




## TOKO SCHOOL STRATEGIC AND ANNUAL PLAN 2025

### Vision Statement: Quality Learning for all in a Caring Community

This strategic plan has been crafted in consultation with the school community. The Board has prioritised its strategic goals that align with the National Education and Learning Priorities.

<b>Goals</b>	For the tamariki of Toko School to develop a sense of hauora and personal identity	For the tamariki of Toko School to think deeply in different ways.	For the tamariki of Toko School to make a difference and give back
<b>Rationale</b>	<p>We want our tamariki to:</p> <ul style="list-style-type: none"> <li>● Show self awareness and self belief</li> <li>● Be proud of their own unique identity</li> <li>● Build and maintain healthy friendships</li> <li>● Regulate their emotions</li> <li>● Make healthy choices</li> </ul> 	<p>We want our tamariki to:</p> <ul style="list-style-type: none"> <li>● Make connections and apply knowledge and strategies.</li> <li>● To consider perspectives, feelings, values and beliefs.</li> <li>● Make and justify opinions, judgements and decisions.</li> <li>● Solve problems</li> <li>● Generate innovative ideas</li> </ul> 	<p>We want our tamariki to:</p> <ul style="list-style-type: none"> <li>● Consider the world around them</li> <li>● Find opportunities to contribute to the community</li> <li>● Use an inquiry process for project-based learning</li> <li>● Understand the relationship between people and the environment</li> <li>● Participate in our school enviro programme</li> </ul> 
<b>Initiatives: Strategies for achieving and making progress towards goals</b>	<ol style="list-style-type: none"> <li>1. Continue to work with Te kahui Ako o Taranaki Mohoao to advance the Cultural Capacity and Wellbeing Achievement Challenges</li> <li>2. To actively participate in the Maori Achievement Collaborative (MAC)</li> <li>3. To increase understanding, knowledge and use of te reo ona tikanga Maori</li> <li>4. Develop a wellbeing action plan as a follow up to wellbeing surveys and tamariki feedback.</li> </ol>	<ol style="list-style-type: none"> <li>1. Continue to work with Te Kahui Ako o Taranaki Mohoao to advance the Learner Agency within a localised curriculum Achievement Challenge.</li> <li>2. To look closely at how the children who are 'working towards' their curriculum level choose to learn. Gather student voice on how they think they are learning, and to look at our teaching strategies and how they can be adapted to meet the needs of these tamariki.</li> <li>3. As the national refresh progresses, align Toko's Local Curriculum (TLC) with it.</li> </ol>	<ol style="list-style-type: none"> <li>1. Continue to work within the Enviro Schools Kaupapa.</li> <li>2. To continue to use Nga Manu (Inquiry Process) to deepen play-based and project-based inquiry.</li> <li>3. Continue to develop and implement Toko's Local Curriculum (TLC) in particular, Akoranga.</li> </ol>
<b>Measures</b>	Engagement of whanau Maori in school activities. NZCER Wellbeing Surveys.	Student voice surveys. Evidence in planning. Evidence via Inquiry Frameworks. Practice Analysis Conversations	Evidence in teacher planning and student output. Children can articulate and put into practice their learning about the environment in order to make a difference.
<b>High Level Success Outcomes</b>	<ul style="list-style-type: none"> <li>● Stronger relationships are formed with Ngati Maru and Ngati Ruanui through being actively engaged with Te Kahui Ako o Taranaki Mohoao.</li> <li>● Our role in honouring te tiriti o Waitangi is clear.</li> <li>● Increased use of and understanding of te reo me ona tikanga Maori by kaiako and akonga.</li> </ul>	<ul style="list-style-type: none"> <li>● Staff have a shared understanding and commitment to learning focussed relationships.</li> <li>● Tamariki learning within a localised context</li> <li>● Our staff understand the refreshed curriculum and are ready for implementation in 2026.</li> </ul>	<ul style="list-style-type: none"> <li>● Children have a deep understanding of local and global environmental issues.</li> <li>● Play-based and project-based inquiries are authentic and driven by the children's understanding of their environment.</li> </ul>
<b>Practices</b>	Niho Taniwha / Common Practice Model / Ka Hikitia / Tataiako / MAC Book/ Guide for Universal Design for Learning / Learning Support Delivery Model		

## Annual School Improvement Plan



**Strategic Goal 1:** For the tamariki of Toko School to develop a sense of hauora and personal identity

**Annual Improvement Goal:**

**Annual Improvement Target (Where do we want to be?):**

To increase understanding, knowledge and use of te reo and tikanga Maori.

