



“Me akotahi hei oranga mō te katoa.”
“Together we learn and grow.”

MOE School Number 3842

STRATEGIC PLAN 2023-2025



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The following documents are held on the school server or in G-Suite: (A printed copy is held by each board member in a document "Board of Trustees Handbook"): NELPs (National Education Learning Priorities), ~~National Administration Guidelines~~, Board of Trustees Procedures – Governance Manual, ICT Long Term Plan (Revised), School Based Curriculum, School / Board Policies

Strategic Section

All children at Tapanui School will be confident, connected, actively involved, life long learners.

<p style="text-align: center;">Our Vision</p> <p>Confident - Confident students are effective communicators who are adaptable to change and <u>resilient</u> in a variety of situations. They <u>take every opportunity</u> to develop their abilities to use their initiative, collaborate, problem solve, think critically, use their imagination and be resourceful.</p> <p>Connected - Connected students are interdependent. They <u>collaborate</u> and communicate across geographical boundaries. They need to develop positive inter-personal skills, be curious and use a variety of <u>communication tools</u> to observe, record, share and reflect on their world.</p> <p>Actively Involved - Actively Involved students are <u>focused and committed</u> to making a positive difference to the communities they are involved in. They also <u>understand differences</u> in the ways that people learn.</p> <p>Life-long Learner - Students who are Life-long Learners enjoy <u>problem solving, questioning, thinking, taking responsible risks</u>, tackling challenges and inquiry. They are able to adapt and are ready for changing situations and the innovations of the future.</p>	<p style="text-align: center;">Our School Values</p> <p>Our community has identified <i>four</i> key values that underpin our school culture. Students will have the opportunity to express, explore and discuss the values that they and others hold. These will be integrated across all classroom and school wide practices and programmes with an emphasis on relationships and friendships, achievement and success.</p> <p>Our four values are:</p> <p>P Perseverance <i>Manawanui</i> – taking responsible risks, building resilience and being a <i>lifelong learner</i></p> <p>E Excellence <i>Hiranga</i> – always striving to do my best with the right attitude, being <i>confident</i> and using initiative</p> <p>E Equity <i>Mana Taurite</i> – caring, cooperative, acting with fairness and compassion, <i>connecting</i> with others</p> <p>R Respect <i>Whakaute</i> – <i>actively</i> being responsible and showing integrity, treating others as we want to be treated</p>
<p style="text-align: center;">To Achieve our Vision we will...</p> <ol style="list-style-type: none"> 1. Develop and implement our future focused, school-based curriculum, which is based on the New Zealand Curriculum, students’ needs and the community’s values and expectations. 2. Maintain a strategic direction through ongoing and focused planning, reviewing and reporting involving all stakeholders. 3. Provide an environment that will support recruitment, development and retention of high quality staff. 4. Continue the shift towards flexible learning which is transparent, equitable, student driven and supportive; in a culture of collaboration and ongoing reflection. 5. Provide a safe physical and emotional environment that promotes self-management and awareness of people’s own and others’ well being. 6. Strengthen partnerships with all stakeholders using a range of forums to inform and listen. 7. Continue to develop property by opening, sound-proofing and lighting the physical spaces that students learn in, in line with MOE Innovative Learning Spaces. 	<p style="text-align: center;">Our Core Beliefs</p> <p><i>We believe that:</i></p> <ul style="list-style-type: none"> ● Students learn best when they experience ownership of their learning (student driven) ● Student well-being and positive relationships are paramount to learning ● Learning happens when children are engaged ● Learning empowers self-growth and curiosity ● Learning is ongoing – lifelong and lifewide ● All students should experience success, acknowledging failure as a part of the learning process ● Learning should be accessible to all and cater for all learning needs ● Learning should be fun and authentic ● Learning is multidimensional ● We all learn in different ways and at different rates ● Students need knowledge about how to learn, as well as a passion <u>to</u> learn ● Play is a major factor / component in learning ● Sometimes learning is challenging and hard work. Failure can help us learn! ● Teachers bring a strong wealth of knowledge and professional capabilities which are essential to student learning alongside whānau (as a child’s first teacher) and the students themselves.

Our School Context

Our Community: Tapanui School is situated in the heart of West Otago in the small rural town of Tapanui with a population of approximately 900 people. We are positioned well, central to all the other education centres in town (Play Centre, KidzWay Early Learning Centre and Blue Mountain College). Nestled at the base of the Blue Mountains gives us an idyllic view of the surrounding countryside from our school grounds. We are located 25 minutes north of Gore and 2 hours or less from many other main centres including Queenstown, Wanaka, Cromwell, Dunedin, Invercargill. The major industries in West Otago include forestry, farming (dairy, sheep and beef) and horticulture. The community is diverse including farm owners, labourers, sharemilkers, business owners, a large number of retirees, and an increasing number of immigrant workers with English as their second language. Our school reflects this diversity with 28% who identify as Māori, 15% who identify as African, Filipino, Indian or Samoan and 57% NZ European. The nature of the community also means there can be a lot of transience particularly for those involved in the dairy industry. Our community also has a strong theatrical group with a top class theatre and community centre just across the road from the school. Other recreational activities include hunting, fishing, local bushwalks, mountain biking, art groups.



