



TĀMAKI PRIMARY SCHOOL (1526)

2024 – 2025 STRATEGIC PLAN & ANNUAL IMPLEMENTATION PLAN



Table of Contents

STRATEGIC SECTION	3
OUR VISION	3
OUR VALUES MANAAKITANGA KAITIAKITANGA RANGATIRATANGA.....	3
SUMMARY OF THE INFORMATION USED TO DEVELOP THIS PLAN	3
<i>People and Process</i>	3
<i>Summary of Ideas and Aspirations</i>	4
STRATEGIC PLAN	5
ANNUAL SECTION	6
SUMMARY (REFER TO THE 2023 ANNUAL REPORT)	6
CURRENT STATUS	6
GIVING EFFECT TO TE TIRITI O WAITANGI	6
ANNUAL IMPLEMENTATION PLAN (AIP).....	7
STRATEGIC GOAL 1: ACADEMIC SUCCESS, LEARNING SUPPORT AND WELLBEING REGULATION 9(1)(A)	7
STRATEGIC GOAL 2: EDUCATIONAL EXCELLENCE AND FUTURE PATHWAYS REGULATION 9(1)(A).....	9
STRATEGIC GOAL 3: CULTURAL CONNECTION AND LANGUAGE ENGAGEMENT REGULATION 9(1)(A)	11



Strategic Section

Our Vision

Whāia te ara tika | Pursue the right path



Manaakitanga



Kaitiakitanga



Rangatiratanga

Our Values

Summary of the information used to develop this plan

References to Regulations in this document from the [Education \(School Planning and Reporting\) Regulations 2023](#)

People and Process

In developing the 2024-2025 Strategic Plan, the Board gathered voice from a variety of sources, including:

- Review to date of the 2023 Strategic Plan and Annual Goals / initiatives
- Analysing current student achievement information
- Carefully considering the Ministry of Education (MoE) Strategic Documentation:
 1. [National Education and Learning Priorities \(NELP\):](#)
 2. [Ka Hikitia](#)
 3. [Action Plan for Pacific Education](#)
 4. [Te Hurihanganui](#)
 5. [Attendance and Engagement Strategy](#)
 6. [Learning Support Action Plan 2019 - 2025 \(LSAP\)](#)
 7. [Child and Youth Wellbeing Strategy](#)
 8. [New Zealand Disability Strategy](#)
- Ideas and aspirations from:
 - Board Members
 - Staff, students/ākonga
 - Current parents/caregivers, whānau
 - Volunteers and community friends of the School
 - Local Council representative
 - Local College and specialist education staff



Summary of Ideas and Aspirations

Refer to the synthesised themes from the 2023 parent/whānau community consultation (reported to the Board at the 2023 November meeting) that reflect a comprehensive and interconnected approach to holistic education, consistent with the School's strategic direction of the past year.

The overarching goal suggests reinforcing its inclusive and supportive learning environment that fosters the overall development and success of each ākonga.

The key components of this synthesis include:

1. Holistic Engagement and Academic Success:

- Prioritising both academic success and holistic development to ensure that ākonga excel academically as well as grow emotionally, socially, and culturally
- Promoting a culture of continuous learning and engagement, enabling ākonga to remain curious, excited, and actively involved in their learning journey

2. Social-Emotional Wellbeing:

- Supporting the social and emotional wellbeing of ākonga
Implementing programmes and practices that grow ākonga social-emotional capabilities such as perseverance and resilience. Enabling a positive school experience that contributes to ākonga personal and academic growth
- Embedding the School's core Values into the School culture, and maintaining positive relationships among ākonga, staff, and the wider community. This contributes to supportive and respectful relationships, conducive to learning

3. Cultural Connection and Language Engagement:

- Fostering and preserving a strong connection to ākonga cultural heritage, celebrating diversity within the School community, and promoting inclusivity
- Promoting active cultural engagement and providing language support to ensure ākonga can effectively communicate and connect with their cultural heritage and language(s)

