

Tauwhare School

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# CHARTER

2010

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## Timeline

Staff and B.O.T. Consultation on Targets & Curriculum Focus.....	April 2010
Community Consultation.....	April 2010
Maori Consultation.....	April 2010
Ratification of Charter Minuted at B.O.T. Meeting.....	April 2010
Submitted to M.O.E. ....	May 2010
Charter & Targets Reviewed .....	November 2010
Community Consultation Strategic Plan & Proposed Targets.....	December 2010

### *Mission Statement*

To ensure that all children receive a high quality, broad based education equipping them with the skills and attitudes to succeed in life.

### *Values*

Tauwhare School's 3 Rs: Respect, Resilience and Responsibility

### *Description of School*

Tauwhare Primary is a rural state primary school catering for students from Years 0 – 6. It is a decile 7 school and employs, in addition to a principal, five full time teachers, two part-time teachers, teacher aides, a secretary, cleaner and caretaker.

We are committed to putting in additional resources to ensure above staff/pupil ratios.

Due to growth from rural subdivision in the district the school is steadily growing with the ethnic composition of the school being approximately three quarters European and one quarter Maori.

One fifth of the students come from a farming background.

The school consists of a main block which contains five classrooms fully equipped with interactive whiteboards and sound field systems, an administration area, Principal's Office, Staff Room, withdrawal room and a Multi-Purpose Room with a library, kitchen, art room and storage rooms and meeting area.

The school grounds cover 1.9 hectares, which consists of a sports field, two swimming pools, 2 tennis courts and 3 adventure playgrounds. An active Board of Trustees and P.T.A support the ongoing beautification programme and landscaping of the grounds. We are an Enviro School.

The Pukeko Pre-School and Tauwhare playgroup are housed on our school grounds, and this makes the transition from pre-school to school seamless.

### *Description of Community*

Tauwhare School is centred in a mixed rural/lifestyle community situated 20km east of Hamilton City. Facilities include a pre-school, local hall, church, marae and several small businesses allied to the rural sector.

The community consists of a wide range of socio-economic groups involved in both rural and urban areas.

The school is extremely well supported by the community in all aspects of its operation.

## **BELIEFS and GOALS**

- All children have a right to learn and to have exposure to a high-quality, balanced curriculum.
- Learning is lifelong for students and teachers.
- The school will be a warm, caring and welcoming place for the whole community, especially children.
- The children and staff have a right to feel secure and confident in class and on school grounds. The environment will be aesthetically pleasing yet educationally functional.
- Community involvement and participation is essential to the value of our school: “It takes a village to raise a child”.
- Cultural diversity (differences) of our school community will be acknowledged, respected and valued.

### *Local Goals and Objectives*

Promote Tauwhare 3 Rs – Respect, Resilience & Responsibility.

#### **Goal 1**

**To continue to provide opportunities for students to be at the cutting edge of new technology and to fully integrate learning across all curriculum.**

#### **Objectives:**

To clarify professional learning for effective teaching through E-learning  
To incorporate E-learning/Thinking skills into planning and teaching around the new curriculum.

#### **Goal 2**

**To enhance the benefits of being a rural and Enviro school.**

#### **Objective:**

Undertake a sustainability journey of learning and action.  
Reflect on, evaluate and share the journey with others within and outside the wider school community.  
Work collaboratively with other agencies  
Develop conservation minded children who will become conservation minded adults through their inclusion in the decision-making.  
Have an appreciation of the rural environment in which we live.

#### **Goal 3**

**Through sport, cultural and artistic activities engender pride in themselves and the school.**

#### **Objectives:**

- a) Support new and existing groups and projects within the school designed to enhance children’s appreciation of sport, culture and the arts.
- b) Encourage and promote participation of teachers, parents and members of the community in providing instruction for students in sport, culture and the arts.

### *National Priorities*

**The school will determine its priorities by focusing on national priorities.**

**National priorities are currently determined to be:**

- Providing a safe physical and emotional environment for students;
- Providing opportunity for success in all key competencies and essential learning areas of the New Zealand curriculum.
- Improving Numeracy and Literacy
- Developing a range of assessment and evidence gathering practices that provide sufficiently comprehensive data to evaluate the progress and achievement of students;
- Identify and provide opportunities for the enrichment and extension of gifted and talented children;
- Improve the achievement of Maori students in consultation with the Maori community;
- Reporting to students and parents on achievement of individual students and to the community on achievement of students as a whole and groups of students;
- Actively promoting 'healthy children' with emphasis on nutrition and physical activity.

