021 Annual Plan

End of 2020 Variance Report

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## Purpose

This document outlines Tai Tapu School's strategic direction for the period 2020 – 2022. It details four key focus areas which will support the school to establish a pathway for achieving equity and excellence: Ako (Learning), Hauora (Wellbeing), Kotahitanga (Community Partnerships) and Whakapapa (Culture and identity).

This plan is a living document that will be revised as needed to address changing needs or priorities, comply with Ministry requirements or incorporate national and international best practice. It is intended that this document will guide the Board's decision making, and ensure that both governance and operational decision advance the strategic goals outlined in this plan.

## Consultation

This plan has been developed by the Board with input and information from a wide range of stakeholder groups. The School has carried out consultation in the following areas:

- Wellbeing – staff and student
- Overall curriculum delivery – staff and students
- Engagement with and communication to community
- Whānau exiting the school

We have used a variety of methods – online survey, informal /formal meetings, phone calls and staff meetings to gather voice from teaching staff and students. In considering consultation responses we use an internal self-review tool (refer to Appendix 1).

Further consultation and review on areas related to this document is scheduled during 2020 (refer to Appendix 2 and. 3).

## Our WHY

*'Everyone is a learner'*

## Our Vision

*'Making a difference... self, others and environment'*

*(Maori statement underway)*

## Our Values

These values are deeply held beliefs highlighting what our school community considers most important for our learners so that they will thrive in diverse communities. These values will be reflected in all actions and interactions within the school.

Manaaki – Respect	Māia - Courage	Tipu - Growth	Hononga - Connection
<ul style="list-style-type: none"> <li>• Caring,</li> <li>• Wellbeing,</li> <li>• Giving,</li> <li>• Aroha</li> </ul>	<ul style="list-style-type: none"> <li>• Resilience,</li> <li>• Personal Best</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge,</li> <li>• Achievement,</li> <li>• Creative,</li> <li>• Learning</li> </ul>	<ul style="list-style-type: none"> <li>• Citizenship,</li> <li>• Community,</li> <li>• Contributing (whenua and whanau)</li> </ul>

## Diversity Statement

Tai Tapu School celebrates diversity in all its forms, including ethnicity, race, culture, gender, sexual orientation, religion, disability, and socioeconomic status.

Our school community is increasingly diverse and multicultural, and we provide a welcoming and inclusive environment for students of all backgrounds. We particularly emphasise valuing the identity, language and culture of our Māori, Pasifika and tauwiwi (new migrants) students and whānau/aiga.

Tai Tapu School ensures both the articles and the principles of Te Tiriti o Waitangi are reflected within our curriculum delivery programmes. The school further embraces its responsibility to ensure Māori success and uphold the cultural heritage of Aotearoa and our partnership with Māori through Te Tiriti o Waitangi by ensuring in both policy and practice that Māori learners achieve educational success as Māori.

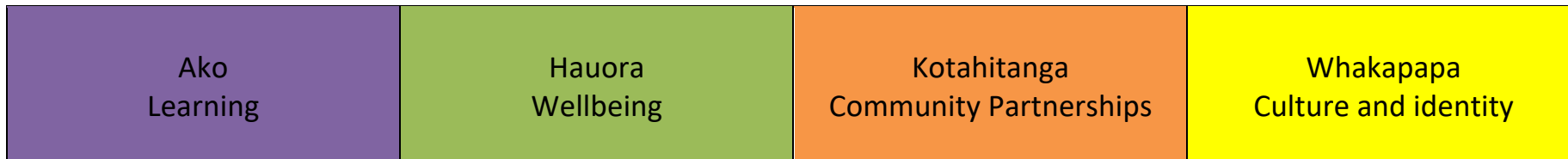
Tai Tapu School recognises and celebrates the diversity of its students and community, particularly Aotearoa's unique bicultural heritage, through:

- Wherever possible, include whānau in the decision making of the school, particularly through consultation and collaboration with our local iwi;
- Incorporating components of te reo me ona tikanga Māori into the development of long-term plans;
- Incorporating and celebrating aspects of students' identity, culture and language in the classroom;
- Tuakana/teina roles included in teaching and learning for recognition of what students and staff are good at, and areas for growth and development;
- Regularly reviewing policy documents and practices which highlight the unique position of Māori learners and their needs;
- Developing policies and practices which reflect the diversity of learners and whānau;
- Kaitiakitanga woven into the curriculum and physical school environment through community action;
- Hauora promoted as a framework of holistic wellbeing;

## Strategic goals

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Tai Tapu School views its mission as being achieved or upheld through focusing on its four key strategic areas. The four key strategic areas that will drive Tai Tapu School to success are:



The board's enabling mechanisms, through which these objectives are achieved are:

- Property,
- Health and Safety,
- Finance, and
- Personnel.

## Strategic goals, indicators and implementation

### Ako – Everyone is a learner

#### How (Strategic Goals) and Why?

#### Ako – Everyone is a learner

##### **Collaborative and Learning Pedagogy**

Students receive high quality collaborative teaching and learning that promote both equity and excellence, with a focus on students who are not currently achieving or are at risk of not achieving, as well as supporting all students to achieve their personal best.

#### What? (Indicators for success)

Leaders of learning will define, select and use appropriate collaborative practices and explain why they will achieve the best outcomes for learners.

Leaders of learning will develop and implement a local curriculum programmes that provides rich opportunities and coherent pathways for all learners.

Learners will have quality, effective, evidence based literacy and numeracy (mathematics) school wide learning experiences.

