

Ngāti Toa School annual Implementation plan 2026



Vision: “Ahi mo te Ao ” (Fire for the world) “*Fanning the home fires, Kindled by heritage and sparked by learning for the future*”

Interim/Annual implementation plan 2025-2026

He whāinga tuatahi (Goal 1): **Te Poutāhuhu (Hauora)**

‘ To Protect and promote the wellbeing of our kura, tamariki and whānau to enable equity and excellence’

Arotahi	Tukunga	Rautaki/Whakahou	Ngā mahi ka whai ake	Rauemi /kaihautū
Attendance & Engagement <i>2026 Focus: Implementing the STAR framework and reaching our "80% Regular Attendance" milestone.</i>	<ul style="list-style-type: none"> Launch STAR Response - implement and use this AMP 	<ul style="list-style-type: none"> Publish the 2026 Attendance Management Plan on the website and communicate thresholds to whānau. 	<ul style="list-style-type: none"> Regular published reminders in school Newsletter and on school social media platforms. 	Website/Newsletter/ HERO - Tumuaiki
	<ul style="list-style-type: none"> Incentivise Presence 	<ul style="list-style-type: none"> Launch the "Every day counts" attendance recognition program (tohu/hui-ā-kura), PB4L where incentive days. 	<ul style="list-style-type: none"> Reestablish and relaunch the PB4L team. Relaunch PB4L whanau where. 	Hui-ā-Kura time/Certificates - All kaimahi - SLT/PB4L team
	<ul style="list-style-type: none"> Early Intervention 	<ul style="list-style-type: none"> Establish a weekly check in system to identify students in the 'Irregular' category. 	<ul style="list-style-type: none"> Weekly hui with attendance team 	HERO SMS - Tumuaiki/ Office administrator
	<ul style="list-style-type: none"> Whānau Partnerships 	<ul style="list-style-type: none"> Hold "Mana-enhancing" hui with families of students in the 'Moderate' (71-80%) category utilising our Mauri Ora framework 	<ul style="list-style-type: none"> Staff release time and cover Regular sharing with school hāpori 	Tumuaiki / Kaiako School panui/newsletter

			about attendance results	
What do we expect to see by the end of the year?	<ul style="list-style-type: none"> • Our student attendance will be raised to the expected level - At least 80% of students attending 90% of the time (Regular Attendance). • Our students/Tauira are happy, healthy, resilient, and confident, empowered to participate in and contribute meaningfully to all aspects of school life. • Our AMP (Attendance management plan) will be a living document that is reflective our the mauri of our kura • Staff confidently following attendance procedures • Early identification and support for at-risk students • Effective tracking and monitoring systems in place • A positive school culture where attendance is valued • Students develop habits of regular attendance • Increased sense of success and belonging for all learners 			

He whāinga tuarua (Goal 2): **Te Poutuarongo (Whanaungatanga)**

‘Ensure valued relationships and connections are made between ākonga, kaiako, whānau, Board of Trustees, Ngāti Toa Rangatira and the wider learning community.’

Arotahi	Tukunga	Rautaki/Whakahou	Ngā mahi ka whai ake	Rauemi
Continue to embed a Ngāti Toa communication strategy that provides a variety of ways to connect with our whānau to share information, learning and pedagogy.	Mauri Ora Framework will be embedded across the kura	<ul style="list-style-type: none"> • Every student at Ngāti Toa school has a Mauri Ora plan - this is a living document • Mauri Ora whānau hui evenings will happen every 6months • Use mauri Ora as a tool for learning support/IEP/attendance hui • Whānau voice and ākonga voice is gathered from these hui to help inform good practice for school wide kaupapa. 	<ul style="list-style-type: none"> • Plan Mauri Ora whānau hui for cohort 1 - Terms 1&3 • Plan Mauri Ora whānau hui for cohort 2 - Terms 2/4 • Share information about Mauri Ora hui in school panui 	Bookings through HERO, Comms from kura through panui, HERO and social media platforms SLT/Admin/all kaimahi

