



TAPORA SCHOOL ANNUAL IMPLEMENTATION PLAN 2024

Mission Statement

We will work closely with the community to encourage students to show integrity, be generous in spirit, kind and respectful. Students will have opportunities to accept responsibility and learn from taking risks and making mistakes. Celebrating student successes can come about by directing and being engaged in learning that develops a sense of confidence, self worth and self belief.

Summary of the plan

Tapora School has three strategic goals for the next two years. These are 1) *Every student is able to attain their highest possible standard in educational achievement.* 2) *The school is inclusive and caters for students with differing needs.* 3) *The school gives effect to Te Tiriti o Waitangi.*

[Regulation 9\(1\)\(g\)](#)

Our annual implementation plan outlines how we are going to go about achieving these goals in the first of the two years. Being a small school, roll changes can make drastic differences to our school and so we need to plan for the immediate future based on the students we currently have at our school.

Where we are currently at:

[Regulation 9\(1\)\(e\)](#)

[References to Regulations in this document refer to the Education \(School Planning and Reporting\) Regulations 2023.](#)

End of 2023 Data (number of students)

Learning Area	% Well below or below	% At or Above
Reading (16)	18.75%	81.25%
Writing (14)	28.57%	71.43%
Maths (16)	18.75%	81.25%

This year we are using the end of 2023 achievement data as our starting point. This is due to the difficulty in getting beginning of the year assessments completed when students are away, and interruptions of sports days and water safety lessons. We also have the same cohort of students as at the end of last year, As of the 19th March only the senior maths and reading assessments had been completed. Being a sole charge school there are no classroom release days provided to release the teacher to enable assessments of juniors. Whole school writing assessment will be completed along with junior student assessments in term 2 in readiness for reporting to parents.

Where we are currently at continued: [Regulation 9\(1\)\(e\)](#)

In 2023 the use of online individualised programmes; funding for loss of Learning due to Covid for students in need and additional staffing enabling junior and senior classes for the mornings resulted in accelerated progress for students and student achievement was raised in core learning areas. Compared to the beginning of the year we had three more children achieving above in reading and five more above in writing and mathematics.

Creative use of resources provided the best outcomes for learners to meet the needs of a small school.

Consistent eTap absence reminders were sent out. Attendance was reported to parents in mid-year and end of year reports. Most common days and reasons for absence were targeted and attendance (specifically on a Friday) improved.

The school and wider community received a summary of the consultation held the previous year and actions based on that consultation were included in the 2023 annual plan.

More opportunities were created for parents to be involved in school events through clubs set up for student learning and facilitated by parents and community members.

2024 Strategic and Annual Plans will continue to focus on target children across the school based on the end of 2023 assessments and some completed at the beginning of 2024, lifting their achievement in all learning areas.

The board has made allowances in the budget for funding an additional teacher to continue the support of all students who had their beginning of 2023 learning disrupted through weather events. Grant money received at the end of 2023 from MOE will support this.

We will consult with local iwi about what concepts in Te Ao Māori would associate with the school values and a suggestion for a Whakatauki, tied to our school vision.

Next year will see a return of planning meetings for Ag Day and a representative of each family will be expected to attend whether in person or online. As we are no longer delivering telephone books where all families were expected to participate this will be transferred to Ag Day where everyone will be asked to step up to help increase fundraising.

ANNUAL IMPLEMENTATION PLAN 2024

Strategic Goal 1: Every student is able to attain their highest possible standard in educational achievement.

Regulation 9(1)(a)

Annual Target/Goal: Have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures.

Regulation 9(1)(a)

What we expect to see by the end of the year:

Achievement: Children achieving at their expected year level and/or making progress. Engagement: Through teaching and learning programmes designed to meet the needs of students'. Student voice: Students demonstrating the behaviours that help them learn and are aware of next steps in their learning. Creative use of resources provides the best outcomes for learners to meet the needs of a small school.