Our School: We are a well resourced contributing school with a starting roll for 2022 of 70 students from Year 1 - 6. Tapanui School has a positive, caring culture with students and staff working co-operatively and respectfully using modern learning pedagogy. Our School Song - Kō Matau tells about our values and our sense of togetherness:

Kō Matau, te roopu, E tu atu nei.
E karanga kia koutou, Haere mai ra
Mauria mai tō aroha, Kia piri tonu mai
Kō Tapanui te kura e tu atu nei.

*We and you (group) standing here
We call to you, everyone is welcome
Come with your love. We accept you without delay
Here we are Tapanui School standing before you*

Our students come to school with a disposition to learn and the engagement of students is generally high. Our last two ERO visits support this. *“Students enjoy school, they know what they are learning and why as well as their next learning steps. Teachers provide a high level of feedback to assist student learning.”*

Agency is increasing and student voice is valued regularly within classroom settings and gathered formally every year on a variety of aspects of both learning and the school environment (social and physical). Play Based / Project Based Learning or student led inquiry continue to be very positive steps for Tapanui in increasing student engagement. Blue Mountain College consistently informs us that our transitioning students are well prepared, positively engaged and at a level as good or better than those from other contributing schools.

In the last five years we have seen an increase in anxiety, oral language needs and a drop in student ability to problem solve, to self regulate and with poorer fine motor skills. In spite of being a Decile 9 school we are increasingly enrolling students with greater needs and from households without the financial resources to help. This is effecting their progress and achievement across the curriculum particularly in areas they may find challenging or involve relating to or empathising with others. We successfully navigated distance learning during COVID-19 in 2020 and 2021, with no lag noticed in our student achievement data.

The Pomahaka Kāhui Ako: Tapanui School joined the Pomahaka Kāhui Ako at the end of 2016 when the KA was formed. From 2020 we are working to improve hauora, motivation, achievement and engagement of students across the KA through effective transitions and effective pedagogical practice. The KA has renewed its PLD Contract with an additional 290 hours for 2022/23 working on leadership, transition and pedagogy through support from CORE Education. Some release will be needed to support teachers to engage with this.

<p>The KA mahi (work)</p> <ul style="list-style-type: none"> • Creating pathways that develop and connect along the whole education journey for every child • Teaching to enable best learning outcomes for children • Building a thriving Community of Learning / Kāhui Ako 	<p>The KA shared values</p> <ul style="list-style-type: none"> • Whanaungatanga - relationships and collaboration • Hiranga - quality and sincere effort • Māramatanga - communication and change
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Being part of everything our amazing community offers, provides us with rich local curriculum opportunities and feeds into our strong ESOL provision, Māori responsive plan, links with community businesses and groups (eg. Ribbonwood - our local rest home, musical production every second year), enables strong smooth transitions between learning centres and places us well to provide quality education to all the children in our care.

Tapanui School Recognising New Zealand's Cultural Diversity

Tapanui School, as appropriate to its community, has developed procedures and practices that reflect New Zealand's cultural diversity. Hui are held regularly across the year in order to understand and to hear the voice of whānau. The unique position of Māori culture in relation to Te Tiriti as well as the strategies for realising Māori potential are followed as outlined in Ka Hikitia and Tataiako. In recognising the unique position of the Māori culture, Tapanui School provides instruction in Tikanga Māori (Māori culture) and Te Reo Māori (Māori language).

Current Situation	Māori Responsiveness Plan	Next Steps from Partnership Hui
<ol style="list-style-type: none"> 1. Te Reo & Tikanga Māori are integrated within the curriculum and taught by the teaching staff. 2. Kapahaka is offered to all students along with learning to read in te reo Māori for any students who wish to take this up once a week. 3. We have introduced the practice of having a mihi whakatau at the start of each term to welcome any new students and staff. 4. As a staff we are continuing to refine our Māori programme of work in consultation with our Māori community. Learning Te Reo and about Te Aō Māori, indeed achieving success as Māori, is achieved through this reciprocal relationship and through opportunities to experience tikanga Māori in the school programme every year. 	<p>If a parent of a student requests that their child be provided with bi-lingual instruction in Te Reo, the Principal, on behalf of the board, will take all reasonable steps and:-</p> <ul style="list-style-type: none"> • Refer to our Resource Teacher of Māori for advice and assistance. • Discuss with the parents the ways the school currently involves Tikanga and Te Reo in our programmes and seek input from whānau / iwi. • Discuss with parents whether the student will have access to Te Reo in the home. Identity, language and culture count, adding value to the student's learning. • Where appropriate, support an application for dual enrolment at the Correspondence School for the student. 	<ul style="list-style-type: none"> - continuing our use and confidence in using te reo Māori as well as offering to translate names into Te Reo - exploring more of our local cultural narrative and other stories of importance to us - intentionally including tamariki and all whānau in Hui to hear all views and ideas, along with the Kāhui Ako - annual celebrations for Waitangi (as begun in 2021) and Matariki with a hangi at school - perhaps year 6's being more active in this. - invite parents/whanau to mihi whakatau as important partners in the team who we welcome and are welcoming.

