

Tauhoa School Strategic Plan 2020-2023 & Annual Plan 2023



“Whakaako mo te koiora, te whakaute i te whakaute me te kawenga mo ia ano, mo etahi atu me te taiao”

“Educate for life, building respect and responsibility for self, others and the environment”

Our vision: Learning to Live, Living to Learn

TAUHOA SCHOOL STRATEGIC PLAN 2020-2023 AND ANNUAL PLAN 2023

| Our Values: | | A Tauhoa Learner is: | | Our Vision | |
|--|--|---|--|--|--|
| Tauhoa BEST: BE Respectful Kia manaaki Empathetic Kia atawhai Self-aware Kia mohio Trustworthy Kia pono | | Manaroa / Resilient Mauri tu / Self Motivated Rangatiratanga / Responsible Whauinga Rapu /Inquisitive Mahi tahi / Collaborative | | Our students will: Have the skills to be confident, lifelong learners. Care and respect the environment. Make sound decisions for their own well-being and others | |
| Strategic Goals | | | | | |
| Learning that is relevant, meaningful and engaging <i>Tauhoa School will provide a curriculum focused on student voice, interests, and needs to develop future-focused citizens.</i> | | Success for All <i>Tauhoa School acknowledges the diversity of our students, staff, and community.</i> | | Strong Partnerships <i>Tauhoa School will foster and actively work to engage with whanau and the local community.</i> | |
| Objective 1: Learners at the centre Objective 3:Future of learning and work | | Objective 2 Barrier-free access Objective 4: Worldclass inclusive Education | | Objective 1: Learners at the centre Objective 3:Quality Teaching & Learning | |
| Initiatives | | | | | |
| Finish Developing Local Curriculum Including inquiry Programme for students | | Māori Achievement Collaborative | | Future Focus Plan: Re-engage Maori whanau to raise student achievement | |
| Healthy Active Learning | | PB4L Refresh | | Parent Pupil Teacher relationships enhanced | |
| | | Literacy Success | | Healthy active learning | |
| | | Teacher Aide Funding | | | |
| Professional Development | | | | | |
| Success Looks Like | | | | | |
| Students Enjoy Being at School, Engaged in Learning, Accepting Challenges, Students Involved with Planning and Developing Contexts of Learning, Fun, Hands-on, Differentiated, Knowledge Seekers | | Learning Maps, Inclusive, Celebration of Success, Feed Back Feed Forward, Student Ownership, Support Funded, Goals, Responsive Practice to Student Need | | Whanau and the wider community are actively involved in and are proud of our school. | |
| Staff feel valued and supported to make a difference. They are positive and seek opportunities to do things better. | | | | | |

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Tauhoa School

Our modern, rural school is positioned south of the Wellsford Township on the Kaipara Coast Highway, surrounded by fields and close to the community hall. We are currently classified as a U2 school, with three classrooms operating. Our current roll is at 60.

The school has a long history of education in this area. 2004 saw the opening of a newly upgraded administration area. In 2009, we rebuilt the classrooms, creating a modern learning environment for the students and community. In 2017 we opened a new multi-purpose building and library. Our school is known for its wonderful park-like grounds.

The community served by the school covers a wide area, generally focused on Tauhoa, Mangakura, Wharehine, and Port Albert Districts. However, a number of students travel from Wellsford township seeking the experiences and opportunities that a rural school can offer. The area is served by a self-managed bus transport network, which 85% of the students use daily.

Most students at Tauhoa School transition to Rodney College at the end of Year 8 and utilise the technology facilities at the College during their Years 7 and 8 years. Pre-school children transferring into Tauhoa School come from various backgrounds, many of whom have attended the preschool learning centres in the local township.

Our community supports the traditional elements of the school, including Ag Day and School Picnics. These traditional events continue to hold annually to foster a sense of community, enabling families to meet together and share in some of their children's learning experiences. Opportunities are sought for our students to participate in various activities, from leadership development and sporting events to Kapa Haka performances and field trips based on the class and school programmes.

Our school is staffed by one principal, three teachers, teacher aides, an office administrator, a cleaner, chef and a property manager. We have Reading Recovery Programme at our school alongside other support programmes. All the support staff work part-time to varying degrees.

