

Tikipunga Primary School Annual Implementation Plan 2026

Summary of the plan

Tikipunga Primary School Board continues to give full effect to Te Tiriti o Waitangi, and we remain unwavering in our commitment to upholding our responsibilities as a Treaty partner. This commitment guides our strategic direction, decision-making, and daily practice across the kura.

The Board and teaching staff are dedicated to providing high-quality education that meets the needs of our learners and our community. We cater to a wide range of diverse learners, ensuring support for both acceleration and extension across the curriculum. While literacy and numeracy remain core priorities, our programmes also value and promote learning in the Arts, Sciences, Health and Physical Education, and our school values — Pono, Ako Runga, Manaakitanga, and Whanaungatanga — are at the heart of everything we do, ensuring a rich, balanced, and culturally responsive learning experience for every ākonga.

As we move into 2026, we will continue to refine our teaching and learning practices and strengthen the use of assessment tools so that we have up-to-date, reliable information to guide decision-making. Assessment data—both formative and summative—will be used purposefully to inform next steps for learners, support overall teacher judgments, and ensure our programmes respond effectively to student progress and needs.

Where we are currently at:

This year has seen substantial changes introduced by the Ministry of Education as part of the refreshed curriculum. Teachers are continuing to consolidate teaching and learning programmes in both numeracy and literacy to align with the new curriculum phases. The next step is to implement a whole-school writing programme, ensuring a consistent approach to writing and clear progression across all year levels.

Across the kura:

- Years 0-3 are implementing Little Learners Love Literacy (LLL) and the Structured Maths Approach (SMA – Jordan Priestly) to build strong foundational skills.
- Years 4-6 are using Ideal as whole-class instruction in the middle team and as an intervention programme in the senior team to support decoding, encoding, and fluency.
- PRIME Maths is used consistently across senior classes and as an extension programme in some middle classes.
- Some middle classes continue to use Structured Maths Approach where it best meets learner needs.

Our approach remains deliberately flexible and responsive, ensuring teachers select the programmes that best support the learning needs of their ākonga while aligning with the expectations of the refreshed curriculum.

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

We are committed to ensuring that all Māori ākonga achieve educational success as Māori, and that teaching and learning are culturally responsive, inclusive, and equitable. Our actions include:

- Culturally responsive pedagogy: Embedding teaching practices that reflect the language, culture, identity, and aspirations of our Māori learners and whānau.
- Celebrating Māori success: Monitoring Māori achievement and providing targeted support to ensure equitable outcomes.
- Equity and inclusiveness: Ensuring every ākonga can reach their highest educational standard in a physically and emotionally safe environment.
- Strengthening partnerships with whānau, hapū, and iwi: Honouring connections with Pehiaweri Marae, Ngāiti Hau, and Ngāiti Wai to guide curriculum, school tikanga, and localised learning opportunities.

Through these actions, the school demonstrates its commitment to equitable, culturally grounded learning and ensures that Te Tiriti o Waitangi is embedded in both strategic direction and daily practice.

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Strategic Goal 1

Taumata Tuahiri: Accelerate Student Achievement

Annual Target/Goal:

By the end of 2026 Tikipunga Primary School are committed to having 65% of students achieving AT or Above in Reading.

By the end of 2026 Tikipunga Primary School are committed to having 60% of students AT or Above in their curriculum level in Writing.

By the end of 2026 Tikipunga Primary School are committed to having 70% of students AT or Above in their curriculum level in Mathematics.

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

(What expectations do you have for this target for this year? What evidence will you see? This can flow on from the expectations listed in your strategic plan for the full 3-years.)

Regulation 9(1)(d)

By the end of the 2026 school year, we aim to see:

- Positive shifts in the trajectory of at-risk students.
- Evidence that consistently implemented, research-backed structured programmes have improved school-wide learning outcomes.
- Data demonstrating improved literacy and numeracy skills, alongside broader achievement gains across the curriculum.

Actions

Detail the key actions you'll take this year to reach your annual target listed above

Who is Responsible

Resources Required

Timeframe
This is optional however is useful to help with your planning

How will you measure success?
Think about what you expect to see at the end of the year and detail the measurements you'll use to check on your progress. You'll want to reference the success measures from your strategic plan template.

<p>Regulation 9(1)(b)</p> <p>Consolidating and embedding in Structured Maths Approach using P1 me in Years 3-6.</p>	<p>Regulation 9(1)(c)</p> <p>SLT, Team Leaders</p>	<p>Regulation 9(1)(c)</p> <ul style="list-style-type: none"> • MoE resources • Resourcing PLD for specific use for ongoing digital platform for staff to utilize. • Subscription as provided via MoE • Teacher Only Day 2026 	<p>Ongoing throughout 2026</p>	<p>Regulation 9(1)(d)</p> <ul style="list-style-type: none"> • Positive shifts in students' learning trajectories • Students accessing age- and stage-appropriate learning with greater ease and confidence within classroom programmes. • Improved student self-efficacy • Increased teacher confidence and consistency in delivering Structured Maths using P1 ME • Whānau reporting improved student attitudes toward maths
<p>Consolidating Structured Maths Approach with SMA in Middles and Juniors as required.</p>	<p>SLT, Team Leaders</p>	<ul style="list-style-type: none"> • Resourcing allocated for PLD • Resourcing for update license • Update resources 	<p>Ongoing throughout 2026</p>	<ul style="list-style-type: none"> • Positive shifts in students' learning trajectories • Students accessing age- and stage-appropriate learning with greater ease and confidence within classroom programmes. • Improved student self-efficacy • Increased teacher confidence and consistency in delivering Structured Maths using SMA • Whānau reporting improved student attitudes toward maths

