

Tauranga Primary School – 1991 – 2024 Annual Implementation Plan:

Overview of our current position:

Students who complete their schooling at Tauranga Primary School achieve very good outcomes in Reading (88% - schoolwide 2023 data Years 1-5), Writing (82%) and Mathematics,(87%). Our school provides effective teaching and learning programmes based on the science of learning, with a strong research evidence base.

Our current challenges are:

- **School Entry Assessment** data indicating a reduced level of readiness for formal learning upon school entry, in 2023 51% of SEA data for Concepts about Print achieved stanines 1-3.
- **Writing outcomes** – the transfer of skills from Structured Literacy is not yet fully evident in student writing.
- **Senior student data** (Years 5 and 6). This area of the school has consistently had the lowest OTJ outcomes for the last few years. NB: Year 5 OTJ is a two sub level shift and is difficult to achieve. However, in the past by year 6 most students were working at expected levels and above.
- Rapidly increasing **ESOL** roll. 76 ESOL students 2022 and 125 in 2023 (47 funded in 2022 and 62 in 2023)
- Steadily increasing **SENCO** roll – particularly students with high and complex needs. Ten students funded with high health needs or ORS enrolled for 2024.
- **Attendance** rate low over Covid years, this has impacted student progress and outcomes.
- Achieving **equitable outcomes** for Māori learners. (NB: Progress rates are equitable)
- Learning and **embedding the curriculum refresh, Te Mataiaho**. The changing political climate has unsettled this process and could lead to changes.

Strengths:

- **Structured Literacy** implementation from 2021 has been very successful, and has been a foundation for our review of teaching pedagogy across the curriculum.
- Extensive **SENCO and wellbeing initiatives** have supported learners to be successful at school e.g., mindfulness, culturally responsive practices, peaceful playground initiatives, zones of regulation. The effectiveness of these interventions is evident in our school wide behaviour data.
- **Skilled, dedicated, and caring staff** who are committed to implementing effective teaching and learning programmes.
- **TPS Learning through play** expectations embedded (especially in the junior school context)
- Strong **parental support** for the school, inclusive of BOT and FOTS.
- **Well-resourced** school in terms of property, personnel, professional learning and teaching resources.
- Established professional learning community – joined together by our **Kāhui Ako**. Local schools sharing knowledge and information to ensure children have quality education throughout their schooling journey.

Our annual parent survey (2022) provided strong evidence regarding what is important to our school community.

Our TPS parent community ask us to focus on:

1. Providing a strong foundation in Numeracy and Literacy
2. Supporting children to be confident, kind, resilient and respectful young people, who can manage challenges and successes in a positive manner.
3. Providing a variety of opportunities and experiences such as camps, sport, kapa haka, choir, science, trips, school productions etc.

In 2024, our annual plan focuses on the following improvements:

Learning and Teaching – we will:

- Continue to focus on embedding consistent Structured Literacy practices school wide
- Develop and trial a scope and sequence for Mathematics teaching in 2024.
- Develop a Te Ao Māori Strategy which will focus on strategies to achieve equitable outcomes for our Māori learners in particular.
- Provide professional Learning for staff in: Mathematics, Writing, First Aid and strategies for working with learners who have English as a second language.

Relationships and Wellbeing – we will:

- Review our enrolment and transition procedures.
- Review our Behaviour Plan.
- Implement Zones of Regulation school wide (already in Years 3-6).
- Providing the skills, strategies and support for our senior leaders to effectively coach and mentor their teams.
- Prepare for our next major property updates: Hall Refurbishment and 5YA modernization priorities.

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Strategic Goal 1: AKO - Learning and Teaching

- Outcomes:**
1. Our TPS curriculum is responsive to our learners, coherent and informed by research.
 2. We achieve equitable progress and outcomes for all learners in Reading, Writing and Mathematics.