To deliver three hours of te reo to our tamariki in all akomanga (classrooms).

**Baseline Data (Where are we now? What is the justification for this target?):**

- Explore the use of the NZCER survey tool
- We would like our school to work towards level 4b Te reo status.

### Key Improvement Strategies:

When:	What:	Who:	Indicators of Progress:
All year	Staff/whanau to action and review Reo Maori strategy.	Staff Invite Whanau Group/BOT	<ul style="list-style-type: none"> <li>● Reo Maori Strategy actions and review</li> <li>● Termly meetings with MAC facilitator</li> </ul>
1 x workshop per term	Megan and or Sasha & Kim to attend Cultural Capacity Leadership Hui - Te Kahui Ako o Taranaki Mohoao.	Megan Sasha Kim	<ul style="list-style-type: none"> <li>● New learnings, ideas shared and implemented back at school.</li> <li>● Increased confidence leading our Cultural Capacity journey</li> </ul>
Ongoing	Wider use of Te Reo in the classroom with a focus on pronunciation	Staff	<ul style="list-style-type: none"> <li>● Increased use of Te Reo</li> <li>● Honest attempts at correct pronunciation - in particular focus on: Toko, Taranaki, House Colours, Taranaki place names</li> </ul>

Megan has attended all the MAC hui this year. Damon Ritai has been the leader for these. He has helped guide, support and bring the kahui ako together along with some south Taranaki schools. A lot of discussion this year has focused on the new curriculum and its impact on our Maori initiatives.

Megan has worked with Tiaki (MAC) to continue building and developing a school progression. Fortnightly kupu/phrase is shared with staff and students for working on. Progressions and expectations for year levels have been shared with staff and will be reviewed regularly to see if it works. The next step is to engage

<p>Manaaki leaders/ Kapahaka leaders with checking in with classes around learning new kupu. Processes and procedures for powhiri and whakatau have been created so that each year level/class can run their own with the support of senior leaders if needed. Morning routine is still an expectation for each day.</p>			
Ongoing	Staff to engage with the MAC Kaupapa	Staff	<ul style="list-style-type: none"> <li>• Termly meetings with MAC facilitator</li> <li>• Reo Maori Strategy actions and review</li> </ul>
<p><a href="#">Our progressions</a> This is still a work in progress and slight touches and additions will be added in time. Megan has been working on developing slides to support the teachers with the teaching of vocab and sentence structures that are used across the progressions. These will be added to as teachers/students confidence grows.</p>			
<p><b>Monitoring:</b></p>			
<p><b>Resources:</b></p>			

## Annual School Improvement Plan



**Strategic Goal 2:** For the tamariki of Toko School to think deeply in different ways.

**Annual Goal:**

**Annual Improvement Target (Where do we want to be?):**

To close the gap between children who are working towards their curriculum level and those that are working within or above their curriculum level.	To increase the number of children working within or above their curriculum level in Writing.
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**Baseline Data (Where are we now? What is the justification for this target?):**

- Identify priority learners - 22% of students are 'working towards' the required level and 14% of students need to make a shift or they will be 'working towards' at the next data point
- Well Being at School Survey - to look for related trends
- Student voice + teacher voice
- Writing samples
- Learning Behaviour

### Key Improvement Strategies:

When:	What:	Who:	Indicators of Progress:
Term1 - Term 3	<p><b>Practice Analysis Conversations PAC</b> All staff will engage in this process to assist with next steps actions focused on Priority</p>	All teachers	<ul style="list-style-type: none"> <li>• Students will be able to articulate what they are learning, the why and the how for their writing</li> </ul>

