

**2017 - 2019**

School Charter & Strategic Goals

**2017**

Annual Plan

**Tauranga Primary School**

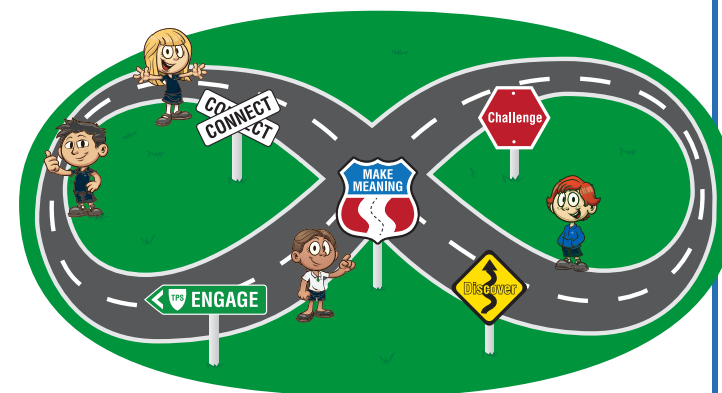
Principal endorsement:

Board of Trustees' endorsement:

Submission Date to Ministry of Education: **1<sup>st</sup> March 2017**



<b>Mission Statement</b>	<p>Within a caring and collaborative learning community, Tauranga Primary School is committed to inspiring curiosity and encouraging creativity. We will challenge and develop the academic and social skills of our learners, so that they can make meaning of their world.</p>
<b>Learning Vision</b>	<p><b><i>Together, we are learning to go places</i></b>  <i>Akongia tātou, ngā haere ki wāhi kē</i></p>
<b>Learner Values</b>	<p><b>We reinforce our Learner Values through the TPS Way.</b></p> <p>Our values are implicit in the TPS Way and are taught through the language of the Learner Competencies of a TPS learner. The <b>TPS Way</b> is to develop skills and attributes as:</p> <p>* <b>Thinkers</b>                      * <b>Communicators</b>                      * <b>Team Players</b>                      * <b>Self-Managers</b>                      * <b>Contributors</b></p>
<b>Learning Model</b>	<p><b>Learning at TPS is defined as:</b>  <i>Learning is <b>engaging</b> in an ongoing process of making <b>connections</b>, <b>discovery</b>, and <b>challenge</b>; building knowledge and skills to <b>make meaning</b> of our world.</i></p> <p>Our TPS Learning model is integral to all learning experiences. We aim to develop learner agency and metacognition. TPS learners are taught to recognise and articulate how they are learning, what they are learning and why they are learning it, as appropriate to their developmental learning stage.</p>



**School  
Organisation  
and Structures**

Tauranga Primary School is a Decile 7, U5 urban contributing school catering for up to 499 children. Its special character includes an attached Technology Centre catering for approximately 300 Yr7/8 students from up to 13 client schools, Reading Recovery center and MOE Speech Clinic on-site

Tauranga Primary School is a well-established school with strong community engagement. Through our teachers, BOT, parent groups, newsletter, assemblies and online environments we promote academic, sporting and cultural programmes and share our achievements and successes. We have a loyal staff who share the vision for Tauranga Primary School.

Our vision is focused on preparing our learners for their future, by establishing a collaborative learning community, which includes the development of flexible learning environments. We believe that effective pedagogy is a personalized teaching and learning model, which recognizes and responds to how people learn. We aim to work together, to support every learner to develop to his or her full potential.

At Tauranga Primary School our use of ICT is based on a blended learning approach, combining technology with traditional practice to cater for our 21<sup>st</sup> Century learners.

The school is centrally sited with Cameron Rd and Fifth Avenue providing the main access. Fifth Avenue separates the junior and senior school sites. Tauranga Primary School is the original Tauranga School, once being a District High School (1864) with the school established on its present site in 1904. In 2004, Tauranga Primary School celebrated its centennial.