4. Home-School Relationships:

- Building on strong, positive school-home partnerships, and providing holistic support for all ākonga
- Building on community involvement and support in shaping a positive learning-focussed environment

5. Educational Excellence and Future Pathways:

- Embedding a love of lifelong learning and preparing ākonga for their future endeavours. This involves enabling ākonga grow the necessary knowledge, skills, and values to navigate their academic and personal paths successfully
- Enabling each ākonga to pursue and achieve their goals preparing them for their future learning pathways, whether it be higher education or entering the workforce. This involves having high expectations and setting high standards of achievement for each ākonga, and providing the necessary resources for their success

In summary, these synthesised themes affirm a holistic, ākonga-centric, parent-whānau-School partnership approach to education, emphasising the interconnectedness of cultural enrichment, social-emotional wellbeing, academic success and community engagement.

A mix of qualitative and quantitative data derived from internal review and external consultation have informed this Strategic Plan and Annual Implementation Plan (AIP), reflecting an ongoing commitment to high-quality relationships, and high-quality teaching and learning for all ākonga.

Following review and discussion of key priority areas, the Board approved three Strategic Goals for the 2024-2025 Strategic Plan at their November 2023 meeting.



Strategic Plan

Strategic Goals Regulations 7(1)(b)	MoE Strategies Regulations 7(d)	Expected Outcomes Regulations 7(g)	Board Strategies Regulations 7(e), 7(f)	Success Measures Regulations 7(g)
1. Academic Success, Learning Support and Wellbeing To optimise ākonga potential so that they achieve personal and academic success	NELP (NELP 2 Priority 3, 4) Ka Hikitia Action Plan for Pacific Education Te Hurihanganui Attendance and Engagement Strategy Learning Support Action Plan 2019 - 2025 (LSAP) Child and youth wellbeing strategy New Zealand Disability Strategy United Nations Convention on the Rights of Persons with Disabilities UNCROC advice on the Ministry of Social Development	<p>Rich and responsive learning and teaching programmes that caters for ākonga needs and aspirations, ensuring that each ākonga receives the necessary resources and support, to grow socially, emotionally, culturally and excel academically</p> <p>BPO: 127 (1)(a), 127 (2)(a), (b.i-iii) BPO: 127 (1)(bi-iii), 127 (1)(c), 127 (1)(d.ii-iii)</p>	<p>a. Prioritise achievement in literacy and mathematics/statistics</p> <p>b. Provide an inclusive culturally rich, future-focused, high expectation Curriculum</p> <p>c. Provide PLD programmes that develop highly skilled and motivated staff to deliver culturally relevant and effective teaching/learning for all ākonga</p> <p>d. Secure a supportive learning-focussed environment for ākonga social/emotional, academic development</p>	<p>PATs, e-asTTle, teacher professional Curriculum judgments</p> <p>Professional Growth Cycle (PGC) and staff PLD, PLCs / PLD programme</p> <p>EEO survey</p> <p>Ākonga voice</p>
2. Educational Excellence and Future Pathways To embed a passion for lifelong learning so that ākonga have the capabilities and values for navigating both academic and personal pathways successfully	NELP (NELP 3 Priority 5, 6) Ka Hikitia Action Plan for Pacific Education Te Hurihanganui Attendance and Engagement Strategy Learning Support Action Plan 2019 - 2025 (LSAP) Child and youth wellbeing strategy New Zealand Disability Strategy United Nations Convention on the Rights of Persons with Disabilities UNCROC advice on the Ministry of Social Development	<p>Each ākonga pursues and achieves relevant goals preparing them for their future learning pathways. High expectations are held, setting high standards of achievement for each ākonga, providing the necessary resources for their engagement and success</p> <p>BPO: 127 (2)(c) BPO: 127 (1)(d.i)</p>	<p>a. Prioritise a culture of professional inquiry and evaluative practice</p> <p>b. Celebrate cultural heritage, diversity and promote inclusion; advance te kaupapa o Te Puna Wairua, and Talamuka-'a-Tonga instruction and delivery</p> <p>c. Foreground and support Te Reo me te Tikanga Māori development</p>	<p>Ākonga voice, staff voice</p> <p>School wide progress and achievement information</p> <p>Leadership, PLCs and PLD programme</p>
3. Cultural Connection and Language Engagement To foster and preserve a strong connection to ākonga cultural heritage, so that diversity and inclusivity are valued	NELP (NELP 1 Priority 1, 2) Ka Hikitia Action Plan for Pacific Education Attendance and Engagement Strategy Child and youth wellbeing strategy UNCROC advice on the Ministry of Social Development	<p>Positive home-school partnerships enable holistic support for ākonga, and community involvement helps grow a positive learning-focussed and inclusive environment for ākonga engagement and success</p> <p>BPO: 127 (2)(c) BPO: 127 (1) (d.i) BPO: 127 (2)(d)</p>	<p>a. Foster a strong sense of School community pride, identity, self-worth, and respect</p> <p>b. Engage and partner with parents/whānau to grow positive relationships and co problem-solve challenges</p> <p>c. Build high-quality hauora-enhancing facilities conducive to flexible learning</p> <p>d. Ensure equal access to digital devices to leverage literacy learning modes</p>	<p>Attendance review</p> <p>Engagement in events and activities, review</p> <p>Ākonga, whānau voice</p> <p>Mana whenua and local iwi partnership</p> <p>IT review</p> <p>New build plans</p>

