



Tāmaki Primary School Annual Implementation Plan

References to Regulations in this document refer to the Education (School Planning and Reporting) Regulations 2023.

Summary of the plan

Regulation 9(1)(f)

2026 marks a year of consolidation and disciplined implementation, building on the focused change led with deliberate urgency in 2025. While the school continues to respond to challenges including attendance, workforce recruitment and retention, changes to anticipated school rebuild projects and delays to community rebuild projects, Tāmaki Primary School is now moving forward with greater clarity, coherence and a strengthened foundation for sustained improvement.

The refreshed New Zealand Curriculum (October 2025) and Te Marautanga o Aotearoa are being implemented across the kura in 2026, alongside targeted professional learning to support teachers to translate curriculum intent into consistent classroom practice, informed by the Science of Learning. The focus this year is on building the conditions for improvement, strengthening shared understanding, improving instructional coherence, and establishing early indicators of impact for learners.

Developing teacher capability and strengthening leadership practice remain critical priorities as the school builds the foundations for sustained equity and excellence over time. Implementation at Tāmaki Primary School will prioritise coherence, depth and sustainability. Change will be sequenced to strengthen shared understanding and ensure consistent high-quality teaching across all pathways. Initiatives will be introduced only where they have a clear line of sight to improve learner progress and wellbeing. Implementation decisions will prioritise coherence across pathways to ensure consistent high-quality teaching practice.

The three strategic improvement goals for 2026 are:

1. Strengthen learning-focused partnerships with whānau to improve learner progress and engagement
2. Strengthen language pathways and future learning pathways to support identity, achievement and transition success
3. Increase regular attendance through strengthened engagement, support and clear expectations

Where we are at currently:

Regulation 9(1)(e)

- Parents value relationships and trust the school, but want stronger, clearer learning-focused communication.

Achievement 2025	Pānui	Tuhituhi	Pāngarau	Reading	Writing	Mathematics
Excelling/Manawa Toa: achieving above the expected curriculum phase	27%	23%	33%	29%	22%	26.5%
Proficient/Manawa Ora: achieving at the expected curriculum phase	40%	47%	30%	49%	45%	43.4%
Progressing/Manawa Āki: achieving towards / just below the expected curriculum phase	20%	7%	23%	18%	23%	23%
Needs Support/Manawa Taki: achieving below / well towards the expected curriculum phase	13%	23%	13%	4%	10%	7.4%

- Whānau want rumaki and bilingual pathways protected, strengthened, and clearly linked to long-term success.

Pathways	Cohort	Immersion Levels	Transition to school partnerships	Transition within/out of school partnerships
Te Puna Wairua	Years 0-8	81-100% te reo Māori	Te Kōhanga reo o Te Arapeta Te Kōhanga Reo o Pūau Te Moananui -a- Kiwa	1/3 graduates of Te Puna Wairua transitioned to Māori Medium Te Kura Kaupapa Māori o Pūau Te Moananui -a- Kiwa 2/3 graduates transitioned to English Medium
TALAMUKA-'A-TONGA	Years 0-8	51-80% lea faka-Tonga		5/5 graduates transitioned to English Medium
Penina o Tāmaki	Years 0-6	51-80% gagana Sāmoa		1/3 transitioned to Tongan bilingual 2/3 transitioned to English medium

- Attendance is important to whānau, but families need support and understanding to overcome barriers. Regular attendance has improved significantly over time, reflecting strengthened engagement, improved monitoring systems, and increasingly responsive support for learners and whānau. Continued improvement remains a key priority for 2026.

Regular attendance	2022	2023	2024	2025
Schoolwide	19%	25%	42%	55%

Implementation and Internal Evaluation Cycle

Implementation at Tāmaki Primary School will follow a deliberate improvement cycle to ensure that actions lead to measurable changes in teaching practice and learner outcomes.

- Term One: Establish baseline data, strengthen shared understanding, and begin targeted professional learning.
- Term Two: Monitor early indicators of impact, including learner engagement, teaching consistency, and progress evidence.
- Term Three: Refine teaching approaches and leadership actions in response to emerging patterns and evaluation findings.
- Term Four: Evaluate overall impact, report to the Board, and identify priorities for the following year.

This cycle supports disciplined implementation, instructional coherence, and sustained improvement across the kura.

How will our targets and actions give effect to Te Tiriti o Waitangi:

Regulation 9(1)(g)

Our aspiration is for Tāmaki Primary School to be deeply rooted in the foundational principles of He Wakaputanga o te Rangatiratanga o Nu Tirenī and Te Tiriti o Waitangi, the two constitutional covenants of Aotearoa. These documents guide our efforts to enhance tino rangatiratanga of whānau, hapū, and iwi by prioritising the visions and aspirations of mana whenua and whānau Māori.

