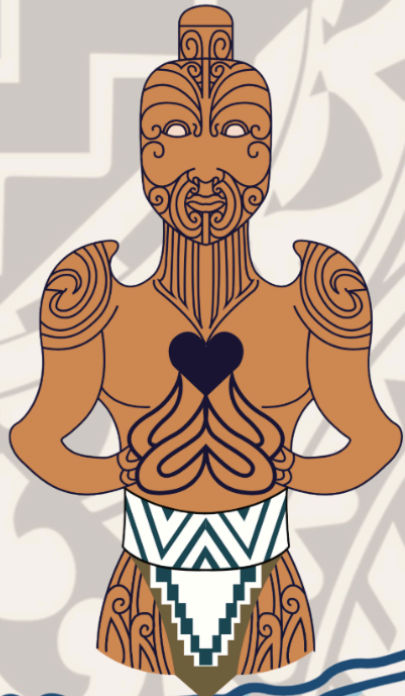


Te Whai Hiringa

Implementation Plan

2026



Annual Implementation Plan 2026
[Link to Te Whai Hiringa Strategic Plan 2023 - 2025/26](#)

Mid/End Year data

Te Whai Hiringa is in its 4th year of working towards the 2023-2025 Strategic plan owing to the extension granted from the Ministry of Education in 2025 that has embraced these three goals:



Linking in with the Government Priorities at Education Te Whai Hiringa - this also covers Regulation 9(1) (g) as to how the kura is giving effect to Te Tiriti o Waitangi


1. Establishing baseline information for where our students are at in relation to the new curricula refresh.
2. Improving data literacy through the use of PAT STAR and Adaptive Maths - improving how this informs decision-making
3. Implementing consistent modes of monitoring student progress and achievement. Using data and evidence to drive consistent improvement in achievement.
4. Improving School attendance through Attendance Mangement Plan and improving our school attendance form 36% to 46% in 2026.
- 5.

<p align="center">Strategic Goal 1 NELP ref: 1/2/3/5</p>	<p align="center">Strategic Goal 2 NELP ref: 1/2/3</p>	<p align="center">Strategic Goal 3 NELP ref: 1/2/3</p>	<p align="center">Strategic Goal 4</p>
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<p>Developing and implementing an indigenised framework for tākaro (play) that Kahungunutanga underpins</p> <p>The Kahungunu Education plan states tākaro or play as one of its goals for the tamariki in the rohe of Kahungunu. In 2023, Te Whai Hiringa was awarded the opportunity to research what play looks like with an indigenised lens in partnership with Longworth Education and Massey University. This will be done over two years with mokopuna, whānau, Kaiako and our Kura. The whāinga for this goal is for mokopuna to develop communication, problem-solving, critical thinking and interpersonal skills based on Tikanga that align with hapū and iwi aspirations.</p>	<p>Develop an indigenised, local curriculum that the Ngāti Kahungunu Strategy underpins</p> <p>The whāinga of this strategic goal is for mokopuna to be empowered through place-based knowledge, Tikanga and hapū. Engaging rangatiratanga, te reo Māori, recognising tutohu whenua (landmarks) of Kahungunu rohe. Pūrākau that nurtures and develops through mana whenua contexts. Kaiako, kaiāwhina and kaimahi will engage in ako processes that support this.</p> <p>That mokopuna at Te Whai Hringa will improve in Reading, Writing and Mathematics at an age, stage developmentally appropriate rate.</p> <p>Kahungunu Education Strategy</p>	<p>Develop an environment that empowers the identity of ākonga</p> <p>Mokopuna will be grounded in tangata whenuatanga, whakamana i te kiritanga (identity), a strong sense of belonging to their kura. Every learner has a safe, healthy, and empowering learning environment where they are accepted, respected, and immersed in an education that values their identity, language, and culture. Mokopuna identity will be nurtured through Te Whare Tapa Rima—wairua, hinengaro, whenua, tinana me whānau.</p>	<p>Improve attendance of mokopuna</p> <p>Our attendance goal is lifting regular attendance from 38% to 48% so our tamariki are present, connected, and learning every day. Through Whanake Te Kura we will grow strong partnerships with whānau, remove barriers, and respond early. When our children show up, their mana, achievement, and belonging rise with them.</p>
<p>Ngāti Kahungunu Strategy Priority One: Te Tiriti o Waitangi Priority Two: Te reo me ōna tikanga Priority Three: Te Matauranga Priority Four: Te Whanaungatanga Priority Six: Tupuria te Aroha</p>	<p>Ngāti Kahungunu Strategy Priority One: Te Tiriti o Waitangi Priority Three: Te Matauranga Priority Five: Te Rangatiratanga Priority Six: Tupuria te Aroha</p>	<p>Ngāti Kahungunu Strategy Priority Two: Te reo me ōna tikanga Priority Three: Te Matauranga Priority Four: Te Whanaungatanga Priority Five: Te Rangatiratanga Priority Six: Tupuria te Aroha</p>	<p>Ngāti Kahungunu Strategy Priority One: Te Tiriti o Waitangi Priority Three: Te Matauranga Priority Four: Te Whanaungatanga Priority Five: Te Rangatiratanga Priority Six: Tupuria te Aroha</p>
<p>Teaching and Learning Strategies Regulation 9(1) (f)</p>			
<p>Play will be integrated through coaching to ensure that the tamariki in our Kākano team have their needs met in a way that is both developmentally and culturally responsive.</p>	<p>Reading and Writing resources are to be streamlined (gathered, analysed and shared) with a strong focus on Kaiako integrating reading/writing into the strategic focus.</p>	<p>Kaiwhakahaere me ngā kaiako must ensure that reading, writing and mathematics contexts are relevant and engaging for tamariki/taiohi and culturally sustaining.</p>	<p>Te Whai Hiringa has been invited to deliver in-school attendance services as part of the Ministry of Education’s Attendance Services Reform Programme. This support acknowledges the high number of</p>