The school roll remains stable with the roll peaking at 499 in 2015. We have between 9-13 International Students attend our school annually, mostly from Korea. There are seventeen fulltime classrooms and an eighteenth that typically is used for roll growth as new entrants arrive during the year.

**Māori Dimension  
and Cultural  
Diversity**

Currently, 62.35% of the children at Tauranga Primary School are New Zealand European, while 17.41% are Maori, 3.29% Indian, 2.35 % Korean, 2.8% Pasifika (these students being a mix from Niue, Tokelau , Samoa, Tonga and Fiji), 0.94 Chinese and 1.4 British/Irish.

**New Zealand's cultural diversity:**

- The school has a culturally responsive teaching team that differentiates teaching and learning experiences to meet cultural and ESOL needs as appropriate.
- Cultures within the school are valued and accepted through active encouragement of an inclusive school culture and ethos.
- Staff members ensure that students from all cultures are treated with respect and dignity, and will actively work towards maximizing the potential of each student.
- When developing policies and practices for the school every endeavour is made to reflect New Zealand's cultural diversity and the unique position of the Maori culture.

**The unique position of the Maori culture:**

Tauranga Primary School will acknowledge and commit to developing ongoing awareness and learning of te reo Maori me nga tikanga, and provide the means of fostering a partnership consistent with the Treaty of Waitangi. Tauranga Primary School is committed to improving the learning of students through:

- Tauranga Community of Learning – At TPS we have 3 within school lead teachers who lead in our shared focus on CULTURALLY RESPONSE PRACTICE
- Learning will include components of tikanga Maori as appropriate to each class level.
- There is a specific Maori school wide focus annually, rotated on a three year plan, and includes Te Marae, Kai (Hangi) , and Te Ngahere (Bush).
- Legends, Te Reo and Waiata will be included in learning programmes.
- Each year a Kapa Haka group will work with a tutor to perform at the annual Ra Whakangahau and at appropriate school functions.
- Opportunities exist for our Maori students to develop leadership in a variety of contexts, academic, social, cultural and physical.
- Teachers will facilitate an awareness and appreciation of te reo Maori me nga tikanga and it is expected that students are able to use a mihi and greetings appropriately.
- Teachers are committed to building whanaungatanga relationships by having two open days per year, and celebrating the skills and values that families and whanau bring to the school through in-classroom participation

- Classrooms and school celebrations will reflect Maori culture through displays, signage, waiata, and greetings.
- Maintaining and enhancing our partnership with Huriā Marae as our school marae is valued.
- Whanau Hui , twice yearly formal meetings. Special projects and focus groups meet as required throughout the year.

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

If a parent were to make such a request, the matter would be referred to the Board of Trustees for consideration. Presently there are no full time teachers within the school who could run an immersion programme. All of our classrooms are currently mainstream, so significant restructuring within the school would need to occur to meet such a request. This would include personnel, budgets and resources.

Parents would be informed of available options within the Tauranga Peninsula; currently two geographically close schools, Maungatapu and Merivale, offer immersion programmes.

## Students' Learning

Student learning and achievement at Tauranga Primary School has traditionally been very positive, as evidenced by:

**ERO** (September 2015) noted *“the principal, leadership team, teachers and trustees are focused on inspiring students to realise their potential as learners. Students are well engaged and experience success in a wide range of academic, sporting and cultural activities.”*

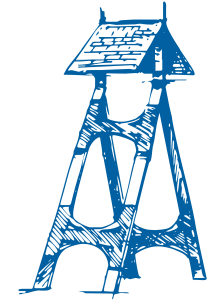
Tauranga Primary School is currently on a 4-5 year ERO review cycle.

