Taumata School

Taumata School Strategic Plan

2023-2026

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 Aims	Strategic Initiatives	Success
Our Purpose	**Empower our learners** *through an innovative, rich local curriculum that is evidence informed*	• Develop clear guidance on the teaching of literacy and communication at Taumata School in order to improve student achievement • Develop clear guidance on the teaching of mathematics at Taumata School in order to improve student achievement. • Embed a rich local curriculum that draws on localised curriculum and experiential learning	**Empowered learners** *who are equipped for learning beyond Taumata School*
Our People	**Attract, retain and grow highly effective people** *who will contribute to an empowered community*	• Embed an organisational culture that actively promotes an efficacy of teamwork and is focused on learning and improvement • Motivate and invest in professional learning that supports kaiako and leaders to grow capabilities in Te Reo Maori and Ao Maori • Develop leadership capabilities and provide pathways for team to build self-leadership skills	**Empowered team members** *able to shape our future*
Our Partners	**Empower and strengthen our community** *through positive, reciprocal partnerships*	• Create and strengthen mahitahi connections with parents/whanau • Create and strengthen mahitahi connections with iwi and hapu • Establish an international student strategy and market Taumata School as a place of choice	**Empowering partnerships** *that reflect and value Ao Maori and strong connections*
Our Place	**Provide an attractive, well-resourced** *and culturally responsive learning environment*	• Continue to develop the localised cultural narrative within our school playscape and provide opportunities for learners to be active and curious	**Environments** *that encourage empowered learners for life*

Links to National Educational Learning Priorities

Taumata School

Strategic Aim	NELP	NELP	NELP	NELP
Empower our learners through an innovative, rich, local curriculum that is evidence informed.	OBJECTIVE 1 **LEARNERS AT THE CENTRE** Learners with their whānau are at the centre of education	OBJECTIVE 2 **BARRIER FREE ACCESS** Great education opportunities and outcomes are within reach for every learner	OBJECTIVE 3 **QUALITY TEACHING AND LEADERSHIP** Quality teaching and leadership make the difference for learners and their whānau	OBJECTIVE 4 **FUTURE OF LEARNING AND WORK** Learning that is relevant to the lives of New Zealanders today and throughout their lives
Attract, retain and grow highly effective people who will contribute to an empowered community	OBJECTIVE 1 **LEARNERS AT THE CENTRE** Learners with their whānau are at the centre of education	OBJECTIVE 2 **BARRIER FREE ACCESS** Great education opportunities and outcomes are within reach for every learner	OBJECTIVE 3 **QUALITY TEACHING AND LEADERSHIP** Quality teaching and leadership make the difference for learners and their whānau	OBJECTIVE 4 **FUTURE OF LEARNING AND WORK** Learning that is relevant to the lives of New Zealanders today and throughout their lives
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Provide an attractive, well-resourced and culturally responsive learning environment	OBJECTIVE 1 **LEARNERS AT THE CENTRE** Learners with their whānau are at the centre of education	OBJECTIVE 2 **BARRIER FREE ACCESS** Great education opportunities and outcomes are within reach for every learner	OBJECTIVE 3 **QUALITY TEACHING AND LEADERSHIP** Quality teaching and leadership make the difference for learners and their whānau	OBJECTIVE 4 **FUTURE OF LEARNING AND WORK** Learning that is relevant to the lives of New Zealanders today and throughout their lives

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Taumata School Annual Implementation Plan

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Empower our learners through an innovative, rich local curriculum that is evidence informed

