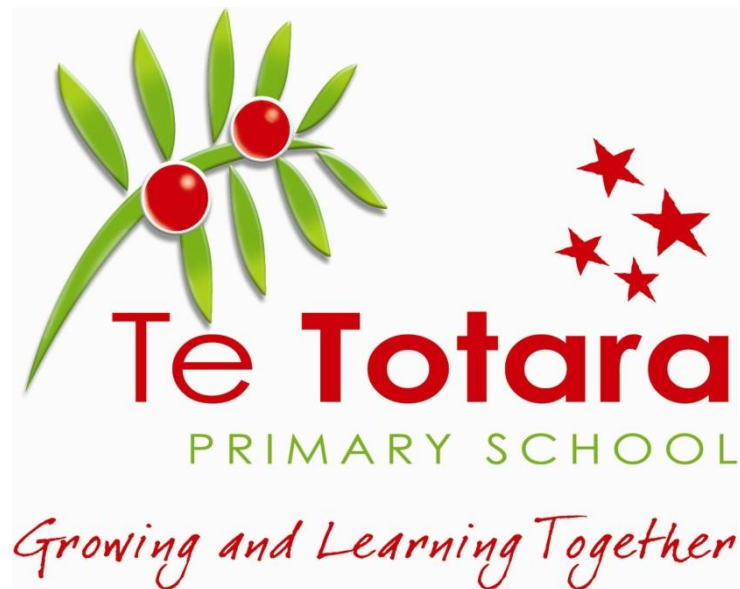


2024-2026 Strategic and 2024 Annual Plan



Our Aim and Values

Growing and Learning Together

Our Purpose

For our school community to be:

- ★ **Smart Decision** makers leading to individual excellence and positive reinforcement of one's self, the school culture and whole community
- ★ **Trying our Best** to achieve success, grow and develop new skills, meet targets and surpass expectations
- ★ **Always Learning** and growing individual and team academic, professional and social skills
- ★ **Respectful** at all times of cultures, beliefs and decisions within our school and wider community. Embrace cultural diversity and encourage the learning of Te Reo Maori and Tikanga
- ★ **Self-Managing** and taking ownership for learning, motivating and celebrating success

About Te Totara Primary School



- Located at 31 Hector Drive, in a growth cell within the Rototuna suburb in North East of Hamilton, New Zealand
- Opened in January 2008 with 58 students, in December 2023 had 809 students
- Has 40 Learning areas, that includes two Satellite classes from Hamilton North Special School, an Administration area that includes resource area and offices, also a Multipurpose area containing a Hall and Staff Lounge
- Has an Individual Learning plan for each student and teacher to help them develop and fulfil our Mission of “Growing and Learning Together”.
- Has a diverse community, with over 35 different nationalities (using the Ministry of Education designations), making for a great school. This includes 21.4 % NZ European, 14.7 % Maori students, 3.2 % Pasifika, 45.7% Asian including 10.0 % Chinese, 20.7 % Indian and 14.7 % other nationalities including 9.4 % African and those defined as ‘other European’.
- Has a supportive community who are active in the school through groups such as the School Board (who govern the school) Parent Teacher Association and Whanau advice.
- Is an active member of Te Pae Here, Kaahui Ako, a large Community of Learning situated in the North-Eastern area of Hamilton City.
- Strong links have been established with Ngati Wairere, through the cultural report commissioned prior to the opening of Te Totara School. This report is evidenced within the ethos of the school and visibly linked through the names of the buildings and our Reach for the STAR's programme. This is also reinforced through their stewardship of Te Pae Here, Kaahui Ako.
- As the school has grown, strong relationships have also been fostered with Kirikiriroa Marae and Aratia Community Marae, through the visits to the marae every second year. This was instigated as a result of consultation with our Maori community who continue to reinforce the importance of this link. Our students have had a rich bond to Kirikiriroa and in their pepeha refer to it as 'my marae.' Since the impact of Covid the availability of Kirikiriroa has been diminished so Te Totara has fostered a new relationship with Aratia Community Marae and Fairfield College.
- Runs a Before and After School care programme catering for over 100 students daily.
- For further information visit www.tetotara.school.nz

Strategic Plan 2024-2026 & Annual Plan 2024



Contents and Background

Pages 1-5	<i>Strategic Plan 2024- 2026</i> This sets out the aims of the School over a two year period.
Pages 6-14	<i>Annual Plan 2024</i> Details the Actions, Responsibilities, Resourcing and Monitoring of the plan.
Pages 15-17	<i>Achievement Data 2023</i> Tables of year end data in Reading, Writing and Mathematics to inform 2024 Targets
Pages 18-23	<i>Specific Targets to lift achievement in 2024.</i> Details the targets we have set to lift achievement.

Principal's Endorsement:	
Board of Trustees Presiding Member:	
Submission date to Ministry of Education:	Available from 1 January 2024. 28 February 2024



Te Totara Primary School Strategic Plan

Growing and Learning Together



OUR PROGRAMMES IN 2024-2026

GROW ACHIEVEMENT FOR LEARNERS	GROW WHANAU COMMUNITY INVOLVEMENT	GROW INFRASTRUCTURE FOR STUDENTS, STAFF AND COMMUNITY	GROW WELLBEING FOR STUDENTS, STAFF AND COMMUNITY
<p>A. Literacy and Mathematics Grow achievement for students in Literacy and Mathematics, reflected throughout the whole curriculum.</p>	<p>A. Community Involvement Enhance opportunities for whanau involvement in school events and local curriculum.</p>	<p>A. 10 Year Property Plan Continue to review and implement the Te Totara 10-year property plan.</p>	<p>A. Wellbeing Practices Enhance our Wellbeing practices with strong connections to our Te Totara STAR's programme.</p>
<p>B. Priority Learners Grow achievement for priority learners in relation to identified Curriculum level expectations.</p>	<p>B. Communication Further develop communication opportunities with whanau and wider school community.</p>	<p>B. Roll Growth Cater for roll growth with external and internal infrastructure maintaining school culture and values.</p>	<p>B. Effective Responses and Interventions Foster effective responses and interventions to challenging situations and behaviour, including implementation of preventative measures where appropriate.</p>
<p>C. New Zealand Education Initiatives Implement the government 'Education Work Programme' and 'Curriculum, Progress and Achievement' changes.</p>	<p>C. Bicultural Heritage Grow knowledge of and celebrate our bicultural heritage through our Treaty of Waitangi commitment in Aotearoa New Zealand.</p>	<p>C. Natural Environment Enhance the natural environment with structures and planting that grow wellbeing and learning opportunities.</p>	<p>C. Te Totara – as a Community of Care Provide an environment that promotes social, mental, spiritual and physical wellbeing in our school community.</p>
<p>D. Community of Learners Grow professional capability of teachers through involvement in the Community of Learning, including the use of any initiatives that are desirable to implement at Te Totara Primary School.</p>	<p>D. Cultural Diversity with Te Totara School Community Develop our understanding of and celebrating diverse cultural groups that are reflected in our school community.</p>	<p>D. Sustainable Infrastructure Continue to develop sustainable practises through Involvement in the Enviroschools programme.</p>	<p>D. Connecting to the Environment Make strong connections to the natural world through curriculum, planting, and playing areas.</p>