<ol style="list-style-type: none"> 1. Narrative Assessments to see progress in dispositions and self-directed inquiry across the curriculum. 2. Ready for Learning PUTAKE to be implemented across Kākano 3. Alignment to Phases of descriptors in Refreshed curriculum 	<ol style="list-style-type: none"> 1. Stephen Graham's teaching and Phase equivalents of Writing across the school. 75-80% achievement in Writing. 12% improvement needed. 2. PAT STAR testing to inform our teachers of the areas of improvement needed. 3. 70-75% achievement in reading (21% increase needed) using PROBE and colour wheel, and BSLA improvements to measure. 4. Alignment to Phases of descriptors in Refreshed curriculum 5. Move to Te anga Mārautanga o Aotearoa for Reor Rua classes by the end of 2026. 6. All kaiako at our school to be trained in BSLA by the end of 2026. 7. Dedicated Literacy support through Adelle Moore and Samantha Vandermeer to lead impoivemnet in Literacy across the school 8. Implementation of Revised curriculum into reports - level variations and moderations to help teachers with judgemtns alongside descriptors. 	<ol style="list-style-type: none"> 1. DMIC teaching methods to advance mathematical community and thinking. 2. Assessment is used to show progress in mathematical knowledge and Strand strategy. 80-85% achievement in Mathematics. 9% improvement required to meet goals. 3. Use of PATs adaptive testing to help us make better decisions regarding teaching effectiveness. 4. Alignment to Phases of descriptors in Refreshed curriculum 	<p>ākonga within our kura who are currently experiencing chronic absence, and the need for localised, culturally responsive solutions. With the right tools and tautoko, we believe every ākonga can thrive, and that absence is not an individual failure – it's a signal, calling us to act with compassion, strategy and aroha.</p> <p>At Te Whai Hiringa, we believe attendance is not the goal – connection is. When one is connected then attendance will be automatic.</p> <p>We deliver a values-driven, culturally sustaining approach to chronic and persistent absenteeism by:</p> <ul style="list-style-type: none"> ● strengthening engagement with whānau in ways that honour whakapapa, mātauranga-a-whānau, and lived realities ● understanding and addressing barriers with compassion, curiosity, and cultural humility ● supporting hauora, identity, and belonging (when tamariki feel seen, safe, and valued, they show up and shine) ● embedding culturally sustaining practice grounded in tikanga and Pasifika vā relationships
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			<ul style="list-style-type: none"> • using real-time data and relational insights to monitor progress and adapt support • collaborating with internal and external services for wraparound support
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<p>Strategic Goal 1 Regulation 9(1) (a)</p> 	<p align="center">Implementing an indigenised framework for tākaro (play) that Kahungunutanga underpins.</p>		
	<p>The Kahungunu Education plan states tākaro or play as one of its goals for the tamariki in the rohe of Kahungunu. In 2023, Te Whai Hiringa was awarded the opportunity to research what play looks like with an indigenised lens in partnership with Longworth Education and Massey University. This will be done over two years with mokopuna, whānau, kaiako and our Kura. The whāinga for this goal is for mokopuna to develop communication, problem-solving, critical thinking and interpersonal skills based on Tikanga that align with hapū and iwi aspirations.</p> <p>We are currently post the research phase and transitioning into greater implementation across all Kākano classrooms.</p> <p align="right">Regulation 9(1) (e)</p>		
	<p>Annual Target/Goal:</p>	<p>All Kākano kaiako will embed a Tākaro Play-Based Learning approach into their curriculum delivery, ensuring rich, developmentally appropriate learning experiences for tamariki. Success will be measured by:</p> <ul style="list-style-type: none"> • Sustaining integration of play-based strategies in classroom practice. Inducting new staff members into our tikanga of play. • Continue to indigenise the provocations for play - rauemi to provide provocations relevant to the mokopuna of our kura • Ongoing maintenance through coaching - check ins as a Kākano team at hui, Play is still the kauwaka, use of our PBLot tool. <p>The school will continue to build strong foundations for play-based learning, ensuring it is well-supported, purposeful, and deeply connected to the curriculum.</p> <p align="right">Regulation 9(1) (a)</p>	
<p>What do we expect to see by the end of the year? Regulation 9(1) (d)</p>			
<p>1. R4L - Ready for Learning to be implemented and learnt by new kaiako in Hinekōtea - Screening using this tool on entry to ascertain gaps and or next steps for children in readiness for BSLA. Particularly in Hinekōtea, Hinekōriot and Haruatai.</p>			

2. Kākano Kaiako will need to maintain play through the use of the Play-Based Indigenised Observation Tool (PBLOT) descriptors from our two-year research with Massey that is now published.
3. Each Kākano Kaiako will be expected to maintain an environment in their classroom that allows Tākaro| Play-based teaching to flourish. Through the use of loose play parts and a reduction in plastic single-focus toys.
4. Continue to build up rauemi that reflect indigenous play horopaki- contents driven the mokopuna in their curiosities
5. The surrounding environment of these classrooms will be developed to allow for more creative play that allows for open-ended play opportunities, through the build. Ensure that the playground design is designed with play at the fore. Continue to develop this with the school development.
6. Kākano Kaiako will embed the consistent use of NZC o Aotearoa & Te Anga Marautanga o Aotearoa to connect the learning they observe in Tākaro|Play-Based to Te Mataiaho.
7. Kākano Kaiako will use, with confidence, the **Notice, Recognise and Respond framework**.
8. Develop the use of **Narrative Assessment - Kete Book** endeavoring to connect to the NZC o Aotearoa & Te Anga Marautanga o Aotearoa to inform teaching points, individual ākonga progress towards dispositions and the development of Ngā Kete e toru. Ensure consistency across Kākano.

[Link to Te Whai Hiringa Annual Actions 2026](#)

Strategic Goal 2
Regulation 9(1) (a)



Develop an indigenised, local curriculum that the Ngati Kahungunu Strategy underpins

The whāinga of this strategic goal is for mokopuna to be empowered through place-based knowledge, tikanga and hapū. Engaging rangatiratanga, te reo Māori, recognising tūtohu whenua (landmarks) of Kahungunu rohe. This also widens to the stories of te moana nui a Kiwa in particular focus will be on Samoa and the Cook Islands. Pūrākau nurtures and develops through mana whenua contexts. Kaiako, kaiāwhina and kaimahi will engage in ako processes that support this. [Kahungunu Education Strategy](#). We have consistently applied this focus for the last two years and are transitioning into diving deep with the purākau of local people and tūtohu to bring this learning alive within contexts that are appropriate to the tamariki and their whānau, hapū and iwi.

