



School Charter Strategic and Annual Plan for Tomarata School

2022 -2026

Principals' endorsement:	C A Neels
Board of Trustees' endorsement:	J Kerrisk
Submission date to Ministry of Education:	28/02/2022



Tomarata School Charter 2022-2026

Whakatauki: “Poipoia te kakano kia puawai: Nurture the seed and it will blossom”

Vision:

Tomarata School Shared Vision Formed: 18.2.20

Welcome to Tomarata School – we are going to notice you, notice your strengths and value your mistakes, effort, and progress. We cannot wait to get to know you, everyone is welcomed and cared for here. No Kiwi school would excel without embracing the biculturalism and the glorious environment we have on our doorstep. Here at Tomarata we may not be wearing shoes, but we will be learning in our beautiful back garden, learning about our native trees and birds and how to nurture our environment. Around our school you’ll hear waiata being enjoyed by all and you’ll experience our kapa haka roopu as we cherish Maori customs and traditions, alongside the Tiriti o Waitangi. We learn and use Te Reo across work and play - Maori culture is embedded throughout our school and we celebrate New Zealand life with our own unique activities.

Our outdoor kids spend time out in our spacious grounds and rural environment with a range of creative activities which encourage sustainable innovation. Whether it be in the school garden, hunting for bugs, local planting days or learning about the trees and native birds at our special bush block, the responsibility of being Kaitiaki develops naturally, starting with a love and enjoyment of playing in the outdoors.

Our enthusiastic team of teachers put the learners and their whanau at the core of everything they do, getting to know them and building relationships is key to happy, eager students. There is unity, respect and transparency amongst all staff. Knowing what makes each child tick enables us to cater for each of their unique gifts even if that sits outside of traditional approaches of the National Curriculum. We go above and beyond to plan a programme that offers a range of options and opportunities for each child. We realise that first we must understand the child, then we must teach them in a way they understand.

Learning at Tomarata School is in a safe environment where we understand that failure is a part of learning , offering support to encourage and facilitate growth. Our children learn how to learn and are taught the way that works best for them. Each child has the opportunity to find their passion. Keeping class sizes manageable and adding extra support where it is needed helps everyone work on their goals in the best possible environment. Our spaces are organised, our resources relevant, our systems are clear and our communication is open. Staff, students and families are informed, welcomed and included in this supportive environment.

We collect and share purposeful information reporting about the whole child. Learners are able to describe where they are in their learning; where they need to go and how to get there. They are given the opportunity to self assess, developing and reflecting on their own learning through a culture of voice, ownership and self-efficacy.

Tomarata is a little country school with a big heart. Our community embraces the school. We live by our word - Poipoia te kakano kia puawai - Nurture the seed and it will blossom.

Values:

- GROWTH through learning from our mistakes
- RESPECT each other with empathy and understanding
- OWNERSHIP of our actions
- WORKING together harmoniously

Acronym: the GROW values

Formed 5/03/2020

Principles: The Treaty of Waitangi; Cultural Diversity; Inclusion; Learning to Learn; Future Focus; High Expectations; Community Engagement; Coherence

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Māori Dimensions and Cultural Diversity:

- Engage with iwi, hapu, manawhenua and whanau to develop goals around educational success for Maori
- To decide what culturally responsive practice looks like at Tomarata School
- To understand the Tiriti o Waitangi, and all its ramifications

Special Character : To be the preferred school of choice in the local community as an Environmental rural school.

Introduction

The review of the Strategic Plan has included working on goals in consultation with the staff, the SAF Brent Wagner, and using the Schools That Deliver initiative. The GROW values are embedded. These values are directly aligned to our Vision. Four focus themes have been established with deep understanding processes to take place this year (2022 as COVID 19 again greatly affected this process in 2021). In 2022 and 2023 we will continue on the journey of ongoing improvement with regard to the four themes. This is an area of priority for the board for the next 2 years.