### Our National Standards Data:

	2011	2012	2013	2014	2015	2016	2017	2018	2019
Reading	74%	74%	78%	82%	83%	86%			
Writing	74%	73%	74%	77%	81%	82%			
Maths	79%	70%	79%	78%	83%	83%			

<p><b>Student Engagement</b></p>	<p>High levels of student engagement are evident. We enjoy strong support from school families in regards to schooling and support of their children.</p> <p>Attendance issues are low in comparison to local schools (referenced by data from the Tauranga Truancy Action Group).</p> <p><b>Attendance rate 2016:</b></p> <ul style="list-style-type: none"> <li>• 92% attendance rate per half day for the school</li> <li>• 92% attendance rate for Males</li> <li>• 92% attendance rate for Females</li> </ul> <p><b>Special Needs Statement:</b></p> <p>Students with special learning needs are supported in their learning so that they can progress in relation to the New Zealand Curriculum and fully participate in, and contribute to, the school and their community.</p> <p>Early identification of children who are at risk academically, physically and emotionally is essential so that appropriate programmes can be developed in order for them to fully access the NZ Curriculum to the best of their ability. Early identification of children with special abilities enables them to learn and achieve at a rate best matched to their academic and emotional readiness. The school allocates a unit to overview Gifted and Talent programmes, as well as, fixed term units for three senior staff members responsible for SENCO .</p>
<p><b>Review of Charter and Consultation</b></p>	<p>Review of the school's long-term strategic direction, was held in Terms 3 &amp; 4 2013. The BOT now reviews the current strategic plan and the annual parent community survey in Term 4 each year. The annual plan is drafted for final approval at our first BOT meeting each year.</p> <p>The following practices are embedded into our practice of review and consultation:</p> <ul style="list-style-type: none"> <li>• Annual parent community survey</li> <li>• Student voice gathered e.g. survey, student council</li> <li>• Whanau Hui – 2 x year.</li> <li>• Student achievement data reported regularly, based on BOT reporting schedule.</li> <li>• ERO – 4-5 year review cycle</li> </ul>

# Tauranga Primary School - Strategic Goals



## **Strategic Goal One: Learning Community**

To grow our TPS learning community, where everyone is working in partnership to enhance both academic and social outcomes for our learners

## **Strategic Goal Two: Learning and Teaching**

To build high quality teaching practice that is responsive and adaptive to the identified needs of our learners.

## **Strategic Goal Three: Learning Environment**

To enhance our learning spaces so that they facilitate the pedagogical drivers of our school curriculum

## **Strategic Goal Four: Learners**

For all learners to be challenged, supported and inspired to grow their capabilities as a learner.



	2017	2018	2019
<b>Strategic Goal</b>  <b>One:</b>  <b>Learning Community</b>	<ul style="list-style-type: none"> <li>• <b>Parents as Partners in Learning</b>, Investigate Learner Led Conferences. Trial in Years 4-6</li> <li>• <b>Communities of Learning _ Culturally Responsive Practice inquiry</b></li> <li>• <b>Complete MOE review of Technology Centre.</b></li> <li>• <b>International Students</b>, Continued marketing of our school and programme .</li> <li>• <b>Sign up with University of Waikato as a partnership school</b></li> <li>• <b>Collaborative Teaching As Inquiry –</b> grow and integrate into Job Descriptions and appraisal process.</li> <li>• <b>Leadership Development:</b> Senior Team Leadership development. <b>TBC</b></li> <li>• <b>BT mentor programme established</b></li> <li>• <b>Community Partnerships -</b> Community Readers and Gardeners</li> <li>• <b>3<sup>rd</sup> Party Payment</b> option trialled - admin</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Parents as Partners in Learning</b>, Decide on continued use of Learner led Conferences.</li> <li>• <b>Communities of Learning _ Culturally Responsive Practice inquiry</b></li> <li>• <b>Implement changes as from review of Technology Centre.</b></li> <li>• <b>International Students</b>, Continued marketing of our school and programme.</li> <li>• <b>University of Waikato as a partnership school</b></li> <li>• <b>Collaborative Teaching As Inquiry –</b> grow and integrate into Job Descriptions and appraisal.</li> <li>• <b>BT mentor programme</b></li> <li>• <b>Community Partnerships -</b> Community Readers and Gardeners</li> <li>• <b>Review TPS Behaviour Management Plan.</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Parents as Partners in Learning</b>,</li> <li>• <b>Communities of Learning _ Culturally Responsive Practice inquiry</b></li> <li>• <b>International Students</b>, Continued marketing of our school and programme.</li> <li>• <b>University of Waikato as a partnership school</b></li> <li>• <b>Implement any changes to TPS Behaviour Management Plan.</b></li> </ul>



