Thorndon School Strategic and Annual Implementation Plan 2024

Te Tiriti o Waitangi Statement

We are committed to the principles of Te Tiriti of Waitangi – partnership, protection, and participation – and recognise the unique status of Maori as tangata whenua within an increasingly diverse Aotearoa New Zealand.

This means:

- We will support the development of a culturally competent teaching staff.
- We will partner with whānau to improve and enrich the educational experiences and outcomes of our students.
- We will respect and teach te reo me nga tikanga Maori
- We will recognise the role of mana whenua in the Pipitea area.

Vision Statement: *Thorndon School - An inclusive community that fosters resilient, collaborative learners and creators.*

E kore au e ngaro, he kākano au i ruia mai i Rangiātea

I will never be lost for I am a seed, nourished with the teachings of my ancestral origins

Our Values:

School review in 2023 included gathering of student and parent voice about what values were important to them . This information was gathered through interviews with students, relationships for learning discussions and a google questionnaire sent out to parents .

In addition surveys were given to students using NZCER Wellbeing at School and Me and My school. An analysis of teacher comments and incidents recorded on Edge Learning Management System provided information on how safe the school environment was and how well students were able to self manage and relate to others. A teacher survey was also completed.

Ko te Taurapa
Building a positive, collaborative school culture

We strengthen our kura culture through creating environments that enrich learning by consistently teaching and recognising mana enhancing behaviour in all our ākonga through our values and how we interact with each other.

Manaakitanga (caring) - inclusive, respectful and empathetic.

Maia (courageous) – determined, independent, and resilient.

Auahatanga (creative) - curious, innovative and open-minded

We will continue to consult with our community, teachers and students in multiple ways to gather their voice.   At Thorndon School we continue to implement and reflect on the effectiveness of our practice, while maintaining the highest standards of teaching and learning. We reflect upon what we know about our ākonga, our teachers and our setting. We have considered BOT Objectives and the National Education and Learning Priorities (NELPS) and see where these are reflected in our annual implementation plan where the direction of our kura is outlined in a clear manner to ensure the success of our tamariki, staff and community.

Our Goals

We commit to the Statement of the National Education and Learning Priorities (NELPS) and respect the Mātauranga Māori knowledge that sits within these Māori concepts in developing our purpose and goals.

LEARNERS AT THE CENTER (1,2) *Learners with their whānau are at the center of education*	BARRIER FREE ACCESS (3,4) *Great education opportunities and outcomes are within reach for every learner*	QUALITY TEACHING AND LEADERSHIP (5,6) *Quality teaching and leadership make the difference for learners and their whānau*	FUTURE OF LEARNING AND WORK (7) *Learning that is relevant to the lives of New Zealanders today and throughout their lives*

ERO and the school are working together, using the context of writing, to evaluate how effectively schoolwide systems and processes are:

- supporting all learner's continuous achievement and improvement

- building leader and teacher collective capacity and culturally sustainable practices, strengthening learning partnerships with whānau.