Pasifika Partnership

Using the Pasifika Success Compass in Tapasa, Tapanui School, as appropriate to its community, will ensure Pasifika students improve progress and achievement across the curriculum in relation to the NZ Curriculum levels or progress indicators. Tapanui engage in effective, culturally responsive conversations around learning when we have students from Pasifika families including them intentionally in our whānau hui as above.

Strategic Plan 2023 - 2025

Student Learning and Engagement

Whāia te iti kahurangi ki te tūohu koe me he maunga teitei - Pursue that which is precious and don't be deterred by anything less than a lofty mountain.

		Noticing	Planning to take action				Shifts in Practice	Monitoring
Strategic Goal		What does the data say?	Strategic Plan What are we going to do over the next three years to achieve our Strategic goal?			Annual implementation plan	What shifts are the Board expecting to see?	
What do we want to achieve? <i>Aspirational, inspirational and long term.</i>	What will this look like if we get it right?	Where are we now? <i>Critically outline what you are noticing</i>	After investigating what we noticed and collaboratively what we discovered was...			How will we do this?	How will we know we're getting it right?	What will we need to measure?
			2023	2024	2025			
<p>To raise expectations and levels of student achievement increasing engagement, confidence and resilience</p> <p>NELP Priority 2: NELP Priority 4: NELP Priority 6: NELP Priority 7:</p>	<p>All students will be curious about the world around them and engaged in intentional, purposeful and relevant learning and reflection opportunities. Students will have a strong literacy and numeracy base of knowledge and transferable skills</p> <p>Students actively and regularly engage with the Kahui Ako Critical Capabilities in order to build their capacity and competency in these.</p>	<p>Good progress was made in maths last year through the Maths Cluster PLD. The number of children working below has moved from 14% at the start of 2022 to 7% at the end with a further 15% at the beginning of 2022 at risk and this diminishing to only 6% by the end of the year. Embedding what was begun in 2022 will be important to maintain this progress.</p> <p>Junior classes have introduced the Better Start Literacy Programme with positive results and seniors have trialled the use of decodable texts and structured literacy with positive results. (82% within or above end of 2020, 87% end of 2021 and 89% end of 2022)</p> <p>Senior classes have unpacked aspects of the Critical Capabilities (CC) and trialled ways of reflecting and talking about them. The document has been challenging for junior children to access.</p> <p>Challenging behaviour from a range of children (particularly in the middle and senior end of the school). Multiple agencies are involved</p>	<p>Develop our use of the Learning Progression Framework in all areas of Maths and building on Just in Time strategies developed in 2022</p> <p>Continue to develop and embed our Structured Literacy practices across Reading and Writing.</p> <p>Integrate regular reflection time and intentional teaching around the Critical Capabilities with our Play is the Way programme and throughout the day (See Hauora action plan)</p>	<p>Embed the use of the Learning Progression Framework for maths and begin utilising it in Literacy</p> <p>Embed Structured Literacy practices across the school</p> <p>Embed the Play is the Way programme and CC's across the school with children demonstrating deeper reflections and greater resilience</p>	<p>Embed the Learning Progression Framework for Maths, Reading and Writing sharing progress indicators with students to help them be actively involved in their learning journey</p> <p>Develop opportunities for student led learning tasks/projects where children can question, plan, track, reflect and share their deep learning making use of the CC's and skills/attributes within Play is the Way</p>	<p>Participate in the PLD Maths Cluster with a focus on using Learning Progression Framework along with support from within the Kahui Ako</p> <p>Continue to develop understanding in the Better Start Literacy Programme with a focus on writing also. This will also involve some training and development of new staff.</p> <p>Continue to develop our Play is the Way Programme with clear links with the CC's.</p> <p>Intentional teaching of reflection skills and goal setting and tracking.</p> <p>Regular communication with whanau particularly around CC's and Play is the Way reflections.</p>	<p>Clearer, richer and more consistent measurement when moderating maths (and in time Literacy) results of children in the school along with feedback from the Kahui Ako.</p> <p>Accelerated progress of students in maths and literacy</p> <p>Teachers more confident in implementing Structured Literacy programmes</p> <p>Children will be picking up the skills of reading with greater ease and showing a greater enjoyment and motivation in reading more.</p> <p>Children showing greater resilience, engagement and processing skills in tackling work that is more complex.</p>	<p>Feedback from teachers, BMC (in time)</p> <p>Progress in maths from the use of the LPF.</p> <p>Feedback from teachers and PD providers - RTLit</p> <p>Academic and engagement Progress reports through the year from reading assessments, observations and writing OTJ's</p> <p>Student Voice and reflections</p> <p>Whanau voice - understanding of what is being taught and reflected on.</p>

Wellbeing and Belonging - Students, Teachers, Whānau

He aha te mea nui o te ao? He tangata, he tangata, he tangata - What is the greatest thing on the earth? It is the people, the people, the people.

