



# Takapuna Primary

## Our Vision:

Proud to be Different  
Proud to make a Difference

## Our Whakatauki:

Ma te pa ka taea te whakatipu te tamaiti  
It takes a village to raise a child

## Our Values:

- Haepapa (Responsibility)
- Ngakau pono (Integrity)
- Auahatanga (Innovation)
- Manaaki Whakaute (Care and Respect)
- Hiranga (Excellence)



## Goal 1:

### Thriving Learners

1. Create a Learning Support framework

2. Develop a school-wide approach for building Resilience strategies

3. Enhance our indoor and outdoor physical spaces

All ākonga are resilient learners who have achieved their potential

## Goal 2:

### Empowered Teachers

1. Develop a 'TPS Teacher's Toolkit: Best practice strategies

2. Embed 'Instructional Coaching' in Teacher Professional Growth Cycle

3. Ensure equitable access to purposeful learning resources.

Every teacher maximises their skills to champion student outcomes



## Goal 3:

### Engaged Whānau

1. Develop a strategic School Marketing & Engagement Plan

2. Maximise Hero's potential for family engagement & communication

3. Strengthen whānau engagement pathways

Learning is enriched, with whānau actively connected and valued

Three Year Roadmap: **Proud to be different: Proud to make a difference**

	2026				2027				2028			
	T1	T2	T3	T4	T1	T2	T3	T4	T1	T2	T3	T4
<b>Goal 1:</b> Thriving Learners			Create a LSA framework focussed on skill development				Develop a school-wide approach for Building Resilience and Growth Mindset					Enhance our indoor and outdoor physical spaces
<b>Goal 2:</b> Empowered Teachers				Develop a 'TPS Teacher's Toolkit: Best practice strategies				Embed 'Instructional Coaching' in Teacher Professional Growth Cycle			Ensure equitable access to purposeful learning resources.	
<b>Goal 3:</b> Engaged Whānau		Develop a strategic School Marketing & Engagement Plan				Maximise Hero's potential for family engagement & communication				Strengthen whānau engagement pathways		

# Annual Plan and Resources

## Goal 1: Thriving Learners

**Initiative 1: Create a LSA framework focussed on improving student outcomes**

**Initiative 1 outcome (desired change/success): LSAs have the skills to provide targeted support, improving student outcomes**

**Measurement tools:** Baseline information collected (LSAs & Teachers)

Key actions:	Led by:	Resources	Start by	Complete by	RAG status
Collate baseline information	Denise	<ul style="list-style-type: none"> <li>Digital folder in Senior Leadership folder</li> </ul>	Term 1	Week 2	
Begin draft digital LSA framework	Deputy Principals	<ul style="list-style-type: none"> <li>Gather information from Teachers, LSAs</li> </ul>	Term 1	Week 2	
Review employment process including job description & induction processes	Sarah OC	<ul style="list-style-type: none"> <li>Current JDs</li> <li>JDs from local schools</li> <li>Time 3 hours</li> </ul>	Term 1	Week 2	
Create a LSA profile including: <ul style="list-style-type: none"> <li>Definition of the role of LSAs</li> <li>Qualities &amp; desired skills</li> </ul>	Deputy Principals	<ul style="list-style-type: none"> <li>Feedback survey/data</li> <li>TPS norms &amp; way of being</li> <li>Meet with each LSA to get feedback or digital</li> <li>Time: 2-3 hours</li> </ul>	Term 1	Week 4	
Design a draft Professional Growth Cycle for LSAs to trial in 2026 <ul style="list-style-type: none"> <li>Consider necessary training</li> <li>Consider PLD for LSAs</li> </ul>	Deputy Principals	<ul style="list-style-type: none"> <li>\$1000 budget for PLD</li> <li>Outline plan for 2026 PLD</li> </ul>	Term 1	Week 5	
Develop a decision making tree - who, why, when, what regarding allocating LSAs to students	Deputy Principals	<ul style="list-style-type: none"> <li>Time: 2-3 hours</li> </ul>	Term 2	Week 3	

