Taradale Primary School MOE 2688
2024 - 2026 Strategic Plan

Our Mission (present): We confidently embrace our identity and culture, realise our unlimited potential and contribute positively to our community.
Our Core Values: At Taradale Primary School we have identified three core values to be encouraged, modelled and explored. They are: ● Respect ● Responsibility ● Relationships
Community Consultation: The above values have been formulated as a result of consultation with our community through hui, surveys and an open day for constructive dialogue and feedback throughout the course of 2023 and 2024. ● Whānau hui ● Community survey ● Staff hui ● Student voice - classroom discussions, activities and feedback

This plan has been prepared and revised as a result of consultation with key stakeholders of Taradale Primary School.

Strategic Goal and Outcomes 2024 - 2026	What do we want to achieve by December 2026?	**Annual Goals** by end of 2026 (who will do it)
Strategic Priority 1: Equity and Excellence Maintain high levels of achievement while continually striving to enhance learning outcomes for all, with a focus on promoting equity and excellence across our diverse Learning Community **NELP 2,3,4,6** ● Structured Literacy professional learning ensuring that all students, regardless of background or ability, develop strong literacy skills, which are essential for academic success and lifelong learning. ● Maths: To develop teachers' maths content and pedagogical content knowledge enabling aligned, consistent and sustainable practices in the effective teaching and learning of mathematics. ● PB4L professional learning: Encourage positive behaviour for academic success by implementing evidence-based strategies to support our tamariki in developing social, emotional, and behavioural skills that contribute to a more equitable learning experience.	● Continue to upskill our teachers through structured literacy PLD. ● Raise attainment levels in mathematics ● Successfully implement Tier 1 of PB4L.	● School wide PLD plan for Structured Literacy implemented *(all staff)* ● Individual Team Slideshows shared with whānau ● Team Tahi / Rua / Toru to focus their Team PGC on Structured Literacy, creating priorities based on support/guidance and the needs of each team. ● Plan and implement additional support/interventions for our Tier 2 and Tier 3 tamariki. ● Raise teacher capability by engaging in Year 1 of The Learner First Math (all staff) ● The 3 R's *(Respect, Responsibility and Relationships)* are visually seen around parts of our school. ● Established behaviour expectations aligned with the 3Rs for various school settings: classrooms, library, office, playground, etc. ● Clear and consistent understanding of Hero tags and behaviour input. ● Develop lesson plans that explicitly incorporate discussions, activities, or projects related to respect, responsibility, and relationships.
Strategic Priority 2: Cultural Responsiveness	● Stronger links with Ngāti Pārau are established	● Kaiako take part in the Ngāti Pārau histories workshop at