Growing and Learning Together



Te Totara Primary School Strategic Plan

Growing and Learning Together



OUR SUCCESS MEASURES 2024-2026

GROW ACHIEVEMENT FOR LEARNERS	GROW WHANAU COMMUNITY INVOLVEMENT	GROW INFRASTRUCTURE FOR STUDENTS, STAFF AND COMMUNITY	GROW WELLBEING FOR STUDENTS, STAFF AND COMMUNITY
Curriculum Level expectation achieved in Literacy and Mathematics for all learners. This is measured throughout Curriculum.	85% positive responses from survey with students and whanau.	10-year Property plan is current and in successful implementation in Strategic plan period 2024-2026.	85% positive responses from Wellbeing survey with students, staff and whanau.
Accelerated achievement for priority learners evident through achievement data.	Visible evidence of bicultural heritage through environment and learning programmes at Te Totara Primary School.	Roll Growth classrooms and additional learning spaces are functional onsite.	Effective situation specific responses and interventions are in place for student's wellbeing. This is evidenced in policies and procedures.
Implementation of Education Initiatives and Curriculum, Progress and Achievement changes.	Our diverse multi-cultural community is acknowledged and celebrated through environment and learning programmes at Te Totara Primary School.	Environmental structures and planting are linked to student learning in our local curriculum.	Visible links to the natural world within the local curriculum of Te Totara Primary school
Reporting from the Principal to the Board of any possible initiatives from the Community of Learning that would be a desirable fit for Te Totara Primary School.	Reporting from Principal to Board of Trustees of Community of Learning initiatives that would be a desirable fit for Te Totara Primary School.	Infrastructure Plan on Sustainable Practices developed and in implementation.	

Growing and Learning Together

1. Grow Achievement for Learners; Priority and other Learners (N.E.L.P. Objectives 1:2, 2:3, 2:4, 3:5 and 3:6)

Action	Who RACI	How	Resourcing	When	Evidence of Success
<p>A. Literacy & Mathematics Curriculum Expectations in Literacy are achieved through high quality teaching and learning. (N.E.L.P. 1:2, 2:3, 2:4, 3:6)</p>	<p><u>Responsible:</u> DP, <u>Accountable:</u> P, DP, AP, Leaders, Teachers, Learning Support <u>Consult:</u> Staff <u>Inform:</u> P, Board (B)</p>	<p>-Develop opportunities for strategic thinking and actions of the leadership team to support schoolwide literacy programmes e. g. expos, school guidelines, quality assurance practices. -Professional development in early literacy practices. Focus areas: Better Start Literacy Professional Development facilitated with Elspeth Oliver (R.T. Literacy). Senior Leadership to implement Te Totara Early Literacy practices incorporating Better Start Literacy and aspects of the Junior Literacy Handbook. -Enhanced professional development in Te Totara writing processes to ensure consistent implementation. -Continue focus on high quality feedback/feed forward and writing moderation processes.</p>	<p>-Share Literacy Data and report with: Staff, BOT and C.O.L. -Apply for 'Better Start Literacy Approach' Programme, (funded by the MOE, delivered by University of Canterbury) -Targeted Teacher Aide support in Reading and Writing particularly in Yr 1-2. -Release of Acting Assistant Principal to develop implementation guidelines in the Yr 1-2 area.</p>	<p>Teacher Only Day analysis of 2023 data. -by Feb 8, 2024 Staff and Team meetings during each term Ongoing Term 3 Exemplar and school-wide moderation. Year End Review 2024 data.</p>	<p>Reading -Student achievement is maintained that almost all students (91%) achieve cohort Curriculum level expectation. 91% target for All students, 89% for Māori students, 88% for Pasifika students and 90% target year level at end of Yr 2. Writing -Student achievement is maintained that almost all students (91%) achieve cohort Curriculum level expectation. 91% target for All students, 88% for Māori students, 88% for Pasifika students and 89% target year level at end of Yr 5.</p>
<p>A. Literacy & Mathematics Curriculum Expectations in Mathematics are achieved through high quality teaching and learning. (N.E.L.P. 1:2, 2:3, 2:4, 3:6)</p>	<p><u>Responsible:</u> DP, <u>Accountable:</u> P, DP, AP, Leaders, Teachers, Learning Support <u>Consult:</u> Staff <u>Inform:</u> P, B</p>	<p>-Develop opportunities for strategic thinking and actions of the leadership team to support schoolwide mathematics programmes e.g., expos, quality assurance practices, professional goals, 'seed learning' discussions at team meetings. -Professional development with staff new to Te Totara. Targeted staff meetings particularly to Yr 3-4 level. -Review effectiveness of practice in Year 3-4 through observations, specific feedback, resource support.</p>	<p>-C.O.L. in-school team leading teacher progressions in Maths -Bruce Moody (external facilitator P.D.) Budget \$8000 -Targeted Teacher Aide support in Maths particularly in Yr 3-6. -0.4 C.R.T & Leadership release Time.</p>	<p>Teacher Only Day analysis of 2023 data. External Facilitator present at school - 6 days Year End Review of 2024 data.</p>	<p>Mathematics -Student achievement is maintained that almost all students (91%) achieve cohort Curriculum level expectation. 91% target for All students, 89% for Māori students, 88% for Pasifika students and 90% target year level at end of Yr 4.</p>
<p>B. Priority Learners Priority Learners-continue to target lifting achievement, focus on Equity and Excellence (N.E.L.P. 1:2, 2:3, 2:4, 3:6)</p>	<p><u>Responsible:</u> DP, <u>Accountable:</u> P, DP, AP, Leaders, Teachers, Learning Support <u>Consult:</u> Staff <u>Inform:</u> P, B</p>	<p>-Continue opportunities for strategic thinking and actions of the leadership team, in goal setting and learning support for priority learners. -Focus on differentiated class programmes. -Initiate contact with whanau within the first school month of identified Priority Students -Regular update of Priority Learners document with quality teaching that works with the Learner. -Review mid and year end data and link to forward planning for 2025.</p>	<p>-Learning Support Coordinator position 1 FTTE (Jane)and .4 FTTE (Kelly) - Teacher aide targeted support -0.4 FTTE Teaching and Learning Time -C.O.L. In School and Across School Leaders.</p>	<p>Ongoing Ongoing Monthly July/Dec 2024</p>	<p>-Priority Learners and groups - Māori, Pasifika, European, Asian, Male, Female are within 3% of expected achievement levels and above. This is 91% in curriculum levels in Reading, Writing and Maths.</p>

