



TATUANUI SCHOOL

A rural school making a difference



OUR VISION:

EMPOWERED 21ST CENTURY LEARNERS

SELF MOTIVATED • COLLABORATORS • COMMUNICATORS
RESILIENT • PROBLEM SOLVERS

STRATEGIC PLAN

2024 - 2025

Caring

We are kind, considerate and helpful citizens

Attitude

Aim for excellence and be the best we can be

Respect & Responsibility

Respectful of self, other people, human rights, cultures, traditions and property. Trustworthy, honesty, reliable, sensible and accountable

Envirokid

Environmentally conscious



Strategic Goals 2024 - 2025



Goal 1

- **Practice**

Grow teacher Pedagogy to enhance Student Agency

- Strengthen teacher inquiry with a focus on deepening reflective practice
- Students take responsibility to develop positive attitudes and practices toward learning 'how to learn'



Goal 2

- **People**

Develop and strengthen the Collaborative Teaching and Learning culture

- Strengthen the systems and practices that facilitate meaningful collaboration
- Further develop and strengthen positive relationships within the school community



Goal 3

- **Place**

Enhance the safe physical environment to facilitate teaching and learning for today and tomorrow

- Continue to upgrade and modernise our learning environment



Tatanui School Board of Trustees

Primary Objectives

Every student at the school can achieve to their highest educational standard

The school is a physically and emotionally safe place, ensures students' human rights are upheld and takes steps to eliminate racism, stigma, bullying, and other forms of discrimination

The school is inclusive of and caters for students with differing needs

The school gives effect to Te Tiriti o Waitangi, including by:

- Working to ensure that its plans, policies, and local curriculum reflect local ikanga Maori, matauranga Maori, and te ao Maori
- Taking all reasonable steps to make instruction available in tikanga Maori and te reo Maori
- Achieving equitable outcomes for Maori students

National Education and Learning Priorities (NELP) & [Ka Hikitia - Ka Hāpaitia](#)

Te Whanau

Te Tangata

Te
kanorautanga

Te
tuakiritanga

Te
Rangatiratanga

1. Learners at the Centre

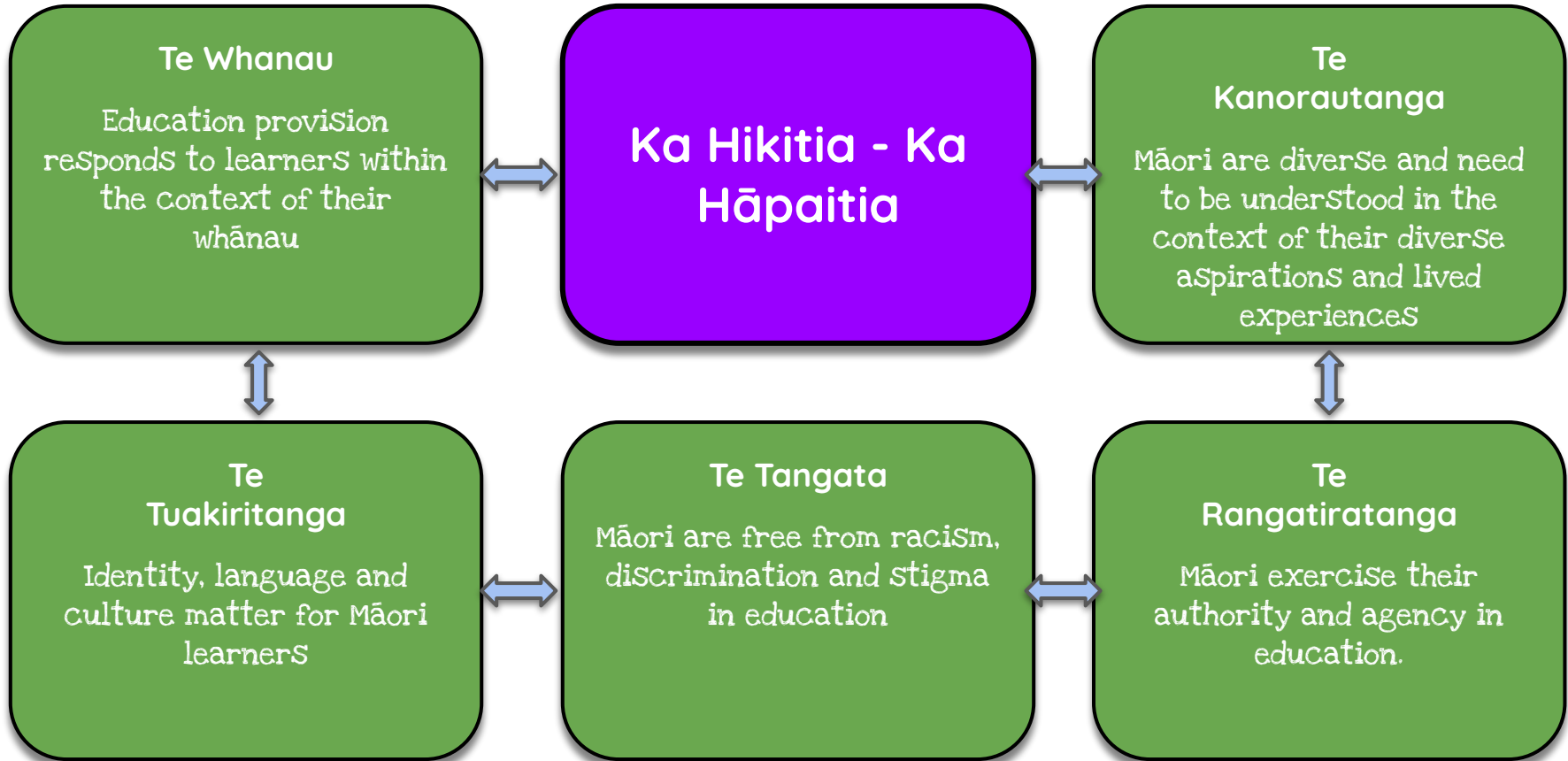
Learners with their whanau are at the centre of education