A Tai Tapu inquiry based learning model will be embedded across all learning programmes. To ensure students have high quality learning experiences across the curriculum that are:

- evidence based
- learner centred
- authentic contexts
- cross curricular
- have depth
- enables learning by doing
- supports key competencies and school values

### **Growing Leaders of Learning**

All staff commit to leading innovative teaching methods and to develop learning communities, social capacity and to contribute as a whole to the wider Kāhui Ako.

### **Growing Learners**

All learners have agency and personalised learning opportunities to experience success in their learning. Students benefit from high expectations in a supportive, safe and inclusive environment.

All learners have agency and personalised learning opportunities to experience success in their learning. Students benefit from high expectations in a supportive, safe and inclusive environment.


Kaitiakitanga (caring for ourselves, others and the environment) will begin to be embed in teaching and learning programmes, co-curricular opportunities, and the physical school environment.

Leaders of learning will describe and give multiple examples of the ways they can have a deep understanding of innovative teaching methods and how these are used within the learning programmes to improve outcomes for learners.

Learners will demonstrate, in multiple ways, the agency ‘power to act’ that they have in their learning.

Learners will use shared language to describe learning and the learning processes.



What and when? (Implementation)		
2021	2022	2023
Growing Leaders of Learning	Growing Leaders of learning	Growing leaders of learning
Ongoing review and research current best practices in the teaching and learning, including collaborative pedagogy and the schools current understanding.	Complete and implement a school-wide model for collaborative teaching that meets the learning needs of all learners.	Review effectiveness of model.
<p>Develop and implement Tai Tapu School Local Curriculum Delivery Programme.</p> <p>Implement assessment delivery programme that includes effective use of:</p> <ul style="list-style-type: none"> <li>- Assessment for learning tools</li> <li>- Standardised Assessment tools</li> <li>- HERO (SMS)</li> <li>- Student Led Conferences</li> <li>- Reporting tools</li> <li>- Moderation</li> </ul>	<p>Ongoing self-review of Tai Tapu curriculum and assessment delivery programme. What worked, what didn't, what changes do we need to make?</p> <p>Embed assessment for learning and reporting practices as part of the everyday learning and reporting programme.</p>	
Teachers work collaboratively through planned and professional coaching and mentoring opportunities to develop innovative teaching methods to develop and implement an effective school wide mathematics programme.	Teachers work collaboratively through planned and professional coaching and mentoring opportunities to develop innovative teaching methods within the context of <b>Numeracy and Literacy demands across the curriculum.</b>	Embed our shared understanding of best practice in the delivery of Literacy and Mathematics within and across the curriculum.

<p>Mechanisms:</p> <ul style="list-style-type: none"> <li>- ALiM Programme (Accelerated Learning in Mathematics)</li> <li>- Centralised PLD</li> </ul>	<p>Continue to develop and implement a shared understanding of best practice in the delivery of Literacy and Mathematics within and across the curriculum.</p> <p>Mechanisms:</p> <ul style="list-style-type: none"> <li>- ALiM and. ALL Programmes</li> <li>- Centralised PLD</li> <li>- Local Curriculum Plan</li> </ul>	
<p>Teachers work collaboratively through planned and professional coaching and mentoring opportunities to develop innovative teaching methods to develop and implement an effective school wide writing programme.</p> <p>Mechanisms:</p> <ul style="list-style-type: none"> <li>- ALL Programme (Accelerated Learning in Literacy)</li> <li>- Centralised PLD</li> </ul>		
<p>Develop a shared understanding of Inquiry Based Learning within the development of Tai Tapu School. Local Curriculum.</p>	<p>Implement the 'Tai Tapu School Inquiry Based Learning Model' for the delivery of the curriculum.</p>	<p>Embed the 'Tai Tapu School Inquiry Based Learning Model' for the delivery of the curriculum.</p>
<p>Continue to develop Play Based Learning philosophy for all staff.</p>	<p>Develop and implement an effective Play Based Learning Model for Years 1-4.</p>	
<p>Set annually (from Digital Technologies Strategic Plan) ongoing implantation of the Digital Technologies Curriculum and supporting infrastructure. Key components include: building capacity and increasing integration of tools, digital</p>		

safety, future focused curriculum, annual strategy for infrastructure and purchasing/leasing.		
Ongoing development and implementation of an effective online learning system in readiness for possible school closures due to emergencies, natural disasters or pandemics.		
Review Home Learning.		
Consult with tamariki, whānau and Rūnanga to develop effective learning programmes to ensure Māori as successful learners as Māori.  Engage in professional learning programmes that will build the cultural capacity of teachers to deliver effective learning programmes.	Develop and implement programmes of learning the meet the needs of Te Tikanga Rua Reo through the implementation of NZ Curriculum, using Māori rich contexts and involvement with our local whānau and Rūnanga.	Embed Te Tikanga Rua Reo throughout learning programmes.



Growing Learners	Growing Learners	Growing Learners
<b>Student achievement</b> goals will be set annually as we complete our cycle of self-review.		
Continue develop and implement an effective <b>accelerated learning programme</b> for target groups in mathematics and reading/writing across the school to ensure progress and achievement of all students.		