Create school-wide norms on use of LSAs to support student outcomes <ul style="list-style-type: none"> <li>Who plans for the learning?</li> <li>How is this measure before and after support?</li> </ul>	Deputy Principals	<ul style="list-style-type: none"> <li>Time: 3-5 hours including 1 hour leadership discussion as draft</li> <li>Share for feedback</li> </ul>	Term 2	Week 5	
Begin a resource section for teachers and LSA to refer to for best practice E.g Visual timetables, learners with Dyslexia, ADHD	Deputy Principals with RTLB	<ul style="list-style-type: none"> <li>Time 5 hours</li> <li>Review with RTLB or other services - agencies</li> </ul>	Term 2	Week 10	
Review the entire contents of the framework with leadership team	Deputy Principals	<ul style="list-style-type: none"> <li>Compile together as one document</li> <li>Review what is missing</li> <li>Time: 2 hours</li> <li>Leadership team meeting - 1 hour</li> </ul>	Term 3	Week 8	
Share the framework with staff for feedback	Deputy Principals	<ul style="list-style-type: none"> <li>Seek feedback (consultations)</li> <li>2 weeks feedback</li> </ul>	Term 3	Week 9-10	

## Goal 2: Empowered Teachers

### Initiative 1: Develop a 'TPS Teacher's Toolkit: Best practice strategies

**Initiative 1 outcome (desired change/success): A go-to resource with research-based teaching approaches, frameworks, and best practices.**

**Measurement tools:** Before and after comparison, staff feedback

Key initiatives	Led by:	Resources	Start by	Complete by	RAG status
Form a cross-level group of expert teachers to lead this work	Principal	<ul style="list-style-type: none"> <li>Time: 1 hour</li> <li>x4 Leadership team/teachers</li> </ul>	Term 1 - Week 2	Term 1 - Week 3	

Conduct a review & needs analysis	Principal & Focus Group	<ul style="list-style-type: none"> <li>• Current resources &amp; pedagogies</li> <li>• Teacher survey</li> <li>• 1.5 hours</li> </ul>	Term 1 - Week 3	Term Week 5	
Draft the Toolkit Framework	Principal & Focus Group	<ul style="list-style-type: none"> <li>• 1.5 hour meeting</li> </ul>	Term 1 - Week 5	Term 1 - Week 10	
Content writing: research linked	Principal & Focus Group	<ul style="list-style-type: none"> <li>• X 2 meetings (1.5 hours each)</li> </ul>	Term 2	Term 2, week 10	
Leadership upskilling in Instructional Coaching	Learning Leaders	<ul style="list-style-type: none"> <li>• x2 days for 6 Learning Leaders PLD + x1 AP</li> <li>• \$4800 + \$2400 relievers</li> </ul>		Week 3, Term 2	
Instructional coaching Professional development - Senior Leaders conference	Principal, Deputy Principals	<ul style="list-style-type: none"> <li>• \$1000 x 3 = \$3000</li> </ul>		Week 3, Term 3	
Mathematics Professional Development Leadership team - Year 3 - Learner First	Learning Leaders	<ul style="list-style-type: none"> <li>• \$3,500 TLF costs</li> <li>• 10,000 relievers</li> </ul>			
Mathematics Professional Development - Staff - In-class and webinar	Teachers	<ul style="list-style-type: none"> <li>• \$25,000 relievers and PL</li> </ul>	Term 1 - Week 2	Term 4 - Week 2	
Share draft for feedback	Focus Group	<ul style="list-style-type: none"> <li>• Staff to review (x 2 1 hour meetings)</li> </ul>	Week 5 - Term 3	Week 5 - Term 4	

## Goal 3: Engaged whānau

**Initiative 1: Develop a strategic School Marketing & Engagement Plan**

**Initiative 1 outcome (desired change/success): Our community will**

**Measurement tools:** Current data (out of zone enrolments, Facebook likes, social

gain a comprehensive understanding of our school's culture, achievements, and aspirations.

media engagements, website visits)

Key initiatives	Led by:	Resources	Start by	Complete by	RAG status
Define our identity, create specific goals and define target audience	Principal	<ul style="list-style-type: none"> <li>Time - 2 hours</li> </ul>	Term 1 - Week 1	Term 1 - Week 2	
Review digital marketing tools including website, social media	Principal	<ul style="list-style-type: none"> <li>Time - 5 hours reviewing current methods</li> </ul>	Term 1 - Week 2	Term 1 - Week 3  Ongoing	
Create an action plan for use of marketing tools and engage with professionals to understand marketing costs	Principal & SLT	<ul style="list-style-type: none"> <li>Time - 5 hours of research and plan development</li> <li>Ongoing updates (x 1 update per week - 30mins)</li> </ul>	Term 1 - Week 5	End of Term 1	
Community Engagement <ul style="list-style-type: none"> <li>Support development platform for TPS Alumni</li> <li>Increase awareness of TPS histories</li> <li>Form connections &amp; partnerships with local business, community centres (e.g ECEs)</li> <li>Consider role of Community Council in support</li> </ul>	Principal Board PTA Deputy Principal & Student leaders	<ul style="list-style-type: none"> <li>x1 meeting per term (1.5 hours) Alumni Group</li> <li>PTA x 1 meeting per term (1 hour)</li> </ul>	Term 1 - Week 5	Term 3	
Increase school branding with signage <ul style="list-style-type: none"> <li>School events &amp; performances</li> <li>Entry to school (school values, historical photos)</li> <li>Gather support of local business (e.g YMCA, Local clubs, TNIS celebrations)</li> </ul>	Principal	<ul style="list-style-type: none"> <li>Printing - outdoor signage \$5,000 (Property)</li> </ul>	Term 2 - Week 1	Term 2 - Week 10	

