

- TOMARATA SCHOOL -



Annual Implementation Plan 2024

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

<p>Tomarata GROW Values: 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.</p>	<p>Growth Mindset <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></p>	<p>Respect <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></p>	<p>Ownership <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></p>	<p>Working Together <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></p>
<p>Strategic Goal</p>	<p>Annual Targets</p>	<p>Intended Actions</p>	<p>Resources Required</p>	<p>How will we measure success?</p>
<p>1. Tomarata School will develop a learning focussed culture through our localised curriculum to improve student learning outcomes.</p> <p>Additional special reasons staffing..</p>	<p>-Teachers building strong learning relationships with ākonga and whānau</p> <p>-Māori ākonga identified and tracked closely to monitor progress</p> <p>-Community input will inform our planning and curriculum delivery</p> <p>-Planning will seek to connect the learning to the lives of ākonga and their whānau</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>-PLD with Evaluation Associates to develop the culture of learning at Tomarata School. This will include:</p> <ul style="list-style-type: none"> • Collaborating on the Tomarata School Vision for Learning • Developing a culture of professional learning • Developing the consistent use of learning focussed language across the school • Creating a Tomarata school graduate profile that reflects our community Vision for learners as well as our School Values <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>Regionally allocated PLD with Trish Manson from Evaluation Associates</p> <p>School van (\$52000, purchased in February, 2024)</p> <p>Special reasons staffing (Term 1 = 0.4FTTE, Term 2 = 0.29FTTE)</p> <p>Schoolwide professional development in planning (Regionally allocated PLD) - In addition to this we have a budgeted amount of \$10000 to cover professional development</p>	<p>-Surveys- parent/teacher/student</p> <p>-Student engagement levels</p> <p>-Student voice (students can talk about their learning)</p> <p>-Classroom observations</p> <p>-Engaged learners, deliberate teaching</p> <p>-Attendance data</p> <p>-Assessment data</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 gather student voice to direct their planning for learning</p> <p>-Student assessment information being used to inform planning for learning</p> <p>-Students participate in planned daily physical activity</p> <p>-Students regularly having opportunities to participate in the arts</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"> • The development of connected curriculum plans (bringing the curriculum to life) • Teachers to create learning experiences that align with the NZC • Assessment practices that lead to the collection of valid and dependable data for reporting and professional reflection <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>		
Strategic Goal	Annual Targets	Intended Actions	Resources Required	How will we measure success?
2.Tomarata School will ensure access to a high quality literacy education for ALL ākongā.	<p>-All learners are catered for in their classrooms</p> <p>-Teachers differentiate learning within our classrooms to meet the needs of ALL</p>	<p>-Tomarata Staff are undertaking a PLD journey with Evaluation Associates, to develop the culture of learning at Tomarata School. This will include:</p> <ul style="list-style-type: none"> • Developing the language of learning at Tomarata School 	<p>Regionally allocated professional development through Trish Manson at EA</p> <p>BSLA (Better Start Literacy Approach) professional development</p>	<p>-Effective literacy teaching criteria rubrics- teachers to track progress against these agreed standards</p> <p>-Reflective discussions during staff-meetings</p>