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Our initiatives	Links to NELPS & Kahui Ako Investment for PLD	Actions	Who	Timeframe	Outcomes	Review
Develop clear guidance on the teaching of literacy and communication at Taumata School in order to improve student achievement	Learners at the centre Barrier Free Access to learning Quality Teaching and Leadership $20,000 + $	• Embed structured literacy practice in Years 0-3 • Implement structured literacy practice in Years 4-8 • Literacy leads to use data to determine resources and professional learning • Clarity of what and how to teach literacy and communication. • Review the DRAFT Literacy & Communication Curriculum to support learning coaches	Shelley McKay, Literacy Junior Lead, Literacy Senior Lead, Learning Coaches Principal Board of Trustees	2023 2023-2024 2023	Embedding and consolidating SoR/SL practice across Year 0-2 SL in Years 3-8 as embedded practice. Acceleration of Tier 1, 2, 3 data by engaging Learning Matters - Marion Kirby (external), internal support (Junior Literacy Lead), in-school observations, Unpacking and understanding of the Draft Literacy & Communication Curriculum Cohesive approach across to the school to teaching of SL	Termly: review structured literacy teacher practice (to be carried by mentor and literacy leads/DP) July 2023: Review OTJ and Literacy Data and report to Board. November 2023: Review OTJ and Literacy Data and report to community and Board
Develop clear guidance on the teaching of mathematics at Taumata School in order to improve student achievement.	Learners at the centre Barrier Free Access to learning Quality Teaching and Leadership	• Engage in professional learning with Massey University to grow teacher capability • Clarify what and how to teach Mathematics • Review the DRAFT Mathematics Curriculum • Align progressions with new curriculum	Dan Priest, Sjaan McDivitt, Megan Harris, Learning Coaches Principal Board of Trustees	2023	Increased engagement and participation in Mathematics groups across the school. Consistent and regular LC anticipation of DMIC tasks. Improved content knowledge for staff. Talk moves consistently used. Culture of learning and high expectations embedded in all Maths groups. Improvement in target and achievement data in Mathematics. Unpacking of the Maths & Statistics Curriculum.	July 2023 Dec 2023
Embed a rich local curriculum that draws on localised curriculum and experiential learning.	Learners at the centre Barrier Free Access to learning Quality Teaching and Leadership Te Marau-a-rohe (Progress Aspiration 2)	• Implement Te Tai Whanake Curriculum across all areas of the school • Te Tai Whanake integrated into conceptual curriculum planning • Provide feedback to Ngati Ranginui around curriculum • Professional development in Learning through play and Project based learning • Clarity around expectations and curriculum integration • Provide necessary professional learning to support Learning Coaches • Implement Graduate Learning Profile	Dan Priest, Shelley McKay, Learning through Play lead and Project based learning lead,Learning Coaches	2023	Students will know pūrākau and kōrero as per the Ngāti Ranginui guidelines for each year level. School-wide participation in the trial of Ngāti Ranginui's Te Tai Whanake trial. Pūrākau, kōrero and Ngāti Ranginui resources integrated into conceptual planning each semester.	Te Tai Whanake: • June 2023 • September 2023 Play/Project: • July 2023 • Dec 2023

Attract, retain and grow highly effective people who will contribute to an empowered community

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Our initiatives	Links to NELPS & Kahui Ako	Actions	Who	Timeframe	Outcomes	Review
Embed an organisational culture that actively promotes an efficacy of teamwork and is focused on learning and improvement.	Learners at the Centre Barrier Free Access Hauora (Progress Aspiration 3)	• Analyse NZCER data around wellbeing in school and determine action plan that meets hauora and team decision making goals • Induct new members to Taumata - Our Purpose, Our People • Utilise Professional Growth Cycle to grow capabilities in key aspects of pedagogy • Engage in professional learning with Mark Osborne around collaboration and professional commitment to self-leadership • Engage Mark Bunting to gain understanding of communication styles	Gen, Shelley, Dan and Leader of Professional Growth Cycle	2023	• Collective commitment to working collaboratively to positively influence student achievement • Clarity around the role that each individual plays in the 'team' • Collective responsibility for growing each others practice • Trusting Organisation focused on improvement • Clear induction process for new staff members •	Feb 2023 (induction) July/Dec
Motivate and invest in professional learning that supports kaiako and leaders to grow capabilities in Te Reo Maori and Ao Maori.	Quality teaching and leadership Future of learning and work Te Marau-a-rohe (Progress Aspiration 2)	• Provide resource ($) to support growth of Te Reo Maori in teaching team. • Ensure that registration requirements are meant and able to be demonstrated • Employ Kaiarahi i te Reo to build teacher capability in a co-teaching approach • Provide opportunities for Kaiako to sign up for Te Reo Lessons and explore ways to link CRT • Develop a language proficiency matrix as expectations for kaiako at Taumata School	Gen, Shelley, Dan, Kaiarihi i te reo	2023-2026	• Minimum level of Te Reo Proficiency clearly identified and communicated • High expectations for normalising Te Reo Maori at Taumata School • Strong connections to Mana Whenua and value for Treaty Partnerships	July/Dec
Develop leadership capabilities and provide pathways for team members to build self-leadership skills.	Quality Teaching and Leadership	• Embed Leadership matrix and resource with leadership development opportunities • Provide clarity around expectations for self-leadership and professional inquiry • Professional Growth Cycle Conversations link to leadership aspirations • Tailored professional development to meet aspirations for senior leadership and principalship • Building internal capabilities	Gen, Shelley, Dan External Expert (Mark Osborne)	2023-2026	• Shared understanding and commitment to the concept of 'leader-full' teams. • Clarity of understanding and clear cohesive pathways for leadership growth • Growth in team members seeking leadership pathways/	July 2023 November 2023

