



# Taumata School Strategic Plan

2026



Collaboration



Creativity



Authentic Learning



Learner Agency

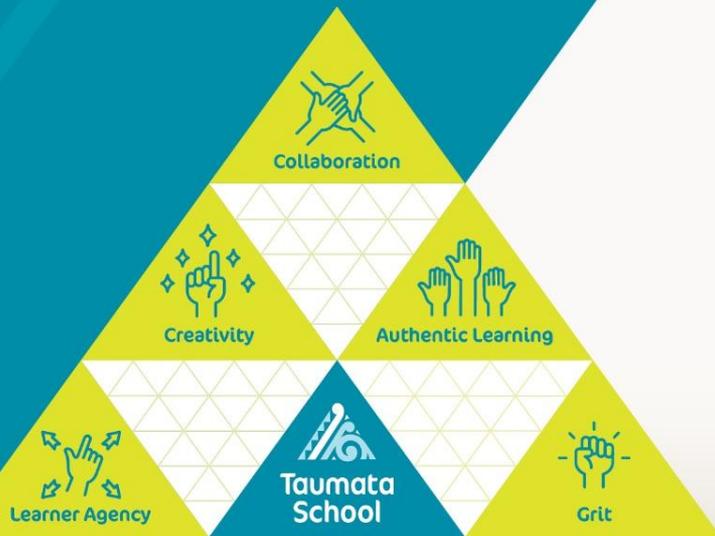


Grit

# Empowered to learn; Empowered for life!

*Whakamana te ako; Kia mana te ora*

Our Mission: To provide world-class learning experiences that prepare and empower students for the adventure that is life.



## Strategic Goal

## Strategic Initiative

## Success

### Our Purpose

Strengthen student engagement and achievement through improved attendance, a deliberately sequenced knowledge-rich curriculum, and clear, consistent assessment and reporting to support progress and achievement.

- Implement a proactive attendance and engagement plan with data-informed strategies and whanau partnerships
- Embed the Refreshed Curriculum in English and Mathematics with a focus on explicit instruction
- Integrate Te Tai Whanaake concepts and reo within curriculum design
- Implement standardised tools for assessment that support clear progress and achievement data
- Target acceleration for priority learners (Maori, and Tier 2 learners) as defined by the school achievement data.

### Empowered learners

who are equipped for learning beyond Taumata School

### Our People

Build a high-performing, collaborative team culture that prioritises staff wellbeing, leadership growth and pedagogical excellence

- Differentiate the pedagogical coaching model for experience and need
- Provide leadership pathways for middle and aspiring leaders
- Continue professional learning in structured literacy, mathematics
- Strengthen ECE and secondary transitions for learner continuity

### Empowered team members

able to shape our future

### Our Partners

Strengthen authentic, reciprocal relationships with whanau, iwi, and community to support learner success and belonging

- Strengthen mahitahi partnerships with Ngati Ranginui, hapu and local iwi
- Increase informal whanau engagement (open days, hui, cultural events)
- Enhance board and leadership visibility
- Develop a coherent and transparent communication strategy about learning and progress
- Ensure inclusion of diverse family and cultural perspectives

### Empowering partnerships

that reflect and value Ao Maori and strong connections

### Our Place

Enrich learning through global citizenship, cultural exchange, and sustainable international programmes

- Develop a comprehensive international student strategy focusing on wellbeing and inclusion
- Strengthen global partnerships in Korea, China and Japan
- Provide cultural immersion experiences that support our localised curriculum
- Provide professional support for staff teaching international learners
- Embed global competencies and cross-cultural projects across the curriculum
- Profile Taumata school internationally as a values-led, inclusive school

### Environments

that encourage empowered learners for life



# Taumata School Annual Implementation Plan

2026



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## Our Purpose



### Strategic Goal

**Strengthen student engagement and achievement through improved attendance, a deliberately sequenced knowledge-rich curriculum, and clear, consistent assessment and reporting to support progress and achievement.**



### Strategic Initiative

- Implement a proactive attendance and engagement plan with data-informed strategies and whanau partnerships
- Embed the Refreshed Curriculum in English and Mathematics with a focus on explicit instruction
- Integrate Te Tai Whanaake concepts and reo within curriculum design
- Implement standardised tools for assessment that support clear progress and achievement data
- Target acceleration for priority learners (Maori, and Tier 2 learners) as defined by the school achievement data.