Our school offers the mix of a technology-based world alongside the rural strengths of community, family and learning to create a learning experience second to none. This enables the students of Tauhoa to meet future challenges in life and learning, meeting the school's vision of *Learning to Live and Living to Learn*.

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Our school will reflect

New Zealand's cultural diversity

All cultures within the school will be valued and accepted through the active encouragement of all-inclusive school culture and ethos.

Staff members will ensure that students from all cultures are treated with respect and dignity and will actively work towards maximizing the potential of each student.

The unique position of the Maori culture

Tauhoa School will endeavour to develop an awareness of Tikanga Maori and te reo Maori and provide the means of fostering better cultural understanding consistent with Te Tiriti o Waitangi.

What reasonable steps will the school take to incorporate tikanga Maori (Maori culture and protocol) into the school's curriculum?

Classrooms and school celebrations will reflect Maori culture through signage, waiata, and greetings. Study topics will include components of Tikanga Maori as appropriate to the topic and class level.

What will the school do to provide instruction in te reo Maori (Maori language) for full-time students whose parents ask for it?

The Board of Trustees will give all such requests full and careful consideration concerning personnel with the necessary skills and qualifications, the overall school financial position, availability of accommodation within the school and school resources. Parents will be informed of the available options within our local community.

What steps will be taken to discover the views and concerns of the school's Maori community?

The School consults with the Maori community through regular meetings of the Maori Consultation Committee. This group consists of a Maori Board member, principal, staff members, and parents/caregivers of Maori pupils.

Pasifika Students

Tauhoa School believes in the importance of being culturally responsive to the needs of all its students.

Staff will be supported to create culturally appropriate learning contexts for Pasifika students. Tauhoa School, on enrolling Pasifika students, would continue to develop, support, and strengthen effective teaching practices responsive to Pasifika learners and their families.

TAUHOA SCHOOL STRATEGIC PLAN 2020-2023 AND ANNUAL PLAN 2023

Learning that is relevant, meaningful and engaging

Tauhoa School will provide a curriculum focused on student voice, interests and needs to develop future focused citizens.

| INITIATIVE A | FINISH DEVELOPING A LOCAL CURRICULUM | | | |
|-------------------------|--------------------------------------|----------------------------|-------------------------|--|
| 2023 | To develop the Curriculum Framework, | | | |
| When | What | Cost | Who | Measurement of Success |
| 2023 | | Nil | Principal and all staff | Whole staff understanding of Local Curriculum and input into the creation of learner dispositions etc. Development of a whole school inquiry process. |
| 2023 Term 1 and onwards | Board Cluster meetings | Dinner meeting costs \$500 | . | Staff and Board have had an opportunity to review the curriculum and better understand the needs of our students. Board will understand their role and responsibility as part of the development of the School local curriculum. |

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| INITIATIVE A | | DEVELOP AND ENGAGING AND BROAD CURRICULUM | | |
|--------------|---|---|-------------------------------------|--|
| 2023 | | To develop the use of Computational Thinking for Digital Technologies and Designing and Developing Digital Outcomes in the Technology Learning Area and Inquiry | | |
| When | What | Cost | Who | Measurement of Success |
| 2023 | Ensure computers etc are maintained and are available for all students to have access to the internet and other ICT tools | \$1500 | Principal and Board budget approval | Resources will be available to support teaching and learning |

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| INITIATIVE A | | DEVELOP AND ENGAGING AND BROAD CURRICULUM | | |
|--------------|---|---|--|---|
| 2023 | | Increased active participation through PE | | |
| When | What | Cost | Who | Measurement of Success |
| 2023 | Healthy Active Learning (This is a three-year programme) | Free | North Harbour Sport facilitator Principal and staff | Students and the community will recognise and value a healthy and active learning environment. Teachers will feel more confident in their practice when teaching PE. An Increased connectedness with our community |