**Local priorities will be identified through:**

- The school's programme of self review;
- Analysis of the school's assessment data

In meeting the national and local priorities, the school undertakes to work within the National Administration Guidelines framework.

## *NATIONAL EDUCATIONAL GUIDELINES*

Education is at the core of our nation's effort to achieve economic and social progress. In recognition of the fundamental importance of education, the Government sets the following goals for the education system of New Zealand.

1. The highest standards of achievement, through programmes which enable all students to realise their full potential as individuals, and to develop the values needed to become full members of New Zealand's society.
2. Equality of educational opportunity for all New Zealanders, by identifying and removing barriers to achievement.
3. Development of the knowledge, understanding and skills needed by New Zealanders to compete successfully in the modern, ever-changing world.
4. A solid foundation in the early years for future learning and achievement through programmes that include support for parents in their vital role as their children's first teachers.
5. A broad education through a balanced curriculum covering essential learning areas with high levels of competence in basic literacy and numeracy, science and technology.
6. Excellence achieved through the establishment of clear learning objectives, monitoring student performance against those objectives, and programmes to meet individual need.
7. Success in their learning for those with special needs by ensuring that they are identified and receive appropriate support.
8. Access for students to a nationally and internationally recognised qualifications system to encourage a high level of participation in post-school education in New Zealand.
9. Increased participation and success by Maori through the advancement of Maori education initiatives, including education in Te Reo Maori, consistent with the principles of the Treaty of Waitangi.
10. Respect for the diverse ethnic and cultural heritage of New Zealand people, with acknowledgement of the unique place of Maori, and New Zealand's role in the Pacific and as a member of the international community of nations.
11. Parents have the choice of attending Tauwhare School which offers limited instruction in Te Reo or for parents wanting higher-level teaching in Maori there is the option of attending the neighbouring kura kaupapa which caters for Bi-lingual or Total immersion.

## *Charter Undertaking*

1. This charter is an undertaking by the Board of Trustees of Tauwhare School to the Minister of Education.
2. The Board of Trustees will take all reasonable steps to ensure that the school meets the goals and objectives of this charter within the resources and time available to it, in accordance with section 64 of the 1989 Education Act.
3. The Government's commitment to education is to provide funding for salaries and the operation of the school's out of money appropriated by Parliament, in accordance with section 79 of the 1989 Education Act.
4. The operation of the school and its progress in meeting its charter objectives will be reviewed regularly by the Education Review Office.
5. The partnership between this school and its community will play a vital part in achieving the goals of the charter.
6. This charter will remain in force until such time as it is amended in accordance with the provisions of the Education Act 1989, or it is withdrawn by the Minister of Education.
7. The Tauwhare School Board of Trustees agrees to administer the school so as to ensure that the school's operations take into account all the National Educational Guidelines and reflect both the content and the spirit of this charter.
8. The Board of Trustees of this school accepts the obligation to adhere to all relevant Acts of Parliament, national guidelines for education, employment contracts, and regulations as they relate to the school.

Signed \_\_\_\_\_  
(Chairperson Board of Trustees)

Date: \_\_\_\_\_

Signed \_\_\_\_\_  
(Minister of Education)

