

TURAKI PRIMARY SCHOOL ANNUAL IMPLEMENTATION PLAN

2025

The Turaki Way



AROHA

Summary of the plan

All students at Turaki School are given every opportunity to reach their full potential through effective teaching programmes.

We are focussed on raising the achievement levels of all students. Research has shown that interventions which raise Maori and Pasifika achievement, raise overall achievement. Raising the achievement of Maori students through effective teaching practice and quality assessment will benefit all of our Turaki learners. Therefore, there will be a focus on raising the achievements of our Maori and Pasifika students in order to lift our overall achievement levels.

There is mahi to be done. We will work to meet our Te Tiriti o Waitangi obligations and we intend to continue on our path around effective pedagogy ensuring that the decisions we make around pedagogy are based on research and the needs of our tamariki.

Our AROHA values are precious to us and allow for children to excel in all facets of life. With continued focus on living the AROHA values our tamariki will leave Turaki ready and enabled to be great.

Where we are currently at

Turaki School is staffed with enthusiastic and progressive professionals. The focus for 2025 is embedding consistent teaching and learning throughout the whole school, building a common language in Reading, Writing and Maths, from Year 1-8.

Centrally funded professional development in Literacy has been applied for, in order to continue professional development in Structured Literacy, and ensure the embedding of this teaching and learning.

The Turaki BOT have committed to funding some professional development in Maths, so that we continue the work we have been doing with Bruce Moody.

Every opportunity is taken to increase whanau participation and engagement in their child/rens learning. Some strategies we use to facilitate this are:

- Ensuring we provide an open and welcoming environment for all whanau.
- 1:1 whanau meetings in Term 1 and Term 3 to discuss student learning
- Written reports in Term 2 and Term 4
- Termly whanau events
- Special ladies and mens days in lieu of Mother's Day and Father's Day.
- Whanau Learning hui to explain to the whanau what and how students are learning
- Consistent and regular use of Seesaw to keep whanau informed of their tamariki learning.
- Kapa Haka performances at Tuwharetoa, and local Festivals.
- Marae noho

Attendance matters are managed with a proactive approach. Whānau engagement which includes effective communication is fundamental to our approach and whanau are called in to discuss attendance matters when necessary. Referrals are made to attendance services if and when required. Effective communication between school and whānau has proven very effective in managing student attendance and engagement. Management are informed of absence concerns that need to be addressed. The school office-staff play an important role in the ongoing monitoring of children who are late or absent.

The Turaki Board approved a Strategic Financial plan detailing proposed spending over the next three years, in Term 1 of 2024. The 2025 the following areas in the Strategic Financial Plan are being focused on

- Classroom furniture & equipment
- Paint/Maintenance items
- Structured Literacy
- Improving outdoor environment

Te Tiriti o Waitangi

Te Tiriti o Waitangi is one of Aotearoa New Zealand's founding documents and represents the binding contract between Māori and the Crown. Turaki School recognises our role and responsibility to honour and give effect to te Tiriti o Waitangi.

Under the Education and Training Act 2020, a primary objective of the board of Turaki School is giving effect to te Tiriti o Waitangi. We do this by:

- working to ensure our plans, policies, and local curriculum reflect local tikanga Māori, mātauranga Māori, and te ao Māori
- taking all reasonable steps to make instruction available in tikanga Māori and te reo Māori
- achieving equitable outcomes for Māori students
- providing opportunities for learners to appreciate the importance of te Tiriti o Waitangi and te reo Māori.

Turaki School works from the principles of partnership, protection, and participation to meet our obligations under te Tiriti o Waitangi. These principles reflect the three articles of te Tiriti.

Partnership	Protection	Participation
<p>Turaki School aims to work in partnership with our local Māori community to support rangatiratanga/self-determination. We actively seek the guidance of our local Māori community to help us better meet the needs of our Māori students and ensure they experience educational success as Māori.</p> <p>We consult with our local Māori community on the development of our charter/strategic plan to make sure it reflects and upholds appropriate tikanga Māori and te ao Māori. We seek opportunities to collaborate with Māori to invest in, develop, and deliver Māori-medium learning (NELP Priority 2).</p> <p>As of 2024 Turaki School has partnered with Māori Achievement Collaborative (MAC).</p>	<p>Turaki School actively protects and upholds mātauranga Māori, te reo Māori, and tikanga Māori, and ensures they are meaningfully incorporated into the everyday life of our school (NELP Objective 5). We actively engage with Ka Hikitia Ka Hāpaitia Website link icon.</p> <p>We take all reasonable steps to make instruction available in te reo Māori and tikanga Māori.</p> <p>We support our teachers to build their teaching capability, knowledge, and skills in te reo Māori and tikanga Māori. We provide opportunities for teachers to develop their understanding and practice of culturally responsive teaching that takes into account ākongā contexts (NELP Priority 6).</p>	<p>Turaki School has high aspirations for every student. We encourage the participation and engagement of students and their whānau in all aspects of school life.</p> <p>Our relationships with our school community help us meet the needs of all students and sustain their identities, languages, and cultures. The participation of whānau and our wider Māori community actively informs the way we design and deliver education to ensure Māori students experience educational success as Māori (NELP Priority 2).</p>

AKO- LEARNING

Strategic Goals:

- #1 Support all children to succeed in developing foundation skills and capabilities, including language, literacy and numeracy.
- #2 Raise student achievement through having effective teaching in all classes.