	learners.		<ul style="list-style-type: none"> <li>• Staff make changes to practice based on feedback and feed forward from peers.</li> </ul>
<p>All teachers completed a 'Practice Analysis Conversation' process where the observer and observee met to discuss what aspect of their practice they would like to have observed. We discussed what part of the Capability Matrix this related to and what data and insights they had that led them to wanting some support in this area. An observation was then carried out and videoed. The observer then collected student voice. The observee watched the video and listened to the student voice and then together with the observer a discussion was had around what they had learned and what their next steps would be.</p> <p>Experienced and competent teachers do this formally once a year, while teachers newer in their career or needing more support do this more often.</p> <p>Ben Layborn from Evaluation Associates has worked each term, alongside the DP, to support one staff member to upskill her knowledge and teaching capabilities.</p>			
Ongoing throughout the year	<b>Student Voice</b> Surveys collected throughout the year.	Staff	<ul style="list-style-type: none"> <li>• Learners can articulate the learning behaviours they are focusing on to assist with their learning progress.</li> </ul>
<p>Student voice was collected alongside the Practice Analysis Conversations. Students were asked questions that related to the goal teachers were focused on and were based around the main questions of What are you learning? Why are you learning it? How do you know you're successful? What are your next steps? Students were able to do this with varying degrees of depth of understanding. Due to the changes in the curriculums, teachers found aspects of teaching agency more difficult - for example because the progressions needed to be rewritten for a new curriculum. This meant children were not as clear about their next steps as they may have otherwise been.</p>			
Beg/Mid/End Year	<b>Teacher Voice</b> Ongoing reflection via the Teacher Capability Matrix		<ul style="list-style-type: none"> <li>• Staff can articulate what part of the Learning Capability Framework they are focusing on and discuss what is working and why and next step actions.</li> </ul>
<p>We continue to use the Teacher Capability Matrix to assist teachers to reflect on their practice and to plan for next steps actions.</p> <p>As a staff we meet fortnightly and each teacher shares what they are focused on in their classroom and the impact of this on specific learners.</p> <p>Teachers have time to share how they are specifically using the Writers Toolbox.</p> <p>For our Term One call back day we engaged with Writers Toolbox PLD.</p> <p>At Mid year staff all discussed their goals and their target children. Time was given for staff to work on updating their inquiry framework with DP and Principal on hand to help if needed. All staff meet with the Principal one on one and go over the matrix and their next steps.</p>			
Ongoing all year	<b>Professional Development</b> Curriculum Refresh - English and Mathematics and statistics.  Writers Toolbox		<ul style="list-style-type: none"> <li>• Schoolwide consistency and understanding of: <ul style="list-style-type: none"> <li>○ student expectations at each curriculum level/progression.</li> <li>○ Student assessment.</li> </ul> </li> </ul>
<p>We continue to use the Teacher Capability Matrix to assist teachers to reflect on their practice and to plan for next steps actions.</p>			

As a staff we meet fortnightly and each teacher shares what they are focused on in their classroom and the impact of this on specific learners. Teachers have time to share how they are specifically using the Writers Toolbox. For our Term One call back day we engaged with Writers Toolbox PLD. Professional development in Structured Approaches to Literacy is ongoing throughout this year through Ministry of Education PLD funding. Marianne Brown has worked with our staff to bring together the various tools we use to support teaching and learning to create a scope and sequence aligned to the revised English Curriculum so we are clear about what is to be taught at each year level. Our Structured Literacy funded teacher is also participating in the targeted tailored Ministry of Education funded PLD. Teachers have all attended 2 PLD days around the Mathematics and Statistics curriculum. Some staff also visited another school to learn about using Numicon and all teachers attended a PLD day for Numicon.

**Monitoring:**

Our goal: To increase the number of children working *within or above their curriculum level* in writing:

How we are tracking:

Mid 2021 = 52% Mid 2022 = 68% Mid 2023 = 71% Mid 2024 72% Mid 2025: 76% Year 0 - 6 - revised curriculum, 64% year 7 & 8

End 2021 = 62% End 2022 = 74% End 2023 = 85% End 2024 76% End 2025: 74% Year 0 - 6 - revised curriculum, 63% Year 7 & 8

At the end of 2024 15 out of 25 children had made enough progress to remain working within their curriculum level. This group will continue to be monitored.

At the end of 2025 - 7 of the 25 left at the end of 2024 to attend high school. Over the course of the year 9 have moved from 'working towards' to 'working at the level', 8 have stayed at 'working towards', while one has dropped to 'working towards with support'.