Whanaungatanga events are scheduled throughout the			<ul style="list-style-type: none"> ● Approach BOT about earlier finishes during Mauri Ora weeks. ● PLD for learning support team around Mauri Ora ● New Whānau to be introduced to Māuri Ora framework within 6 weeks 	
	School communication engages iwi and whānau	<ul style="list-style-type: none"> ● Ngāti Toa School will engage Ngāti Toa Rangatira comms team to help share school wide kaupapa and communication 	<ul style="list-style-type: none"> ● BOT will have an iwi member that is dedicated to organising comms between kura and iwi 	<ul style="list-style-type: none"> ● BOT/Iwi Comms team/Tumuaki
	Implement a schedule for regular updates and information sharing for whānau to keep whānau informed about school events and learning activities and pedagogical approaches.	<ul style="list-style-type: none"> ● Develop a clear assessment schedule and timings for sharing achievement and curriculum information with whānau. ● Report regularly in the school newsletter or panui to whānau ● Kaiako to update HERO work samples according to reporting schedule. 	<ul style="list-style-type: none"> ● Develop and share schedule 	<ul style="list-style-type: none"> ● Tumuaki/SLT/Admin
	Organise community events such as whānau evenings,	<ul style="list-style-type: none"> ● Plan for Language week events that involve and celebrate whānau engagement. ● Plan Matariki events that involve and celebrate whānau engagement. 	<ul style="list-style-type: none"> ● Create year long overview of major events so staff and community are able 	<ul style="list-style-type: none"> ● All Kaimahi/PB4L team/SLT

<p>year for whānau and kaiako to connect and engage Socially and share curriculum updates.</p>	<p>Matariki, cultural festivals, language weeks and events where we share students' learning and achievements.</p>	<ul style="list-style-type: none"> Plan curriculum whānau sharing events 	<p>to plan</p> <ul style="list-style-type: none"> Align this with fundraising events so that there isn't as much overlap. 	
	<p>Organise PB4L whanau whare</p>	<ul style="list-style-type: none"> Plan PB4L whānau whare events for our hāpori. Share about events with the school community and update on tokens/points collected. 	<ul style="list-style-type: none"> Establish new PB4L leadership Establish regular PB4L team hui Set date for Staff workshops for Wananga. 	<ul style="list-style-type: none"> Tumuaki/PB4L team leaders
<p>What do we expect to see by the end of the year?</p>	<ul style="list-style-type: none"> Whānau and iwi (Ngāti Toa) feel welcomed, valued, and actively connected to the kura Regular, two-way communication is evident – whānau are not just informed, but involved Ngāti Toa perspectives and voice are visible and influential in school decisions and direction High levels of whānau participation in school events and learning opportunities A clear, consistent communication strategy is in place and understood by staff and whānau Information is shared through multiple accessible channels (e.g. apps, hui, newsletters, kanohi ki te kanohi) The Mauri Ora Framework is visible and lived across the kura (not just a document) Whānau understand how their tamariki are learning and why Regular, well-attended whanaungatanga events are part of the annual calendar 			

He whāinga tuatoru (Goal 3): Te Poutokomanawa (Te Ao Māori) 'To ensure that Te Ao Māori informs all we do as a kura'

Arotahi	Tukunga	Rautaki/Whakahou	Ngā mahi ka whai ake	Rauemi
<p>PB4L team to revisit school values - with staff and with students.</p>	<ul style="list-style-type: none"> Staff workshop to ensure that all staff understand our kura values and are involved in developing a shared understanding of what PB4L means at Ngāti Toa School 	<ul style="list-style-type: none"> Re-establish PB4L team Re-establish PB4L purpose statement Staff workshop to wānanga our PB4L values 	<ul style="list-style-type: none"> Establish new PB4L leadership Establish regular PB4L team hui Set date for Staff workshops for Wananga. 	<ul style="list-style-type: none"> PB4L team, team leaders, SLT, All kaimahi
	<ul style="list-style-type: none"> Revisit AHIKA values with students -clarify our understandings of the school values - what does it feel like, sound like and look like in our school 	<ul style="list-style-type: none"> Revisit/clarify as a staff alongside iwi what 'Ahi Ka' means. Review our Mātāpono and ensure they align with the iwi Mātāpono and Ngāti Toa Rangatira education eco system. Introduce a celebration system for Ahi Ka so that our Uara/Mātāpono are alive and visible. Invite whānau to PB4L kaupapa or termly hui-ā-kura. 	<ul style="list-style-type: none"> Book hui with kaumatua Set up a Marae visit at Takapuwahia for staff. 	<ul style="list-style-type: none"> PB4L Team/SLT
	<p>Teachers will prioritise timely entry of behaviour data in HERO so</p>	<ul style="list-style-type: none"> Time given to kaiako at the beginning of each team hui to add behaviour data to ensure this is done in a timely manner. Regular analysis of data at PB4L team and whole staff level alongside SLT. 	<ul style="list-style-type: none"> Establish regular PB4L team hui Establish Pb4L team member who is responsible for data 	<ul style="list-style-type: none"> PB4L team/Kaiako

