



Taoroa SCHOOL

Connected • Engaged • Empowered

Annual Plan - 2025

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 ākonga 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 ākonga 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)	Improve whānau engagement in well being catch ups and learner conferences	At Least 70% attendance will show improved engagement and better outcomes for learners	Tracking attendance	Term 1 + 3	Lara+ Madi		
	Improve behaviour on school transport by incorporating a positive	Our learners will be consistently displaying our school values whilst	Feedback from bus drivers show an improvement in overall behaviour	Term 1-4	Lara		

	reinforcement plan	using our school transport service, improving the experience for all.					
	Improve overall school attendance aligned with the Ministry's goal for 2025	Learners are supported to achieve the best possible outcomes as a result of not missing out on important learning			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.	Term 4	Lara		
	Build relationships with local ECE and Secondary School	Improved transitions for our ākonga as they move in to our school and move on to highschool	Feedback from kaiako and tamariki		Lara, Madi, Arzjah		

1.2 Create a strong sense of identity as a kura and as individuals. (NELP 1 + 2 + 5)	Use our Learner Pathway as the building blocks for our long term planning/integrated curriculum	ākonga consistently demonstrate an understanding of the Learner Pathway attributes and actively apply them in various classroom activities and interactions.	Evidence of planning	Term 1 → 3	Taoroa Staff		
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	Strengthen relationships with local iwi	Strengthened cultural responsiveness across our kura resulting in better outcomes for Māori ākonga		Term 1→4	Lara + Arzjah + Sarah		
	Establish student leadership responsibilities within our kura 'Mana Leaders'	Our ākonga will be confident leaders within our kura	Commentary around current leadership opportunities within the school	Term 1-4	Lara + Arzjah		
	Transfer to new student management system Hero	A more comprehensive tool that supports improved communication between home and school	Feedback from whānau	Term 2 → 4	Lara + Hannah +		
	Create a succession plan for effective transition across Board of Trustees	The vision for the school is consistently upheld across different governance teams		Term 2 → 3	Lara + Sarah		

Engaged
Learners will experience a future focussed education as we develop our teaching and leadership capabilities.
Research Evidence
<p>The practice of improvement is about changing three things:</p> <ul style="list-style-type: none"> - 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)	Continue ski academy in Term 3	Ākonga that experience success in a range of contexts, outside of the constraints of the 4 walls of a classroom.	Interviews after ski academy	Term 3			
	Increase number of school trips outside of our local area	Strengthened relationships with our kura whānau, along with increased connection to whenua	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 1-4	Taoroa Staff		
	Seek more opportunities for learning within our local community- Each class 1 trip per term	Ākonga see themselves as kaitiaki of our whenua + improved relationships within our local community	Survey	Term 2 → term 4	Taoroa Staff	Opportunities this term around protection of the awa Iwi visit	

2.2 Grow Te Ao Māori capability through	Teaching staff to complete Tepuna	Staff will confidently incorporate their learning	Teachers to complete a before and after	Term 2 → Term 4	Arzjah		
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developing knowledge and use of Te Reo and Tikanga Māori. (NELP 5)	reo maori PLD	into the classroom on a daily basis	commentary of te reo use in the classroom NZCER Taku Reo survey	Term 1→ Term4			
	Develop tikanga and kawa within our kura that align with our local iwi and marae	Strengthened relationships with local iwi. Mihi Whakatau + Powhiri process	Assess the understanding gained by ākonga regarding tikanga (customs) and kawa (protocols) observed at the marae e.g. proper protocol during powhiri and/or marae etiquette.	Term 2 → 4	Arzjah + Lara		
	Work with local Iwi to appoint a representative on our Board of Trustees	Having Mana Whenua voice and representation at a board level, improving outcomes for Maori learners		Term 2 → 3	Lara + Sarah		

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	Notes	Status
3.1 Support	Consistent learning	Students have	Feedback from	Term 2-4	Taoroa Staff		

tamariki to confidently lead their own learning through integrating student agency and assessment for learning. (NELP 2 + 4)	posts via seesaw/hero	ownership over the celebration of their learning, whānau are more involved	whānau				
	Establishment of leadership roles will give student autonomy over decision making across our kura	Empowered ākonga who feel empowered to lead the ākonga of our school	Feedback from Staff around values in action	Term 1 → 4	Arzjah + Lara		
	Adjust assessment schedule using resources that support reporting of data aligned to the refreshed curriculum	An assessment schedule that is fit for purpose and supports teachers planning in a formative way	Feedback from Staff	Term 2 → 4	Lara		

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 Hero	Term 2	Taoroa Staff		
	Engage in Structured Literacy PLD	Improved teacher understanding and capability in structured literacy	Assessment Data	Term 1 → 4	Taoroa Staff		
	Engage in PLD through 'Learning Through Doing'	A comprehensive mathematics programme across our kura	Assessment Data, Teacher Feedback	Term 2 → 4	Taoroa Staff		

	Establish SENCO role within the school to support the acceleration of our target learners	A comprehensive learner support programme with improved achievement across our target learner cohort	Assessment Data	Term 2 → 4	Sally + Lara		
	BOT to engage in professional development through NZSTA to understand obligations around Curriculum refresh; inclusive of webinars and workshops around governance.	A BOT with a strengthened knowledge and understanding of their roles and responsibilities	BOT reflection	Term 2 → 4	Taoroa BOT		