<p>B. Priority Learners Learning Support Coordinator Positions (N.E.L.P. 1:2, 2:3, 2:4, 3:6)</p>	<p><u>Responsible:</u> P, AP, priority Learners Leader <u>Accountable:</u> P, AP, Learning AP, Learning Support Coordinators <u>Consult:</u> P, AP, DP, <u>Inform:</u> P, M.O.E., B</p>	<p>- LSC Job Description/Appraisal documentation using new guidelines linked to Teacher's Council professional standards -2024 Appraisal of our full time LSC completed using updated format and new goals and actions set. Link transferred staffing from Te Ao Mārama to priority learner's leader and create LSC aspects of her role. -Base roles within existing successful contexts at Te Totara. -Monitor roles for each LSC/Priority Learners leader/E.S.O.L. team so duplication is not occurring, each person is contributing in an effective manner.</p>	<p>- M.O.E. resourcing -1.00 FTTE L.S.C. at Te Totara -0.42 of a transferred staffing for part time LSC -Transition time for A.P. & Priority Learners leader and LSC. -Seamless transitions of personnel in place</p>	<p>February 2024 February 2024 October 2024 Ongoing 2024</p>	<p>-LSC documentation reflects Teacher's Council model -Updated Appraisal model in use in 2024 LSC Appraisals -Learning Support Coordinators implementing 2024 Annual Plan. -Effective working practices are in place with Senior Leaders, Team leaders, teachers, and support staff. -Learning Support delivery is 'best practice' model -Successful liaison to M.O.E.</p>
<p>B. Priority Learners Consolidate teacher capability & responsiveness to needs of students who are English Language Learners, lifting achievement and whanau involvement. (N.E.L.P. 1:2, 2:3, 2:4, 3:6)</p>	<p><u>Responsible:</u> AP <u>Accountable:</u> P, AP, Learning Support Coordinators, E.S.O.L. teachers <u>Consult:</u> P, DP, AP, Staff <u>Inform:</u> P, B</p>	<p>-Continue to implement Language Learning Pathways Years 1-8 documentation to the teachers on Teacher Only Days prior to school starting. -Teachers and ESOL team to form collaborative relationships with families. -Utilise the strengths of E.S.O.L. teachers, Priority Learners leader and Team Leaders to support teachers, through modelling, sharing of and working alongside teachers in their context. -Include in professional goals for Teachers. -PLD sessions with staff to support them in their role, focus on academic and social language. -Utilise In-School COL positions to support ELL, these are three appointed teachers who are resource persons to support colleagues.</p>	<p>M.O.E. resourcing for Teacher and Teacher Aide detailed below: -0.6 FTTE for ELLP Teacher and Learners support (2 staff; 1 is 0.4 and 1 is 0.1). \$40,000 Teacher Aide time to support E.S.O.L. literacy programmes e.g., Talk to Learn, Alien Talk, Oral Language Support, STAR's Learning. -PLD for E.S.O.L. staff to support teacher's assessment and teaching programmes.</p>	<p>Ongoing throughout 2024 Ongoing throughout 2024</p>	<p>-E.L.L.P. decisions are made by teachers in a confident and consistent manner -Professional Goals achieved for Teachers, -Student Targets for Learning are met and students evidencing strong progress towards second language acquisition during years at Te Totara. -Funding is secured through twice yearly reporting to Ministry of Education.</p>
<p>C. N.Z. Education Initiatives Utilise Education system to support student achievement. (N.E.L.P. 1:2, 2:3, 3:6)</p>	<p><u>Responsible:</u> BOT, P, DP, AP, Staff <u>Accountable:</u> P, BOT <u>Consult:</u> Students, Teachers, Whanau, <u>Inform:</u> P, B, MOE</p>	<p>-A raft of changes in education are planned due to NZ Curriculum refresh and the new Government priorities. Need to be responsive to these, plan and implement to ensure there is a continued focus on equity and excellence. -Board and staff aware of National Education and Learning Priorities (NELP) and any updates to these. -Plan how these emerging priorities are best achieved within our context and assess how we might shift our focus so that the requirements are reflected within our everyday practice. -Review current policies (as per review cycle) and practices in place, identify links the N.E.L.P priorities.</p>	<p>-Review and discuss with Leadership team any changes to the M.O.E. Strategic Plan for Education. -Time, allocate these discussions and responses within school and BOT meetings. -Tools and resources to be shared by the Ministry of Education. Senior Leadership and Leadership time.</p>	<p>Ongoing 2024 as new Government and Ministry of Education directives emerge.</p>	<p>-School runs smoothly, with a continued focus on what is best for students, staff, community. -Targets in relation to student achievement met. -Implementation process ongoing through policy and procedural review cycle. -Alignment of practice is a constant factor -Literacy and Maths curriculum feedback to M.O.E. reflects our 'best practice' model.</p>

<p>D. Community of Learners Continue to strengthen student ownership and wellbeing through Learning/ Student Agency and our learning area wellbeing. (N.E.L.P. 1:2, 2:3, 2:4, 3:5, 3:6)</p>	<p><u>Responsible</u> DP, P, AP <u>Accountable</u> Leadership, C.O.L. In-school and Across School Teachers, Teachers and Students <u>Consult</u> Students, Teachers, Whanau, <u>Inform</u> P, B</p>	<p>-Come to a shared understanding of practices to support student ownership and agency within their learning settings. -Implement a P.L.D. programme to support teachers and students to strengthen ownership of learning to learn. -Include in-school C.O.L. teachers and Leaders professional goals and Inquiries to support them in their practice to ensure Te Tiriti o Waitangi is evident in all aspects of the school. -Use Niho Taniwha readings and P. D. with whole staff to foster strong relationships, a true partnership model with whanau. -Involve C.O.L. Across School personnel using practices based on 'Niho Taniwha' reflections, to develop culturally responsive practices that enhanced student agency and authentic community partnerships.</p>	<p>-Teacher Only Day -Classroom Release Time 0.4 FTE to support professional goals - PLD through COL across school positions -Staff Meeting Team meetings -Targeted resource buying -C.O.L. Across School personnel.</p>	<p>January 2024 Ongoing Term 2-3 2024 Term 2-3 2024 Ongoing 2024 Review Nov 2024</p>	<p>-Ongoing dialogue amongst staff and students regarding authentic learning partnership -A shared understanding of Te Tiriti o Waitangi and cultural competencies reflected into classroom practice at Te Totara -Individual goals based on Niho Taniwha evidenced in staff professional growth cycle. -Student agency evident through curriculum planning and classroom practice.</p>
<p>D. Community of Learners Increase school attendance <u>-Ensure provision of:</u> A welcoming environment, ākongā feel safe. -An engaging curriculum that reflects identity, language, and culture of ākongā. - Develop educationally powerful connections with whānau -Employ teachers who connect with their ākongā. (N.E.L.P. 1.1,1:2, 2:3,2:4,3:5,3:6)</p>	<p><u>Responsible</u> DP, P, AP <u>Accountable</u> Leadership, Admin Manager Teachers Whanau <u>Consult</u> Students, Teachers, Whanau. <u>Inform</u> P, B</p>	<p>-Highlight responsibility of caregivers and whānau to support ākongā to attend school. -Set clear expectations to prioritise attendance. -use attendance data to identify and respond to issues. - our <u>attendance improvement goals will be aligned with national attendance and engagement strategy.</u> Te Totara Attendance Improvement Goals 2023-2025 -continue with a clear response to chronic non-attendance -Increase ākongā motivation to attend school. -Work with agencies to understand/raise levels of attendance and support social and economic needs of ākongā and whānau. -Support Community Liaison (Marise) frontline role to support schools to intervene early to improve attendance. -Minimise and remove barriers to non-attendance -Work with Kaahui Ako based Attendance Service Te Hononga to bring it close to our schools, iwi and whānau.</p>	<p>Senior Leadership and Admin time through personal follow up with whanua, email responses (holidays during term time) and newsletter. Senior Leadership and Admin to use MOE Everyday Matters data 2024 Curriculum focus area and activities (Learning resourcing) MOE funding through Kaahui Ako Additional hours resourcing for Marise School funding for whanau in need (lunches, stationery, uniforms - \$5000) Additional hours resourcing for Marise</p>	<p>Ongoing 2024 Ongoing 2024 Ongoing 2024 Term 1 2024 As required with Te Hononga Ongoing 2024 Ongoing 2024 As required with Te – Hononga</p>	<p>-Timely, clear communication to whanau regarding responsibilities towards school attendance. -Expectations to lift attendance in place with all community members aware of their role in this. -Te Totara attendance goals in place linked to M.O.E. guidelines incremental steps from 2023-2025 -A rich curriculum programme in place so learners want to be at school. -Attendance data is viewed weekly at Admin meeting. Chronic and declining attendees are highlighted in discussions. -Pastoral support -Referrals made through the Kaahui Ako Te Hononga process for us all to work with families improving attendance</p>