**Resources:**

**Annual School Improvement Plan**

**Strategic Goal 3:** For the tamariki of Toko School to make a difference and give back

**Annual Goal:**

**Annual Improvement Target (Where do we want to be?):**

To understand what a good citizen is and make connections to our Learning Stars.

The tamariki will make a difference and give back.

**Baseline Data:**

Not many citizen stars are given out in assembly.

Tamariki find it hard to identify how to achieve the citizen star in their Star Challenge.

Staff feel there needs to be more emphasis on connecting our Toko Local Curriculum (TLC) to our learning stars.

### Key Improvement Strategies:

When:	What:	Who:	Indicators of Progress:
Ongoing	Regular staff meetings to share how we are planning and incorporating this into our TLC.	Teachers	<ul style="list-style-type: none"> <li>Teacher Planning which will show integration across the TLC.</li> <li>Classrooms discussions</li> <li>Classroom planned actions</li> <li>Teachers will ensure tamariki will have opportunities to give back and make a difference.</li> </ul>
	Tamariki will be able to plan, implement and share examples of making a difference and giving back.		<ul style="list-style-type: none"> <li>Tamariki will have a deeper knowledge of what it means to be a good citizen.</li> <li>Tamariki will be able share examples of how they have given back and made a difference</li> <li>Tamariki will be able to connect this to the Citizenship Learning Star.</li> </ul>
Unpacking of Manaakitanga, Kai was given to the carpet layers, daffodils - purchasing and selling, senior duties - breakfast club, PE, etc, Matariki breakfast using food from school eggs and fruit, lettuces for school lunches and feijoias, student leadership team fundraising with daffodil day and pink shirt, shared lunch sharing cultures.			
<b>Monitoring:</b>			
<b>Resources:</b>			

### Other 2025 Key Improvement Strategies to Achieve Strategic Vision



Property	Enviro	Community Consultation	Te Kahui Ako o Taranaki Mohoao
5YA Plans completed	To provide a Maori perspective to our enviro initiatives	Strategic and Annual goals are shared and feedback sought during the year. 2025 biennial Community Survey	Continue to engage with the goals of the Kahui Ako
Completed.	This is still a work in progress.	Our biennial community survey was	Our school continues to be very engaged

		<p>carried out in term 3. The feedback was very affirming and recommendations set.</p> <p>To note:</p> <p><i>100% strongly agree or agree that "Quality Learning For All in a Caring Community" describes the general culture of our school.</i></p> <p><i>98.8 % said they feel welcome on entering Toko School.</i></p> <p><i>93.6% of parents feel that we communicate student achievement to parents very well and well.</i></p> <p><i>100% of parents feel they play a supporting role in their children's education.</i></p> <p><i>100% of parents commented that our transition to school procedures are excellent/good.</i></p> <p><i>96.8% of parents commented that teachers interact with me and other whanau in a positive way</i></p> <p><i>100% of parents commented that teachers are approachable and take the time to listen to any concerns or questions I have about my child.</i></p> <p><i>100% of parents believe my child feels valued in the classroom.</i></p>	<p>with all aspects of the Kahui Ako. Staff have been involved in:</p> <p>Emerging Leaders, we had one Within School Leads appointed for 2025 and one Across School Leader for 2024 and 2025,, Cultural Capacity Leadership, Structured Literacy PLD and network, and Principal Leadership.</p>
<b>Personnel</b>	<b>SMS - Hero</b>	<b>Attendance Monitoring</b>	
<i>Find avenues to fund extra support staff to support, Enviro Warriors, Junior Literacy, Play Based activities</i>	<i>Continue to upskill in using HERO and regularly participate in webinars.</i>	<i>Attendance will be monitored and shared with the community.</i>	
We were successful in an application to TOI. This funding is supporting our Junior Literacy, Enviro Programme.	We continue to keep up to date with the latest developments. Access support when required. PLD this year includes: Learning Support Attendance Monitoring Assessment	This is ongoing. Attendance is shared with staff, a BOT meetings termly and information is shared via the school newsletter. In term 4 an Attendance management Plan was created and passed at a BOt monthly meeting, as per Ministry of Education guidelines.	