



TAUWHARE SCHOOL VISION



Tauwhare School
Whakawhātau | Try

OUR VISION



Accomplished Learners Striving For
Success In Tomorrow's World.

OUR MOTTO AND EMBLEM

WHAKAMAATAU | TRY



Culturally, the colour red is associated with nobility and power, so the Pukeko is held in high esteem due to its red legs and beak.

Pukeko are known for their determination to succeed and thrive in an ever-changing environment, and their ability to work and live collegially.

Every accomplishment starts with the **DECISION TO TRY.**

YOU TRY and sometimes you fail, but the only true failure is when you **stop TRYING.**

Your dream doesn't have an *expiration date.* Take a deep breath and **TRY AGAIN.**

OUR VALUES

RESILIENCE | RESPECT | RESPONSIBILITY



RESILIENCE

The only true failure is when you *stop trying*.

Tauwhare children are encouraged to have a positive outlook, and to try and try again even in the face of adversity. Dreams are nurtured and children are given the tools they need to achieve them. They need not be the best, the faster or the highest achiever, but they do give everything a go and be able to cope with the failures that inevitably come as part of the learning process.

OUR VALUES

RESILIENCE | RESPECT | RESPONSIBILITY



RESPECT

Tauwhare School children are encouraged to develop respect for the community, for other cultures and for their own ability to learn and to influence others.

Staff and students engage in respectful relationships with one another. Teaching respect prepares the children for an evermore connected world where cultural boundaries merge, and mutual respect is required to solve problems and to thrive as a community.



OUR VALUES

RESILIENCE | RESPECT | RESPONSIBILITY



RESPONSIBILITY

Tauwhare children are **encouraged** to develop a sense of responsibility for their own actions and the outcomes these actions bear; to take responsibility for their own learning and development, the relationships they form with other students and staff, and their role within the school and community.

Staff take collective responsibility to mentor students to be the best that they can be; confident, caring, well-educated, self-aware children ready to take on the challenges of tomorrow's world.

OUR DRIVERS

CULTURE | LEARNING | PLACE



OUR CULTURE

Taonga tukuiho

RESILIENCE
RESPONSIBILITY
RESPECT

**OUR
LEARNING**

Akoranga

OUR PLACE

Rauhitanga

OUR DRIVERS

CULTURE | LEARNING | PLACE



OUR CULTURE:

Taonga

Risk-Takers
Striving for excellence
High expectations
Inclusive
Community
Manaaki tanga

Self-Disciplined
Rural Values
Talented
Caring
Confident

GOAL:

To prepare confident, caring children to succeed in tomorrow's world.
Our cultural diversity and our unique, rural community values will be acknowledged, promoted and respected.
We believe that every child has a dream, and every child has a talent and we must promote co-operation between home, community and school for the educational benefit of each child.

OUR DRIVERS

CULTURE | LEARNING | PLACE



OUR LEARNING:

Akoranga

- Collaborative
- Holistic
- Broad-based
- Differentiated
- Cutting Edge
- Reflective

Engaged

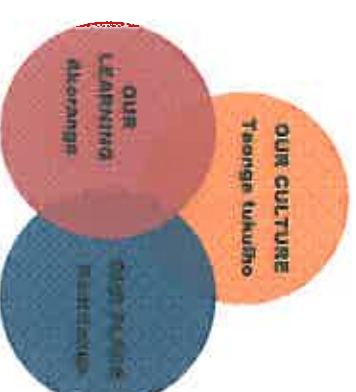
- Aspirational
- Innovative
- Global
- Responsive
- Independent

GOAL:

To prepare our children for a diverse and ever-changing world. Tauwhare School's teaching and learning will be high-quality and broad-based, and will equip our children with the skills and attitudes to be independent, self-motivated learners who will succeed in a global world. We will seek opportunities to enhance and challenge the pedagogy of all staff and ensure sound personnel practices that attract, maintains and develops high quality staff.

OUR DRIVERS

CULTURE | LEARNING | PLACE



OUR PLACE: Rautanga

Warm
Safe
Welcoming
Sustainable

Cultural
Imaginative
Purposful

GOAL:

To identify and connect to our sense of Place
Our environment will be aesthetically pleasing yet educationally functional and will reflect our growing multi-cultural community. We will maintain outdoor spaces that encourages activity and physical health as a core part of student wellbeing.
Our students will actively engage in environmental change that will benefit the school and the community, and sustain our future for others.