<p>Mechanisms:</p> <ul style="list-style-type: none"> <li>- Centrally funded PLD – ALL Programme</li> <li>- Centrally funded PLD – ALiM Programme</li> </ul>		
<p>Continue the ongoing review and strengthen the school wide <b>Learning Support programme</b>.</p> <p><b>Mechanisms:</b></p> <ul style="list-style-type: none"> <li>- Continue to implement the Curriculum and Student Achievement Plan</li> <li>- Development of a Student Achievement/Learning Support Team.</li> <li>- Streamline identification tools and referral protocols.</li> </ul> <p><b>Review</b></p> <ul style="list-style-type: none"> <li>- effectiveness of the Reading Recovery Programme</li> <li>- effectiveness of the ESOL programme.</li> <li>- effectiveness Gifted and Talent Programme.</li> </ul>	<p><b>Develop and Implement</b></p> <ul style="list-style-type: none"> <li>- an effective Reading Recovery or alternate programme</li> <li>- an effective ESOL programme.</li> </ul> <p>Develop and implement an effective School Wide Gifted and Talented Programme that ensures students' needs are being met within their learning programme.</p>	<p>Review effectiveness of programmes.</p>

## Hauora - Wellbeing

How (Strategic Goals) and Why?	Indicators for success
<p>Hauora - Wellbeing</p> <p>The holistic wellbeing of the community is nurtured and grown as students transition into, through and beyond Tai Tapu School.</p> <p>This includes emotional, spiritual, physical and mental wellbeing.</p>	<p>Tamariki and parents will transition effectively to Tai Tapu School through strong ECE, school, parent/caregiver, and student relationships.</p> <p>Learners leaving Tai Tapu School for secondary school will have a strong sense of self and are guided by their values.</p> <p>Learners' wellbeing and resilience is nurtured through well-being and pastoral care programmes and networks, teaching and learning programmes, and relevant learning opportunities for parents/caregivers.</p> <p>Leaders of Learning can role model self-care by leading or engaging in opportunities and initiatives that focus on enhancing and protecting their own holistic wellbeing.</p> <p>Our Learning Community are able to describe how we foster and take individual responsibility for hauora for all.</p>

## What and When? (Implementation/timing)

2021	2022	2023
<p>Implement a Tai Tapu Well-being and Pastoral Care Plan that meets the needs of all learners and our community. Include aspects of</p> <ul style="list-style-type: none"> <li>- Restorative Practices and Relationship Management</li> <li>- Kauhui Ako welling being initiatives</li> <li>- School based curriculum programmes</li> <li>- Expert Advice - PLD programme</li> <li>- Mana Ake</li> <li>- Peer Mediators</li> </ul>	<p>Embed processes to ensure sustainability and self-review of Well-being and Pastoral Care Plan.</p>	<p>Review Well-being and Pastoral Care Plan.</p>
<p>Implement processes and systems that enables the Tai Tapu learning community to have:</p> <ul style="list-style-type: none"> <li>- knowledge of Kauhui Ako aims and levers,</li> <li>- Access to Kauhui Ako resources and within and across school leaders.</li> </ul>	<p>Review effectiveness of programmes. Make changes as required. Embed best practice.</p>	
<p>Implement processes and systems that enables the Tai Tapu community to have better:</p> <ul style="list-style-type: none"> <li>- Knowledge of Mana Ake support programmes and agencies involved in the programme</li> <li>- Quick and effective access to Mana Ake support.</li> </ul>	<p>Review effectiveness of programmes. Make changes as required. Embed best practice.</p>	

<p>Continue to develop the New Entrant liaison role to better implement ways to strengthen the relationship with our early learning centres.</p> <ul style="list-style-type: none"> <li>- Schedule on Calendar key events and a focus on enabling positive transitions to school for all of our new entrants.</li> <li>- Communicate regularly with ECEs</li> </ul>		<p>Review effectiveness of the programme.</p>
<p>Continue to develop ways to strengthen transitions to secondary school through Kaihui Ako initiatives.</p> <p>Identify areas of need for students transitioning within the school e.g. Year 2-3, Year 4-5 and Year 6-7 and new students entering Tai Tapu School:</p> <ul style="list-style-type: none"> <li>- Navigation of higher demands in learning</li> <li>- Emotional and social readiness</li> <li>- Physical demands.</li> </ul>	<p>Implement strategies to strengthen the relationship and partnership between secondary school and Tai Tapu School.</p> <p>Implement support systems to ensure the successful transitions of students into, across and beyond Tai Tapu School.</p>	<p>Review effectiveness of <b>all transition</b> strategies into, across and from Tai Tapu School. Make changes as required. Embed best practice.</p>



## Kotahitanga- Community Partnerships

How (Strategic Goals) and Why?	Indicators for success
<p>Kotahitanga- Community Partnerships</p> <p>Parents, whānau, community, and iwi feel a sense of welcome, belonging, and connection with the school, and engage in supporting both the learning of their tamariki and wider activities of the school.</p>	<p>Tai Tapu School has a culture of community action which encourages participation and engagement in school events and community action.</p> <p>Tai Tapu School are leaders of action in the community on issues relevant and topical to the community.</p> <p>The learning community has a shared understanding of the Restorative Practice approach that underpins our behaviour support systems, further building a culture where positive relationships and learning as a way of life.</p>

