



Tomarata School Charter 2018 - 2020

Vision: Igniting learning, connecting community

Values: SMART Values - Self control, Manaaki, Attitude, Respect, Tolerance

Introduction:

As a board we are currently reviewing our policies and procedures in detail using an education consultant. We intend to take on board any suggested improvements and implement these as required. The undertaking of this review of our strategic plan has included working on our three broad goals in consultation with our staff and community to establish important areas for review. We have also started the development of a new vision for our school. We recognise that our SMART values need to be reviewed to ensure they align to our new vision and help underpin the focus areas we have chosen to develop. As a result, we realise that a longer period of consultation and review needs to take place in 2018 to accommodate our larger vision of ongoing improvement. This will be an area of priority for the board this year.

Our ongoing cycle of review will ensure that our vision, values and policies and practices reflect :

- Our strategic Goals and Charter
- The vision, principles and values of the NZ curriculum
- All relevant legislation
- The National Administrations & Education guidelines, including a focus on equity and achievement for Māori, learners of pacific Island cultural heritage and those with special educational needs
- Te Tiriti O Waitangi, New Zealand's bi-cultural heritage, and the unique position of Māori culture in New Zealand society. The board is committed to take all reasonable steps to provide instruction in tikanga Māori and te reo Māori upon request by any full time students.

Goal 1: Success for all

In order to: foster a sense of achievement in each child

we are: working together in celebrating, encouraging and developing each child's unique set of gifts

by doing the following:

- Using inspirational teaching to encourage our students to make progress in their learning, achieving at or above their expectation
- Promoting the importance of Literacy and Numeracy which will be fostered within a rich curriculum
- Learning through inquiry programmes to allow for creativity and the following of passions - through play based learning and student led inquiry
- Embracing a diverse cohort of students and working with whanau to ensure their needs are met
- Further enhancing ownership of learning and engagement in their own growth - student agency
- Ensuring our learners enjoy their learning and school is a fun experience
- Promoting equity to ensure a support structure around our learners which enables success for all
- Ensuring our teachers facilitate the drawing out of creativity in our students
- Building and promoting leadership opportunities

Goal 2: Wellbeing

In order to: ensure that our staff and students are thriving in terms of physical, mental, emotional and spiritual well being

we are: working together to create an environment with a high degree of openness, safety and support for the health of the whole person

by doing the following:

- Actively looking to develop 4 dimensional wellness in our students, staff and community
- Ensuring our children experience movement every day through our fitness, physical education and motor skills programmes
- Ensuring all our children and staff feel our school is a safe place where they belong and feel valued
- Fully embracing the principles of PB4L in our practice to ensure a positive culture in our school
- Embarking upon self-review of our wellbeing practices through the Wellbeing@schools programme and actively seek to make positive changes
- Ensuring the staff has ownership of the Vision and Strategic Plan
- Growing students who care deeply and support each other in their challenges
- Embracing the professionalism of our teachers as they bring their creativity, strengths and passions to the table
- We are committed to promoting and practicing healthy eating in schools

Goal 3: Community

In order to: foster an awareness and experience the benefits of living in harmony with each other and the earth

we are: building a thriving school community

by doing the following:

- Building a new parent support group which embraces our strong community and allows them freedom to work in new ways to support our shared goals
- Establishing links within our wider community which enhance our learning programmes, allowing us to fully embrace deeper shared understandings
- Enhancing and promoting our school as the heart of the Tomarata community and the school of choice
- Inspiring an environmental focus that is important and cherished by all

Our Three Year Strategy

	2018	2019	2020
1. Success for all	<p>1.1 Ministry target: to increase the percentage of students achieving at/above expectation in Mathematics from 74.5% (end 2017) to 80% (end of 2018)</p> <p>1.2 Target for all students to make at least one year's progress in Reading, Writing and Mathematics</p> <p>1.3 Undertake professional development and initiate Play Based Learning strategies within teaching programs</p> <p>1.4 Digital technologies are introduced to promote computational thinking and creativity with digital design and outcomes</p> <p>1.5 The modern learning environments will be used for selected times and their success monitored</p> <p>1.6 Identified learning and behavioural needs are supported with compassion</p> <p>1.7 Extension and differentiated programmes continue, with teachers providing additional support for students in their class programmes</p>	<p>1.1 Ministry target: to increase the number of students moving from 'Below' to 'At' in Mathematics from 45% (end of 2018) to 60% (end of 2019) and to increase the percentage of students achieving 'At' or 'Above' expectation in Mathematics from 74.5% (end 2018) to 80% (end of 2019);</p> <p>1.2 Teachers to use the '<i>Spiral of Inquiry</i>' process to raise achievement of identified groups of students, with the goal of at least one year's progress for all students</p> <p>1.3 Continue implementing Play Based Learning strategies in 2 junior rooms to build student agency</p> <p>1.4 Digital technologies will be explored further and options such as robotics explored for 2020 document implementation (PLD)</p> <p>1.5 Teachers to build knowledge of assessments for GATE students and trialling sessions for differentiated learners in Rooms 4-7 (guided by Lynn Williams)</p> <p>1.6 Transition process for newly appointed DP to build understandings in shared SENCO role</p> <p>As per 1.5</p>	<p>All students will make recognised academic progress in numeracy and literacy, receiving targeted teaching as appropriate, dependent on needs</p> <p>Target groups of students identified as part of the 'Spiral of Inquiry' process with the goal of at least one year's progress in Reading, Writing and Mathematics</p> <p>Embedding, reflecting and exploring Play Based and Inquiry Learning strategies in all classes</p> <p>Digital technologies will be used increasingly</p> <p>Increased use of our classrooms as MLE to build capacity and capability in teaching practices, linking to students???</p> <p>SENCO role continuing to evolve and be enhanced to raise achievement and enhance support</p>