### Measures

Overall student attendance improves year on year, with a sustained reduction in chronic absenteeism.

Attendance for priority learners (Māori and Tier 2 learners) improves at a faster rate than overall school attendance.

Learner and whānau engagement increases, evidenced through attendance data, engagement indicators, and participation.

The Refreshed English and Mathematics curriculum is consistently implemented across all year levels.

Classroom practice reflects consistent use of explicit instruction aligned with agreed school-wide pedagogical expectations.

Where possible Te Tai Whanaake concepts and te reo Māori are meaningfully embedded within curriculum planning and teaching practice.

School-wide use of agreed standardised assessment tools provides reliable data on student progress and achievement.

Teachers use assessment information confidently to identify next learning steps and target teaching responses.

Priority learners (Māori and Tier 2 learners) demonstrate accelerated progress, with a measurable reduction in achievement disparity.



### Actions

Implement a proactive attendance and engagement plan using timely data to identify patterns, risks, and early intervention points.

Strengthen whānau partnerships through regular communication and culturally responsive engagement to support attendance and learning.

Monitor attendance and engagement regularly at leadership and team level, with targeted responses for students requiring additional support.

Embed the Refreshed English and Mathematics curriculum through deliberate planning, professional learning, and leadership guidance.

Strengthen explicit instruction practices through coaching, modelling, and feedback aligned to agreed school-wide pedagogical expectations.

Ensure curriculum sequencing clearly identifies what is taught, when, and why, supporting coherence and cumulative knowledge building.

Integrate Te Tai Whanaake concepts, local pūrākau, and te reo Māori within curriculum design and classroom practice to strengthen local identity and belonging.

Implement agreed standardised assessment tools and use data to inform planning, moderation, and targeted teaching responses.

Identify priority learners using achievement data and implement targeted acceleration plans, with progress monitored and strategies adjusted for impact.



### Resources

- Leadership team oversight and curriculum leadership in English and Mathematics.
- Pedagogical coaches to support explicit instruction and curriculum implementation. Learning support and intervention staff to support targeted acceleration.
- Ongoing professional learning focused on: Refreshed English and Mathematics curriculum;
- Explicit instruction and science of learning principles;
- Effective use of assessment data;
- Culturally responsive practice and Te Tai Whanaake integration
- Attendance tracking and data analysis systems to support early identification and response.
- Standardised assessment tools and moderation processes.
- Planning and reporting templates that support consistency and clarity.
- Whānau partnerships to support attendance, engagement, and learner success.
- Iwi and community partnerships to strengthen localised curriculum and cultural authenticity.



### Strategic Goal

**Build a high-performing, collaborative team culture that prioritises staff wellbeing, leadership growth and pedagogical excellence**



### Strategic Initiative

- Differentiate the pedagogical coaching model for experience and need
- Provide leadership pathways for middle and aspiring leaders
- Continue professional learning in structured literacy, mathematics
- Strengthen ECE and secondary transitions for learner continuity



### Measures

Staff wellbeing is sustained and strengthened, evidenced through wellbeing survey data, engagement indicators, and staff retention. Teachers report increased confidence, capability, and consistency in pedagogical practice. The differentiated pedagogical coaching model is implemented consistently and meets the needs of teachers at different career stages. Classroom observations show improved alignment to agreed pedagogical expectations. Middle leaders and aspiring leaders demonstrate increased leadership capability and readiness. Leadership pathways are clearly defined and accessed by staff across the school. Professional learning in structured literacy and mathematics results in improved teaching practice and learner outcomes. Transitions between ECE, primary, and secondary settings are strengthened, supporting continuity of learning and wellbeing.



