

# - TOMARATA SCHOOL -



## Strategic Plan 2024-2025

**Tomarata School Vision For Learning:** Connected, Creative and Curious Explorers of Our World.

**Whakapapa of this plan:** Community consultation and student learning needs are at the heart of this strategic plan. In August, 2023 a survey was sent out to our community asking for feedback/feed-forward on the direction of Tomarata School. We also placed our questionnaire in the school office in hard copy for visitors to add to. As well as this, we used our annual Show Day as an opportunity to gather more community voice. We included questions aimed at finding out what dreams and aspirations whānau had for their tamariki at Tomarata School. The ideas that we were given have informed the direction of our plan. Analysis of assessment data has also highlighted areas that require professional development and resourcing in order to improve outcomes for our tamariki. Another important aspect of our consultation involved liaising with Ngati Manuhiri, our local Iwi; a process that we are proud to have begun. The Tomarata School Board has prioritised the following strategic goals by identifying the areas that it believes will ensure the best outcomes for our students and their whānau.

<b>Tomarata GROW Values:</b> These values are embedded throughout our school. We support their development through deliberate acts of teaching, and also celebrate when they are evident through our awards system.	<b>Growth Mindset</b> <i>Is open minded and willing to take on new ideas; Gives everything a try; Is resilient and willing to face challenges; Thinks about ways to improve; Is willing to revisit tasks in order to improve; Takes risks in their learning; Listens and responds to feedback; Celebrates success; Sets personal goals and strives to achieve them; Aims for academic excellence.</i>	<b>Respect</b> <i>Thinks and acts in positive ways towards people and property; Understands other people's boundaries; Shows empathy towards others; Listens with care to others; Indicates when they want to contribute ideas; Can take turns, e.g. to speak, when taking part in games and sport; Shows respect for our environment, e.g. doesn't litter, cares for classroom resources and sports equipment.</i>	<b>Ownership</b> <i>Takes responsibility for their actions; Is responsible for their belongings and school resources; Is honest when they have made a mistake and willing to make it right; Sees a need and does something about it; Acts as a contributing member of the school community; Shows leadership through their actions.</i>	<b>Working Together</b> <i>Participates and contributes fully at school; Does their fair share; Uses their initiative to help themselves, and others; Supports others to learn; Works effectively in group situations; Demonstrates empathy for others; Shows kindness in thoughts, words and actions; Is a team player.</i>
<b>Strategic Goal</b>	<b>National Education Learning Priorities</b>	<b>What do we expect to see?</b>	<b>How will we achieve or make progress towards our strategic goals?</b>	<b>How will we measure success?</b>
1. Tomarata School will develop a learning focussed culture through our localised curriculum to improve student outcomes.	<b>Objective 1. Learners at the Centre</b> Learners and their whānau are at the centre of education.  1. Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying.  2. Have high aspirations for every learner/ākongā, and support them by partnering with their whānau and communities to design and deliver education	-Teachers building strong learning relationships with ākongā and whānau  -Māori ākongā identified and tracked closely to monitor progress  -Community input will inform our planning and curriculum delivery  -Planning will seek to connect the learning to the lives of ākongā and their whānau	-PLD with Evaluation Associates to develop the culture of learning at Tomarata School. This will include: <ul style="list-style-type: none"> <li>• Collaborating on the Tomarata School Vision for Learning</li> <li>• Developing a culture of professional learning</li> <li>• Developing the consistent use of learning focussed language across the school</li> <li>• Creating a Tomarata school graduate profile that reflects our community</li> </ul>	-Surveys- parent/teacher/student  -Student engagement levels  -Student voice (students can talk about their learning)  -Clear safety planning evident for EOTC activities  -Classroom observations

