



**Tawhero**  
**SCHOOL**

**Charter Strategic  
and  
Annual Plan for  
2021 -2023**

## **Mission Statement**

Tawhero School will endeavour in a climate of aroha and co-operation to provide a positive learning environment for the academic, physical, cultural, social and emotional growth of its tamariki.

## **Vision**

We will provide quality teaching and learning opportunities to enable students to be:

### **Confident**

Be comfortable with who they are

Develop goals for themselves

Be resourceful

Be motivated

### **Connected**

Develop a positive attitude towards learning

Be caring, respectful and responsible

Be effective users of communication tools

Be responsible members of the community

## **Actively Involved**

Participate in a range of contexts to develop life skills

## **Lifelong learning**

Develop skills to acquire learning informed decision makers

## **Make lifelong choices**

Are literate and numerate

Are critical and creative thinkers

## Values

Our values are AROHA, WHAKAPONO and TUMANAKO



**Aroha**



**Whakapono**



**Tūmanako**

## **Principles**

### **Creating High Expectations and Learning to Learn**

The curriculum supports and empowers all students to learn and achieve personal excellence, regardless of their individual circumstances.

### **Treaty of Waitangi**

The curriculum 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.

### **Cultural Diversity**

The curriculum reflects Aotearoa New Zealand's cultural diversity and values the histories and traditions of all its people

### **Inclusion**

The curriculum is non-sexist, non-racist, and non-discriminatory; it ensures that students' identities, languages, abilities and talents are recognised and affirmed and that their learning needs are addressed.

### **Learning to Learn**

The curriculum encourages all students to reflect on their own learning processes and to learn how to learn.

## **Community Engagement**

The curriculum has meaning for students, connects with the wider lives, and engages the support of their families, whānau and communities

## **Coherence**

The curriculum offers all students a broad education that makes links within and across learning areas, provides for coherent transitions, and opens up pathways to further learning.

## **Future Focus**

The curriculum encourages students to look to the future by exploring such significant future-focused issues as sustainability, citizenship.

## **Beliefs About Learning**

Tawhero School has the following core beliefs about children's learning:

- All students can learn and have the right to do so

- Students learn best in an environment when positive relationships are developed and where whanaungatanga is fostered
- Learning happens most effectively when intentions and outcomes are shared
- Students learn best when they take ownership and responsibility for their learning
- Learning is a shared experience which lasts a lifetime
- Learning is best when there is a purpose to learn
- Staff empower all students to achieve personal excellence

## **Attitudes and Values**

At Tawhero School we value:

Growth – physical, mentally, socially, academically, creatively

Respect and Care for others – for self, for others, for human rights

Equality – fairness, social justice, recognising and acknowledging diversity, difference and inclusion

Achievement – by aiming for and persevering towards excellence academically, culturally, artistically, socially and in sporting endeavours

Trust – which involves being honest, responsible, accountable and acting with integrity

## **General Goals**

To work as a team to provide quality-learning opportunities for all students and staff that reflects current teaching and learning practices and presents realistic challenges, with an emphasis on literacy, numeracy and inclusion.

To provide appropriate resources for the effective delivery and implementation of the curriculum

To provide a safe, healthy and challenging environment

To provide an environment for students, staff and Whanau where an understanding, appreciation and respect of Māori and other cultures is fostered

To improve educational achievement of Māori students

## **LOCAL GOALS**

To help children become aware of the uniqueness of local environment/history

To provide effective learning assistance for children with identified special needs and abilities



To maintain a positive partnership with the school and local community/iwi

To provide a range of well-designed experiences outside of the classroom to help children foster an appreciation of their environment

To provide a range of physical activity to develop movement, fitness, flexibility skills and an attitude for good sportsmanship.

To provide opportunities for students and families to foster the pride in the school through extra curricula activities

To foster and enhance whanaungatanga and school culture for all

To develop leadership skills through the provision of roles of responsibility within the school

### **Cultural Diversity and Te Ao Māori**

The school acknowledges New Zealand's cultural diversity and the unique position of Māori culture. Our school has 92% Māori/Pacifika , 8% other.

Through our class programmes at Tawhero School students will have the opportunity to learn about our heritage and how our heritage (Māori, European and other ethnicities) influence our world today.

Programmes will recognise the multicultural society in which we now live encouraging and supporting a mutual respect for cultural differences and beliefs.

This learning may arise in many areas of learning and will be supported and modelled through teachers attitudes and acceptance of Aotearoa's cultural diversity.