Empower and strengthen our community through positive, reciprocal partnerships

Taumata School

Our initiatives	Links to NELPS & Kahui Ako	Actions	Who	Timeframe	Outcomes	Review
Create and strengthen mahitahi connections with parents/whanau	Learners at the Centre Barrier Free Access Mahitahi/Collaboration (Progress Aspiration 1)	• Foster opportunities for whānau to contribute their expertise to the Taumata curriculum through experiential learning, Student led conferences, • Work experience /service days (year 7/8) • Develop partnerships with community through acts of service •	Learning Coaches, Taumata learners Whānau Business Community Tauranga Moana community	2023	Varied experiences for all Taumata Tamariki in our local community Parents/whanau see themselves as active contributors to the learning journey at Taumata School	July 2023
Create and strengthen mahitahi connections with iwi and hapu	Mahitahi/Collaboration (Progress Aspiration 1) Te Marau-a-rohe/Localised Curriculum (Progress Aspiration 2)	• Termly engagement with Kaumatua (Tamati & Des) • Support kaumatua with organisation of schedule for school initiatives • Principal attendance at termly Kaumatua Hui • School-wide involvement in hapū/marae initiatives • Supporting Toni/Ngāti Ranginui with iwi initiatives • Student marae visit- Kapa Haka • Staff marae visit	Gen Fuller, Dan Priest, Shelley McKay, Leader Localised Curriculum, Kāhui Ako WSLs, Kaiarahi i te reo	2023	Mana whenua are valued Kaumatua are well known to our school Resources, lesson plans and initiatives are provided back to iwi/hapū School searches for ways to 'give back' to hapū/iwi Marae visit	July 2023 Dec 2023
Establish an international student strategy and market Taumata School as a place of choice	Mahitahi/Collaboration (Progress Aspiration 1)	• Develop Code of Practice - signatory to Code of Practice for Pastoral Care of International Students • Determine appropriate capacity and Year level opportunities • Develop connections with Korea, China, Japan, Singapore, Middle East and develop marketing tools/strategy • Determine leadership opportunity to co-design International Student Business • Prepare and Plan for Principal to attend International Fair alongside one other member of staff/leadership	Gen Fuller, Shelley McKay, Dan Priest, Board of Trustees	2023	Understand the necessary steps to become a Host School	July 2023 Some students 2024

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Provide an attractive, well-resourced and culturally responsive learning environment

Our initiatives	Links to NELPS & Kahui Ako	Actions	Who	Timeframe	Outcomes	Review
Continue to develop the localised cultural narrative within our school playscape and provide opportunities for learners to be active and curious.	Te Marau-a-rohe/Localised Curriculum (Progress Aspiration 2)	• Complete the Bikes in Schools initiative and cycleways • Provide written narrative signposts throughout the school to reflect the korero of our cultural narrative • Ensure branding/signage is refreshed • Complete loose parts project • Complete junior free play area at rear of main building • Develop a mechanism for harvesting and learning about Avocados and the orchard • Plant front of school and source additional trees as per masterplan • Complete Bore project to provide access to water	Board Representatives, Gen, Kaitiakitanga leaders	2023	The stories of mana whenua are valued Students using completed bikes in schools project Completed signage and branding in spaces across the school Completino of junior free play area and use as part of Mauao/lunch time play	July 2023 Dec 2023

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Taumata School
Performance & Achievement Goal

2023

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Reading Annual Target: All students working below expected levels of achievement in 2022 will show accelerated progress to achieve expected curriculum levels in Reading.