		Noticing	Planning to take action				Shifts in Practice	Monitoring
Strategic Goal		What does the data say?	Strategic Plan What are we going to do over the next three years to achieve our Strategic goal?			Annual implementation plan	What shifts are the Board expecting to see?	
<i>What do we want to achieve? Aspirational, inspirational and long term.</i>	<i>What will this look like if we get it right?</i>	<i>Where are we now? Critically outline what you are noticing</i>	<i>After investigating what we noticed and collaboratively what we discovered was...</i> <i>Prioritise actions for stepped results - What do we expect to see at the end of each year? Consider resourcing - skills, finances, environments etc</i>			<i>How will we do this?</i>	<i>How will we know we're getting it right?</i>	<i>What will we need to measure?</i>
			2023	2024	2025			
<p>Grow a safe and positive Aotearoa school community environment within Tapanui and the Poumahaka Kahui Ako that our students, whānau and staff can thrive in and our community can be proud of.</p> <p>NELP</p> <p>Priority 1:</p> <p>Priority 3:</p> <p>Priority 5:</p> <p>Priority 7:</p>	<p>Te Ao and te Reo Māori valued and integrated throughout the work and life of our school.</p> <p>All whānau actively involved and talking positively about their school in the community</p> <p>Wellbeing valued and given time and space in learning, work and conversations</p> <p>Staff and whānau happy with a knowledge and ownership of what happens at school through positive relationships and clear and transparent communication / consultation</p> <p>Increased attendance</p> <p>Actively contributing to, participating in and valuing the work of the Kahui Ako</p> <p>People from diverse cultures see their culture valued and included.</p> <p>Strong links and connections with KidzWay and Blue Mountain College as critical transition points for students and whanau.</p>	<p>A strong kapahaka group with committed leadership from our māori whānau.</p> <p>Increasing te reo in school. Reading in te reo programme well attended</p> <p>Pockets of really positive involvement and active, constructive voice from a small group of parents.</p> <p>Growing attendance at whānau hui.</p> <p>A significant number of Tapanui families sending their children to a neighbouring school with no reasons given.</p> <p>Mihi Whakatau in place with new whanau attending. Currently no tangata whenua whānau attending.</p> <p>Challenging behaviour by a group of students impacts on staff and student wellbeing.</p> <p>Attendance for 2022...</p> <p>≥ 90% att. = 43%</p> <p>< 70% att. = 8%</p> <p>70-80% att. = 13%</p> <p>80-90% att. = 36%</p>	<p>Embed whānau hui as a culturally open, engaging, welcoming consultation event every term, whānau mihi whakatau and other cultural events into the essence of our kura that activates purposeful and owned change.</p> <p>Continue to develop the Hauora plan in conjunction with the work around the CC's, Play is the Way, and Health and PE consultation.</p>	<p>Implement and develop the Hauora Plan across the school.</p>	<p>Embed the hauora plan and extend to looking at whānau hauora</p>	<p>Whānau Hui in Week 8 of each term engaging tamariki in sharing</p> <p>Work with Made to Move to draw up and begin implementing a hauora plan including PB4L, Play is the Way, Critical Capabilities, Health and PE curriculum.</p> <p>Health consultation with whānau</p> <p>Inviting tangata whenua whānau to mihi whakatau each term.</p> <p>ESOL form developed for whānau of new students to provide a little more info about their culture and language</p> <p>Develop understanding of Tapasa - providing a pacific lens to teaching and learning</p>	<p>More whānau attending and engaging with the whānau hui each term</p> <p>Greater clarity and positivity amongst whānau and students about what's happening at Tapanui School</p> <p>Positive staff team functioning from a place of wellness</p> <p>Positive and happy tamariki who feel safe and confident at school with good relationships with others</p> <p>A growing roll</p>	<p>Feedback from BOT Community Consultation providing to community at its conclusion with summary and next steps</p> <p>Feedback from BOT Annual Staff Audit providing feedback to staff at its conclusion with summary and next steps</p> <p>Communication content, systems and effectiveness to ensure quality communication is happening</p> <p>Gather student voice in different ways - student council, class meetings, surveys, informal chats</p> <p>Increased attendance statistics</p> <p>Roll numbers</p>

Annual Plan 2023

Use the links in this menu to go directly to the Action Plan you are looking for.