	2017	2018	2019
<p><b>Strategic Goal</b></p> <p><b>Three:</b></p> <p><b>Learning Environment</b></p>	<p><b>5YA -2014 -2019 round completed 5YA</b> Senior Learning Hubs 1 &amp; 2 completed</p> <ul style="list-style-type: none"> <li>• Buildings</li> <li>• Furniture and fittings</li> <li>• ICT</li> </ul> <p><b>10YPP</b> <b>Property maintenance work – cyclical maintenance as per plan.</b></p> <p><b>MOE – Implement changes as directed from:</b></p> <ul style="list-style-type: none"> <li>• Review of Technology Centre</li> <li>• Review of Reading Recovery Rooms and Speech Clinic</li> </ul> <p><b>FOTS – Playground Project</b></p> <ul style="list-style-type: none"> <li>• Upgrade of senior playground</li> </ul> <p><b>Music - Set up Music Suite in Term 2 Room 14.</b></p> <p><b>Elearning –</b> well resourced environment with a robust and future proofed infrastructure. Funding application for resources – TECT.</p>	<p><b>Rooms 1 to 5 :</b> plan for refurbishment to coincide with new 5YA in July 2019</p> <p><b>10YPP</b> <b>Property maintenance work – cyclical maintenance as per plan.</b></p> <p><b>MOE – Implement changes as directed from:</b></p> <ul style="list-style-type: none"> <li>• Review of Technology Centre</li> <li>• Review of Reading Recovery Rooms and Speech Clinic</li> </ul> <p><b>FOTS – Playground Project</b></p> <ul style="list-style-type: none"> <li>• Upgrade of senior playgrounds – Cricket Nets?</li> </ul> <p><b>Elearning –</b> well resourced environment with a robust and future proofed infrastructure</p>	<p><b>2019 - 2024 5YA plan developed</b></p> <ul style="list-style-type: none"> <li>• Rooms 1-5 refurbished</li> </ul> <p><b>10YPP</b> <b>Property maintenance work – cyclical maintenance as per plan.</b></p> <p><b>MOE – Implement changes as directed from:</b></p> <ul style="list-style-type: none"> <li>• Review of Reading Recovery Rooms and Speech Clinic</li> </ul> <p><b>FOTS – Playground Project</b></p> <ul style="list-style-type: none"> <li>• Upgrade of senior playgrounds – Cricket Nets?</li> </ul> <p><b>Elearning –</b> well resourced environment with a robust and future proofed infrastructure</p>

	2017	2018	2019
<b>Strategic Goal</b>  <b>Four:</b>  <b>Learners</b>	<p><b>Mindfulness</b> Trial in Senior School</p> <p><b>STEPS</b> – trial programme in Middle School. Assess effectiveness and make recommendations.</p> <p><b>Quick 60</b> – Trial as a small group intervention – Junior School (Term 2) and ESOL.</p> <p><b>Specific achievement goals for learners as identified in annual data:</b></p>	<p><b>Mindfulness</b> Potentially implement across Middle and Senior school?</p> <p><b>STEPS</b> – implement as per recommendations from 2017</p> <p><b>Quick 60</b> – implement as per recommendations from 2017</p>	<p><b>Mindfulness</b></p>

