

- TOMARATA SCHOOL -



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Annual Implementation Plan 2026

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

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.	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>	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>	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>	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>
Strategic Goal	Annual Targets	Intended Actions	Resources Required	How will we measure success?
1. Tomarata School will develop a learning focussed culture through our localised curriculum to improve student learning outcomes.	Student Engagement -Students are highly engaged in learning in the classroom -Increased learning focused student to student talk in the classroom (students talking about their learning with others) -Students are engaged in our Garden 2 Table Programme across the school (G2T) -Students engaged and learning at our Nature Classroom 2-3 times each term -Teachers reflecting on teaching and learning programmes making refinements to meet the needs of ALL students	-Teachers building strong learning focussed relationships with ākonga and whānau -Teachers notice and respond to the needs of learners through reflective practice -Teachers deliver weekly PB4L lessons following schoolwide plans -Teachers encouraging student to student learning talk -Māori students identified and tracked closely -Teachers deliberately use language to affirm students' sense of identity and culture -Students participate in planned daily physical activity -Student assessment information being used by teachers to inform planning for learning -Timetabling of Physical Education -Support students to develop social skills for life (friendships, working with others) -Utilise learning around the Zones of Regulation from 2026	-Investment in a specialist Nature Classroom teacher (One day each week) -Funding of the school van to transport students to Nature Classroom and other local environments/events -Funding a G2T teacher (management unit) -Funding a unit for Deputy Principal, working on development of Graduate Profile	-Monitoring student engagement levels -Student voice (students can talk about their learning) -Classroom observations -Engaged learners, deliberate teaching -Analysis of assessment data -Analysis of attendance data

	-Students increasingly clear about expectations for them as learners and members of the school community	<ul style="list-style-type: none"> -Staff meetings to discuss and track student progress and engagement -Students regularly having opportunities to participate in The Arts -Nature classroom programme supports engagement and connection to place (Supporting a sense of wellbeing and belonging) -Timetabling of G2T activities, lessons, gardening groups, cooking groups, classes taking responsibility for certain areas and tasks -Teachers notice and respond to the needs of learners through reflective practice -Teachers adapt practice to better connect with the needs of learners -Nature Classroom planning will reflect clear links to the New Zealand Curriculum to maximise learning opportunities -Victoria King will continue to support: The development of connected curriculum plans (bringing the curriculum to life) Teachers to create learning experiences that align with the NZC Graduate Learner Profile created Review School Values 		
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>(Links to Government priorities around curriculum implementation. See below)</p>	<ul style="list-style-type: none"> -All learners are catered for in their classrooms -Teachers using Assessment for Learning (AFL) to notice student learning needs -Teachers reflect on the effectiveness of their teaching -Teachers have high expectations for ALL ākongā -Progress towards our target of 80% of students reaching curriculum expectation in Reading and Writing 	<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) -Reading Eggs, Reading Express, Writing Legends used to support learning for students in years 1-4 -Glenda Simkin will continue to deliver the Quick 60 programme -Develop a sense of collective responsibility and urgency around student learning outcomes -Victoria King to support staff reflection on teaching and learning programmes -Teachers will deeply understand the NZC for English at their year levels -Little Learners Love Literacy programme being delivered with fidelity across the whole school 	<ul style="list-style-type: none"> -Reading Egg, Reading Express, Writing Legends programme. 60 subscriptions = \$2670 -Professional learning around the implementation of the English Curriculum -Teacher release time to reflect on and refine teaching of Reading and Writing -Professional development to support the implementation of the new English Curriculum 	<ul style="list-style-type: none"> -Reflective discussions during staff-meetings -Professional reflections on effectiveness of teaching based on formative assessments -Using formative assessments to develop ongoing learner goals -Student work samples -Student self-assessments -Student agency (learners can talk about their learning and next steps) -Develop a literacy learner profile for levels across the school -Assessment data analysis -80% of students reaching curriculum expectations in reading and writing by 2026

Strategic Goal	Annual Targets	Intended Actions	Resources Required	How will we measure success?
3. Tomarata School will enact the Treaty of Waitangi by increasing access to te reo Māori and Kapa Haka.	-Kapa Haka taking place at school regularly -Students to use te reo Māori regularly -Regular, weekly te reo Māori lessons in classes led by teachers -Evidence of te reo Māori on walls and displays -Teachers learning with ākonga -High levels of participation during kapa haka -High levels of student participation in te reo lessons -Staff will use te reo Māori where possible in multiple contexts including: <ul style="list-style-type: none"> • With our ākonga • At whole school gatherings • When interacting with whanau • 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	-Employ kapa haka tutor -Timetable weekly te reo lessons in classes -Weekly, whole school kapa haka lessons -Host a Matariki event/hangi in 2026 -Perform at Tomarata Fireworks -Kapa haka end of year performance for our community -Support teachers to engage with MoE resources for the teaching of te reo Māori -Management support for te reo Māori - planning checks, promoting te reo usage, modeling the use of te reo.	-Kapa Haka tutor = \$4000 -MoE Te Reo Māori teaching resources -Time in staff meetings to support teachers to engage with te reo resources. -Use of existing resources	-Noticing the increased use of te reo in the playground and classrooms -Taku Reo Student Survey results from NZCER Online (Term two) -Participation levels during te reo lessons and waiata -Student EoY Survey
Government Priorities	Annual Targets	Intended Actions	Resources Required	How will we measure success?
1. Increased student attendance towards the Government target of 80% of students present for more than 90% of the term by December 2030.	-Increased attendance (towards Government target of 80% of students with attendance at or above 90%)	Fully implement the Tomarata School Attendance Management Plan, which can be found on our school website. (see Attendance Management Plan for details)	Time - Teachers and Principal	-Attendance data
2. Implement the English and Mathematics Curriculum		-Fully implement the English and Mathematics curriculum. -Teacher only days to explore the English and Mathematics curricula.	-Teacher participation in MoE professional development days	Teacher self reflection Planning evidence Coverage of NZC

areas and prepare to implement the Science, Social Science, and Health and PE Curriculum areas in 2027.			-Ongoing professional development -Literacy resources (budgeted)	
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