TAUWHARE SCHOOL THREE YEAR OVER-VIEW: 2016-2018

Our Culture



Goals	Current Status	2016	2017	2018	Measure
To promote co-operation between home, community and school for the educational benefit of each child.	Currently consulting with the community to review the Vision, Charter and Strategic plan for the next three years. Liaison with pre-school to strengthen partnerships is on-going.	Broaden home/school learning opportunities using Google Apps, Facebook & Webpage. Invite the community into the classroom via video. Utilise skills and talents from the community.	Pre-school/School partnerships: produce pamphlet "How to Prepare your Child for School". Invite community into the classroom eg Grandparents Day	Produce short curriculum information videos for webpage.	<ul style="list-style-type: none"> Snap surveys for parents to rate our school/home partnerships. >80% turnout to parent interviews.
To develop high self-esteem, and self-belief in each child.	Teachers work hard to find each child's 'talent' and foster its growth.	Continue to develop and monitor reward systems. Have zero tolerance of bullying and swearing. Continue to maintain firm, fair boundaries and consequences.	Promote intrinsic motivation. Develop pride in all school work in and outside of the classroom.	→	<ul style="list-style-type: none"> Self – concept rating eg student voice, snap survey. All work produced and presented to a high level
Children, teachers, parents and the community will know and embrace Tauwhare School's 3 R's.	The Tauwhare culture of Try is very strong particularly in the middle/senior school. More needs to be done to bring the messages to our new families.	Large outdoor junior school mural celebrating our values. Produce posters depicting values through inspirational sayings.	Increase the number of children participating in Calf Club. Identify and respond to children who model the 3 R's.	Teachers to plan and assess explicit teaching of the Treaty of Waitangi.	<ul style="list-style-type: none"> Calf Club entries will increase from 40% to 65% of the school Monthly awards for each of the 3 R's
To raise level of cultural awareness and global citizenship.	Tikanga Maori not embedded in practice for all teachers. Other cultures not formally recognised or celebrated. Our learners have made small lifestyle changes through working with Enviro projects.	Lead teacher of Maori to communicate and liaise with Maori community, arrange marae visits, kapa haka etc. Children to identify different cultures within our school community. Explore how we can make changes which will positively influence our lifestyles.	Teachers to plan and assess explicit teaching of Te Reo. All children know their mihi. Involvement in one cultural project within NZ and globally	Teachers to plan and assess explicit teaching of the Treaty of Waitangi.	<ul style="list-style-type: none"> Teachers will demonstrate planning, teaching & assessment of Treaty of Waitangi. Te Reo embedded in normal classroom language. Children able to identify 3 similarities and differences between cultures.

TAUWHARE SCHOOL THREE YEAR OVER-VIEW: 2016-2018

Our Learning



Goals	Current Status	2016	2017	2018	Measure
Our Learning will be high-quality and broad-based, and will equip our children with the skills and attitudes to succeed in a global world.	Results of National Testing show we are achieving above the national averages in all strands.	Develop school wide inquiry model based on SOLO using Google products. Our Place-Our People	Teachers to plan and use devices to interact with children and experts from NZ and other countries. Continue SOLO with children taking responsibility for their own learning. Digital penpals	Sister school – China Continue SOLO with children taking responsibility for their own learning.	<ul style="list-style-type: none"> Facebook use Skype being used Digital conversations with children in other countries Children taking responsibility for their own learning. Year 6 children transition confidently to Middle/intermediate schools.
To have all children achieving on or above National Standards in reading, writing and mathematics.	Reading: 91.4% on or above expected levels. Writing: 90.7% on or above expected levels. Mathematics: 78.8% on or above expected levels.	Allocate 50 -70% Yr 4 – 6, 60 - 80% Yrs 1 – 4 of Math teaching time to number strand. Explicit expectations in basic facts knowledge & strand maths. Identify children working Above, On, Below and Well Below	Review all support programmes: Toe-By-Toe Picture It, Oral language groups, Catch up maths, STEPs, PMP Increase number of Teacher Aides	Increase Teacher Aides to one per classroom. →	<ul style="list-style-type: none"> Reading: 95% on or above Writing: 93% on or above Mathematics: 85% on or above Consistent, reliable, robust benchmarks which are understood by all cohorts. The 'Tail' will reduce. Maths achievement will rise and will reflect in National Standards testing results.
		Explore new contracts to support the teaching and learning in Reading, Writing and Maths: Cogmed Vision Therapy Apply for Innovative Classroom Fund. Extend Brain Centre.	Purchase new devices & replace aging models Screen all children showing indicators for Dyslexia Implement CogMed throughout the school. Revise assessment criteria through moderation.	Explore new contracts to support the teaching and learning in Reading, Writing and Maths:	

