

Tauranga Primary School – 1991 – 2025 Annual Implementation Plan:

Overview of our current position:

Students who complete their schooling at Tauranga Primary School achieve very good outcomes in Reading (85% - **schoolwide 2024 data Years 1-5**), Writing (80%) and Mathematics (94%). 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 indicates a **declining level of readiness for formal learning** upon school entry, for example Concepts about Print:
 - 2024 – 56%. of SEA data for Concepts about Print achieved stanines 1-3.
 - 2023 - 51%
 - 2022 – 47%
 - 2021 – 42%
- **Rapidly increasing ESOL roll:**
 - 2024 – 78 - MOE funded ESOL students – **17% of school roll** (at the time of the ELLP application) We have 148 students on our roll (31% of the school) who nominate English as being their second language.
 - 2023 - 62 - MOE funded ESOL students – **14% of school roll**
 - 2022 - 47 - MOE funded ESOL students – **10% of school roll**
- **Writing outcomes lower** than what we aspire to and declining. The transfer of skills from Structured Literacy is not yet fully evident in student writing and the rising ESOL roll is impacting outcomes.
 - **2024 - 64%** of students achieving at or above NZ Curriculum expectations. * 2023 - 72% *2022 – 73% *2021 – 74%
- **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.
- Steadily **increasing SENCO roll** – particularly students with high and complex needs. Nine students funded with high health needs, Inclass Support, ACC or ORS are enrolled for 2025.
- **Attendance** rates were low over Covid years has continued (although slowly improving) this has impacted student progress and outcomes, especially for ESOL learners who undertake extended overseas holidays to visit family.
- Achieving **equitable academic outcomes** for Māori learners.
 - Achievement data in Structured Literacy testing (IDEAL) is demonstrating equitable outcomes, with evidence of accelerated progress (see wk 3 Term 4 BOT report)
 - Māori OTJ achievement (65%) is tracking lower than the average for all of TPS student achievement (77%), however in 2024 (Term 1) we achieved our highest number of Māori students achieving in the Stanine 4-9 range for PAT Maths.
- Learning and **embedding the curriculum refresh, Te Mataiaho**. The changing political climate has unsettled this process, with significant changes happening within very tight timeframes.
- Classroom desing (Middel and Senior) provide some challenges for implementing explicit teaching approaches.

Strengths:

- **Structured Literacy** implementation from 2021 has been successful, and is 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 and evidence based teaching and learning programmes.
- TPS **Learning through play** expectations embedded (focus 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 as well as maintain strong iwi and hapu connections. Our leadership team is well connected within Tauranga Moana and uses these connections to learn and grow.
- **Positive ERO School Evaluation Report (2024)**
 - Most students are engaged, make good progress and achieve very well.
 - Strategic and effective leadership drives ongoing improvement to school conditions, promoting student success.
 - Staff collaborate well and use agreed teaching strategies to support the needs of learners.

Key conditions that support student success are well embedded.

- The board, leaders and teachers regularly evaluate meaningful evidence about learner progress and achievement to inform improvement priorities.
- Parents and whānau are respected and valued partners in their child's learning, regular consultation and meetings with teachers.
- Staff value the diverse cultural backgrounds of learners and are strengthening how this diversity is included in teaching and learning.
- Learners who have English as a second language are increasingly well supported to make progress in their learning.

Other Considerations:

The strategic planning component of 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. Creating conditions to support the health and wellbeing of our students
3. Supporting students to be confident, kind, resilient and respectful young people, who can manage challenges and successes in a positive manner.
4. Providing a variety of opportunities and experiences such as camps, sport, kapa haka, choir, science, trips, school productions etc.

ERO Recommendations 2024: The agreed next steps for the school are to:

- continue to raise the achievement of Māori students in reading, writing and mathematics
- continue to strengthen approaches to teaching and learning for learners with English as a second language, promoting their identities, languages and cultures
- sustain and improve regular attendance for all students.

In 2025, our annual plan focuses on the following improvements:

Learning and Teaching – we will:

- Commence whole school **Professional Learning with Learning Matters in Writing**. This will allow us to continue to focus on embedding consistent Structured Literacy practices school wide. Review and start implementation of the new English Curriculum (released November 2024)
- **Expand our Best Start programme (Years 0-2)** to work intensively with Tier 2 and 3 students.
- **Initiate a “Power Up” programme (Years 3-4)** to work intensively with Tier 2 and 3 students.
- **Review and start implementation of the Maths No Problem** Mathematics approach (inclusive of resources and texts) Learn the new Mathematics Curriculum (released November 2024)
- **Develop a Te Ao Māori Strategy** which will focus on strategies to achieve equitable outcomes for our Māori learners in particular.
- Focus on enhancing teaching practices that **accelerate learning for ESOL** students. Implement the English Planet programme in ESOL lessons.