Empower tamariki by valuing their cultures and identities, incorporating Te Tiriti o Waitangi principles, and fostering an inclusive environment that promotes respect and understanding across our kura **NELP 1, 2, 3, 4, 5, 6** ● Te Tiriti o Waitangi professional learning: Enhance our understanding of the principles of the Te Tiriti o Waitangi and how we are honouring Treaty in our kura ● Engage more with our Maori community: Provide opportunities for high quality engagement. Tracking and monitoring the achievement of our Maori ākonga. Work together with Maori	● Mihi whakatau used every term to welcome new akōnga and whānua. ● Hangi has been laid as part of a school event. ● Staff have a stronger understanding of the principles of Te Tiriti o Waitangi.	Waiohiki Marae. ● Kaiako learn about article two and four of Te Tiriti o Waitangi and reflect on how they can honour this within their classrooms ● Mihi whakatau takes place for new ākonga and new kaiako. ● Kaiako complete the Te Toka Tūroa professional learning ● Karakia / whakatauki is in place for use in staff hui, kapa haka and classrooms ● Professional Learning Plan for 2026 is drafted. ● Māori whānau hui occurs each term. ● Hangi resources acquired and a clear action plan for how to lay a hāngi ● Kapa haka is made available for all tamariki with opportunities to perform at various times throughout the school year. ● Pilot groups of tamariki have the opportunity to grow their own vegetables and a programme is established to be used with more groups. ● Kaiako develop and share their mihimihi and/or pepeha.
Strategic Priority 3: Inclusive Education Prioritise inclusive education by fostering a learning environment that embraces diversity, strengthens cultural understanding, supports well-being, and empowers every student to reach their full potential, ensuring our kura is a place where all ākonga feel valued and supported **NELP 1, 5** ● Te Whare Tapa Wha: Support holistic well-being for all students by adopting a more comprehensive approach to health and well-being that considers the diverse ● Student Voice and Student Leadership: To actively encourage and value student voice and to enhance student leadership for all.	● Te Whare Tapa Wha becomes our main teaching and learning tool for hauora. ● A revised student leadership programme is in place. ● Student voice is valued and their ideas are when appropriate put into action.	● TWTW models are displayed in every classroom. ● Kaiako receive and know how to access ongoing support for their TWTW journey. ● Guidelines and protocols established for supporting staff and members of our community. ● ● TWTW displays established within the designated areas. ● TWTW focus incorporated into our assemblies ● Implement the "Breakfast with Principals" program. ● Foster student voice by exploring opportunities for student-led fundraisers. ● Begin the review process of the TPS student leadership program and establish a revised program for 2025. ● Conduct student surveys. ● Establish environment kaitaki. ● Commence leadership training with year 5 students in preparation for 2026.

Taradale Primary School: *Annual Plan 2024*

Strategic Priority 1: Equity and Excellence

Maintain high levels of achievement while continually striving to enhance learning outcomes for all, with a focus on promoting equity and excellence across our diverse Learning Community

Structured Literacy professional learning

Ensure that all students, regardless of background or ability, develop strong literacy skills, which are essential for academic success and lifelong learning.

Who		Success Criteria
Principals Blair Team Leaders Kirsty Tatere RT Lit - Kate R	**Term 1** ● Structured Literacy - Parent Session *(Coffee with the Principals)* ● **Whanau education** for each Team ● **Inhouse induction / PL** - As part of CRT for new staff members and teams. Kirsty working with Team Toru for Term 1. ● **School wide PLD**, including our kaiāwhina (Kirsty Tatere - Liz Kane Literacy)...Kate Rowntree (RTLit) to support in-between times with Kirsty. ● **Resources** - Teams/kaiāwhia to decide key resources needed…replenishing of decodables. ● **Identification** of Tier 2 & 3 tamariki ● **Provision of additional support** for tier 2 & 3 tamariki	-**School wide PLD plan** for Structured Literacy **developed** and **implemented** (Blair, Gayl, Kirsty, Kate) - Coffee with Principals, held in Week 7 or 8 - **Individual Team Slideshows** shared with whānau **by Week 7 (Blair to help each Team Leader)**…ask whānau to view first, opportunities to come in if needed or send in questions - **Team Tahi / Rua / Toru to focus their Team PGC on Structured Literacy,** creating priorities based on support/guidance from Kirsty / Kate and the **needs of each team.** -**Resources**…each Team to **identify key priorities for resources,** Blair to **develop and action a purchasing plan** based on each Team's priorities. **-Clarify and understand** what **Tier 2** and **Tier 3** means. -**Identify** our **Tier 2** and **Tier 3** tamariki -**Plan and deliver additional support** for our **Tier 2 and Tier 3** tamariki
	Term 2 ● Structured Literacy - Parent Session *(Coffee with the Principals)* ● WOW *(Watching others work)* - **Starting within teams** *(Taking place during CRT)* ● Resources - Team to decide key resources needed in each team…replenishing of decodables ● School wide PLD (Kirsty Tatere) across whole school - Team Tahi, Rua, Toru and Kaiāwhina ● Data collection / analysis ● Whanau education / team level hui	- **School wide PLD plan** for Structured Literacy **implemented** (Blair, Gayl, Kirsty, Kate) -**Action** the **purchasing plan** based on each **Team's priorities.** - **Team Tahi / Rua / Toru** to consistently **reflect, refine and embed team priorities** from their **Team PGC** -**Plan and implement additional support/interventions** for our **Tier 2** and **Tier 3** tamariki, **assess and measure** the **impact** of these **interventions.** -**Mid year data collection**…analysis of patterns, **impact of SL on Reading / Writing data…identify next steps.** -**Each Team** to set up a day this term where t**eam members observe another team member teaching using a SL approach** (use same model that Team Rua used in 2023) -**Whānau education** - **regular** (fortnightly) **snippets** in **School Newsletters.**
	Term 3 ● WOW *(Watching others work) - (Taking place during CRT)* ● School wide PLD (Kirsty Tatere) ● Review of resources / next steps for 2025	- **School wide PLD plan** for Structured Literacy **implemented** (Blair, Gayl, Kirsty, Kate) - **Team Tahi / Rua / Toru** to consistently **reflect, refine and embed team priorities** from their **Team PGC** -**Plan and implement additional support/interventions** for our **Tier 2** and **Tier 3** tamariki, -**Each Team** to set up a day this term where t**eam members observe another team member teaching using a SL approach** (use same model that Team Rua used in 2023)
	Term 4 ● Data collection / analysis ● Established PLD plan 2025	-Establish PLD for 2025