Date: \_\_\_\_\_

**Strategic Plan 2009 -2011**

**NAG 1 – Curriculum**

**GOALS**

**ACTIONS**

<p>To have all children who begin and complete their schooling at Tauwhare School read with understanding equivalent to or beyond their chronological age by Yr 6.                  To have all children write and spell effectively.                  To have all children competent in basic mathematical processes at each level of the NZ Curriculum, and to progress through NUMPA Stages appropriately.</p>	<ul style="list-style-type: none"> <li>• Annual monitoring of Standardised testing.</li> <li>• Allocate 50% Yr 4 – 6, 60% Yrs 1 – 4 of Math teaching time to number strand.</li> <li>• Continue E.N.P. and A.N.P. teaching – new staff to participate in professional development.</li> <li>• To further explore all literacy techniques to raise the level of literacy for all children.</li> <li>• To sustain philosophies and beliefs formulated through our Literacy development programme.</li> </ul>
<p>To provide programmes for children displaying special needs and/or abilities.</p> <p>To continue to be a 'Dyslexic Friendly' school.</p>	<ul style="list-style-type: none"> <li>• Identify pupils for extension programmes.</li> <li>• Maintain an ongoing register of students who are not achieving; are at risk of not achieving; and/or have special educational needs.</li> <li>• Continue enhancement or support programmes. Liaise closely with support services eg. G.S.E., R.T.L.B. One day Schools, Correspondence School.</li> <li>• Research and implement dyslexia screening and learning programmes.</li> <li>• Provide opportunities for drama, piano, tennis, softball and dance tuition.</li> </ul>
<p>To raise the achievement levels of Maori children</p>	<ul style="list-style-type: none"> <li>• Liaise closely with our Maori community</li> <li>• Principal to closely monitor attendance for Maori students.</li> <li>• Utilise skills and talents from the community.</li> <li>• Provide support and communication with Whanau and community.</li> <li>• Survey Maori parents for their input in raising achievement</li> </ul>
<p>To develop high self-esteem in each child.</p>	<ul style="list-style-type: none"> <li>• Continue to monitor and develop reward systems.</li> <li>• Have zero tolerance of bullying and swearing.</li> <li>• Promote caring and positive attitude through values programme.</li> <li>• Continue to maintain firm, fair boundaries and consequences.</li> </ul>
<p>To give priority to regular quality physical activity developing movement skills</p>	<ul style="list-style-type: none"> <li>• Have at least 1 hour of quality P.E. per week + 20 mins Fitness daily</li> <li>• Maintain weekend sports teams in Rugby, Soccer, Netball, Hockey and Softball</li> <li>• Employ a Sports Coordinator to manage Saturday Sports.</li> </ul>

**NAG 2: Documentation and Self-Review/ Community Partnership**

1. Implementing a curriculum for Tauwhare School children
2. To document, review and maintain an ongoing programme of Self – Review.
3. To promote co-operation between home, community and school for the educational benefit of each child.
4. To have each Parent/Caregiver feel informed and involved with the school’s activities and aims.
5. Consult with the community to review the Charter and Strategic plan for the next three years.
6. To broaden home/school learning opportunities.

- Design and implement a curriculum for Tauwhare School children under the new curriculum document embracing key competencies, values and inquiry learning.
- Continue programme of staff appraisals, self-review, curriculum review and assessments practices.
- Continue to seek Parent/Caregiver feedback and input in planned area of review.
- Consult with the Maori community, liaising through our Maori Representative, our Kaumatua, our Maori parents
- Report regularly on individual student achievement to Parents/Caregivers through 1 oral and 2 written report.(NAG 2) per year.
- Liaise with local sports clubs (NAG 1).
- Parents to be Managers and Coaches of school teams. (NAG 2)
- Liaise closely with the P.T.A. and Pre-School groups.- ( STEP IN programme for 4 – 5 yr olds.)
- Continue to promote website to parents/caregivers and to broaden and widen the use of the web page so it reflects the teaching and learning happening in the classrooms.

**NAG 3 - Human Resource Management**

1. To develop a school that has sound personnel practices, attracts, maintains and develops high quality staff.
2. To enhance and challenge the pedagogy of all staff.

- Support staff supported appropriately with Professional development courses and Peer tutoring.
- Initiate and promote staff development programmes.
- Refine appraisal systems to recognise strengths and needs.
- To support new staff as they align their teaching styles to our expectations and routines.
- Enhance and broaden leadership opportunities.

**NAG 4 - Finance & Property**

1. To govern a school where the property and plant is well maintained and which has attractive classroom and administration facilities alongside a pleasing outside environment for sport and recreational activities
2. To have effective financial management practices which ensure adequate budgeting for resources, professional development, and extra staffing where necessary

- Annual developmental plan developed and budgeted.
- Upgrade asset register annually.
- Plan for new classroom for roll growth
- Buy curtains/blinds for all classrooms
- Fundraise for a new pool complex.
- School grounds will reflect our Enviro School objectives and innovative play areas.
- Review car parking facilities to allow for growth.
- Evaluate resource spaces, meeting area spaces & plan for growth

**NAG 5 – Health & Safety**

1. To maintain a safe physical and emotional environment for students and staff.
2. To ensure a consistent, fair discipline system based on positive re-enforcement.
3. To promote a partnership or support base between school/home.
4. Fulfil requirements meeting health needs of our students.