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<p>Systemise Ready, Set, Go! Initiative.</p>	<p>SLT, Team Leader, NE Kaiako, RSG Facilitator</p>	<ul style="list-style-type: none"> Digital tracking system (shared folder or simple database) to monitor incoming enrolments and transition steps Whānau information booklet for new families Release time for NE teachers to conduct visits and whānau meetings Collaboration time with local ECEs Workshop materials budget Non-contact time to reach ECEs and develop whānau work shop material 	<p>Term 1-2: Finalise systemised transition process and documentation</p> <p>Term 2-4: Implement system with all new enrolments</p> <p>Term 4: Review process and refine for 2027</p>	<p>Incoming NE students complete every step of the transition process (tracked digitally)</p> <p>Increased whānau participation in transition meetings and school visits</p> <p>Improved wellbeing and readiness (feedback)</p> <p>Implement early literacy and numeracy supported readiness</p> <p>Feedback from ECE providers and whānau</p> <p>Consistency of practice across all NE teachers</p>
<p>4th year iDeal with a focus Middle School and Classroom input into Rooms 1-4. Intervention group with iDeal Kaiako in middle school.</p>	<p>SLT and Team Leaders, iDeal lead</p>	<ul style="list-style-type: none"> Draw from a range of literacy assessment including iDeal to place students. Purchase appropriate leveled resource material for teachers and learners. Purchasing licenses Senior teachers to run in class intervention Updating resources for in class intervention Budget 	<p>Term 1: placing learners and purchasing resources.</p> <p>Term 2 implementation of intervention group in middles.</p> <p>Term 2-4: Monitoring and reflecting</p>	<p>Progress is demonstrated through iDeal placement data, mastery checks, and student movement through the sequence.</p> <p>Improvements in spelling accuracy and phonological awareness (beg/end data)</p> <p>Over time, improved decoding may contribute to stronger results in wider reading assessments (e.g., PROBE, or PAT1), but these are considered secondary indicators rather than direct measures of iDeal.</p>

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Strategic Goal 2

Carry out the actions and goals included in the Hāuru Strategic Plan as developed by the Board of Trustees in 2023

Regulation 9(1)(a)

Annual Target/Goal:

- Access and develop a shared knowledge around the goals within Nga Puhī Education Strategy
- Establish a Governance and School level relationship with Pehiaweri Marae
- Realise and embed the Boards vision for ākongā Māori
- Systemise ECE to Kura transitions

Regulation 9(1)(c)

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

(What expectations do you have for this target for this year? What evidence will you see? This can flow on from the expectations listed in your strategic plan for the full 3-years.)

Regulation 9(1)(d)

- Board demonstrates knowledge and understanding of iwi education goals
- Developing relationships with iwi, hapū, and marae
- Increased opportunities for student voice informing teaching and learning
- A robust transition model preparing ākongā for success upon entry to kura

Actions Detail the key actions you'll take this year to reach your annual target listed above	Who is Responsible	Resources/steps Required	Timeframe <i>This is optional however is useful to help with your planning</i>	How will you measure success? <i>Think about what you expect to see at the end of the year and detail the measurements you'll use to check on your progress. You'll want to reference the success measures from your strategic plan template.</i>
<p>Regulation 9(1)(b)</p> <p>Work with Ngāiti Hau and Ngāiti Wai to understand and embed iwi goals for education</p>	<p>Regulation 9(1)(c)</p> <p>SLT (AP) School cultural adviser</p>	<p>Regulation 9(1)(c)</p> <ul style="list-style-type: none"> • School delegates Maitua Wiremu, Maitua Angus (cultural adviser) and Whaea Judy (SLT) continue engagement from 2025 with Pehiaweri Marae Committee (Ngāiti Hau) and relevant Ngāiti Wai representatives. • Relationship-building hui to listen, understand, and gather iwi aspirations for education. • Invite marae/iwi delegates to Board hui to share their priorities, cultural aspirations, and long-term visions for Tamarii. 	<p>Throughout 2026</p>	<p>Regulation 9(1)(d)</p> <ul style="list-style-type: none"> • Strengthened relationship between kura, Pehiaweri Marae (Ngāiti Hau), and Ngāiti Wai representatives. • Documented iwi educational goals embedded in the kura's local curriculum and planning. • Community consultation
<p>Strengthen and refine our school-to-school and intermediate transition processes</p>	<p>SLT, Team Leader, kaiako (Year 6)</p>	<ul style="list-style-type: none"> • Review and strengthen IHADs transition programme • SENCO at Term 3 and 4 SENCOM Hui 	<p>March – December</p>	<ul style="list-style-type: none"> • Seamless information sharing, • Strong communication between kura and whānau • Continuous review so that student wellbeing and learning continuity are well supported