NELPS The Statement of National Education and Learning Priorities. New Zealand Curriculum / Tāhūrangi
N.B. Refer to National Education and Learning Priorities in schools and kura (NELPS) under the Education and Training Act 2020, for further information.
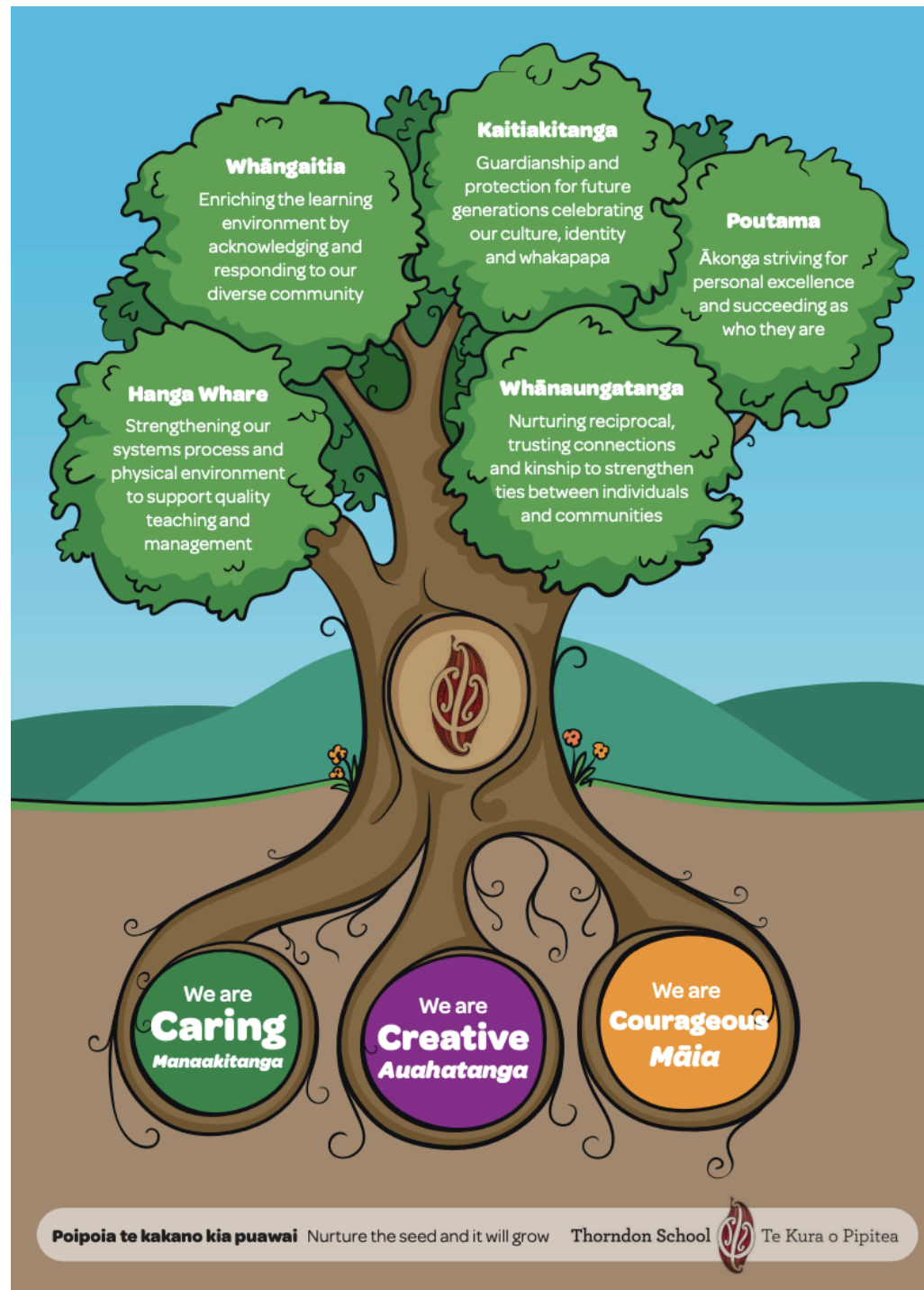
Whāngaitia

Enriching the learning environment by acknowledging and responding to our diverse community

Kaitiakitanga

Guardianship and protection for future generations celebrating our culture, identity and whakapapa

Poutama

Ākonga striving for personal excellence and succeeding as who they are

Hanga Whare

Strengthening our systems process and physical environment to support quality teaching and management

Whānaungatanga

Nurturing reciprocal, trusting connections and kinship to strengthen ties between individuals and communities

We are **Caring** *Manaakitanga*

We are **Creative** *Auahatanga*

We are **Courageous** *Māia*

Poipoia te kakano kia puawai Nurture the seed and it will grow   Thorndon School   Te Kura o Pipitea

Poutama	**Kaitiakitanga**	**Whāngaitia**	**Whānaungatanga**	**Hanga Whare**
Ākonga striving for personal excellence and succeeding as who they are	Guardianship and protection for future generations celebrating our culture, identity and whakapapa	Enriching the learning environment by acknowledging and responding to our diverse community	Nurturing reciprocal, trusting connections and kinship to strengthen ties between individuals and communities	Strengthening our systems process and physical environment to support quality teaching and management

Poipoia te kakano kia puawai Nurture the seed and it will grow Thorndon School Te Kura o Pipitea

Ākonga understand what it means to be a learner, know what they need to do to achieve and use the necessary skills to demonstrate their learning	Ākonga experience learning opportunities that build creative thinking, problem solving and critical thinking	The school kawa and tikanga acknowledges the unique place of Mana Whenua	Consistant, coherent approach to establising positive relationships for learning and a sense of belonging	Quality of core classroom resources and interventions (special needs)
All ākonga are supported to achieve their goals	Establish a sustainable relationship with local iwi	Kaiako using the learning environment innovatively to personalise learning and meet diverse needs of ākonga	Staff, ākonga and whānau share common understanding of rights and responsibilities in their relationships	Access to digital enabling resources (inc robotics, electronics)
Establish an engaging, curriculum that supports ākonga needs and interests	Cultural diversity contributes to governance and leadership of learning areas	Kaiako know their akonga well and set high expectations for them	Improved ākonga self management and collaborative practices	Availability of devices for ākonga (BYOD and pool of usable devices)
Evidence of principles and pedagogy of Mataiaho (NZ Curriculum Refresh) in kaiako planning, teaching, assessment and reporting	Ākonga demonstrate understanding of "taking action" through Tu Rangatira and their classroom learning experiences	The school listens, understands and responds to all communities staff and ākonga	Improved kaiako job satisfaction, confidence in professional discussions and wellbeing	Effective management of school resources supports learning
				Improved maintenance of buildings, facilities and grounds