2. Grow Whanau and community involvement (N.E.L.P. Objectives 1:2, 2:3, and 3:5)

Action	Who RACI	How	Resourcing	When	Evidence of Success
<p>A. Community Involvement Consult & implement new MOE guidelines for Strategic and Annual plans for 2024-2026</p> <p>Respond to changes to the health component of the curriculum. (N.E.L.P. 1:1, 1;2, 2:3, 3:5, 3:6)</p>	<p><u>Responsible:</u> B, Principal <u>Accountable:</u> B, Senior Leadership <u>Consult:</u> B, Staff and Community <u>Inform:</u> B, Community</p>	<p>-Consult and update the Strategic and Annual plan each year to reflect Community and Ministry of Education Guidelines. -Ensure that the community aspirations are reflected in school programmes and decisions. -Strategic and Annual Plans are to increasingly reflect National Education Learning Priorities (N.E.L.P.) and government priorities.</p> <p>- Updated Health Curriculum from new Government changes to the Relationships and Sexuality component.</p>	<p>-Time and professional guidance to consider new guidelines from MOE for 2024 and beyond Time to consult with community. \$500 hospitality costs</p> <p>Senior Leadership time to implement any updates</p>	<p>New planning format adopted by 1 January 2024 and ongoing review to ensure guidelines are updated.</p> <p>-As the directives emerge from the Government and Ministry.</p>	<p>-New Strategic Plan format (completed 1 Jan 2024) reflected full community consultation. Board sign-off in Feb 2024 and uploaded to school website. -Yearly implementation of the strategic plan, reflecting community decisions. -Clear communication to the community is evident.</p> <p>-Curriculum programming is shared with the community. Community feedback shows confidence in school direction. Smooth transition into our next Health consultation period in 2025.</p>
<p>A. Community Involvement Enhance opportunities for whanau involvement in school events and local curriculum (N.E.L.P. 1:2, 2:3, 2:4, 3:6)</p>	<p><u>Responsible</u> P, DP, AP, Teachers <u>Accountable:</u> All <u>Consult</u> Staff, Whanau and students <u>Inform</u> B., Whanau</p>	<p>-Meet the Teacher evening. -P.T.A. Events – Student Discos, Spellathon, Ice block days, links with school Environment focus</p> <p>-Year 5/6 School Camp Family Helpers (50 across 9 classes) -Learning Plan discussions (student, teacher and whanau), co-constructed goals. -Weekly pod and school assemblies to share learning. Parents invited. -Sports teams coaches and managers -Sports days at Te Totara and in wider cluster -Learning Expos -Family Helpers particularly in Junior rooms <u>Curriculum Involvement of Whanau</u> -Term 1 Social Sciences unit; 'Te Totara-Our Place-Curriculum E.O.T.C trips, when relevant -Senior Production -Year 6 leavers -Volunteers thank you cards & event -End of Year Celebration Dec 2024.</p>	<p>-Time from Senior leadership and teaching team -Publicity for events via Seesaw, website, Facebook and newsletter. -Sports team leaders to facilitate -Transport costs \$500 -Transport costs \$500 -Budget \$3000</p> <p>½ Unit for production facilitator \$2225 -Budget: \$500 -Budget \$100 -Budget: \$1100</p>	<p>Feb 2024 Ongoing 2024</p> <p>Feb 2024</p> <p>March 2024 Ongoing 2024</p> <p>Ongoing 2024 Term 2 2024 Term 2-4 2024 Term 2 2024</p> <p>Feb–March 2024</p> <p>Term 3 2024 Dec 2024 Dec 2024 Dec 2024</p>	<p>-Many opportunities for Whanau to be involved and connected to Te Totara school life. -P.T.A. supported by school staff and community</p> <p>Families active participants in all student learning plans and when required I.E.P.'s.</p> <p>-Vibrant school life with many opportunities for involvement in Sports, the Arts and local Curriculum.</p> <p>-Successful year end events reflecting high levels of community involvement.</p>

<p>B. Communication Keep community informed through social media including Facebook, Website TTTV, Seesaw and weekly newsletters (N.E.L.P. 1:1, 1:2)</p>	<p><u>Responsible</u> Digital Leader, Admin team, Teachers <u>Accountable</u> P <u>Consult</u> B <u>Inform</u> B</p>	<p>-Ensure community and parents/caregivers have current and relevant information relayed to them with translation into own language. -Use TTTV to help parents with School events and ways of working i.e. drop off zone use, Moonlight drive pedestrian rules. -Use Seesaw and TTTV to share our learning and goals to community in plain language. -External electronic signage to share notices, information and affirmations in a formal and informal manner using plain language. -Our diversity and Te Tiriti goals are reflected in all communications.</p>	<p>-Time and resourcing for Digital Leader \$4500 -Digital Student Leaders developing TTTV episodes every 2 weeks. -Teachers responsible for enhanced learning, funding as needed. -Additional funding or time-in-lieu for Office staff responsible for sign to develop informal formats.</p>	<p>Ongoing Ongoing Ongoing through school year As required. Ongoing through school year</p>	<p>-Community are well informed, include feedback from community survey if needed. -Positive feedback from community regarding the communication channels we have. -Families interacting with students and teachers via Seesaw both inside and outside of school -Electronic signage is informative of events and reflects the 'school culture.'</p>
<p>C. Bicultural Heritage Continue Tikanga and Te Reo expectations and support through Curriculum for teachers and staff. -Grow teacher knowledge of Aotearoa/New Zealand History through Kaahui Ako links with Tainui and Ngati Wairere. (N.E.L.P. 1;2, 2:3, 2:4, 3:5, 3:6)</p>	<p><u>Responsible:</u> P, DP, AP, Teachers <u>Accountable</u> Senior Leadership, Whanau committee, Haka Hiva for Kapa Haka, teachers <u>Consult</u> Staff, Whanau <u>Inform</u> B. Whanau</p>	<p>-Continue to support Tikanga in all learning areas. -Reinforce previous professional development. -Increase proficiency of staff in te reo Māori. -Support individual teachers through their own te reo development personal goals and P.D. in Niho Taniwha learning journey -Link this to Performance Management processes. Staff self-review their own development in Professional Growth Cycles (P.L.G.) conversations and set goals. -Curriculum emphasis on Tikanga with Kapa Haka cultural expression occurring during learning time instead of break times, as previously occurred. -Through Kapa Haka performances host whanau events to enhance regular consultation with Māori community. -Kaahui Ako Teacher only Day for all teachers in Te Pae Here Professional Learning Day: 'Te Mataiaho.' (NZ Curriculum Refresh)</p>	<p>-0.2 FTE to support teacher's growth in Tikanga. \$4500 unit for staff member responsible for Whanau -Tikanga funding including Haka Hiva Kapa Haka programme \$8700 -Hospitality funding for these events \$500 All teachers attend. \$1000 to reimburse staff who do not normally work on Friday.</p>	<p>Teacher Only Day P.D. for all staff -Jan 2024 Tikanga support from early Term 1 Kapa Haka and Staffroom Te Reo -all year Te Wiki o te Reo Maori (Sept 2024) 31 May 2024</p>	<p>-Ongoing Tikanga programme. -Acknowledgement of staff professional growth in this area through performance management process. -Staff have new 2024 goals in Niho Taniwha, Tikanga and Te Reo. - Student knowledge and participation in bicultural practices is increasing. -Whanau attendance at Kapa Haka and other school events is high and consultation is positive. -Māori community have a forum to share ideas. -Te Totara continues curriculum refresh development aligned to our own successful learning model.</p>
<p>D. Cultural Diversity Develop our understanding of and celebrating diverse cultural groups that are reflected in our school</p>	<p><u>Responsible</u> B, P <u>Accountable</u> P, D.P. A.P. Staff, Diversity leader <u>Consult</u></p>	<p>-Community Liaison officer reaches out to families -Community committee has staff member with a unit around Diversity. -Talents of the Pasifika Academy (T.O.P.A.) developing Te Totara Pasifika cultural group, performances shared across school and wider community three times a year. -Significant cultural events linked to local curriculum.</p>	<p>Marise Crow \$4500 unit for staff member Budget: \$1500 \$800 for named flags</p>	<p>Ongoing Ongoing As new cultural groups enrol.</p>	<p>-Our community feel comfortable and connected to Te Totara School -Diversity of community is acknowledged and valued -Strong Pasifika group in place with high participation from the students -Community members sharing culture and activities with classes and pods -A rich understanding of celebration is</p>