BPO: Board Primary Objectives Regulations 7(1)(b)

Presiding Member of the TPS Board | Poari:

Date:

Principal | Tumuaiki:

Date:



Annual Section

Summary (refer to the 2023 Annual Report)

Regulation 9(1)(f)

2023 can be described as a year of resumption. Urgency and 'catch up mode' have been at the forefront of our practice, after three years of significant interruption to ākonga presence and engagement. We are proud of the opportunities and PLD initiatives that have served ākonga resulting in a successful year and staff are optimistic about another year of four consecutive Terms of teaching and learning. Attracting staff remains a national/local challenge, with minimal access to teacher applicants. Developing staff capability and leadership capacity, including staff and student wellbeing, remains a priority.

Current Status

Regulation 9(1)(e)

To maintain high quality relationships and high quality teacher/learning practice means consistent and high fidelity to implementation of effective literacy and mathematics programmes where all ākonga can access and achieve success.

A continued focus on literacy, mathematics, Assessment for Learning (AfL) and Local Curriculum (in three pathways – English Medium, Rumaki, Tongan bilingual class – unique to the local area), with corresponding targeted PLD in literacy and *The Learner First* (TLF) Maths Collaborative Cluster PLD, will be fundamental. The Government's requirement of an average 1 hour per day of reading, writing and maths will not necessitate a major change to current practice that already prioritises urgency for all ākonga.

A continued focus on school wide Hauora and wellbeing, with a particular development of self-regulation strategies that can be applied daily, especially in this time where there are societal challenges for youth and economic challenges for parents/whānau.

A continued focus on learning-focussed positive relationships with parents/whānau, enhancing community connections, and partnering with mana whenua and local iwi, for Local Curriculum review and development, as well as for progressing the TPS 100% Master Plan for the new build.

Giving effect to Te Tiriti o Waitangi

Regulation 9(1)(g)

Number 1 School Policy, including feedback on Policy review each Term (refer to the TPS SchoolDocs Policies available online via School website)
Refer to specific goals and actions in the Annual Implementation Plan below. Further development of Te Puna Wairua (TPW) Rumaki kaupapa.