Our aspiration is to lead with a vision where Te Tiriti o Waitangi is fully respected and aspirations of Māori are realised. In practice, this means actively engaging with and listening to the needs and desires of mana whenua and whānau Māori in our kura, ensuring that their voices are at the forefront of decision-making processes. It involves creating a school culture that not only respects but also celebrates Māori. It involves constantly critiquing the colonial structures that are embedded in our structures, systems, practices and actions.

This reflection of Te Tiriti o Waitangi informed by the value of whanaungatanga, which emphasises building strong, respectful relationships, and by the principles of indigenising, re-indigenising, decolonising, and liberation from colonial oppression. These values and principles serve as the cornerstone of our commitment to leading a kura that honours Te Tiriti o Waitangi.

Information on teaching and learning strategies:

Te Marautanga o Aotearoa and The New Zealand Curriculum Refresh Implementation Timeline

Medium	Term One	Term Two	Term Three	Term Four
Māori Medium Te Puna Wairua	Pāngarau Kahui Pūtoi Revised Curriculum PD with Jackie Meha Ministry of Education Curriculum Advisor (Lee-Ann and Hanakiri)	Rangarangareo-ā-tā - Pānui - Tuhituhi Revised Te Marautanga Curriculum Leadership PD with Jackie Meha Ministry of Education Curriculum Advisor (Lee-Ann and Carol)	Te Marautanga o Aotearoa refreshed curriculum classroom implementation focus Moderation hui: Pānui, Tuhituhi and Pāngarau progress expectations Internal evaluation of impact of Rangarangareo-ā-tā teaching approaches	Consolidation of refreshed curriculum teaching sequences Student progress review against expected curriculum phases Whānau reporting using strengthened narrative progress language
Curriculum Leadership - Te Marautanga o Aotearoa - Te Mātaiaho	Mathematics and Statistics PLD Day 3	Revised Curriculum Leadership PLD with Shawn Cooper Ministry of Education Curriculum Advisor (Archana and Carol)	Curriculum coherence review across pathways Internal evaluation: literacy and mathematics teaching consistency	Planning for staged implementation of further refreshed learning areas Reporting to Board on curriculum refresh progress and impact Refinement of assessment and reporting

		Pacific Bilingual Immersion Education Elisabeth Keresoma Ministry of Education (Luti and Carol) Reporting to the Board mid-year data	Leadership inquiry into instructional alignment	systems for 2027
Leadership	The Education Group Leading Assessment PD (Archana) Poupou Karanga (Lee-Ann)	Leadership inquiry cycle: monitoring acceleration and learner progress Coaching and observation focus on structured teaching practice Review of professional learning impact Evidence of strengthened leadership practice will be demonstrated through increased consistency in teaching expectations across classrooms, improved quality of professional learning conversations, clearer use of progress evidence to inform decision-making, and documented leadership inquiry showing responsive adjustment of practice. Archana Education Group Deputy Principal's Professional Learning Community	The Education Group Leadership PD August (Lee-Ann)	Strategic planning workshops for next phase of curriculum refresh Leadership reflection and capability development planning
The New Zealand Curriculum	Assessment: <ul style="list-style-type: none"> • PATs Maths and Reading Comprehension • AsTTLe Writing • BSLA <ul style="list-style-type: none"> ○ Phonics checks (20, 40 weeks) ○ Reading, spelling and phonics check (Y1-3) • Structured Literacy Assessment <ul style="list-style-type: none"> ○ SA Spelling (Y4-8) ○ Dibels Vocabulary (Y4-8) ○ Dibels ORF (Y4-8) ○ Sentence formation 	PR1ME Mathematics <ul style="list-style-type: none"> • Assessment (Kelley Head, Scholastic) Assessment and reporting plan: <ul style="list-style-type: none"> • Ongoing monitoring using agreed Assessment and Reporting plan for Term Two 2026 	Classroom implementation focus: Structured literacy teaching sequence refinement Mathematics teaching sequence strengthening (PR1ME embedding) Moderation of progress descriptors Mid-year reporting coherence review	End-of-year progress analysis aligned to refreshed curriculum expectations Evaluation of instructional coherence and next steps Assessment: <ul style="list-style-type: none"> • Ongoing monitoring using agreed schoolwide assessment schedule
Pacific Bilingual Medium TALAMUKA-'A-TONGA Penina o Tāmaki	Nga Reo o te Moana PLD <ul style="list-style-type: none"> - Teachers (Laukau and Faumuina) - Leaders (Luti and Archana) 	Nga Reo o te Moana PLD <ul style="list-style-type: none"> - Teachers (Laukau and Faumuina) - Leaders (Luti and Archana) 	Bilingual curriculum integration planning Literacy progress monitoring in bilingual contexts Leadership support for curriculum alignment	Review of bilingual pathway progress and transition readiness Strengthening reporting clarity for Pacific bilingual whānau