## **SCHOOL CONTEXT**

### **Student Achievement and Engagement**

The school has a particular focus on improving student engagement through on-going progress in implementing Positive Behaviour for Learning. The school is consolidating our implementation of the PB4L programme and our new values. The school has committed to professional development in Russel Bishops Relationship Based Learning Programme with Cognition. We are also following with an Inquiry Approach guided and supports by Sylvia Park School – Barabara Alaalatoa and with a view to up-skills teachers in inquiry learning and e-learning.

The school listens and responds to student voice through RBL process where student surveys, student leadership and leaders' reports to BOT. Students are routinely involved in the development of learning programmes through co-construction of learning goals and self and peer assessment.

The school continually endeavours to increase whanau and community engagement in the school as this promotes a sense of value to learning and achievement at school.

### **School Organisation and Structures**

Tawhero School is a decile 1 contributing school. We have 1 principal, 1 deputy principal and 1 assistant principal, 6 classroom teachers, no ORRs funded students at this stage but have two applications in progress.

The school gives priority to developing positive relationships with all students and whānau, to develop students social and interactive skills in Literacy and Numeracy and positive Behaviour for Learning as our teaching emphasis. Special attention is given to developing skills and knowledge in Te Reo me ōna tikanga through our day to day programme (daily karakia and kapa haka). The school has a policy of early identification of special learning and/or behaviour needs and maintains records of interventions and achievement for regular review by staff, SENCO and working closely with our liaison RTLB.

The school has a belief that strong focus on community involvement and accessibility of school parent programmes and resources will draw school and community closer and impact positively on student engagement and student achievement. For this reason we work in partnership with Whanganui Iwi, Te Ora Hou, Life to the Max, Jigsaw, Health Nurse, Life Ed van to provide educational and social skills development programmes for our extended community.

The school has a satellite class for Arahunga Special school and works inclusively with staff and students.

The school is lead school for the RTL B Cluster 25 and the lead school for the RTLit Resource Teacher of Literacy.

Health and safety: The school takes all practicable steps to ensure the safety of staff, students, visitors and contractors by complying with relevant health and safety legislation, standards and codes of practice. The school has procedures in place for earthquake, fire and lockdown situations and these are practiced each term. Health and safety policies are reviewed annually. The school is ring fenced with a security fence. The school is open for our community use and we provide a free wifi 24/7 around the school for community use. The school has provided a safe environment during 2020/2021 different Alert levels for managing Covid-19 pandemic. During Covid-19 lock-down, education continued through distance learning where tamariki were delivered school devices and programmes where structured by classroom teachers from home.

We take part in health promotion practice through; Lunches in Schools, Fruit in Schools, Breakfast in Schools, Heart Foundation and school gardens and orchard.

We have 6 classrooms, a staffroom, library and hall. We have a small group and individual withdrawal areas, two offices and a Whānau Room. An additional, large office is on site for RTLB. There are two garages and 3 smaller sheds. We also have a Pasifika Early childhood centre on site.

Tawhero School is also a member of the Takitini Project – the collaboration of all Whanganui's Schools/kura working collaboratively to accelerate student achievement

### **Review of Charter and Consultation**

Annual Cycle:

The current charter and strategic sections were reviewed in 2020 for 2021. The variance report will be lodged with MOE in Feb 2021.

All programmes are based on the New Zealand National Curriculum. There is a cycle of review for the curriculum statements through the Facilitation teams.

Curriculum and achievement reviews are reported to the community through BOT and school website.

There is also an annual cycle of review for school policies and internal evaluation.

Strategic Goals (Medium Term 3-5 Year Goals)	2020 Strategies	2021 Strategies	2022 and 2023 Strategies
<p>Our children have authentic, physically active, engaging, hands-on learning experiences inside and outside the classroom.</p>	<p>Support teachers experiment with and to share their best active, hands-on learning experiences with technology and/or whānau.</p> <p>Experiment and reflect on teaching sessions or units involving two or more of: outdoor learning, hands on or active learning, learning involving a whānau member sharing a special skill, and learning involving some sort of technology that's new or unusual for children.</p> <p>Test the impact of active, hands-on learning experiences with technology and/or whānau on student achievement.</p> <p>Collect student and staff voice about engagement and learning behaviours. Introduce staff, board and parents to the Leading Local Curriculum guide.</p>	<p>Formally design our localised active, hands-on technology-using and whānau-involving localised curriculum.</p> <p>Consult with students, teachers and whānau about our local curriculum.</p> <p>Refine our unit planning based on our TAI outcomes from 2020.</p> <p>Access culturally important places and stories in our active, hands-on learning experiences with technology and/or whānau</p> <p>Recruit and upskill staff so that te reo Māori is prominent in our school life and learning programmes.</p>	<p>Test the impact of our new curriculum on behaviour, wellbeing, engagement and achievement. Adapt as needed.</p> <p>Our best teachers share templates and practice knowledge to enhance our whole school active, hands-on learning experiences with technology and/or whānau</p>

