

- TOMARATA SCHOOL -



Annual Implementation Plan 2025

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>	<ul style="list-style-type: none"> -Increased attendance (towards Government target of 80% of students with attendance at or above 90%) -Teachers building strong learning relationships with ākongā and whānau -Māori ākongā identified and tracked closely to monitor progress -Planning will seek to connect the learning to the lives of ākongā and their whānau -Teachers deliver weekly PB4L lessons following schoolwide plans -Authentic contexts for learning -Teachers build a deeper understanding of student progress through the use of assessment for learning practices 	<ul style="list-style-type: none"> -Implement and monitor the effectiveness of new initiatives to increase student attendance -Create a Tomarata school graduate profile that reflects our community Vision for learners as well as our School Values -Consult community and students about Graduate Profile -Nature Classroom planning will reflect clear links to the New Zealand Curriculum to maximise learning opportunities -Victoria King will continue to support: <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 	<ul style="list-style-type: none"> -Investment in a specialist Nature Classroom teacher -Teacher participation in MoE professional development days (Mathematics Curriculum) -Funding of the school van to transport students to Nature Classroom and other local environments/events -Funding an extra unit for our G2T teacher -Funding of an extra unit for Deputy Principal, working on development of Graduate Profile 	<ul style="list-style-type: none"> -Surveys- parent/teacher/student -Student engagement levels -Student voice (students can talk about their learning) -Classroom observations -Engaged learners, deliberate teaching -Attendance data -Assessment data

	<ul style="list-style-type: none"> -Teachers notice and respond to the needs of learners through reflective practice -Teachers adapt practice to better connect with the needs of learners -Teachers deliberately use language to affirm students' sense of identity and culture -Students are engaged and succeeding -Students and their whānau participate in nature classroom, garden to table and trees for survival programme -Students know what they are learning and what their next steps are -The Nature Classroom is an exciting and engaging place where learning takes place in an authentic context -School van utilised to give learners access to learning outside the classroom -Increased learning focused student to student talk in the classroom -Student assessment information being used to inform planning for learning -Students participate in planned daily physical activity -Students regularly having opportunities to participate in the arts -Implement the new Mathematics and English Curricula -Introduce and begin to use Pr1me maths in classrooms with all students using student workbooks 	<ul style="list-style-type: none"> -Timetabling of art, sport and student passion projects -Support students to develop social skills for life (friendships, working with others) -Staff meetings to discuss and track student progress and engagement -Staff professional learning about the Mathematics Curriculum (4 days) -4 Teacher only days to explore the English and Mathematics curricula. 		
Strategic Goal	Annual Targets	Intended Actions	Resources Required	How will we measure success?

<p>2. Tomarata School will ensure access to a high quality literacy education for ALL ākongā.</p>	<p>-All learners are catered for in their classrooms</p> <p>-Teachers using Assessment for Learning (AFL) to notice student learning needs</p> <p>-Teachers reflect on the effectiveness of their teaching</p> <p>-Teachers have high expectations for ALL ākongā</p> <p>-Progress towards our target of 80% of students reaching curriculum expectation in Reading and Writing</p> <p>-All students have access to well or</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 • 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 <p>-Systems in place to ensure quality planning for learning is taking place (weekly planning checks)</p> <p>-Regular staff meetings to reflect on effectiveness of our teaching (developing a culture of learning as a staff)</p> <p>-Reading Eggs, Reading Express, Writing Legends used to support learning</p> <p>-Glenda Simkin will continue to deliver the Quick 60 programme</p> <p>-Develop a sense of collective responsibility and urgency around student learning outcomes</p> <p>-Victoria King will continue to support:</p> <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 Egg, Reading Express, Writing Legends programme. 50 subscriptions = \$2314</p> <p>-Professional learning around the implementation of the English Curriculum</p> <p>-Teacher release time to reflect on and refine teaching of Reading and Writing</p> <p>-Professional development to support the implementation of the new English Curriculum</p>	<p>-Reflective discussions during staff-meetings</p> <p>-Professional reflections on effectiveness of teaching based on formative assessments</p> <p>-Using formative assessments to develop ongoing learner goals</p> <p>-Student work samples</p> <p>-Student self-assessments</p> <p>-Student agency (learners can talk about their learning and next steps)</p> <p>-Develop a literacy learner profile for levels across the school</p> <p>-Assessment data analysis</p> <p>-80% of students reaching curriculum expectations in reading and writing by 2025</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>3. Tomarata School will enact the Treaty of Waitangi by increasing access to te reo Māori and Kapa Haka.</p>	<p>-Kapa Haka taking place at school regularly</p> <p>-Students to use te reo Māori regularly</p> <p>-Regular, weekly te reo Māori lessons delivered by a fluent speaker</p>	<p>-Regularly schedule time for kapa haka as a School</p> <p>-Employ kapa haka and te reo tutor</p> <p>-Timetable weekly te reo and kapa haka</p>	<p>-Kapa Haka/te reo tutor = \$8000</p> <p>-Fund the purchase of resources to support te reo lessons = \$1000</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>-Evidence of te reo Māori on walls and displays</p> <p>-Teachers learning with ākongā</p> <p>-High levels of participation during kapa haka</p> <p>-High levels of participation in te reo lessons</p> <p>-Staff will use te reo Māori where possible in multiple contexts including:</p> <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 <p>-Learning posts on Hero include aspects of student learning in te reo and Māoritanga</p> <p>-Nature Classroom visits follow tikanga including karakia where appropriate</p>	<p>-Create a kapa haka extension group for students wanting to more deeply explore performance kapa haka</p> <p>-Host a Matariki event/hangi in 2025</p> <p>-Perform at Tomarata Fireworks</p> <p>-Lion King in te reo performance</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>
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