Regulation 9(1) (e)

**Annual
Target/Goal:**

All kaiako will actively integrate **pūrākau, local tūtohu, and personal connections** into their teaching, ensuring that curriculum delivery strengthens tamariki understanding of **self, whānau, hapū, and iwi** and te moana nui a kiwa. Success will be measured through:

- **Increased use of local and te moana nui a kiwa narratives** in lesson planning and classroom discussions.
- **Enhanced student engagement** in learning that reflects their identity and whakapapa.
- **Stronger curriculum connections**, evidenced by student reflections and assessments.

This approach will deepen cultural belonging and empower both kaiako and tamariki to see themselves as part of a rich, interconnected learning journey.


Regulation 9(1) (a)

What do we expect to see by the end of the year? Regulation 9(1) (d)

1. Continue to embed school-wide practices in BSLA, all kaiako and kaiāwhina to be trained
 - a. Kākano moving into fluency of this teaching strategy - Ensure that Stephen Graham style writing is **taught** once per week. Instructional Writing taught daily.
 - b. Māhuri - moving into consolidation of BSLA tweaking gaps in practice with the support of our Literacy Leaders - Sam and Adelle. Induction of new teachers and supporting teachers as needs arise.
 - c. Rākau - Training of this team 50% trained in 2025. 2026 new staff training.
 - d. Taiohi - Collating needs across Taumata to create next steps in the teaching of BSLA. Support of Literacy Leaders - Sam and Adelle.
2. Kaiako use of rotational system to assist with teaching to BSLA level appropriate to mokopuna, taumata 1 - 19.
3. Exploration of local tūtohu whenua as a basis for writing contexts, and use of Stephen Graham's teaching and Levelling of Writing across the school using NZC o Aotearoa & Te Anga Marautanga o Aotearoa refresh.
 - a. **Phases - 2025 47% at or above 75% achievement across the school in Writing with equity of Māori and Peoples of the Pacific. An overall improvement across the school of 28%.**
4. Ongoing addressing of our resources to ensure we focus on purchasing texts that are reflective of our mokopuna.

5. Upgrade Senior bookroom to reflect BSLA teaching and learning - novels are a focus as we move into the higher Taumata. (Adlleand Sam in conjunction with Kaiako)
6. Mokopuna will have greater knowledge of pūrākau and teachers will develop a greater ability to tell these stories.
 - a. Hinepūtehue - SLT to teach staff and share resoeurcs for tamariki.
 - b. Ngā Tohora - Kākano to teach staff
 - c. Ngā Toki - Reo rua to teach staff
7. Mokopuna will have visited and enjoyed an exploration of the following local tūtohu whenua, created and natural:
 - a. Te Mata o Rongokako
 - b. Atea a Rangi
8. Mokopuna will continue to develop a deeper knowledge of **'Matariki'** as a national celebration, moving into the Hautapu Ceremony and the celebration of the Māori New Year. **Ngā tōhu o te Taiao** and learning knowledge of the Gregorian calendar vs. Maramataka. The school will move into the use of Putaiao—science and the stars as a source of navigation or Māori waka and discovery into the future 2025 and beyond—to link with the school building into the future.
9. **Whāngai ngā whetu**—Hautapu Matariki Celebrations of the Māori New Year—We will hold our second **Hautapu Ceremony** for our school on an annual basis.
10. Developing staff knowledge of **He whakaputanga and Te Tiriti ō Waitangi**, teaching it with mokopuna. Robin Fabish, Alex Hotere-Barnes and others.
11. Continue to develop of foundational skills through **PŪTAKE** for those 5-year-olds entering school in readiness for them to access BSLA. To meet the Mokopuna where they are developmentally and work on this with whānau. New kaiako to train in R4L.
12. Use of donated **Reading Focused Funds** to ensure the intent of the strategic direction is also met in the Link [to initiatives document](#).

[Link to Te Whai Hiringa Annual Actions 2026
Mid/End Year Review](#)

<p>Strategic Goal 3 Regulation 9(1) (a)</p>	<p>Develop an environment that empowers the identity of mokopuna</p>
	<p>Mokopuna will be grounded in tangata whenuatanga, tangata tirititanga me whakamana i te kiritanga (identity), a strong sense of belonging to their kura. Every learner has a safe, healthy, and empowering learning environment where they are accepted, respected, and immersed in an education that values their identity, language, and culture. Mokopuna identity will be nurtured through Te Whare Tapa Rima—wairua, hinengaro, whenua, tinana me whānau.</p> <p style="text-align: center;">Regulation 9(1) (g)</p>

	<p>Annual Target/Goal:</p>		<p>The Well-Being Survey will be used to measure progress since our last assessment in 2024, providing clear data to set targeted well-being goals for the school. This should be completed in Term 1 2026. Link next steps to the Three Kete teaching and learning.</p> <p>Success will be measured by:</p> <ul style="list-style-type: none"> ● Identifying trends and improvements in key well-being indicators. ● Setting measurable goals based on survey insights to enhance school-wide well-being. ● Tracking progress over time to ensure continuous improvement in areas of focus. <p>Our goal is to see tangible growth in the well-being of our kaiako and tamariki, reinforcing a positive, supportive school environment.</p> <p>Regulation 9(1) (a)</p>
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What do we expect to see by the end of the year? Regulation 9(1) (d)

1. Continue to implement and maintain the development of **Mathematical Inquiry Communities (DMIC)** teaching methods to advance mathematical community and thinking based on contexts linked to mokopuna identity. This includes;
 - a. Onboarding new staff.
 - b. Maintenance for those staff that are in their second year.
 - c. Continuing to grow the knowledge and assessment practices of those who are trained.
 - d. Working towards team goals and bringing the existing levels to align with Phases
 - e. Videos to be added to the kawa
 - f. Lisa Morton/ Rocky Pohatu is taking over from the previous leader and will continue the relationship with Lauren F who's now a staff member. Lisa to transition this responsibility over to the DPS before her departure.
2. Assessments should be used to show progress in mathematical knowledge and strand strategy. 2025 data - 63% 80-85% achievement in Mathematics Knowledge. An overall improvement of 17% improvement required
3. Update the use of **PAT Maths Assessments** to assist teachers in making overall judgements about achievement in Maths and the next steps that need to be taught through teaching and learning experiences, which can be incorporated into DMIC and knowledge-building lessons. This needs to take into account the new levelling of the curriculum.
4. Maths Lead to meet with PAT to further gauge next steps for our kura. Analyse strengths and weaknesses.
5. **Te Mahere reo Māori o Te Whai Hiringa** - Link made through the kawa. Set aside a team hui for Jules to take teams through this.
6. **Bilingual Classes 2026** - 1 additional class introduced and 3 classes maintained and working together to create what this looks like at Te Whai Hiringa. 2 classes at Level 2 - 2 classes at Level 3 the rest of the kura at Level 2
7. **Hau te Kura** Bilingual and Te Anga Marautanga o Aotearoa development. With external facilitators Maurice Rehu - Te Akatea.