Regulation 9(1)(f)

Learning-Focused Partnerships

Focus area one: Stronger learning partnerships with whānau
 Ākongā, whānau and kaiako work together to strengthen learning progress, clarify next steps and actively support success at home and at school.
Regulation 9(1)(a)

Annual Target/Goal:
 To increase school-whānau engagement in learning partnerships
 100% of parents/fāмили/aiga participate in student led learning conversations in Leo Moana
 100% of parents/whānau participate in student led learning conversations in Te Puna Wairua
 90% of parents, family and whānau participate in student led learning conversations in Kura Auraki English Medium

What do we expect to see by the end of the year?
 Parents share that they are receiving regular communication about learning, progress and how they can support learning at home.
 Parents attend and participate in student led learning conversations schoolwide, and see that they are led by their children now.
 Children confidently talk about their learning, progress and next steps.
Regulation 9(1)(d)

Why this matters?
 Parents want clearer, more regular communication about learning, progress, and how they can support learning and attendance at home.

Actions <i>Regulation 9(1)(b)</i>	Who is Responsible? <i>Regulation 9(1)(c)</i>	Resources Required <i>Regulation 9(1)(c)</i>	Progress	How will we measure success? <i>Regulation 9(1)(d)</i>				
Strengthen home-school partnerships focused on learning	Archana, Lee-Ann, Luti and Carol	Teaching to the North-East, Bishop Clarity in the Classroom, Absolum <ul style="list-style-type: none"> • Student-led learning conversations implemented across all pathways with agreed schoolwide format. • Increased frequency of kaiako communication about progress and next learning steps through Seesaw, newsletters and direct whānau contact. • Whānau attendance at learning conversations increased compared with previous year baseline. • Teachers reporting improved clarity of shared expectations about learning goals. • Home school partnership termly hui Assessment, Mathematics and Statistics, Literacy, Pathways to Year 9 	<table border="1"> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </table>					<ul style="list-style-type: none"> • % of whānau participation in student-led learning conversations (tracked by pathway). • Whānau survey feedback indicates improved understanding of their child's progress and next steps. • Student voice shows increased confidence in explaining learning goals. • Achievement and engagement data shows improved progress for priority learners.
Strengthen home-school partnerships focused on attendance	Carol, Archana, Lee-Ann, Luti and Sharon	Attendance Management Plan <ul style="list-style-type: none"> • Attendance expectations clearly communicated through Attendance Management Plan processes. • Regular whānau communication about attendance patterns and next steps implemented. • Increased early intervention at STAR thresholds (5+ days absence per term). • Strengthened collaboration with whānau to support daily attendance routines. 	<table border="1"> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </table>					<ul style="list-style-type: none"> • Daily attendance rate tracked weekly and reported termly. • Increase in proportion of learners attending ≥90% of the time. • Reduction in the number of learners in chronic absence category (15+ days per term). • Whānau feedback indicates increased clarity about attendance expectations.
Improve clarity, consistency, and accessibility of communication	Archana, Lee-Ann, Luti	Implementation Timeline 2024–2030 (Updated Nov 2025) Reporting to Parents and Whānau Guidance Years 0–10 (Feb 2026)	<table border="1"> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </table>					<ul style="list-style-type: none"> • Whānau survey indicates improved satisfaction with clarity and usefulness of communication. • Increased engagement with digital platforms (views, responses, attendance at events).

