

Taupō Primary School

2025 Charter

"Hooked on learning"



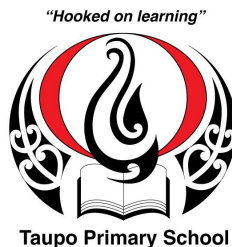
Taupō Primary School

Ko te ako te maneatanga
'Hooked on Learning'



Our Vision

Ko te ako te maneatanga
Hooked on Learning



Our Mission

Ko te matarehu o te Kura Tuatahi o Taupō ko te whakaputanga o nga tamariki whakaute, tamariki hihiri, tamariki maaia, ratou kua tautokona ki te whai i a ratou ake pae tata i roto i te mana me te whakaaro pai o te hapori.
At Taupō Primary School students will be proud, motivated and confident learners empowered to achieve their potential and take ownership of accomplishments whilst experiencing respect and belonging in the community

(Under Review 2025)

Our Values

Whānaungatanga

This value is about kinship or having a sense of family connection - a relationship through shared experiences and working together which provides people with a sense of belonging.

Aroha

This value is about showing compassion and empathy to others. Displaying care and concern for others in our classroom and playground. Most importantly fostering a love of what we do and being 'Hooked on Learning'.

Kotahitanga

This value is a feeling of unity and working together as one to achieve and strive for our shared goals and aspirations. Together we will achieve.

Manaakitanga

This value is about showing respect to our environment, others and ourselves. This value fosters individuals to show kindness, generosity and care to everyone within our Kura or School.

(Reviewed Under Consultation 2023)

Our Strategic Aims

Strategic Aim 1: Student Achievement in Reading, Writing and Mathematics. All students, as individuals, will achieve success in the core learning areas

Strategic Aim 2: Priority Groups -To improve the outcomes and achievement for ākonga in priority groups: Māori, Pasifika, learners with special education needs and English as a Second Language.

Strategic Aim 3: Engagement and Partnerships - The TPS School community will be 'Hooked On Learning' and able to access the NZ curriculum in relevant and meaningful way.

STRATEGIC PLAN 2024 - 2025

Strategic Aim 1: Student Achievement in Reading, Writing and Mathematics. All students, as individuals, will achieve success in the core learning areas.

Strategic Sub Aims	2024	2025	Links To Nels
A. Implement the curriculum refresh Te Mātaiaho to reflect within TPS curriculum and National timeline.	Developing a collective understanding of the Common Practice Model. Developing a collective understanding of the UKD - model and curriculum content - Literacy and Numeracy (aspects of implementation) Implementation of the policy of Teaching the Basics Brilliantly 'One Hour A Day' Phase 1 and 2	Extend collective understandings of the Common Practice Model with aspects of implementation. Implementation of the UKD - model and curriculum content within Literacy and Numeracy Monitoring the policy of Teaching the Basics Brilliantly 'One Hour A Day' Phase 1 and 2	Objective 2.3 Objective 2.4 Objective 3.5 Objective 3.6
B. Using quality data to identify cohorts of need / priority areas for change and development.	Annual plans will reflect specific targets and actions to address areas of need within Literacy or Numeracy to achieve accelerated learning. Identify and further develop systems, practices and reporting to reflect the priority of 'acceleration for target learners'.	Annual plans will reflect specific targets to address areas of need within Literacy or Numeracy to achieve accelerated learning. Monitor and review systems, practices and reporting to reflect the priority of 'acceleration for target learners'.	Objective 2.4 Objective 3.6
C. Ensuring effective assessment practice directs programmes of learning that address identified needs within classes and cohorts	Review and continue to develop collective understandings of assessment practices that are reflective of the Assessment for Learning model (AFL) as identified within B above. Further implementation where possible. Develop and review assessment processes to ensure they are progressed focused that drive effective learning programmes.	School wide implementation and consolidation of collective Assessment practices that reflective the Assessment for Learning model (AFL) as identified within B above. Strengthen assessment processes to ensure they are progressed focused that drive effective learning programmes.	Objective 1.2 Objective 2.3 Objective 2.4 Objective 3.6 Objective 4.7

Strategic Aim 2: Priority Groups -To improve the outcomes and achievement for ākonga in priority groups: Māori, Pasifika, learners with special education needs and English as a Second Language.