8. Each staff member will continue their **Māhere Reo** for themselves to improve their use of Te reo Māori this year based on their needs and detailed according to their role at our school.
9. [Mahere reo o Te Whai Hiringa](#)
10. [Reading Donation Implementation and Initiatives](#)
11. External providers engaged and funded for 2026;
 - a. **Mau Rākau** - Manaia Heperi working with our young men in the discipline of Mau Rākau. TBC
 - b. **Confident Me** - Kristyl Neho. Building mokopuna self-confidence through art and drama with strong cultural links.
 - c. **Niu Gen** - Sage Fomai Creating confident Pasifika leaders that are steeped in their culture but also future-proofing with families.
 - d. **Pānui Mai** - Volunteer reading programme with volunteers coming in weekly to work/read with mokopuna
12. **Awhi Mai Awhi Atu** - Josh Walford facilitator - working and supporting mokopuna using a Māori holistic approach
13. **Mana Ake Programme** - confidence in a te ao Māori lens in conjunction with Te Tai Whenua o Heretaunga.
14. **Our Three Kete** - maintained and strengthened. **Whakahihiko** - States of Mauri and emotional well-being developed for now and the future. Our Three Kete Lessons fidelity across the kura - in terms of expectations at Te Whai Hiringa.

[Link to Te Whai Hiringa Annual Actions 2026](#)

How we improve Reading, Writing and Mathematics to reach the Annual Targets

[Actions to ensure implementation](#) [Supporting clarification document](#)

[End of 2025 Data Analysis](#)

Writing Data 2024 Writing Data 2025 EOY Writing Data 2026

Writing	2024 Overall		Change Across the school	Māori	People of the Pacific
Well Beyond	3 (1%)	64%	Increase of 4% Decrease of 12%	61% 54%	64% 61%
Beyond	8 (3%)				
Within	238 (60%)				
Towards	117 (30%)		Increase of 13%	39%	36%

		36%		46%	56%
Working Towards	31 (6%)				
Writing 2025 Implementation Discussion/ Evaluation	<p>2025 Summary</p> <p>In 2024, the school achieved a 4% increase in writing achievement, reflecting steady progress toward long-term literacy goals. School-wide efforts - particularly the emphasis on structured literacy and targeted writing instruction - are building solid foundations for future improvement. In the junior school, teachers have been strengthening early literacy through BSLA and Learning Through Play, while partnerships with Dr. Sarah Aiono and Frimley School have supported the adoption of the R4L programme to address developmental and early literacy gaps. In the senior school, the next steps focus on increasing consistency in writing instruction, improving the use of assessment tools, and supporting students to refine their writing using Sheena Cameron’s strategies.</p> <p>The 2025 Action Plan aims to raise writing achievement to 75–80% and ensure equitable progress for Māori, Pasifika, and boys. Key actions include: analysing Term 1 data to guide interventions; strengthening the fidelity and consistency of Stephen Graham-style assessments; ensuring high-quality modelling and use of agreed instructional approaches; updating a biannual writing overview; and embedding rigorous evaluation, moderation, and data-tracking processes. Team Leaders and Tumuaki Tuarua will oversee implementation, ensuring accountability and clarity across teams. The plan also emphasises the use of comprehensive writing resources - including Stephen Graham and Sheena Cameron materials - and maintaining organised, accessible folders and rauemi to support effective teaching. Together, these actions aim to build sustained, school-wide improvement in writing outcomes.</p> <p>Progress has been made, but it is uneven and acceleration is not yet strong enough across all learners to have allowed us to meet the school target.</p> <p>While there was a well-defined action plan for 2025, with a strong focus on literacy (via BSLA), there is a drop in the ‘Beyond’ and ‘Well Beyond’ categories and a growing ‘Towards’ group, which widens the achievement gap. Māori and Pacific still sit below the targets.</p> <p>With new staff this year, some taking on both BSLA and DMIC, it has possibly led to some consistency in classroom practice and in implementing a robust writing programme. This year we have also experienced a high influx of non-English speakers from Islands of the Pacific. Moving forward a focus on enhanced scaffolding in vocabulary, oral language, and writing structure alongside explicit teaching of writing strategies and consistency in assessment, feedback, and teacher expectations will support improved outcomes. This will work for all ākonga across the kura.</p> <p>2026 working on identifying specific gaps at student, class, and team level and matching interventions to the level of need (BSLA for foundational literacy, R4L for developmental readiness, targeted writing workshops for senior</p>				

students) will all move in some ways to ensure interventions are precision targeted, therefore leading to success in writing for all ākonga

ACTION PLAN for Te Whai Hiringa 2026

There is strong alignment with best practice through references to Stephen Graham's approaches and BSLA, showing an intention to embed high-quality, structured teaching across the school.

ACTION PLAN for Te Whai Hiringa 2026

Writing Actions 2026

What action?	By whom	By when?	Intended Outcomes
Improve writing data achievement by the end of the year to 75 - 80% , achieving within or beyond the school. Ensure that Māori and Pasifika children achieve an equitable level of outcomes.	Monitored by leadership and reported back to Tumuaki mid-year and end-of-year.	July 2026 Dec 2026	<ul style="list-style-type: none"> 75 - 80% of all students achieve at or above in writing. This requires a 24% increase overall (to get to 75%) Māori/Pasifika/Boys will be in equity with these outcomes.
Data analysis in Term 1 to ascertain needs across the school and develop interventions and plans to address what the data tells us	Tumuaki Tuarua across the school	End of Term 1	<ul style="list-style-type: none"> TT then work with Team Leaders with the information collected to ensure they are focusing on this in their team meetings and are on top of the learning needs in their teams.
Children who require interventions will make progress that is appropriate for their developmental ability, in line with the goals and aspirations of their whānau and other external professionals. This will keep in line with appropriate tools to measure their progress.	Monitored by SENCO/LSC/ ESOL and reported back to Tumuaki mid-year and end of the year.	July 2026 Dec 2026	<ul style="list-style-type: none"> Children receiving interventions will make developmentally appropriate progress that aligns with the goals of their whānau and guidance from external professionals. Their progress will be accurately tracked using appropriate assessment tools to ensure their learning needs are effectively supported.
Apply consistent use of Stephen Graham assessment from top, middle, and bottom. Ensure this is	TT to work with team leaders to ensure they are	Term 1 revisit Kawa and ensure Stephen Graham's	<ul style="list-style-type: none"> All teams maintain folders in the school-wide writing folder with Stephen Graham - style unit resources.