# Tauranga Primary School - Annual Plan - 2017



Strategic Goals	Outcomes
<p><b>Strategic Goal One:</b> <b>Learning Community</b></p>	<p><b>Parents as partners in learning:</b></p> <ol style="list-style-type: none"> <li>1. School families valued as part of our Tauranga Primary School Community.</li> <li>2. TPS Maori community have an authentic avenue to feedback and contribute to the school vision and kaupapa</li> <li>3. School families have an understanding of education in the 21<sup>st</sup> Century and have opportunities to observe and participate through open days and information sessions.</li> </ol> <p><b>International Students:</b></p> <ul style="list-style-type: none"> <li>• Our international student programme attracts 12 students to our school annually. Aim to diversify student base, focus on China.</li> </ul> <p><b>Communities of Learning:</b></p> <ul style="list-style-type: none"> <li>• Culturally Responsive action plan developed and a clear, coherent professional learning plan implemented.</li> </ul> <p><b>University of Waikato:</b></p> <ul style="list-style-type: none"> <li>• Partnership with University of Waikato signed off and first students commence partnership in 2017.</li> </ul> <p><b>Leadership Development:</b></p> <ul style="list-style-type: none"> <li>• Team Leaders have opportunity for professional development alongside leaders from Welcome Bay Primary – Coaching and Mentoring training. Viewing leadership as a coaching role.</li> </ul> <p><b>MOE review of Technology Centre</b></p> <ul style="list-style-type: none"> <li>• Plan established to move forward</li> </ul> <p><b>Community Partnerships:</b></p> <ul style="list-style-type: none"> <li>• We are partnered with our community to enhance the outcomes of our learners eg CUSP – University of Waikato</li> </ul>

<p><b>Strategic Goal Two:</b> <b>Learning and Teaching</b></p>	<p><b>Tauranga Primary School Curriculum:</b></p> <ol style="list-style-type: none"> <li>1. "Learning Pathways" We have a practical document that emphasises the skills and dispositions of a TPS learner, so that our learners develop a strong understanding of themselves as learners, their strengths and next learning.</li> <li>2. Culturally Responsive Practice – we have a shared understanding of what CRP is and why it is important. We have base line data from which to set goals and make plans.</li> <li>3. Neuroscience and learning – We have increased understanding of how the brain develop, for children, and the implications this has for learning from 0-13years.</li> </ol> <p><b>Reporting:</b></p> <ol style="list-style-type: none"> <li>1. Recognition of the value for learners actively participating in the sharing of their learning journey as appropriate to their developmental readiness.</li> <li>2. Reporting practices to recognise the importance of the 'whole' learner , inclusive of: academic, physical and social development.</li> <li>3. Measures of Success – investigating ways of demonstrating progress and achievement beyond National Standards.</li> </ol> <p><b>New Entrant Programme:</b></p> <ol style="list-style-type: none"> <li>1. A coherent philosophy of teaching and learning created that recognises the development stages of learning and growth for 5 year olds.</li> </ol>
<p><b>Strategic Goal Three:</b> <b>Learning Environment.</b></p>	<p><b>5YA and property maintenance:</b> - 5YA Senior Learning Hub project completed. 10YPP up to date</p> <p><b>Senior Playground upgrade</b> – New Senior Playground completed</p> <p><b>Music Suite created:</b> Providing opportunities for learners to grow and develop skills and talents in Music – through easily accessible instruments and resources.</p> <p><b>Technology Centre</b> – A financially viable centre that we are able to continue to host.</p> <p><b>Reading Recovery and MOE buildings</b> - Refurbished and modern facilities funded directly by the Ministry of Education.</p> <p><b>10 year property plan</b> – pool changing room &amp; bike shed painted. Interior paint Room 16.</p>
<p><b>Strategic Goal Four:</b> <b>Learners</b></p>	<p><b>Mindfulness</b> – Effective techniques for coping with challenges are developed in our senior students.</p> <p><b>STEPS &amp; Quick 60</b> – High quality (evidenced by data) intervention programmes to complement existing programmes and offer additional depth for the acceleration of learning .</p> <p><b>Charter Targets:</b></p> <ul style="list-style-type: none"> <li>• 80% of Māori learners achieve at or above National Standards in Writing, and Mathematics</li> <li>• 80% of Male learners achieve at or above National Standards in Writing.</li> <li>• Supporting Māori Students to achieve educational success as Māori</li> </ul>

## Improvement Plan - Learning

## WRITING

### Strategic Goals:

**Learning Community:** To grow our TPS learning community, where everyone is working in partnership to enhance both academic and social outcomes for our learners.

