



Learning Together  
Akona Piri Tahī

# TPPS Annual Implementation Plan



Identity

Ahurea



Growth

Tikanga



Creativity

Whakatipu

## **Vision for 2024: Culture Identity Growth**

As we embark on a new year, we are excited to share an overview of who were in 2023 and our aspirations for the journey ahead in 2024. At Te Puke Primary School, our vision of "culture, identity, and growth" guides our efforts to deliver the finest educational opportunities and experiences for our vibrant community. We are dedicated to ensuring our students are literate and numerate, providing them with the choices needed to reach their potential beyond school.

Our school, deeply rooted in the history of Waitaha, reflects strong connections to the values of our local hapu. We are committed to creating an environment where every child feels their culture is valued, while maintaining a steadfast commitment to the bicultural partnerships of Aotearoa New Zealand.

### **Te Puke Primary School (TPPS) Focus Areas for 2024:**

At Te Puke Primary School, we are dedicated to fostering culture, identity, and growth. Our key focus areas for 2024 are designed to enhance the overall learning experience and elevate academic progress across various domains, with a strong emphasis on structured literacy and numeracy.

#### **Little Learners Love Literacy (LLLL)**

We are adopting a structured literacy approach that emphasises explicit, systematic, and sequential teaching of literacy at multiple levels. This includes phonemes, letter-sound relationships, syllable patterns, morphemes, vocabulary, sentence structure, paragraph structure, and text structure.

#### **Numicon Numeracy**

We are implementing a mastery approach in numeracy through Numicon, which integrates communication, exploring relationships, and generalising concepts. This involves hands-on learning, explicit teaching, play, problem-solving, and inquiry-based learning.

#### **Digital Fluency**

We are focusing on enhancing digital fluency among students, aiming to move beyond basic technology consumption. Our goal is to integrate digital skills into the local curriculum, fostering creativity and critical thinking through multimedia methods such as animation and movie-making.

#### **Te Reo/Te Ao Māori Everyday**

We prioritise the integration of Te Reo and Te Ao Māori into daily learning experiences, emphasising cultural relevance and understanding.



## Where to in 2024

- Individual Progress: Continuing our focus on individual progress, sharing data regularly with the Board of Trustees, and building resources to support new programs. Weekly progress awards will be shared in each environment.
- Literacy and Numeracy Initiatives: Driving the implementation of structured literacy programs and numeracy initiatives, providing support and confidence for teachers.
- Professional Development: Investing in professional development in various curriculum areas and supporting ESOL programs for enhanced reading, writing, and oral language skills.
- Learner Profile: Implementing and scaffolding the Learner Profile as a school-wide approach.
- Resilience and GEM Values: Teaching resilience and GEM values at the beginning of each week.
- Wellbeing and Mindfulness: Incorporating M4L and mindfulness practices.
- Community Involvement: Engaging the community in projects in and around the kura.
- Tikanga Protocols: Implementing and embedding tikanga protocols in our daily practice.

## Community Engagement and Professional Development

- Community Engagement/Consultation: Strengthening communication with the community/whānau and making Te Ao Māori and Te Reo Māori integral to staff professional development.
- Professional Development (PLD): Engaging in PLD programs covering Numicon, LLLL/The Code, The Resilience Project, Aotearoa NZ Histories, Localised Curriculum, TAPASA, Te Mātaiaho, specialised writing sessions, and culturally responsive PD through Niho Taniwha and Tui Tuia ki TAPASA Learning Circle.

## Assessment Changes

- Assessment and Reporting: Aligning assessments with the programs being delivered at TPPS and adopting a reporting structure focused on progress throughout the year.



## **Overall Academic Progress 2023 and Goals for 2024**

Celebrating a significant improvement in progress in Reading, Writing, and Maths based on mid-year data:

- Reading: Increased by 31%
- Writing: Increased by 31%
- Maths: Increased by 30%

By the end of 2024 we would like to see 75 to 80% of our tamariki making progress in reading writing and maths.