<p>SECURE throughout the school with every teacher.</p> <p>Explore how Stephen Graham aligns for the new curriculum phases and design the best course of action in terms of summative assessment.</p>	<p>super clear on how this process works and how to guide each of their team members through it. Ensure that processing is carried out with FIDELITY.</p>	<p>assessments are tidied up and ready for use.</p> <p>Team Leaders to set this up with their teams in the second half of term 1.</p>	<ul style="list-style-type: none"> • Teams must analyse what is taught and ensure teaching fidelity, with TT monitoring implementation across all teachers. • Experienced teachers will model Stephen Graham methods as needed, and all teachers are expected to use this approach to introduce writing units. • Effective practices will be recorded and shared.
<p>Writing bi-annual overview. Update this and ensure that it is clear across the school. It should be Descriptive every year with increasing complexity. The rest is to be covered in a developmentally appropriate way that can be integrated into other learning contexts.</p>	<p>A biannual overview needs to be updated and made clear to everyone in an ongoing and clear way. Accountability processes need to be put into this. For example, data is entered into HERO at the end of units to see where the children have improved. This is where iCans must be ramped up to ensure better learning outcomes.</p>	<p>TT/ TL before Term 1 so it is ready for the 2026 year</p> <p>Create spaces for data to be collected on levels. This will help with judgments at the end of the year.</p> <p>TLS to check that all data is entered at the end of units.</p>	<p>The bi-annual writing overview will be updated and made clear across the school. Description writing will be taught every year with increasing complexity, while all other genres will be taught in developmentally appropriate ways and integrated into wider learning contexts.</p> <ul style="list-style-type: none"> • All Team Leaders are to ensure they cover the writing genres for the year. • TT/Team Leaders to ensure end of unit evaluations are done to reflect next steps. • TT to report back to staff on overall evaluation of each writing genre and report on strengths and weaknesses across the school.
<p>Moderation processes are carried out with fidelity. TT will lead this, and team leaders will ensure they learn this process, as it must be done in teams after every genre.</p>	<p>Use Description writing as a form of moderation across the school during the Term.</p>	<p>Create a moderation system. Ready to use in week 7 of Term 2. To be carried out on Description</p>	<ul style="list-style-type: none"> • Defining and analysing the writing together, and coming up with examples to use in a rubric to show others what levelled writing looks like. • To ensure that teachers know how to judge writing properly using criteria. Across school moderation of levels of writing and what we judge as Level 1 - 5 writing.

		Writing. Level this into Phases.	<ul style="list-style-type: none"> Coming up with what is needed to get to the next level and when is Level a Level.
2025 Writing Folders with rauemi (resources) to be added	Carried out on the genre Links are to be made in our Kawa for these folders.	Promote the use of these folders inside the main Writing folder.	Link to Curriculum Resources <ul style="list-style-type: none"> TL to ensure that all rauemi are placed into these folders. Levels are to be separated inside these folders/Helpsheets. Teams are all expected to find tidy and clear resources to use and add to these folders. If they are internet links, these can be put into tables like we did for COVID folders
Sheena Cameron Resources Once areas for teaching improvement are found through assessments then Sheen Cameron resources should be used to teach to these needs. NB: Sheena Cameron to be used carefully to support the Structured Literacy Programme.	Check that Sheena Cameron's resources are in place for classes/at least one between two rooms	By the end of Term 1	<ul style="list-style-type: none"> If any teachers are to be replaced, the school will ensure Māhuri have some as well. Otherwise, people use the ones in the photocopy room. Ensure the ones in the photocopy room are there also.
Resources needed across the school to ensure these goals can be met Regulation 9(1) (c)	<ul style="list-style-type: none"> Folders for each team with Stephen Graham-style writing units. Descriptive writing materials for moderation. Curriculum-linked resources and phase teaching materials. Rauemi (resources) for various writing genres. Tumuaki Tuarua (TT) to oversee implementation and ensure fidelity. Team Leaders (TL) to coordinate and lead the process at the team level. Data collection tools for writing achievement. HERO system for tracking data. Writing evaluation templates. Stephen Graham assessment materials. Sheena Cameron resources. 		

Reading Data 2024 Reading Data 2025 Reading Data 2026

Reading	2024 overall		2025 overall		Change Across the School	Māori	People of the Pacific
Well Beyond	12 (4%)	54%	20 (4.27%)	49%	Decrease of 3% Decrease of 5%	53% 53%	53% 39%
Beyond	57 (15%)		45 (9.62%)				
Within	140 (35%)		164 (35.04%)				
Towards	99 (23%)	46%	104 (22.22%)	51%	Decrease 1% Increase 5.85%	47% 46.84%	47% 61.48%
Towards with Support	95 (23%)		135 (28.85%)				

Reading 2025 Implementation Discussion/Evaluation

While we have seen a slight decrease in reading achievement, this shift can be explained with the transition we are making towards more structured literacy approaches. As we deepen our implementation of BSLA, we are moving from a whole-language-based assessment system to one that aligns with the new curriculum’s phased approach to learning. This change will provide a clearer and more accurate picture of our students’ reading development over time.

Currently, we use multiple assessment tools—Pūtake (Ready for Learning), BSLA - Taumata, the Colour Wheel, and PROBE. These systems do not fully align, making it challenging to track progress consistently. However, we are actively streamlining our approach and, from next year, will introduce STAR and PAT assessments. These will give us richer insights into students’ strengths and areas for growth while integrating the new curriculum phases.

We also recognise that every child’s learning journey is unique. Some tamariki included in these figures have developmental differences that require alternative measures to track their progress meaningfully. To ensure a fair and accurate representation of

their learning, we are developing a system that considers stage-appropriate milestones and uses PAT scale scores to guide our teaching decisions.