Annual Implementation Plan (AIP)

Strategic Goal 1: Academic Success, Learning Support and Wellbeing Regulation 9(1)(a)

To optimise ākonga potential so that they achieve personal and academic success

Annual Target/Goal: Regulation 9(1)(a)

Implement rich and responsive learning and teaching programmes that cater for ākonga needs and aspirations, ensuring that each ākonga receives the necessary resources and support, to grow socially, emotionally, culturally, and excel academically (NELP 2 Priority 3, 4)

Actions Regulation 9(1)(b)	Success measures Regulation 9(1)(d)	Resourcing Regulation 9(1)(c)	Measurement tools Regulation 9(1)(d)
a. Embed effective daily Guided Reading (GR) lessons for all ākonga	Fidelity to implementation of daily GR lessons (knowledge and effective practice gained from past two years of literacy PLD) **Increased ākonga progress and achievement; increased ākonga joy, critical thinking, rich dialogue, co-operative problem solving & voice capture	Principal, DP (SLT) Team Leaders (TLs), TPW Pouako Matua, Kaiako Māori, all Kaiako Learning Assistants (LAs)	Staffing FTTE MU and FTU PLD Budget Internal and external MoE PLD funded hours Kaiako release TL release
b. Strengthen oral language input/output of all ākonga	Fidelity to implementation of daily phonics lessons and vocabulary expansion programmes; Kaiako effective use of rich culturally relevant literacy texts; Coherent expansion of ākonga foundation vocabulary**	MoE funded hours for PLD provider Vision Education with Dr Davis, Doreen Jukes	PLD 1:1 co-planning and co-teaching; PLD feedback Kaiako Professional Growth Cycle (PGC); Peer observations, Peer practice analysis conversations Kaiako literacy and maths Modelling Books
c. Implement 3rd year iteration of literacy PLD programme to develop Kaiako collaborative planning, teaching, peer observation and practice evaluation conversations, supported by Instructional Mentoring/Coaching (ICM); to increase ākonga efficacy and agency in writing	Accessible, visible and effective (AVE) delivery of culturally contextualised 'direct experience' writing lessons for all ākonga Kaiako fidelity to Deliberate Acts of Teaching (DATs), using accelerative practices, flexible and inclusive grouping for all ākonga**	Vocab PLD external workshop for new Kaiako Core literacy stationery	Indicators of effectiveness for 5 dimensions of powerful maths <i>TLF Rapid Routines</i> assessments
d. Implement 2 nd year of <i>The Learner First (TLF)</i> Mathematics PLD engagement in the <i>Collaborative School Cluster</i> to increase Kaiako maths teaching capability; to increase ākonga agency and efficacy; to distribute maths leadership to support Team collaboration	Development of balanced effective daily maths programmes accessible for all ākonga** Fidelity to implementation of core <i>TLF Rapid Routines</i> and planning, including MoE strategies (rich tasks; knowledge building; procedural fluency); Kaiako complete <i>TLF</i> Termly PLD days and <i>TLF</i> year level core strategy PLD online workshops	<i>TLF</i> Maths Cluster (8 Schools) Rob Proffitt-White Pāngarau Bruce Taplin TPW	