community. (N.E.L.P. 1;2, 2:3, 2:4, 3:5, 3:6)	B, Community Liaison, Families <u>Inform</u> B, Community	-Term 1 focus 'Te Totara – Our Place' and 'Te Tiriti o Waitangi.' -Continue to add to the flags of our cultural groups displayed in the Matariki Hall.			developed within our students -Flags acknowledging the cultural groups belonging to Te Totara are a visible sign of our diverse heritage
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3. Grow infrastructure for Students, Staff and Community (N.E.L.P. Objectives 1:1, 2:3,)

Action	Who RACI	How	Resourcing	When	Evidence of Success
A. 10 Year Property Plan 2022-2032 Continue actions of 5YA Property plan. (N.E.L.P. 1:1, 2:3)	<u>Responsible:</u> B, P, Snr Leadership, Business Manager <u>Accountable:</u> B, Staff, MOE <u>Consult:</u> B, Staff <u>Inform:</u> B	-Continue to implement 5YA works programme from a review of school upgrade needs and future projects. <u>2024 projects:</u> -Exterior repaint of Block D – Orion. Develop an exterior painting schedule for school blocks. (School funds – Cyclical Maintenance) -Complete the roofing and electrical upgrade project (5YA) -Review remaining 5YA funds for Priority 3 projects (Window upgrades in Admin block, Redevelopment of Blocks X and Y Rm 16-17) -Begin planning for this -Develop plan and begin Heat pump replacement.	Agreed 10 Year plan, working on first 5 years. Cyclical Maintenance 5YA 5YA 5YA	Term1 2024 Term 1 2024 Term 2-4 2024	-5YA Drainage, Roofing and Electrical projects have been completed. -Exterior repaint of Orion completed. Painting schedule of exterior school buildings in place. -Review of P3 projects completed, financial allocation in place. -A P3 works schedule has been developed area indicated in the 10YPP and achievement of some phases of these projects have occurred. -Replacement Plan for Heat Pumps developed. Progress underway.
B. Roll Growth Cater for ongoing roll growth with external and internal infrastructure, maintaining school culture and values. (N.E.L.P. 1:1, 2:3)	<u>Responsible:</u> P, B <u>Accountable:</u> B <u>Consult:</u> B, MOE <u>Inform:</u> B, MOE	-MOE agreement to retain for potential future roll growth the area vacated by the closure and removal of the Barnardo's early childhood centre on MOE leasehold land. -Removal of Barnardo's, buildings. -Land restored as additional playing area linked to the orchard area and the school gardens in the medium term. -Links occurring to new EnviroSchools focus -Ensure school internal infrastructure robust to manage roll growth across 2024	M.O.E. and Barnardo's to restore the site as per their agreement. Site levelled, fenced, and grassed. Playing area developed as per Action C below Staffing Increase processes once staffing roll exceeded.	Determined by M.O.E. Jan 2024 Terms 1-4 2024 Ongoing 2024	-Any future developments are well planned and allow the school to focus on student learning in appropriate infrastructure, in the physical environment, staffing and internal structures. School culture and values maintained through growth period.

<p>C. Natural Environment Enhance the natural environment with structures and planting that grow wellbeing and learning opportunities. (N.E.L.P. 1:1,1:2, 2:3,)</p>	<p><u>Responsible:</u> P, B <u>Accountable:</u> Leadership, Staff Caretakers, School Council, <u>Consult:</u> PTA, B, Students, staff <u>Inform:</u> BOT, Community</p>	<p>-Develop additional garden areas at Te Totara, particularly with a cultural focus -Increase the student seating areas in the natural environment. -Enhance planting and structures to encourage student investigation and participation – Enviro community. Explore schoolwide involvement in the Natural World -Identify clear links to the natural environment in the learning overview.</p>	<p>\$20,000 for the site enhancement: -Cultural aspect including seating, raised gardens, water and imaginative play area. In conjunction with P.T.A.</p>	<p>Autumn 2024 Autumn and Spring 2024 Ongoing</p>	<p>-Student's visible enjoyment of physical activity and environmental experiences. -Learning is holistic using environmental and cultural motivation. -Students increasingly interacting with the Natural World through access to natural infrastructure being developed.</p>
<p>D. Sustainable Infrastructure Continue to develop sustainable practices through involvement in EnviroSchools programme (N.E.L.P. 1:1,1:2, 2:3, 3:5, 3:6)</p>	<p><u>Responsible:</u> P, B <u>Accountable:</u> P, B, Staff, Students <u>Consult:</u> B, MOE <u>Inform:</u> B, MOE</p>	<p>-Review current models of sustainable practice within schools from small changes to larger projects. Use knowledge from EnviroSchools programme. -Continue to focus on reduced energy usage with our solar energy and electrical upgrade. -Survey completed of lighting. Upgrade of all lighting to energy saving LED's -Develop a plan for more sustainable practices at Te Totara. -Continue to make staff and students aware of sustainable practices via curriculum and day to day school functioning.</p>	<p>-Time for senior staff to explore this. -5YPP plan plus additional \$25,000 for previous 10YPP -Partnership between Board & Leadership to develop this.</p>	<p>Term 1-2 2024 Ongoing Term1 2024 Term 4 2024 Ongoing</p>	<p>-Sustainable practices underway at Te Totara through environmental initiatives -Student knowledge of and involvement in sustainability increasing.</p>