We will ensure that our vision, values, policies and practices will be aligned to and reflect:

- our strategic goals and charter
- the vision, principles and values of the New Zealand Curriculum
- all relevant legislation
- the National Administration and Education Guidelines, including a focus on equity and achievement for Maori . Pasifika students and those with special educational needs
- Te Tiriti O Waitangi, New Zealand's bi-cultural heritage, and the unique position of Maori culture in New Zealand society. The Board is committed to take all reasonable steps to provide instruction in tikanga Maori and te reo Maori

2021	2022	2023	2024	2025	2026
1. Operation Observe and Reflect					
<i>Pause, Breathe, Smile PB4L CoL: Wellbeing for staff & students Aktiv Initiative-Sport Northland</i>	2. Poipoia te Kakano kia Puawai		3. Know Ourselves and our Learners		
	<i>Unpacking whakatauki Values symbolism Planting days Enviro programme & sustainability Forming school tradition of welcoming new families</i>				
		<i>Student goal setting & agency Pepeha Teambuilding School identities Iwi links</i>	4. Knowing our Community and Cultures		5. Beyond Tomarata School
			<i>Culture identification Cultural activities & events Tapestry term Update Community Resource Database</i>		
				<i>Graduate profile Transitions to & from Tomarata School Future problem solving</i>	

Tomarata Strategic Plan 2022-2026

	1. Curriculum NELP 1: LEARNERS AT THE CENTRE NELP 3: QUALITY TEACHING & LEARNING	2. Equity NELP 2: BARRIER FREE ACCESS	3. Community NELP 1: LEARNERS AT THE CENTRE	4. Wellbeing NELP 1: LEARNERS AT THE CENTRE	5. Systems NELP 3: QUALITY TEACHING & LEARNING
Goals	To develop and deliver a broad future focussed , innovative curriculum that engages and inspires students by being personalised to their needs and interests	To ensure equity of outcomes for all students by supporting, fostering and providing learning opportunities for all	To create strong connections with our local community and use these to underpin our localised curriculum; to enhance our Maori students sense of identity, language and culture; to celebrate our cultural diversity	To build resilience and wellbeing within Tomarata School.	To provide structures that will enable staff to effectively provide quality learning outcomes for students
Initiatives	1A-Students are visible learners aware of learning needs, and able to access programmes and resources required to succeed 1B-Use accurate assessment practices and systems in the school 1C-implement the Digital technology curriculum across all learning areas 1D-Deliver a future focussed curriculum	2A-Develop culturally responsive practice. understanding and planning for diverse learners. 2B-Programmes are offered to accelerate learning for all learners 2C-Enrichment programmes are offered to extend	3A-Connect to our community by developing a cultural narrative for the school determining Tomarata School tikanga 3B-Implement a sustainable Tomarata School Maori Curriculum that acknowledges and respects our roles	4A- Continue to support Wellbeing for our Tomarata community. 4B- Use set wellbeing programmes in the school. 4C-Shared schoolwide language is established to support wellbeing	5A-Use set robust systems to minimise risk to the school. 5B -Provide targeted professional development to build on and raise teacher capability. 5C- Implement review cycles for school/Board to enhance learning

	1E-To provide high quality teaching and learning programmes	gifted and talented students	under the Tiriti o Waitangi 3C-The school environment will reflect biculturalism 3D-Teacher's will develop their use of Te Reo Maori 3E-Build strong relationships and connections with our Maori community 3F-celebrate the cultural diversity of Tomarata School	4D-whole school PB4L practices used	outcomes for students.
Success	-Tomarata students have opportunities to develop skills and understandings across the breadth and depth of the NZC	-All Tomarata students have opportunities to achieve success equitably in ways that embrace their culture, identity and strengths	-Our school curriculum will reflect the needs of our community. We will recognise, plan for , and celebrate the cultures of our students through authentic and meaningful, future focussed curriculum content.	The school will acknowledge the importance of the human needs framework in which students learn and teachers teach, reflect and improve the environment in which we work and learn.	Systems will be implemented to support teachers to be the best that they can be.
2022	Develop school wide Structured Literacy programme; review key competencies & dispositions; STEAM	Targeted personalised learning for S. Needs and GATE.	Develop treaty centric practices with staff and community; Develop cultural capability with staff;Provide	Establishing school purpose and clarity of wellbeing; Survey learning culture;	Collaborative sensemaking of school improvement strategies;Reporting to parents review

2023	<p>language of learning; Broaden student opportunities :Enviro school, Garden to Table project; Enviro Day</p> <p>Review schoolwide reading programme; embed writing programme; Oracy development to underpin higher order thinking and student inquiry;</p>	<p>Developing an understanding of meeting the needs of diverse learners.</p>	<p>opportunities for school in the community and community in the school</p> <p>Celebrations of diversity ; Local enterprise initiatives; Community involvement in integrated studies</p>	<p>Health and Wellbeing survey for community & students; Staff survey, Health and Wellbeing;</p> <p>Student agency in developing their learning pathway; Schoolwide review of PB4L initiative</p>	<p>School review and evaluation</p>
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2022 Annual School Improvement Plan- as at 8 December 2021