<p>2. Wellbeing</p>	<p>2.1 Fully implement Y2 of PB4L working towards collaborative approaches to behaviour management (including UBRS training)</p> <p>2.2 Undertake the NZCER wellbeing @school self-review</p> <p>2.3 Work towards being a living wage school</p> <p>2.4 Review our SMART values to ensure they reflect our new vision</p> <p>2.5 The existing Student Voice programme is reviewed</p> <p>2.6 Encourage 'core' teacher to research/develop mindfulness practices within their classroom</p> <p>2.7 Promote healthy eating practices using fuelled for life guidelines for canteen and school event catering</p> <p>2.8 Bikes in schools programme explored</p>	<p>2.1 Participating in Tier 2 of PB4L School-Wide contract for effectiveness and consistency Fully implement PB4L Y3 (including MAPA training)</p> <p>2.2 Actions on feedback from staff satisfaction survey (end of 2018)</p> <p>2.3 Complete stage 2 of staffing increases according to living wage scales</p> <p>2.4 Review our SMART Values to ensure they reflect our vision, with links to NZC, PB4L and Key Competencies</p> <p>2.5 Review our existing Student Voice programme</p> <p>2.6 Continue to research and develop aspects of mindfulness practices in school</p> <p>2.7 Continue promoting healthy eating and using school-grown food for cooking</p> <p>2.8 Further exploration of 'wheels' programmes</p>	<p>Effective programmes of behaviour and support enhanced/introduced</p> <p>Promote and embed strategies to build staff satisfaction</p> <p>Review support staff satisfaction</p> <p>Embed Values programme with any alterations/inclusions</p> <p>Continue Student Voice programme, with recommendations from review</p> <p>Continue to research and develop aspects of mindfulness practices in school</p> <p>Working towards having a surplus of food produced in school which can be used for other purposes</p> <p>Establishing an area for scooters, skateboards and bikes</p>
<p>3. Community</p>	<p>3.1 Establish an autonomous parent support group (PTA) which enables community empowerment in partnership with the BoT through shared goals</p> <p>3.2 Explore sustainability initiatives such as the 'Garden to table' programme – plan new garden developments at school</p> <p>3.3 Embed existing relationships and foster new relationships with outside community</p>	<p>3.1 Supporting the 'Helping Hands' (PTA) to develop capacity and leadership, broadening their scope</p> <p>3.2 Building student ownership for gardening programmes, linked to healthy eating</p> <p>3.3 Develop partnerships with community organisations</p>	<p>Embed the place of the PTA in our culture having high levels of engagement with many events not just for fundraising</p> <p>Rollout garden to table schoolwide. The school will have a fully functioning garden with integrated learning opportunities</p> <p>Strong partnerships established and thriving</p>

	<p>providers to help enhance our community connections</p> <p>3.4 Assess whether existing communication channels are operating efficiently to our vision – newsletter, website etc</p> <p>3.5 Review our professional capabilities in embracing Tikanga Māori and reflect on succession of staff capacity to establish a kapa haka group</p>	<p>3.4 Embed staff 'Ground Rules' to enhance communication and culture</p> <p>3.5 Build and enhance Tikanga Māori</p>	<p>Build and further establish programmes/implementations</p> <p>Have a thriving waiata or kapa haka group with high engagement participating in the wider community</p>
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Property plans 2018-2020

2019 focus:

We always have ambitious plans to improve our property:

Complete 10 Year Property Plan with Griffiths and Associates and submit to Ministry of Education following assessment reports and our input/ideas; complete actions to ensure playground safety following Safety Report (January 2019) and consultation with 'Park Supplies' and include in 10 YP

Make effective use of the AMS (Additional Modernisation Scheme) to upgrade, and connect, Rooms 2 and 3 – to be joined by a wet area/withdrawal room

Remove or demolish the 2 temporary classrooms (follow up from 2017); complete reinstatement of grounds following building projects and removal of temporary classrooms; including tree planting project, all weather cricket pitch upgrade and new corner sign; and plan to have an area for scooters and skateboarding which can be developed into a full bike for schools initiative (with student voice input)

Connect the new buildings to the existing through covered corridors (quotes received December 2018)

We will tag some of the PB4L funding for additional playground projects

Future projects on the horizon - Improve drainage of the courts; upgrade to a suitable all weather surface to expand the sporting opportunities for our students year round

We will look over the next three years to increase our capacity to fundraise through increasing community partnerships and participation from our community.