**Learning and Teaching:** To build high quality teaching practice that is responsive and adaptive to the identified needs of our 21<sup>st</sup> century learners.

**Learners:** For all learners to be challenged, supported and inspired to grow their capabilities as a learner.

**Annual Goal:** Accelerate progress of student performing below National Standard expectations in Writing

**Annual Target:** By the end of 2017:

- 80% of Māori learners achieve at or above National Standards in Writing and Mathematics
- 80% of Male learners achieve at or above National Standards in Writing.

### Baseline data: December 2016:

National Standards Data 2016	Well Below	Below	At	Above
Whole School	3%	16%	69%	12%
Years 1-6 (429 students)	11	68	297	53
Males (229)	4%	20%	71%	6%
	8	46	162	13
Females (200)	2%	11%	68%	20%
Maori Male (41)	7%	29%	59%	5%
	3	12	24	2
After 1 year @ school	2%	22%	70%	6%
	1	14	44	4

After 2 years @ school	4% 3	18% 15	66% 54	12% 10
After 3 years @ school	3% 2	21% 12	67% 39	9% 5
End of Year 5	1% 1	14% 11	72% 58	14% 11
After 1 year @ school- <b>Males</b>	3% 1	25% 8	69% 22	3% 1
After 2 years @ school - <b>Males</b>	2% 1	22% 10	69% 31	7% 3
After 3 years @ school - <b>Males</b>	3% 1	27% 9	70% 24	0% 0
End of Year 4 - <b>Males</b>	5% 2	18% 7	68% 26	8% 3
End of Year 5 - <b>Males</b>	2% 1	19% 8	74% 31	5% 2

### Key Improvement Strategies:

When:	Actions	Who	Indicators of Progress
Ongoing	<b>Phonics</b> <ul style="list-style-type: none"> <li>New staff (teacher aide and teachers to attend first available Yolanda Soryl course)</li> <li>Will attend Yolanda Soryl courses as they arise</li> <li>APs – to monitor whole school implementation</li> </ul>	Rob – Junior Tracey – Mid/Senior	Consistent strategy/systems in place across the school. Emphasis on Junior school programme. Improved student outcomes – 6 year net





[illegible]

## Improvement Plan - Learning

## Culturally Responsive Practice – Tauranga COL

Supporting Māori Students to achieve educational success as Māori

### Strategic Goals:

**Learning Community:** To grow our TPS learning community, where everyone is working in partnership to enhance both academic and social outcomes for our learners.

**Learning and Teaching:** To build high quality teaching practice that is responsive and adaptive to the identified needs of our 21<sup>st</sup> century learners.

**Learners:** For all learners to be challenged, supported and inspired to grow their capabilities as a learner.

**Annual Goal:** Accelerate progress of Maori students performing below National Standard expectations in Writing, Reading and Mathematics

**Annual Target:** By the end of 2017:

- 80% of Māori learners achieve at or above National Standards in Writing and Mathematics
- 80% of Male learners achieve at or above National Standards in Writing.

### Baseline data: December 2016:

National Standards Writing Data 2016	Well Below	Below	At	Above
Whole School Years 1-6 (429 students)	6% 11	16% 68	69% 297	12% 53
Maori (73 students)	4% 3	23% 17	62% 45	11% 8
National Standards Reading Data 2016	Well Below	Below	At	Above
Whole School Years 1-6 (429 students)	2% 9	12% 52	58% 249	28% 119
Maori (73 students)	3% 2	18% 13	62% 45	18% 13
National Standards Mathematics Data 2016	Well Below	Below	At	Above

Whole School Years 1-6 (429 students)	1% 5	16% 69	63% 270	20% 85
Maori (73 students)	3% 2	26% 19	53% 39	18% 13