## What and when? (Implementation/timing)

2021	2022	2023
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<p>Continue to develop and implement through a consultation process with whānau and Rūnanga the following:</p> <ul style="list-style-type: none"> <li>- school based values</li> <li>- Māori values – from our local Ruanga Taumutu</li> <li>- a shared understanding of what our learning culture aspirations are</li> <li>- our aspirations for tamariki – graduate profile</li> </ul>	<p>Continue to develop and implement:</p> <ul style="list-style-type: none"> <li>- school based values</li> <li>- Māori values – from our local Ruanga Taumutu</li> <li>- a shared understanding of what our learning culture aspirations are</li> <li>- our aspirations for tamariki – graduate profile</li> </ul>	<p>Review, refine and build on the values and beliefs that shape the learning culture of our school.</p> <ul style="list-style-type: none"> <li>- school based values</li> <li>- Māori values – from our local Ruanga Taumutu</li> <li>- a shared understanding of what our learning culture aspirations are</li> <li>- our aspirations for tamariki – graduate profile</li> </ul>
<p>Continue to implement a caregiver reporting system that is strategic, clear, accurate and is meaningful. This includes the student lead conferencing process and the Curriculum and Achievement Plan (Learning Support programme).</p>	<p>Review with our community the communication of student progress and achievement /reporting to family and whanau.</p> <p>Implement changes.</p>	<p>Ongoing review and implementation.</p>
<p>Consolidate new practices for the student management system – HERO (Student Management System). Provide PLD as required.</p>	<p>Continue to ensure our HERO (Student Management System) continues to meet the needs of our school. Provide PLD as required.</p>	
<p>Continue to develop and implement a needs based planned approach to communication about teaching and learning for whānau, through newsletters, videos on websites, orientation evenings, celebrations of learning events and hui.</p>		<p>Review effectiveness of programmes</p>

Strengthen our ongoing engagement by all key stakeholders with Kahui Ako (CoL) initiatives.		
Further ongoing engagement of whānau through education about learning and wellbeing of tamariki via seminars, and parent workshop sessions.		

## Whakapapa Culture and Identity

How (Strategic Goals) and Why?	Indicators for success
<p><b>Culture and Identity</b></p> <p>Tai Tapu School recognises, values, and celebrates the diversity that constitutes culture and identity in its various forms, and encourages students to have a strong sense of who they are and what they value.</p>	<p>Tai Tapu School culture will celebrate the diversity of all learners.</p> <p>Tai Tapu School will develop a culturally rich and responsive environment built on the principles of Te Ao Māori.</p> <p>Tai Tapu School will develop a rich understanding of their unique historical context as a semi-rural community.</p> <p>Learners will demonstrate a strong commitment to their own learning and our school culture of learning.</p> <p>Learners will demonstrate a strong understanding of the Tai Tapu School values through their own actions and their interactions with others.</p>

**What and when? (Implementation/timing)**

2021	2022	2023
<p>Continue to develop and Implement the following strategies to support our culture of learning:</p> <ul style="list-style-type: none"> <li>- school based values within learning programmes</li> <li>- Local Māori Values embed within</li> <li>- Restorative relationship management systems embed within learning programmes</li> <li>- Wellbeing Initiatives within learning programmes</li> </ul>	<p>Embed the strategies the support our culture of learning</p> <p>Ensure clear communication to whānau and wider community:</p> <ul style="list-style-type: none"> <li>- newsletters</li> <li>- website</li> <li>- modelled behaviour within and beyond the school by learning community</li> </ul>	<p>Review, refine and build on the Tai Tapu School culture and values to ensure it continues to meet the needs of all learners and wider community.</p>
<p>Establish a group (staff, parents and tamariki) to support the development Tikanga Māori and Te Reo Māori across the school and develop and action plan for 2021 – 2023, including developing our cultural narrative in partnership with Ngai Tahu and Community to form the Tai Tapu Local Curriculum.</p>	<p>Develop a shared understanding across the <b>Kaiako, and tamariki</b> for our cultural narrative and what it means to be part of something bigger.</p>	<p>Develop a shared understanding across the <b>wider community</b> of our cultural narrative and what it means to be part of something bigger.</p>
<p>Staff will grow their understanding of culturally responsive pedagogy, within a Te Ao Māori perspective.</p>		
<p>Review of our Tikanga and Te Reo Māori programmes in consultation with our local Ruanga and whānau.</p>	<p>Develop and implement a school wide learning Tikanga and Te Reo Māori programme that meets the requirements of the New Zealand Curriculum Framework and our local Ruanga and whānau.</p>	<p>Embedded.</p>

<p>Develop and implement activities for the school and wider community that celebrate and raise understanding of the Treaty of Waitangi, and Te Ao Māori:</p> <ul style="list-style-type: none"> <li>- PLD for staff</li> <li>- Cultural experiences for students eg marae visits</li> <li>- Integration of te reo across the school learning programmes eg Mihi competitions.</li> </ul>	<p>Develop and implement opportunities for culturally relevant and needs based events being based at Tai Tapu, for our tamariki and wider community (work with the others, e.g. PTA) - e.g.</p> <ul style="list-style-type: none"> <li>- Mana Ake workshops classes and seminars,</li> <li>- Te Reo Māori class for the community</li> <li>- Cultural Festival, for the local community.</li> </ul>	Embed
Ensure events take into consideration and respect of Tikanga Maori.	Ensure events take into consideration and respect of Tikanga Maori.	Ensure events take into consideration and respect of Tikanga Maori.
<p>Ensure that we continue to celebrate Tai Tapu School and its unique historical context:</p> <ul style="list-style-type: none"> <li>- 150+ years old</li> <li>- Buildings less that 5 years old</li> <li>- Changing demographics from rural to semi-rural to urban.</li> <li>- Strong farming and sporting history</li> <li>- Pet's Day</li> <li>- Lady Rhodes</li> <li>- School Houses</li> <li>- Enviro School.</li> </ul> <p>Ensure that we continue to meet the needs of our community through ongoing consultation.</p>		

## Enabling functions

The Board gives effect to these strategic goals through its enabling functions of property, health and safety, finance and personnel. The following table outlines the Board's short to medium term direction in each of these functional areas.