- Review school pool safety requirements as required.
- Continue to monitor systems and programmes against requirements.
- Regularly identify hazards and report to B.O.T. for action.
- Regularly review Hazards book for Caretaker
- Maintain positive reward system for playground behaviour.
- Continue to promote the House System.
- Inform students and Parents/Caregivers of zero tolerance policy.
- Liaise with Parents/Caregivers over behavioural concerns.
- Review and update Health & Physical Wellbeing Policy and Implementation Plan. Consultation with the community.
- Promote a healthy lifestyle among students and encourage Healthy Eating
- Maintain peer-support programmes.
- Produce and distribute Values/Discipline document.
- Promote Tauwhare School's 3 Rs – Respect, Resilience and Responsibility.

**NAG 6 – Administration**

1. To ensure that school governance, leadership and management is effective and efficient.
2. To ensure that the B.O.T. is fully informed on student achievement.
3. Manage roll growth.
4. B.O.T. and staff aware of the relevant legislative requirements and are complying with them.

- Evaluate managerial leadership through Principal's performance agreement (NAG 3)
- Provide training or support as appropriate for B.O.T. members.
- Effectively manage and communicate development and change (NAG 2)
- Review and formalise report on student achievement to B.O.T.
- Monitor roll growth.
- Ensure Parents/Caregivers are notified of dates, times of opening at the start of each year.
- B.O.T. to approve the reviewed policies.

**Tauwhare School**  
**Strategic Plan Curriculum Review, Development and Implementation**

	2009	2010	2011
<b>Review</b> <ul style="list-style-type: none"> <li>- School-Wide Review</li> <li>- Budget Resources</li> <li>- Identify Needs to be Developed</li> </ul>	<ul style="list-style-type: none"> <li>- The Arts – Visual Strand</li> <li>- Topic Studies (integrated learning) <i>in-line with the new curriculum requirements</i></li> </ul>	<ul style="list-style-type: none"> <li>- Special Needs</li> <li>- English (Reading)</li> </ul>	<ul style="list-style-type: none"> <li>English (Reading)</li> <li>Thinking Skills/Gifted &amp; Talented</li> </ul>
<b>Development Focus</b> <ul style="list-style-type: none"> <li>- Research</li> <li>- Professional Development</li> </ul>	<ul style="list-style-type: none"> <li>- Mathematics</li> <li>- Thinking Skills /Gifted &amp; Talented</li> <li>- <i>Deep learning/ integrated curriculum.</i></li> </ul>	<ul style="list-style-type: none"> <li>- Topic Studies (integrated learning, rubrics, Solo, E-Learning)</li> </ul>	<ul style="list-style-type: none"> <li>- Mathematics</li> <li>- ICT Integration</li> </ul>
<b>Monitoring &amp; Implementation</b> <ul style="list-style-type: none"> <li>- Supporting Classroom Practices</li> <li>- Curriculum Documentation Up-Dates</li> <li>- Budget Resources</li> </ul>	<ul style="list-style-type: none"> <li>- I.C.T</li> <li>- <i>Integrating into the curriculum / questioning/ inquiry learning.</i></li> </ul>	<ul style="list-style-type: none"> <li>- The Arts</li> <li>- Mathematics</li> <li>- Spelling</li> </ul>	<ul style="list-style-type: none"> <li>- Topic Studies (integrated learning)</li> <li>- P.E/Health</li> </ul>
<b>On-Going</b> <ul style="list-style-type: none"> <li>- Reporting to the Board</li> <li>- Appraisals</li> <li>- Assessment Plan</li> <li>Data Collection e.g. P.A.T; Burt; S.E.A; Peters; 6 Yr. Nett. E.N.P. A.N.P; Probe; STAR; Exemplars; AsTTle</li> <li>- School-Wide Focus on Literacy and Numeracy</li> </ul>			