Our Year 8 cohort last year faced particular challenges, including high absenteeism and additional learning needs. Despite this, there were many individual successes, highlighting the resilience and potential of our learners. Achievement gaps often reflect complex factors beyond the classroom, including students' overall well-being and circumstances outside of school. As a kura, we remain committed to supporting all our tamariki holistically—fostering an environment where they feel safe, valued, and empowered to reach their full potential. With these intentional shifts, we are confident that reading outcomes will strengthen in the coming years, ensuring every child has the opportunity to succeed.

Reading Actions 2025

2025 Summary

From mid-year to the end of 2025, we saw encouraging movement in student achievement, particularly in the *Beyond* and *Well Beyond* categories. These improvements reflect purposeful, sustained, and collaborative effort across the school to strengthen reading practice and ensure students were well supported.

Progress was evidenced through IEPs, individual programmes, and ESOL funding documentation, with contributions from external professionals and strong oversight from SENCO, LSC, and ESOL leaders. Teachers were supported to make accurate judgements about when students were ready to move reading levels, and team leaders remained vigilant throughout the year, closely monitoring achievement trends within their teams.

A strong focus on effective, developmentally appropriate teaching strategies was reinforced, with expectations that all teachers develop fluency and confidence in these methods. Accountabilities were strengthened through opportunities for teachers to record and reflect on their teaching, and coaching support was provided by Cindy and Lyn.N. Cindy also visited classrooms to observe and support individual reading programmes.

In Taiohi, students were encouraged to independently use reciprocal reading methods, building deeper comprehension and ownership of their learning. Importantly, several kaiako completed BSLA (Beginning Structured Literacy Approach) training this year, with others close to completion. As this is a significant new approach, it requires time to embed and implement with genuine fidelity, and the foundations laid this year will continue to strengthen outcomes moving forward.

These combined efforts - strengthened systems, increased teacher capability, targeted support, and the gradual implementation of BSLA - have contributed to the positive shifts we are now seeing, and place us in a strong position for continued improvement in 2026.

Reading Actions 2026

What action?	By whom	By when?	Intended Outcomes
<p>1. Achievement Goals – Improve Reading Outcomes</p> <p>Action: Ensure 70–75% of students achieve within or beyond by the end of 2026.</p> <ul style="list-style-type: none"> ● Use STAR, BSLA assessments, Dibels and running records to monitor progress. ● Provide targeted interventions for students below “Within,” <p>Action: Ensure Māori and Pasifika students achieve equitable outcomes.</p> <ul style="list-style-type: none"> ● Track progress using STAR, BSLA, and running records. <p>Action: Support children requiring interventions to make appropriate progress.</p> <ul style="list-style-type: none"> ● Use IEPs and individual programmes guided by professional advice. ● Adjust support based on STAR, BSLA, and running record data. 	<p>Kaiako to conduct assessments - Team Leaders and Tumuaki Tuarua to check in with kaiako. Team leaders to have moderation hui once a term. SENCO to ensure that IEPs are being implemented within classes and support is being provided to ākonga with funding.</p>	<p>Check in throughout the terms.</p> <p>Data to be collated mid and end year.</p>	<ul style="list-style-type: none"> ● Reduction in achievement gaps for Māori and Pasifika learners. ● Culturally responsive teaching practices embedded. ● Data-informed interventions supporting equity. ● Reduction in achievement gaps for Māori and Pasifika learners. ● Individual learning goals met in line with developmental ability and whānau expectations. ● Progress tracked and adjusted based on STAR, BSLA, and running records. ● Coordinated support across teachers and external professionals.

<p>2. Deepen BSLA Implementation With Fidelity</p> <p>Action: Provide ongoing support for kaiako completing or newly trained in BSLA.</p> <ul style="list-style-type: none"> • Encourage regular, informal chats and peer discussions between experienced and new BSLA-trained kaiako • Conduct classroom visits and feedback sessions to strengthen practice. <p>Action: Embed regular fidelity checks.</p> <ul style="list-style-type: none"> • Implement termly observations, walkthroughs, and shared planning. • Use feedback to refine phonics routines, decodable text use, and assessment practices. <p>Action: Build team-wide consistency in structured literacy.</p> <ul style="list-style-type: none"> • Ensure phonics routines and guided reading practices are consistent across classes. • Review and align assessment practices, ensuring all STAR, BSLA, Dibels and running record data are used consistently TBC. 	<p>Sam and Adelle will be available to kaiako for support. Individually and in teams. (Completing their training for Yr 4-8 in T2). Sam and Adelle to conduct hui with TL once a term and assessing/checking in with teams. Support with assessment data and ensuring BSLA data is transferred to HERO accurately.</p> <p>TL to complete fidelity checks at least once a term.</p> <p>Check in from Tumuaki Tuarua with TLs. Ensure STAR testing is administered and completed.</p> <p>Adelle and Sam to ensure school wide staff have Taumata testing and groups up and running by Week 4 T1.</p>	<p>Monitoring throughout the year.</p> <p>This will be monitored on an ongoing basis.</p>	<ul style="list-style-type: none"> • Teachers gain confidence and fluency in structured literacy approaches. • Collaborative learning culture among staff, strengthening skill-sharing. • High-quality, consistent reading instruction in classrooms. • BSLA strategies delivered with fidelity across all classrooms. • Phonics, decodable text use, and assessment practices are consistent and effective. • Teaching gaps are identified and addressed promptly. • Students experience consistent phonics and guided reading routines school-wide. • Assessment data is reliable and comparable across classes. • Teacher decision-making is aligned and evidence-based.
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<p>3. Strengthen Data Literacy and Monitoring Systems</p> <p>Action: Use timely data to accelerate interventions.</p> <ul style="list-style-type: none"> • Conduct Term 1 and Term 3 data checks in addition to mid- and end-of-year reports using STAR, BSLA, Dibels and running records. • Identify students who are stagnating and adjust programmes immediately • Tls lead regular team meetings to review progress and next teaching steps. • Share trends and insights from STAR, BSLA, and running records to inform instructional adjustments school-wide. 	<p>SENCO, Tumuaki Tuarua, Adelle and Sam to ensure students at risk have adequate support from kaiāwhina and referrals are made when and where appropriate.</p> <p>Julie Roberts to attend SOD to support with interpreting STAR results.</p>	<p>Check in during Team Mauriora hui (twice a term).</p> <p>This will be monitored on an ongoing basis.</p>	<ul style="list-style-type: none"> • Early identification of students at risk of stagnation. • Interventions implemented promptly to prevent learning delays. • Data from STAR, BSLA, and running records informs teaching decisions in real time. • Team leaders effectively guide instructional planning using assessment data. • Staff collaboratively analyse trends and adjust teaching strategies. • School-wide culture of data-informed practice is strengthened.
<p>4. Strengthen Classroom Practice and Consistency</p> <p>Action: Ensure teacher-led instruction for all reading groups.</p> <ul style="list-style-type: none"> • Focus on low groups for targeted support, ensuring regular engagement. 	<p>Leigh, Sam and Adelle to ensure that kaiako and kaiāwhina are trained in the appropriate age level.</p> <p>Tumuaki Tuarua and literacy leaders to check in with kaiako through informal observations.</p>	<p>Monitoring throughout the year.</p>	<ul style="list-style-type: none"> • Targeted teaching improves outcomes for lower-achieving students. • Accurate progression decisions informed by STAR, BSLA, and running records. • Students receive consistent, high-quality reading instruction. • Phonics, scaffolding, and comprehension strategies are applied effectively.