Notable achievements in targeted groups, showcasing the dedication and hard work of both learners and teaching staff.

71% of Year 3 students made progress in Reading.  
78% of Year 6 students made progress in Reading, 65% made progress in Writing and 72% made progress in Numeracy

### **At the end of 2023:**

66% of students were working within or above the expected curriculum expectations for Reading.

56% of students were working within or above the expected curriculum expectations for Writing.

69% of students were working within or above the expected curriculum expectations for Number/Algebra.

### **JUNIOR SCHOOL:**

#### **Reading:**

81% of Year 2 made progress

#### **Writing:**

70% of Year 2 made progress

#### **Maths:**

81% of Year 2 made progress

### **MIDDLE SCHOOL:**

#### **Reading:**

71% of Year 3 and 76% of Year 4 made progress

#### **Writing:**

67% of Year 3 and 61% of Year 4 made progress

#### **Maths:**

71% of Year 3 and 84% of Year 4 made progress

### **SENIOR SCHOOL:**

#### **Reading:**

We 57% of Year 5 and 78% of Year 6 made progress

#### **Writing:**

53% of Year 5 and 65% of Year 6 made progress

#### **Maths:**

55% of Year 5 and 72% of Year 6 made progress

73% of our students made progress in Reading

62% of our students made progress in Writing

71% of our students made progress in Maths



## 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. Te Puke Primary 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 Te Puke Primary 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.

Te Puke Primary 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

Te Puke Primary 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.

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).

### Protection

Te Puke Primary 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**.

We take all reasonable steps to make instruction available in te reo Māori and tikanga Māori.

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 ākonga contexts (NELP Priority 6).

### Participation

Te Puke Primary School has high aspirations for every student. We encourage the participation and engagement of students and their whānau in all aspects of school life.

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).

# TE PUKE PRIMARY SCHOOL STRATEGIC PLAN



Identity

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# IDENTITY, CULTURE & GROWTH

## Ahurea, Tikanga & Whakatipu



### Strategic Goals



Build a strong and confident **IDENTITY** of ourselves, our kura and our community.

### Strategic Initiatives

**\*High expectations for every ākonga** that promote engagement and self-awareness.

**\*A supportive and culturally sustaining learning environment** that promotes inclusion and collaboration. Students are confident in who they are and where they come from.

**\*Student voice, agency and leadership** empower ākonga, build confidence, and school culture.

**\*Meeting our responsibilities as Treaty Partners** to ensure our Māori ākonga can succeed as Māori.

Link to NELPS  
Objectives 1, 2, 3, 4

### Strategic Measures

Consistently create a culture of whānau, showing care, love, and support for each and every tamaiti.

Tamariki are leading their learning and can discuss their progress and next steps.

Embed a strong kura approach around hauora / mindfulness.

Tikanga protocols, Te Reo Māori and Te Ao Māori are strongly implemented and imbedded in daily practice. Grow and develop reo rua provision within the kura.

Our learning support system meets the diverse needs of our ākonga.

### Timeline

Wellbeing and  
Mindfulness - Resilience  
Project Pathway

Tikanga, Te Reo and Te Ao Māori  
Imbedded in daily practice

Accessing support for all  
ākonga

Ākonga have choice in their  
learning and can discuss  
progress and next learning steps.

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Create a school **CULTURE** that acknowledges progress and success in teaching and learning.

**\*Provide a responsive and engaging localised curriculum** that challenges ākonga to build and apply new knowledge.

**\*Evidence based teaching and practices** drives individual progress.

**\*Responsive assessment practices and feedback** inform teaching and learning.

**\*Build leadership capacity** through creating opportunities.

Link to NELPS  
Objectives 1, 2, 3, 4

Curriculum reflects mana whenua and localised history.

Consistent teaching and learning practices reviewed, adapted and embedded.

Kaiako provide regular feedback to ākonga and whānau on their progress against individual learning goals and curriculum progress using Hero.

Quality professional development focused on our strategic goals, including external consultants, school visits, internal professional development, conferences etc.