Strategic Sub Aims	2024	2025	Links To Nels
A. Māori ākonga will be supported and able to achieve education success as Māori.	Refer to Strategic Aim 3	Refer to Strategic Aim 3	Objective 1.1 Objective 1.2 Objective 2.3 Objective 2.4 Objective 3.5 Objective 3.6 Objective 4.7
B. Practice is guided by Pasifika Education Plan (PEP). Commitment is embedded to achieve PEP goals and targets.	Understanding of the Pasifika Education Plan developed and pathways reviewed to ensure the culture is celebrated and honoured within our learning programmes and relevant classrooms.	Pasifika plan developed and pathways strengthened to ensure the culture is celebrated and honoured within our learning programmes and relevant classrooms.	
C. The school focuses on inclusiveness and ensures ākonga with special educational needs experience success, including targeting non attendance.	Continue to review school wide systems of learning and behaviour interventions and supports. le role of PC4L / ESL /SENCo / LSC / Mana Ake etc. Identify areas for development of staff capability within support systems.	Ongoing internal review school wide systems of learning and behaviour interventions and supports. le role of PC4L /SENCo / LSC / Mana Ake etc. Development of staff capability within support systems. Reflect, Review and refine attendance team processes. Considerations for Pasifika Education Plan for TPS.	

Strategic Aim 3: Engagement and Partnerships - The TPS School community will be 'Hooked On Learning' and able to access the NZ curriculum in relevant and meaningful way.

Strategic Sub Aims	2024	2025	Links To Nelps
A. Strengthen educational partnerships with Ngāti Tūwharetoa Iwi and our Māori whanau.	<p>Taupō Primary will further engage with Ngāti Tūwharetoa/hapu and honour the Ngāti Tūwharetoa Kawenata.</p> <p>Teachers and leaders will engage with Ngāti Tūwharetoa undertaking PLD along with pono iti (micro-credentials) (introducing in 2024).</p> <p>The school will integrate Mana Whenua Curriculum within learning programs as guided by Ngāti Tūwharetoa and Hapu.</p> <p>Familiarisation with Ngāti Tūwharetoa documents and Cultural Competencies are used and reflected on, to understand the aspirations of Ngāti Tūwharetoa for learner success.</p> <p>Staff will grow their understanding and ability in Te Ara Mātauranga o Tūwharetoa, Te Ao Māori, Tikanga Māori and Te Reo Māori.</p>	<p>Taupō Primary will further engage in reciprocal partnerships with Ngāti Tūwharetoa / hapu and honour the Ngāti Tūwharetoa Kawenata.</p> <p>The school will integrate Mana Whenua Curriculum within learning programs as guided by Ngāti Tūwharetoa and Hapu.</p> <p>Extended understanding of Ngāti Tūwharetoa documents and Cultural Competencies are used and reflected on, to understand the aspirations of the Ngāti Tūwharetoa for learner success.</p> <p>Staff will strengthen their understanding and ability in Te Ara Mātauranga o Tūwharetoa, Te Ao Māori, Tikanga Māori and Te Reo Māori.</p>	<p>Objective 1.1</p> <p>Objective 1.2</p> <p>Objective 2.3</p> <p>Objective 3.5</p> <p>Objective 3.6</p> <p>Objective 4.7</p>
B. Development and ongoing review of a Taupō Primary School Curriculum that 'hook' ākonga on learning.	<p>Localised curriculum design reflect our rich cultural heritage and environmental resources.</p> <p>School documents are reviewed and guide learning and assessment programmes within the classroom.</p> <p>Consultation with all stakeholders evident in the development of the schools localised curriculum.</p> <p>Review the transition pathways into, within, and exiting the kura.</p>	<p>Localised curriculum design reflect our rich cultural heritage and environmental resources.</p> <p>School documents are reviewed and strengthened, guiding learning and assessment programmes within the classroom.</p> <p>Consultation and reciprocal partnerships with all stakeholders evident in the development of the schools localised curriculum.</p> <p>Strengthen collective transition pathways into, within and exiting the kura.</p>	<p>Objective 1.1</p> <p>Objective 1.2</p> <p>Objective 2.3</p> <p>Objective 2.4</p> <p>Objective 3.5</p> <p>Objective 3.6</p> <p>Objective 4.7</p>
C. Ensuring that the 'works' and initiatives undertaken in conjunction with Taupō Kahui Ako (Taupō Community of Learning) support our own Strategic and Annual planning.	<p>Participation and engagement within the CoL will align and benefit outcomes for Taupō Primary School ākonga.</p> <p>Engagement with Across School Leads and Within School Leads will have actions and robust plans that support the school priorities and annual aims.</p>	<p>Participation and engagement within the CoL will align and benefit outcomes for Taupō Primary School ākonga.</p> <p>Engagement with Across School Leads and Within School Leads will have actions and robust plans that support the school priorities and annual aims.</p>	TBC'd within Annual Plan