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<p>Strengthen partnership with Pehiaweti Marae</p>	<p>Board, Principal, SLT</p>	<ul style="list-style-type: none"> • Invite iwi representatives to staff hui or wananga, ensuring kaiake have a shared understanding of kaupapa, tikanga, and expectations. • Co-design a set of shared goals that reflect iwi aspirations and align with the refreshed NZ Curriculum and our local curriculum. • Plan ongoing engagement e.g., hikoī, marae visits, curriculum co-design sessions, and cultural capability development for staff. • Document the partnership, including shared goals, expectations • Set aside budget to facilitate consult 		<ul style="list-style-type: none"> • Deepen iwi engagement, • Cultural identity enhanced across the kura • Student learning enriched • Community consultation
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Strategic Goal 3 **Tikipunga Primary School Annual Implementation Plan 2026**
 Taumata Tuaruru: Ensure full effect to Te Tiriti o Waitangi

Regulation 9(1)(c)

Annual Target/Goal:

- Implemented curriculum
- Established iwi and hapu partnership
- Realization of the Boards/community vision for learners

Regulation 9(1)(c)

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

(What expectations do you have for this target for this year? What evidence will you see? This can flow on from the expectations listed in your strategic plan for the full 3-years.)

Regulation 9(1)(d)

- Curriculum is current, culturally responsive, and relevant
- Inclusive learning environment reflecting whanau/ iwi/ hapu aspirations
- Increased student efficacy and achievement

Actions Detail the key actions you'll take this year to reach your annual target listed above	Who is Responsible	Resources/steps Required	Timeframe <i>This is optional however is useful to help with your planning</i>	How will you measure success? <i>Think about what you expect to see at the end of the year and detail the measurements you'll use to check on your progress. You'll want to reference the success measures from your strategic plan template.</i>
Implement, refreshed school curriculum.	SLT, Team Leaders and Kaiko	<ul style="list-style-type: none"> • Ongoing PLD • Teams allocate time for collaborative planning • Assessment review • Ongoing review and reflection 	2026	Improved Teacher Confidence and Capability Consistent classroom implementation Positive student progression
Iwi and Hapu support in designing aspects of our school environment	Board, Principal, SLT and cultural adviser (staff member)	<ul style="list-style-type: none"> • Confirm gifted name of spaces in partnership with local iwi. • Communicate the significance, purpose, and connections to staff, students and the wider community. • Develop a co-designed plan for implementation in 2026 - adornsments for spaces • Budget allocation 		Strengthened partnership Visible cultural identity Ongoing collaboration and shared decision-making.
Identification of barriers to access and minimising and eliminating where possible	SLT, Team Leaders and Kaiko	<ul style="list-style-type: none"> • Attendance data and trends • Additional targeted financial resourcing where appropriate • Access to additional supports such as LSC, RTLB, SENCO and Truancy support, NISS, Mana Ake and IHAD organisation, SENCO 		Increased awareness to the current barriers for whanau. Improved attendance rates and achievement

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Strategic Goal 4
Taumata Tuawha: Ensure all property and infrastructure is in place to meet the growing roll of the kura and that all physical spaces are aligned to our Kura Kaupapa.

Regulation 9(1)(c)

Annual Target/Goal:

Regulation 9(1)(c)

- Toilet upgrade
- Whare Atawhai development
- Glazing project

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

(What expectations do you have for this target for this year? What evidence will you see? This can flow on from the expectations listed in your strategic plan for the full 3-years.)
 Regulation 9(1)(d)

A school environment which meets the needs of the student body. One that is responsive to needs and supports the unique character of the kura.

Actions Detail the key actions you'll take this year to reach your annual target listed above	Who is Responsible	Resources/steps Required	Timeframe This is optional however is useful to help with your planning	How will you measure success? Think about what you expect to see at the end of the year and detail the measurements you'll use to check on your progress. You'll want to reference the success measures from your strategic plan template.
Regulation 9(1)(b)	Regulation 9(1)(c)	Regulation 9(1)(c)		Regulation 9(1)(d)

Whare Atawhai Project	Board, Principal, H&K, MOE	<ul style="list-style-type: none"> - Procurement and tender - Tender evaluation - Engage works and monitor progress - Site safety - Resourcing needs 	2026	Project is completed and meeting the purpose it was intended to.
Glazing – Bottom Block	Board, Principal, H&K, MOE	<ul style="list-style-type: none"> - Review design from 2023 and adjust with H&K to fit new MOE requirements. - Work with H&K to ensure works are not going to require classes to move due to no additional learning spaces. 	2026	Safe compliant glass

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		<ul style="list-style-type: none"> - Tender evaluation 		Improved access and egress
Sensory Shed	Board, Principal	<ul style="list-style-type: none"> - Budget allocation - Water tank small capacity tank for water play - Timetable for use - Shared understanding for the purpose of the space - Inclusion in to IEPs for students who require that space. 	2026	Space effectively used, meets student needs; supports IEPs.