Alongside the Kohū Ako  
develop a Localised  
Curriculum Resource

Teaching and Learning Practices -  
consistent delivery of structured literacy  
and numicon.

Teaching is shaped by individual learning  
progress and next steps.

Staff Professional Development is  
responsive to individuals, teams and  
progress.

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**GROWING**  
authentic  
partnerships to  
strengthen  
connections with  
mana whenua,  
local community  
and whānau.

**\*Partnerships with mana whenua, whānau, local iwi and community** enhance ākonga learning.

**\*Provide opportunities and experiences** for community and whānau to be engaged in the learning and progress.

**\*Develop and communicate our TPPS learner profile.**

Link to NELPS  
Objectives 1, 2, 3, 4

To develop a community understanding of the TPPS learner profile.

Kaiako seek and use whānau, community and iwi's knowledge, skills, strengths and interests in developing localised curriculum.

Review and adapt rich opportunities for parents, whānau and the community to positively engage in students' learning and progress.

Our community understands our  
vision, values and beliefs about  
learning.

Whānau active in celebrating  
their child's learning at student  
led learning conferences and Po  
Whakanuia

Whānau, iwi, and hapū are  
actively involved in supporting  
ākonga and their learning  
progress.

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## AIM:

**Identity** - Build a strong and confident **IDENTITY** of ourselves, our kura and our community.



**IDENTITY**

### Strategic Initiatives

- \***High expectations for every ākonga** that promote engagement and self-awareness.
- \***A supportive and culturally sustaining learning environment** that promotes inclusion and collaboration. Students are confident in who they are and where they come from and teachers show an understanding of the ethnic identities, languages and cultures within their classroom and kura.
- \***Student voice, agency and leadership** empower ākonga, build confidence, and school culture.
- \*Meeting our **responsibilities as Treaty Partners** to ensure our Māori ākonga can succeed as Māori.

Link to NELPS  
Objectives 1, 2, 3, 4

### Strategic Measures

- Consistently create a culture of whānau, showing care, love, and support for each and every tamaiti.
- Tamariki are leading their learning and can discuss their progress and next steps.
- Embed a strong kura approach around hauora / mindfulness.
- Tikanga protocols, Te Reo Māori and Te Ao Māori are strongly implemented and imbedded in daily practice. Grow and develop reo rua provision and Tapasa within the kura.
- Our learning support system meets the diverse needs of our ākonga.



Actions	WHO	Resources	Timeframe	Measure/Outcomes
Localised Curriculum Term 1	AST, WST, All Staff	Hub	Every year	All staff will be able to retell Waitaha histories and identify the key environmental landmarks.
Engage Mana whenua to co-construct TPPS tikanga, kawa, curriculum design and environment.	AST, WST, NM	Waitaha Iwi - Scheduled hui	Term 1 - Term 4	Pōwhiri, karakia, waiata, purakau, and kawa at TPPS reflect Waitaha Iwi. Learner Profile Implementation
Resilience Project implemented into learning environments from Year 0-6 Hauora Hub	SLT, All Staff, The Resilience Project Staff	School resources	All year	Learner Profile Pathway - scaffolded approach Tuakana, Takawaenga and Teina
Staff to be actively involved in developing their own and students knowledge of Te Reo	SLT, All staff	Commitment to the kaupapa	Every year	Strongly embedded in the body of the kura
MAC - Niho Taniwha	Drew Manning, All Staff	PLD from MAC	All Year	Strong embedded culture and ability to converse in Te Reo Maori and connectedness with our whanau through our school radio station.
Learning Support - applications for ISC, ORS, RTLB etc accessed for students with needs alongside outside agencies and whanau	LSC, All Staff	Kahui Ako Agencies, including SWiS, MoE, RTLB services.	All Year	Students who are identified as having behavioural/learning/health needs are given support.
Progress Reporting throughout the year	All staff		Ongoing	Ākonga have choice in their learning and can discuss progress and next learning steps.
		Links to NELPS Objectives 1,2,3,4		



**Aim: CULTURE:** Create a school culture that acknowledges progress and success in teaching and learning.



**CULTURE**

\*Provide a **responsive and engaging localised curriculum** that challenges ākonga to build and apply new knowledge.