Property	Health and safety	Finance	Personnel
<p>Meet the legal requirements to protect and maintain school buildings, infrastructure, learning spaces and playgrounds.</p> <p>Grow maintenance budget and ensure cyclic maintenance commitments are being met.</p> <p>Set priorities for the 5YA and 10YP.</p>	<p>Meet the legal requirements implicit in the new Health and Safety Act.</p> <p>Improve the structure, organisation and actions of the Health and Safety Team.</p> <p>Improve personnel's capacity and understanding of procedures to ensure the safety of all.</p> <p>Continue to regularly meet with key stakeholders to ensure a highly effective Health and Safety programme.</p> <p>Regular Health and Safety reporting to the Board.</p>	<p>Ensure effective use of the budget enhances learning and the learning environment at Tai Tapu School.</p> <p>Locally raised funds/PTA Community prioritised towards ...</p>	<p>Principal Appraisal ...</p> <p>Continue to recruit, employ and retain high quality, effective teachers, staff and leaders.</p> <p>Ensure ongoing professional learning and attestation programmes that enhance learning.</p> <p>Provide a high quality induction programme for new staff to ensure ongoing effective learning programmes and student outcomes.</p> <p>Introduce leadership coaching for new emerging leaders.</p> <p>Ensure a robust induction process is undertaken for incoming BOT members.</p>

## Documents and Plans to inform this Strategic Plan

- New Zealand Curriculum
- 2019 confirmed ERO report
- 2020 Annual Plan
- 2020 Annual Plan Review
- 2020 Student Achievement Targets
- 2020 Student Achievement Data
- Kahui Ako Achievement Challenges
- Principal's Reports to BOT meetings, 2020
- Self-review
- Community Consultations

# 2021 Annual Action Plan

## 2021 Action Plan for Ako - Everyone is a learner!

### Growing Learning

Strategic Goals	Actions	Resources, who and when	Outcomes
<b>Develop and implement the Tai Tapu School Local Curriculum delivery programme – designing rich, opportunities and coherent pathways for all learners.</b>	<p>Consult with learning community on aspirations and needs within a local curriculum plan for Tai Tapu School.</p> <p>Set up a Student Curriculum Team to support the continued development of the learning programme.</p> <p>With teachers, students and community co-construct the Tai Tapu School Curriculum for 2021 and onwards.</p> <p>Include our cultural narrative and local Māori values as part of the Tai Tapu Local Curriculum.</p> <p>Continue to explore Inquiry Based Learning models for curriculum delivery – strength in learning by doing, development of self-directed learners and key competencies.</p>	<p>All teachers/aides, ongoing over 2021, 2022, 2023.</p> <p>Co-lead by principal and senior leadership team.</p> <p>Teacher Development Days, Staff Meetings and Team Meetings</p> <p>External support</p> <ul style="list-style-type: none"> <li>- Core Education</li> <li>- Evaluation and Associates</li> </ul> <p>Funding:</p> <ul style="list-style-type: none"> <li>- Central PLD funding</li> </ul>	<p><b>A Local Curriculum that reflects the Tai Tapu Community of Learners.</b></p> <p>A curriculum plan that provides:</p> <ul style="list-style-type: none"> <li>- a balance across the learning areas of the NZCF,</li> <li>- a needs based delivery programme building on learner strengths and diversity,</li> <li>- rich learning opportunities for students to engage in meaningful and authentic learning,</li> <li>- coherent learning pathways for all learners.</li> <li>- grows students values and key competencies,</li> <li>- Builds on community partnership,</li> <li>- Is culturally responsive.</li> </ul>



<p><b>Develop and Implement an effective school wide writing programme.</b></p>	<p>Leader of Literacy Drive Team to review schools current practice and develop an Action plan to implement change.</p> <p>Aim to improve:</p> <ul style="list-style-type: none"> <li>- student engagement and achievement</li> <li>- teacher capacity and pedagogical understanding</li> <li>- to identify resourcing needs</li> <li>- curriculum delivery</li> <li>- boys engagement.</li> </ul>	<p>Principal Literacy Drive team (Leadership Unit)</p> <p>ALiM programme, workshops and PLD funding (\$4000)</p> <p>ALL programme, workshops and PLD funding \$4000</p> <p>All Tai Tapu Teachers and Teacher Aides</p> <p>Local PLD provision – funded for 60 hours.</p> <p>Ongoing over 2021, 2022 and 2023</p>	<p>Improvement in student achievement outcomes within writing for target groups.</p> <p>Improvement in teachers capacity to teach effectively in writing across the school.</p> <p>A shared understanding of best practice in mathematics that is reflected the Mathematics Curriculum Plan.</p> <p>Aim to improve:</p> <ul style="list-style-type: none"> <li>- student engagement and achievement</li> <li>- teacher capacity and pedagogical understanding</li> <li>- to identify resourcing needs</li> <li>- curriculum delivery</li> <li>- boys engagement</li> <li>- outcomes for. Tier 2 and 3 students.</li> </ul>
<p><b>Develop and Implement an effective school wide mathematics programme.</b></p>	<p>Leader of Mathematics Drive Team to review schools current practice and develop an Action plan to implement change.</p>	<p>Principal Mathematics Drive team (Leadership Unit)</p> <p>ALiM programme, workshops and PLD funding (\$4000)</p>	<p>Improvement in student achievement outcomes in Mathematics for target groups.</p> <p>Improvement in teachers capacity to teach effectively in mathematics across the school.</p> <p>The learning the community has a shared understanding of best practice in</p>

