

# Taupō Primary School

## 2023 Charter

*"Hooked on learning"*



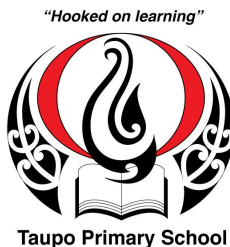
Taupō Primary School

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 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: Student Engagement -**

All students will be 'Hooked On Learning' and able to access the NZ curriculum in relevant and meaningful way.

**Strategic Aim 3: 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 4: Partnerships**

-Strengthen whānaungatanga (partnerships) within our students and within our whānau/families.

## Our Values

### 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.

# ANNUAL PLAN 2023

## 2022 Findings

- There is disparity in Literacy for the year 3 and 5 cohorts, male and Māori learners across years 1-6.
- There is disparity in Mathematics for the year 3 and 5 cohorts and Māori learners across years 1-6.

## 2023 Priority Focus Areas

- Literacy in year 4 with a focus on Māori and Male learners.
- Mathematics in year 6 with a focus on Māori learners.

## 2023 Reporting Groups (Lens)

- Year 4 Literacy - to see accelerative learning taking place within the year 4 cohort, particularly with male and Māori learners.
- Year 6 Mathematics - to see accelerative learning taking place in the year 6 cohort and particularly Māori.

## 2023 Annual Approach to Improve Learner Outcome

### Collective Culture For Learning / Tikanga Huihui Mo Te Ako

Through triangulated partnership:

RELATIONSHIPS/ WHANAUNGATANGA



**Teachers / Leaders**  
**Kaiako/ Rangatira**

**Learners**  
**Ākonga**

**Whanau / Iwi / Community or Hapori**

### Summary Statement / Ideas / Nga Whakaaro Me Nga Huarahi Mahi

Continue to build collective approaches; effective practice, pedagogies, systems and processes that create acceleration and equitable learner outcomes. Know why and what works best for our community and every learner. Continue addressing collective aspects such as teacher capability, planning, data driven approaches, assessment for learning AFL, CRRP, collective inquiry etc.  
SLT to carry out a collective inquiry into schoolwide mathematics with external support.  
Target additional teacher/staffing/PLD towards mathematics and literacy with identified cohorts above.

Hooked On Learning - Developing collective expectations & experiences within all learners. Potentially addressing the curriculum, engagement, student voice, readiness, transition and agency.  
Use of student voice within inquiry and reflective practices. Development of schoolwide curriculum expectations and progressions in different areas. Strengthening the learning and engagement of structured literacy through centrally funded PLD support. Make an application for central funding for mathematics PLD support in 2023.

Developing a collective culture of whanau supporting learning through potentially addressing aspect such as informed families, relationships, partnerships, community engagement, how to help at home. Intentional and planned events to reconnect with community after the covid disruptions.

**To grow, create & understand Te Ao Māori, with a priority of Ngāti Tūwharetoa knowledge, reo, kawa & tikanga to support all ākonga.**

<p><b>Increasing kaiako (teachers), rangatira (leaders) and ākonga (learners) capability in using the Ngāti Tūwharetoa Cultural Kete, Tikanga Māori and Te Reo Māori.</b></p>	<p>Through localised PLD, the MAC, the CoL and Iwi further develop understandings of the Ngāti Tūwharetoa Cultural Kete, tikanga, kawa and Reo Māori within school and class practices. Utilising within school leader and across school leaders to develop systems, approaches and capability linked to a robust action plan that grows <b><i>Tūwharetoatanga, Tikanga and Te Reo Māori</i></b>. Engaging with MAC facilitators and professional learning groups. Allowance for staff to pursue learning opportunities that arise.</p>
<p><b>Developing educationally powerful connections with Whanau</b></p>	<p>Development and implementation of an action plan to consult, engage and promote localised educational partnerships with the community, families and mana whenua Ngāti Tūwharetoa. Engage with hapu and marae to develop reciprocal partnerships with a focus on the Ngāti Tūwharetoa Cultural Kete; <a href="#"><u>Te Kapua Whakapipi</u></a> and <a href="#"><u>Ka Ora Kāinga Rua-Tūwharetoa Education Strategy</u></a>. Continued planned events to connect with community. Establish Assemblies with a purpose.</p>

**Environments For Learning**

	Summary Statement	Possible areas with development or priority for 2023
<p><b>Providing safe, healthy and inviting environments for learning and learners.</b></p>	<p>Continue to address different areas within the school and learning environment to promote safe, inclusive and inviting places of learning.</p>	<p>Promotion and Embedding of new Values Align PB4L matrix up with new values PB4L refresh Play Zones - playgrounds and play area upgrades Peer Mediation continue</p>
<p><b>Localised / Manawhenua Curriculum &amp; NZ Histories</b></p>	<p>Continue exploring and developing what a localised or Manawhenua approach to the curriculum delivery looks like, within this addressing the requirements of the NZ histories curriculum.</p>	<p>Explore what learning opportunities our local surrounds offer. Consider the concept of a progressive localised curriculum expectation. Continue to build aspects of the Manawhenua stories and history into key learning opportunities across the school. Utilize ASL and WSL to support the strengthen of our manawhenua curriculum delivery.</p>