4. Grow Wellbeing for Students, Staff and Community (N.E.L.P. Objectives 1:1,1:2, 2:3, 3:5 and 3:6)

Action	Who RACI	How	Resourcing	When	Evidence of Success
<p>A. Wellbeing Practices -Support wellbeing and positive school culture through mindfulness programmes for students and staff. (N.E.L.P. 1:1, 1:2, 2:3, 3:5)</p>	<p><u>Responsible:</u> Senior leadership and Wellbeing committee <u>Accountable:</u> P <u>Consult:</u> Staff, Students, community <u>Inform:</u> B.</p>	<p>Continue implementation of a Te Totara Wellbeing programme incorporating aspects of Mindfulness, Tikanga, linked with our STAR's programme. Availability of Pause, Breathe Smile facilitator to support and advice delivery of the programme to classes. Wellbeing survey for students -Continuing these programmes across the school: Zones of Regulation, Proprioceptive Techniques and linking/reinforcing all programmes to our STAR's.</p>	<p>- Through Southern Cross, free to schools -Additional resource purchasing -Senior Leadership and Mentor teachers to lead wellbeing programme refresh, particularly with new staff</p>	<p>'Mindfully Me' curriculum programme Terms 1 2024. -Ongoing Mindfulness, STAR's, Zones of Regulation regularly. Feb and Nov 2024 -Incorporate aspects of 'Te Whare Tapa Wha' into Mindfully Me focus area. -Employee Assistance</p>	<p>-Student, parent, and staff feedback on Mindfulness programmes. -Classroom teachers feel confident to deliver the mindfulness programme to their learning area. - A unique Te Totara Wellbeing programme is being regularly refreshed and implemented in all learning areas.</p>

		-Contract for Employment Assistance Programme to support staff wellbeing... www.eapservices.co.nz	-Funding of E. A.P programme; \$3500 per year.	programme ongoing and staff regularly updated on access.	
<p>B. Effective Responses and Interventions</p> <p>Foster effective responses and interventions to challenging situations and behaviour, including implementation of preventable measures, where appropriate. (N.E.L.P. 1:1, 1:2, 2:3, 3:5)</p>	<p><u>Responsible</u> P, DP, AP, B (as appropriate)</p> <p><u>Accountable</u> P, DP, AP, B</p> <p><u>Consult:</u> Staff, Families, COL</p> <p><u>Inform:</u> B, MOE, Families, Staff</p>	<p>-Continue to develop wellbeing programmes as detailed above.</p> <p>-Regular review of Policies and Procedures: Stand down, Suspensions and Exclusions policy Student Behavior Policy.</p> <p>-Review with staff the Prevention of Bullying policy and Procedures.</p> <p>-New Physical Restraint Guidelines – Staff PD through online MOE Learning.</p> <p>-Continue to work closely with supporting agencies and families to create sustained and effective interventions for their children.</p> <p>-Continue professional development of staff in the Incredible Years for Teachers Programme.</p> <p>-Principal to attend New Zealand Principal's Conference. (new Principal -Term 1 2024)</p>	<p>-Research into current approaches and responses</p> <p>-Additional resource purchases</p> <p>- Time for Senior Leadership/Staff meeting.</p> <p>-Targeted Teacher and Teacher Aide time to support students.</p> <p>-Guest Teacher Release for teachers on the 'Incredible Years' programmes.</p> <p>-\$2000 Conference & Accommodation.</p>	<p>Ongoing 2024</p> <p>Ongoing 2024</p> <p>Feb 2024</p> <p>By 7 Feb 2024</p> <p>Ongoing 2024</p> <p>Terms 1-3 2024</p> <p>September 2024</p>	<p>-Responses are effective with positive interventions in place.</p> <p>-Students feel supported and that we can 'make a difference' with them.</p> <p>-Teaching and Learning Assistant staff are compliant with M.O.E. requirement in Physical Restraint and school behaviour guidelines.</p> <p>-Learning within social situations is occurring relevant to the child's developmental needs.</p> <p>-Families/Whanau are in partnership with the school and appropriate external agencies as needed.</p> <p>-School Leadership and staff have ongoing P. D. opportunities in this area.</p> <p>-Principal involved in Professional Network and Development.</p>
<p>C. Te Totara – as a community of Care</p> <p>Provide an environment that promotes social, mental, spiritual and physical wellbeing in or school community. (N.E.L.P. 1:1, 1:2, 2:3, 3:5)</p>	<p><u>Responsible:</u> Senior leadership and Wellbeing committee</p> <p><u>Accountable:</u> P</p> <p><u>Consult:</u> Staff, Students, community</p> <p><u>Inform:</u> B.</p>	<p>-Support families in need in both pastoral, practical ways and emotional support links where appropriate.</p> <p>-Always commit to enhancing the dignity of the individual with students, staff and families.</p> <p>-Sensitive engagement with support agencies.</p> <p>-Transition to and from school with families and outside agencies meetings</p> <p>-No barriers to participation in Curriculum programmes and the greater 'life of our school.'</p> <p>-Reinforce importance of Te Totara Community Liaison role.</p> <p>-Staff Counselling available as needed.</p>	<p>-Curriculum trips are subsidised or fully paid for by school operations grant to reflect inclusive practices</p> <p>-High quality secondhand uniforms given to families</p> <p>-Te Totara stationery & aquatics funded for some families</p> <p>-Marise Crow, additional hours as required</p> <p>-Annual funding of E.A.P. for staff \$3500</p>	<p>Ongoing 2024</p> <p>Ongoing 2024</p> <p>Ongoing 2024</p> <p>Term 1 & 4 2024 as required.</p> <p>Term 1,2&4 2024</p> <p>Ongoing 2024</p> <p>Ongoing 2024</p>	<p>-Te Totara community feels supported in times of need.</p> <p>-Equity of student access to opportunities within our school curriculum</p> <p>-Partnership between families, school, and agencies (where appropriate) are based on trust, positive and affirming.</p> <p>-Staff and community feel supported with a high degree of relational trust and a sense of fun.</p> <p>-Te Totara is seen as a 'large family' with caring staff and atmosphere who are here to help.</p> <p>-Students leadership skills are</p>