Improvement Goal

Raise the achievement levels of Literacy and Maths across the school (students).
Embed Structured Literacy into schoolwide classroom practice.

What do we expect to see by the end of the year?	<p>Expectations of success are that our kura:</p> <ul style="list-style-type: none"> • has continued staff involvement in Literacy PLD to embed their collective knowledge and deliver the Structured Literacy programme. • has continued staff involvement in Maths PLD to embed their collective knowledge and deliver the Structured Literacy programme. • has a consistent language used throughout the school in literacy and numeracy • has improved achievement in Numeracy so that 75% of students achieve the expected curriculum level for their age. • has improved achievement in Literacy so that 85% (Reading) and 75% (Writing) of students achieve the expected curriculum level for their age. • has improved Maori student Reading achievement so that 65% achieve the expected curriculum level for their age. • has improved Maori student Writing achievement so that 65% achieve the expected curriculum level for their age. • has improved Maori student Maths achievement so that 70% achieve the expected curriculum level for their age.
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Action	Timeframe	Who is Responsible	Resources Required	How will you measure success?
Embed a robust Structured Literacy programme as our core teaching throughout all year levels	Term 1-4	SLT	<ul style="list-style-type: none"> - Learning Assistants in every classroom every day from at least 9am to 1pm - Application to Centrally funded PLD - Cohort 4 - New books to support the programme - PLD when and where required to ensure all staff are up-to-date - Finalise our 2 year Rich Knowledge Literacy units 	<ul style="list-style-type: none"> - Constant Structured Literacy language through all year levels - Dibels achievement levels shows improvement - Staff are putting new learning practices into their daily teaching routines. - Teaching practice in Structured literacy will improve. - Student literacy knowledge and practice in all classes will improve. - Student engagement in Literacy will improve. - Improvement in Reading achievement and progress data. - Topic overview followed by all year levels - Teacher confidence has improved - Teacher and Student feedback
Identify at-risk learners early through ongoing formative and diagnostic assessment.	Term 1-4	SLT Writing Team Maths Team	<ul style="list-style-type: none"> - Assessment data from (Bruce Moody) Maths Diagnostic (Maths), easTtle writing/WTB (Writing) - Diagnostic testing to be used to determine required explicit teaching - Intervention model implemented and sustained (R/W/M) 	<ul style="list-style-type: none"> - Data is reliable and constant - No surprises for the next year teacher - Intervention models are consistent and effective - Explicit teaching is specific and relevant to the student, and desired learning outcome - Fewer students requiring interventions and progress monitoring

			<ul style="list-style-type: none"> - UFLI and Agility with Sound progress monitoring - Provide daily targeted support for students who have been identified as needing further support to experience learning success in Reading. - Structure Literacy Support person appointed and working with Tier 3 students - Outside agencies working with students where needed. (Speech, RTLit, RTLB). 	<ul style="list-style-type: none"> - Assessment is consistent across the school - Assessment is efficient - Assessment is formative - Reporting is consistent across the school
Embed school wide Literacy and Maths progressions and overviews	Term 1-4	SLT Writing Team Maths Team	<ul style="list-style-type: none"> - Topic, Maths and Literacy overviews created for coverage of topic content - New overviews embedded into planning and effective teaching - Maths and Literacy progressions created for teachers to have clear learning pathway to ensure students reach their desired learning outcomes 	<ul style="list-style-type: none"> - Overviews used consistently through the whole school for planning, teaching and learning - Teachers are teaching to the correct learning needs of students - Planning will align with new progressions to ensure continuous learning for students as they move through the school. - Teachers and students have a clear understanding of their next steps in teaching - Staff will feel more confident in their ability to teach - Clear and realistic progression throughout our school will occur for all students
Embed OTJ reading, writing, maths moderation across the school	Term 1 - 4	SLT Writing Team Maths Team	<ul style="list-style-type: none"> - Regular moderation meetings included into team and whole staff meetings 	<ul style="list-style-type: none"> - Data is reliable and constant - No surprises for the next year teacher - Teacher confidence has improved
Writing Lead Teachers (Team) successfully leading an in-school model	Term 2 - 4	Writing Team	<ul style="list-style-type: none"> - Writing Team to provide ongoing focussed professional learning sessions with all teaching staff to improve teaching practice. - Writing Team to observe and coach teaching practice. - Writing team maintains a sustainable in-school model. 	<ul style="list-style-type: none"> - Staff will self-reflect on their practice and make positive changes. - Staff knowledge of effective teaching strategies in Writing will increase. - Student enjoyment of Writing and ownership of their Writing learning will improve. - Improvement in Writing achievement data

