



Taumata
School

Taumata School Strategic Plan

2025



Collaboration



Creativity



Authentic Learning



Learner Agency



Grit

Empowered to learn; Empowered for life!

Whakamana te ako; Kia mana te ora

Our Mission: To provide world-class learning experiences that prepare and empower students for the adventure that is life.



| | Strategic Goal | Strategic Initiative | Success |
|----------------------------|---|--|---|
| <p>Our Purpose</p> | <p>Empowered learners who flourish within an enriched, evidence informed, local curriculum</p> | <p>Ensure consistent and faithful implementation of an evidence-based reading model through targeted professional development, coaching, and effective assessment</p> <p>Embed an evidence based mathematical model through targeted professional development and identified resources.</p> <p>Monitor fidelity of commitment to Ao Māori and Ngati Ranginui (Te Tai Whanake) localised curriculum</p> | <p>Empowered learners</p> <p>who are equipped for learning beyond Taumata School</p> |
| <p>Our People</p> | <p>Empowered leaders of learning will flourish as skilled educators with a passion for learning and professional growth</p> | <p>Improve teacher efficacy and effectiveness through professional development and coaching models.</p> <p>Develop a well-being strategy for students and staff</p> <p>Improve leadership capabilities and efficacy across team.</p> | <p>Empowered team members</p> <p>able to shape our future</p> |
| <p>Our Partners</p> | <p>Foster an empowered, and Te-Tiriti Informed community, embracing unique partnerships and connections.</p> | <p>Strengthen manihani connections with parents and whanau</p> <p>Strengthen mahitahi connections with hapu and iwi</p> <p>Reflect and commit to the Kahui Ako Progress Aspirations in order to provide a coherent educational pathway.</p> | <p>Empowering partnerships</p> <p>that reflect and value Ao Maori and strong connections</p> |
| <p>Our Place</p> | <p>Enhance our physical environment into a worldclass learning playscape that reflects connection to Ngati Ranginui and facilities that all members of our community can enjoy</p> | <p>Develop the existing playing fields to ensure they are functional, safe grounds that support a range of activities and functions</p> <p>Design and install comprehensive wayfinding system that integrates purākau (Māori storytelling) elements.</p> | <p>Environments</p> <p>that encourage empowered learners for life</p> |

Links to National Educational Learning Priorities

| Strategic Aim | NELP | NELP | NELP | NELP |
|---|---|--|--|--|
| <p>Empowered learners who flourish within an enriched, evidence informed, local curriculum</p> | <p>OBJECTIVE 1</p> <p>LEARNERS AT THE CENTRE</p> <p>Learners with their whānau are at the centre of education</p> | <p>OBJECTIVE 2</p> <p>BARRIER FREE ACCESS</p> <p>Great education opportunities and outcomes are within reach for every learner</p> | <p>OBJECTIVE 3</p> <p>QUALITY TEACHING AND LEADERSHIP</p> <p>Quality teaching and leadership make the difference for learners and their whānau</p> | <p>OBJECTIVE 4</p> <p>FUTURE OF LEARNING AND WORK</p> <p>Learning that is relevant to the lives of New Zealanders today and throughout their lives</p> |
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| <p>Foster an empowered, and Te-Tiriti informed community, embracing unique partnerships and connections.</p> | <p>OBJECTIVE 1</p> <p>LEARNERS AT THE CENTRE</p> <p>Learners with their whānau are at the centre of education</p> | <p>OBJECTIVE 2</p> <p>BARRIER FREE ACCESS</p> <p>Great education opportunities and outcomes are within reach for every learner</p> | <p>OBJECTIVE 3</p> <p>QUALITY TEACHING AND LEADERSHIP</p> <p>Quality teaching and leadership make the difference for learners and their whānau</p> | <p>OBJECTIVE 4</p> <p>FUTURE OF LEARNING AND WORK</p> <p>Learning that is relevant to the lives of New Zealanders today and throughout their lives</p> |
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Our Purpose



Strategic Goal

Empowered learners who flourish within an enriched, evidence informed, local curriculum



Strategic Initiative

- Ensure consistent and faithful implementation of an evidence-based reading model through targeted professional development, coaching, and effective assessment
- Embed an evidence based mathematical model through targeted professional development and identified resources.
- Monitor fidelity of commitment to Ao Māori and Ngati Ranginui (Te Tai Whanake) localised curriculum



Measures

- By the end of 2025, all Year 8 students identified as working below expectations in Reading (based on 2024 data) will demonstrate accelerated progress
- By the end of 2025, all Year 6 and Year 8 students identified as working below expectations in Writing (based on 2024 data) will demonstrate accelerated progress
- By the end of 2025, all Year 8 students working below expectations in Mathematics (based on 2024 data) will demonstrate accelerated progress
- All Maori students working below expectations in Reading, Writing and Mathematics in 2024 will achieve equitable outcomes through accelerated learning.