Thorndon School Annual Implementation Plan 2024

Poutama:
Ākonga striving for personal excellence and succeeding as who they are
LEARNERS AT THE CENTER (1,2) BARRIER FREE ACCESS (3,4) QUALITY TEACHING AND LEADERSHIP (5,6)

Goals 2024	Annual Plan Key Actions 2024	Responsibility	Timing / Budget	Measures of Success	
				Evidence of effective Practice to be collected	**Student Outcomes**
1.1 Evidence of principles and pedagogy of Mataiaho (NZ Curriculum Refresh) in kaiako planning, teaching, assessment and reporting Improve and **extend** learning in areas of - Reading - Writing - Maths - Te Ao Māori *(includes Kura Ahurea)* Common Practice model (CPM) - Introduce and unpack the components of the CPM (connects with the Curriculum Refresh)	Upskill teachers to increase teacher knowledge of the principles and pedagogy of Mataiaho (NZ Curriculum Refresh). Structured Literacy skills to support the progress and achievement of ākonga in literacy. Curriculum: - Term 1: Literacy & Communication Strategy - Term 2: Literacy & Communication Strategy - Term 2: Maths Strategy Reporting to parents include relevant learning examples of student tasks which have been annotated against the progress indicators as outlined in the relevant Curriculum phase. Lead Teachers will attend PLD coaching sessions. Use pedagogy to plan / undertake action plans, meetings, observations, assessment and next steps for kaiako. Curriculum Leads to Introduce improved assessment practices that include "real time" snapshots of student learning using annotations of progressions and teacher and student comment. Continue with effective moderation practices in writing. PLD sessions on the Common Practice Model	Students Teachers **Unit holders in Literacy and maths** Principal *Literacy Support facilitator: Jenni Dittmer from Clarity Education (MoE funded)* Writer's Toolbox PLD paid by the BOT	Term 1 2024 upskilling teachers Terms 2 – 4 2024 implementation **Budget** Curriculum Units (Literacy/Math) MoE funding ($200,000 allocated to Writer's toolbox)	Implementation of NZ curriculum will be evidenced in teacher planning, teaching and student outcomes. Consistent teaching practices that include sharing purpose, criteria for success and constructive feedback established. Teachers to be observed and given feedback. Student voice and range of evidence including: - Student surveys - Interviews with students about their learning - Collection of achievement data - School-wide mid and EOY data including AoV target groups – progress and data to inform teaching practice / student outcomes - Handwriting, spelling, writing and reading samples - Staff weekly curriculum meetings - Reviews within each term-individuals, groups teacher discussions - PLD facilitator / Lead teacher feedback Lead Teacher PLD coaching Common Practice Model Teachers will: - In planning and observations able to demonstrate the intentional, deliberate actions of teaching (refer to the science of teaching - how we teach) - Assess intentional, deliberate actions of teaching - Review effectiveness through reflections within Team Meetings and regular meetings with Principal	**Student Outcomes:** Meet the progress outcomes and/or IEP goals (targets) set as per variance goals (appendix1) Understand the purposes for : - Seesaw online annotation student learning (Reading / Writing / Mathematics / Other) - Term 2 and Term 4 written report on Key Competencies, Student/Whānau goal setting and General Comment From Common Practice Model Students are able to - Articulate their learning - Demonstrate their learning - Know how they are progressing - Able to identify their next learning steps