Baseline Data

Student Achievement Our end of 2024 data shows	<p>Reading</p> <ul style="list-style-type: none"> • 105 students working At or ABOVE expected curriculum level - 66 Māori/Pasifika (32 Male, 34 Female) • 59 students working BELOW or WELL BELOW expected curriculum level - 40 Māori/Pasifika (22 Male, 18 Female) <p>Writing</p> <ul style="list-style-type: none"> • 96 students working At or ABOVE expected curriculum level - 58 Māori/Pasifika (25 Male, 33 Female) • 68 students working BELOW or WELL BELOW expected curriculum level - 46 Māori/Pasifika (31 Male, 25 Female) <p>Maths</p> <ul style="list-style-type: none"> • 105 students working At or ABOVE expected curriculum level - 65 Māori/Pasifika (34 Male, 31 Female) • 59 students working BELOW or WELL BELOW expected curriculum level - 43 Māori/Pasifika (22 Male, 21 Female)
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MATAURANGA MĀORI

Strategic Goal:

#3 Embed Matauranga Māori into our everyday learning.

Improvement Goal

Increase staff capacity to effectively teach Te Reo Māori, local Maori history, kawa and tikanga to our tamariki.

Increase and embed student identity, particularly Māori student identity, through our local curriculum and the Aotearoa NZ's History curriculum.

Create a culture within our school where our Māori students are proud of who they are and where they come from.

What do we expect to see by the end of the year?

Expectations of success are that our kura:

- has given tamariki local knowledge experiences with a Te Ao Māori focus
- has a successful kapa haka roopu involving students of all ages
- has engaged with whānau in a range of school events and learning
- has a strong relationship with local iwi

Action	Timeframe	Who is Responsible	Resources Required	How will you measure success?
Te Ao Maori and Aotearoa NZ Histories plan	Term 1-4	Cultural Leaders All staff	<ul style="list-style-type: none"> - Continue to build on our existing Te Ao Māori plan - Work with local iwi to upskill our staff and to have representatives come in and talk to our tamariki. - Aotearoa NZ Histories curriculum - Marae Noho <ul style="list-style-type: none"> - Visits to local Marae - Teaching and learning of powhiri, karanga, whaikorero, kai, weaving, ki o rahi - Incorporate into the learning Local Māori history and knowledge 	<ul style="list-style-type: none"> - All tamariki will have increased knowledge of who they are and where they come from. - Our Māori students will be proud to be Maori. - All tamariki will have an increased knowledge of our local Iwi and Hapu - All tamariki will have an increased knowledge of Aotearoa NZ's History
Kapa Haka	Term 2 - 4	Cultural Leaders SLT whanau	<ul style="list-style-type: none"> - Kapa Haka roopu practices once a week - Cultural Leaders to continue to lead fundraising - Succession planning - encouraging and teaching others to take on the role of Kaea 	<ul style="list-style-type: none"> - Kapa haka students will know a range of waiata and haka. - More Māori students will step up into leadership roles within our school. - Kapa haka will be enjoyed by all students.
Te Reo Māori teaching and learning normalised throughout the school	Term 1-4	Cultural Leaders SLT	<ul style="list-style-type: none"> - Working with MAC (Māori Achievement Collaborative) - Use of karakia, waiata, whakatauki - Building an implementation plan which covers a wide range of matauranga maori for all year levels. 	<ul style="list-style-type: none"> - Teachers' confidence in teaching Te Reo Māori has improved - Tamariki know a range of karakia, waiata and whakatauki - Te Reo Māori is normalised in classrooms

HAUORA - WELLBEING

Strategic Goal:

#4 Ensure consistent school wide PB4L strategies and processes to enhance student learning and behaviour.

Improvement Goals

Tamariki are learning in an environment that reflects our PB4L processes

PB4L strategies and processes are used consistently through the school and a common language is used

Tamariki are at school

What do we expect to see by the end of the year?