2. Barrier Free Access

Great education opportunities and outcomes are within reach for every learner

3. Quality teaching and leadership
make the difference for learners and their whanau

4. Future of Learning and Work
Learning that is relevant to the lives of New Zealand today and throughout their lives





Summary of the information used to develop this plan/How did you create this plan?

Community, Board & Staff consulted on the schools goals. Assessment data has been analysed to determine the school's foci moving forward. Writing has been determined as a curriculum area of focus, however the inquiry process of identifying needs, conceiving solutions, implementing plans and reviewing outcomes apply right across the curriculum, and therefore the enhancement of teacher practice in the inquiry and collaborative process is a long term goal. As is the strengthening of student agency in developing a growth mindset, thinking critically and creatively to find solutions, and take responsibility for their own learning to develop life-long skills.

Strategic Goal 1	Board Primary Objective	NELPs	Actions	Outcomes	Measures
<p>Practice Grow teacher Pedagogy to enhance Student Agency</p>	<p>127: (1)(a) Every student at the school is able to attain their highest possible standard in educational achievement</p> <p>127: (2)(b) Give effect to it obligations in relation to- Any foundation curriculum statements, national curriculum statements, and national performance measures</p> <p>127: (1)(d) Gives effect to Te Tiriti o Waitangi</p>	<p>“Barrier Free Access”</p> <p>“Learners at the centre”</p> <p>“Quality teaching and leadership”</p> <p>“Future of Learning and Work”</p> <p>“Te Whanau”</p> <p>“Te Rangatiranga”</p> <p>“Te Kanorautanga”</p>	<p>Teachers apply DATs in the teaching and learning process</p> <p>Teachers engage in PGC process</p> <p>Teachers engage in, and implement strategies from, provided PLD</p> <p>Teachers participate in formal observations, as both an observer and observee.</p> <p>Teachers participate in Kahui Ako PLD initiatives</p> <p>Teacher utilise AforL practices in the teaching and learning process</p> <p>Students success is displayed, published, and celebrated</p> <p>Teachers integrate the 'we caRe' values in the learning process</p> <p>Practice 'Productive Struggle'</p>	<p>Improved student achievement results</p> <p>Teachers enhanced capacity to deliver and assess the curriculum</p> <p>Teacher planning and assessment is streamlined, on point, consistent, and coherent across the school.</p> <p>The Tātuanui Local Curriculum is documented, reflecting current pedagogy and practice.</p> <p>The 'new' Curriculums are beginning to be included in our programme and implemented</p> <p>Teachers and students can reflect on the learning process through a 'we caRe' lense</p> <p>Students can articulate What they learning, How they're going, and What next</p>	<p>Staff and student voice</p> <p>Planning checklist used to ensure planning up to date</p> <p>Enhanced student achievement from data</p> <p>All 'new' school curriculums are following MoE timelines/guidelines</p>