GOAL 1	ACTIONS	MEASURES
<p>CURRICULUM</p>	<p>1A</p> <ul style="list-style-type: none"> ● develop the Structured Literacy programme for Tomarata School ● students are using progressions to identify where they are at and what their next steps are ● our progressions are being used to show progress on our SMS system HERO ● create clear and simple guidelines for the Tomarata Testament on curriculum progressions <p>1B</p> <ul style="list-style-type: none"> ● review the key competencies and dispositions across the year levels <p>1C</p> <ul style="list-style-type: none"> ● Digital Technology lead teacher to continue to deliver PD to support with use of language of learning ● provide opportunities and resources for specialised digital programmes including STEAM <p>1D</p> <ul style="list-style-type: none"> ● Kaitiaki of our Enviro areas-; vege garden; chickens; bee garden; butterfly garden; Rainbow garden; worm farm; Recycle garden ● 2022 New Entrants and new students to the school are given a native tree to plant. Create a welcome 	<p>1A</p> <ul style="list-style-type: none"> ● teachers are incorporating the progressions in core curriculum areas but specifically in Literacy in their planning and programmes ● students can articulate what they are learning and what their next steps are using progressions ● parents can successfully log onto HERO to track children’s goals and progress <p>1B</p> <ul style="list-style-type: none"> ● accurate use and assessments of key competencies are used <p>1C</p> <ul style="list-style-type: none"> ● the Digital Technology lead teacher has a sound understanding of the Digital curriculum ● teachers are trialling STEAM & Makerspace programmes <p>1D</p> <ul style="list-style-type: none"> ● students are provided with opportunities to engage in real life learning contexts, reflected in teacher planning

	<p>ceremony to the school. All students receive a tree in the first year.</p> <ul style="list-style-type: none"> ● School name- what does it mean? ● Developing the school's identity & history- timelines Maori & Pakeha ● incorporate real life contexts through projects; ; student led Inquiry; play based learning; Nature Classroom; student agency; environmental/sustainability programmes <p>1E</p> <ul style="list-style-type: none"> ● continue with the whole school Maths PD with Lucie Cheeseman to boost our Maths data. 80% at or above target ● continue implementing and developing The Tomarata Testament ensuring practice is consistent and high expectations are met across the school 	<ul style="list-style-type: none"> ● Garden to Table initiative is introduced for Year 5/6 class ● Enviro day established in areas of the school for tuakana teina & kaitiaki activities <p>1E</p> <ul style="list-style-type: none"> ● student achievement in Maths increases ● classroom planning and programmes reflect the criteria and expectations outlined in The Tomarata Testament ● management to check planning, programmes and practice regularly
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GOAL 2	ACTIONS	MEASURES
EQUITY	<p>2A</p> <ul style="list-style-type: none"> ● Ann Milne's 7 Steps to finding out if Tomarata School is colouring in the white spaces 	<p>2A</p> <ul style="list-style-type: none"> ● when Maori come to Tomarata School they will feel welcomed; valued and supported by visible

