



Taumata School Strategic Plan

2024 - 2025



Collaboration



Creativity



Authentic Learning



Learner Agency

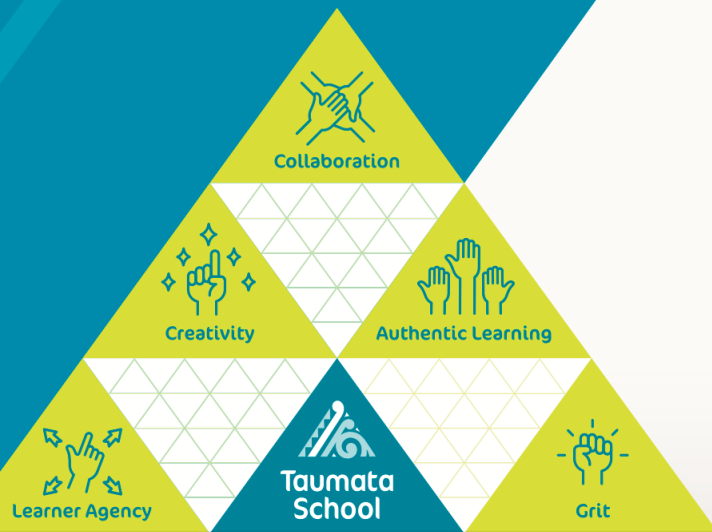


Grit

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
Our Purpose	Empowered learners who flourish within an enriched, evidence informed, local curriculum	<ul style="list-style-type: none"> Develop and implement a clearly defined, evidence-based model of learning (content and pedagogy) in READING Develop and implement a clearly defined, evidence-based model of learning (content and pedagogy) in MATHEMATICS Embed the Ngati Ranginui Ao Maori concepts for each phase of the Tai Whanake curriculum 	Empowered learners who are equipped for learning beyond Taumata School
Our People	Empowered leaders of learning will flourish as skilled educators with a passion for learning and professional growth	<ul style="list-style-type: none"> Improve effective teaching practice through the implementation of a common code of pedagogy in Reading and Mathematics Develop and implement a well being strategy plan with a focus on recruitment and retention Develop the leadership capabilities of middle leaders and aspirational leaders 	Empowered team members able to shape our future
Our Partners	Foster an empowered, and Te-Tiriti informed community, embracing unique partnerships and connections.	<ul style="list-style-type: none"> 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. 	Empowering partnerships that reflect and value Ao Maori and strong connections
Our Place	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	<ul style="list-style-type: none"> Develop the existing playing fields to ensure they are functional, safe grounds that support a range of activities and functions Design and install a comprehensive wayfinding system that integrates purakau (Maori storytelling) elements. Establish planting spaces that not only contribute to the aesthetic appeal but also serve as outdoor learning spaces 	Environments that encourage empowered learners for life

Links to National Educational Learning Priorities

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

2024



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Our Purpose



Strategic Goal

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



Strategic Initiative

- Develop and implement a clearly defined, evidence-based model of learning (content and pedagogy) in **READING**
- Develop and implement a clearly defined, evidence-based model of learning (content and pedagogy) in **MATHEMATICS**
- Embed the Ngati Ranginui Ao Maori concepts for each phase of the Tai Whanake curriculum



Measures

- All students in Years 5, 7 and 8 identified as working below expected levels of achievement will show accelerated progress* in 2024 in Reading and Writing (see annual achievement targets)
- All Maori students identified as working below expected levels of achievement will show accelerated progress* in 2024 in Reading and Writing (see annual achievement targets)
- All students in Years 7 and 8 identified as working below expected levels of achievement will show accelerated progress* in 2024 in Mathematics (see annual achievement targets)
- All Maori students identified as working below expected levels of achievement will show accelerate progress* in 2024 in Mathematics (see annual achievement targets).
- All girls identified as working below expected levels of achievement will show accelerated progress* in 2024 in Mathematics (see annual achievement targets)
- 80% of our students in years 3, 6 and 8 will meet the korero aspirations as per the Ngati Ranginui Te Tai Whanake curriculum (see annual achievement targets)



Actions

- Build a shared understanding of the progress and achievement aspirations for students in Reading and Mathematics
- Share and embed a common code of pedagogy in Reading and Mathematics
- Implement pedagogical coach model to support development of effective practice
- Clarity around students not making expected progress and why
- Scrutinise baseline data and desired outcomes - build internal accountability
- Engage stakeholders in annual achievement goals and actions
- Undertake learning coach observations and provide regular feedback on practice
- Build capability through coaching
- Develop robust induction programme for new team members
- Establish robust assessment framework and high expectations for improvement
- Develop ways to check in and celebrate success and achievement
- Build social media and external communication to highlight progress and achievement
- Appoint Kahui Ako Within School Lead to champion Te Tai Whanake and ensure proactive planning and fidelity to the iwi aspirations
- Normalise the expectation of Te Tai Whanake and Reo Maori across the curriculum



Resources

- Pedagogical Coach Model 1.6 FTEE across the school in designated areas: 0-3; 4-6; 7-8
- Develop and make explicit common code of pedagogy
- External coaching support –Cognition Education
- External Structured Literacy and Mathematics support
- Clear Assessment Framework which highlights school wide data and formative/diagnostic expectations
- 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