TP Kāhui Ako: Achievement Challenge One: Curriculum:

Goals:

1. To support the development of local curriculum across our Kāhui Ako (Curriculum Refresh).
2. To support the development of localised curriculum through the framework of Te Tai Whanake:

2024 Initiatives:	Key Actions	Who:	Timeframe & Resourcing
Coherent Practice:			
<p>Structured Literacy: Structured Literacy is embedded school wide with fidelity.</p>	<p>Structured Literacy:</p> <ul style="list-style-type: none"> ▪ 2 x lead teachers - observations and coaching teachers for fidelity, focus on early years ▪ Induction plan for 2 x new middle team staff implemented (AG and LC) ▪ Alignment of SL assessment to curriculum refresh ▪ Regular SL items in newsletter to keep parents informed ▪ Induction of new entrant roll growth teachers ▪ PLD – Helen Walls - Writing 	<p>Rob Pam & Arlette</p> <p>Team Leaders</p>	<p>Ongoing 2024 - 1x FTU & release time</p> <p>TOD</p>
<p>Mathematics: A scope and sequence for the teaching of mathematics is established and trialled</p>	<p>NZ Curriculum Refresh:</p> <ul style="list-style-type: none"> ▪ Unpack new mathematics curriculum refresh. ▪ Create and trial a scope and sequence for our TPS Localised Curriculum, inclusive of resourcing plan for 2025. <p>Professional Learning Focus:</p> <ul style="list-style-type: none"> ▪ 30 MOE PLD hours (Jo Mathews) ▪ The Learner First Maths PLD – Ōtumoetai cluster (variety of staff) ▪ Basic Facts acceleration programmes – continue to refine ▪ All teachers include appraisal goals (PGC) for the implementation of mathematics PLD learning 	<p>Cathy Jason, Briar & Paul</p>	<p>2024 Staff meetings 3 x Lead Teachers 3x FTU Release days 1 x TOD</p>
<p>TPS Pedagogy Model: TPS pedagogy model is created for full implementation from 2025</p>	<ul style="list-style-type: none"> • TPS Pedagogy Model created based on the Science of Learning evidence-based research. • All teachers include appraisal goals (PGC) for the implementation of TPS Pedagogy Model into teaching programmes 	<p>Fiona SLT</p>	<p>2024 Staff Meetings</p>
<p>Te Tai Whanake: Te Tai Whanake is implemented as part of our localised TPS Curriculum.</p>	<p>Tauranga Moana Pūrākau taught as per Te Tai Whanake resources – focus on Ngāti Ranginui pūrākau and linking to Aotearoa NZ Histories.</p>	<p>Fiona Kelly & Kylie</p>	<p>Term 2 foci for all teams Staff meeting</p>
Equitable Outcomes:			
<p>Te Ao Māori Te Ao Māori overview/strategy created. Te Reo Māori is heard every day in all spaces.</p>	<ul style="list-style-type: none"> • Te Ao Māori overview created – inclusive of Poutama Reo • Whakamana programme created and trialled • Staff te reo pan developed and implemented • Resourcing plan created for 2025/26 	<p>Fiona Kylie - WSL Kelly</p>	<p>2024-25 WSL staffing</p>
<p>ESOL: Teaching staff develop skills and strategies to enhance learning for ESOL students</p>	<ul style="list-style-type: none"> • Jane Van de Zeyden – Tools for Teachers – TOD • Resources required to be purchased or planned for in 2025 for class teachers. • Induct new ESOL Tutor in 2024 • All teachers include appraisal goals (PGC) for the implementation of ESOL PLD learning 	<p>Rob Team Leaders</p>	<p>TOD – January Follow up staff meetings</p>

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Strategic Goal 2: Whakawhanaungatanga - Relationships

Outcome: Our staff, board, whanau and wider education community collaborate to enhance outcomes for our TPS learners.

