

## Tatuanui Strategic Plan: 2021- 2023

<b>Vision: Empowered 21st Century Learners</b> <b>(Self motivated Collaborators Communicators Resilient Problem Solvers)</b>		
<b>Strategic Goal 1: PRACTICE</b> <b>Grow teachers 'how and what' and students 'voice and choice'</b> <b>(Teacher pedagogy &amp; Student Agency)</b>		
<b>Initiatives</b>	<b>Actions</b>	<b>Measures</b>
1a. Teacher Inquiry to focus and deepen practice and raise student achievement. Develop practice 2021, Embed 2022, and review 2023	<ul style="list-style-type: none"> <li>MoE funded external PLD application by Principal (A)</li> <li>Mentoring &amp; Coaching programme (WSL) (A)</li> <li>DAT's (Deliberate Acts of Teaching) around Inquiry with/for and by teachers (R)</li> </ul>	<ul style="list-style-type: none"> <li><i>Inquiry underpins practice 'This is the way we do things around here'</i> (anecdotal records and observations, teacher inquiry survey, empathy mapping (Friday habit), qualitative and quantitative data on student progress and achievement by all stakeholders by T4 2023)</li> <li><i>All teachers are effectively using inquiry to develop practice, and individual student learning outcomes have improved</i> (Teacher story of Inquiry journey, teacher and facilitator feedback, qualitative and quantitative data on student progress and achievement, completed by Term 4 2021)</li> </ul>
1b. Students develop empowered learning through authentic contexts and dispositions for learning.	<ul style="list-style-type: none"> <li>The vision/values of the school are visualised and 'living'</li> <li>Research, understand and implement play based learning</li> <li>Continue to strengthen cultural understandings &amp; capabilities through cultural responsiveness (CoL)</li> <li>Develop the Graduate Profile of the 'Tatuanui Empowered Learner' focusing on Agency</li> <li>Undertake ESOL programmes for extra support for externally funded learners</li> </ul>	<ul style="list-style-type: none"> <li><i>The vision &amp; values ~ 'This is the way we do things around here. Talk the talk - Walk the talk'</i> (anecdotal records and observations, student voice, student survey, signage, visual images)</li> <li><i>Play Based learning supports &amp; facilitates learning outcomes</i> School plan for purchase, implementation and programme planning completed Term 2 2021 by teachers (R) Principal (A)</li> <li><i>Graduate Profile is completed for the Tatuanui Learner</i> (by Term 4 2022)</li> <li><i>Students are actively involved in goal setting &amp; using student portal</i> (workbooks, Student Led Conferences, anecdotal records and observations by Term 4 2022)</li> <li><i>The digital technologies curriculum is integrated into authentic learning contexts</i> (teacher planning, student work outcomes, student presentations by Term 4 2022)</li> <li><i>Cohesive cultural practices</i> Kapa Haka weekly, CoL engagement, attend Piako Cultural Festival annually, ESOL programmes of support completed for all funded students )</li> </ul>
1c. Systems and processes for monitoring, tracking and reporting progress and achievement is reviewed and refined 2021, initiated 2022 and embedded 2023	<ul style="list-style-type: none"> <li>Teachers will develop and embed an agreed consistent approach school wide to monitor, track, set goals in Literacy &amp; Mathematics</li> <li>Students and Parents will be engaged in using the HERO portal to share learning</li> <li>A new way of reporting progress and achievement will be devised using HERO</li> </ul>	<ul style="list-style-type: none"> <li><i>Teachers will have established Literacy &amp; Maths goals in the school HERO SMS programme</i> (HERO Term 2 2021)</li> <li><i>All teachers are using HERO (SMS)</i> by Term 4 2021 &amp; embedded across all curriculum by Term 4 2023~ 90 day check ins undertaken by Principal (A)</li> <li><i>Teachers are using the system for tracking, monitoring, grouping and goal setting 100% of the time</i> (HERO, teacher planning by Term 4 2021)</li> <li><i>Students will be using in consultation with the teacher, the HERO portal to assess and choose new goals 100% of the time</i> (HERO, student voice initiated Term 1 -Term 4 2022)</li> <li><i>Students will be sharing learning (progress and achievement &amp; 'where to next goals) with Parents 100% of the time.</i> (HERO, student voice by Term 4 2022)</li> <li><i>Reporting/sharing goals, progress and achievement to parents through the HERO portal</i> (HERO, teacher, student &amp; caregiver voice Term 1 - 4 2023)</li> </ul>