	● Resources Budgeted and ordered.	

Maths

To develop teachers' maths content and pedagogical content knowledge enabling aligned, consistent and sustainable practices in the effective teaching and learning of mathematics.

Who		**Success Criteria**
Greg Lynley Becs Emma	**Term 1** ● PAT Testing (Year 3 - 6) and Analysis ● Workshop 1: Wednesday 12th February 2025 (TLF team only, not all teachers). Key findings to be shared back. ● Teams Hui recap of workshop 1 ● Curriculum Hui (Week 3, 6, 9): Unpacking the new Maths Curriculum and Maths No Problem resource. ● Maths team to attend MOE Curriculum Connectors PL (Week 7) ● Teachers will attend a Maths No Problem PD session, participate in a webinar, or view a recording. ● Data and Analysis ● Year 5 & 6 Maths Extension	● Attendance at workshops and online learning. ● Review of data to form next steps ● Initial observations conducted to identify areas of focus. ● Engagement in Curriculum Hui discussions.
	Term 2 ● Workshop Term 2: Tuesday 13th May 2025 (TLF team only, not all teachers). Key findings to be shared back. ● **Curriculum Hui (Dates TBC)** ● Teams Hui recap of workshop 2 ● Maths No Problem PL Day - All Kaiako (Observe model lessons/ reflections/ Staff Hui) ● Maths No Problem Observations - (Taking place during CRT) ● Year 5 & 6 Maths Extension	● Observations provide insights into best practices. ● Teams engage in WOW sessions and provide peer feedback. ● Mid-year data review informs strategy adjustments. ● Continued exploration and integration of new curriculum elements.
	Term 3 ● Workshop Term 3: Tuesday 6th August 2024 ● Teams Hui recap of workshop 3 ● Teacher Only Day (Kahui Ako TLF Maths PLD): Tuesday 12th August 2025 – Focus on unpacking the new Maths curriculum. ● WOW (Watching others work) - (Taking place during CRT) ● Year 5 & 6 Maths Extension	● Increased confidence in Maths No Problem implementation. ● Peer-led WOW sessions drive best practice sharing.
	Term 4 ● Workshop Term 4: Tuesday 29th October 2024 ● Teams Hui recap of workshop 4 ● Review of 2024 and planning for 2025 ● Year 5 & 6 Maths Extension	

PB4L professional learning

Encourage positive behaviour for academic success by implementing evidence-based strategies to support our tamariki in developing social, emotional, and behavioural skills that contribute to a more equitable learning experience.