### Key Improvement Strategies:

When:	Actions	Who	Indicators of Progress
Ongoing	<b>Tauranga Community of Learning – Culturally Responsive Practice</b> <ul style="list-style-type: none"> <li>Action plan developed and initiated – to be added once completed – end of Term 1 2017</li> </ul>	Tracey, Nick and Ann Marie	<ul style="list-style-type: none"> <li>Action Plan created and 2017 objectives met.</li> </ul>
Ongoing	<p align="center"><b>Treaty of Waitangi Partnership, Protection and Participation:</b></p> <p><b>Partnership</b> – genuine relationships with our Maori community.</p> <p><b>Participation</b> – Positive Māori involvement at all levels of education. Participation in decision making, aspirations of Māori whānau in school planning, strong home school relationships.</p> <p><b>Protection</b> – Actively protecting Māori knowledge, values and other tāonga. Normalising te reo Māori, learning and including tikanga school-wide, valuing and validating local knowledge.</p> <p><b>Partnership</b></p> <ul style="list-style-type: none"> <li>Huria Marae - connecting and growing our relationship.</li> <li>Teacher outreach to whanau in their class/learning Hub</li> </ul> <p><b>Participation</b></p> <ul style="list-style-type: none"> <li>Whanau Hui 2x year</li> <li>BOT – actively seek Maori representation at governance</li> </ul>	COL within school leaders BOT & Staff	<ul style="list-style-type: none"> <li>Whanau Hui 2x year</li> <li>Kapa Haka – Ra whakangahau</li> <li>Powhiri protocol established</li> <li>Hangi - Whole school 2017</li> <li>COL – action plan – meeting targets as set out in action plan</li> </ul>

	<p>level</p> <ul style="list-style-type: none"> <li>Leadership of Maori - shared between three within school COL lead teachers. Senior Leaders in the school role model expectations and values.</li> </ul> <p><b>Protection</b></p> <ul style="list-style-type: none"> <li>Kapa Haka</li> <li>Add powhiri to welcome important guests to our school – to start 2017 year.</li> <li>House system - Tuakana Teina</li> <li>Role models on staff</li> <li>New signs and displays in the school - in Te Reo &amp; English</li> <li>Te Reo - All teachers must teach 20min per week specific Maori lesson.</li> <li>Tikanga practices across the school – Karakia and Waiata to start the day in all classes.</li> <li>Te Reo heard regularly and often in the school - including administration staff for greetings, basic commands etc.</li> <li>Three year curriculum cycle - Marae, <b>Hangi (2017)</b> and Te Ngahere</li> <li>Staff encouraged to complete Wananga Level 3 Maori course. All teachers – compulsory PD</li> <li>TPS - Te Reo blog - Maori teaching resources</li> </ul>		
Ongoing	<p><b>Phonics</b></p> <ul style="list-style-type: none"> <li>New staff (teacher aide and teacher to attend first available Yolanda Soryl course)</li> <li>APs – to monitor whole school implementation</li> </ul>	<p>Rob – Junior Tracey – Mid/Senior</p>	<p>Consistent strategy/systems in place across the school. Emphasis on Junior school programme.</p> <p>Improved student outcomes – 6 year net</p>
Ongoing	<p><b>Teaching as Inquiry:</b></p> <ul style="list-style-type: none"> <li>Focus – Culturally Responsive Practice -</li> <li>Identify target (at risk) students in each class.</li> <li>Connect with whānau , build relationship and work in partnership.</li> <li>Specific learning and teaching needs identified – in-</li> </ul>	<p>Fiona ALL</p>	<p>Appraisal process – identified target groups</p> <p>Differentiated teaching based on data evident.</p>