	that PB4L team can tailor support to current needs.		collection	
Ensure that Ngāti Toa School is giving effect to Te Tiriti through its engagement with whānau, mana whenua, and iwi Māori.	Iwi/Mana whenua voice will be reflected in all practices across the kura.	<ul style="list-style-type: none"> ● SLT will meet with mana whenua/Iwi to ensure that our current school kawa and ways of working reflect the aspirations and visions the iwi hold for the kura and that their voice is reflected in the space. 	<ul style="list-style-type: none"> ● Set up hui with Iwi Kaumatua ● Set up hui with Iwi BOT and Iwi SLT 	<ul style="list-style-type: none"> ● SLT/Tumuaki
	<ul style="list-style-type: none"> ● Engage Kaimahi and ākonga in activities that are Mana enhancing and reflect Te Ao Māori 	<ul style="list-style-type: none"> ● Develop a karakia-a-kura, hui-a-kura framework that staff and tamariki feel confident to use ● Raise kaimahi and tauira mātauranga around places of significance for Ngāti Toa Rangatira ● Plan mana enhancing activities for kaimahi and tamariki ● Ensure a strong Kapa Haka programme is embedded in the kura. ● Continue to access professional development through Ūpane. ● Organise a rā kaumatua 	<ul style="list-style-type: none"> ● Develop a framework for Karakia and hui a kura. ● Plan kaimahi visits to places of significance ● Student bus tour/yr 7/8 noho Marae ● Engage in Waka Ama, Marae Visits as kaimahi as part of staff PLD. 	SLT/Mātauranga Māori team, Kaiarahi
Property work and our development of our local curriculum enhances our school environment	Develop and embed a taiao curriculum across the kura that strengthens students' connection to place and deepens their mātauranga of local	<ul style="list-style-type: none"> ● Develop new spaces that tauira can use for taiao sessions such as new garden beds, outdoor classroom, mahi māra spaces. ● Develop a year long plan for taiao curriculum and taiao development. ● Local curriculum will be strong and visible in every akomanga and learning will be shared 	<ul style="list-style-type: none"> ● Support kaiako to confidently deliver the taiao curriculum through targeted PLD, shared planning, and 	JA,CSW,CM

	<p>taiao.</p>	<p>with whānau.</p> <ul style="list-style-type: none"> ● Ensure that learning spaces and the school environment reflects the diverse make up of our kura. 	<p>consistent teaching expectations across all akomanga.</p> <ul style="list-style-type: none"> ● Establish clear systems for planning, resourcing, and maintaining taiao spaces and curriculum to ensure sustainability across the kura. 	
<p>Ensure that both tamariki Māori and tamariki Tangata Tiriti have opportunities to engage and thrive in te Ao Māori through te reo Māori and Indigenous practices.</p>	<p>Ensure Ngāti Toa School has a strong Reo Māori programme.</p>	<ul style="list-style-type: none"> ● Continue to grow kaimahi mātauranga of tikanga Māori through PLD and use of our kaiarahi i te reo. ● Develop and embed a localised curriculum grounded in Ngāti Toa history, pūrākau, and places of significance ● Integrate te ao Māori perspectives across all learning areas, not just in isolated lessons ● Ensure learning contexts reflect local taiao, whakapapa, and identity ● Plan for progressive te reo Māori learning across year levels ● Provide daily opportunities for students to hear, use, and practise te reo Māori ● Establish schoolwide expectations for the use of te reo (e.g. commands, routines, greetings) 	<ul style="list-style-type: none"> ● Develop clear indicators and use student, whānau, and kaiako voice to evaluate the impact of te reo Māori and te ao Māori integration on learner engagement and success. ● Strengthen partnerships with Ngāti Toa and whānau to co-construct and enrich te reo Māori 	<p>SLT , Tumuaki</p>

		<ul style="list-style-type: none"> ● Use correct pronunciation and consistent kupu across the kura ● Strengthen teacher capability in culturally sustaining and responsive teaching practices ● Embed tikanga Māori in everyday classroom routines and interactions 	programmes and te ao Māori learning experiences.	
	Te Reo Māori acquisition will grow, supported by a clear pathway for tauira transitioning from Kōhanga Reo.	<ul style="list-style-type: none"> ● BOT will explore pathways for Rumuaki Reo ● BOT will consider transition of some akomanga to level 2 ● Strengthen teacher capability in culturally sustaining and responsive teaching practices ● A Reo Māori curriculum for NTS will be created and shared. 		JC,CSW,BOT,HMTH
What do we expect to see by the end of the year?	<ul style="list-style-type: none"> ● Increased engagement, wellbeing, and sense of belonging and pride. ● Improved behaviour outcomes (fewer incidents, more positive interactions) ● Stronger learning engagement, especially through culturally relevant contexts ● Students demonstrate values in authentic ways across settings ● Te Ao Māori is embedded, visible, and lived. ● Students see their identity, language, and culture reflected and valued ● Students will be able to kōrero and understand reo māori in 30-50% of given instruction. ● 50% Of Tauira will be achieving reo Māori at Level 2 or higher in PAT. ● Achievement data will show that Māori learners experience equitable and excellent outcomes, with success aligned to the New Zealand Curriculum. 			