Who		**Success Criteria**
PB4L Team / Principals	**Term 1: Establishing Foundations, defining behaviour expectations and developing our monitoring system.** ● Introduce PB4L and the 3 Rs to the school community, including students, teachers, and parents. ● Conduct assemblies, newsletters, competitions, staff hui, staffroom board and suggestion box about PB4L principles and the importance of the 3Rs. ● Develop a school-wide behaviour matrix that outlines expected behaviours and consequences for each setting. ● Develop our behaviour monitoring system (Hero tags / regular data reviews) through our PB4L team review (allocated slot in meeting agenda) and PB4L staff hui. ● Begin looking into signage options for displaying our 3 Rs school-wide.	● Students, teachers and other staff know our 3R's ● The 3R's are visually seen around parts of our school. ● Established behaviour expectations aligned with the 3Rs for various school settings: classrooms, library, office, playground, etc. ● Clear and consistent understanding of Hero tags and behaviour input. ● Making a connection (quote) with a local contact re. signage

PB4L Team	**Term 2: Implementation of 3Rs into the culture of the school through positive forecasting, acknowledging positive behaviour and teaching the values** ● Visual representation of the 3Rs - signage complete and displayed school-wide ● Implement a system for acknowledging and celebrating instances where students demonstrate the 3Rs (Reward system). This could include wristbands, tokens/slips, certificates, shout-outs in assemblies, posted certificates from the principal or other forms of positive reinforcement. How do we track this? ● Beginning to teach values through whole-school initiatives such as video modelling and peer coaching. ● Positive Forecasting of behaviour/values - staff hui about purposeful duty times and targeting behaviour hot-spots, linking to our reward system where values are demonstrated at playtimes.	● 3Rs Signage approved and developed - 3Rs visually seen in <u>all</u> settings ● Establish systems and recording systems for recognising and rewarding positive behaviour. ● Consistent knowledge and understanding of the 3RS at TPS ● RTLB support with video modelling of the values through the Daily and Community Notices on Hero (tuakana teina opportunities) ● Maintain a positive presence while on duty - forecasting / acknowledging the values in action by the tamariki
PB4L Team	**Term 3: Targeting, Monitoring and Adjusting PB4L Strategies** ● Monitor ongoing behaviour trends by analysing data to identify any emerging patterns or areas where additional support may be needed. ● Conduct regular check-ins with teachers, students, and parents to gather feedback (about monitoring systems, reward systems and implementation/teaching of the values). Use this feedback to make necessary adjustments to the implementation plan. ● Embed practices for teaching values through whole-school initiatives such as video modelling and peer coaching.	● Integrate the 3Rs into the School curriculum across subjects ● Continue video modelling of the 3Rs ● Review the data collected during the baseline assessment and our Hero behaviour data. ● Encourage ongoing feedback and reflection on PB4L implementation (PB4L suggestion box) ● Develop lesson plans that explicitly incorporate discussions, activities, or projects related to respect, responsibility, and relationships.
	Term 4: Consolidation and Celebration ● Use surveys, student voice, or other assessment tools (including Chris Ratcliffe MOE) to gather data on existing behaviour patterns, identifying areas of PB4L strength and areas for improvement. ● Host a school-wide event to acknowledge positive behaviour, highlighting specific examples of the 3Rs in action. Share success stories with the school community. ● Community Engagement: Organise workshops or a whānau information session to involve parents and community members in understanding and reinforcing the 3Rs at home and in the community. ● Provide additional support, explore counselling options, or targeted interventions for students who need extra assistance in aligning their behaviour with the 3Rs.	● Conduct a PB4L baseline assessment (SET / EBS) to gauge the current behaviour climate within our school and compare to the original SET data. ● Survey from Chris - as demonstrated in Lead Day 1 ● Review the overall success of PB4L implementation and celebrate achievements. ● Develop a plan for sustaining PB4L practices moving into 2025 ● Engage parents and the broader community in supporting PB4L principles. ● Develop and implement targeted intervention strategies for students who may be struggling with behavioural expectations (Tier 2 and 3) - SENCO, IBPs.