Annual Action Plans to meet the Annual Goals

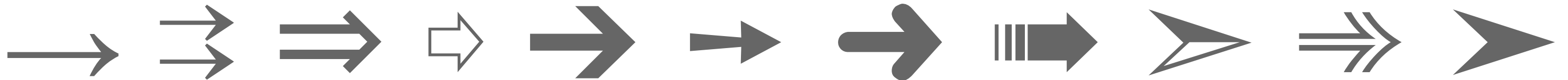
- 5. [Maths](#)
- 6. [Literacy](#) (including target for 2023)
- 7. [Whānau Engagement](#)
- 8. [Hauora/Critical Capabilities](#)

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Reflections Key: Term 1 = Blue Term 2 = Green Term 3 = Magenta Term 4 = Red



Kia kaha, kia māia, kia manawanui. Haere whakamua - Be strong, be brave, be steadfast. Move forward.

DOMAIN: Student Learning and Engagement All Staff	FOCUS: Maths
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Strategic Goal(s): To raise expectations and levels of student achievement increasing engagement, confidence and resilience	Annual Goal: Develop our use of the Learning Progression Framework in all areas of Maths and building on Just in Time strategies developed in 2022	Historical Position / Baseline Data: Tapanui School participated in a Maths Cluster PLD group in 2021/22 to work on our delivery and monitoring of maths. Two teachers also participated in the Just in Time Maths PLD which reinforced and added to this learning. We have seen some pleasing progress in both achievement and enjoyment. We have utilised the Learning Progression Framework in two areas of maths to bring consistency to assessment and next steps for students. We also introduced some new ideas around problem solving and “rapid routines” to support retention of ideas and mathematical reasoning. This will take more time to embed especially with a change of staff. Work around developing a basic facts programme began last year and this is something we would like to develop as a whole school approach so transitions across classes can be seamless. We will be part of the Maths Cluster again in 2023 to continue developing both practice and assessment methods developing the use of the Learning Progressions Framework into kaiako practice. Other kura within our Kāhui Ako are also in this cluster which will be beneficial to us, with the AST (Head of Maths at Blue Mountain College) working alongside. At the start of 2023 16% of our tamariki are working on the fringe of expected levels and 7% are working below expected levels.
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Action Plan / Improvement Strategies:
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What?	When?	Who?	Progress Indicators / Actions?
Develop a basic facts programme across the school	All year / Ongoing	All Staff	Research different basic facts programmes - physical and online and introduce implementation of chosen one across the school
Become familiar with the other aspects of maths in the Learning Progression Framework and utilise across the school	All year / Ongoing	All Staff	Participate actively in PD provided. Teachers interact and be familiar with LPF across all aspects Kaiako able to reflect on practice and next steps for students learning based on their new awareness of the LPF Students have a growing understanding of the progressions
Utilise new resources and embed new strategies to support open ended problems that have multiple answers and are accessible to all	All year / Ongoing	All Staff	New resources purchased last year being used in classes to provide springboards for Maths conversations and use of rapid routines across the school providing greater experience of success in maths for all students
Make intentional connections between maths and other curriculum areas/activities/real world	All year / Ongoing	All Staff	Children can verbalise how they use their maths eyes and minds across the curriculum. Problems provided in maths time have a genuine and real context

Resourcing: Money and Time. Who else might help us?
 Maths Lead Teacher Cluster PD / Avril Lee / [Low Floor-High Ceiling](#) / Hazel Scott - AST for KA, Head of maths at BMC

What? What have we done so far?	So What? How are we going? Checks - results? Where are the gaps? What changes need to be made?	What Next?

<p>Strategic Goal: To raise expectations and levels of student achievement increasing engagement, confidence and resilience</p>	<p>Annual Goal: Continue to develop and embed our Structured Literacy practices across Reading and Writing.</p>	<p>Historical Position / Baseline Data: Over the past 2 years the junior school have been introduced to BSLA (Structured Literacy Programme) and have implemented this into their reading programmes with some flow on into writing. The senior school have utilised decodable texts for struggling learners and we have trialled the Steps Web online programme along with the corresponding workbooks for struggling learners in Year 5. We have seen some pleasing results across the board (in Reading and Writing) for those students who have only known the BSLA approach (ie our Year 1 and 2 students) and some pleasing progress in reading for some of those who have been struggling in the senior school. There is a growing need for children to be able to transfer some of these phonics skills into their writing along with developing their deeper features in writing. Most of the children we have working below the expected curriculum bands or who are at risk are in Year 3-6. At the start of 2023 11% of students in Year 3 - 6 are working well below the curriculum bands for their age in Reading and 15% in Writing. 37% of Year 3-6 students in Reading and 46% in Writing will need careful monitoring and continued review and development of their programme as they sit on the fringes of their appropriate curriculum band. These children would benefit from making accelerated progress to meet the growing demands of the curriculum. 67% of students in Y3-6 are not “thriving” in literacy - reading and/or writing ie. they are well below or functioning on the fringes of the appropriate curriculum bands. 11% (5 students) are well below in reading and writing.</p>
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Student Achievement Target: To improve progress, engagement and enjoyment, in Reading and Writing for at least 80% of the 31 students in Year 3-6 (67%) who are working on the fringes of the appropriate curriculum bands or well below.