**SCHOOL DEVELOPMENT AND  
ACTION PLAN 2010**

TOPIC	GOAL	HOW	WHO	BUDGET	TARGET	COMMENTS
<b>Nag 1</b>  <b>MATHS</b>	To increase knowledge in basic facts  To move target children through the stages at an accelerated level	<ul style="list-style-type: none"> <li>• Reporting/Tracking via children's testing.</li> <li>• All staff to participate in Numpa catch up programme.</li> <li>• Teach with equal emphasis on knowledge and on strategies.</li> </ul>	Classroom teachers Part time Teachers	\$ 1000	That basic facts knowledge will increase.  That children will show appropriate movement through the stages.  Teachers will increase pedagogy and embed new practices.	
<b>ENGLISH</b>	<p>To have children transfer their knowledge of surface features such as spelling and punctuation into their written work.</p> <p>To increase the level of oral language mastery</p> <p>To lift Maori boys reading attainment</p> <p>To screen for and find strategies to assist learning in dyslexic children</p>	<ul style="list-style-type: none"> <li>▪ Compare base-line data.</li> <li>▪ Review current teaching practices and teacher pedagogy.</li> <li>▪ Identify at-risk learners.</li> <li>▪ Resources and T/Aide time to be allocated to give extra support to these students.</li> <li>▪ Step In Programme</li> <li>▪ Maori parents encouraged into school during reading/literacy.</li> </ul> <ul style="list-style-type: none"> <li>• Dyslexic programmes</li> <li>• Screen all children showing indicators for Dyslexia</li> </ul>	<p>Classroom teachers Enhancement / Extension teachers</p> <p>RTLB GSE Principal Teachers T/Aides</p>	<p>\$12,000 Teacher Aide time.</p> <p>\$10,000 Support/Enhancement Teacher</p> <p>\$500 P/D</p> <p>\$4000 curriculum resources</p>	<p>An increase in writing levels across the school.</p> <p>All children who enter as Yr 1 and complete their schooling at Tauwhare School will be on/above their chronological age by Yr 6</p> <p>Children will be identified and provided for within our school system.</p> <p>T/Aides will be trained to use programme with small groups of children.</p>	

<p><b>Key Competencies</b></p> <p><b>Values</b></p>	<ul style="list-style-type: none"> <li>▪ Embedding thinking skills, integrated inquiry learning and e-learning.</li> <li>▪ Concepts/Contexts</li> </ul>	<ul style="list-style-type: none"> <li>• Purchase new computers to replace aging models.</li> <li>• Revisiting values programme,</li> <li>• Implementation plans for key competencies</li> </ul>	<p>All staff</p> <p>Board</p> <p>Community</p> <p>Facilitators/ Experts</p>	<p>\$20000</p>	<p>Children will be life-long connected learners who display the Tauwhare values.</p> <p>All staff, parents and Board will be embracing the same vision.</p>	
<p><b>Enviro Schools</b></p>	<ul style="list-style-type: none"> <li>▪ Continuing emphasis on environmental education.</li> </ul>	<ul style="list-style-type: none"> <li>• Naming native trees, plaques explaining historical uses of the trees.</li> <li>• Walk ways and paths through the native tree area.</li> </ul>	<p>Environmental group</p> <p>Environment Waikato facilitators.</p> <p>Staff members</p>	<p>\$4000</p>	<p>Children will value our environment and learn ways to sustain it.</p>	

**CURRICULUM TARGETS 2009 - 2011**

Reading

All children who begin and complete their schooling at Tauwhare School will be reading on or above their chronological age by Year 6.

Mathematics

100% of children will be achieving at or above their expected levels (P.A.T. stanine 4+, 80% in Basic Facts, Stage 6/7 in Numpa) by Yr.6.

Spelling

100% of children will be spelling on or above their chronological age by Yr. 6

## STUDENT ACHIEVEMENT TARGET 2010

### ACTION PLAN

<p><b>Strategic Goal:</b> To have all children improve in basic facts.</p>	<p><b>Target Area:</b> MATHEMATICS</p>
<p><b>Annual Target:</b> That 100% of Yr 2, 4, 6 children will be on or above expected levels (80% pass rate) in their basic facts tests by the end of the year.</p>	<p><b>Student Group:</b> <b>Gender:</b> All <b>Ethnicity:</b> All <b>Student Yr:</b> Yr 2, 4, 6</p>
<p><b>Historical Position: Final Results:</b>  <b>95%</b> of all Year 2 children were achieving above a 75% pass in their basic facts in October. 84% scored over 80%  <b>74%</b> of all Year 4 children were achieving above a 75% pass in their basic facts in October. 69% scored over 80%  <b>87.5%</b> of all Year 6 children were achieving above a 75% pass in their basic facts in October. 75% scored over 80%</p> <p>We did not achieve our high expectations of every child passing their basic facts assessment by 80% or more. However, of the 11 children who scored less than 80% 3 have been assessed as dyslexic – which we know has an impact on the child’s ability to memorise basic facts, 1 child is autistic and 1 has global delays. The basic facts bee did not eventuate as teachers were unable to fit it in due to the huge build up to the Jubilee.</p> <p>We will continue to monitor basic facts achievement results in 2010.</p> <p>Numpa results, particularly in Knowledge (IKAN) were very high this year, possibly as a result of more children having instant recall of basic facts.</p>	