Strategic Priority 2: <u>Cultural Responsiveness</u>
Empower tamariki by valuing their cultures and identities, incorporating Te Tiriti o Waitangi principles, and fostering an inclusive environment that promotes respect and understanding across our kura

Te Tiriti o Waitangi professional learning
Enhance our understanding of the principles of the Te Tiriti o Waitangi and how we are honouring Treaty in our kura

Who	When?	Success Criteria
Jonathan Greg Blair Andrea Dan	**Term 1** ● Ngāti Pārau histories workshop for kaiako at Waiohiki Marae. ● Professional learning for kaiako on how they honour article two of Te Tiriti o Waitangi within their own classrooms. ● Mihi whakatau for our new ākonga and new kaiako. ● Explore options for establishing school-wide karakia and/or whakataukī.	● Kaiako take part in the Ngāti Pārau histories workshop at Waiohiki Marae. ● Kaiako learn about article two and four of Te Tiriti o Waitangi and reflect on how they can honour this within their classrooms ● Mihi whakatau takes place for new ākonga and new kaiako. ● Kaiako complete the Te Toka Tūroa professional learning ● Karakia / whakatauki is in place for use in staff hui, kapa
	Term 2 ● Ongoing professional learning for kaiako on how they honour article two of Te Tiriti o Waitangi within their own classrooms. ● Staff Hui on tikanga with a focus on exploring the concepts of what is noa and what is tapu within our kura and how we can teach our tamariki tikanga within kapa haka and in our classrooms. ● Karakia / whakatauki consultation for use in staff hui, kapa haka and classrooms	
	Term 3	

	• Te Toka Tūroa professional learning for kaiako • Professional learning for kaiako on honouring article 4: Māori spiritual values and practices. • Karakia / whakatauki is selected for use in staff hui, kapa haka and classrooms • Tikanga is taught and reinforced in classrooms. **Term 4** • Te Toka Tūroa professional learning for kaiako • Ongoing professional learning for kaiako on honouring article 4: Māori spiritual values and practices. • Develop a plan for ongoing professional learning on the principles of Te Tiriti o Waitangi and how we are honouring Tiriti for the 2025 school year."	haka and classrooms • Professional Learning Plan for 2025 is drafted.

Engage more with our Maori community

Provide opportunities for high quality engagement. Tracking and monitoring the achievement of our Maori ākonga. Work together with Maori

Who	When?	Success Criteria
Andrea Jonathan Greg Blair Dan	**Term 1** • Māori whānau hui to take place each term. • Acquire the resources needed to lay our own hāngi with support from māori whānau • Kapa haka available schoolwide for ākonga. • Pilot group of tamariki to grow their own vegetables. • Explore opportunities for visiting local marae. • Kaiako continue to develop and share their Mihimihi and/or Pepeha. **Term 2** • Engage in consultation with our Māori whānau and Ngāti Pārau regarding our proposed mission statement. • Matariki celebrations include performances from all of our kapa haka groups. • Explore opportunities for visiting local marae. • First hangi laid as part of our matariki celebrations • Continue with the pilot group of tamariki growing their own vegetables. • Kaiako continue to develop and share their mihimihi and/or pepeha with opportunities to share them. **Term 3** • Explore opportunities for our kapa haka groups to perform • Māori whānau hui to take place each term • Explore opportunities to organise a 'poroporoaki' ceremony for our Year 6 ākonga in Term 4 • Poroporoaki with opportunities to share them. • Continue with the pilot group of tamariki growing their own vegetables with a view to expand this program. **Term 4** • Māori whānau hui to take place each term • Poroporoaki ceremony for our Year 6 ākonga • Kapa Haka-In school performance. Mass rōpu for the Cultural Evening. • Kaiako continue to develop and share their mihimihi and/or pepeha with opportunities to share them. • Continue with the pilot group of tamariki growing their own vegetables with a view to expand this program.	• Māori whānau hui occurs each term. • Hangi resources acquired and a clear action plan for how to lay a hāngi • Kapa haka is made available for all tamariki with opportunities to perform at various times throughout the school year. • Pilot groups of tamariki have the opportunity to grow their own vegetables and a programme is established to be used with more groups. • Poroporoaki opportunities are explored with a ceremony held for our year 6 tamariki in term 4. • Kaiako develop and share their mihimihi and/or pepeha.