Strategic Goal 2	Board Primary Objective	NELPs	Actions	Outcomes	Measures
<p>People Develop and strengthen the Collaborative Teaching and Learning culture</p>	<p>127: (1)(a) Every student at the school is able to attain their highest possible standard in educational achievement</p> <p>127: (1)(b)(i) Is a physically and emotionally safe place for all students and staff</p> <p>127: (1)(c) The school is inclusive of, and caters for, students with differing needs</p>	<p>“Learners at the centre”</p> <p>“Barrier Free Access”</p> <p>“Te Tangata”</p> <p>“Te Tuakiritanga”</p>	<p>Two syndicates instead of three</p> <p>Establish alternate meeting weeks to allow for regular whole staff and syndicate meetings</p> <p>Staff PLD utilising Kahui Ako, Springboard or Tabitha Leonard</p> <p>Organise meeting agendas, content, and systems/protocols to incorporate Collaborative Practice</p> <p>Strengthen home/school partnerships</p> <p>Integrate the ‘we Care’ values in all our interrelations.</p> <p>Review and refine the Shared Documents folder</p> <p>Plan as a school for the refreshed curriculum</p> <p>Consult on the schools driving documents</p> <p>Establish the schools driving documents as ‘working’ documents, accessible by all</p>	<p>Students, staff, and community feel connected</p> <p>Strengthening the relevance, visibility, and verbalisation of our curriculum and values</p> <p>Enhance student achievement</p> <p>Collective ownership of the schools vision and direction</p> <p>Collective understanding of the schools values</p> <p>Enhanced teacher practice</p> <p>Teachers responsible for all students</p>	<p>Student & Staff voice qualitative data</p> <p>Achievement data</p> <p>Consistent curriculum and assessment practices school wide</p> <p>Teacher knowledge of all students evident in discussions</p>



Strategic Goal 3	Board Primary Objective	NELPs	Actions	Outcomes	Measures
<p>Place</p> <p>Enhance the safe physical environment to facilitate teaching and learning for today and tomorrow</p>	<p>127:(1)(b) Is a physically and emotionally safe place for all students and staff</p> <p>127:(1)(c) The school is inclusive of, and caters for, students with differing needs</p> <p>127: (1)(d) The school gives effect to Te Tiriti o Waitangi (i) working to ensure that its plans, policies, and local curriculum reflect local tikanga Māori and te reo Māori and</p>	<p>“Barrier Free Access”</p> <p>“Inclusivity, identity, cultural knowledge”</p> <p>“Te whanau”</p> <p>“Te Kanorautanga”</p>	<p>Conduct regular health & safety property inspections</p> <p>Upgrade and modernise the physical environment</p> <p>Conduct wide consultation on the 5 & 10YPP’s</p> <p>Budget appropriately to replace, repair, and renew our physical environment</p> <p>Conduct regular working projects to ensure our environment is of a high standard</p> <p>Explore funding avenues where possible for appropriate resources</p>	<p>Enhance the physical education programme</p> <p>Provide an attractive learning and playing environment for our students, staff, and community.</p> <p>Create outdoor learning areas</p> <p>Lessen injuries</p> <p>Increase usability of the outdoor spaces</p> <p>Enhance the culture, ownership, and pride in our ‘place’</p> <p>Attract new enrolments</p> <p>Enhanced physical & social development</p> <p>‘Social’ spaces for the community</p>	<p>Enhanced visuals</p> <p>Increased use of outdoor resources</p> <p>Student, staff & community voice</p> <p>Performance of sporting teams</p>



Tatuanui School Strategic Goals

Annual Plan 2025

Accountability for the implementation of the Strategic Goals below, is the responsibility of the Principal and the Board Presiding Member.