Action Plan / Improvement Strategies:

What?	When?	Who?	Progress Indicators / Actions?
Introduce The Code as our Structured Literacy Programme for implementation across the school with seniors filling gaps as necessary. Make use of other resources eg Morph Mastery within Senior school as an intervention and or “The Writing Rope” and “The Writing Revolution” as useful resources.	All year / Ongoing	All Staff, RTLit	<ul style="list-style-type: none"> Tamariki will have greater confidence in reading and writing by using their phonics knowledge in reading and writing. Kaiako will become familiar and confident with implementing The Code
T. Aides and Teachers less familiar with Structured Literacy to receive PD from RTLit and support from LSC as required	All year / Ongoing	All Staff, LSC	<ul style="list-style-type: none"> All Kaiako and T.Aides will be familiar and confident with implementing Structured Literacy
Make strong links from structured literacy programme in reading to the flow on effect to writing	All year / Ongoing	All Staff	<ul style="list-style-type: none"> Tamariki will make connections between reading and writing transferring their skills across areas.
Continue with regular use of Steps Web programme for all children	All year / Ongoing	All Staff,	<ul style="list-style-type: none"> Progress within the Steps Web Programme seen
Participate in Writing and/or Structured Literacy KA CAKE groups to inquire more deeply into our teaching and learning programmes.			<ul style="list-style-type: none"> Kaiako will inquire into their Literacy programmes making improvements based on research, data, engagement and progress
Access extra support through RTLit and RTLB for those tamariki who qualify	All year / Ongoing	All Staff, LSC	<ul style="list-style-type: none"> Referrals made and T.Aide/teacher support provided to implement structured literacy programme
Literacy night for parents/whānau with RTLit support			

Resourcing: Money and Time. Who else might help us?
Better Start Literacy PD, RTLit, RTLB, LSC, University led Writing Pilot Programme

What? What have we done so far?	So What? How are we going? Checks - results? Where are the gaps? What changes need to be made?	What Next?

<p>Strategic Goal: Grow a safe and positive Aotearoa school community environment within Tapanui and the Poumahaka Kahui Ako that our students, whānau and staff can thrive in and our community can be proud of.</p>	<p>Annual Goal: Embed whānau hui as a culturally open, engaging, welcoming consultation event every term, involve whānau into our mihi whakatau and include other cultural events and actions into the essence of our kura that activates purposeful and owned change.</p>	<p>Historical Position / Baseline Data: Whanau Hui have been functioning for the last 5-8 years with these planned to happen every term in Week 8 from a couple of years ago. COVID has interrupted these plans but we have still had some positive responses to the few we have had. Our last hui for 2022 had 20% of our whānau community represented. We have had a few new ESOL families joining our school over the last couple of years with 5 or 6 other ESOL families already at our school who we don't have a lot of cultural connection with. Our mihi whakatau at the start of each term to welcome new students and staff has been in place for many years now and over the past year have introduced welcoming the whānau rather than just new students. Although we have invited our school whānau community to come and be part of this welcoming powhiri we have not yet had any who have come along. Kaiako are keen to make the different cultures we have attending more visible and give more value to them but feel they lack information and find it hard to gather this.</p>
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Action Plan / Improvement Strategies:

What?	When?	Who?	Progress Indicators / Actions?
Set whānau hui date week 8 of each term and communicate early and often ensuring ALL whānau know they are welcome.	1 hui per term - week 8 Communication Ongoing	All Staff	<ul style="list-style-type: none"> All whānau and tamariki are informed about the whānau hui each term and have opportunity to be involved Tamariki prepared to share something at whānau hui eg song, art work, mihi, dance Tamariki will see whānau and school working together constructively having positive flow on effect in the classroom and positive outlook about school Hui content led by whānau input and whānau feel engage with a sense of ownership and purpose
Pursue Pou concept and seek input, ownership and plan moving forward from whānau and tamariki if these are still a significant structure that our school community want	Term 1 then ongoing Completed by end of year	All Staff	<ul style="list-style-type: none"> Whanāu, tamariki and kaiako have an understanding of the significance of pou and are engaged in the process of making these meaningful and relevant in our kura context.
Develop links with whānau through ESOL programme and make connections with different cultures at whānau hui. Develop a cultural page for parents to fill in on enrolment (or in retrospect if they have already enrolled) to give more information about their whānau culture, language etc	All year / Ongoing	All Staff	<ul style="list-style-type: none"> Connection with Gloria McHutchon who works with some of our ESOL whānau to support learning programmes for ESOL learners School building a bank of words and phrases in the other languages represented at school, along with knowledge of special things in those specific cultures eg events, celebrations, protocols etc. Including some of these things in our whānau hui
Using our mihi whakatau as a school community event to welcome new whānau, tamariki and kaiako to our kura and link to termly hui.	Start of every term	All Staff	<ul style="list-style-type: none"> Attendance of whānau at mihi whakatau with a whai korero from a parent as well as the Tumuaki. Where COVID limits this, connections and welcoming of whānau will be intentional but different eg personal card from school welcoming and inviting them to whānau hui, phone call after 1st week - this could also involve parents on behalf of Tapanui School.