Strategic Priority 3: Inclusive Education

Prioritise inclusive education by fostering a learning environment that embraces diversity, strengthens cultural understanding, supports well-being, and empowers every student to reach their full potential, ensuring our kura is a place where all ākonga feel valued and supported

Te Whare Tapa Wha

Support holistic well-being for all students by adopting a more comprehensive approach to health and well-being that considers the diverse

Who	When?	Success Criteria

Helena Senior Leaders	**Term 1:** ● Te Whare Tapa Wha - A TWTW model will be displayed in a visible location in every classroom. ● Ongoing support for our kaiako in their TWTW journey. ● The pastoral support page has been established and shared with kaiako, and guidelines around it have been established. ● Establish guidelines and protocols for supporting staff and members of our community who have been identified as in need of assistance, including guidelines for ordering flowers or organising meals. ● Establish a page for our Navigating the Journey themes that clearly state how staff can highlight TWTW in reflection times at the ends of sessions. ● Create a TWTW display for the staffroom, office area, and library, including photos to support teaching of each po. ● Create trauma packs with guidelines for every classroom.	● TWTW models are displayed in every classroom. ● Kaiako receive and know how to access ongoing support for their TWTW journey. ● Guidelines and protocols established for supporting staff and members of our community. ● TWTW displays established within the designated areas. ● TWTW focus incorporated into our assemblies
	Term 2 ● Ongoing support for our kaiako in their TWTW journey. ● Create a TWTW display for the hall including photos to support teaching of each po. ● TWTW focus shared in our school assembly. ● Improve the staff room environment by implementing several initiatives. First, establish a cleaning roster to ensure regular upkeep. Next, purchase cushions to enhance comfort. Finally, frame the Haka and School song to add vibrancy to the space.	
	Term 3 ● Ongoing support for our kaiako in their TWTW journey. ● Explore opportunities to incorporate TWTW into planning to ensure its continual presence in classrooms. ● TWTW focus shared in our school assembly.	
	Term 4 ● Ongoing support for our kaiako in their TWTW journey. ● Plan the TWTW beginning-of-the-year whānau evening for 2025	

Student Voice and Student Leadership

To actively encourage and value student voice and to enhance student leadership for all.

Who	When?	Success Criteria
Senior Leaders	**Term 1** ● Introducing Breakfast with the Principals *(2 sets of 5 names drawn during the bi-weekly assembly)*. During this unique opportunity, the Principals will lead engaging conversations to gather valuable student feedback and ideas. All participants will have the chance to enjoy a shared breakfast in the Principal's Office. ● Explore opportunities for school fundraisers involving our tamariki ● Start the process of reviewing our TPS student leadership (CAP's) with the TPS staff team.	● Implement the "Breakfast with Principals" program. ● Foster student voice by exploring opportunities for student-led fundraisers. ● Begin the review process of the TPS student leadership program and establish a revised program for 2025. ● Conduct student surveys. ● Establish environment kaitaki. ● Commence leadership training with year 5 students in preparation for 2025.
	Term 2 ● Continue with the Breakfast with the Principal ● Established a process for tamariki to submit their proposals to support any new initiatives at TPS. *(Senior Leaders to review)* ● Student Voice Survey *(Age group appropriate)*	
	Term 3 ● Continue with the Breakfast with the Principal ● TPS student leadership for 2025 established and introduced. ● Establish environmental kaitiaki - involving the entire school community, including staff, in dedicating 5 or 10 minutes to tidying up our environment ● Student Voice Survey *(Age group appropriate)*	
	Term 4 ● Continue with the Breakfast with the Principal ● Leadership training for Year 5 students. ● Review of Student Voice and Student Leadership - Plan created for 2025	