Regulation 9(1)(d) ; Regulation 9(1)(f)

Actions Regulation 9(1)(b)	Who Regulation 9(1)(c)	Resources Required Regulation 9(1)(c)	Timeframe	How will you measure success? Regulation 9(1)(d)
Additional staffing for junior class	Board	Additional funds of \$70,000	Ongoing	End of Year assessments
Develop a graduate profile (Dispositions, skills and understandings that we aspire to for our children)	Teachers Whanau Students BOT	Feedback from everyone.	End of 2024	The school will have a graduate profile developed.
Teacher Only days include a focus on structured literacy and maths	Principal and teachers (2)	\$600-800 to pay for one teacher to attend	Term 2 May Term 4 Oct.	Teachers are aware about the upcoming changes and challenges of Government expectations of the NZ curriculum.
Explicit teaching of time/self-management skills to support learning	Principal and teachers (2)	none	ongoing	Student voice
Online individualised programmes along with Kotui Ako online classes available to students in areas of their own interests.	Principal and teachers (2)	\$2,000+	ongoing	Students developing personal interests and increased and broader knowledge brought to group discussions. Successful completion of Kotui Ako class.

Strategic Goal 2: The school is inclusive and caters for students with differing needs.

Regulation 9(1)(a)

Annual Target/Goal: Develop a school environment that is physically, emotionally and culturally safe, and inclusive of students with differing needs

Regulation 9(1)(a)

What we expect to see by the end of the year: A school environment that is physically, emotionally and culturally safe, and inclusive of students with differing needs.

Regulation 9(1)(d) Regulation 9(1)(f)

Actions Regulation 9(1)(b)	Who Regulation 9(1)(c)	Resources Required Regulation 9(1)(c)	Timeframe	How will you measure success? Regulation 9(1)(d)
Provide professional development and support to staff to strengthen teaching, leadership and learner support capability.	Teaching principal and teachers	Teacher Aide Support (Ministry funded) Specialist Teachers: SLT; RTL; appointed MOE funded	Ongoing and when available	Students have a wider awareness of differences Teachers have a wider awareness of strategies to suit special needs
Oversee Capital Works 5yp	Teaching principal / Board	MOE funding Project management	End of Year	Windows and decking completed.
Develop a drinking water safety plan (DWSP)	Teaching principal		6th May 2024	DWSP is completed on time and no incidents of unsafe water.
Access student specific support either through Special Needs, Ministry or RTL.	Teaching principal and teachers	MOE funded fencing		Support is provided by Special Education and RTL IEPs in place Fencing in place by the end of the year.
Design teaching and learning programmes to meet the needs and interests of students.	Teaching principal and teachers	\$2,000+		Evidence of a broad curriculum that includes experiences that engage all students.
Implement Pause Breathe Smile programme.	Teaching principal and teachers	Teacher PLD	TOD Jan24 By end of year	Student voice. Observations. Incident reporting recorded in eTap

Strategic Goal 3: The school gives effect to Te Tiriti o Waitangi

Regulation 9(1)(a)

Annual Target/Goal: Māori students achieving equitable outcomes as Maori.

Regulation 9(1)(a)

What we expect to see by the end of the year: Equitable outcomes for Māori students are achieved.

Regulation 9(1)(d) Regulation 9(1)(f)

Actions Regulation 9(1)(b)	Who Regulation 9(1)(c)	Resources Required Regulation 9(1)(c)	Timeframe	How will you measure success? Regulation 9(1)(d)
Develop a local school curriculum which includes New Zealand Histories and Māori perspectives through consultation and advice from local kaumatua and kuia.	Principal, Staff and Board	Budget for manaakitanga (catering) for community events. Koha to recognise cultural expertise. Local stories.	Ongoing	The school will have a whakatauki - aligned with the school vision. Te Ao Maori concepts that are related to school values and goals that are displayed and taught. Recordings of kaumatua sharing the stories creating a resource for the school. Will have established through local consultation a schoolwide whakatau process.
Involvement with Mac through facilitator and local schools hui.	Principal	Purchase of te Whare Tapu o te ngakau Maori (the Hikairo Schema for primary)	Ongoing for as long as MAC exists	Staff skilled at enacting Treaty principles and demonstrating culturally responsive practice.
Work through the 8 modules over a year (two per term) at staff meeting time	Principal and teachers	Education Council Modules	By the end of the year	Staff completed the Unteach Racism Modules and have a shared understanding of what Maori achieving success as Maori means.
Develop local curriculum with clear progressions for teaching Te Reo Māori and Tikanga Maori.	Principal and teachers	Te Aho Arataki marau - Curriculum Guidelines for Teaching Te Reo Maori. Access to online resources to support teacher practice.	By the end of the year	Have a formalised schoolwide plan of what is already happening in classes cross referencing Te Aho Arataki curriculum objectives. Wider range of karakia as part of the teaching.