1.2 Ākonga understand what it means to be a learner, know what they need to do to achieve and use the necessary skills to demonstrate their learning	Kaiako, ākonga and whānau partnership by: - Monitoring key competency development : - kaiako, ākonga, and whānau work together using informal strategies and then formalised reporting to reflect on key competencies development	Students Teachers Principal Parents	**Timing:** T2-T4 **Budget** Curriculum	Learner activity in the classroom: ● learners perform real tasks in real contexts ● learners interact with others rather than working in isolation ● self- and peer-assessment rather than just teacher judgements. Documentation will be gathered with rich descriptions, examples, accounts, and narratives.	**Students will:** *Competently demonstrate the <u>Key Competencies</u>* - *Thinking* - *Relating to Others* - *Using language, symbols, and texts* - *Managing self* - *Participating and contributing* **Teachers wil;** Display and use specific language linked to the key competencies.
1.3 All ākonga are supported to achieve their goals	Goal-setting hui with parent and student in terms 1 and 3 Teachers will build ākonga agency to self-monitor their own progress and next steps. Take key actions to help students succeed such as, providing ākonga with opportunities for self-assessment, peer feedback, and reflection on learning experiences.	Students Teachers Principal Parents	**Timing:** T2-T4 **Budget** Curriculum	Students are involved in goal development. Students know what success will look like. - Remind students of their purpose - Remind students of the plan they developed for confronting a particular obstacle, and help them follow it. - Recognize and celebrate small steps toward achieving ākonga's goal Feedback evidenced in student work online and in hardcopy.	**Students can** co-construct learning outcomes self assess against their goals using various forms: - Self assessment - Peer assessment - Teacher feedback/feedforward - Exit tickets to prove learning - Rubrics and checklists
1.4 Establish an engaging, local curriculum that supports ākonga needs and interests **Key areas of focus:** - ANZH (Aotearoa New Zealand Histories - Social Studies) - Te Ao Māori (includes Kura Ahurea) - Mathematics - Literacy and Communication - Digital Technology	A framework for the development of a local curriculum that includes the teaching of compulsory revised learning areas in 2024 and will support further revised learning areas. Formalise contexts for learning in social sciences (including ANZ Histories), Maths and English using the phases of learning and progressions. This work will be led by curriculum leads in English, social sciences and maths. Achievement progress for all will be monitored using: - Assessment (easTTle Reading, PAT Maths, PAT Comprehension, PAT Vocabulary, PAT Listening) - Writer's Toolbox Diagnostic Testing / online tool Thorndon School will review and implement current assessment practice	Students Teachers Principal Parents **Unit holders:** Literacy, Maths Digital Technology, Health & P.E., Relationships for Learning.	**Timing:** T2-T4 **Budget** Curriculum Units (Literacy/Math)	Teaching objectives are aligned with both curriculum phases, progressions and the interests and needs of the learners. Evidence of learning experiences that encourage curiosity, exploration, and critical thinking. (check planning) Teachers will demonstrate the following (not limited to): - Integrate topics, themes, and activities that resonate with the interests and passions of the learners. - Offer materials, resources, and examples from various cultures, backgrounds, and perspectives. - Empower students to take ownership of their learning by involving them in decision-making processes. Teachers will continually refine their approach based on feedback and reflection (teacher PGC). Teachers will review assessment data to inform their teaching and next steps for deliberate acts of teaching.	**Students will** - Actively participate in class discussions, group activities, and hands-on learning experiences related to local contexts and topics. They contribute ideas, ask questions, and share their perspectives with enthusiasm. - ask probing questions, seek out additional information, and explore topics in-depth to deepen their understanding. - Demonstrate learning through learning stories / e-Portfolios (Seesaw) - Show respect for different viewpoints and backgrounds, valuing the contributions of their peers and community members.

Kaitiakitanga:
Guardianship and protection for future generations celebrating our culture, identity and whakapapa
FUTURE OF LEARNING AND WORK (7) Learning that is relevant to the lives of New Zealanders today and throughout their lives