Strategic Goal 1: Practise

Grow teacher Pedagogy to enhance Student Agency

Inputs / Initiatives / Activities	Actions	Responsibility	Outcomes / Measures / Indicators of Success	Review Notes Completion Date
Embed & strengthen Teacher Inquiry with a focus on deepening reflective practice to continually improve student achievement	<ul style="list-style-type: none"> DATS utilised as foundation of teaching and learning programme Establish cohort groups to monitor PGC regularly updated Participate in appropriate PLD Refine, embed and strengthen systems and processes for monitoring, tracking and reporting progress and achievement against the new 'Year Levels' in the new curriculum Teachers use HERO to record and analyse data The school works proactively, and in a timely manner, to ensure planning, implementation, and assessment is in line with the new curriculum 	Teachers Principal Management WST	<ul style="list-style-type: none"> PGC evidences that all teachers are effectively using inquiry to develop and adapt practice Target cohort of students is identified and monitored to specifically monitor impact of practice Target cohort, and whole class, enhanced achievement results 	Dec 2025
Students take responsibility to develop positive attitudes and practices toward learning 'how to learn'	<ul style="list-style-type: none"> Teachers and student co-construct goals based on the new curriculum Self, peer, and teacher assessment are regularly utilised, using appropriate templates AforL strategies to clearly state What we're learning, How we're going, and What next? School vision, values, principles, and associated vocab emphasised in class Students can articulate how the 'we caRe' values apply to their learning 	Teachers Students WST Principal	<ul style="list-style-type: none"> Students can clearly articulate their learning story Students are clear on What they're learning, How they're going, and What next. Students can navigate themselves through the learning pit Students show an enhanced disposition to learning Students understand and display the 'we caRe' values in their daily lives 	Dec 2025



Strategic Goal 2: People

Develop and strengthen the Collaborative Teaching and Learning Culture

Inputs / Initiatives / Activities	Actions	Responsibility	Outcomes / Measures Indicators of Success	Review Notes Completion Date
Strengthen the systems and practices that facilitate meaningful collaboration	<ul style="list-style-type: none"> Teachers will be working collaboratively as a staff and within 2 syndicates Newly appointed DP to assist with management matters PGCs are discussed in staff/syndicate meetings Data is analysed at staff and syndicate level Work with other schools to moderate, observe and share Staff participate in all PLD initiatives (Kahui Ako, Springboard) Teachers/staff attend CoL PLD, MOE contracts e.g. NZ Curriculum Refresh, Aotearoa Curriculum implementation. 	Principal/management Teachers WST	<ul style="list-style-type: none"> Meeting minutes Teacher PGCs Brainstorms Whole school/syndicate planning Shared responsibility/joint ownership of school matters 	Dec 2024
Further develop and strengthen positive relationships within the school community	<ul style="list-style-type: none"> Community connect events are held throughout the year Home /School partnerships are strong with an 'open door policy' Proactive communication philosophy Relationships are collaborative through letters home from hubs, fortnightly school newsletters, emails, phone calls, assemblies, EOTC, working bees, sports, newspaper. Review communication lines (HERO as the one-stop-shop) Board/Staff/PTA (Chairs) co-construct and implement an action plan by Term 1 Week 5. There are designated BOT & Staff Reps who attend PTA meetings & Board Meetings. The school participates in a range of community based programmes: Staff, Board, and community model the 'we caRe' values Staff/Board participate in all PLD initiatives (Kahui Ako, Springboard) 	Principal Staff Board PTA	<ul style="list-style-type: none"> Engagement is evident between families and teachers. Participation in: Trees for Survival, Zero Waste, Tatuani School Nursery, student nursery bank account, Riparian planting, Enviroschools Waikato, Transition to schools (ECE/Intermediate), CoL, Tatua, PGG Wrightson, Fuel for Schools, Life Education, Local Marae, Grandparents Day, School and Inter School Sporting events. High community participation in school levents Record keeping of meetings in HERO Community/staff voice High morale amongst all relevant parties 	DEC 2024