<b>Action Plan:</b>			
<i>What will the school do to meet the target?</i>	<i>When will it be done by?</i>	<i>Who is involved/responsible</i>	<i>What resources will be allocated to meet target?</i>
Basic facts to be incorporated into mathematics in the ENP/ANP strategies & knowledge teaching in the classroom. Basic facts component in homework. Equal focus on knowledge and on strategy teaching.	Throughout school year.	All staff. Teacher Aides Withdrawal teacher	\$2000 for P.D. and resources.
Provide adequate and useful learning resources. All staff to participate in Numpa Catch Up programme for 1 year.	Throughout year.	Principal Lead Teacher Staff B.O.T.	Funding from Curriculum Budget
Teacher Aide and support teacher provided to support small groups of children.	All Year	Principal Staff Board funded teacher Teacher Aides	
Mathematics implementation plan to be reviewed to reflect current practices.	Term 3&4	Principal Staff	Staff Meeting time.
Basic facts Bee	Term 3	All students	

**STUDENT ACHIEVEMENT TARGET 2010**

*ACTION PLAN*

<p><b>Strategic Goal:</b> 100% of children will be spelling on or above their chronological age and will transfer their spelling skills into their written work.</p>			<p><b>Target Area:</b> <b>SPELLING/WRITING</b></p>
<p><b>Annual Target:</b> That all children will improve in their surface features (particularly in spelling) and therefore show movement in their written work.</p>			<p><b>Student Group:</b> <b>Gender:</b> All <b>Ethnicity:</b> All <b>Student Yr:</b> All</p>
<p><b>Historical Position: Final Results:</b> Spelling results show significantly improved scores for all children in Peter's Spelling and Gaye Byers levels however writing levels are being affected by lower surface feature indicators. Moderation throughout the school suggests that children know their spelling patterns and rules but are not applying them independently in their writing.</p>			
<p><b>Action Plan:</b></p>			
<p><i>What will the school do to meet the target?</i></p>	<p><i>When will it be done by?</i></p>	<p><i>Who is involved/responsible</i></p>	<p><i>What resources will be allocated to meet target?</i></p>
<p>Continue to emphasis spelling rules and strategies with regular set times for specific teaching.</p>		<p>Teaching staff</p>	<p>Funding from curriculum budget</p>
<p>Run a Spelling Bee for all children to provide incentive for learning spelling and for parent involvement.</p>	<p>Term 2</p>	<p>Teaching Staff Parents</p>	
<p>Teacher Aide and support teacher provided to support small groups of children.</p>	<p>All Year</p>	<p>Principal Staff Board funded teacher Teacher Aides</p>	<p>Funding from SES budget</p>
<p>Emphasis, specific teacher direction, rubrics, self-assessment to involve children in the transfer of skills to their written work.</p>	<p>All Year</p>	<p>Principal Staff</p>	<p>.</p>
<p>Professional development, moderation</p>	<p>July, October</p>	<p>Principal Staff</p>	<p>Funding from P/D Budget</p>

## 3 Year Programme of self-Review

<b>ONE</b>	<b>I.C.T. Requirements</b>	<b>Curriculum:</b> Resources Professional Development	
<b>Policy Reviews</b> - Review one policy each Board Meeting throughout the year. <b>Health &amp; Safety Programme</b> - Accident Register <b>E.E.O.</b> <b>Annual Report</b>			
<b>TWO</b>	<b>Curriculum:</b> An integrated approach	<b>Curriculum:</b> Mathematics Special Needs <b>Board Delegations and Training</b> Community Consultation	
<b>THREE</b>	<ul style="list-style-type: none"> <li>- School Donations</li> <li>- Audit Procedures</li> </ul> <b>Finance</b> - S.E.G. <ul style="list-style-type: none"> <li>- Budget Reports</li> </ul>	<ul style="list-style-type: none"> <li>- Building Fitness</li> <li>- Property Development</li> <li>- Vandalism, damage</li> <li>- School Pool</li> <li>- Playground Equipment</li> </ul> <b>Property</b>	<ul style="list-style-type: none"> <li>- Job Description</li> <li>- Appraisal Procedures</li> <li>- E.E.O. Programme</li> <li>- Staff Development</li> </ul> <b>Personnel</b>
<b>FOUR</b>	<b>Budget/Asset Register</b> –Preparation for Annual Report <b>Performance Agreement,</b> <b>Staff Appraisal, School Action Plans – Staff Development,</b> <b>Property/Maintenance Plan</b>		