Goals 2024	Annual Plan Key Actions 2024	Responsibility	Timing / Budget	Measures of Success	
				Evidence of effective Practice to be collected	**Student Outcomes**
2.1 Ākonga experience learning opportunities that build creative thinking, problem solving and critical thinking	Refer to Local Curriculum goal (above) Establish a framework that reflects the importance of: - Integrated cultural learning across multiple subject areas, including language arts, social studies, science, and the arts. - relationships between children and cultural mentors, elders, and knowledge holders who can share traditional wisdom, stories, and teachings. - outdoor and environmental education experiences that connect children to the natural world and traditional land practices. - inquiry--based learning approaches that empower children to investigate real-world issues and challenges within their cultural context. - Opportunities for artistic expression and creativity through traditional arts, music, dance, storytelling, and visual arts. - critical reflection and dialogue about cultural identity, history, and social justice issues.	Students Teachers Principal Parents Lead Teachers	**Timing:** T2-T4 **Budget** Curriculum	indigenous knowledge, stories, language, and practices into learning experiences to promote cultural pride and identity will be evident in identified learning contexts (planning) Collaborative problem-solving, inquiry-based learning, and creative expression as students explore solutions to complex problems. (classroom observations) Evidence of learning experiences where complex topics related to culture, identity, and equity are explored. (senior classes particularly in 2024) .	Students: - Become stewards of their cultural identity and ancestral knowledge for future generations. - Experience cultural heritage in the real world (beyond the classroom). - Work collaboratively with others, respecting their point of view. -
2.2 Establish a sustainable relationship with local iwi	Steps that TPS will take to build and maintain a positive relationship with local iwi: - Seek guidance from iwi representatives on appropriate protocols for welcoming visitors, conducting ceremonies, and acknowledging traditional lands and ancestors. - Celebrations and cultural gatherings - Share celebrations / traditions / language of home groups throughout the year with parents and whānau.	Students Teachers Principal Parents Lead Teacher	**Timing:** T2-T4 **Budget** Curriculum BOT	Cultural protocols and practices when interacting with members of the local iwi are honoured and respected.. Local iwi contribute to and are involved in school decision-making processes. Clear communication channels and points of contact between the school and local iwi evident. Records of dialogue, discussions and and proposals recorded	Outcomes for Iwi, Kura, Kaiako and Ākonga: - establish a sustainable relationship with local iwi that honours indigenous culture, values, and aspirations, and promotes the well-being and success of all students.
2.3 Cultural diversity contributes to governance and leadership of learning areas	Recognise the unique makeup of our kura. Study cultural celebrations and their cultures/ communities within our kura. Aim to recruit diverse representation on the Board and staff BOT / SLT act as positive role models for students and staff, demonstrating the value of diversity, inclusion, and cultural competence in governance and leadership roles.	Students Teachers Principal Parents BOT	**Timing:** T2-T4 **Budget** Curriculum BOT	Policies and practices that address inequities cultural biases and promote equitable access to high-quality education for all students evident Board and staff membership reflects the diverse make-up of the school communities. Surveys to obtain viewpoints from members of TPS community	Outcomes - School events celebrate the school diversity - Communities Surveys reflect high levels of trust in the school and its approach to equity

| 2.4 Ākonga demonstrate understanding of "taking action" through Tu Rangatira and their classroom learning experiences | Teachers facilitate students' voice action plans for school environment.
- 2024 Student led enquiry and action within the school
- 2025 student let enquiry and action within the school and wider community

Teach students about the democratic process, advocacy, and the impact of collective action on school policies and practices. | Students
Teachers

Principal | **Timing:**
T2-T4

Budget
Curriculum
BOT | Students' voice action plans for the school environment and other identified activities are established

"Hail"magazine consists of student work and is edited by them. | Students take an active role in shaping their learning environment in classrooms and in the school environment. |

Whangaitia:
Enriching the learning environment by acknowledging and responding to our diverse community.
BARRIER FREE ACCESS (3,4)   Great education opportunities and outcomes are within reach for every learner

Goals 2024	Annual Plan Key Actions 2024	Responsibility	Timing / Budget	Measures of Success	
				Evidence of effective Practice to be collected	Student Outcomes
3.1 The school kawa and tikanga acknowledges the unique place of Mana Whenua	**The Lead Teacher** for Te Ao Māori will: Assist with overseeing the development and implementation of school-wide initiatives that build our Te Ao Māori practices including whakatauki, mihi, waiata, powhiri and Te Reo. Encourage Te Reo language to be actively used in everyday speaking / instruction in classrooms through • Conversations • Instructions / requests • Teaching and Planning Kura Ahurea facilitator and KA Lead Teacher will: - Upskill all kaiako in the new pūrakau to be learnt / taught to ākonga in 2024. - Oversee the development of an online kete of resources to support the retelling of local Te Atiawa stories.	Students Teachers Principal Parents Lead Teacher	**Timing:** T2-T4 **Budget** Curriculum BOT	Groups within our school will participate in whakatauki and waiata including Board, kaiako, ākonga and whānau . Regular agenda item at staff and team meetings Termly review. Visual supports in classrooms Te Reo and tikanga references in planning .	As ākonga progress through our school, knowledge and understanding about the local stories will be built upon and able to be recalled. Student use of basic conversational phrases increased. All students can deliver a pepeha in their first language and Te Reo Māori. All students invited to join **School-wide Kapa Haka Group** Whānau also use Tikanga practices to build their understanding and knowledge of Te Ao Māori
3.2 Kaiako using the learning environment innovatively to personalise learning and meet diverse needs of ākonga	Leverage the learning environment innovatively and implement personalised learning strategies. Create a dynamic and inclusive classroom where all students feel supported, engaged, and empowered to achieve their full potential. Ensure pedagogy reflected across the school is culturally responsive - an approach that values diversity, promotes inclusivity, and respects the cultural backgrounds and identities of all students. Create an inclusive and welcoming classroom environment where all students feel valued, respected, and supported. Implement instructional strategies that honour and build upon students' cultural backgrounds and prior knowledge, i.e. Tuakana / Teina.	Students Teachers Principal Parents Lead Teacher	**Timing:** T2-T4 **Budget** Curriculum BOT	Furniture in flexible configurations that accommodate different learning preferences and needs. Culturally diverse images, posters, and materials that reflect the identities and experiences of students are displayed. Valid and reliable measures of assessment that allow students to demonstrate their understanding and skills in diverse ways are evident .	Students: - Confidently use the different learning spaces in the classroom to meet their needs,, working collaboratively with others. Whānau: - Families share their cultural traditions, languages, and perspectives with the school community. Community: - Community organisations and cultural groups provide resources, support, and enrichment opportunities for students.
3.3 Kaiako know their ākonga well and set high expectations for them	Teachers to set high expectations that motivate and empower students to achieve academic success and personal growth.	Students Teachers Principal Parents	**Timing:** T2-T4 **Budget** Curriculum	Take the time to get to know each student individually. Gather information about students' and create learning experiences that resonate with students' interests and aspirations.	Students: - Make decisions about topics, projects, and learning activities that align with their interests and preferences. - Demonstrate their abilities in various ways.