2024 Initiatives:	Key Actions	Who:	Timeframe & Resourcing
Leadership	<p>DP / AP leadership:</p> <ul style="list-style-type: none"> ▪ Leadership PLG for DP and AP – with Greenpark and Taumata Schools ▪ Principal and DP - Australian Leadership PLD <p>▪ 360 feedback of leadership practice – appraisal process</p> <p>Team Leader – Leadership focus</p> <ul style="list-style-type: none"> ▪ Russell Bishop – PLD – Leading to the North East continued focus for leading change and implementing with fidelity. ▪ Increased focus on leadership development in SLT meetings ▪ Extensive Leadership PLD plan for 2025-26 is developed 	Fiona, Rob & Cathy	2024 ongoing
<p>Senior Leadership Team</p> <p>Senior leaders will be supported with coaching and resources to effectively lead learning in their teams.</p>		Fiona	2024/25
<p>Board of Trustees</p> <p>The BOT will build knowledge and capability to enact their responsibilities in regard to Te Tiriti o Waitangi and Principal Appraisal processes.</p>	<ul style="list-style-type: none"> ▪ NZSTA training – Te Tiriti o Waitangi and Principal Appraisal 	BOT	2024
Parents as Partners:			
<p>Enrolment Review</p> <p>Enrolment and transition procedures will be inclusive and efficient, parents will feel welcomed and well informed about TPS.</p>	<ul style="list-style-type: none"> • Current procedures reviewed for effectiveness, update as required 	Rob	Term 4 2023 - 2024
<p>Community Events</p> <p>We will provide opportunities for our school community to contribute and participate in school events.</p>	<ul style="list-style-type: none"> • Continue to provide school events that bring our school community together. For example: <ul style="list-style-type: none"> ○ Family picnic ○ FOTS – quiz night ○ Matariki celebrations ○ Powhiri • Two community hui offered to come into school for general discussion or to share specific programmes/initiatives for feedback. 	Rob – FOTS Cathy – school events	ongoing
<p>ESOL Community</p> <p>Our ESOL families feel that their culture and values are respected and they have opportunities to share celebrations or concerns with us.</p>	<ul style="list-style-type: none"> • Multicultural event established for TPS • Share with ESOL community staff ESOL professional learning and development - if appropriate share information about ways parents can help with learning at home. • Establish ways for TPS to gain authentic feedback about schooling 	Kelly – WSL Fiona	Term 2 2024. -WSL staffing Term 1 2024

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Strategic Goal 3: Hauora - Wellbeing

Outcome: Our school culture and environment are inclusive based on respectful and caring relationships.

TP Kāhui Ako: Achievement Challenge Two: Hauora | Well Being:

Goal: To embed a model of learning support that identifies, supports, and meets the needs of our tamariki, whanau and kaiako.

2024 Initiatives:	Key Actions	Who:	Timeframe & Resourcing
Inclusive Education:			
<p>TPS Behaviour Plan Review A TPS behaviour plan is created with recognises trauma informed practices</p>	<ul style="list-style-type: none"> • Current behaviour plan reviewed and updated to reflect current practices. • Staff to contribute with feedback and gain an understanding of expectations 	Cathy	2024 – review and create 2025 - implement
<p>Zones of Regulation A scope and sequence for the teaching of the Zones of Regulation is created</p>	<ul style="list-style-type: none"> ▪ Junior team teachers to become familiar with Zones of Regulation and implement. ▪ Scope and sequence for implementation school wide created. 	Liz - WSL	Completed by T4 2024 WSL staffing
Property:			
<p>10YPP and 5YA New 10YPP and 5YA plan established</p>	<ul style="list-style-type: none"> • New plans created and approved by BOT and MOE • Plan for implementation created – process initiated for 5YA first project 	Fiona & BOT	2024
<p>Junior Kitchenette: Junior kitchenette is designed and installed</p>	<ul style="list-style-type: none"> • Basic kitchenette installed into new resource room – fridge, microwave, furniture, water filter etc. 	Susan	Term 2 2024
<p>Hall Project: Hall project is refurbished in 2024</p>	<ul style="list-style-type: none"> • Project manager employed to manage consent and project • Community funding avenues explored to assist with costs 	Fiona	Completed by Term 3 2024.