Target Groups	Activity/Actions	Who Responsible	Impact/Measures
All end of Year 3 students achieving BELOW expected curriculum levels in Reading in 2022 (18% or 16 students) will show accelerated progress (increase by more than 1.5 years) by the end of Year 4 - 2023. (Target Group Year 4)	• Continue to grow understanding of curriculum readiness, stages of development and next steps - explicitly use progressions when determining achievement • Teachers to ensure identification of students at risk and use professional learning community forums to identify Tier 1, 2 3 support and next steps and report on progress regularly • Learning coaches and leadership know priority learners and these are tagged in Hero • Continue to build teacher capability in structured literacy across the school. • Deliberate acts and scope and sequence evident in teacher planning • iDeal platform used as a literacy intervention to accelerated learning programmes	Deputy Principal, Literacy Lead, Learning Coaches Matarawa Learning Matters - Structured Literacy External PLD $26,000 investment	• Practice Analysis conversations included in team meeting agenda (PLC's) • Termly evaluation • Term 2 and 4 full school reporting • Whānau Action Hui's (Tier 2 learners)

Taumata School

Writing Annual Target: All students working below expected levels of achievement in 2022 will show accelerated progress to achieve expected curriculum levels in Writing.

Target Groups	Activity/Actions	Who Responsible	Impact/Measures
All end of Year 5 students achieving BELOW expected curriculum levels in Writing in 2022 (24% or 16 students) will show accelerated progress (increase by more than one sublevel) by the end of Year 6 - 2023. (Target: Year 6 students 2022) All end of Year 6 students achieving BELOW expected curriculum levels in Writing in 2022 (32% or 22 students) will show accelerated progress (increase by more than one sublevel) by the end of Year 7 - 2023. (Target: Year 7 students 2022) All end of Year 7 students achieving BELOW expected curriculum levels in Writing in 2022 (38% or 22 students) will show accelerated progress (increase by more than one sublevel) by the end of Year 8 - 2023. (Target: Year 8 students 2023)	• Continue to grow understanding of curriculum readiness, stages of development and next steps - explicitly use progressions when determining achievement • Teachers to ensure identification of students at risk and use professional learning community forums to identify Tier 1, 2 3 support and next steps and report on progress regularly • Learning coaches and leadership know priority learners and these are tagged in Hero • Continue to build teacher capability to make valid and reliable Overall teacher judgements about learning. • Deliberate acts appropriate to Writing planned for in daily and weekly programmes - daily writing • Use moderation processes to check reliability and consistency • Spelling Programme and grammar deliberately taught in programmes • Models of progress utilised • Structured Literacy professional (Learning Matters) learning utilised for Year 3-8 target students	Deputy Principal, Literacy Lead, Learning Coaches Matarawa, Learning Coaches Puwhenua	• Practice Analysis conversations included in team meeting agenda (PLC's) • Termly evaluation • Term 2 and 4 full school reporting • Whānau Action Hui's (Tier 2 learners)

Taumata School

Mathematics Annual Target: All students working below expected levels of achievement in 2022 will show accelerated progress to achieve expected curriculum levels in Mathematics.

Target Groups	Activity/Actions	Who Responsible	Impact/Measures
All end of Year 5 students achieving BELOW expected curriculum levels in Mathematics in 2022 (27% or 21 students) will show accelerated progress (increase by more than 1.5 years) by the end of Year 6 - 2023. (Target Group Year 6). All end of Year 6 students achieving BELOW expected curriculum levels in Mathematics in 2022 (26% or 17 students) will show accelerated progress (increase by more than 1.5 years) by the end of Year 7 - 2023 (Target Group Year 7). All end of Year 7 students achieving BELOW expected curriculum levels in Mathematics in 2022 (33% or 19 students) will show accelerated progress (increase by more than 1.5 years) by the end of Year 8 - 2023 (Target Group Year 8).	• Continue to grow understanding of curriculum readiness, stages of development and next steps - explicitly use progressions when determining achievement • Teachers to ensure identification of students at risk and use professional learning community forums to identify Tier 1, 2 3 support and next steps and report on progress regularly • Learning coaches and leadership know priority learners and these are tagged in Hero • Active engagement of all learning coaches in the co-teaching professional development with Massey University (DMIC) • Continue to build teacher capability to make valid and reliable Overall teacher judgements about learning. • Deliberate acts appropriate to Mathematics planned for in daily and weekly programmes - daily mathematic learning opportunities for priority learners • Use moderation processes to check reliability and consistency • Models of progress utilised • Use of an independent programme to support acceleration of learning (options being explored for 2023) • Focus on foundation skills and mastery of facts	Deputy Principal, Mathematics Lead, Learning Coaches Otanewainuku, Learning Coaches Puwhenua Massey University DMIC professional learning partnership	• Practice Analysis conversations included in team meeting agenda (PLC's) • Termly evaluation • Term 2 and 4 full school reporting • Whānau Action Hui's (Tier 2 learners)