		Lead Teacher		Be culturally responsive.	- Reflect on their learning and set goals for growth.
				Communicate clear and high expectations for academic achievement, behaviour, and effort from the outset.	- Develop a growth mindset, understanding the importance of effort, perseverance, and continuous improvement.
				Offer specific and timely feedback to students on their academic progress, contributions, and behaviour.	
				Provide opportunities for students to experience success and demonstrate their abilities in various ways.	
3.4 The school listens, understands and responds to all communities staff and ākonga	TPS will continue with open communication channels that allow for feedback, suggestions, and concerns from all stakeholders, including students, staff, parents, and community members. Develop action plans and strategies based on feedback and input from stakeholders to address identified needs, concerns, and areas for improvement. Foster a sense of belonging and pride among students, staff, and families by honouring and valuing cultural traditions, languages, and identities.	Students Teachers Principal Parents Lead Teacher	**Timing:** T2-T4 **Budget** Curriculum BOT	BOT, SLT and Teachers will: Provide multiple communication methods such as meetings, surveys, suggestion boxes, emails, newsletters, and social media platforms to ensure accessibility and inclusivity. Demonstrate empathy, respect, and genuine interest in the opinions and feedback provided. Establish clear timelines, responsibilities, and measurable goals for implementing action plans and monitor progress regularly. Celebrate and recognize the diversity of the school community through cultural events, festivals, and activities that highlight the contributions and experiences of different cultural groups.	Community, Students and Staff: - Feel heard, - Feel valued - Empowered to contribute to the collective success of the school community.

Whānaungatanga:
Nurturing reciprocal, trusting connections and kinship to strengthen ties between individuals and communities.
LEARNERS AT THE CENTER (1,2)   QUALITY TEACHING AND LEADERSHIP (5 &6)

Goals 2024	Annual Plan Key Actions 2024	Responsibility	Timing / Budget	Measures of Success	
				Evidence of effective Practice to be collected	**Student Outcomes**
4.1 Consistent, coherent approach to establishing positive relationships for learning and a sense of belonging	- Relationships for learning - Relationships with Whānau PLD in PB4L continued through the year. Information gathered from students, teachers and whānau on expectations for behaviour. Use this information when discussing how we interact (behaviour) is called "Relationships for Learning(R4L)" Continue to develop a restorative practices framework to ensure self-management and collaborative practices involves fostering essential skills such as time management, organisation, communication, and teamwork. Continue to teach the Zones of Regulation to support students with emotional regulation.	Students Teachers Principal Parents Unit holders R4L	**Timing:** T2-T4 **Budget** Curriculum	Teachers and leaders follow the set of expectations for R4L(see systems and processes). Teachers honour commitments, maintain confidentiality, and demonstrate genuine care and concern for student well-being. Demonstrate respect and empathy towards all students, acknowledging their individual backgrounds, experiences, and perspectives. Model positive communication and interpersonal skills in your interactions with students. (Refer agreed set of behavioural expectations -which apply to both students and teachers) Student survey: Me and My School (years 5-8) Reduced incidents of physical and verbal abuse recorded on Edge	**Students can:** - Follow our set of behaviour expectations of how we interact and communicate (R4L). - Share their culture with others - Respect others cultures by participating in learning and with their positive interactions . - Able to apply the strategies taught with the Zones of Regulation.
4.2 Staff and ākonga share common understanding of rights and responsibilities in their relationships	Set of expectations for (R4L) now established Expectations for how we interact / communicate apply to both students and teachers (behaviours) will be consistently monitored across all ages and phases. Self-management skills are explicitly taught by providing visual aids and tools, setting clear expectations, encouraging self-reflection, providing structured support and promoting independence.	Students Teachers Principal Parents	**Timing:** T2-T4 **Budget** Curriculum	Teacher observations of classroom environment and teacher strategies. Teachers and leaders follow the set of expectations for R4L(see systems and processes). School survey NZCER Well Being survey (years 5-8)	**Students can:** - articulate their understanding on the role they play in developing positive relationships - Follow and demonstrate our set of behaviour expectations of how we interact and communicate (R4L). - Work collaboratively with others - Respond appropriately to others perspectives when they are the same or differ from their own - Reflect on their participation when working collaboratively.
Staff, ākonga and **whānau** share common understanding of rights and responsibilities in their relationships	Vision completed. Values near completion but consultation required about these and the new strategic plan with all stakeholders. Develop community trust and support Establish open communication channels by offering in person / email / phone / google chat. Host family engagement events. Invite to assemblies to share student progress / awards	Students Teachers Principal Parents	**Timing:** T2-T4 **Budget** Curriculum	Increased participation in school meetings , discussions By identified parent groups Fewer incidents of complaints that are shared between parents and not with school staff Surveys and also one to one discussions	**Whānau will:** - be involved in consultations that affect the direction of the kura and their child's learning (decision making). - Be given dates of major events (in school) so they are able to schedule to attend or volunteer - Receive resources, information, and guidance on topics such as effective study