		<ul style="list-style-type: none"> -Social events for school and staff. -Year 6 Student Leaders facilitated by Yr 5/6 Team Leaders -School Tours for visitors. -Preschool visits to New Entrant block -Active engagement with neighbouring preschools. -Student pastoral and transition leaders -Active engagement with retirement village. 	<ul style="list-style-type: none"> -Weekly visits by student transition leaders. Performance by choir and productions Morning tea invitation for village neighbours. 	<p>Feb-Dec 2024</p> <p>4 school tours across each term</p> <p>Weekly preschool visits each Thursday morning</p> <p>Weekly visit to Learning Links preschool by Transition Leaders</p> <p>Term 1 and 4 2024</p> <p>Year-end 'thank you.'</p>	<ul style="list-style-type: none"> being developed. -Students are being prepared for their next learning environments. -Strong bonds are maintained with preschool centres and retirement village close by. -Te Totara Primary School is active and well-thought of within our local community.
<p>D. Connecting to the Environment</p> <p>Make strong connections to the natural world. (N.E.L.P. 1:1, 1:2, 2:3, 5:8)</p>	<p><u>Responsible</u> DP</p> <p><u>Accountable</u> P, DP, AP</p> <p><u>Consult</u> P</p> <p><u>Inform</u> B</p>	<ul style="list-style-type: none"> - Become an Enviroschool. Work with a regional facilitator to develop an Enviroschool plan for our Te Totara School Community. Develop the 'Plan, Design and take Action' philosophy with our school STAR's values. -Redevelop the school gardens area as part of a plan for the extended natural playing area where Barnados was. -Incorporate this into our curriculum programmes. -Share responsibility for our school vegetable garden with rostered teaching teams. -Explore the 'Garden to Table' programme as an extension of being an Enviroschool. -Leisure areas linked to natural environment. -Seek opportunities to investigate the natural world through local curriculum e.g. stories from Ngati Wairere, science links with the Kukutaaruhe Fairfield Project gully restoration, artworks, Camp. -Make connections with learning through the environment. -Unit on Living World to be taught in Term 4. 	<ul style="list-style-type: none"> -Enviroschools Network -\$25,000 for garden development, -Enviro ½ Unit for Teacher \$2225 -\$5000 for ongoing planting and maintenance -Garden to Table Charitable Trust -C.O.L. Te Pae Here Gully area 	<p>Autumn and Spring 2024</p> <p>Each term</p> <p>Term 2-4 2024</p> <p>Ongoing 2024</p> <p>Ongoing 2024</p> <p>Term 4 2024</p>	<ul style="list-style-type: none"> -School vegetable garden is redeveloped and planted with seasonal produce. -Students learning about the cycles of nature and how to look after living things. -Seating areas enhanced around the school to develop student's social interactions. -Teachers increasingly interacting with the Natural World through co-constructed curriculum opportunities with students. -Students 'notice' and make connections to the natural world. They develop the NZ Curriculum values of inquiry and curiosity.

2023 Curriculum Level Expectations Reporting

Te Totara Primary School – All Students.
Data from Year End Reporting 14/12/2023

Reading	Not At		Working Towards		At		Exceeded		Total Number
	Number	Proportion	Number	Proportion	Number	Proportion	Number	Proportion	
All students	29	4%	65	9%	584	76%	87	11%	765
Māori	7	6%	13	12%	84	74%	9	8%	113
Pasifika	2	8%	3	12%	17	68%	3	12%	25
Asian	12	3%	24	7%	272	78%	42	12%	350
N.Z. European/Pākehā	4	2%	9	6%	122	74%	29	18%	164
All other Ethnicities incl Other European	4	4%	16	14%	89	78%	4	4%	113
Male	18	5%	36	9%	289	75%	43	11%	386
Female	11	3%	27	8%	295	78%	44	11%	379

Reading	Not At		Working Towards		At		Exceeded		Total Number
	Number	Proportion	Number	Proportion	Number	Proportion	Number	Proportion	
End of Year 0			7	14%	42	86%			49
End of Year 1	4	4%	19	17%	88	79%			111
End of Year 2	4	3%	18	14%	79	61%	28	22%	129
End of Year 3	3	3%	9	10%	65	68%	18	19%	95
End of Year 4	8	7%	4	3%	86	72%	21	18%	119
End of Year 5	7	5%	4	3%	112	88%	5	4%	128
End of Year 6	3	2%	3	2%	113	85%	15	11%	134

2023 Curriculum Level Expectations Reporting

Te Totara Primary School – All Students.
Data from Year End Reporting 14/12/2023

Writing	Not At		Working Towards		At		Exceeded		Total Number
	Number	Proportion	Number	Proportion	Number	Proportion	Number	Proportion	
All students	32	4%	81	11%	640	84%	12	1%	765
Māori	6	5%	20	18%	87	77%			113
Pasifika	1	4%	7	28%	16	64%	1	4%	25
Asian	14	4%	24	7%	305	87%	7	2%	350
N.Z. European/Pākehā	4	2%	12	8%	145	88%	3	2%	164
All other Ethnicities incl Other European	7	6%	18	16%	87	77%	1	1%	113
Male	21	5%	50	13%	314	81%	1	1%	386
Female	11	3%	31	8%	326	86%	11	3%	379

Writing	Not At		Working Towards		At		Exceeded		Total Number
	Number	Proportion	Number	Proportion	Number	Proportion	Number	Proportion	
End of Year 0			8	16%	41	84%			49
End of Year 1	2	2%	8	7%	101	91%			111
End of Year 2	2	2%	9	6%	115	89%	2	3%	129
End of Year 3	3	3%	13	14%	79	83%			95
End of Year 4	6	5%	22	18%	84	71%	7	6%	119
End of Year 5	15	12%	3	2%	109	85%	1	1%	128
End of Year 6	4	3%	18	13%	111	83%	1	1%	134

2023 Curriculum Level Expectations Reporting

Te Totara Primary School – All Students.
Data from Year End Reporting 14/12/2023

Maths	Not At		Working Towards		At		Exceeded		Total Number
	Number	Proportion	Number	Proportion	Number	Proportion	Number	Proportion	
All students	12	2%	69	9%	651	85%	33	4%	765
Māori	3	3%	14	12%	92	81%	4	4%	113
Pasifika			8	32%	17	68%			25
Asian	3	1%	18	5%	311	89%	18	5%	350
N. Z. European/Pākehā	1	1%	12	7%	142	87%	9	5%	164
All Other Ethnicities incl Other European	5	4%	17	15%	89	79%	2	2%	113
Male	4	1%	33	8%	327	85%	22	6%	386
Female	8	2%	36	10%	324	85%	11	3%	379

Maths	Not At		Working Towards		At				Total Number
	Number	Proportion	Number	Proportion	Number	Proportion	Number	Proportion	
End of Year 0			6	12	43	88%			49
End of Year 1			1	1%	110	99%			111
End of Year 2	2	2%	10	7%	99	77%	18	14%	129
End of Year 3	1	1%	21	22%	70	74%	3	3%	95
End of Year 4	2	3%	12	10%	95	80%	9	7%	119
End of Year 5	5	4%	9	6%	112	88%	2	2%	128
End of Year 6	1	1%	10	7%	122	91%	1	1%	134

Te Totara Primary School Targets to lift Achievement 2024

There are four specific targets for 2024, relating to Wellbeing, Reading, Writing and Maths. Each has a context relevant that promotes Equity and Excellence in our School. The targets reflect the National Administration guidelines of a focus in Years 1-8 in Literacy and Numeracy, as well as providing a safe physical and emotional environment.

Target 1-Wellbeing

Background

Te Totara Primary School has a belief that student and staff wellbeing are fundamental to a safe and inclusive environment that fosters Equity and Excellence. A Wellbeing Committee was formed to support this. Confidential Surveys across all year levels are taken annually. These provided very positive affirmations about the School as well as providing key areas to work on, in order to support students and staff. Improvements on the survey regularly occur as advised by our C.O.L. in-school personnel. The survey is analysed for effectiveness and 'next steps' actions informing our yearly Annual Plans. It is the responsibility of the Senior Leadership, C.O.L. In-School leaders, Wellbeing committee, Team Leaders along with staff and students to support these gains.

