



Taoroa SCHOOL

Connected • Engaged • Empowered

Annual Plan - 2024

Where we are currently at:

Please see [Statement of Variance](#)

How will our targets and actions give effect to Te Tiriti o Waitangi:

At Taoroa School, we prioritise fostering a supportive learning environment where all ākonga can thrive in all areas of school life and we are guided by the dreams and aspirations of our key stakeholders including ākonga, whānau, local community and iwi. Our teaching and learning strategies and programmes are designed to cater to the diverse needs of our students including those whose needs have not yet been well met, with a particular emphasis on English, Mathematics & Statistics and Te Ao Maori, enabling each individual to be connected, engaged and empowered.

In English, we employ a multifaceted approach that integrates both traditional and modern teaching methods. We focus on building strong foundational skills such as phonics, fluency, vocabulary, and comprehension through interactive and engaging activities. Our literacy programmes incorporate a variety of resources, including levelled decodable readers, authentic texts, digital platforms, and culturally relevant materials providing opportunities for students to engage with Māori language and cultural perspectives to ensure accessibility and relevance for all ākonga. Through intentional instruction, meaningful practice, and supportive feedback, we strive to cultivate confident and proficient writers who are prepared to succeed in academic, personal, and professional contexts. Additionally, we provide differentiated learning programmes and targeted interventions to support students who may require additional assistance or enrichment in their literacy development.

Similarly, in Mathematics and Statistics, we adopt a comprehensive approach that emphasises conceptual understanding, procedural fluency, and problem-solving skills. Our mathematics programs are designed to be interactive and hands-on, allowing students to explore mathematical concepts through real-world contexts and manipulatives. We integrate te reo matatini and pāngarau into our mathematics curriculum to promote cultural relevance and inclusion.

To address the needs of students whose needs have not yet been well met, we prioritise personalised learning and targeted support. We regularly assess student progress and identify areas for growth, tailoring our teaching strategies and interventions accordingly. This may include small-group instruction, one-on-one tutoring, peer mentoring, or enrichment activities based on individual learning needs and preferences. Additionally, we collaborate closely with whānau and external support services to ensure a holistic approach to student well-being and academic

success.

We are dedicated to fostering a bicultural learning environment that honours and celebrates both Māori and non-Māori cultural perspectives, guiding us in the pursuit of educational equity, excellence, and empowerment for all students. We are on a journey towards designing a local curriculum that supports ākongā in developing a strong sense of cultural identity, respect, and understanding. By fostering a supportive and inclusive learning environment, we strive to address the diverse needs of our ākongā and equip them with the knowledge, skills, and confidence to succeed as connected, engaged and empowered lifelong learners.

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	Status
1.1 Prioritise the hauora, well-being and safety of our kura whānau through bringing our school values to life. (NELP 1 + 2)	Staff to engage with Pause Breathe Smile PLD	Staff have a kete of resources to support delivery of resilience programme	Evidence of use in classroom	Term 1	Lara		
	Staff deliver Pause Breathe Smile programme	Improved resilience and emotional regulation in ākongā	Discussions with ākongā around their understanding of mindfulness and strategies they have to deal with stress	Term 2+3: Delivery	Caitlin and Liz		

	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	Every term	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	Improvement in skills and understanding of equine tasks and information	Graduate profile template will be highlighted throughout the year	Pre Assessment term 1. Final assessment term 4	Lara		

1.2 Create a strong sense of identity as a kura and as individuals. (NELP 1 + 2 + 5)	Embed our Graduate Profile within our classrooms	ākonga consistently demonstrate an understanding of the Graduate Profile attributes and actively apply them in various classroom activities and interactions.	Incorporate Graduate Profile attributes into students' Seesaw posts to assess their understanding and demonstrate relevance to their learning.	Term 1 → 3	Arzjah + Caitlin + Liz		
	Bring our geographical pepeha to life within our kura	All of our tamariki will have a strong connection to our whenua	Develop school wide assessment tools to measure students'	Term 2 → 4	Lara + Arzjah		

			connection to the whenua, such as self-assessment surveys or reflective writing prompts.				
	Strengthen Tuakana Teina within our kura	Our ākonga will be confident leaders within our kura	Commentary around current leadership opportunities within the school	Term 2 → Term 4			
	Vary our ways to Seek feedback on how Taoroa School is meeting whānau and learner needs	By the end of the year we will have breadth in our whānau voice data	Compare % of whānau we have had representation/ feedback from	Term 2 → Term 4	Sarah + Lara		

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	Notes	Outcome
2.1 Implement an education outside of the classroom programme that provides equal access to unique learning experiences and establishes strong relationships with our kura whānau, iwi, and community.(NELP 3 + 7)	Plan Enviroschools Bronze Status celebration	Motivated ākonga and staff to continue on our sustainable journey as a community	Evaluation of day from community	Every term			
	Increase number of school trips outside of our local area	Strengthened relationships with our kura whānau	Gather evidence demonstrating improved communication, trust, and mutual support among students, kaiako, and whānau. Utilise group exercises during trips, distribute reflection booklets, and capture photo and video documentation.	Term 3	Caitlin + Arzjah		
	Seek more opportunities for learning within our local community	Akonga see themselves as kaitiaki of our whenua + improved relationships within our local community	Survey	Term 2 → term 4			

2.2 Grow Te Ao Māori capability through developing knowledge and use of Te Reo and Tikanga Māori. (NELP 5)	Teaching staff to complete Tepuna reo maori PLD	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 2 → Term 4	Arzjah		
	Develop tikanga and kawa within our	Strengthened relationships with local	Assess the understanding gained by	Term 2 → 4	Arzjah + Lara		

	kura that align with our local iwi and marae	iwi. Mihi Whakatau + Powhiri process	ākonga regarding tikanga (customs) and kawa (protocols) observed at the marae e.g. proper protocol during powhiri and/or marae etiquette.				
	Establish an annual celebration for Matariki	Our community will be connected through our celebration of the Maori New Year.	Assess how well genuine Māori customs and traditions are included in the Matariki celebration and measure the number of community members that attend each year.	Term 2	BOT		

Empowered

Learners will become increasingly empowered and will further develop our competencies, values and knowledge as **we live our vision and are innovative, future focused 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	Notes	Status
3.1 Support tamariki to confidently lead their own learning	2025 focus						

through integrating student agency and assessment for learning. (NELP 2 + 4)							
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3.2 Empower staff to lead a Localised Curriculum that strengthens delivery of MATHematics and Statistics and English. (NELP 6 + 7)	Engage in writing PLD	Improved teacher attitudes in teaching writing Improved learner attitudes in writing	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 of writing.	Termly check in's and observations	Term 1→4	Lara + Arzjah		
	Engage with Donna Davies to support development and delivery of our local curriculum	By the end of the year our local curriculum will be complete and evident within our classroom programmes	Evidence of local curriculum document, teacher planning and learner reports	Document complete by end of term 2, delivery happening by term 4	All teaching staff		