



TARGET RD PRIMARY SCHOOL

Our School

Target Road School celebrated its 50th anniversary in 2018. Currently with a roll of 425. Our school values are Mannaakitanga, Manawaroa and takohaga are upheld by all stakeholders, including both staff and students.

We are a culturally diverse school with a strong belief in Treaty Citizenship. Our school values the use of te reo Māori and the practice of te ao Māori. Our kaimahi have a strong and passionate drive to continue growing our cultural pedagogical practices. We are a founding member school of the Māori Achievement Collaborative (MAC) and are committed to bringing tikanaga Māori to life in all areas of our curriculum, across all year levels.

Our pedagogy is based on a visible learning approach - Teachers recognise their impact on student learning, our teaching is informed by meaningful observations then acted on; student voice is a key element in the teaching content, contexts and decision-making; meaningful in-time and on-time feedback for learning is valued and shared with students and whānau regularly. Teachers are inspiring and passionate using differentiated learning experiences to engage students in meaningful and creative learning.

Developing independent and courageous learners who know what to do when they meet barriers is brought to life by empowering students to lead their learning within meaningful contexts. The school vision was developed collaboratively in 2012 with school staff, community and the board of trustees. It has continued to stand the test of time as we continue to strive for courageous learners who think creatively and critically.

We have collaborative digital platforms being used by students and staff to develop their critical awareness of this changing environment. These systems are being maintained, grown and investigated by our IT specialist teacher who is highly experienced and knowledgeable

The school is designing a master plan to improve the environment with voice from staff and students and the wider school community. The future of our school recognises that within 4-5 years our school roll will double. We are inclusive and as part of this master plan, alongside 8 new roll-growth classrooms, there will be two class satellite development, purpose built for high needs students.

Our environment for learning is committed to our PB4L approach. We have developed an action plan to support positive behaviour for learning, TRS style. The school has a strength in supporting students who have extra learning needs. We have a highly effective SENCO and eight Teacher Aides to ensure student's needs are met. We have a strong emphasis on strengths-based goal setting hui and effective reciprocal partnerships with whānau.

One of our school's strengths is its development of dispositional learning. We have achieved this overtime through our learning through play and inquiry-based learning approach. We respond to learners needs through well designed developmentally appropriate learning opportunities. Target Road School prides itself on our EOTC opportunities in the upper year levels and enacting student agency through student leadership. We are developing our STEAM pedagogy across all year levels.

The school leadership structure consists of an Acting principal, two Acting deputy principals, one of whom is the SENCO, four team leaders, 18 classroom teachers and a FTTE of 23.1. We are fortunate to have a full-time resource assistance whose main role is to ensure resources across the school are being utilized and used in a systematic way, as needed. Our ESOL pedagogy is strong and effective, being led by a full time ESOL teacher. We have a specialist music teacher who is passionate about The Arts. The admin and support staff have good relationships with community, experience and a committed and positive attitude towards growth, learning and development.

The board and trustees and principals have a strong, respectful, collaborative and respectful relationship, focused on student learning and developing a safe school culture for all.

All students are with their peers and teachers for two years to develop strong, effective and reciprocal relationships. This is vital to student learning and wellbeing.

We have developed these systems strategically to develop a cohesive and collaborative approach to achieve our school vision.