<ul style="list-style-type: none"> ● Maintain accurate judgments on when students are ready to move reading levels, informed by STAR, BSLA, Dibels and running record data TBC after assessment discussion. <p>Action: Monitor and improve lesson quality.</p> <ul style="list-style-type: none"> ● Conduct observations of phonics, scaffolding, and comprehension strategies. ● Provide coaching and feedback to strengthen classroom practice. 			<ul style="list-style-type: none"> ● Teachers refine practice through feedback and coaching. ● Improved student engagement and learning outcomes.
<p>5. Enhance Support for Priority Learners</p> <p>Action: Ensure equitable access for Māori, Pasifika, and boys.</p> <ul style="list-style-type: none"> ● Continue targeted programmes and monitor outcomes using STAR, BSLA, Dibels and Running records TBC after discussion in 2026. ● Adjust teaching and support based on ongoing assessment data. <p>Action: Maintain high-quality IEPs and individual programmes.</p> <ul style="list-style-type: none"> ● Regularly update plans to reflect progress and changing needs. 	<p>SENCO and Matilda to ensure that IEPs are done for ākongā needing extra support. Communications with Pasifika aiga is done with support from Matilda.</p>	<p>Monitoring throughout 2026.</p>	<ul style="list-style-type: none"> ● Achievement gaps for priority learners are reduced. ● Teaching is responsive to the needs of these learners. ● Progress is tracked and interventions adjusted using data. ● IEPs remain dynamic, evidence-based, and personalised. ● Strong collaboration with whānau and external professionals ensures holistic support. ● Students experience coherent, goal-oriented learning pathways.

<ul style="list-style-type: none"> Collaborate closely with external professionals and whānau. 			
<p>6. Strengthen Resourcing</p> <p>Action: Maintain BSLA-aligned reading resources.</p> <ul style="list-style-type: none"> Organise and restock decodable texts, guided reading materials, and structured literacy resources. Ensure resources are culturally sustaining and easily accessible for kaiako. 	<p>Adelle and Sam to support Heidi with organisation of the book rooms - keeping relevant texts and getting rid of those that are not culturally aligned.</p>	<p>Term 1</p>	<ul style="list-style-type: none"> Teachers have easy access to high-quality, structured literacy resources. Resources support culturally sustaining practices and classroom consistency. Learning environments are prepared to meet diverse student needs.
<p>7. Communicate Success and Build Momentum</p> <p>Action: Celebrate growth and maintain motivation.</p> <ul style="list-style-type: none"> Share student achievements and teaching successes with staff and whānau. Reinforce that BSLA implementation is a multi-year process and highlight progress using evidence from STAR, BSLA, and running records. 	<p>Tumuaki and Tumuaki Tuarua to monitor rates of progress. Communicate with whānau the progress that is being made through pānui and reports.</p>	<p>Mid year and end of year.</p>	<ul style="list-style-type: none"> Staff and whānau recognise and celebrate student achievement. Motivation to sustain BSLA practices and continuous improvement is maintained. Progress is visible and reinforced using STAR, BSLA, and running record data. Success stories and improved teaching practices are shared and celebrated. Reflective practice and collaborative learning culture are strengthened. The school community remains informed and engaged in student learning progress.

<p>Action: Use evidence and data to strengthen engagement.</p> <ul style="list-style-type: none"> • Showcase success stories and improved teaching practices in newsletters or meetings. • Encourage reflective practice and celebrate collaborative efforts across the school. 			
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**2026 Mid Year and
End of Year Summary**

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Mathematics EOY Data 2024 Mathematics Data 2025 EOY Mathematics Data Mid Year 2026

Maths	2024 overall				Change Across the School	Māori	People of the Pacific
Well Beyond	(6) 1%	61%	(1) 1%	63%	Increase of 11% Increase of 2%	68% 67%	72% 56%
Beyond	(30) 5%		(19) 4%				
Within	(252) 55%		278 (59%)				
Towards / Towards with support	(99) 24% (30) 6%	31%	(121) 26% / (54) 11%	37%	-	32% 33%	28% 44 %