# STRATEGIC PLAN 2022 - 2024

**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	2022-2024
A. Improving student outcomes in Reading, Writing and Maths by using data, trends, professional judgements and Analysis of Variance to identify target / focus areas each year. Within this, identified school wide cohorts are monitored and showing progression over time.	Trends of achievement are of a positive trajectory. Set annual aims with challenging but not unrealistic targets (or focus cohorts), which address areas of need and identified school wide cohorts.
B. Improving student outcomes by ensuring programmes of learning are created and address identified needs within classes and cohorts (Assessment for learning - National Priority)	Assessment practices are reflective of the Assessment for learning model (AFL). Assessment directly drives learning programmes and teacher practice. Assessment Leaders / Team track and monitor assessment to achieve aim 1A (above) Assessment tools provide formative and summative information that drives effective learning programmes.
C. Ensuring accelerated learning is achieved for identified 'at risk' learners.	Development of structured literacy across the school. Programmes (inclass and support) promote high impact teaching strategies. Programmes are differentiated according to needs, interests and ability to promote acceleration. Systems, practices and reporting reflect the priority of acceleration for target learners. Monitoring and implementation of acceleration programmes is driven by teachers.
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.	Participation within the CoL adds benefit to our Taupō Primary School learners. Annual strategic goals align with local iwi and focus on cluster wide improvement in writing, oral language and cultural responsiveness.
E. Considerations and acknowledgement of any existing or new national priority areas.	Address national priority focus areas as they develop. Modify strategic planning to reflect changes in National Priorities.

**Strategic Aim 2: Student Engagement** - All students will be 'Hooked On Learning' and able to access the NZ curriculum in relevant and meaningful way.

Strategic Sub Aims	2022-2024
A. Development, review and maintenance of a localised Taupō Primary School Curriculum that ensures access to the full NZ Curriculum through contexts and approaches that reflect our place and our people.	Consultation with all stakeholders evident in the schools localised curriculum. Localised curriculum development reflects Leading Local Curriculum Guide publication from MoE. Localised curriculum design reflect our rich cultural heritage and environmental resources. The document guides and directs learning programmes within the classroom.
B. Develop school pedagogy, teaching/ learning practices, facilities and environments, to enable the NZ curriculum to be delivered through a collective approach that also reflects the implementation of the digital curriculum, localised curriculum and NZ histories.	Resourcing will support the development of the Taupō Primary 'STEAM' driven curriculum. Taupō Primary curriculum reflects that of a localised 'STEAM' curriculum in 2019 and beyond. Teacher capability and pedagogy is embedded within staff and their practice.
C. Through utilising 'Play Base' learning approach, a priority will be put on student's development within the Key Competencies aspect of the NZ Curriculum.	Playbase learning at Taupō Primary will be well defined and prioritised in the curriculum. Play based learning will reflect collaborative practices in collaborative spaces. Playbase progressions throughout the school will be established. Assessment and reporting will reflect the developmental science behind our play based approach.
D. As part of being 'Hooked On Learning' students will develop agency over their own learning and achievement.	Learners at all levels of school will move towards being more active in the learning process, and actively involved in the decisions about the learning they do.

**Strategic Aim 3: 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	2022-2024
A. Māori ākonga will be supported and able to achieve education success as Māori.	Ākonga will enjoy success through their language (te reo), identity (whakapapa) and culture (tikanga).
B. Practice is guided by Pasifika Education Plan (PEP). Commitment is embedded to achieve PEP goals and targets.	Pasifika 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.	Ākonga with special education needs will be engaged and achieving through being present, participating and learning.
D. ESL learners - the school is focussed on inclusiveness and to allow ākonga of different nationalities to achieve success.	Develop a school wide understanding of our ESL ākonga and their learning needs. Ensure programmes reflect needs of ESL learners.

**Strategic Aim 4: Partnerships** -Strengthen whānaungatanga (partnerships) within our students and within our whānau/families.

Strategic Sub Aims	2022-2024
A. Strengthen educational partnerships with Ngāti Ngāti Tūwharetoa Iwi and our Māori whanau.	The school curriculum will focus on localised curriculum in regards to Te Ao Māori and value that of Ngāti Tūwharetoa first and foremost. Educational partnerships will be strengthened through work with the Māori Achievement Collaborative and driven by the Kawenata between the Kahui Ako and Iwi Taupō Primary will engage with local iwi and honour the Ngāti Ngāti Tūwharetoa Kawenata. Kahikitea, Hautu, Tū rangatira, and other guiding documents will be used to promote best practice within all levels at school.
B. Strengthen concepts of connectedness and belonging by increasing the use of Te Reo Māori and Tikanga practice (and other relevant languages class by class).	Expectations for the level and quantity of Te Reo will be established. The use of greetings and tikanga in public areas including official documents will continue to be strengthened and developed with staff, students and whanau. Practices to reflect tikanga will be developed as a team. A shared understanding the TPS school values -Manaakitanga (hospitality, care for a person's mana and respect), whānaungatanga (relationships, working together, sense of belonging), Aroha (love and concern), Kotahitanga (Being together, unity) will continue to be developed alongside our PB4L PLD.
D. Transparent learner pathways and transitions for all tamariki.	Ākonga requiring early transition will be identified and supported. Successful processes will be continued and adapted as appropriate. Engage early with all whānau, ECE's and schools to strengthen partnerships and transitions. Strengthen play based philosophy and practices to aide transition to school.

# Taupō PRIMARY SCHOOL 2020 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