<p>We grow highly effective teachers who help students see their language, identity and culture reflected in everyday school life.</p>	<p>Engage with Culture Counts + and a small cluster of local schools within the Takitini cluster. Form a 'guiding coalition' for our school community.</p> <p>Introduce teachers to RBL (Relationships Based Learning), including the research base and the Effective Teacher Profile.</p> <p>Collect, analyse and share narratives from students, staff, whānau.</p> <p>Access local expertise to inform our understandings of local language, identity and culture</p> <p>Use PLD and TAI to promote reflection among staff and to build a common language around language, identity, and culture.</p> <p>Seek volunteer staff members to begin Impact Coach training.</p>	<p>Work with CC+ and our cluster to teach and embed the Effective Teacher Profile among our team.</p> <p>Open the cluster to other schools which might want to join in.</p> <p>Build our team's capability to use te reo Māori and local places/stories in our teaching.</p> <p>Tawhero School Impact Coaches take the lead in observations of staff against the Effective Teacher Profile.</p> <p>Analyse and develop each staff member's practice against our localised Effective Teacher Profile.</p> <p>Refine our data system for noticing changes in student engagement, teacher practice, and student achievement.</p>	<p>Induct new staff to the Effective Teaching Profile, coaching system, and Relationships Based Learning.</p> <p>Re-collect narratives from whānau, students and teachers. Refine our plans in response to this feedback.</p>
<p>Our school buildings are well suited to our local understandings of effective teaching and learning.</p>	<p>Confirm building design plans in consultation with staff, students and whānau.</p> <p>Details and timeframes...</p>	<p>Manage the building project with least possible disruption to student learning.</p> <p>Use the construction process as a visual tool in student's learning.</p>	<p>Completion of the project and opening of all spaces...</p>

<p>Together, we are physically active, healthy, and enjoy respectful relationships.</p>	<p>Renew the TAWHERO PB4L expectations, with a view to emphasising healthy and physically active children.  Rebuild our PB4L Team and school-wide systems to teach and reinforce the values and behaviours.  Refresh our PB4L Tier 1 staff practice, data, and matrices.</p> <p>Build the capability of our teacher aide team for maximum impact on student learning.  Work with MOE Learning Support to develop staff practice with junior students who have high behaviour and learning needs.</p>	<p>Check that the refreshed PB4L practices are in place as ‘business as usual’, that students embrace positive behaviour, and staff practice is consistent. Adapt PB4L practice as needed.</p> <p>Find a way to measure and report on “physically active” and “healthy”.</p> <p>Experiment with newcomers’ club concept to induct new students into our school culture.  Analyse and adapt the work with Learning Support</p>	<p>Refresh PB4L team.</p> <p>Ensure PB4L expectations and teaching fit well with the new local curriculum and RBL.</p>
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Annual Priority Area and Goal for 2021	Contributes to...	Actions / Work Strands / Tasks 2021	Who? When? & Links to supporting documents	Success Indicators for 2021 (What we will notice at the end)
<p><b>Build our staff capability for active, hands-on learning experiences with technology and/or whānau</b></p> <p><b>Test the impact of active, hands-on learning experiences with technology and/or whānau on student engagement and learning</b></p> <p><b>Start to develop our localised curriculum</b></p>	<p><b>Our children have authentic, physically active, engaging, hands-on learning experiences inside and outside the classroom.</b></p>	<p>Prior to term 1, principal and teachers share examples of their best active, hands-on learning experiences with technology and/or whānau.</p> <p>Align TAIs to developing proficiency in active, hands-on learning experiences with technology and/or whānau.</p> <p>In term 1, each teacher runs at least one experimental teaching session or unit involving two or more of: outdoor learning, hands on or active learning, learning involving a whānau member sharing a special skill, and learning involving some sort of technology that's new or unusual for children. Each teacher reflects on the experience with the syndicate leader or principal, and presents a brief reflection to a staff meeting.</p> <p>In term 2, our whole school theme is designed to include multiple active, hands-on learning experiences with technology and/or whānau. Collect student and staff voice about engagement and learning behaviours.</p>	<p>Teachers, Principal, term 1. TAIs, whole school targets.</p> <p>Senior school teachers, from term 1. Teacher TAI template</p> <p>Teachers, management, from term 1.</p> <p>Teachers, term 1</p> <p>Principal, via consultation with staff. Students</p> <p>Principal, teacher aides, MOE staff</p> <p>NZC. Our Local Curriculum documentation. Students, staff, community,</p>	<p>Our students are active, hands-on learners and are able to use a variety of technologies in their learning.</p> <p>Teachers are facilitators and enablers of learning</p> <p>Parents are involved in sharing their unique skills</p> <p>Formative assessment and rich learning opportunities drive increases in student engagement, agency and achievement.</p> <p>Leaders and partners agree on the features of our local curriculum design. There's a clear and specific plan for recording the details of the local curriculum.</p>