<p>Mathematics 2025 Implementation Discussion/ Evaluation</p>	<p>As anticipated, maths has shown the greatest increase in achievement this year. Our intensive, whole-school development in this area has not only led to strong academic progress but, more importantly, has transformed the way our tamariki and kaiako engage with maths. Research consistently shows that a child’s enjoyment of maths is a key factor in their ability to learn and apply mathematical concepts. This has been our most significant shift—our learners now like maths, and they see themselves reflected in the contexts we use.</p> <p>When we first implemented the DMIC (Developing Mathematical Inquiry Communities) approach, one of the biggest barriers was engagement and confidence. Today, our tamariki are actively involved in mathematical discussions, thinking critically, and approaching problems with a positive mindset. A major breakthrough has been their ability to extract and work with mathematical concepts from word problems—an area that was previously a significant challenge. Through DMIC, our students now have the tools to make sense of problems and apply their learning in meaningful ways.</p> <p>Looking ahead, our focus will be on maintaining and embedding this momentum. A key challenge will be ensuring continuity as staff changes occur. In 2025, we will continue to be guided by our DMIC facilitator, Lauren F. who will support the onboarding of new teachers while strengthening the expertise of our existing kaiako. Our three-year teachers will sustain their development, and our Year 2 teachers will continue deepening their use of DMIC strategies to further enhance student outcomes. The strong foundations we have built this year position us for even greater success. With continued focus and support, we are confident that maths achievement will keep rising, ensuring our tamariki not only excel but also develop a lifelong love of learning in this crucial area.</p>
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<p>ACTION PLAN for Te Whai Hiringa 2026</p>			
<p>Mathematics Summary 2025</p>			
<p>What action?</p>	<p>By whom</p>	<p>By when?</p>	<p>Intended Outcomes</p>
<p>In 2025 Te Whai Hiringa made steady progress in strengthening mathematics teaching despite significant challenges, particularly the introduction of the new curriculum and phase-based progression. These changes added pressure for teachers and contributed to the difficulty of meeting the ambitious target of 80–85 percent achievement, with the school finishing the year at 63%. There were some positive shifts for Māori, and Pasifika, but these groups remain a key priority.</p> <p>Interventions for learners requiring additional support were consistently implemented and monitored through IEPs, individual plans and ESOL documentation, with oversight from Lisa and the SENCO, LSC and ESOL teams. Most learners made progress aligned to their developmental needs and whānau aspirations.</p>			

Although the curriculum changes were demanding, the school continued with DMIC because its pedagogy aligns strongly with our values, our commitment to collaboration and our focus on equity. Staff engaged with the new curriculum while continuing to build capability in DMIC. New teachers were well supported through induction, ICS visits and twice-termly hui, and overall teacher confidence with the approach continued to strengthen.

Assessment practices became more consistent across the school through the use of common DMIC assessments, regular moderation and anticipation planning. These systems improved the reliability of overall teacher judgements. The introduction of PAT Pāngarau online provided additional information to support teaching. The PLD we received from NZCER around this supported teachers with using data to inform next steps for teaching and learning..

Overall, 2025 was a year of progress and challenge. Although the achievement target was not met, the school strengthened its systems, pedagogy and understanding of the new curriculum. With DMIC continuing to provide a strong, values-aligned foundation, Te Whai Hiringa is well positioned to build on this work and further accelerate progress for all learners in 2026.

ACTION PLAN for Te Whai Hiringa 2026

Mathematics Actions 2026

What action?	By whom	By when?	Intended Outcomes
Continue to improve Maths data achievement by the end of the year to 75-80% , achieving within or beyond across the school. Ensure that Māori and Pasifika children achieve an equitable level of outcomes.	Monitored by leadership and reported back to Tumauaki mid-year and end-of-year.	July 2026 Dec 2026	<ul style="list-style-type: none"> ● 75-80% of all students achieve at or above in mathematics. This requires a 12 - 17% increase overall. Māori/Pasifika/Boys will be in equity with these outcomes ● This will be supported and reinforced through the shift in MOE provided resources and upskilling of kaiako in DMIC
Children who require interventions will make progress that is appropriate for their developmental ability, in line with the goals and aspirations of their whānau and other external professionals and in line with appropriate tools to measure their progress.	Monitored by Lisa and SENCO/LSC/ESOL and reported back to Tumauaki mid-year and end-of-year.	July 2026 Dec 2026	<ul style="list-style-type: none"> ● Evidenced through IEPS, Individual programmes, and ESOL funding document levels. Contributed to by external professionals by ultimately the responsibility of SENCO /LSC /ESOL leaders.
DMIC Year 4 We will continue with Year 4 of DMIC. The induction of new staff will be conducted according to protocols and support from Lauren.	Lisa will monitor the progress of teachers new to DMIC.	Term 1 2026	<ul style="list-style-type: none"> ● DMIC PLD will continue for our new kaiako and kaiako in their second year of DMIC. The year 1 DMIC kaiako will be closely supported by Lisa and Lauren. ● Other kaiako to be supported by Team Leaders - Lisa and Lauren to do termly observations of kaiako.

<p>Mathematics Assessments continue to be streamlined across the school in 2026 to ensure assessments are targeted, efficient and focused. Each syndicate moderate their assessments at the end of each maths strand.</p>	<p>Team leaders</p>	<p>Throughout 2026</p>	<ul style="list-style-type: none"> • Each syndicate will have a selected moderated assessment for each unit. This will be a more accurate way to guide teachers in making an OTJ of students' curriculum levels. • Team Leaders - are required to lead their team to choose an assessment task teamwide for each DMIC Unit and provide time and guidance to moderate each assessment.
<p>DMIC Units - anticipations Syndicates must anticipate all DMIC tasks.</p>	<p>Within teams, there will be anticipation of all tasks.</p>	<p>At the beginning of each DMIC unit</p>	<ul style="list-style-type: none"> • This will be done as much as possible as a team so that professional discussions around the content and learning can occur. Anticipations to be done on an online doc so that everyone can contribute and anticipations can be monitored / stored for future years.
<p>Supporting Assessments: Continue with PAT Pāngarau online for Years 3-8 to support teaching, assessment and learning.</p>	<p>Lisa is to order online from PAT Resources</p>	<p>Term 1&4 2026</p>	<ul style="list-style-type: none"> • Use of these assessments to further guide teaching and assess curriculum levels and progression. Kaiako to identify areas of focus for their classes.
<p>Y 7&8 MOE intervention</p>			
<p>Resourcing for Maths teaching will be kept up with the DMIC mentors before the units. The budget to be set aside for this</p>	<p>Lisa to control the budget and anticipate the needs for maths in terms of resourcing</p>	<p>Ongoing throughout the year as needed.</p>	<ul style="list-style-type: none"> • Materials to help tamariki visualise the maths they are trying to learn. Ensure that all teachers have the materials they need for units to teach effectively.
<p>Resources needed across the school to ensure these goals can be met</p> <p>Regulation 9(1) (c)</p>	<ul style="list-style-type: none"> • New mathematics books provided across the school, funded by the Ministry of Education, aligned to appropriate stage levels. We are using Oxford • PAT professional development and analysis support from NZCER. • DMIC classroom resourcing through the purchase of learning materials, provided on an ongoing and as-needed basis. • Creation of teacher resource folders to store and organize DMIC models, making materials more accessible and user-friendly. DMIC have provided a website that has all resources / booklets / assessments that are easily accessible for kaiako. 		