**REPORT TO THE TAUWHARE BOARD OF TRUSTEES**  
**ANNUAL REPORT & ANALYSIS OF VARIANCE December 2009**

**Roll Growth**

We began the year with 116 children enrolled in our school. The confirmed pre-schoolers list indicated that we would reach 126 by July 1<sup>st</sup> and as our Yr 1 and Yr2 classes were so large we employed a 6<sup>th</sup> teacher. Initially this was a Board funded position, however the Ministry of Education recognised the extra-ordinary need and refunded the full cost up to July 1<sup>st</sup> when we no longer employed the 6<sup>th</sup> teacher.

**Curriculum Delivery**

All classes were provided with a balanced curriculum. Particular emphasis was placed on English and Mathematics, and about the values and virtues that were important to the children, the staff and the parents/caregivers. ICT was a major focus as all staff upskilled in integrating the curriculum using thinking skills and inquiry models. SOLO Taxonomy was explored and used by all classes to help children with self-evaluation - to know where they were in specific skills and how to move themselves forward.

Children made very pleasing progress throughout the year, with excellent academic results and significant improvements being made. Data collected identified children needing support or extension, and our support staff and experienced teachers were used to ensure these needs were met. *See attached graphs and analysis.*

Curriculum delivery was further enhanced by both visits made outside the classroom and by groups being invited in to speak to children.

Special emphasis was given to providing meaningful physical education opportunities for our students. At least 90% of our children played Saturday sports with Tauwhare fielding 11 teams over 5 codes.

The school continued to implement the programme supported by the Enhanced Programme Fund. This was used to help the children with moderate special needs in English, particularly reading and spelling. The use of interactive boards and extra teacher aide time to give one-to-one or small group support has been invaluable in raising student achievement. Programmes and testing for Dyslexia were implemented in Term 1 and had a positive effect on raising reading ages. Toe-By-Toe was implemented throughout the school for any child struggling with phonemic awareness.

**Staff Changes**

Three new teachers were employed at the start of the year; 1 B/T permanent, 1 permanent scale A teacher and 1 fixed term teacher. Ms Sharon Quinn was appointed as Deputy Principal. In recognition of the need to induct so many new staff Linda Cook became Senior Teacher in the junior classes. Mrs Cherie Grant was employed as a fixed term teacher from Term 3 to help in the junior area.

**The Charter**

The Charter was revised and educational targets were set in basic facts and in Managing Self. These were approved unchanged by the Ministry of Education. Staff appraisals were satisfactorily completed by the end of the school year. An analysis of variance was completed for the annual accounts.

**Target For 2009**

**Strategic Goal:**

To have all children improve in basic facts.

**Annual Target:**

That 100% of Yr 2, 4, 6 children will be on or above expected levels (80% pass rate) in their basic facts tests by the end of the year.

**Historical Position:**

Basic facts were a core part of our teaching practice until we went into Numpa where the focus shifted to strategy teaching.

All teachers have reintroduced basic facts into teaching practice.

**Final Results:**

**95%** of all Year 2 children were achieving above a 75% pass in their basic facts in October. 84% scored over 80%

**74%** of all Year 4 children were achieving above a 75% pass in their basic facts in October. 69% scored over 80%

**87.5%** of all Year 6 children were achieving above a 75% pass in their basic facts in October. 75% scored over 80%

We did not achieve our high expectations of every child passing their basic facts assessment by 80% or more. However, of the 11 children who scored less than 80% 3 have been assessed as dyslexic – which we know has an impact on the child’s ability to memorise basic facts, 1 child is autistic and 1 has global delays. The basic facts bee did not eventuate as teachers were unable to fit it in due to the huge build up to the Jubilee.

We will continue to monitor basic facts achievement results in 2010.

Numpa results, particularly in Knowledge (IKAN) were very high this year, possibly as a result of more children having instant recall of basic facts.

### **1. Managing Self**

Students who manage themselves are enterprising, resourceful, reliable, and resilient. They establish personal goals, make plans, manage projects, and set high standards. They have strategies for meeting challenges. They know when to lead, when to follow, and when and how to act independently.