e. Develop and deliver <i>Te Mātaiaho</i> English and mathematics/statistics Local Curriculum	<p>Development of shared pedagogical approaches and indicators of effective practice, weaving in TPS Values</p> <p>Application of Kaiako critical thinking applied to the Understand Know Do (UKD) and Progressions in English and Maths; trialed UKD aspects in Kaiako/Team planning; development of each Teams' Curriculum back-mapping of culturally relevant literacy and maths programmes inclusive of all ākonga</p> <p>PLCs informed by relevant research and MoE literature aligned with targeted literacy and maths PLD; Kaiako actively engage in weekly targeted PLD aligned to Team Hui evaluation as part their Professional Growth Cycle (PGC); TLs observe and use ICM feedback & feedforward strategies to increase Kaiako capability</p> <p>School wide planning, teaching, assessment, evaluation and reporting aligns with Kaiako PGC and their Teaching As Inquiry (TAI) evaluative practice; increased use of Kaiako noticing & responding tactics**</p>	SLT All Kaiako	<p>PLD Teacher Only Days, Teacher PLD Call Back Days</p> <p>Kaiako, TL release</p>	<p>Review of <i>Te Mātaiaho</i> refreshed Curriculum English and Mathematics/ Statistics</p> <p>Review of Common Practice Model in alignment with the TPS Quality Teacher Practice indicators (Teaching Council), Ta Taiako indicators Hikairo Schema indicators</p>
f. Implement targeted, flexible Learning support (LS) intervention programmes for culturally and linguistically diverse learners	<p>Refer to DP Learning Support Plan. Fidelity to implementation of effective targeted and flexible LA intervention programmes; increased responsive planning, teaching and monitoring of individual ākonga learning and/or behaviour needs; weekly DP and LA Hui increase transfer of PLD and accelerative practice that benefits ākonga</p> <p>In liaison with Kaiako, DP provides weekly learning support for small identified ākonga cohorts to increase their social/emotional wellbeing and/or academic outcomes</p>	<p>DP, external support agencies, SWiS, PHN, RTLb, SpLT LAs, Kaiako</p> <p>DP, Kaiako</p>	<p>ESOL funding MoE funding</p>	<p>Kaiako target ākonga cohorts, ESOL MoE register, review of targeted LA programmes, learning/behaviour data Live, current LS Register</p> <p>Evaluation of impact of LS interventions informs identification and allocation of targeted programmes; class planning/assessments</p>
g. Strengthen learning-focussed relationships through culturally conscious and responsive practice to increase ākonga efficacy and agency	Fidelity to implementation of TPS 3 Values in relationships, teaching, learning and the life of the School; TPS 3 Values in language of learning/citations; Positive Culture for Learning (PC4L) Matrix school wide expectations; Restorative Practice (RP) and accurate timely entry of eTap data, help to guide and inform restorative responses with ākonga, parents/whānau and staff (harm is addressed promptly so that relationships are repaired appropriately and focus returns to ākonga learning and wellbeing)	All staff	Budget PC4L	Ta Taiako indicators Hikairo Schema indicators TPS Values PC4L Matrix, affirmation of TPS Values (data record tracking)
h. Develop ākonga hauora and wellbeing strategies	Fidelity to implementation of <i>Pause Breathe Smile</i> lessons support ākonga development and utilisation of self-regulation strategies	<p>DP, Kaiako, ākonga, whānau</p> <p>All staff</p>	<p>eTap sub</p> <p>RP PC4L resources</p> <p>PBS ākonga booklets; PBS Kaiako website resources</p>	<p>eTap PC4L review and data RP Chat questions and review ākonga voice/goals and parents'/ whānau voice, Hui</p>



Strategic Goal 2: Educational Excellence and Future Pathways Regulation 9(1)(a)

To embed a passion for lifelong learning so that ākonga have the capabilities and values for navigating both academic and personal pathways successfully

Annual Target/Goal: Regulation 9(1)(a)

Enable each ākonga to pursue and achieve relevant goals preparing them for their future learning pathways. High expectations are held, setting high standards of achievement for each ākonga, providing the necessary resources for their engagement and success (NELP 3 Priority 5, 6)