Actions

- implement a clearly defined, evidence based model of learning in Mathematics and Writing
- Strengthen Learning Coach understanding of Structured Literacy
- Design a common code of pedagogy in Writing and Mathematics
- Strengthen the pedagogical coach model to support development of effective practice across Taumata School
- Scrutinise baseline data and desired outcomes - build internal accountability
- Engage stakeholders in annual achievement goals and actions
- Build capability through coaching at all levels of the school
- Develop robust induction programme for new team members
- Establish robust assessment framework and high expectations for improvement
- Develop ways to celebrate success and achievement
- Build social media and external communication to highlight progress and achievement
- Continue to normalise the expectation of Te Tai Whanake and Reo Maori across the curriculum



Resources

- Pedagogical Coach Model 1.6 FTTE across the school in designated areas: 0-3; 4-6; 7-8
- External Mathematics Support - Maths No Problem!
- External Structured Literacy support (Learning Matters)
- Clear Assessment Framework which highlights school wide data and formative/diagnostic expectations and Mathematics support
- Clear data picture used in each whanau, hapu and iwi; and then wider phase group
- Engagement surveys to collate student voice to develop assessment capability and agency
- Leadership Professional Development specifically for Middle leaders
- Build in student successes into Team Meetings to celebrate movement in children's learning



Strategic Goal

Empowered leaders of learning will flourish as skilled educators with a passion for learning and professional growth



Strategic Initiative

- Improve teacher efficacy and effectiveness through professional development and coaching models.
- Develop a well-being strategy for students and staff
- Improve leadership capabilities and efficacy across team.



Measures

- 90% of teachers demonstrate improvement of at least one stage in the updated Common Code of Practice by year-end.
- Achievement of annual recruitment retention goal of 85%.
- 80% of staff report positive job satisfaction in annual surveys
- 20% of middle leaders identify as aspiring for senior leadership or principalship roles by the end of the year.



Actions

- Staff actively participate in Professional Growth Cycles and show progress on set goals.
- Assess teacher knowledge in core curriculum to identify areas for growth.
- All staff participate in coaching through the Professional Growth Cycle
- Analyse student data to link teaching practices to outcomes.
- Design a robust professional learning schedule.
- Co-design a well-being strategy with staff and students.
- Hold regular well-being check-ins and promote a positive culture.
- Run termly team-building activities for staff and students.
- Track staff and student well-being through surveys.
- Share achievements and initiatives on social media.
- Provide leadership training for middle leaders.
- Create a library of leadership resources for growth.
- Celebrate leadership successes in meetings and online.



Resources

- 1.6FTE Pedagogical Coach Model
- 2 curriculum leaders join the leadership team
- 0.2 release for curriculum leaders.
- Budget to support staff culture building activities
- Clarity around aspirational leadership pathways and opportunity to shadow/mentor
- Develop professional reading resources for aspiring leaders to access
- Budget to support additional study pathways



Strategic Goal

Foster an empowered, and Te-Tiriti informed community, embracing unique partnerships and connections.



Strategic Initiative

- Strengthen mahitahi connections with parents and whanau
- Strengthen mahitahi connections with hapu and iwi
- Reflect and commit to the Kahui Ako Progress Aspirations in order to provide a coherent educational pathway.



Measures

- Improve parent engagement in whanau hui and conferences by 25% from 2024
- Increased engagement with and collaboration with iwi/hapu by 25%
- Ensure that 95% of staff understand and embrace the progress aspirations and outcomes for the Kahui Ako



Actions

- Review parent engagement strategy to explore creative and innovative ways to improve parent/whanau engagement
- Seek feedback from whanau Māori around aspirations for Māori success and ways we can improve our engagement with them as partners
- Attend all kaumatua and kuia hui to ensure we are proactive in supporting our local taonga
- Review current iwi/hapu engagements and look at ways we can be of service and strengthen partnerships with iwi
- Share the refreshed progress aspirations for the Kahui Ako with all members of our team and clearly outline the resourcing and expected outcomes for our learners
- Support the Kahui Ako through resourcing, accessing leadership support and strong governance
- Support the development of coherent pathways for the transition from ECE to Taumata School



Resources

- Senior Leadership lens on parent/whanau engagement
- Cultural Leadership Leader role to include focus on whanau aspirations and engagement
- Principal and DP to strengthen relationships with iwi/hapu - but also look at ways that Taumata can be of service
- Within School Leader roles established with specific link to progress aspirations of the Kahui Ako



Strategic Goal

Enhance our physical environment into a world-class learning playscape that reflects connection to Ngati Ranginui and facilities that all members of our community can enjoy



Strategic Initiative

- Develop the existing playing fields to ensure they are functional, safe grounds that support a range of activities and functions
- Design and install comprehensive wayfinding system that Integrates pūrākau (Māori storytelling) elements.