	- Provide opportunities to collaborate or volunteer at the kura - Respect and celebrate cultural events in school - Encourage whānau to help their children set academic and personal goals, supporting them in identifying realistic objectives and developing action plans to achieve them.				habits, time management, organisation, and ways to support learning at home. - Share their academic expectations, assignments, and deadlines and discuss the school's strategies - Utilise technology platforms (Seesaw, Hapara, Email, Website) to respond to the school's information about learning - Demonstrate greater trust in the school's systems and relationships with children
4.3 Improved ākonga self management and collaborative practices	Teachers and leaders follow the set of expectations for R4L (see systems and processes). Continue to teach the Zones of Regulation to support students with emotional regulation. Collaborative Practice is specifically taught by fostering a positive classroom culture, teaching collaborative skills, assigning collaborative learning opportunities, providing structured collaborative opportunities, encouraging diverse perspectives and reflecting on collaborative experiences.	Students Teachers Principal Parents	**Timing:** T2-T4 **Budget** Curriculum	Reflection sheets show a greater self awareness by students of their choices in situations. The restorative practices indicate improved understanding of students taking responsibility for their choices Fewer incidents where students have been unable to solve an issue	**Student will;** - Follow and demonstrate our set of behaviour expectations of how we interact and communicate (R4L). - Work collaboratively with others - Reflect on their participation when working collaboratively. - Able to apply the strategies taught with the Zones of Regulation.
4.4 Improved kaiako job satisfaction, confidence in professional discussions and wellbeing	Maintain staff stability and quality. Foster a positive and supportive school culture where teachers feel respected, included, and supported by colleagues, SLT and BOT. Support teachers to collaborate effectively with colleagues, engage in professional development, and contribute positively to the overall school environment. SLT, Team Leads, Teacher model effective communication skills by being clear, concise, and respectful in interactions with others. Demonstrate active listening, empathy, and openness to different viewpoints. Encourage teachers to reflect on their professional practice, participate in self-assessment activities, and set goals for continuous improvement. Provide opportunities for ongoing feedback, coaching, and mentoring to support their growth and development (PGC)	Students Teachers Principal Parents BOT	**Timing:** T2-T4 **Budget** Curriculum Finance BOT	SLT (and BOT where appropriate) regularly seek feedback from teachers about their experiences, concerns, and suggestions for improvement. Act on this feedback to address issues and make positive changes within the school environment. Highlight teacher achievements, share positive feedback from colleagues or students, and publicly acknowledge their valuable contributions to the school community Teachers stop talking unprofessionally in small groups. When they fee; aggrieved they are able to behave professionally and in an adult manner. Gather information from Teacher Survey PGC information	**Teachers will:** - Actively engage in professional conversations with relevant information and anticipating possible questions - Communicate ideas and thoughts clearly and effectively, using appropriate language and tone - Be adaptable and flexible in response to different opinions, feedback, and unexpected challenges during the discussion - Draw on relevant research, best practices, and personal experiences helps support confidence and credibility in professional discussions. - Actively listening to others' contributions, demonstrating empathy and understanding, and acknowledging different viewpoints - Embrace a growth mindset and be open to learning and development. - All staff actively participate in developing positive wellbeing / culture of the school

Hanga Whare
Strengthening our systems process and physical environment to support quality teaching and management
QUALITY TEACHING AND LEADERSHIP (5,6) Quality teaching and leadership (Governance) make the difference for learners and their whānau