		<p>ALL programme, workshops and PLD funding \$4000</p> <p>All Tai Tapu Teachers and Teacher Aides</p> <p>Ongoing over 2021, 2022 and 2023</p>	<p>mathematics that is reflected in the Mathematics Curriculum Plan.</p> <p>Aim to improve:</p> <ul style="list-style-type: none"> <li>- student engagement and achievement</li> <li>- teacher capacity and pedagogical understanding</li> <li>- to identify resourcing needs</li> <li>- curriculum delivery</li> <li>- girls engagement</li> <li>- outcomes for. Tier 2 and 3 students.</li> </ul>
<p><b>Develop and implement effective assessment for learning practices across the school.</b></p>	<p><b>Key focus:</b></p> <ul style="list-style-type: none"> <li>- Develop a shared understanding of the Learning Progressions for Reading, Writing and Mathematics.</li> <li>- Effective process and practice of moderation of OTJs (Overall Teacher Judgements) across the school.</li> </ul>	<p>All teachers/aides, ongoing over 2021, 2022, 2023.</p> <p>Co-lead by principal and senior leadership team.</p> <p>Teacher Development Days, Staff Meetings and Team Meetings</p> <p>External support</p> <ul style="list-style-type: none"> <li>- Core Education</li> <li>- Evaluation and Associates</li> </ul>	<p><b>Improvement in assessment for learning practices across the school</b></p> <p>Assessment practices that provides:</p> <ul style="list-style-type: none"> <li>- Teachers with the right tools and resources for assessment of process and achievement</li> <li>- Teachers having a clear understanding of learning progressions and achievement for each level of the curriculum</li> <li>- Progressions of learning are well documented and supported by student exemplars</li> <li>- Sound teacher judgements</li> </ul>

		<p>Funding: Central PLD funding</p> <p>Ongoing over 2021, 2022 and 2023</p>	<ul style="list-style-type: none"> <li>- Moderation of teacher judgements</li> <li>- Students are involved in the assessment processes.</li> <li>- Teachers and students have a shared understanding of a shared understanding of learning progressions.</li> <li>- There is a school wide assessment plan</li> <li>- Teachers work with assessment data and can establish student pathways as a result.</li> </ul>
<b>Continue the professional learning around new Digital Technologies curriculum.</b>	<p>The focus this year includes:</p> <ul style="list-style-type: none"> <li>- Digital Literacy provided by and external provider.</li> <li>- continue to build the online learning portal.</li> </ul>	Term 3 2021	<p>All staff will have an understanding of the new digital technologies curriculum and can implement effective programmes.</p> <p>All staff can develop and implement an online learning portal.</p>
<b>Growing Learners</b>			
<b>Strategic Goal</b>	<b>Actions</b>	<b>Resources, who and when</b>	<b>Outcomes</b>
<b>Continue to strengthen the school wide Learning Support programme.</b>	<p>Curriculum and Student Achievement Plan across school reviewed and refined.</p> <p>Identification, referral and monitoring process to ensure equitable, ease of access to programme.</p>	<p>Principal</p> <p>SENCO</p> <p>Senior Leadership Team</p> <p>Mathematics Team</p> <p>Literacy Team</p>	<p>Effective and efficient learning support programme that is meeting the needs of Tier 2 and 3 students and families across the school.</p>

	<p>Introduction of a Student Achievement/Learning Support Team to lead learning support, allocation of resources, funding and staffing.</p> <p>Strengthen identification tools and referral protocols.</p> <p>Review the effectiveness of the Reading Recovery Programme</p> <p>Review the effectiveness of the ESOL programme.</p> <p>Implement an <b>accelerated learning programme</b> for mathematics and writing to support the learning of target students.</p> <p>Identification and monitoring of target students through achievement data and monitoring of cohort groups.</p>		
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## 2021 Action Plan for Hauora - Wellbeing

Strategic Goals	Actions	Resources, who and when	Outcomes
<p><b>Strengthen our learning communities understanding and use of our Kahui Ako provision for:</b></p> <ul style="list-style-type: none"> <li><b>Wellbeing and Pastoral Care</b></li> </ul>	<p>Continue to develop the following programmes:</p> <ul style="list-style-type: none"> <li>Mana Ake</li> <li>Kaihui Ako initiatives</li> <li>School based curriculum programmes for wellbeing</li> </ul> <p>Staff surveys will be conducted during 2021. They will consist of:</p> <ul style="list-style-type: none"> <li>The Staff Workplace Survey.</li> <li>The Wellbeing @ School survey (NZCER)</li> </ul> <p>Use the Across School Leaders to support the development practices at Tai Tapu School – students and staff.</p> <p>Continue to work with Grow Waitaha to support professional development to support school wide wellbeing.</p> <p>Each term have a wellbeing week to focus on the 5 keys to wellbeing.</p>	<p>Principal All Staff Across School Leader – Kaihui Ako.</p>	<p>Mana Ake provision will be more visible and accessible across the school.</p> <p>Well-being will be a visible part of the learning curriculum.</p> <p>Students, staff and whanau will use a wellbeing lens to support discussions about progress and achievement.</p>