Resourcing: Money and Time. Who else might help us?

What? What have we done so far?	So What? How are we going? Checks - results? Where are the gaps? What changes need to be made?	What Next?

DOMAIN: Student Learning and Engagement

FOCUS: Hauora/Critical Capabilities

Wellbeing and Belonging - Students, Teachers, Whānau All Staff

<p>Strategic Goal: To raise expectations and levels of student achievement increasing engagement, confidence and resilience Grow a safe and positive Aotearoa school community environment within Tapanui and the Poumahaka Kahui Ako that our students, whānau and staff can thrive in and our community can be proud of.</p>	<p>Annual Goal: Develop and introduce a hauora plan for staff and students - integrating regular reflection time and intentional teaching around the Critical Capabilities with our Play is the Way programme and throughout the day</p>	<p>Historical Position / Baseline Data: The last few years have been very challenging in many ways for staff, whānau and students. COVID, a number of children with challenges around social and emotional regulation, many learning differences along with a lack of relievers and general health issues has impacted all in various ways. There is some positive feedback from parents about the Play is the Way programme that was introduced last year and the approachability of the staff team. Many parents are keen to be part of a conversation about building hauora and the critical skills in our children. Our Play is the Way programme needs to be embedded and integrated more cohesively with the other tools eg values, Critical Capabilities, Health and PE curriculum to assist clear understanding and ability to reflect, see and monitor progress. 17% of the 75 students who were attending Tapanui School at the end of 2022 had 10 or more entries in our behaviour management system over the year with the largest number of entries in Verbal Abuse/swearing to other students (74), Non-compliance (71), Physical Violence towards another student (66), and Disruption (40). Building a safe and positive learning environment that the community wants to attend is reflected in whānau voice and what we want to see here at Tapanui School. Attendance for 2022... ≥ 90% att. = 43%; 80-90% att. = 36%; 70-80% att. = 13%; < 70% att. = 8%</p>
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Action Plan / Improvement Strategies:			
What?	When?	Who?	Progress Indicators / Actions?
Develop a hauora plan utilising all the tools we currently have and value for students to talk, reflect and goal set around as well as intentionally teach critical skills and values around wellness and being great humans!	All year / Ongoing	All Staff	<ul style="list-style-type: none"> Model developed in consultation with staff, whānau and tamariki with support from Made to Move personnel Consultation with whanau completed and used to build hauora plan - tying in to Health Curriculum Plan introduced into Tapanui Timetable and ethos of school
Build understanding of <ul style="list-style-type: none"> Whare Tapa Wha Critical Capabilities School values Play is the Way 	All year / Ongoing	All Staff	<ul style="list-style-type: none"> All teachers have access to the resources they need to build this understanding All teachers part of staff meeting PD around Hauora topics New teachers part of mentoring and coaching programme
Communicate regularly with whānau around wellbeing	All year / Ongoing	All Staff	<ul style="list-style-type: none"> Regular info/ideas in newsletter through a Hauora page each week/fortnight Talked about at meet the teacher, 3 way interviews and reporting Perhaps a development of an ongoing communication tool with parents around how children are working towards goals
Monitor attendance closely and have conversations to see what can be done to support	All year / Ongoing	Principal / All Staff	<ul style="list-style-type: none"> Regular reporting to BOT around attendance Communicating/reporting to parents Inquiring into reasons for lack of attendance as a staff

Resourcing: Money and Time. Who else might help us?
Made to Move Team - 3 days funded PD, free PD through the year in and out of class time,

What? What have we done so far?	So What? How are we going? Checks - results? Where are the gaps? What changes need to be made?	What Next?