	<ul style="list-style-type: none"> ● staff and students to understand the articles and impact of Te Tiriti o Waitangi ● Use resources such as The Hikairo Schema; Kahikitia and Tataiako to develop a culturally responsive school ● Unpack the school whakatauki- symbolism; meaning ● Te Ao Maori- native trees; history of Tomarata; myths & legends <p>2B</p> <ul style="list-style-type: none"> ● form RAPS for specific students to meet their needs in consultation with RTLB ● target students just below expected levels and accelerate them to be in line with their peer group ● implement teacher aide programmes designed to bring struggling students to expectations e.g. Quick 60; Lexia; ELP ● provide reader/writers for targeted students in assessments ● ALL initiative ● Structured Literacy initiative <p>2C</p> <ul style="list-style-type: none"> ● GATE coordinator to research, visit other schools, have dialogue with other staff, talk to experts and participate in PD opportunities ● broaden knowledge of identification processes including Ed Psych reports, parent measures, teacher measures, assessment practices and PATs ● IEP's are implemented with identified students, whanau, teachers , GATE coordinator and experts where appropriate ● PD for staff in teaching Gifted and talented students 	<p>signs that Maori beliefs, values, language and tikanga are sustained and respected</p> <ul style="list-style-type: none"> ● Te Tiriti o Waitangi is given mana at Tomarata School in the learning environment by what you see, hear and feel, and by being the foundation of responsive practice ● teacher planning, programmes and practice will reflect learning from resources used <p>2B</p> <ul style="list-style-type: none"> ● accurate pre and post assessment data is entered into HERO and tracked ● milestone reports on RAPS are tracked ● student voice is gathered ● teacher aide programmes are monitored for success ● Teacher trained in ALL over 3 year period <p>2C</p> <ul style="list-style-type: none"> ● the GATE coordinator will become upskilled in the area of Gifted and talented ● Gifted and talented students are identified through rigorous processes ● all identified students have IEPs ● catering for Gifted and Talented students is evident in planning and programmes ● inquiry into enrichment programmes is evident in Tomarata School ● programmes are implemented to cater for gifted Maori students
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	<ul style="list-style-type: none"> ● look at classroom programmes- how can we add challenges? How can we aim higher for all students? ● provide a culturally responsive environment for gifted Maori learners 	
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GOAL 3	ACTIONS	MEASURES
COMMUNITY	<p>3A</p> <ul style="list-style-type: none"> ● establish the protocols (kawa) associated with powhiri, meetings, hui, assemblies and document them in the Tomarata School Maori Curriculum ● Unpacking whakatauki ● Forming school tradition of welcoming new families <p>3B</p> <ul style="list-style-type: none"> ● form a plan for sustaining Te Reo practices ● Te Reo is integrated across the curriculum ● Te Reo is used by teachers and students throughout the day as greetings and commands ● use Kahikatea , Tataiako and The Hikairo Schema as a guide for forming our Maori curriculum 	<p>3A</p> <ul style="list-style-type: none"> ● staff are familiar with and follow the protocols set out in the Tomarata School Maori Curriculum ● staff and students understand the school whakatauki ● the school establishes a protocol/procedure to welcome new students & whanau <p>3B</p> <ul style="list-style-type: none"> ● sharing of findings as a staff ● Te Reo is evident in planning, programmes and practice ● increased use of te Reo Maori by students, teachers with language on display ● the principles of Kahikatea, Tataiako and The Hikairo Schema are visible in programmes across the school

	<p>3C</p> <ul style="list-style-type: none"> ● signage in Te Reo will be throughout the school and classrooms ● Maori resources will be used ● use of Te Reo is evident in all communications within our community including daily notices, newsletters, website and assemblies <p>3D</p> <ul style="list-style-type: none"> ● expectation that Te Reo becomes part of the daily practice in all classrooms and settings within the school ● all staff, including support staff have opportunities to learn and use waiata, simple greetings and commands <p>3E</p> <ul style="list-style-type: none"> ● explore different ways of building connections and involving local iwi and whanau in school events and planning <p>3F</p> <ul style="list-style-type: none"> ● celebrate and share the cultures of all students ● investigate and plan to hold a whole school cultural event 	<p>3C</p> <ul style="list-style-type: none"> ● feel, see and hear Te Reo in classrooms ● evidence in planning ● Te Reo Maori is evident in all relevant forms of communication <p>3D</p> <ul style="list-style-type: none"> ● teacher resources available in Tomarata Testament and resource room used as part of class programmes ● all staff familiar with school waiata <p>3E</p> <ul style="list-style-type: none"> ● implement new initiatives with the guidance of kaumatua <p>3F</p> <ul style="list-style-type: none"> ● cultures are represented visually and verbally across Tomarata School ● host a cultural event where students are proud, confident and willing to share
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GOAL 4	ACTIONS	MEASURES
<p>WELLBEING</p>	<p>4A</p> <ul style="list-style-type: none"> ● school, staff and community wellbeing surveys are conducted ● results analysed and reported back to staff, students , community and BOTI ● encourage local community to participate and help with environmental projects including Garden to Table 	<p>4A</p> <ul style="list-style-type: none"> ● results of surveys have impacted on initiatives and programmes used within the school ● a shared understanding of wellbeing has been developed with the community ● Maori medicinal garden established ● participation from the community evident
	<p>4B</p> <ul style="list-style-type: none"> ● Health and Aktiv program with Sport Northland ● Pause, Breathe, Smile programme used in the school ● Te Whare Tapa Wha Wellbeing principles used in the school 	<p>4B</p> <ul style="list-style-type: none"> ● students and staff are active every day ● well being strategies are visible and actively promoted ● Pause,Breathe,Smile & te Whare Tapa Wha practiced in classes
	<p>4C</p> <ul style="list-style-type: none"> ● understanding anxieties and building resilience through use of growth mindsets to promote well being ● use resources and ideas to promote well being and create safe environments for all students 	<p>4C</p> <ul style="list-style-type: none"> ● students will understand and use growth mindsets ● students will have strategies to deal with anxieties ● resources will be available to all staff and classes to promote well being
	<p>4D</p> <ul style="list-style-type: none"> ● PB4L programme to continue at Tomarata School ● promote PB4L practices with the school community including relievers, akonga and whanau 	<p>4D</p> <ul style="list-style-type: none"> ● all staff are using and teaching PB4L practices ● community is aware of what being a PB4L school means