He whāinga tuawha (Goal 4): Te Pouangitūtanga (Success for all) 'High-Quality Teaching & Learning and success for all learners'

Arotahi	Tukunga	Whakahou	Ngā mahi ka whai ake	Rauemi
<p>High-Quality Teaching & Learning</p> <p>2026 Focus: Solidifying structured literacy and numeracy approaches while building whānau understanding.</p>	<ul style="list-style-type: none"> Structured Literacy 	<ul style="list-style-type: none"> Continue to embed the Ngāti Toa scope and sequence across the kura. Kaiako will be teaching an hour of Reading/Writing each day that has high expectations of learner success and progress in alignment with NZC 	<ul style="list-style-type: none"> Continue to gather data and report/assess in Junior school against NTS scope and sequence 	All Kaimahi
	<ul style="list-style-type: none"> Targeted Numeracy through DMIC 	<ul style="list-style-type: none"> Continue to embed the DMIC pedagogy and practice across the school. Utilise Numicon as a supplementary resource to support learning. Kaiako will be teaching an hour of Maths each day that has high expectations of learner success and progress in alignment with NZC 	<ul style="list-style-type: none"> Staff to undertake 2xPLD session per term for DMIC maths Staff to work with MOE curriculum team on updating Mātauranga around new curriculum 	All Kaimahi
	<ul style="list-style-type: none"> Targeted Support 	<ul style="list-style-type: none"> Identify students below benchmarks for RTLB or SENCO support, LSCo; develop tailored interventions. 	<ul style="list-style-type: none"> Regular LSCo/Senco HUI Regular learning support hui (Fortnightly) Regular hui between SENCO & SLT Regular hui between 	SENCO / Kaiako /SLT

			MOE/Tumuaki and SENCO <ul style="list-style-type: none"> Targeted supports shared with BOT regularly. 	
<ul style="list-style-type: none"> Hāpori Matauranga /Community Learning and knowledge 	<ul style="list-style-type: none"> Parent/whānau evenings to share information about learning programmes in the junior school (eg new entrant parents/whānau) and senior school (eg Yr 7/8 parents /whānau) School wide whānau hui to share the pedagogy and ways whānau can support at home in the areas of Literacy (Reo Matatini) , Maths (Pāngarau) and Reo Māori 	<ul style="list-style-type: none"> Set dates for whānau hui in terms 2/3 Engage MOE curriculum support 	Catering/Resources Term 2&3 SLT /Kaiako/ all kaimahi/BOT	
<ul style="list-style-type: none"> Targeted Literacy support 	<ul style="list-style-type: none"> Tier 2 interventions within a structured literacy model 	<ul style="list-style-type: none"> Small groups of targets Identified by team leaders for students in yr 0-6 Target learners identified by team leader for yr 7/8 programme. 	Literacy support Kaiako/Team leaders	
<ul style="list-style-type: none"> Strengthen student achievement in reading, writing, and mathematics, resulting in 	<ul style="list-style-type: none"> Develop a consistent way of tracking achievement data Analyze data regularly and ensure this is shared with whānau, BOT, school community. Ensure analysis of data over time is done 	<ul style="list-style-type: none"> Student work samples are loaded to HERO once a term so whānau have a clear picture of their child's 	SLT/Tumuaki/BOT/Kaiako	

	<p>improved progress and increased numbers of students meeting curriculum expectations.</p>	<p>to track common trends and themes.</p> <ul style="list-style-type: none"> ● Build staff capacity so that they are equipped and supported to meet the diverse needs of our students. 	<p>current work level.</p> <ul style="list-style-type: none"> ● Engage MOE support for diverse learners,UBRS, neuro- diversity. 	
<p>What do we expect to see by the end of the year?</p>	<ul style="list-style-type: none"> ● Students are more engaged and on-task during learning time ● Stronger learning habits (focus, perseverance, resilience) ● Students demonstrate a belief that they can achieve (high expectations culture) ● Priority learners are well-supported and making visible progress ● A significant increase in the number of students at or above curriculum expectations in reading, writing, and maths ● Accelerated progress for priority learners - Particularly in the cohorts yr 4& yr6 for 2026. ● Reduction in achievement disparities between groups (e.g. Māori, Pacific, boys/girls) ● Most students meeting or moving toward Ministry achievement targets 			