Organisational Plan 2023

Item	Who?	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	
Board Admin													
Policy / Procedure Review and Audit	As assigned	BOT Delegations & Sub-Cttee			Student Achievement PO5				Resources P1				
Curriculum													
Planning & reporting – Student Achievement	Principal & Staff	Meet the Teacher	Three way Interviews Goal Setting #1 (20mins)					Partnership Interviews #2 (15mins) Interim Reports				Summative Reports	
Curriculum Reports / Reviews	Principal & Staff	2023 Charter and 2022 AOV C3		Oral Language CR1	Number/Algebra CR2		Interim Report on Targets C4	Technology CR4	Te Reo CR9	Key Competencies CR10		Draft AOV Report on Targets C4	
Special Needs / G&T Programme	Principal , DP	Budgets, identification & planning	Update LS and G&T registers ESOL Apps	Barriers to learning meetings (IEPs) as required Learning Support Plans IBP's for severe behaviour G&T extension programmes and / or IEP's written								Report on 2023	Resourcing 2024
Assessment	Principal & Staff	Data gathering using a variety of Formative assessment		Analysis of Data to inform next steps Additional Testing as required e-asTTle Moderation									
Personnel													
Principal Appraisal	BOT Chair / External Appraiser	Visit #1 Agree on Objectives Orientation					Mid point review / Visit 2 - Interim Report				End Point review / Visit 3 - Final Report	Plan for following year	
Fixed Term Units (1)	Principal & Staff	Units allocated									2024 Priorities Agreed	EOI for 2024	
Appointments	Principal and/or Appointments Cttee	Staffing Schedule #1								Appointments for 2024 based on MOE Staffing			
Teaching Council - Cycles of Development													
Teaching Council - Cycles of Development	Principal (Developmental & Attestation)	Develop Inquiry - Hunch Join CAKE Group		Ongoing Inquiry - CAKE Groups						Report on T@I	Summative Attestation S4TP		
BOT Development	Principal & Chair NZSTA	Induction #2	Induction #3	BOT Chair and Principal to provide or direct training as required									
Health and Safety													
Buildings / grounds check + Hazard Identification	Principal Property Contractor H&S Committee	Monthly buildings and grounds checks Ongoing check and documenting Hazard Register maintained and checked											
Evacuation Notification	Principal	Trial Evacuation (Fire)		Trial Evacuation (Fire and Earthquake)			Trial Evacuation (Fire) Trial Lockdown			Trial Evacuation (Fire and Earthquake)			
Financial													
Budget	Principal Finance Committee	Asset Spending approved	Budget Approved	First ¼ Review		Mid Year Review		Review /adjust Banking Staffing projections Third ¼ Review	Close Budgets for 2023	Planning priorities for 2024 Budget Setting Meetings			

Annual financial statement	Finance Committee Principal			Financial Audit complete	Annual Finance Report C3								
Asset Management		Ongoing asset replacement										Plan for 2022	
Property													
Maintenance and Hazards	Principal, PT Caretaker and Property Cttee	Monthly buildings and grounds checks Ongoing check and documenting Hazard Register maintained and checked											
10yr Property Plan	Principal, Property Consultant & BOT	Review	Implement July 2018 - June 2023 5YA - Yr 3 of 5 / Yr 4 of 5 SIP Funding completes Matai and Doors LSC Space completed										
Consultation													
Staff Audit	Board				Board Completes Staff Audit and Satisfaction Survey CO2	Students CO3	Community CO1	Māori community/Local Iwi CO4	ICT & Internet Safety G3				
Item	Who?	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	
Student Voice	Principal / Staff	House Captains Elected	Student Council formed	Learning	Pou waitohu	Behaviour	Making Connections CO3		Vision and Values	Special Topic?			
Māori Community	Board / Principal	Kapahaka starts	Hui and Review as needed / requested by whānau CO4 Mauri Ora Matariki with Kāhui Ako					Polyfest					
Community Events / Sports / EOTC													
Community Based Events	Staff, Students & Community	Swimming WO Athletics Cricket Waitangi Day	SO Swim ES Athletics SWO Triathlon	ANZAC	WO X-Country ES X-Country	Netball	Netball Winter Tournament	SO X-Country Netball		Miniball	Touch Cricket A&P Show	Touch Prizegiving	
Curriculum Events	All Stakeholders	Leadership Day Y6		John Parsons El Gregoe	Curriculum Evening	Health Consultation	Curriculum Evening	John Parsons	Curriculum Evening	Yr5-6 Camp	Transition Evening		

Consultation with the Community

On-Going Consultation:

Full Community consultation and audit 2007, 2010, 2013, 2016, 2019, 2022,

Aligned with:

Curriculum Consultation 2008, 2010, 2013, 2016, 2019,

Charter Review 2008, 2011, 2013, 2016, 2019, 2022,

EOTC (Trips / Camps / Sport) 2012, 2016, 2018, 2022

Also:

Consultation with Maori Community 2006, 2009, 2012, 2015, 2016 (*Annually from 2015*)

Whānau Hui - once a term (week 8) every year

Staff Audit 2011, 2014, 2017 (*Annually from 2017*)

Regular Newsletter Surveys - including BYOD, MLE(ILS), PBL, Starting Date

Student Feedback on Teaching and Learning 2012, 2015, 2016 (*Annually from 2015*)

Cyclic Policy Review

Consultation on the Health Curriculum every 'odd' year

Friday Forums 2014, Curriculum Evenings at least twice a year from 2016

Bible in Schools 2014, 2016,

Play Based Learning / MLE 2015, 2016, 2017

Yearly

Charter/Strategic Plan Review. As part of its normal review process the Board amends its Charter/Strategic Plan and makes it available through the school newsletter inviting feedback. The Board formally adopts the Charter at its February/March meeting.

Charter Approval

The Board of Trustees vouches for the authenticity of the Strategic Plan 2023-2025, which has arisen out of consultation with the groups that make up the Tapanui School Community.