**Align teacher aide practice and skills to support this work.**

**Introduce staff, board and parents to the Leading Local Curriculum guide. Ask for ideas for local curriculum design for terms 3 and 4.**

**Test the impact of active, hands-on learning experiences with technology and/or whānau on student achievement by... [doing what?]**

**Leadership Team,  
Practice Standards,  
TAI reflections**

<p>Use local language, identity and culture to promote student engagement and learning.</p> <p>Build the capability of our teachers to make language, identity and culture visible in everyday learning</p>	<p>We grow highly effective teachers who help students see their language, identity and culture reflected in everyday school life.</p>	<p>Continue kapa haka and waiata programme</p> <p>Incentivise teachers to enrol in te reo classes</p> <p>Form partnerships with.... so that our teachers hear and use appropriate local stories in their learning programmes</p> <p>Measure the impact by collecting observations and data on...</p>	<p>Facilitator, Principal</p> <p>Principal and all staff</p>	<p>Māori students enjoy success as Māori.</p> <p>Staff are culturally capable kaiako.</p>
<p>Complete building consultation and design processes</p> <p>Confirm construction timeframe and contracts</p> <p>As a Board, reflect on our current effectiveness and any development needs.</p>	<p>Our school buildings are well suited to our local understandings of effective teaching and learning.</p>	<p>Details and timeframes</p> <p>Board self-review completed in term 1</p> <p>Board training needs identified and timeframed</p>	<p>Principal and board chair, MOE, Ed Services</p> <p>Principal and Finance Portfolio Holder, Ed Services</p> <p>Principal and board chair, NZSTA template</p> <p>Chair, NZSTA</p>	<p>We can resource a range of interesting learning experiences, inside and outside classrooms, for our children.</p> <p>The board strategically lead decisions on building and spending priorities.</p>
<p>Rebuild our PB4L Team and school-wide systems.</p>	<p>Together, we are physically</p>	<p>Recruit a full PB4L staff team for 2020.</p> <p>Review the effectiveness and suitability of the TAWHERO values and expectations. Renew</p>	<p>PB4L staff, Principal, staff, from term 1</p>	<p>We know our current PB4L Tier 1 practice is effective.</p> <p>We have a calm school.</p>

<p><b>Refresh our PB4L Tier 1 practice.</b></p>	<p><b>active, healthy, and enjoy respectful relationships.</b></p>	<p><b>these, with children, staff and whānau, to reflect physical activity and hauora.</b></p> <p><b>Through teacher observations, test the current practices for teaching and reinforcing the PB4L expectations and matrices in each classroom.</b>  <b>Release key staff to attend the PB4L refresher days.</b>  <b>Set and check progress towards PB4L team goals for 2020.</b></p> <p><b>Run a development programme for our teacher aides focussing on trauma, brain development, early care strategies, and a learning focus.</b></p> <p><b>Renegotiate the work with MOE Learning Support to develop staff practice with junior students who have high behaviour and learning needs.</b>  <b>Find simple success criteria and test new practices against these.</b></p>	<p><b>Principal, PB4L team, board rep, parents, students. Term 1</b></p> <p><b>Principal, staff, PB4L team</b></p> <p><b>Key staff members, ongoing in 2020</b></p> <p><b>Principal, MOE staff</b></p> <p><b>Principal, MOE, junior school leader</b></p>	<p><b>Staff, parents and children 'own' our PB4L values.</b></p> <p><b>Our teacher aides are highly effective in problem solving and keeping children engaged in learning.</b>  <b>Teacher aide practice aligns to our PB4L values and RBL.</b></p> <p><b>Junior students have the support they need to succeed.</b></p>
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