<p>- <b>Transitions to, within and beyond Tai Tapu School</b></p>	<p>Identify areas of need at the following transition: ECE to Year 1 Year 2-3 Year 4-5 Year 6-7 Year 8-9 Develop learning programmes that targets the following areas:</p> <ul style="list-style-type: none"> <li>- Emotional and social readiness</li> <li>- Physical demands</li> <li>- Learning demands</li> </ul> <p>Develop an effective evaluation tool to measure successes.</p>	<p>Principal Within school Transition Leaders Leadership Team – NE Liaison Year 8 to Secondary School Liaison Team Leaders</p>	<p>Students will successfully transition to, within and beyond Tai Tapu School.</p> <p>Evaluation tools allows for a clear and accurate picture of the effectiveness of the transition programmes.</p>
<p><b>Implementation of an effective Restorative Practices programme across the school to support relationship management.</b></p>	<p>Professional Development provided by Rich Malta</p> <p>Development and implementation of Restorative Practices that reflect the school values across the following contexts:</p> <ul style="list-style-type: none"> <li>- Hub learning programmes</li> <li>- Relationship and behaviour management programmes</li> <li>- Within the playground</li> <li>- Beyond the school</li> </ul>	<p>All Staff</p>	<p>Positive relationships and behaviour will be visible in school and across all learners and in the community.</p> <p>Learners will be able to self-regulate and solve problems.</p> <p>Learners will be able to articulate the key principles of restorative practices and the school values.</p>

## 2021 Action Plan for Kotahitanga - Community Partnership

Strategic Goals	Plans	Resources, who and When	Expected Outcomes
<b>Continue to review and improve all communication to the community:</b> <ul style="list-style-type: none"> <li>- Day to day business as usual communication</li> <li>- Communication around key areas of teaching and learning</li> <li>- Reporting on student progress and achievement.</li> <li>- Parent workshops</li> </ul>	<p>Consult with the community.</p> <p>Develop a needs based planned approach to communication about teaching and learning for whānau, through newsletters, videos on websites, orientation evenings and hui.</p> <p>Include BOT and PTA in communications as part of business as usual.</p> <p>All communication to go out on the School Student Management system and School App.</p> <p>Events to be showcased on the school Facebook page.</p> <p>Implementation of the new SMS and Reporting to Caregivers processes and tools.</p>	<p>Principal, BOT and PTA Admin Staff Teachers Students</p>	<p>All communication is:</p> <ul style="list-style-type: none"> <li>- Accessible</li> <li>- Timely</li> <li>- Clear</li> <li>- Positive</li> <li>- Meaningful</li> <li>- Takes a variety of forms</li> <li>- Is culturally inclusive</li> <li>- Includes student agency</li> </ul>
<b>Improve community engagement within the following areas:</b>	<p>Continue to work with staff, BOT, PTA and the Student Council to</p>	<p>Principal, BOT and PTA Admin Staff</p>	<p>Increased numbers of community engaged in Tai Tapu school fun</p>

<ul style="list-style-type: none"> <li>- Community building activities</li> <li>- Participation in learning</li> <li>- Consultation</li> </ul>	<p>develop a range of strategies to increase community engagement and participation.</p> <p>2021 will include the following events:</p> <ul style="list-style-type: none"> <li>- Meet the teacher and orientation evening</li> <li>- Community BBQs and Breakfasts each term</li> <li>- Celebration of Learning Events</li> <li>- Parent workshops – wellbeing and learning</li> <li>- Fun Runs</li> <li>- School Spirit events</li> <li>- Assemblies</li> <li>- Mihi Whakatau</li> <li>- Conferences</li> <li>- Wellbeing Weeks each term</li> <li>- Film Festival</li> </ul>	Staff	community events and learning/consultation events.
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## 2021 Action Plan for Whakapapa - Culture and Identity

Strategic Goal	Plans	Resources, who and When	Expected Outcomes
<b>Culture of Learning:</b> Continue to develop and implement a culture of learning within our learning community ensuring our schools values form the foundation and are integrated within all aspects of our school curriculum.	Teacher Development days, staff meetings and team meetings to be used to focus on the PLD for building a culture of learning at Tai Tapu School.  Teachers professional learning programme for 2021 focuses the Teachers Inquiry on "Making a Difference to our learning culture..	Teacher Development Days Team and Staff Meetings Staffing to support PLD release. Principal led. All staff. Ongoing, 2021, 2022, 2023.	Our school's "Why", Vision, Values will be visible around the school both in the environment and within the learning.
<b>Cultural Responsiveness:</b> Establish a group (Kaiako, whānau and tamariki) to review and development. of Tikanga Māori and Te Reo Māori across the school  Integrate our cultural narrative in partnership with Ngai Tahu and Community within the Tai Tapu Local Curriculum Plan.	Select the champion group. Consult with local Rūnanga and Ngai Tahu and community. Bring together a group including staff, BOT, whānau and students to develop a plan. Build school capability around simple waiata, whakatau and kapa haka through fortnightly assemblies. Engage with staff on a weekly basis to promote increased use of Te Reo Māori across the school and in the wider community.	Within School Kaihui ako Lead – Culture and Wellbeing. (Salaried component) Students Community Staff Principal and BOT Local Rānanga Whānau	All school events and communication take into consideration and respect of Tikanga Maori.
To ensure that we continue to celebrate Tai Tapu School and its unique historical context <ul style="list-style-type: none"> <li>- 150+ years old</li> <li>- Buildings less than 5 years old</li> <li>- Changing demographics from rural to semi-rural to urban.</li> <li>- Strong farming and sporting history</li> <li>- Pet's Day/ Lady Rhodes</li> <li>- School Houses</li> <li>- Enviro School</li> </ul>	Consult with the community to ensure that we are still meeting the needs of our community.  Continue to support activities that hold value for the community and the very nature of Tai Tapu School historically.	Principal All staff Students Community BOT PTA Funding within year Budget - Curriculum	Historical content is evident around the school and within the learning programmes.