Actions Regulation 9(1)(b)	Success measures Regulation 9(1)(d)	Resourcing Regulation 9(1)(c)	Measurement tools Regulation 9(1)(d)
<p>a. Strengthen Kaiako Assessment for Learning (AfL) capability to increase ākonga efficacy and agency</p> <p>b. Strengthen school-wide data use in decisions for implementing and monitoring targeted actions to promptly benefit all ākonga</p>	<p>Fidelity to the principles of AfL in daily teaching, planning and assessment; alignment of learning intentions (LI) with co-constructed success criteria (SC), ākonga voice; feedback (FB) and futurised learning actions in planning and teaching; increased exemplification of TPS Values in language of learning/citations</p> <p>Increased ākonga voice/choice in personalised learning design and articulation of learning against rich and relevant goals</p> <p>Daily purposeful use of Kaiako Modelling Books that incorporate ākonga learning notes (AVE) to support their engagement; flexible and inclusive ākonga grouping</p> <p>Increased collaborative practice and culture of inquiry; transfer of PLD, and accelerative practices in daily literacy and maths lessons; strengthened kaiako conversations focus on high expectations teaching and learning**</p> <p>Increased reflective and evaluative inquiry in Team and Leadership Hui (learning-focussed data conversations focus on accelerative practice for ākonga)</p> <p>Assessment tools are culturally relevant, timely, purposeful; summative data informs Kaiako next teaching and learning actions & personalised goal setting for ākonga; progress measured at key points to inform learning conversations and regular reporting</p>	<p>Principal, DP (SLT) Team Leaders (TLs) Kaiako Learning Assistants (LAs)</p> <p>Internal and external MoE PLD funded hours Kaiako release TL, Pou Matua release</p>	<p>Kaiako professional Curriculum judgments Ākonga exemplars; moderation process Formative Assessment Kaiako literacy and maths Modelling Books Ākonga voice TPS Values essence statements</p> <p>PATs reading, vocab, maths e-asTTle writing Reading Running Records Phonics scope and sequence School Entry Assessments NZMaths/Arbs, <i>Rapid Routine</i> tasks</p> <p>Review of TPS Assessment Map (tools); Common Practice Model, TPW Quality Teacher Practice indicators; Kaiako PGC goals</p>



<p>c. Develop innovative leadership practice to increase ākonga led ākonga-led initiatives and activities</p> <p>i. Education for Sustainability (E4S): Wastewise/Green Team (VK)</p> <p>ii. Education for Sustainability (E4S): Travelwise Team (ASd)</p> <p>iii. Digital literacy: eLearning (WL)</p> <p>iv. Ngā mahi a rēhia (NMaR): Kapa Haka (AT)</p> <p>v. Health/PE/Sports Coordination (LT)</p>	<p>Teaching and leadership strengths utilised supporting ākonga interests, aspirations and engagement in extra Curricular activities that link with ākonga inquiry learning; strong promotion and embedding of TPS Values in the life of the School</p> <p>Distribution of Ako Leadership aligns with School priorities; development of Ako Leaders' Action Plans informs reporting processes. Refer to (5) Ako Leaders' Action Plans</p> <p>i. Fidelity to school wide waste reduction practice; inclusive TPS Garden/mahi māra initiatives; Trees for Survival sanctuary maintained</p> <p>ii. Reviewed TPS and Auckland Transport (AT) Plan with Termly promotions; trained Safety Team; implementation of class bike safety and cycling lessons (as part of ākonga fitness development)</p> <p>iii. Increased quality teaching of digital literacy and purposeful use of devices leverages ākonga learning across Local Curriculum</p> <p>iv. Implementation of NMaR school wide programme; leadership of school wide Kapa Haka group <i>He Iti Mapihi Pounamu</i> and participation in local festival performances</p> <p>v. Coordination of sports coaching, training and organisation of events and increases ākonga engagement in a range of codes; Kaiako weekly PE lessons and Team fitness teaching; break-time systems and ākonga leadership established; audit, replenishment and utilisation of PE/sports equipment</p>	<p>VK, ASd, WL (MindLab trained), AT, LT</p> <p>IT external support</p> <p>Community Constable</p> <p>Auckland Transport coordinators</p> <p>Sports School Cluster</p>	<p>Staffing FTTE MU and FTU PLD Budget</p> <p>Learning Budget</p> <p>KiwiSport fund</p> <p>Bike track</p> <p>TPS bikes</p> <p>1:1 allocation of TPS owned devices</p>	<p>Ākonga Device Care and safety tracking register (maintained by DP)</p>
<p>d. Te Puna Wairua (TPW): Implement Ngā Matāpono mā Te Puna Wairua - The Foundation Principles of the Local Curriculum of Te Puna Wairua (version 1) to increase ākonga efficacy and agency</p>	<p>Refer to TPW Rumaki Kaupapa Plan (Four foundation principles making a holistic connection to ngā ākonga o Te Puna Wairua; ākonga-centric kaupapa underpinned by TPW holistic Values, tikanga, and ūaratanga; includes positive purposeful engagement with whānau)</p> <p>Expansion of reo ā waha fluency in Tau 1-8; utilisation of a range of culturally rich contextualised pānui texts in daily lessons, and to support mahi kainga</p> <p>Increased kaiako teaching and aromatawai capability; increased ākonga progress and achievement in pānui, tuhituhi and pāngarau</p>	<p>TPW Pouako Matua and Kaiako Māori</p> <p>MoE Advisor</p> <p>SLT</p> <p>Part of TLF and Literacy PLD Goal 1</p>	<p>Employ 2nd TPW Kaiako Māori</p> <p>TMoA literature and PLD</p> <p>TPW budget</p>	<p>TPW Curriculum Refresh – review of <i>Te Marautanga o Aotearoa</i> (TMoA) using the new MoE Tirewa (Green book)</p> <p>Aromatawai ā waha (oral language assessment tool)</p> <p>TPW whānau hui and kōrero</p> <p>Te Reo Matatini me te pāngarau</p>
<p>e. Talamuka-'a-Tonga (TmT): Increase student efficacy and agency in Tongan bilingual delivery</p>	<p>Refer to TmT Faiako Literacy and Maths Plan (includes positive purposeful engagement with fāмили')</p> <p>Expansion of Tongan vocabulary in Y3-8; utilisation of a range of rich culturally contextualised Tongan bilingual literacy texts in daily lessons</p> <p>Increased Faiako teaching and assessment capability; increased student progress and achievement in literacy and maths</p>	<p>TmT Faiako</p> <p>Part of TLF and Literacy PLD Goal 1</p>	<p>Tongan literacy texts</p> <p>TmT budget</p>	<p>TmT fāмили' fono and talanoa</p>