Measures

- Reduction in safety records around sore/sprained/hurt ankles after using the fields
- Increased use of our school fields for a range of physical/sporting activities that support engagement of students in physical activity
- Improved connections with the purakau associated with Ngati Ranginui and iwi stories/connections
- Increased passive shade and planting that encourages active use of spaces



Actions

- Monitor the use of the bore for school watering requirements
- Remediate the field area to reflect a suitable 'age-appropriate' play area that can facilitate a range of sporting codes/activities
- Ensure that the school site can be enjoyed and used by wider community
- Install iwi approved wayfinding signage that ensures that the purakau and legacy of the school is available for the community to understand and connect with
- Clarity around the importance of key landmarks and how they reflect the cultural narrative of the school
- Signage to share the importance of our Pou - Otanewainuku and Puwhenua so that students and whanau can connect with the narrative
- Plant appropriate forms of shade and shrubs that can be used as passive forms of shade and give function to areas across the school



Resources

- Seek grants to support the field development project
- Budget allocation of \$100,000 to support field redevelopment
- Budget allocation to support signage and wayfinding \$30,000
- Coherent planting and landscaping plan that guides planting across the school



Taumata
School

Taumata School

Performance & Achievement Goal

2025



Collaboration



Creativity



Authentic Learning



Learner Agency



Grit

Reading Annual Target: All students working below expected levels of achievement in 2024 will show accelerated progress to achieve expected curriculum levels in Reading.

| Target Groups | Activity/Actions | Who Responsible | Impact/Measures |
|--|--|--|--|
| <ul style="list-style-type: none"> • By the end of 2025, all Year 8 students identified as working below expectations in Reading (based on 2024 data) will demonstrate accelerated progress • All Maori students working below expectations in Reading in 2024 will achieve equitable outcomes through accelerated learning. | <ul style="list-style-type: none"> • Clear understanding of expectations when teaching Reading including the Learning Matters Scope and Sequence, Decoding, Spelling and explicit acts of teaching • Clear expectations around assessment for learning data and next steps • Literacy Leader to champion for effective literacy practice and common code of pedagogy • Pedagogical Coaches of each phase to monitor student assessment data and clearly identify tier 1, 2 and 3 learners • Implementation of Common Code of Pedagogy in Reading • Learning coaches and leadership know priority learners and these are tagged in Hero • Continue to build teacher capability in structured literacy across the school. • Clear evidence between assessment data and planning • iDeal platform used as a literacy intervention to accelerated learning programmes | <p>Deputy Principal, Literacy Lead, Pedagogical Coaches, Learning Coaches.</p> <p>External Support (Coaching) through Learning Matters</p> | <ul style="list-style-type: none"> • Common code of pedagogy • Practice analysis conversations • Professional Growth Cycle • Coaching Observation and feedback • Assessment Data • Self-Assessment |

Writing Annual Target: All students working below expected levels of achievement in 2024 will show accelerated progress to achieve expected curriculum levels in Writing.

| Target Groups | Activity/Actions | Who Responsible | Impact/Measures |
|---|---|---|--|
| <ul style="list-style-type: none"> By the end of 2025, all Year 6 and Year 8 students identified as working below expectations in Writing (based on 2024 data) will demonstrate accelerated progress All Maori students working below expectations in Writing in 2024 will achieve equitable outcomes through accelerated learning. | <ul style="list-style-type: none"> Clear understanding of expectations when teaching Writing Clear expectations around assessment for learning data and next steps Opportunities to moderate writing assessment and strengthen shared understandings Rose Connolly - Literacy Leader to champion for effective literacy practice and common code of pedagogy in Writing Pedagogical Coaches of each phase to monitor student assessment data and clearly identify tier 1, 2 and 3 learners Implementation of Common Code of Pedagogy in Writing Learning coaches and leadership know priority learners and these are tagged in Hero Continue to build teacher capability in Writing Clear evidence between assessment data and planning Professional Support and Modelling opportunities with external agencies | <p>Deputy Principal, Literacy Lead, Pedagogical Coaches, Learning Coaches</p> | <ul style="list-style-type: none"> Common code of pedagogy Practice analysis conversations Professional Growth Cycle Coaching Observation and feedback Assessment Data Self-Assessment |

Mathematics Annual Target: All students working below expected levels of achievement in 2024 will show accelerated progress to achieve expected curriculum levels in Mathematics.

| Target Groups | Activity/Actions | Who Responsible | Impact/Measures |
|---|---|---|--|
| <ul style="list-style-type: none"> By the end of 2025, all Year 8 students working below expectations in Mathematics (based on 2024 data) will demonstrate accelerated progress (increase of two stanines) All Maori students working below expectations in Mathematics in 2024 will achieve equitable outcomes through accelerated learning. | <ul style="list-style-type: none"> Clear understanding of expectations when teaching Mathematics – as per Taumata Curriculum Clear expectations around assessment for learning data and next steps Opportunities to build teacher knowledge and capability provided Mathematics Leader to champion for effective Maths practice and common code of pedagogy Pedagogical Coaches of each phase to monitor student assessment data and clearly identify tier 1, 2 and 3 learners Implementation of Common Code of Pedagogy in Mathematics Learning coaches and leadership know priority learners and these are tagged in Hero Clear evidence between assessment data and planning Professional Support and Modelling opportunities with external agencies Progressions aligned to support teacher formative assessments | <p>Deputy Principal, Literacy Lead, Pedagogical Coaches, Learning Coaches</p> | <ul style="list-style-type: none"> Common code of pedagogy Practice analysis conversations Professional Growth Cycle Coaching Observation and feedback Assessment Data Self-Assessment |