ANNUAL PLAN 2025

2024 Key Findings

- *There is an increasing number of learners in year 3 not making expected progress in Literacy.*
- *There is an ongoing disparity for male and maori learners in year 4 & 5 literacy, however this did decrease in 2024.*
- *There is ongoing disparity in Literacy for year 3, 4, and 5 maori learners.*
- *There is an increasing number of learners in year 3 not making expected progress in Mathematics.*
- *There is ongoing disparity in Mathematics for the year 4 maori and male learners, however this did decrease in 2024.*

2025 Focus and Reporting Groups (Lens)

- *Year 4-6 Reading - to see accelerative learning taking place within the year 4-6 cohort, particularly with male and Māori learners*
- *Year 2-3 Reading- to see increased rate and pace of learning within year 2-3 reading programmes.*

Strategic Aim 1: Student Achievement in Reading, Writing and Mathematics. All students, as individuals, will achieve success in the core learning areas.

Strategic Sub Aims	Annual Priorities	Annual Actions	Links To Nelps
A. Implement the curriculum refresh Te Mātaiaho to reflect within TPS curriculum and National timeline.	<p>Implementation of English and Mathematics Curriculum as per Government Mandate</p> <p><i>With the huge amount of mahi involved in this change we anticipate this body of work taking a minimum of two years to achieve.</i></p>	<p>Development of a draft implementation plan that suits TPS timelines and workloads inclusive but not limited to:</p> <ul style="list-style-type: none"> → Review current programmes and approaches working towards alignment with NZC and across the school → <i>This includes understanding and inquiry into the phases and curriculum content, UKD, Science of Learning behind the NZC, and developing a TPS Scope and Sequence reflective of structured literacy/numeracy.</i> → Review assessment approaches working towards alignment with NZC and across the school → <i>This includes using the recommended tools, developing teacher understanding and capabilities (inquiry), strengthen moderation practices.</i> → Review reporting tools and approaches to reflect above changes with NZC and across the school → <i>Aligning reporting methods to adhere to national requirements, parent education around reporting changes, updating reporting to the bot and community on achievement etc.</i> → Engagement and expenditure for PLD in literacy and numeracy curriculum implementation. <p>2026 Considerations: Development of graduate profiles phase 1 and 2 for TPS.</p>	<p>Objective 2.3 Objective 2.4 Objective 3.5 Objective 3.6</p>
Using quality data to identify cohorts of need / priority areas for change and development.	<p>Reading as a school wide focus for improvement</p> <p><i>Focus groups for in depth monitoring and reporting.</i></p> <p><i>Year 4-6 Male and Māori</i></p> <p><i>Year 2-3</i></p>	<p>Developing collective efficacy in reading approaches across the school:</p> <ul style="list-style-type: none"> → Leadership inquiry - data gathering and analysis (small and big data), school wide <i>systems, teacher practice, approaches and alignment, rate and pace, tools / resourcing, interventions / referrals etc.</i> → Team / Teacher inquiry / growth cycle focus → Senior and Junior School Structured Literacy Approaches - Reviewed, refined to ensure programmes align and have full coverage of the New Zealand Curriculum - Te Mātaiaho → Increased Student agency in Reading - <i>ākonga knowing 'student expectations' (achievement and disposition).</i> → Possible focus areas - comprehension and understanding, decoding and encoding, vocabulary, and oral language. 	<p>Objective 1.2 Objective 2.3 Objective 2.4 Objective 3.6 Objective 4.7</p>

Strategic Aim 2: Priority Groups -To improve the outcomes and achievement for ākonga in priority groups: Māori, Pasifika, learners with special education needs and English as a Second Language.