		<ul style="list-style-type: none"> Agreed schoolwide communication expectations established and implemented. Consistent use of plain language and bilingual messaging across platforms. Streamlined reporting timelines aligned with national curriculum guidance. Increased use of multiple channels to reach diverse whānau groups. 		<ul style="list-style-type: none"> Reduced misunderstandings or follow-up required about key school processes. Board assurance that reporting meets regulatory expectations. 				
Build whānau capability to support learning at home	Archana, Lee-Ann, Luti	<p>Home School Partnership Sessions</p> <ul style="list-style-type: none"> Home-school partnership workshops delivered across pathways. Practical resources shared with whānau to support reading, writing and maths at home. Increased kaiako confidence in coaching whānau about learning strategies. Growing participation of whānau in curriculum information sessions. 	<table border="1"> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </table>					<ul style="list-style-type: none"> Attendance numbers at workshops and learning sessions. Whānau feedback indicates increased confidence supporting learning at home. Student progress data shows improved acceleration for targeted learners. Teacher inquiry evidence demonstrates strengthened learning partnerships.
Student led whānau learning talks approach schoolwide	Luti, Lee-Ann, Archana and Carol	<p>Student learning portfolios (digital or hard copy), assessment summaries aligned with curriculum progress expectations, student conferencing scaffolds and goal-setting templates, teacher preparation and moderation time, bilingual communication supports where required, flexible scheduling systems, and digital presentation tools.</p> <ul style="list-style-type: none"> Schoolwide expectations and preparation process for student leadership in conferences established. Students are supported to set goals, track progress and present learning evidence. Increasing consistency in quality of student-led conversations across classes. Positive whānau feedback about children taking ownership of learning. 	<table border="1"> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </table>					<ul style="list-style-type: none"> % of students able to articulate learning goals and next steps (student voice). Whānau survey shows increased perception of student ownership. Participation rates in student-led conferences across pathways. Observational evidence from leaders shows improved student agency.

Term Two: Mid-year review of progress indicators and implementation consistency
Term Three: Adjustment of teaching and leadership actions based on evaluation findings
Term Four: End-of-year impact analysis and priority setting for the following year

Progress towards achieving goals coding: <i>Reviewed at the end of each term</i>	Not achieved yet	In progress	Well developed	Achieved
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Language and Future Pathways

Focus area two: Strengthened language pathways and future pathways
 Ākonga grow in identity and language while achieving strong academic progress, leaving Tāmaki Primary School confident, capable and prepared for their future. This work aligns with the phased implementation of the refreshed New Zealand Curriculum and Te Marautanga o Aotearoa.

Regulation 9(1)(a)

Annual Target/Goal:

Achievement targets

- Strengthen quality, sustainability, and staffing of language pathways
- Ensure strong academic outcomes alongside language and identity
- Clarify learner pathways and transitions beyond primary schooling

What do we expect to see by the end of the year?

Strong achievement outcomes across all pathways

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Learning Area	2025 At + Above	Target 2026
Pānui	67%	75%
Tuhituhi	70%	78%
Pāngarau	63%	72%
Reading	78%	85%
Writing	67%	75%
Mathematics	70%	78%

High retention and participation in rumaki and bilingual programmes

Continued whānau confidence in pathway provision

Increased consistency in teaching expectations across language pathways

Strengthened learner confidence in identity, language and academic learning

Clearer transition pathways understood by learners and whānau

Sustained or increased enrolment and retention in rumaki and bilingual pathways

Regulation 9(1)(d)

Why this matters?

Strong, high-quality language pathways support identity, belonging, and academic success. Strengthening pathway clarity and whānau understanding of learner progress contributes to improved engagement, retention, and achievement.

Actions <i>Regulation 9(1)(b)</i>	Who is Responsible? <i>Regulation 9(1)(c)</i>	Resources Required <i>Regulation 9(1)(c)</i>	Progress	How will you measure success? <i>Regulation 9(1)(d)</i>

<ul style="list-style-type: none"> • Pathway strategic planning underway with student, whānau, teacher, leader, mana whenua voice informing priorities. • The 'Afa framework shaping culturally grounded curriculum design and learner identity outcomes in Leo Moana. • Te Puna Wairua whānau engaged in defining aspirations for rumaki reo sustainability, achievement and growth. • Curriculum planning aligned with Te Mataiaho and Te Marautanga o Aotearoa refresh expectations. • Increased clarity for staff and whānau about pathway purpose, progression and learner outcomes. 	Luti and Lee-Ann	Reo Moana PLD Elisabeth Keresoma Ministry of Education Senior Advisor Jackie Meha Ministry of Education Curriculum Advisor Shawn Cooper Ministry of Education Curriculum Advisor	<table border="1"> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </table>					<ul style="list-style-type: none"> • Completion and board endorsement of pathway strategic plans • Retention and enrolment trends show sustained or increased participation in rumaki and bilingual pathways. • Achievement data indicates improved at and above outcomes across learning areas. • Whānau voice reflects strengthened confidence in pathway quality and future opportunities. • Transition data shows learners moving confidently into intermediate, secondary and future language pathways. • School leaders will review progress each term using achievement data, participation trends and whānau feedback to adjust implementation actions and ensure sustained improvement.

