




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.

Goals	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
Rationale	<p>We want our tamariki to:</p> <ul style="list-style-type: none"> ● Show self awareness and self belief ● Be proud of their own unique identity ● Build and maintain healthy friendships ● Regulate their emotions ● Make healthy choices 	<p>We want our tamariki to:</p> <ul style="list-style-type: none"> ● Make connections and apply knowledge and strategies. ● To consider perspectives, feelings, values and beliefs. ● Make and justify opinions, judgements and decisions. ● Solve problems ● Generate innovative ideas 	<p>We want our tamariki to:</p> <ul style="list-style-type: none"> ● Consider the world around them ● Find opportunities to contribute to the community ● Use an inquiry process for project-based learning ● Understand the relationship between people and the environment ● Participate in our school enviro programme 
Initiatives: Strategies for achieving and making progress towards goals	<ol style="list-style-type: none"> 1. Continue to work with Te kahui Ako o Taranaki Mohoao to advance the Cultural Capacity and Wellbeing Achievement Challenges 2. To actively participate in the Maori Achievement Collaborative (MAC) 3. To increase understanding, knowledge and use of te reo ona tikanga Maori 4. Develop a wellbeing action plan as a follow up to wellbeing surveys and tamariki feedback. 	<ol style="list-style-type: none"> 1. Continue to work with Te Kahui Ako o Taranaki Mohoao to advance the Learner Agency within a localised curriculum Achievement Challenge. 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. 3. As the national refresh progresses, align Toko's Local Curriculum (TLC) with it. 	<ol style="list-style-type: none"> 1. Continue to work within the Enviro Schools Kaupapa. 2. To continue to use Nga Manu (Inquiry Process) to deepen play-based and project-based inquiry. 3. Continue to develop and implement Toko's Local Curriculum (TLC) in particular, Akoranga.
Measures	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.
High Level Success Outcomes	<ul style="list-style-type: none"> ● Stronger relationships are formed with Ngati Maru and Ngati Ruanui through being actively engaged with Te Kahui Ako o Taranaki Mohoao. ● Our role in honouring te tiriti o Waitangi is clear. ● Increased use of and understanding of te reo me ona tikanga Maori by kaiako and akonga. 	<ul style="list-style-type: none"> ● Staff have a shared understanding and commitment to learning focussed relationships. ● Tamariki learning within a localised context ● Our staff understand the refreshed curriculum and are ready for implementation in 2026. 	<ul style="list-style-type: none"> ● Children have a deep understanding of local and global environmental issues. ● Play-based and project-based inquiries are authentic and driven by the children's understanding of their environment.
Practices	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"> ● Reo Maori Strategy actions and review ● Termly meetings with MAC facilitator
Te Reo Strategy			
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"> ● New learnings, ideas shared and implemented back at school. ● Increased confidence leading our Cultural Capacity journey
Ongoing	Wider use of Te Reo in the classroom with a focus on pronunciation	Staff	<ul style="list-style-type: none"> ● Increased use of Te Reo ● Honest attempts at correct pronunciation - in particular focus on: Toko, Taranaki, House Colours, Taranaki place names
Ongoing	Staff to engage with the MAC Kaupapa	Staff	<ul style="list-style-type: none"> ● Termly meetings with MAC facilitator ● Reo Maori Strategy actions and review

Annual School Improvement Plan



Monitoring:

Resources:

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.

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	Practice Analysis Conversations PAC All staff will engage in this process to assist with next steps actions focused on Priority learners.	All teachers	<ul style="list-style-type: none"> ● Students will be able to articulate what they are learning, the why and the how for their writing ● Staff make changes to practice based on feedback and feed forward from peers.
Ongoing throughout the year	Student Voice Surveys collected throughout the year.	Staff	<ul style="list-style-type: none"> ● Learners can articulate the learning behaviours they are focusing on to assist with their learning progress.

Beg/Mid/End Year	Teacher Voice Ongoing reflection via the Teacher Capability Matrix		<ul style="list-style-type: none"> 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.
Ongoing all year	Professional Development Curriculum Refresh - English and Mathematics and statistics. Writers Toolbox		<ul style="list-style-type: none"> Schoolwide consistency and understanding of: <ul style="list-style-type: none"> student expectations at each curriculum level/progression. Student assessment.
Monitoring:			
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"> ● Teacher Planning which will show integration across the TLC. ● Classrooms discussions ● Classroom planned actions ● Teachers will ensure tamariki will have opportunities to give back and make a difference.
	Tamariki will be able to plan, implement and share examples of making a difference and giving back.		<ul style="list-style-type: none"> ● Tamariki will have a deeper knowledge of what it means to be a good citizen. ● Tamariki will be able share examples of how they have given back and made a difference ● Tamariki will be able to connect this to the Citizenship Learning Star.
Monitoring:			
Resources:			

Other 2025 Key Improvement Strategies to Achieve Strategic Vision



Property	Enviro	Community Consultation	Te Kahui Ako o Taranaki Mohoao
<i>5YA Plans completed</i>	<i>To provide a Maori perspective to our enviro initiatives</i>	<i>Strategic and Annual goals are shared and feedback sought during the year. 2025 biennial Community Survey</i>	<i>Continue to engage with the goals of the Kahui Ako</i>
Completed.			

Personnel	SMS - Hero	Attendance Monitoring	
<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>	