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| INITIATIVE A | | Develop an engaging and broad curriculum | | |
|--------------|--|--|--|---|
| 2023 | | Strengthen the inquiry learning process to incorporate local elements and whanau engagement. | | |
| When | What | Cost | Who | Outcome |
| 2023 | Create an inquiry process based on the concept of feeding your knowledge, developing your understanding and Sharing your learning. | Nil | Principal and Staff supported by facilitator | The whole school will use the same process and language in any inquiry. |
| 2023 ongoing | <p>Inquiry programmes (Impact Day and Junior Inquiry) plus topic inquiry developed to include student voice, and interests.</p> <p>Review of current documentation and practice.</p> | Budgeted Cost for inquiry | Staff and Students | <p>Students will have access to inquiry projects that are relevant and include local information.</p> <p>The staff know what we do currently is understood and respected.</p> <p>Suggested new practices are shared and staff “buy-in” is achieved.</p> |
| 2023 | Parent hui to discuss inquiry process | Kai (200) | Whole Community | Parents aware of the inquiry process and the terms used. |

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| Success for All <i>Tauhoa School acknowledges the diversity of our students, staff and community.</i> | | | | |
|---|--|-------------|--------------------------|---|
| Initiative B | PB4L | | | |
| 2023 | To continue to develop and strengthen Positive Behaviour for Learning (PB4L) | | | |
| WHEN | What | Cost | Who | Outcome |
| 2023 | <p>Continue to monitor and evaluate data to identify continuing areas for improvement.</p> <p>Develop further our collection processes and retain for data analysis.</p> <p>Use data to facilitate effective inquiry into the learning and teaching environment.</p> | Nil | Annette And all Staff | <p>We will know what are our key issues, and where our areas of the school that have the most impact on behaviour data.</p> <p>Systematically teach expected behaviours based on data gathered.</p> |
| 2023 | Updated PD for all staff | \$500 | Annette and Viv | All staff wil have a refreshed view of PB4I and a livened programme will be presented to students |

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| Initiative C | | Literacy Success | | |
|--------------|------------------------------|---|---|---|
| 2023 | | | | |
| When | What | Cost | Who | Outcome |
| 2023 | Alan Peats amazing sentences | nil | All staff throughout school | Students will use Alan Peat's sentences to improve writing outcomes. |
| 2023 ongoing | Reading Recovery Programme | The budgeted cost for teacher, travel, and training | A teacher will be trained as a reading recovery teacher | Students who meet the requirements for this programme will be placed on this. They will make accelerated progress in Reading and word knowledge |
| 2023 ongoing | Best Start Literacy Approach | 3 days Reliever of required | Vivienne Goldsmith (facilitator) and Annette Byrant | The Junior room (Cleasby) will use the Best start literacy approach for the initial first 20 weeks of starting school. |
| 2023 ongoing | Rainbow Reading | Teacher Aid Hours | Teacher aide run with teacher support | Students who need a boost to their reading will work on this programme and make accelerated progress |

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|---|---|-------------|-------------------------------------|---|
| Initiative | Māori Achievement Collaborative (MAC) | | | |
| 2023 | To build the capability of our school to inquire into, recognise and delete barriers impeding improved educational and cultural outcomes for Māori in partnership with students, whānau, hapū and iwi. | | | |
| WHEN | What | Cost | Who | Outcome |
| 2023 | Participate as a MAC school gaining PD and refreshing our approach to improving outcomes for Maori students in our school. | | Principal Staff and MAC facilitator | A new lens from which to view things. To polish and refine this lens to improve Māori achievement |

| Success for All <i>Tauhoa School acknowledges the diversity of our students, staff and community.</i> | | | | |
|---|---|-------------|-------------------------------------|--|
| Initiative | Funding of Teacher Aides | | | |
| 2023 | To have sufficient support to in place to further success for all | | | |
| WHEN | What | Cost | Who | Outcome |
| 2023 | Fund for 2 teacher aides in school. Set out a programme that helps all students achieve or accelerate their learning | | Principal Staff and MAC facilitator | Student swho require additional support will receive it. Students who gain extra support will have better learning outcomes |

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Strong Partnerships

Tauhoa School will foster and actively work to engage with whanau and the local community.