# Writing Achievement Target - Implementation Plan 2026

Achievement Target:

- By the end of 2026, 60% of students who were identified **at the start of the year** as not working at expectation (2025 data) will make progress of 1 year or more in writing.

Outcomes	Actions & Led by	Time frame	Resources	Traffic light
Learning Leaders have a collective leadership goal to lead writing across their teams and discuss at Leadership Meeting	<ul style="list-style-type: none"> <li>→ Learning Leaders are ensuring that Highly effective writing of teaching is sustained this year (from all the PLD from Dr Helen Walls in 2025)</li> <li>→ Planning for writing is generated by the team and executed effectively and consistently throughout each classroom.</li> <li>→ Year 5 &amp; 6 teachers are trained with Structure Literacy (BSLS)</li> </ul>	2026	Leadership team  Helen Walls  Year 5 & 6 teachers	
Collaborative tracking and discussions are recorded in a shared document	<ul style="list-style-type: none"> <li>→ A Hero group is set up by Learning Leaders with the identified learners and is discussed regularly at Team Meetings (Learning Leaders)</li> <li>→ The Writing Focus Group tab is used to record anecdotal information when teachers are sharing in team meetings (beginning a baseline sample with a photo of the child's writing)</li> <li>→ Group is discussed and shared at Leadership Meetings regularly</li> <li>→ Each teacher identifies 3-5 students who will be in their focus group by the end of week 6, Term 1 (teachers)</li> </ul>	March 2026  Ongoing monitoring	Create group on Hero	
Learning Support and resources are utilised to support learners/teachers in writing	<ul style="list-style-type: none"> <li>→ A termly plan is set out sharing the support given to students in collaboration with Learning Leaders</li> <li>→ Specialist Teachers in consultation with Senior Leadership team are identifying students for intervention, measuring progress and impact of additional support.</li> </ul>	Reviewed termly	Learning Support Staff & programmes  DPs & Specialist Teacher	
Accurate assessment information is collected on student progress in writing and moderated	<ul style="list-style-type: none"> <li>→ Teachers have accurate assessment tools that is discussed before OTJs are recorded (midpoint and end-point)</li> <li>→ Planning documents are reviewed (goals for students)</li> <li>→ Focus students will have regular assessment data (formative &amp; summative)</li> </ul>	2026	Hero  Planning documents	

**Points of clarification:**

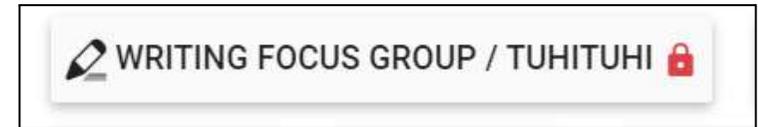
❖ This is a collaborative team discussion and goal, Learning Leaders will drive this in their teams

➤ The plan above is to create a supportive discussion and on developing teacher practice that is based on improvement

➤ Key points will be recorded on during team meetings, key phrasing that will help:

- When I did this with this learner... the impact was....
- What helped this student this week was..... I could see this when....
- This is the progress x is making in this area.... What has helped this student is.....

HERO TAB TO USE



The conversation/sharing is positive and not deficit thinking statements e.g about lack of trying or parents not helping or high absenteeism etc

➤ Each team will have a group on Hero (with the team and Devika/SLT in the group) **E.g**



❖ Teachers should inform the families of children who are struggling with making progress in writing (together with other curriculum areas). As the focus group is about **teacher practice**, it is not expected that teachers inform families about children being in this group. This is **not** an additional tool that the school is providing for improved learner outcomes (like Rainbow Reading, Quick 60 - led by Learning Support)

❖ Teachers are welcome to send suggestions to parents to support their children with writing if this is something they may help the children make progress.

❖ Criteria for selection

➤ Your focus group should be learners who were identified as not at expectation at the start of 2026 (using 2025 data)