<p>To monitor attendance of our Maori & Pacific children to raise academic improvement.</p>	<p>93.7% Attendance for some Maori & Pacific students is a concern.</p>	<p>Liaise closely with our Maori community BOT Attendance Officer to closely monitor attendance for Maori students. Meet with whanau Involve our kaumatua</p>	<p>Identify and eliminate barriers to regular attendance. Strengthen Truancy Officer role in the Board of Trustees.</p>		<ul style="list-style-type: none"> • School Attendance rates will exceed 95% • Individual attendance rates will exceed 93%
<p>To develop a school that has sound personnel practices, attracts, maintains and develops high quality staff. To enhance and challenge the pedagogy of all staff. To create and grow leadership pathways for senior staff.</p>	<p>Staff are committed to improving their subject knowledge and finding more effective ways to help each child learn. 5 staff members are Reading Recovery trained.</p>	<p>PLD emphasis: Inquiry/learning SOLO SAMR Explore HR facilitators/tools to help us work more interdependently and create high performance teams. ACET teacher to share strategies, knowledge. Use of swivel projector to self-appraise and for peer appraisal discussions.</p>	<p>PLD emphasis: Science Train Reading Recovery Teacher Implement tools to help us work more interdependently and create high performance teams ACET to support & encourage new ACET applications.</p>	<p>PLD emphasis: English Leadership and coaching models implemented. Teachers involved in PLD outside of NZ</p>	<ul style="list-style-type: none"> • Staff remain at the cutting edge of educational practices.

TAUWHARE SCHOOL THREE YEAR OVER-VIEW: 2016-2018

Our Place

Goals	Current Status	2016	2017	2018	Measure
Our environment will be exciting and innovative and allow learning to happen anywhere.	No cohesive buildings/play area overview. Classrooms are single cell, children move between classes for extension/support. Teachers plan and work collaboratively.	Planning and design of Grounds Development Plan. Student designed playground equipment constructed. Build new seating area beside pool.	Resurface play areas Build new shade structure over the pool Design ways to open up learning spaces. Permanent structure over front deck.	Shade structure over court area. Open up learning spaces.	<ul style="list-style-type: none"> Innovative play areas We will maintain a safe physical and emotional environment for students and staff. Outside classrooms/break out spaces
Our students will actively engage in environmental change that will benefit the school and the community, and sustain our future for others.	We are a Green/Gold school.	Remove old water tank system and replace with new tank to collect more rain water. Maintain Green/Gold status.	Assist with and be involved in community projects such as riparian margins.		<ul style="list-style-type: none"> School grounds will reflect our Enviro School objectives. Children to have a say and be involved in community projects.
Our environment will reflect our multi-cultural diversity.	Lack of cultural influences.		New learning space: <i>Maori garden</i>	New learning space: <i>Zen garden</i>	<ul style="list-style-type: none"> Culturally reflective grounds Children can explain and understand different spaces.
We will enjoy a quality environment for sport and recreational activities.	We currently have a large field for sport but need to maintain this during a period of roll growth. 90% of children play sport for Tauwhare School in the weekends.	Action plan by Project Energise Introduce passive recreation such as chess club, scrabble.	Workshops for Coaches and managers Have at least 1 hour of quality P.E. per week + 20 mins Fitness daily Maintain weekend sports teams in Rugby, Soccer, Netball, Hockey, Cricket, T-Ball	Investigate intellectual pursuits such as chess and drama.	<ul style="list-style-type: none"> Pre and post fitness measures