| | | | | |
|---------------------|---|-------------|---|---|
| Initiative A | <i>Future Focus Plan: Re-engage Maori whanau to raise student achievement</i> | | | |
| 2023 | To develop the school into a welcoming environment for Maori Whanau and the Community | | | |
| When | What | Cost | Who | Measure of Success |
| 2023 | Develop and implement an upgrading of the visual look of the school. Tomokanga Built Front entrances defined | \$5000 | Lead by Principal, staff and board | The school will look more culturally welcoming and colourful. There will be a greater community 'uptake' interest and input with a stronger sense of ownership of the school. More whanau from the community will be engaged, seen, and present in the school. More support from the community and the local Iwi. Students are engaging in the process and connecting school and home cultures. |
| 2023 ongoing | Continue to Review the new reporting process. Ensure the reporting process is meeting community and learner needs. Review how face-to-face meetings can work effectively throughout the year. E.g. End of the year. | \$1000 | Principal alongside staff with Board approval | Reporting process meets the needs of all stakeholders. Parents will understand what learning and teaching are like now. Parents will understand reports better and be more interested in being involved in their student's learning. The reporting process is adapted to ensure all parents can meet teachers and students to share their learning . |

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| | | | | |
|---------------------|--|-------------|---|--|
| Initiative B | <i>Parent-Pupil-Teacher Relationships Enhanced</i> | | | |
| 2023 | To continue to work on improving the communication between School, Whanau and learners to improve learning success for all. | | | |
| When | What | Cost | Who | Measure of Success |
| 2023 | Continued ongoing review of communications systems and processes: A: How the school communicates to the community. B: How to make it easier for the community to communicate with the school. Review use and move fully to Class Dojo as a tool if needed | Nil | Lead by Principal and Office Staff and teachers | A more streamlined and transparent communication system will be in place. Expectations for parents and students will be clear in regard to communication. Electronic communication such as Skool Loop, Facebook, and emails will be used. More accurate, easier, and faster responses from parents regarding support and trips will occur. |
| 2023 | Develop more opportunities for kanohi ki te kanohi with whanau, learners and Staff. | Nil | Principal / BOT | Reporting system changed to address this. School is open to allow parents to discuss, participate and hear from students about their learning and school life. |

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Passionate and Skilled Staff

Tauhoa School will ensure that they develop and support our staff to be the best they can be.

| Initiative A | | | | |
|---|---|--------|-------------------|--|
| Staff Hauora: To ensure Staff will feel valued and supported. | | | | |
| When | What | Cost | Who | Measurement of success |
| February Review in December | Private survey on how to support them in their work at Tauhoa School | Nil | Principal | The Principal and BOT will be aware of anything they need to support staff over the current year. Review to see Change |
| Terms 1 ,2, 3 | Staff and BOT Socials | \$1000 | Principal And BOT | Staff are happy. |
| April/ May | Flu injection provider for all staff who wish to have it at no cost | \$150 | Principal And BOT | Increased uptake of staff having an injection and reduced sickness over the winter period. |
| Throughout 2022 | Staff workload and sickness is monitored and adjusted where necessary. Release time is given when appropriate. | \$900 | Principal | Stress points are managed. Sick leave is managed within annual constraints. Sickness and absences are monitored. |
| Teacher Only Days If part of new contract | Accord teacher only days used to support workload. | Nil | Principal | Relief of stress at high workload points. |

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| Initiative B | <i>Staff will be supported through the provision of Professional Development.</i> | | | |
|---------------------|--|------------------|---|---|
| When | What | Cost | Who | Measurement of success |
| 2023 | To develop Staff's understanding and capability Māori Achieving Educational and Cultural Success as Māori, Guided Reading, the Local Curriculum and support in their knowledge of Te Reo. | | | |
| Throughout 2023 | Professional Development: MAC | Nil (MOE funded) | Facilitator Brenda Mc Pherson and Principal | Teachers are confident to engage and embed culturally responsive practices into their pedagogy. Students respond to changes with increased engagement in class. |
| Throughout 2023 | Local Curriculum Development | Nil (MOE funded) | Facilitator | Teachers will have an understanding of a local curriculum and have had a key role in how this develops alongside the community and Board. |
| Throughout 2023 | Inquiry at Tauhoa | Nil | Staff and Principal and ALL facilitator, | Our own inquiry programme will be developed and teacher swill has the confidence to use this to promote learning through Inquiry at Tauhoa |
| When available | PD: Te Ahu o Te Reo | MOE | All Staff | Staff will feel more confident in using Te Reo in class and in our workplace. Classes will begin to have a time of full immersion in Te Reo. |