Strategic Sub Aims	Annual Priorities	Annual Actions	Links To Nelps
<p>A. Māori ākonga will be supported and able to achieve education success as Māori.</p>	<p>Taupō Primary will continue to engage with Ngāti Tūwharetoa / hapu and honour the Tūwharetoa Kawenata.</p> <p>Teachers and leaders will continue to engage and prioritise Tūwharetoa PLD.</p> <p>The schools developing curriculum will prioritise Mana Whenua Curriculum within learning programs as guided by Ngāti Tūwharetoa and Hapu.</p> <p>Familiarisation with Ngāti Tūwharetoa documents and Cultural Competencies are used and reflected on, to understand the aspirations of Ngāti Tūwharetoa for learner success.</p> <p>Staff will grow their understanding and ability in Te Ara Mātauranga o Tūwharetoa, Te Ao Māori, Tikanga Māori and Te Reo Māori.</p>	<ul style="list-style-type: none"> → Development of expectations and role of cultural leaders within the school. → Board actions will reflect the Kawenata with ambitions of connecting with hapu. → The school will actively work towards developing relationship with hapu and marae. → Further development of communication pathways within hapu. → Develop Te Kete o te Kura (how Taupō Primary School came to be). → Continue to develop a Te Ao Māori progressive curriculum across the school pathway. → TPS Tikanga - ie ways of doing and being. Ie karakia, mihi whakatau. → Staff participation in Ngāti Tūwharetoa Professional learning / the integration of this knowledge within the TPS community. → The school will include planning Te Ara Mātauranga o Tūwharetoa as guided by Ngāti Tūwharetoa that will sit alongside the NZC and localised curriculum. → Identify and utilize key events that can strengthen whanau, hapu and community relationships.ie: annual taiopenga festival. → Use of staff meetings to develop staff capability and understandings of Ngāti Tūwharetoa documents and Cultural Competencies. → Review how each team honours Level 4 / Level 2 Māori immersion commitments ie average 36 mins a day. → Individualised / team development set and reflected upon from the TPS 'Te Ao Māori Growing Culture, Language and Identity Self Review / Goal Setting'. <p>Aspects and mahi towards this priority are included in 3B and 3D</p>	<p>Objective 1.1</p> <p>Objective 1.2</p> <p>Objective 2.3</p> <p>Objective 3.5</p> <p>Objective 3.6</p> <p>Objective 4.7</p>
<p>B. The school focuses on inclusiveness and ensures ākonga with special educational needs experience success.</p>	<p>Continue to review school wide systems of learning and behaviour interventions and supports. ie role of PC4L / ESL /SENCo / LSC / Mana Ake etc.</p> <p>Identify areas for development of staff capability within support systems.</p>	<ul style="list-style-type: none"> → Formal PC4L refresh approved and supported by MoE. Action Plan → Learning intervention plans and pathways reviewed and further refined. → Transition plans reviewed and including those supported by outside agencies. → Triage roles and processes refined. → LSC roles reviewed and redefined. → Further engagement with Mana Ake. → Review of ESL services, support & resources provided. → Staff participation in Professional learning, linked to specific students needs ie. play therapy, diabetes, blood conditions, trauma informed practice, dyslexia. → Provide teacher aides with clear and coherent intervention programmes and resources - monitoring outcomes and progress. → Development of a Pacifica education flow diagram. 	<p>Objective 1.1</p> <p>Objective 1.2</p> <p>Objective 2.3</p> <p>Objective 2.4</p> <p>Objective 3.5</p> <p>Objective 3.6</p> <p>Objective 4.7</p>

Strategic Aim 3: Engagement and Partnerships - The TPS School community will be 'Hooked On Learning' and able to access the NZ curriculum in relevant and meaningful ways. Draft 2025