## Business as usual for 2021

Year: 2021 Review	Area for Review	Board Meeting Dates (starts at 6:30PM on date shown)							
		15 February	22 March	17 May	21 June	9 August	13 September	1 November.	6 December
Strategic Review	Strategic Plan	Confirm Charter approved and send to MoE							
	Annual Implementation Plan	Monitor, Principal to report on progress	Monitor, Principal to report on progress	Monitor, Principal to report on progress	Monitor, Principal to report on progress	Monitor, Principal to report on progress	BoT Receive & Approve 2019 AIP	Monitor, Principal to report on progress	Monitor, Principal to report on progress
Regular Review	Policy & Procedure Reviews		Concerns and Complaints Curriculum Delivery Child Protection (NZSTA)	Asset Protection Protection and Sharing of Intellectual Property (Creative Commons)		Committee Review Committee Terms of Reference Student Disciplinary Committee Terms of Reference Finance Committee Terms of Reference		Te One School Delegations List Trustee Register Triennial Review Programme Financial Health & Safety	
	Learner progress and achievement	Year-end CaAP (Variance Report)				Mid year Progress Report - student achievement			
	Internal Self Review		Identify the areas of internal self review		School Values - How effectively do students and teachers understand and use the school values to support learning.	Wellbeing - Te Whare Tapa Wha - implementation and effective use of our wellbeing model across the school	How effectively are we as a school meeting the aims of Te Titiri o Waitangi - Tikanga and Te Reo integration across the curriculum and culture of Tai Tapu School	Professional Growth Model - How effective is our professional growth Model in supporting our teachers to improve practice?	

	HR		Principal objectives set HR Tool Checklist 1				HR Tool Checklist 2	Principal appraisal report	
	Curriculum	Reading, Writing and Mathematics Outcomes for 2021 and Programmes for 2021	Writing	Tier 3 Students SENCO Learning Support Programme	Writing	Tier 2 Students Report Team Leaders	Mathematics	Tier 1a - Enrichment Programme The Arts Programme	Mathematics
	Finance / Budget	Board approve proposed Budget	Monitor budget	Monitor budget	Publish accounts for the community. Address audit findings	Monitor budget. Property Comm. Review 10Y & cyclical maint. and report for budget	Monitor budget	Finance Comm. Initial budget recommendations to BoT. (P&L and Capex)	Finance Comm. propose budget for BoT consideration & prelim approval
	Community	Chairperson and Principal							
Emergent Review	New gov. or local initiatives	Emergency Preparedness Lockdowns/COVID , Evacuations, Sickbay procedures and wellbeing. Presented to the Board at each meeting.							
	ERO actions and review items	Align ERO action points with Strategic Plan. One Plan		Review progress against ERO action plan					
Board process Requirements		Appoint chair & deputy	Accounts to auditor, Review of enrolment schemes under Section 11PA of the Education Act 1989 to Auditor	Annual Report approved and sent to MoE	Parent reporting & Roll return 1 July			Set House Rents, Succession planning	Parent reporting
NZSTA Training	Yet to be decided								

# Appendix 1

## Internal Self Review Tool

The school will employ a self-review strategy that is learner focused, evidence based, evaluative and improvement driven. Woven throughout the process will be ongoing capturing of learner and community voice. We have classified our review priorities in a similar way as outlined in the ERO evaluation Indicators.

1. Strategic Evaluations – These reviews focus on activities related to the vision, values, goals and targets of the school community.
2. Regular Evaluations – These reviews are business-as-usual evaluations or inquiries, where boards leaders and teacher gather data, monitor progress towards goals, and assess the effectiveness of programmes and interventions.
3. Emergent Evaluations – These evaluations are a response to an unforeseen event or an issue identified by routine scanning or monitoring.



## Appendix 2 – Internal Self-Review Plan

See work plan above.

## Appendix 3 – Procedural Section

Tai Tapu Kura have/will use a number of formal and informal means of consulting with and seeking feedback from its community. Consultation process used will depend on the nature of the topic and its urgency. These will or currently include:

- Monthly PTA Meetings
- Parent Meetings
- Student Learning Conferences
- Whānau Hui
- Fortnightly school newsletter
- Online surveys inform school and BOT
- Ad hoc focus groups
- BOT updates – a regular Board section in the school newsletter
- PTA updates – a regular PTA section in the school newsletter
- Special issue/topic surveys: eg: Health Programme Consultation Survey conducted every second year
- Kaihui Ako reviews and evaluations
- Annual reports

Staff surveys will be conducted during again 2021. They will consist of:

- The Wellbeing @ School survey (NZCER)
- School Culture @School survey (NZCER)

Student voice will also be gathered using:

- NZCER – Me and My School survey

Student voice will be collected in a range of other ways throughout the school on a wide range of topics and issues.

Tai Tapu School Caregiver reports on individual student achievement through HERO, student learning conferences, online reports and, for some students Individual Education Plans. Reports on student achievement will be provided through the principal's monthly reports and form special topic reports to the Board.

Area to develop:

Tai Tapu School will continue to consultation with its Māori Community through hui with parents of Māori students, staff, Board representatives, Kaiako, local Rūnanga, through student conferences and through seeking feedback from parents of Maori students on the setting of targets and the frequency of consultation meetings.