Strategic Goal 3: Cultural Connection and Language Engagement Regulation 9(1)(a)

To foster and preserve a strong connection to ākonga cultural heritage, so that diversity and inclusivity are valued

Annual Target/Goal: Regulation 9(1)(a)

Positive home-school partnerships enable holistic support for ākonga, and community involvement helps grow a positive learning-focussed and inclusive environment for ākonga engagement and success (NELP1 Priority 1, 2)

Actions <small>Regulation 9(1)(b)</small>	Success measures <small>Regulation 9(1)(d)</small>	Resourcing <small>Regulation 9(1)(c)</small>	Measurement tools <small>Regulation 9(1)(d)</small>
a. Strengthen Home School partnerships: ākonga, parents/whānau and School - the 'power of 3' engagement	<p>Daily fidelity to attendance monitoring, tracking and responding; improved ākonga daily attendance and reduced unjustified absences</p> <p>Increased parent/whānau/fāmilī' attendance at Kaiako and Kaiāwhina Hui, Whānau Kōrero (Ākonga-led Conferences), Ako Connect Days (class visits), Whānau Hui and Fono and Whānau House Games, Cultural Heritage Weeks; Parents/whānau/fāmilī' partner on School events and activities</p> <p>Whānau House traditions embody TPS Values and affirm ākonga hauora and wellbeing; fidelity to TPS PC4L Matrix; reviewed Tiers of ākonga acknowledgements framework</p> <p>Feedback from Whānau Hui and Fono informs self-review, including Local Curriculum review; Ākonga and whānau aspirations reflected in Local Curriculum</p> <p>Ākonga progress and achievement reporting is clear, correct and culturally relevant for ākonga and whānau; visible affirmation of ākonga strengths and aspirations**</p>	<p>Staff; Kaiako Ruapōtaka Attendance Support MoE Attendance Advisors</p> <p>PC4L Team All staff</p> <p>Kaiako</p> <p>SLT, Leaders, Kaiako</p>	<p>eTap fees</p> <p>Learning Budget</p> <p>Attendance review of data; 90% daily attendance; unjustified absences reduced/in single digits</p> <p>Hui/Fono kōrero/talanoa Feedback from focus groups Surveys</p> <p>DP Assembly data Leaders and DP School wide awards data</p> <p>Ākonga work exemplars; Achievement Reporting; School wide progress and achievement information; ākonga Learning Journals and/or eLearning Logs Whānau Kōrero (student-led conferences)</p>
b. Celebrate cultural diversity and foreground inclusive practice (links to Goal 1 above)	<p>Strengthened staff cultural competence and promotion of student cultural diversity and their cultural capital</p> <p>Implementation of ANZH/social sciences Curriculum maximises opportunities for all ākonga to promote and sustain their personal histories/cultural narratives</p>	<p>All staff</p> <p>Leaders, Kaiako, LAs</p>	<p>Learning Budget, ākonga inquiry learning, the Arts, student leaders</p> <p>PLD, MoE PLD</p> <p>Ta Taiako indicators Hikairo Schema indicators Kaiako PGC, LA evaluation of practice, staff PLD goals</p>