Expectations of success are that our kura:

- has high attendance rates
- has reduced behaviour issues
- deals with behaviour issues with consistent behavioural practice

Action	Timeframe	Who is Responsible	Resources Required	How will you measure success?
Further develop PB4L Tier 2	Term 1 - 4	SLT All staff	<ul style="list-style-type: none"> - Allocated Staff meeting and team meeting time to ensure consistency in PB4L - Explicit teaching of PB4L lesson plans - Staff have had workshops with Jase Williams - trauma informed practise to support students who require regulation. 	<ul style="list-style-type: none"> - Reduction in behaviour incidents and data - Behaviour across every area of the kura is supported by consistent behavioural practice
Improve regular attendance	Term 1 - 4	Led by SLT	<ul style="list-style-type: none"> - Monitor attendance regularly at weekly SLT meetings - Monitor attendance and use Every Day Matters data - Recognise 100% attendance at weekly assemblies - Recognise 100% attendance for the Term at the end of the Term - Referrals to RTLB, RTLit, Rangatahi Programme 	<ul style="list-style-type: none"> - Students at school more regularly - Shift of 80-90% students to 90-100% - Reduced number of students in the 0-70 category of Every Day Matters data.
Why aren't tamariki attending school? Are there significant barriers.		SLT, office staff, attendance service	<ul style="list-style-type: none"> - Time to talk to whanau about barriers and a chance to make change 	<ul style="list-style-type: none"> - Attendance issues are solution based and whanau are happy with the process

KOTA HITANGA - WORKING TOGETHER

Strategic Goal:

#5 Raise student achievement by engaging, communicating and working with our school and wider Taumarunui community.

Improvement Goals

Increase engagement and participation in Seesaw real time reporting
 Increase whanau engagement in tamariki learning and school activities
 Tamariki are more visible in the wider Taumarunui community

What do we expect to see by the end of the year?

Expectations of success are that our kura:

- has high engagement from whanau in our real time reporting
- is participating (volunteering, visiting, assisting, present) in a variety of the wider Taumarunui activities and events
- is well supported by whanau learning and school events
- has good relationships with iwi and others in the wider Taumarunui area

Action	Timeframe	Who is Responsible	Resources Required	How will you measure success?
Sustain effective real time reports using Seesaw	Term 1 - 4	SLT Teaching Staff	<ul style="list-style-type: none"> - Find strategies to ensure that real time reporting through Seesaw is effective and informative for our students, whanau and staff - Whanau Seesaw weeks included termly, with an incentive for whanau to comment on their child's learning - Seesaw expectations 	<ul style="list-style-type: none"> - Whanau will be more active on Seesaw, viewing, watching, listening to their child's learning. - Whanau will write relevant comments. - Seesaw post expectations will be maintained in every team throughout our school.
Maintain our positive relationships with whanau	Term 1 - 4	SLT Teachers	<ul style="list-style-type: none"> - Build whanau relationships through digital media to ensure relationships are sustained. - Continue whanau and community consultation and learning hui - Real time reporting using Seesaw - 1:1 whanau meetings in Term 1 & 3 and where needed throughout the year for priority learners 	<ul style="list-style-type: none"> - Increased whanau participation and engagement - Whanau included in decision making - Increased student involvement and leadership
Maintain our positive relationships with our wider Taumarunui Community	Term 1 - 4	SLT	<ul style="list-style-type: none"> - Relationships with iwi - Relationship with Taumarunui High School and ECE around transition - Participating and supporting with and alongside local Taumarunui groups and businesses 	<ul style="list-style-type: none"> - Good relationship built with iwi, local schools and ECE, community, groups and businesses - Use of local services, venues and events for educational needs

TAIAO - ENVIRONMENT

Strategic Goal:

#6 Effectively manage resources to enhance the functionality, sustainability and appearance of our school's physical environment so that we feel proud and inspired to learn.

Improvement Goals

Beautify our school environment both interior and exterior so that our students are proud to be members of our Turaki whanau

What do we expect to see by the end of the year?

- Expectations of success are that our kura:
- provides a range of engaging outdoor activities for all tamariki
 - is well presented, bright, vibrant and welcoming

Action	Timeframe	Who is Responsible	Resources Required	How will you measure success?
Engage students in outdoor activities during break times	Term 1 -4	SLT	<ul style="list-style-type: none"> - Scooter/skateboard area developed - Bikes in Schools - Field marking - Painting of court surfaces 	<ul style="list-style-type: none"> - Improved behaviour during break time - More students engaged in activities during break time
Beautify our kura	Term 1 - 4	SLT BOT	<ul style="list-style-type: none"> - Furniture upgrade - Bright Murals to be planned and painted - Cyclical Maintenance Plan 	<ul style="list-style-type: none"> - Our kura will be a bright and welcoming place for all whanau
Bush area to be cleaned up and upgraded to enable regular use of the area	Term 2-3	Caretaker SLT Whanau BOT	<ul style="list-style-type: none"> - Gardening equipment - Pumice for pathway - Whanau assistance - Plants 	<ul style="list-style-type: none"> - Bush will be cleaned up, used and enjoyed by our tamariki