GOAL 5	ACTIONS	MEASURES
<p>SYSTEMS</p>	<p>5A</p> <ul style="list-style-type: none"> ● continually review all systems and structures within Tomarata School to ensure they are robust to minimise risks to the school ● staff will continue to receive PD of the SMS system HERO through the year <p>5B</p> <ul style="list-style-type: none"> ● collaborative PGC for appraisal and teacher Inquiry ● regular termly meetings will take place to discuss teacher capability ● opportunities for PD will be made available wherever possible <p>5C</p> <ul style="list-style-type: none"> ● regular school reviews of school programmes and pedagogy will occur ● improvements and new initiatives will be taken on board as required ● reviews will inform PD and Tomarata School pedagogy 	<p>5A</p> <ul style="list-style-type: none"> ● staff are familiar with and follow the systems and structures set out in the Tomarata Testament ● staff will use HERO accurately and comfortably <p>5B</p> <ul style="list-style-type: none"> ● PGC process is used effectively as teacher appraisal ● all staff will have termly discussions on effectiveness, and capability ● staff will receive an end of year assessment on capability and effectiveness <p>5C</p> <ul style="list-style-type: none"> ● review of school programmes will be relevant and timely ● the Tomarata Testament will be continually adjusted to reflect the current Tomarata pedagogy

Other 2022-2023 Key Improvement Strategies to Achieve Strategic Vision			
Property	Short Report	Finance	Short Report
<ul style="list-style-type: none"> ● Pump bike track ● shade covering for the court area ● upgrade Rata Room ● upgrade School kitchen room 	Included as part of Principal's reports in monthly Board of Trustees meetings	<ul style="list-style-type: none"> ● staff budgeting and resource management systems reviewed 	<p>Included as part of Principal's reports in monthly Board of Trustees meetings</p> <p>August- review budget</p> <p>September Board of Trustees meeting- report from curriculum budget holders</p>
Personnel	Short Report	Community Engagement	Short Report
<ul style="list-style-type: none"> ● Revisioning and Revaluing process with Schools That Deliver: Mary Wilson and Bill Martin. School funded 	<p>Ongoing throughout 2022.</p> <p>Updates in Principal's Board reports monthly</p>	<ul style="list-style-type: none"> ● Revisioning and Revaluing process with Schools That Deliver: Mary Wilson and Bill Martin <p>Link to action plan here</p>	Included as part of Principal's reports in monthly Board of Trustees meetings

<ul style="list-style-type: none"> ● Maths professional development with Lucie Cheeseman: MoE funded Link to action plan here ● Structured Literacy PD through the CoL ● Marketing to attract new pupils 		<ul style="list-style-type: none"> ● Maori consultation Hui ● Whanau Fun Night ● New parent morning teas termly ● Welcome to new students & families termly ● sports events throughout the year ● Show Day Term 4 ● Guy Fawkes Night Term 4 ● Garden to Table initiative ● form a Kapa Haka group ● fundraising activities and grant applications 	<p>Attendance at events of manawhenua monitored: Day 1 interviews, Whanau Fun night, Show day, Parent/ tea</p> <p>Cher interviews, Guy Fawkes, Sports events, etc</p> <p>Personal invitations of community supporters to events e.g. Roy McCabe: Kaumatua of Manuhiri; Service groups; local pre-schools</p>
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