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<b>Strategic Goal 2: PEOPLE                      Strengthen the Collaborative Learning Culture</b>		
<b>Initiatives</b>	<b>Actions</b>	<b>Measures</b>
2a. Deepen understanding of collaboration and implement processes, practices and systems that facilitate meaningful <b>collaboration</b>	<ul style="list-style-type: none"> <li>• Have a shared understanding of collaborative practices</li> <li>• Set up teams of teachers</li> <li>• Teachers will co construct a collaborative agreement for (working) teaching and learning</li> <li>• A team agreement will be designed to establish agreed expectations, outcomes, individual accountability, negotiation and cooperation among team members to work collaboratively</li> <li>• Collaborative learning and teaching is implemented across the school</li> </ul>	<ul style="list-style-type: none"> <li>• All teachers have attended professional development workshops, engaged in professional readings, research and dialogue, (Timetabled Term 1-3 2021) and been actively engaged in co constructing collaborative working agreements (Timetabled Term 4 2021)</li> <li>• School 'teams' will have a signed agreement by Term 4 Week 9 2021. All Teachers will be working effectively in a collaborative learning/teaching environment Term 1 - Term 4 2022 (collaboration continuum (survey) &amp; signed team agreements ,completed by individuals Feb 2022 &amp; reviewed each term, engagement survey undertaken mid &amp; end of year)</li> <li>• 3 teams established &amp; functioning effectively (LTP's, timetables, teacher planning, monitoring progress &amp; achievement, school organisation)</li> <li>• Teams will feel and sound positive - (Anecdotal observations, informal feedback noted, newsletters, assemblies, scheduled 'coffee chats' with the Leadership Team, reporting to the Board in Principal report monthly) Teachers (R) Leadership Team (A)</li> </ul>
2b. Further develop and strengthen positive <b>relationships</b> with the wider community.	<ul style="list-style-type: none"> <li>• Regular education evenings</li> <li>• PTA / Board / Staff are 'on the same page' to align to vision of the plan</li> <li>• Organise visits and work collaboratively with; ECE's, Retirement home, Curriculum specialists, Intermediate, Cluster rural schools, CoL visits, Businesses (Tatua, Wallaces), Iwi, Other ethnic groups</li> <li>• Education sustainability programmes - Enviro schools / Riparian Planting</li> <li>• The school &amp; school events are celebrated</li> </ul>	<ul style="list-style-type: none"> <li>• Education evenings will be held at school by teachers for caregivers with a focus on curriculum. (1 per term undertaken)</li> <li>• Board/Staff/PTA co-construct and implement an action plan (by 31 March 2021 Term 1 Wk 9 &amp; review by 2 August 2021 Term 3 Wk 2, &amp; 29th November Term 4 Week 7 2021)</li> <li>• A minimum of 4 visits will be undertaken throughout the 2021 year facilitated by designated staff and reported on to the community and Board (through newsletters and Principal's monthly BoT report)</li> <li>• The school participates in the Trees for Survival programme, Zero Waste and Riparian planting programme throughout the year. (Student voice, annual report from TFS, feedback from facilitators, Enviro Lead Teacher once a term report to staff and Board)</li> <li>• Celebrate Success - (timetabled, photographed, videoed, newsletter, local newspaper, assemblies, Grandparents Day, athletics, Tatuanui Child, tryathlon, EOTC throughout the year)</li> </ul>

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<b>Strategic Goal 3: PLACE</b> <b>Enhance the physical environment to facilitate learning today for tomorrow</b>		
<b>Initiatives</b>	<b>Actions</b>	<b>Measures</b>
3a. Upgrade & modernise our learning environment	<ul style="list-style-type: none"> <li>• Building Project A demolition and rebuild 2021</li> <li>• Provide a safe and authentic learning environment within and outside the classroom - initiate 2021, embed 2022, further generate new projects 2023</li> <li>• Identify and Spend SIF by Nov 2021</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Building A Project is completed by 14 December 2021 in line within the timeframe and budget designated</b> (classes will have returned to new building for learning programme, official opening will have been held - documented, MOE documentation will have been signed off and lodged)</li> <li>• <b>Toilet block is demolished and new toilet system is operational</b> (documentation signed off and lodged with MOE)</li> <li>• <b>Playground equipment is regularly checked by H &amp; S BoT Representative (R) monthly as per Health &amp; Safety requirements</b> (manual checks documented and reported monthly to the Board by Principal (A))</li> <li>• <b>Equipment, resources and programmes are evident and actively used in an authentic learning environment</b> (budget, asset register, design plans, photos, School Year Book, videos, PEO education programmes, Life Ed programme, Zero Waste programme, EOTC experiences - RAMS forms completed by teachers (R) checked by EOTC Lead Teacher, presented to Principal/BoT (A))</li> </ul>
3b. Develop the learning environment as an authentic learning context	<ul style="list-style-type: none"> <li>• Explore use of the library resources &amp; devise action plan for this resource to be more readily accessible/utalised 2022</li> <li>• Replace furniture and equipment to reflect learning centred spaces</li> <li>• Create signage to align with the vision of the school &amp; create a professional visual presence</li> <li>• Design/create/upgrade the outside environment to facilitate learning outside the classroom through authentic contexts</li> <li>• Source external funding opportunities to enable development of an authentic learning environment inside/outside the classroom</li> <li>• Facilitate the development of science/technology in action both within the school and within the wider community</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Action plan developed and implemented for best use of library resource material by Teacher In Charge (A) by end of 2022~</b> ; surveys, visiting other schools/libraries, photos, student &amp; teacher voice)</li> <li>• <b>Classrooms are set up and run utalising 'best' and ' fit for purpose' furniture and teaching resources in the new 'collaborative learning/teaching space</b> (images, anecdotal records, student/teacher voice, survey)</li> <li>• <b>Engage a graphic designer in 2022 to design signage reflecting the vision of the school. Signage made and placed strategically around the school</b> ( budget, stakeholder voice, survey/moodle, video, QR coding on signage to explain sign, visual impact of the vision evident to the eye)</li> <li>• <b>Development of improved/extended outside learning contexts in 2023 e.g. environmental playground, outdoor music and play equipment, updated - compost programme, wormery,trees for survival programme, potager gardens, hut building, vege gardens, bike/boat/fire/ safety,</b> (Examples of learning areas evident, stakeholder voice ~ PTA, students, Board, teachers, enviro facilitator, images, shared experiences with stakeholders documented, funding/budget)</li> <li>• <b>Grant application and sponsorship sought / applied for to achieve 'projects' 2023</b> (Documentation, images, reporting ~ newsletters, board report, community newsletter)</li> <li>• <b>Students will display skill/knowledge gained by engaging with external experts in science &amp; technology opportunities</b> (presentations, reporting, student voice, outputs evident, expert feedback)</li> <li>• <b>The school retains its Green Gold enviroschool status</b> (assessed by school (R), Lead Teacher (A) &amp; Envischool facilitator Term 3 2021) cultural day celebrating the diversity of people and culture,</li> </ul>