Managing self is a key competency and has been identified as the one most of our rural students do not embrace. Parents are seen to be carrying bags, bringing in permission slips and money for school events. Children who forget to bring these simply shrug as they are confident mum or dad will do it for them. The children and the parents are not being prepared for when they move on to middle and high schools.

**Final Data:** All rooms completed rubrics with the children on How we Know We are Managing Ourselves. They then produced these in various forms (see examples on the website: [www.tauwhare.school.nz](http://www.tauwhare.school.nz) ). Teachers referred to Managing Self consistently throughout the year, revisiting the rubric and asking children to place themselves where they thought they were. All teachers and support staff noticed a change in children’s behaviour from term 2 onwards. Yr 1 children were happy to come into the class and hang their own bags up etc. We found that educating parents through the newsletters and on the web page made a big difference and gained their support with helping children to become more independent and self-managing. The emphasis and teaching on Managing Self will be carried throughout the year to 2010.

### **Special Needs – Gifted and Talented**

Philippa Melton continues to be employed by the B.O.T to work with extension and support in maths and literacy. Reading Recovery provided 100 hrs and the Board matched this in term 1.

G.S.E worked with one child through the year with severe behavioural issues.

R.T.L.B worked in the school assisting with individual needs in literacy, speech and language and behaviour initiatives. RTLB also ran a trial intensive spelling programme to help a small group of children with clear dyslexic indicators.

Dyslexia programmes were researched and then added to the special needs portfolio. Many children were enrolled in the Toe-By-Toe programme run by teacher aides.

### **Policies, Procedures and Implementation Plans.**

The following policies/procedures were reviewed during the year :

Animal Care Policy, Agricultural day, Entertainment Policy, Equal Employment Opportunities, Appointments Procedure, Internet Safety Procedure, Recruitment & Selection Policy, Sun Protection Policy, Lock Down Policy & Procedures, Provisionally Registered Teachers Policy/Procedure.

The following implementation plans were reviewed during the year:

English Implementation Plan, Health & Physical Education, Maths Implementation Plan, ICT implementation Plan, Maori Achievement Implementation Plan.

### ***Professional Development***

Staff attended professional development in the following areas.

ICT P/D 3 Yr contact – final year.

ICT/E-Learning conference. 3 staff members 3 days

IWB ConferenceNet – All teaching staff 2 days.

Numpa catch Up – all teachers and support staff 1 year contract

Dyslexia – 1 teacher

Tutor Teacher course – 1 teacher 1 year

Thinking Skills – All teachers facilitator 1 year

Solo taxonomy – all teachers facilitator 1 year

Best Practice School Visits – E- Learning all teachers

### **Stand Downs and Suspensions**

There were two stand downs, both in 2009 and both for hurting other children. All procedures appropriately followed.

The P.T.A. continued to provide many and varied activities throughout the school year for both the children and for the community to be involved in. I have had many comments from new parents about the welcoming, inclusive school community – in particular the P.T.A. who provided many opportunities for everyone to get together, beginning with the school picnic and ending with the Farewell and break up.

On the way we had events such as: visits to the movies, Raglan Rock Pools, filming at Mystery Creek, Jump Rope, Book Week, Reuben the Road Safety Bear, Big Screen Movie night, Music Festival, Firewise show, Road Safety Puppets, Gala Day, Friday lunches; Golf Tournament; Piano Recitals; Calf Club; Tamahere musical production; Drama Group production; Speech contests; (space here) Refuse Station visit, Christmas Singing, 7 Aside; Cross Country; T-Ball tournament; Swimming Sports and Junior tabloids. Saturday sports including Hockey, T-Ball, Softball, Soccer, Rugby and Netball.

In October 2009 the whole community celebrated the 125<sup>th</sup> Jubilee of the school and district. This was a very successful event and could not have happened without the support of the older members of our community and the hard working PTA who organised the very successful gala.

The school community and the staff came together again in December to produce a wonderful whole school musical after I had to abandon it mid-stream to have spinal surgery. Thanks to our Deputy Principal, Sharon Quinn, and the whole staff, the school ran very smoothly at this time.

I wish to thank the staff, The B.O.T, the P.T.A, the children and the wider community for supporting the school in so many ways. So many opportunities are offered to the children of Tauwhare School which would not otherwise be possible without the support and dedication of everyone in the school community. I know we are all ready for the innovative events and challenges which are already being planned for 2010 and which make Tauwhare School the wonderful place it is for us all.