Strategic Goal 3: Place

Enhance the safe physical environment to facilitate teaching and learning for today and tomorrow

Inputs / Initiatives / Activities	Actions	Responsibility	Outcomes / Measures Indicators of Success	Review Notes Completion Date
<p>Continue to upgrade, modernise, and contextualise our learning environment</p>	<ul style="list-style-type: none"> • Property person appointed on Board • Cyclic Maintenance Plan is followed, and implemented through Carus • Continue to use a Project Manager to manage 5YA and 10YPP • H & S and building WOFs conducted monthly • Continue to maintain our Enviroschool ethos and character • Replace the adventure playground by 2025 • Outdoor learning spaces are developed, enhanced and used by staff/students • Consult with all interested parties on environmental and aesthetic matters • Explore possibility for on-site EOTC opportunities • Acquire resources that facilitate outdoor education • Library upgrade 	<p>Principal Board PE Unit holder Staff</p>	<ul style="list-style-type: none"> • The 10YPP & 5 YA are on track for completion as per the plan. • The school is compliant with Building safety requirements. • The school is a safe and authentic learning environment • Astro Turf on concrete court completed by mid 2024. • The school Library is fit for purpose. • The grounds are safe and sustainable for ease of maintenance. • Tātuanui School retains and strengthens its Enviroschool ethos. 	<p>June 2024</p>



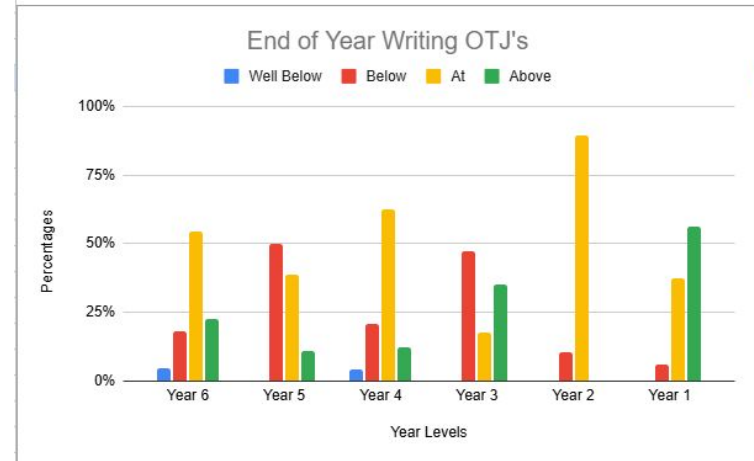
Annual Implementation Plan 2025

Where are we currently at (regulation 9(1)(e):

Writing will remain an area of focus at Tatuani School throughout 2025. We are part way through extensive Writing PLD with Murray Gadd and we wish to have time to imbed the new learning and determine new diagnostic data from which to set a benchmark to work from. Our staff all return in 2025 and this will enable us to gather more robust, consistent data. As well as the Writing PLD we are also implementing the new Literacy Curriculum and this means applying a new set of standards and goals. When combined, this represents significant learning for the staff and we want time to 'relearn' and imbed towards mastery. Writing data still represents a relative area of weakness for our tamariki regardless so it is sensible to continue this focus.

	below	at/above
Year 6	23%	77%
Year 5	50%	50%
Year 4	25%	75%
Year 3	47%	53%
Year 2	11%	89%
Year 1	6%	94%

Whole School	
Below	At/Above
32	93
26%	74%





Annual Implementation Plan 2025

How will our targets and actions give effect to Te Tiriti o Waitangi (regulation 9(1)(g):

The Board of Trustees is committed to giving effect to Te Tiriti o Waitangi through:

- working to ensure their plans, policies and local curriculum reflect local tikanga Māori, mātauranga Māori and te ao Māori
- taking all reasonable steps to make instruction available in tikanga Māori and te reo Māori, or directing where this is best achieved
- achieving equitable outcomes for Māori students.

