



Annual Plan - 2023

Connected

Learners will experience increasingly personalised learning opportunities as **we develop meaningful and authentic partnerships with our school community.**

Research Evidence

Relationships between home and school are important. They help to ensure that curriculum and its associated assessments are grounded in students' lives and experiences, allowing them equitable opportunities to demonstrate their learning progress (Hipkins & Cameron, 2018).

'There is great potential for school leaders to change patterns of underachievement when they work with parents and whānau to build home-school connections that are focused on teaching and learning' School Leadership and Student Outcomes: Identifying What Works and Why: Best Evidence Synthesis.

One factor which can have a significant positive impact on achievement of children is parental involvement in programmes that enhance understanding of how to help their child educationally. (Biddulph F, Biddulph J, Biddulph C, BES).

Initiative	Actions	Outcomes	Measures	When	Leaders	Notes
1.1 Prioritise the hauora, well-being and safety of our kura whānau through bringing our school values to life. (NELP 1 + 2)	Start a coffee/play group for local whānau held on site	Strengthen connections within our community, and build relationships between our akonga and preschoolers.	Weekly attendance information gathered	End of Term 2	Lara	Parking the idea while we investigate ECE option. And too cold
	Termly check ins with all staff covering workplace satisfaction, well being and performance/support	There will be alignment in expectations between both employer and employee as well as prioritised well being of all staff.	Termly meeting notes	Term 4	Lara	
	Conduct NZCER Wellbeing@School survey with all Year 4 -8 learners across our kura.	As a kura we will see positive shifts in the responses to the NZCER Wellbeing@School survey.	Analyse these results and determine areas where we can continue to improve outcomes for our learners.	Week 8 of Term 1 and Week 6 of Term 4	Lara	

	Engage in school wide equine experience sessions	Analysis of target learners shows improvement in engagement in school, attendance and overall well being.	Monthly meetings with social worker, public health nurse and equine provider	Term 1	Lara	Get surveys out to parents and kids
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1.2 Create a vibrant kura environment that represents our vision, values, iwi and Community. (NELP 2 + 3)	Contact local iwi to establish relationships.	By the end of term 2 we will have a partnership with local iwi where we are supported in decision making within our school.	Termly meetings with an iwi representative	End of Term 2	Lara	
	Improve whānau attendance through barrier free events/activities	By the end of the year our whānau will be more connected with each other and more involved in their tamariki's learning journey	Atleast 80% attendance to assemblies/ learner conferences/ annual fundraiser	Term 1	Whole Staff	
	Seek feedback on how Taoroa School is meeting whānau and learner needs	By the end of term 4 we will have increased engagement with surveys	Identified clear actions that have been put in place in response to Term 1 feedback.	Term 1 and Term 4	Lara	Paper option
	Establish regular working bee's to maintain school grounds	By the end of term 4 we will have a well maintained school with all banks/garden beds tidied up	A record of community attendance	Term 2	BOT	Term 1 & 4 BOT to organise Beers and BBQ

Engaged

Learners will experience a future focussed education as **we develop our teaching and leadership capabilities.**

Research Evidence

The practice of improvement is about changing three things:

- the values and beliefs people in schools have about what is worth doing and what is possible to do.
- the structural conditions under which the work is done.
- the ways in which teachers learn to do the work. (Elmore)

“The fact is that given the challenges we face, education doesn't need to be reformed - it needs to be transformed. The key to this transformation is not to standardise education, but to personalise it, to build achievement on discovering the individual talents of each child, to put students in an environment where they want to learn and where they can naturally discover their true passions.” (Sir Ken Robinson)

“Extensive research has proven that students learn best when they are: actively involved in decision making, initiating learning, collaborating together, making connections within and across learning areas.” (Ministry of Education)

Initiative	Actions	Outcome	Measures	When	Leaders	
2.1 Design an education outside of the classroom programme that provides unique learning experiences and establishes strong relationships with our kura whānau, iwi, and community.(NELP 7)	Engage with Enviroschools facilitators to support the delivery of environmental initiatives	Enviroschools initiatives will become part of our school kaupapa	Earn Bronze status	Term 4	Liz??	
	Seek local support to establish a sustainable plan to maintain our school gardens	Tamariki and staff will improve their knowledge of mara kai and will be able to take over the gardens independently by 2024	Maintained gardens that provide fresh produce for tamariki to enjoy.	Term 2	Liz??	
	Review events calendar	Increased opportunities for our learners to participate in EOTC, specifically in our local area.	Student survey of EOTC opportunities	Term 2	Lara	

2.2 Grow Te Ao Māori capability through developing knowledge and use of Te Reo and Tikanga Māori. (NELP 5)	Teaching staff to complete Te Ahu Maori course level 1	Staff will confidently incorporate their learning into the classroom on a daily basis	Teachers to complete a before and after commentary of te reo use in the classroom	Term 3	Liz and Lara
	Kapa Haka group to perform in local cultural festival	Our tamariki will feel proud to participate and share our Kapa Haka performance on the big stage	Attendance at cultural festival	Term 4	Liz?? Week 8 kapa haka
	Establish an annual celebration for Matariki	Our community will be connected through our celebration of the Maori New Year.		Term 2	Liz, BOT members??

Empowered

Learners will become increasingly empowered and will further develop our competencies, values and knowledge as **we live our vision and are innovative, future focussed educators.**

Research Evidence

Effective teaching is potentially the largest single school influence on pupil achievement. (Hattie)

The best predictor of student achievement is improving the instructional practices of teachers. (Leithwood, Day, Sammons, Harris & Hopkins)

“Leaders never get extraordinary things accomplished all by themselves. Leaders mobilise others to want to struggle for shared aspirations, and this means that, fundamentally, leadership is a relationship ... it’s the quality of this relationship that matters the most when engaged in getting extraordinary things done.” (Kouzes & Posner)

Initiative	Actions	Outcome	Measures	When	Leaders
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3.1 Support tamariki to confidently lead their own learning through integrating student agency and assessment for learning. (NELP 2 + 4)	Create a graduate profile	Learners will be able to articulate the different stages of growth within our school and identify what part they sit on.	Sharing of graduate profile at learner conferences	Term 1	All teaching staff
	Introduce assessment for learning in junior classroom	Learners will be able to identify their next steps in maths.	Students can share their next steps in conferences with teacher	Term 4	Lara + Liz
	Establish regular learner directed posts on Seesaw that link to their specific goals	Learners will be able to identify good evidence of their learning to share with whānau on a regular basis	Weekly learner posts for each child	Term 3	Lara + Arzjah
3.2 Empower staff to lead a Taoroa and Enviroschools Curriculum that strengthens delivery of numeracy and literacy. (NELP 6)	Engage in PLD in mathematics with Rob Proffit-White to develop our understanding and practice teaching mathematics.	100% of learners will make a year's worth of progress within a year in mathematics.	Termly analysis of data on Etap	Term 2	All teaching staff
	Strengthen our localised model for Professional Growth Cycles that is suitable for our context.	100% of teachers will show an improvement in their focus area.	Termly check in's	Term 1	All teaching staff
	Engage with Donna Davies to support the delivery of curriculum refresh/ ANZHC	By the end of the year delivery of ANZHC will be embedded in classrooms	Evidence in long term planning	Term 2	All teaching staff
	Complete localised curriculum document	By the end of the year, planning for 2023 will be based on our localised curriculum document.	Evidence in planning for 2023	Term 2	All teaching staff