Goals 2024	Annual Plan Key Actions 2024	Responsibility	Timing / Budget	Measures of Success	
				Evidence of effective Practice to be collected	Student Outcomes
5.1 Quality of core classroom resources and interventions (special needs)	Strengthening the quality of core classroom resources and interventions for special needs students. A multifaceted approach that involves collaboration, ongoing assessment, professional development, and tailored instructional strategies. TPS will provide professional development opportunities for teachers and support staff focused on effective instructional strategies for students with special needs. TPS will continue to implement (and improve) SENCO framework that supports regular engagement with whānau to communicate student progress.	Students Teachers Principal Whānau	**Timing:** T2-T4 **Budget** Curriculum	Clear records of interventions for identifies students showing ● Resources (personnel and equipment) ● Measurable IEP goals ● Input by Teacher s and TAs ● Review trough meetings with whānau, teachers, TAs and experts/advisors	Students: - Individualised education plans (IEPs) that outline specific goals, accommodations, and instructional strategies tailored to each student's needs. Whānau: - Engage parents and families as partners in their child's education by providing support, resources, and opportunities for involvement. - Communicate regularly with parents to share updates on student progress, discuss goals and interventions, and solicit feedback.
5.2 Access to digital enabling resources (inc robotics, electronics)	TPS will expose students to technologies to equip them with the skills and knowledge they need to succeed in future careers that may involve automation, artificial intelligence, and advanced technologies.	Students Teachers Lead teacher in Digi tech Principal Parents	**Timing:** T3-T4 **Budget** Curriculum	Student involvement in future-focussed activities and learning using digital technology (participation in local and regional events for design and making in electronic/robot competitions) (See planning and classroom observations)	Students: - Use digital resources to encourage creativity and innovation - Students design, build, and program their own creations. It allows them to explore their ideas, experiment with different solutions, and learn through trial and error, fostering a mindset of innovation and problem-solving.
5.3 Availability of devices for ākonga (BYOD and pool of usable devices)	TPS will support student digital learning by providing a pool of devices (which includes but not limited to tablets/iPads, chromebooks, and other digital devices) across the school to ensure equity in education, and student engagement. BYOD is encouraged from Years 4-8 to develop personalised learning experiences and digital literacy development.	Board Principal and SLT Parents	**Timing:** T2-T4 **Budget** Curriculum	Evidence of student engagement in learning experiences that are enhanced by digital tech. (classroom obs) Evidence of blended learning approaches, which combine traditional classroom instruction with online learning components.(classroom obs)	Students will be able to: - Navigate online resources - Critically evaluate information - Use digital tools effectively for communication, collaboration - Proficiency in using digital devices and technology (in focus areas)
5.4 Effective management of school resources supports learning	Board training on their roles. Board clearly defines roles and responsibilities for resource management and ensures accountability. Board allocates funds strategically to support initiatives that have the greatest impact on student learning outcomes.	Board Principal and SLT	**Timing:** T2-T4 **Budget** Finance Curriculum, Capital expend	Collect data on student outcomes for Board review. Clear timetable on reporting to the Board using the Board Assurance Statement(ERO) and to review policies and procedures.	Outcomes for Students: - Resources will provide students with the tools they need to engage in meaningful learning experiences. - Adequate facilities, equipment, and maintenance ensure that students have a comfortable and secure space in which to learn. - ensuring that resources are allocated efficiently and used effectively to meet the diverse needs of students, schools

				Increased funding for resourcing through grants and donations	can maximise their impact on student learning and well-being
	Explore opportunities for securing external funding, grants.				
5.5 Improved maintenance of buildings, facilities and grounds	Board will continue to invest in regular upkeep and preventive maintenance measures. This includes regular input and reflection by governance (money, staffing, resources). Board will ensure that their physical assets continue to serve the needs of students and the community effectively. *Note: TPS serves as a community hub. It is important to keep our school in good order as we host events, meetings, and recreational activities for students and residents. In doing so we enhance the school's reputation, and foster community engagement.*	Board Principal and SLT	**Timing:** T2-T4 **Budget** BOT Property Finance Health and safety	Systems for review and repair structural defects, maintain fire safety systems, and address hazards are in place Prompt repairs to damage and implementing preventive maintenance measures Clean, organised, and aesthetically pleasing learning and teaching environment. TPS complies with health, safety, and accessibility regulations and standards.	Students will benefit by: - Buildings, facilities, and grounds are safe and secure for students, staff, and visitors - A healthy learning environment absent from hazards. - Learning environment that is clean, organised and aesthetically pleasing will lift student engagement, motivation, and well-being, enhancing the overall educational experience.