The school also aims to achieve the outcomes as stipulated in the Ka Hikitia - Ka Haapaitia guidelines. That is:

- **Te Whānau**
 - Education provision responds to learners within the context of their whānau
- **Te Tangata**
 - Māori are free from racism, discrimination and stigma in education
- **Te Kanorautanga**
 - Māori are diverse and need to be understood in the context of their diverse aspirations and lived experiences
- **Te Tuakiritanga**
 - Identity, language and culture matter for Māori learners
- **Te Rangatiratanga**
 - Māori exercise their authority and agency in education.



Strategic Goals 2024 - 2025



Goal 1

- **Practice**

Grow teacher Pedagogy to enhance Student Agency

- Strengthen teacher inquiry with a focus on deepening reflective practice
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Goal 2

- **People**

Develop and strengthen the Collaborative Teaching and Learning culture

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Annual Targets 2025

Annual Achievement Target 1

Student Writing Achievement

- We aim to have 75% of our Years 2 - 6 students writing AT or ABOVE by years end
- Students dispositions to writing will be improved by means of engaging, contextualised, and relevant teaching and learning programmes

Actions Regulation 9(1)(b)	Personnel Regulation 9(1)(c)	Resources Required Regulation 9(1)(c)	How will you measure success? Regulation 9(1)(d)
Continue with Writing PLD with Murray Gadd	Brendon	3 days PLD remaining with Murray Gadd	Staff attendance/participation in PLD Debriefs following in-school PLD Enhanced student achievement Teacher & student feedback
Collaborate as part of the Kahui Ako Writing PLD Cluster.	Brendon, PLD facilitator. Tauhei, MIS, Whitikahu, Tatuani Staff	Venues & time A plan for the programme Website to collect resources and act as a one-stop-shop	Meetings planned and facilitated Collection of resources Teacher Planning Enhanced student achievement Teacher & student feedback
Continue the WSL whose main task will be to facilitate writing PLD	Brendon, Sally	.08 staff release time (provided) Access to the Writing PLD cohort's resources Murray Gadd PLD facilitation	Twice yearly report to the BoT Ongoing collaboration with principal, DP and PLD facilitators Assigned goals achieved
Review and amend the writing curriculum implementation plan	Principal, Sally (WSL), Staff	Assessment data. Best practise strategies from PLD Writing resources incl new Literacy Curriculum Time / collaboration	The creation & implementation of the plan It is a working document that staff have collaborated on



Annual Targets 2025

Annual Achievement Target 2

Implementation of the new NZ Literacy & Maths Curriculum

- The school will strengthen the Literacy & Maths planning & assessment programme to incorporate the new curriculums
- The school will establish new benchmark Literacy & Maths data aligned with the new Curriculums to ascertain BELOW, AT, and ABOVE data.

Actions Regulation 9(1)(b)	Personnel Regulation 9(1)(c)	Resources Required Regulation 9(1)(c)	How will you measure success? Regulation 9(1)(d)
Review and refine the assessment schedule in line with the new curriculum	Brendon, management	Formal assessment tools & progressions/goals from curriculum	The schedule is implemented in good time, and is easy to understand, and better suits our purposes. Data is able to be recorded on HERO
Participate in appropriate PLD <ul style="list-style-type: none"> • In-school • Across school • Kahui Ako 	Brendon, Sally, Staff	As provided by Murray and other providers (Literacy) Ka Hui Aki ToD (Maths) As added to the Kahui Ako website. Place & time.	Staff attendance, feedback, and implementation of best practise strategies. Student achievement. Planning & assessment documents
Establish new achievement mapping tools to align with New Curriculums	Staff	Template marking criteria to align asTTle with curriculum year levels Curriculum Levels to Year Levels	Through moderation process we can determine that marking is consistent within school and cohort, and aligns Year and Curriculum Levels
Adopt new learnings in literacy and maths pedagogy and strategies, incl planning and assessment practices	Staff	Planning and Assessment exemplars/templates, resources	Planning checklist, assessment data provided in timely fashion Student achievement. Teacher voice. Review of planning with 'expectations of writing practice' met.



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