	<p>that responds to their needs, and sustains their identities. languages and cultures.</p> <p><b>Objective 4. FUTURE OF LEARNING AND WORK</b> Relevant to the lives of New Zealanders today and throughout their lives</p> <p>1. Support learners/ākonga to see the connection between what they're learning and the world of work</p> <p>2. Break down ethnic, gender and socioeconomic stereotypes around education and career pathways, including for girls and young women</p>	<p>-Student cultures reflected in planning and delivery</p> <p>-Teachers deliver weekly PB4L lessons following schoolwide plans</p> <p>-Authentic contexts for learning</p> <p>-Teachers build a deeper understanding of student progress through the use of assessment for learning practices</p> <p>-Teachers notice and respond to the needs of learners through reflective practice</p> <p>-Teachers adapt practice to better connect with the needs of learners</p> <p>-Teachers deliberately use language to affirm students' sense of identity and culture</p> <p>-Students are engaged and succeeding</p> <p>-Students and their whānau participate in nature classroom, garden to table and trees for survival programme</p> <p>-Students know what they are learning and what their next steps are</p> <p>-The Nature Classroom is an exciting and engaging place where learning takes place in an authentic context</p> <p>-School van utilised to give learners access to learning outside the classroom</p> <p>-Increased learning focused student to student talk in the classroom</p> <p>-Teachers providing multiple opportunities for students to discuss their learning with their peers</p> <p>-Teachers gather student voice to direct their planning for learning</p> <p>-Student assessment information being used to inform planning for learning</p>	<p>Vision for learners as well as our School Values</p> <p>-Tomarata School van will be purchased and teachers will be supported to use it to broaden the educational opportunities for our tamariki</p> <p>-Staff professional learning provided by Education Outdoors New Zealand to inform and upskill teachers in current best practice in EOTC (10 hours free)</p> <p>-Two day workshop in EOTC safety planning and delivery of educational opportunities that maximise the potential of the environment for learning (Term Two)</p> <p>-Teachers will create links between Nature Classroom and EOTC activities and future career pathways</p> <p>-Victoria King will continue to support:</p> <ul style="list-style-type: none"> <li>● The development of connected curriculum plans (bringing the curriculum to life)</li> <li>● Teachers to create learning experiences that align with the NZC</li> <li>● Assessment practices that lead to the collection of valid and dependable data for reporting and professional reflection</li> </ul> <p>-Timetabling of art, sport and student passion projects</p> <p>-Support students to develop social skills for life (friendships, working with others)</p> <p>-Staff meetings to discuss and track student progress and engagement</p>	<p>-Engaged learners, deliberate teaching</p> <p>-Attendance data</p> <p>-Assessment data</p>
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Strategic Goal	National Education Learning Priorities	What do we expect to see?	How will we achieve or make progress towards our strategic goals?	How will we measure success?
2.Tomarata School will ensure access to a high quality literacy education for ALL ākongā.	<p><b>Objective 2. Barrier-free Access</b> Great education opportunities and outcomes are within the reach of every learner.</p> <p>3. Reduce barriers to education for all, including Māori and Pacific learners/ākongā and those with learning support needs.</p> <p>4. Ensure every learner/ākongā gains sound foundational skills, including language, literacy and numeracy.</p> <p><b>Objective 3. Quality Teaching and Leadership</b> Quality teaching and leadership make the difference for learners and their whānau.</p> <p>5. Meaningfully incorporate te reo Māori into the everyday life of the place of learning.</p>	<ul style="list-style-type: none"> <li>-All learners are catered for in their classrooms</li> <li>-Teachers differentiate learning within our classrooms to meet the needs of ALL</li> <li>-Teachers consistently use learning focused language</li> <li>-Student learning evident in classroom displays</li> <li>-Classroom walls are interactive spaces where learning is extended</li> <li>-Students know what they are learning and what their next steps are</li> <li>-Teachers using Assessment for Learning (AFL) to notice student learning needs</li> <li>-Teachers reflect on the effectiveness of their teaching</li> <li>-Professional conversations are focused on learning</li> <li>-Teachers have high expectations for ALL ākongā</li> <li>-Teachers discuss the learning of our tamariki</li> <li>-Tomarata School staff intentionally model the culture of learning through conversations and professional interactions</li> </ul>	<ul style="list-style-type: none"> <li>-Tomarata Staff are undertaking a PLD journey with Evaluation Associates, to develop the culture of learning at Tomarata School. This will include: <ul style="list-style-type: none"> <li>• Developing the language of learning at Tomarata School</li> <li>• Classroom observations of literacy programme</li> <li>• Professional reflective discussions between principal, EA facilitator and teachers</li> <li>• Assessment for Learning staff sessions</li> <li>• Teachers will have a deepening knowledge of progress and achievement</li> </ul> </li> <li>-Systems in place to ensure quality planning for learning is taking place (weekly planning checks)</li> <li>-Regular staff meetings to reflect on effectiveness of our teaching (developing a culture of learning as a staff)</li> <li>-Glenda Simkin, as Literacy Support Teacher will work with staff to develop effective reading and writing learning programmes</li> <li>-Principal and Y1-2 teacher undertaking online PLD in Better Start Literacy Approach in order to understand its potential impact for our tamariki</li> <li>-Consistently foster a professional culture that rejects deficit ideology</li> <li>-Develop a sense of collective responsibility and urgency around student learning outcomes</li> </ul>	<ul style="list-style-type: none"> <li>-Effective literacy teaching criteria rubrics- teachers to track progress against these agreed standards</li> <li>-Reflective discussions during staff-meetings</li> <li>-Professional reflections on effectiveness of teaching based on formative assessments</li> <li>-Using formative assessments to derive ongoing learner goals</li> <li>-Student work samples</li> <li>-Student self-assessments</li> <li>-Student agency (learners can talk about their learning and next steps)</li> <li>-Creating a rubric to evaluate student progress and achievement</li> <li>-Develop a literacy learner profile for levels across the school</li> <li>-Assessment data analysis</li> <li>-80% of students reaching curriculum expectations in reading and writing by 2025</li> </ul>