ANNUAL GOALS: 2016

CURRICULUM	GOAL	INITIATIVES	STAKEHOLDERS	RESOURCE	MEASURES
CULTURE	<ul style="list-style-type: none"> To encourage children to be self-directed learners. To learn about the many cultures and customs within our school community. 	<p>Develop school wide inquiry model based on SOLO using Google products.</p> <p><i>Our Place-Our People</i> Whole school Topic</p> <p>Large outdoor mural celebrating Values.</p>	<ul style="list-style-type: none"> Staff Parents Community Principals 	<ul style="list-style-type: none"> \$1000 PDL \$1000 Materials 	<ul style="list-style-type: none"> Children able to identify where they are and what steps they need to take to move to the next level. Children able to identify 3 similarities and differences between cultures.
LEARNING:					
Maths	<ul style="list-style-type: none"> To increase knowledge in basic facts & Knowledge To move targeted children through the stages at an accelerated rate. To improve teacher pedagogy to deliver better maths learning to students. 	<p>Cross group children throughout the junior & senior school based on their Numpa stages to provide opportunities for support & extension.</p> <p>Provide opportunities for Catch Up Numeracy for children struggling at stage 4</p> <p>Purchase new maths equipment</p> <p>Professional learning in Maths with 3 professional learning sessions</p>	<ul style="list-style-type: none"> Classroom teachers Part time Teachers Teacher Aides Teacher Aides Principal, teachers, teacher Aides, Facilitator (Charlotte Wilkinson) 	<ul style="list-style-type: none"> \$ 2000 \$1200 T/Aide \$2000 P/D 	<ul style="list-style-type: none"> That basic facts knowledge will increase. That the levels in maths achievement will rise and will reflect in National Standards testing results. Increased pedagogy for staff to improve delivery of subject.
English	<ul style="list-style-type: none"> To have children transfer their knowledge of surface features such as spelling and punctuation into their written work. To lift the levels of Year 2 and Year 4 literacy To increase the level of oral language mastery To lift Maori boys writing attainment 	<p>Explore/introduce CogMed for Brain Centre. Screen all children showing indicators for Dyslexia</p> <p>Compare base-line data. Identify at-risk learners. Allocate/increase T/Aide time</p> <p>Step In Programme more frequent</p> <p>Maori parents encouraged into school during reading/literacy.</p> <p>Purchase new devices & replace aging models</p>	<ul style="list-style-type: none"> Classroom teachers Enhancement / Extension teachers Principal Teachers T/Aides 	<ul style="list-style-type: none"> \$50,000 Teacher/ Teacher Aides. \$6000 curriculum resources 	<ul style="list-style-type: none"> An increase in literacy levels across the school. The "Tair" will reduce. Consistent, reliable, robust benchmarks which are understood by all cohorts.
Enhancing Pedagogy	<ul style="list-style-type: none"> To strengthen knowledge and practice around neuroplasticity and brain function. 	<p>PDL – Neuroscience for teachers and children.</p> <p>PDL – CogMed</p> <p>PDL – Brain Science: All staff to attend conference –Sydney</p> <p>Apply for Innovative Learning Fund – Vision Therapy.</p>	<ul style="list-style-type: none"> Life Education Caravan Teachers BOT Sponsors/Grants Principal/Senco 	<ul style="list-style-type: none"> \$10000 	<ul style="list-style-type: none"> Lifting of children's capability Improvement in working memory
PLACE	<ul style="list-style-type: none"> Our environment will reflect our multi-cultural diversity. We will enjoy a quality environment for sport and recreational activities. 	<ul style="list-style-type: none"> Planning and design of Grounds Development Plan. Student designed playground equipment constructed. Remove old water tank system and replace with new tank to collect more rain water 	<ul style="list-style-type: none"> BOT Staff Architect PTA fundraising committee. 	<ul style="list-style-type: none"> \$80000 Fundraising \$10000 5YA 	<ul style="list-style-type: none"> Overview of grounds and new classrooms for future developments. Students feel empowered. More efficient ad sustainable water catchment.