Strategic Sub Aims	Annual Priorities	Annual Actions	Links To Nelps
A. Strengthen educational partnerships with Ngāti Tūwharetoa Iwi and our Māori whanau.	Refer to Annual Aim in Priority groups.	Refer to Annual Aim in Priority groups.	
B. Development and ongoing review of a Taupō Primary School Curriculum that 'hook' ākonga on learning.	Localised, national and global context is reflected in the 2025 curriculum design, to reflect our rich cultural heritage and environmental resources.	<ul style="list-style-type: none"> → 2025 Overarching Curriculum Motivator - Ngā Ao (Many Worlds). → Further development and growth of the integrated learning plan / template across the school. → Prioritise contextual learning plans to support Te Ara Mātauranga o Tūwharetoa. → Identification of strengths and skill sets within the school to support the continued growth of Te Ara Mātauranga o Tūwharetoa across all areas of the school. → Teams / teachers to identify and learn about local features that support the contextual learning themes. → Continue to build on and develop a 3 year overarching thematic curriculum reflecting Te Ara Mātauranga o Tūwharetoa and Te Mataiho (NZC). 	Objective 1.1 Objective 1.2 Objective 2.3 Objective 2.4 Objective 3.5 Objective 3.6 Objective 4.7
	Introduction of Currents of Learning year 4-6 to increase engagement in the learning journey - Hooked on Learning.	<ul style="list-style-type: none"> → 2025 Currents in trail - STEAM, EOTC/Enviro, Sports/ARTS and a Level 2 Te Reo Māori class → Teacher and teams developing understanding of approaches and applications in learning within a current - <i>possible PLD opportinities, contextualised / collaborative planning and assessment.</i> → Monitoring and reporting of Core, Reading, Writing and Maths within the currents pathway. → Increased opportunity for student engagement in localised spaces, accessing external experts/ knowledge, leading to hands on contextual learning opportunities. → Measuring success / reporting to stakeholders through small data (student and community) 	
C. Attendance - <i>also linked to Strat aim 2.</i>	Increase overall school attendance	<ul style="list-style-type: none"> → Review of the 2024 established processes, roles, participants and responsibilities within the attendance team. → Developing relationships, systems and communication from the classroom teacher to promote and problem solve emerging attendance concerns. → Whanau and community education. → Engagement and utilising community attendance services effectively. → Monitoring of strategies used to 'Hook' students into school and learning. 	
D. Ensuring that the 'works' and initiatives undertaken in conjunction with Taupō Kahui Ako (Taupō Community of Learning) support our own Strategic and Annual planning.	<p>Participation and engagement within the CoL will align and benefit outcomes for Taupō Primary School ākonga.</p> <p>Engagement with Across School Leads and Within School Leads will have actions and robust plans that support the school priorities and annual aims.</p>	<ul style="list-style-type: none"> → Staff and BoT awareness of Kahui Ako priorities and actions. → Participate in PAT testing as required for Mathematics. → Release within school leaders to attend meetings and PLD where appropriate. → SLT ongoing commitment to Kahui Ako Meetings 	

Community Consultation - [Whanau](#) - [Iwi](#) - [Staff](#) - [Students](#)

TAUPŌ PRIMARY SCHOOL 2024 STRATEGIC AND ANNUAL PLAN GLOSSARY

Äkonga - Learner

Kawenata - is an agreement between Taupō Primary and Iwi to work together around mutual education objectives

MAC - Māori Achievement Collaborative

Kahui Ako/CoL - This is the name given to the Taupō group of schools that work together. All schools in our community work in this group

Hautu Tool - A board document used to develop better learning outcomes for Māori

Within Schools Leader CRRP - Culturally Responsive Relational Pedagogy lead teacher in area of this development

Pedagogy - The method and practice of teaching

SENCo - Special Education Needs Coordinator

ESL - English second language learner

NELP - National Education and Learning Priority (groups)

Analysis of Variance (AOV's) - A report sent to the MOE regarding the achievement outcomes of identified learning groups in the school (annual report)

BOT - Board of trustees

TOLD - Teachers of Oral Language

ALL - Accelerated Literacy Learning (Writing)

STEAM - is the various areas taught in the curriculum

Tikanga - values and practices that are developed over time

PB4L - Positive Behaviour for Learning