		<p>-Staffroom displays reflect professional learning</p> <p>-A shift from 54% of students reaching the expected curriculum in reading in 2023, to 80% in 2025</p> <p>-A shift from 61% of students reaching the expected curriculum in writing in 2023, to 80% in 2025</p>	<p>-Staff will undertake professional reading (Teaching to the North East, by Russell Bishop), which will be further explored during staff meetings</p> <p>-Victoria King will continue to support:</p> <ul style="list-style-type: none"> <li>• Teachers to create learning experiences that align with the NZC</li> <li>• Assessment practices that lead to the collection of valid and dependable data for reporting, professional reflection and to inform future teaching</li> </ul>	
Strategic Goal	National Education Learning Priorities	What do we expect to see?	How will we achieve or make progress towards our strategic goals?	How will we measure success?
<p>3. Tomarata School will enact the Treaty of Waitangi by increasing access to te reo Māori and Kapa Haka.</p>	<p><b>Objective 1. Learners at the Centre</b> Learners and their whānau are at the centre of education.</p> <p>1. Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying.</p> <p>2. Have high aspirations for every learners/ākonga, and support them by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures.</p> <p><b>Objective 3. Quality Teaching and Leadership</b> Quality teaching and leadership make the difference for learners and their whānau.</p> <p>5. Meaningfully incorporate te reo Māori into the everyday life of the place of learning.</p>	<p>-Kapa Haka taking place at school regularly</p> <p>-Teachers using te reo Māori in everyday situations and classroom instructions</p> <p>-Teachers making use of online resources to support te reo and kapa haka</p> <p>-Regular te reo Māori lessons in classrooms</p> <p>-Sharing what classes have learnt online</p> <p>-Evidence of te reo Māori on walls and displays</p> <p>-Teachers learning with ākonga</p> <p>-Akonga using te reo Māori</p> <p>-High levels of participation during singing and kapa haka</p> <p>-Staff will use te reo Māori where possible in multiple contexts including:</p> <ul style="list-style-type: none"> <li>• With our ākonga</li> <li>• At whole school gatherings</li> <li>• When interacting with whanau</li> <li>• When posting on Hero, Facebook, School Newsletter, Website, Notices home</li> </ul> <p>-Learning posts on Hero include aspects of student learning in te reo and Māoritanga</p>	<p>-Regularly schedule time for waiata Māori kapa haka as a School</p> <p>-Systems for checking teacher planning will include te reo Māori planning</p> <p>-Undertake an audit of te reo Māori resources to inform purchasing decisions</p> <p>-Plan collectively to deliver a cohesive schoolwide progression of te reo Māori lessons</p> <p>-Assess the progress of our ākonga and use this information to reflect on our teaching with the aim of continually improving for our tamariki</p> <p>-Liaise with Ngati Manuhiri regarding our local stories and the significance of Tomarata to tangata whenua</p> <p>-Work with Ngati Manuhiri to ensure our approach to te reo, kapa haka, waita and tikanga Māori are authentic</p> <p>-Acknowledging Ngati Manuhiri as the tangata whenua of our rohe, including Nature Classroom and our School</p> <p>-Recruit staff who have strengths in te reo Maori and tikanga</p>	<p>-Noticing the increased use of te reo in the playground and classrooms</p> <p>-Sharing what classes have learnt online</p> <p>-Taku Reo Student Survey results from NZCER Online (Term one and Term three)</p> <p>-Participation levels during te reo lessons and waiata</p> <p>-Survey our parent community on levels of te reo Māori use at home</p>

		<p>-Nature Classroom visits follow tikanga including karakia where appropriate</p>	<p>-Explore deeper connections with Te Kura Kaupapa Māori o Ngaringaomatariki</p>	
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