\***Evidence based teaching and practices** drives individual progress.

\***Responsive assessment practices and feedback** inform teaching and learning.

\*Build **leadership capacity** through creating opportunities.

Link to NELPS  
Objectives 1, 2, 3, 4

## Strategic Measures

- Curriculum reflects mana whenua and localised history.
- Consistent teaching and learning practices reviewed, adapted and embedded.
- Kaiako provide regular feedback to ākonga and whānau on their progress against individual learning goals and curriculum progress using Hero.
- Quality professional development focused on our strategic goals, including external consultants, school visits, internal professional development, conferences etc.



Action	Responsible	Resources	Due	Measure
Development of localised curriculum resource <small>Term 1</small>	WST/ Kahui Ako <small>Term 2</small>	Staff PD <small>Term 3</small>	End of 2025	TPPS Localised Curriculum Book for all staff being developed.
Expansion of Ngahere Kura area	Experienced Kaiako AD	Funding required	End of 2024	Area being utilised by Kaiako
Induction program booklet Induction process policy	SLT	Staff Handbook/ Hub	Ongoing	All staff will be given a booklet to refer to processes and expectations at the beginning of the year. Implementation of TPPS Hub
Staff Professional Development responsive to individuals, teams and strategic development.	SLT	PLD fundiing	Ongoing	PD planned from Strategic and annual aims/needs PLP Overview monitored
Hero Training for kaiako and board	KC	Release to scaffold	Ongoing	Staff using HERO for roll, data collection and reporting.
Structured Literacy whole school	SLT	Funding sourced	24/25/26	Writing data of Target students. New staff inducted LLLL/ CODE Cohesive approach
Numicon	KC	Release and TOD	24/25/26	Cohesive program run schoolwide
Reporting of student learning goals and progress made.	SLT/Kaiako	School Resources	Ongoing	Parent/Teacher Conferences, Po Whakanuia (Academic Sharing), Reporting mid-year and end-of-year.
		Links to NELPS Objectives 1,2,3,4		



**Aim:** **GROWING** authentic partnerships to strengthen connections with mana whenua, local community and whānau.



**GROWTH**

**\*Partnerships with mana whenua, whānau, local iwi and community** enhance ākonga Learning.

**\*Provide opportunities and experiences** for community and whānau to be engaged in the learning and progress.

**\*Develop and communicate our TPPS learner profile.**

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## Strategic Measures

- To develop a community understanding of the TPPS learner profile.
- Kaiako seek and use whānau, community and iwi's knowledge, skills, strengths and interests in developing localised curriculum.
- Review and adapt rich opportunities for parents, whānau and the community to positively engage in students' learning and progress.



Action	Responsible	Resources	Due	Measure
Clear communication with whānau - ensuring access to SMS, TPPS Facebook	BOT, Admin, SLT, All Staff	HERO SMS	Ongoing	Whānau voice - baseline and follow up data. Po whakanuia evenings and sharing
Engaging with Waitaha/ Tapuika Iwi	SLT, BoT, Iwi Representative	Iwi representative on BoT	Ongoing	PLD has a clear mana whenua contextual lens.
To implement and embed our refined vision and mission, conditions for learning and community expectations throughout all aspects of school life.	SLT/ BoT	Hui to be held Surveys	End of 2024	Ākonga, kaiako, whanau and community voice.
Refine and redesign all visual representation (e.g. signage, website, class display material etc). Culturally responsive	SLT, BoT Core Design.	Design and signage	Ongoing	Updated signage around school which reflects vision and values ( culturally responsive lens)
Staff and students involved in utilising our local resources.	All	TOD	Beginning of year	Each Kaiako leading this in their spaces
Communicate the TPPS learning profile	All		Beginning of 2024	Learner Profile utilised in every hapu.
		Links to NELPS Objectives 1,2,3,4		