Relationships and Wellbeing – we will:

- Continue with established wellbeing initiatives
- Add 0.35 Learning Support Coordinator role to support the DP and AP in their SENCO role.
- Continue to focus on supporting improved attendance rates

Property – we will continue work on:

- Weathertightness project – Hall
- 10YPP and 5YA plan for property maintenance and improvements

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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"> ▪ 3 x lead teachers - observations and coaching teachers for fidelity – Writing main focus ▪ Induction plan and support for 1 x new senior team teacher - Jana ▪ Alignment of SL assessment to curriculum refresh ▪ Regular SL items in newsletter to keep parents informed & parent information session ▪ Induction of new entrant roll growth teacher ▪ Best Start (Year 0-2) and Power Up (years 3-4) programmes to accelerate learning for Tier 2 and 3 students ▪ PLD – Learning Matters - Writing ▪ All teachers include appraisal goals (PGC) for the implementation of Writing PLD 	<p>Rob Literacy Lead Teachers</p> <p>Lit Leads Rob – Lit leads Rob and Tracey G Rob</p>	<p>Ongoing 2025 - 3 x FTU</p> <p>Learning Matters PLD</p> <p>2025 initiative (MOE and BOT) 2025 – school funded</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, integrate into our localised curriculum <p>Professional Learning Focus:</p> <ul style="list-style-type: none"> ▪ Implement Maths No Problem school wide. Create the TPS Way of delivery ▪ Complete 30 MOE PLD hours (Jo Mathews) ▪ The Learner First Maths PLD – Ōtumoetai cluster (variety of staff – join where necessary) ▪ Basic Facts acceleration programmes – continue to track and embed ▪ Work in with Kahui Ako Mathematics PLD hours ▪ All teachers include appraisal goals (PGC) for the implementation of Maths No Problem 	<p>Cathy Mathematics Lead Teachers</p>	<p>2025 - 26 Staff meetings 3 x Lead Teachers 3x FTU <u>Release days</u> 2 x MOE allocated TODs 1 x January 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 refined to simplified version 	<p>Fiona</p>	<p>2025 Staff Meetings</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 and Ngati Ranginui graduate profile • Whakamana programme, extend and improve whanau connections • Staff te reo pan developed and implemented 	<p>Fiona Kylie - WSL</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"> • English Planet programme implemented into ESOL programme • Purchasing of books with a ESOL lens for library • ESOL practices highlighted in Learning Matters Writing PLD • Include multicultural lens on library buying plan 	<p>Rob Team Leaders</p> <p>Joy</p>	<p>Learning Matters 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 Senior Leadership Team Senior leaders will be supported with coaching and resources to effectively lead learning in their teams.	Team Leader – Leadership focus <ul style="list-style-type: none"> ▪ WBOPPA leadership day and school visits ▪ Coaching – Fiona Big picture (Cathy:Jo & Brianna and Rob & Jana) ▪ Increased focus on leadership development in SLT meetings 	Fiona	ongoing
Board of Trustees The BOT will build knowledge and capability to enact their responsibilities as trustees	<ul style="list-style-type: none"> ▪ NZSTA training – New BOT Chair training and other relevant courses ▪ BOT election year 	BOT	2025
Parents as Partners: Community Events We will provide opportunities for our school community to contribute and participate in school events.	<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 • Community hui: parents invited to come into school for general discussion or to share specific programmes or initiatives for feedback. 	Rob – FOTS Cathy – school events Fiona	ongoing
ESOL Community Our ESOL families feel that their culture and values are respected, and they have opportunities to share celebrations or concerns with us.	<ul style="list-style-type: none"> • Continue to work on strategies to better engage our ESOL community with the school • Establish ways for TPS to gain authentic feedback about schooling 	Tracey G	ongoing -WSL staffing
Attendance Students attending School Regularly	<ul style="list-style-type: none"> • To meet MOE attendance targets • To utilise outside agencies (eg PHN, ASA, Kahui Ako liaison) to help improve attendance 	Cathy	ongoing

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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:			
TPS Behaviour Plan Review A TPS behaviour plan is created with recognises trauma informed practices	<ul style="list-style-type: none"> • monitor 	Cathy	2025
Learning Support Coordinator	<ul style="list-style-type: none"> ▪ 0.35 new role trial – see job description ▪ Evaluate effectiveness of additional support verses student outcomes 	Cathy	
Zones of Regulation A scope and sequence for the teaching of the Zones of Regulation is created	<ul style="list-style-type: none"> ▪ monitor 	Rob and Cathy Team Leaders	2025
Property:			
10YPP and 5YA Implement Plans	<ul style="list-style-type: none"> • Continue implementation of 5YA and 10YPP plans as required 	Fiona & Susan	ongoing
School Led property enhancement, including cyclical maintenance:	<ul style="list-style-type: none"> ○ Best Start teaching space established – RR room ○ Sensory Rooms established (trial) ○ Junior furniture upgrade (replacement of end of life gear) ○ Bike Shed Refurbish (TCC funding) ○ Roofing repairs and maintenance ○ Exterior painting 11,12,13 (end of 2024?) ○ Room 16 interior paint and autex ○ Football fence ○ Outdoor picnic tables/benches (FOTS?) 	Fiona & Susan	2025
Hall Project: Weathertightness	<ul style="list-style-type: none"> • Working with MOE to remediate weathertightness issues and add kitchenette / toilets 	Fiona	Commence construction July 2025