Term Two: Mid-year review of progress indicators and implementation consistency
 Term Three: Adjustment of teaching and leadership actions based on evaluation findings
 Term Four: End-of-year impact analysis and priority setting for the following year

Progress towards achieving goals coding: <i>Reviewed at the end of each term</i>	Not achieved yet	In progress	Well developed	Achieved
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Attendance and Engagement

Focus area three: Increased attendance and participation
 Ākongā attend, participate in, and successfully progress through, all stages of their education to achieve their full potential.
Regulation 9(1)(a)

Annual Target/Goal:
 Overall Attendance Goal for 2026: 65%
 Term 1: 70% regular attendance
 Term 2: 65% regular attendance
 Term 3: 55% regular attendance
 Term 4: 60% regular attendance
 Term targets reflect seasonal attendance patterns and are designed to sustain improvement across the full year rather than signal declining expectations.
Regulation 9(1)(a)

What do we expect to see by the end of the year?
 65% regular attendance, 20% irregular attendance, 10% moderate absence, 5% chronic absence.
Regulation 9(1)(d)

Why this matters?
 Improving attendance at Tāmaki Primary School will be supported not only through responsive systems and whānau engagement, but also through strengthening learner engagement, culturally responsive teaching practice, and clear learning pathways that enhance students' sense of belonging and purpose at school.

A realistic but ambitious attendance target for 2026 is to increase regular attendance to 65%, continuing the strong upward trajectory achieved over the past three years. Participating in education and attending school regularly are both critical to gaining the essential skills needed to experience success in work and life. Domestic students between the ages of 5-19 have the right to free enrolment and free education. Students are required to attend school every day up until 16 years of age, and schools are required to take all reasonable steps to support students to attend.

Actions <i>Regulation 9(1)(b)</i>	Who is Responsible? <i>Regulation 9(1)(c)</i>	Resources Required <i>Regulation 9(1)(c)</i>	Progress	How will you measure success? <i>Regulation 9(1)(d)</i>				
65% of students are present in school kura for more than 90% by the end of 2026 In 2026, the focus will shift from lifting attendance at a single point in time to sustaining regular attendance across the full year. Priority actions will include earlier identification and support for learners at risk of slipping from regular to irregular attendance, with particular attention from Term 2 onwards. The school will strengthen follow-up for students who are close to the 90% attendance threshold, recognising that small numbers of additional absences can have a significant cumulative impact.	Carol is the Attendance Lead at Tāmaki Primary School. All staff Agencies <ul style="list-style-type: none"> • ATWC Attendance • SWIS • MOE Attendance Advisor Whānau Ākongā	Attendance management plan	<table border="1" style="width: 100%; height: 100%;"> <tr> <td style="width: 25%;"></td> <td style="width: 25%;"></td> <td style="width: 25%;"></td> <td style="width: 25%;"></td> </tr> </table>					% of students who are present more than 90% of the term.
Communication Clear and consistent attendance expectations will continue to be reinforced with whānau beyond Term 1. Together, these actions are intended to build on early gains and progressively move the school closer to its regular attendance targets	All staff	Attendance management plan	<table border="1" style="width: 100%; height: 100%;"> <tr> <td style="width: 25%;"></td> <td style="width: 25%;"></td> <td style="width: 25%;"></td> <td style="width: 25%;"></td> </tr> </table>					

<p>Infrastructure</p> <p>In response to winter attendance patterns, the Board has approved improvements to school infrastructure to increase the warmth and comfort of classrooms during colder months, supporting student wellbeing and reducing avoidable illness-related absence.</p>	<p>The School Board has provided</p> <ul style="list-style-type: none"> - heat pumps <p>The 5YA/10YPP</p> <ul style="list-style-type: none"> - heat pumps - weather tightness <p>Te Iti Kahurangi Small Schools Improvement projects</p> <ul style="list-style-type: none"> - insulation - carpeting 	<p>MOE Property support</p>	<table border="1"> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </table>					

Term Two: Mid-year review of progress indicators and implementation consistency
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<p>Progress towards achieving goals coding: <i>Reviewed at the end of each term</i></p>	<p>Not achieved yet</p>	<p>In progress</p>	<p>Well developed</p>	<p>Achieved</p>
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Through disciplined implementation, strengthened leadership capability, and learning-focused partnerships with whānau, Tāmaki Primary School will continue to build the conditions for sustained improvement in learner progress, attendance and pathway success.

Tāmaki Primary School coherent equity improvement model: engagement → attendance → instructional impact → achievement → pathway confidence