Strategic Goal

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



Strategic Initiative

- Improve effective teaching practice through the implementation of a common code of pedagogy in Reading and Mathematics
- Continue to build upon teacher capabilities in Te Reo Maori and Tikanga Maori.
- Develop and implement a well-being strategy plan with a focus on recruitment and retention
- Develop the leadership capabilities of middle leaders and aspirational leaders



Measures

- 95% of learning coaches are working at Stage 3 of the 'Common Code of Pedagogy Rubric'
- All teachers will demonstrate progress against the Te Reo and Tikanga Maori rubric and be engaged in informal or formal forms of Te Reo Learning
- Achieve an annual retention of 80% and establish Taumata School as a preferred employment destination
- An increase of 20% of middle leaders aspiring for senior leadership and principalship



Actions

- Complete a base line to determine where learning coaches are at in relation to the common code of pedagogy (self-assessment/PC observation)
- Implement and clarify Pedagogical Coach roles that lead to improved teaching and learning practice across teams
- Adopt a coaching model that support growth and development and precision in pedagogy
- Scrutinise student achievement data to explore direct impacts on learning
- Provision of Te Reo club to grow language capability
- Support the engagement of staff in external/formal Reo learning
- Co-construct a well-being strategy for student and staff well-being
- Plan for team building and culture buildings activities each term
- Celebrate and profile our school throughout social media outlets
- Highlight and celebrate the varied and positive opportunities that leadership affords
- Deliberately provide middle leadership pathways that support growth
- Build a resource of leadership readings to support aspiring leaders



Resources

- Pedagogical Coach Model 1.6 FTTE across the school in designated areas: 0-3; 4-6; 7-8
- External experts to support coaching model
- Clarity around common code of coaching
- Kaiwhakarauora Role embedded with permanent funding (20 hours)
- 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

- 90% of parents attend our student led and learner-coach led whanau hui
- 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
- Subscribe to HAIL to improve the newsletter communication - cloud based
- Te Ao Maori 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 (3) 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 a comprehensive wayfinding system that Integrates purakau (Māori storytelling) elements.
- Establish planting spaces that not only contribute to the aesthetic appeal but also serve as outdoor learning spaces



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

- Installation of field irrigation system that is functional during the water restriction/summer months
- 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 re-development
- Budget allocation to support signage and wayfinding \$30,000
- Coherent planting and landscaping plan that guides planting across the school



Taumata School

Performance & Achievement Goal

2024



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Grit

Reading Annual Target: All students working below expected levels of achievement in 2023 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"> •All end of Year 4 students achieving BELOW expected curriculum levels in Reading in 2023 (16% or 15 students) will show accelerated progress (increase by more than 1.5 years) by the end of Year 5 in 2024. •All end of Year 6 students achieving BELOW expected curriculum levels in Reading in 2023 (21% or 16 students) will show accelerated progress (increase by more than 1.5 years) by the end of Year 7 in 2024. •All end of Year 7 students achieving BELOW expected curriculum levels in Reading in 2023 (18% or 10 students) will show accelerated progress (increase by more than 1.5 years) by the end of Year 8 in 2024. •All Māori students achieving BELOW expected curriculum levels in Reading in Year 3-7 at the end of 2023 (23% or 15 students) will show accelerated progress (increase by more than 1.5 years) by the end of 2024. 	<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 2023 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"> •All end of Year 4 students achieving BELOW expected curriculum levels in Writing in 2023 (30% or 29 students) will show accelerated progress (increase by more than 1.5 years) by the end of Year 5 in 2024. •All end of Year 6 students achieving BELOW expected curriculum levels in Writing in 2023 (28% or 21 students) will show accelerated progress (increase by more than 1.5 years) by the end of Year 7 in 2024. •All end of Year 7 students achieving BELOW expected curriculum levels in Writing in 2023 (34% or 19 students) will show accelerated progress (increase by more than 1.5 years) by the end of Year 8 in 2024. •All Māori students achieving BELOW expected curriculum levels in Writing in Year 3-7 at the end of 2023 (27% or 17 students) will show accelerated progress (increase by more than 1.5 years) by the end of 2024. 	<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 • 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 	Deputy Principal, Literacy Lead, Pedagogical Coaches, Learning Coaches	<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 2023 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"> •All end of Year 6 students achieving BELOW expected curriculum levels in Writing in 2023 (26% or 19 students) will show accelerated progress (increase by more than 1.5 years) by the end of Year 7 in 2024. •All end of Year 7 students achieving BELOW expected curriculum levels in Writing in 2023 (36% or 20 students) will show accelerated progress (increase by more than 1.5 years) by the end of Year 8 in 2024. •All female students achieving BELOW expected curriculum levels in Maths in Year 3-7 at the end of 2023 (20% or 40 students) will show accelerated progress (increase by more than 1.5 years) by the end of 2024. •All Māori students achieving BELOW expected curriculum levels in Maths in Year 3-7 at the end of 2023 (30% or 19 students) will show accelerated progress (increase by more than 1.5 years) by the end of 2024. 	<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