The areas are:

- Student knowledge and understanding of guidelines and acceptable practices about behaviour
- What to do if someone is hurt or bullied
- A sense of belonging to Te Totara Primary School and feeling safe here
- Students treat others with respect
- Include children who are left out
- Listening to others viewpoint.

Expected Target

Equity and Excellence Target of 91% or better

Targets for Wellbeing are from the results of Wellbeing Surveys in 2023. These have been finalised before the February 2024 B.O.T. meeting with staff, including the wellbeing committee having been consulted. As school staff have a vital role to play in student success, it is important to involve them in the process to support students in their achievements.

Next Steps 2024

- Continue to involve C.O.L. In-school teachers in these Wellbeing processes.
- Analysis of results with our staff and explore strategies to improve outcomes in specific year groups.
- Explore how we can incorporate Te Tiriti o Waitangi and Cultural Competencies (Niho Taniwha) in this process.
- Rephrase Yr 3-6 survey questions to be more student directed (less 'teachers' at the beginning of questions).
- All surveys need to have the same language 'yes' 'no' or 'agree' 'disagree' (for whole school data collation purpose)
- Separate google forms for Yr 0, Yr 1, Yr 2 (Use same questions on separate forms for easier data collation purpose) Update this from 2023 recommendations by C.O.L. leaders.
- On Google Forms, all questions can be made to be a 'required' question.
- Take surveys with own class twice yearly; Feb and Nov each year.
- Continue implementation of Te Totara Wellbeing strand of the charter through classroom programmes based on our Te Totara STAR's, Mindfulness, Zones of Regulation, Class Culture and Treaty. Begin school year with 'Mindfully Me' learning programmes, incorporating aspects of 'Te Whare Tapa Wha.'
- Continue access of staff to the Employment Assistance Programme (E.A.P)
- Ensure all staff are familiar with and using the 'Prevention of Bullying Policy and Procedures' in a restorative manner. Staff have completed the M.O.E. online module 'Physical Restraint guidelines.'
- Clarity of communication in the wellbeing area between learning areas, teams and the Leadership team. This is to facilitate positive participation of all in our target areas.
- Team Leaders to continue developing their own 'Strategic Annual Plans in the Wellbeing Strand.' Include teaching team members in this process of development, implementation and review.

Target 2-Reading

Background

Te Totara Primary School has a firm belief that student achievement is vital and that both equity and excellence is crucial to our student's future. In our school equity means groups in our school achieving within 3% of each other and excellence is at least 91% of students reaching and exceeding curriculum levels achievement.

Targets for 2024 reflect these measures and have been finalised before the February 2024 BOT meeting, these will be shared with the Ministry of Education. As school staff have a vital role to play in student success, it is important to involve them in the process to support students in their achievements.

The targets that are set have come from the 2024 Curriculum Level Expectations Reporting which contained achievement data on all our students from the 2023 Year End Learning Plans.

These targets are also set in relation to Te Totara School and Ministry of Education priorities. All targets are set in terms of students who have been at Te Totara Primary School for one year or more at the end of 2024 (i.e. data collected in December 2023). Targets relate to the expected Curriculum level achievement which is relevant to the year level cohort of the student. (refer to diagram on Page 45 of the New Zealand Curriculum document.)

Target 3-Writing

Background

Te Totara Primary School has a firm belief that student achievement is vital and that both equity and excellence is crucial to our student's future. In our school equity means groups in our school achieving within 3% of each other and excellence is at least 91% of students reaching and exceeding curriculum levels achievement.

Targets for 2024 reflect these measures and have been finalised before the February 2024 BOT meeting, these will be shared with the Ministry of Education. As school staff have a vital role to play in student success, it is important to involve them in the process to support students in their achievements.

The targets that are set come from the 2024 Curriculum Level Expectations Reporting which contained achievement data on all our students from the 2023 Year End Learning Plans.

These targets are also set in relation to Te Totara School and Ministry of Education priorities. All targets are set in terms of students who have been at Te Totara Primary School for one year or more at the end of 2024 (i.e. data collected in December 2023). Targets relate to the expected Curriculum level achievement which is relevant to the year level cohort of the student. (refer to diagram on Page 45 of the New Zealand Curriculum document.)

Target 4-Mathematics

Background

Te Totara Primary School has a firm belief that student achievement is vital and that both equity and excellence is crucial to our student's future. In our school equity means groups in our school achieving within 3% of each other and excellence is at least 91% of students reaching and exceeding curriculum levels achievement.

Targets for 2024 reflect these measures and have been finalised before the February 2024 BOT meeting, these will be shared with the Ministry of Education. As school staff have a vital role to play in student success, it is important to involve them in the process to support students in their achievements.

The targets that are set come from the 2024 Curriculum Level Expectations Reporting which contained achievement data on all our students from the 2023 Year End Learning Plans.

These targets are also set in relation to Te Totara School and Ministry of Education priorities. All targets are set in terms of students who have been at Te Totara Primary School for one year or more at the end of 2024 (i.e. data collected in December 2023). Targets relate to the expected Curriculum level achievement which is relevant to the year level cohort of the student. (refer to diagram on Page 45 of the New Zealand Curriculum document.)

Acceleration Required to Gain the Expected Curriculum Achievement Target Levels

Reading – 2024

Students	Target and numbers of students to reach target	Current Numbers not at Expectation levels
All students 765	91 % at and above the Te Totara Curriculum Expectation levels = 693	94 – need to accelerate at least 22 students
Maori students 113	89 % at and above Te Totara Curriculum Expectation levels = 101	20 – need to accelerate at least 8 students
Pasifika students 25	88% at and above the Te Totara Curriculum Expectation levels = 22	5 – need to accelerate at least 2 students
End of Year 2 111	90 % at and above the Te Totara Curriculum Expectation levels = 102	23 – need to accelerate at least 14 students

Writing - 2024

Students	Target and numbers of students to reach target	Current Numbers not at Expectation levels
All students 765	91 % at and above the Te Totara Curriculum Expectation levels= 693	113 – need to accelerate at least 41 students
Maori students 113	88 % at and above the Te Totara Curriculum Expectation levels= 101	26 – need to accelerate at least 14 students
Pasifika students 25	88 % at and above the Te Totara Curriculum Expectation levels = 22	8 – need to accelerate at least 5 students
End of Year 5 119	89 % at and above the Te Totara Curriculum Expectation levels = 106	28 – need to accelerate at least 15 students

Mathematics – 2024

Students	Target and numbers of students to reach target	Current Numbers not at Expectation levels
All students 765	91 % at and above the Te Totara Curriculum Expectation levels= 693	81 – need to accelerate at least 9 students
Maori students 113	89 % at and above the Te Totara Curriculum Expectation levels= 101	17 – need to accelerate at least 5 students
Pasifika students 25	88 % at and above the Te Totara Curriculum Expectation levels= 22	8 – need to accelerate at least 5 students
End of Year 4 95	90 % at and above the Te Totara Curriculum Expectation levels= 86	22 – need to accelerate at least 13 students