	<p>depth and broad scanning procedures incorporated into this process</p> <ul style="list-style-type: none"> <li>• Differentiated planning to address needs</li> <li>• Across team collaborative practice – collective responsibility for all learners</li> <li>• Ongoing re-assessment of progress.</li> </ul> <p><b>TPS Curriculum Development</b> Whole school focus – vertical grouping of staff</p> <ol style="list-style-type: none"> <li>1. Culturally Responsive Practice – COL</li> <li>2. Learning Pathways - coherence of practice</li> <li>3. Neuroscience and learning development – TOD Nathan Wallis</li> </ol> <p><b>2017 initiatives:</b></p> <ul style="list-style-type: none"> <li>• <b>Mindfulness</b> - Senior School</li> <li>• <b>STEPS</b> – Middle School Trial – programme for children with processing difficulties – such as dyslexia.</li> <li>• <b>Quick 60</b> – Trial small group intervention programme - early years and ESOL</li> </ul>	<p>1. COL 2. TG and LC 3. Fiona</p>	<p>Team meeting minutes National Standard Data</p>
Ongoing	<p><b>Parents as Partners in Learning:</b></p> <ul style="list-style-type: none"> <li>• Inform and extend invitation to parents to partner in the learning process:</li> <li>• Explain/demonstrate what is required from home to help accelerate progress. For example, invite parents into class to watch a reading lesson – to demonstrate ways they can help at home.</li> <li>• Engage in regular feedback with target group parents regarding progress and achievement and next learning steps.</li> <li>• <b>New Entrant Transition to School (NETTS)</b> programme for transition from early childhood to primary school.</li> </ul>	<p>AP Team Leaders Class Teachers</p> <p>Fiona and Rob Jamie</p>	<p>Parents aware if their child is in a target group, and the aims of that group.</p> <p>How you can help at home support provided for parents.</p> <p>Parent feedback</p>

	<p>Working with parents to show what they can do to support their child's learning at school.</p> <ul style="list-style-type: none"> <li>• <b>Open Days</b> to share how learning occurs inside the classroom. Have videos of model teaching lessons on the school <b>website</b>.</li> </ul>	Jamie	Two days hosted per year.
On-going	<b>TPS Writing and Reading Progressions</b> - utilised across the school	APs & DP	<p>Evidence in learners books – students aware of learning stage (as appropriate to age/year level)</p> <p>Shared vocabulary of writing progressions evident in staff conversations/moderation etc</p>

## 2017 - Tauranga Primary School - Board of Trustees

Property	Finance
<ul style="list-style-type: none"> <li>As per 5YA and 10YPP: <b>Senior Learning Hubs</b> building project completed.</li> <li>Commence planning for Middle Hub refurbishment in next 5YA 2017/18.</li> <li><b>Senior Playground up-grade</b> - working in conjunction with FOTS</li> </ul>	<ul style="list-style-type: none"> <li><b>Maintain, grow and diversify International Fee Paying Students</b> as a funding stream.</li> <li>Grant applications for:                             <ul style="list-style-type: none"> <li>Year 6 camp</li> <li>Lion Foundation - Sports co-ordinator role.</li> <li>Playground refurbishment – TBC</li> <li>TECT application for Technology Centre – Robotics programme - TBC</li> </ul> </li> <li><b>\$450,000, from school funds, allocated for Senior Hub upgrade (5YA)</b></li> </ul>
Personnel	Community Engagement
<ul style="list-style-type: none"> <li>Beginning Teachers – 3 mentoring programmes</li> <li>Tauranga Peninsular Community of Learning – 3 within school teachers</li> <li>Principal <b>Appraisal</b> – external appraiser appointed..</li> </ul>	<ul style="list-style-type: none"> <li>To effectively engage, consult and inform (as appropriate) with the parent and wider community.</li> <li><b>Ensure that our Maori community have an active voice in the governance of the school.</b> Actively engage with Maori community to <b>co-opt Maori representation onto the BOT.</b></li> <li>Work closely with the FOTS to ensure a collaborative approach to fundraising.</li> </ul>
Learners	Policy
<ul style="list-style-type: none"> <li>The BOT will ensure that the school is resourced to meet the specific learning targets as set out in the 2017 Charter.</li> <li>Target groups are monitored and tracked throughout the year.</li> </ul>	<ul style="list-style-type: none"> <li><b>Review cycle</b> – as per TPS Governance Manual.</li> </ul>