	<p>Te Ao Māori tikanga, kawa and Te Reo Māori continues to be reflected and normalised in the life of the School i.e., TPS Karakia, Pōwhiri, mihi, pepeha</p> <p>Increased presence of ākonga voice in goal setting, decision-making and personalised activities</p>	<p>All staff</p> <p>Leaders, Kaiako, LAs</p>		<p>ANZH/social sciences Curriculum and Te Mātaiaho resources/rauemi</p> <p>Fidelity to teaching and maintaining TPS tikanga and kawa</p>
c. Partner with mana whenua / local iwi to build working relationship and increase Te Ao Māori / Te Reo Māori teaching capability	<p>Increased understanding of Te Ao Māori and how to weave its presence in Local Curriculum</p> <p>Te Ao Māori / local Hītori from and endorsed by mana whenua, supports all staff understanding for culturally appropriate implementation of student inquiry learning/Local Curriculum</p> <p>Increased exemplification of STP1 gives practical effect to Te Tiriti o Waitangi (TToW)</p>	<p>SLT, Leaders</p> <p>SLT, Board, Mana whenua, local Iwi, community friends of TPS</p> <p>MoE Advisors</p> <p>SLT, Kaiako</p>	<p>Learning Budget</p> <p>Board Budget</p>	<p>Mana whenua hītori o te rohe/local narratives</p> <p>Team planning and evaluation</p> <p>Hui, survey</p> <p>Teaching Council (TC) STP1; Ta Taiako, Hikairo Schema</p>
d. Progress the TPS 100% Master Plan to commence the new School build	<p>Regular liaison with stakeholders progresses plans</p> <p>Block 1 refurbishments maintained and reflect flexible hauora-enhancing learning spaces; increased ākonga hauora builds on sense of belonging and positive school wide culture</p> <p>2023 100% Master Plan informed by kaimahi, ākonga, parent/whānau and Board review aligns with TPS localised pedagogy, reflects embedded TPS Vision and Values, and exemplifies the cultural narrative of the local area (NB unique tuakiri/identity retained; reflective of significant local landmarks 'ngā tohu o te rohe')</p> <p>N4L Relationship Manager liaison completes design phase; N4L SNUP Phase planning design implemented</p>	<p>SLT, Board</p> <p>Mana whenua, local iwi, MoE Delivery Manager/ new build Property Advisor</p> <p>All staff, Board</p> <p>SLT, N4L Relationship Manager and personnel, MoE liaison, IT service provider</p>	<p>Property Budget</p> <p>MoE new build funding</p> <p>Watershed Co Reps (5YA/10YPP)</p> <p>Network for Learning PLD</p>	<p>New Build 100% Master Plan and 2023 reviewed Design Brief</p> <p>Refer to TPS 2023 Master Plan feedback to MoE (Board Meeting Minutes/ correspondence; design exemplifies 'line of sight')</p> <p>N4L Phase Plan</p>