	<ul style="list-style-type: none"> -Teachers consistently use learning focused language -Student learning evident in classroom displays -Classroom walls are interactive spaces where learning is extended -Students know what they are learning and what their next steps are -Teachers using Assessment for Learning (AFL) to notice student learning needs -Teachers reflect on the effectiveness of their teaching -Professional conversations are focused on learning -Teachers have high expectations for ALL ākonga -Teachers discuss the learning of our tamariki -Tomarata School staff intentionally model the culture of learning through conversations and professional interactions -Staffroom displays reflect professional learning -A shift from 54% of students reaching the expected curriculum in reading in 2023, to 80% in 2025 -A shift from 61% of students reaching the expected curriculum in writing in 2023, to 80% in 2025 	<ul style="list-style-type: none"> ● Classroom observations of literacy programme ● Professional reflective discussions between principal, EA facilitator and teachers ● Assessment for Learning staff sessions ● Teachers will have a deepening knowledge of progress and achievement <ul style="list-style-type: none"> -Systems in place to ensure quality planning for learning is taking place (weekly planning checks) -Regular staff meetings to reflect on effectiveness of our teaching (developing a culture of learning as a staff) -Glenda Simkin, as Literacy Support Teacher will work with staff to develop effective reading and writing learning programmes -Principal and Y1-2 teacher undertaking online PLD in Better Start Literacy Approach in order to understand its potential impact for our tamariki -Consistently foster a professional culture that rejects deficit ideology -Develop a sense of collective responsibility and urgency around student learning outcomes -Staff will undertake professional reading (Teaching to the North East, by Russell Bishop), which will be further explored during staff meetings -Victoria King will continue to support: <ul style="list-style-type: none"> ● Teachers to create learning experiences that align with the NZC ● Assessment practices that lead to the collection of valid and dependable data for reporting, professional reflection and to inform future teaching 	<p>Reading Eggs Quote for 40 subscriptions = \$1150</p> <p>Journal Surf \$400</p> <p>Schoolwide professional development in planning (Regionally allocated PLD) -In addition to this we have a budgeted amount of \$10000 to cover professional development</p>	<ul style="list-style-type: none"> -Professional reflections on effectiveness of teaching based on formative assessments -Using formative assessments to derive ongoing learner goals -Student work samples -Student self-assessments -Student agency (learners can talk about their learning and next steps) -Creating a rubric to evaluate student progress and achievement -Develop a literacy learner profile for levels across the school -Assessment data analysis -80% of students reaching curriculum expectations in reading and writing by 2025
Strategic Goal	Annual Targets	Intended Actions	Resources Required	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>	<ul style="list-style-type: none"> -Kapa Haka taking place at school regularly -Teachers using te reo Māori in everyday situations and classroom instructions -Teachers making use of online resources to support te reo and kapa haka -Regular te reo Māori lessons in classrooms -Sharing what classes have learnt online -Evidence of te reo Māori on walls and displays -Teachers learning with ākongā -Akongā using te reo Māori -High levels of participation during singing and kapa haka -Staff will use te reo Māori where possible in multiple contexts including: <ul style="list-style-type: none"> ● With our ākongā ● At whole school gatherings ● When interacting with whānau ● When posting on Hero, Facebook, School Newsletter, Website, Notices home -Learning posts on Hero include aspects of student learning in te reo and Māoritanga -Nature Classroom visits follow tikanga including karakia where appropriate 	<ul style="list-style-type: none"> -Regularly schedule time for waiata Māori kapa haka as a School -Systems for checking teacher planning will include te reo Māori planning -Undertake an audit of te reo Māori resources to inform purchasing decisions -Plan collectively to deliver a cohesive schoolwide progression of te reo Māori lessons -Assess the progress of our ākongā and use this information to reflect on our teaching with the aim of continually improving for our tamariki -Liaise with Ngāti Manuhiri regarding our local stories and the significance of Tomarata to tangata whenua -Work with Ngāti Manuhiri to ensure our approach to te reo, kapa haka, waiata and tikanga Māori are authentic -Acknowledging Ngāti Manuhiri as the tangata whenua of our rohe, including Nature Classroom and our School -Recruit staff who have strengths in te reo Maori and tikanga 	<p>Online Kapa Haka resource (\$550 per year)</p> <p>Data projector-\$3000</p>	<ul style="list-style-type: none"> -Noticing the increased use of te reo in the playground and classrooms -Sharing what classes have learnt online -Taku Reo Student Survey results from NZCER Online (Term one and Term three) -Participation levels during te reo lessons and waiata -Survey our parent community on levels of te reo Māori use at home
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