### Actions

Implement a differentiated pedagogical coaching model that responds to teacher experience, confidence, and identified need. Use coaching, observation, and feedback cycles to strengthen pedagogical consistency and excellence across the school. Provide structured leadership pathways for middle leaders and aspiring leaders, including mentoring, leadership responsibilities, and targeted development opportunities. Support middle leaders to build capability in instructional leadership, data use, and team development. Continue professional learning in structured literacy and mathematics, aligned to the Refreshed Curriculum and school-wide pedagogical expectations. Embed collaborative professional learning practices that support shared understanding, reflection, and improvement. Strengthen ECE and secondary transition processes through collaboration, shared information, and alignment of learning expectations. Prioritise staff wellbeing through sustainable workloads, supportive systems, and a culture of care and collaboration.



### Resources

- Leadership team oversight of coaching, professional learning, and wellbeing initiatives.
- Pedagogical coaches to support differentiated coaching and classroom practice.
- Middle leaders as instructional leaders within teams.
- Ongoing professional learning in: Structured literacy and mathematics; Coaching and feedback practices; Leadership capability and development; Wellbeing and sustainable professional practice
- Allocated time for coaching cycles, professional learning, and collaborative inquiry.
- Leadership release time to support mentoring and instructional leadership.
- Coaching frameworks, observation tools, and feedback templates aligned to school expectations.
- Wellbeing survey tools and reflection processes to monitor staff voice and engagement.
- Transition documentation and shared processes with ECE and secondary partners.



### Strategic Goal

**Strengthen authentic, reciprocal relationships with whānau, iwi, and community to support learner success and belonging**



### Strategic Initiative

- Strengthen mahitahi partnerships with Ngāti Ranginui, hapū and local iwi
- Increase informal whānau engagement (open days, hui, cultural events)
- Enhance board and leadership visibility
- Develop a coherent and transparent communication strategy about learning and progress
- Ensure inclusion of diverse family and cultural perspectives



### Measures

Whānau report a strong sense of belonging, trust, and partnership with the school.  
Engagement with whānau increases, evidenced through participation in hui, events, and school activities.  
Mahitahi partnerships with Ngāti Ranginui, hapū, and local iwi are strengthened and sustained.  
Learner identity, language, and culture are increasingly visible and valued across the school.  
Board and leadership visibility is strengthened and positively recognised by the school community.  
Whānau report improved clarity and confidence in understanding learning, progress, and achievement.  
Communication is timely, coherent, and accessible to diverse whānau groups.  
Diverse family and cultural perspectives are reflected in decision-making, curriculum, and school practices.



### Actions

Strengthen mahitahi partnerships with Ngāti Ranginui, hapū, and local iwi through regular engagement, shared planning, and culturally grounded practice.  
Provide regular opportunities for informal whānau engagement, including open days, hui, and cultural events that foster connection and belonging.  
Increase Board and leadership visibility through active participation in school events, whānau forums, and community engagement.  
Develop and implement a coherent, transparent communication strategy that clearly explains learning, progress, and achievement.  
Use multiple communication channels to ensure information is accessible, timely, and inclusive for all whānau.  
Actively seek and value whānau voice to inform decision-making, curriculum design, and school improvement.  
Ensure school practices and events are inclusive and responsive to the diverse cultural identities within the school community.  
Strengthen feedback loops so whānau can see how their voice informs actions and outcomes.



### Resources

- Leadership team and Board members as visible and active partners with whānau and iwi.
- Designated staff leads for whānau engagement and iwi partnerships.
- Cultural expertise and guidance from Ngāti Ranginui, hapū, and local iwi.
- Allocated time for relationship-building, hui, and community engagement.
- Regular opportunities within the school calendar for whānau participation and connection.
- Clear communication platforms and tools to support consistent messaging and engagement.
- Feedback and survey tools to gather and respond to whānau voice.
- Planning templates that reflect cultural responsiveness and inclusivity.
- Ongoing partnerships with Ngāti Ranginui, hapū, and local iwi.
- Connections with community organisations and services that support learners and whānau.



### Strategic Goal

**Enrich learning through global citizenship, cultural exchange, and sustainable international programmes**



### Strategic Initiative

- Develop a comprehensive international student strategy focusing on wellbeing and inclusion
- Strengthen global partnerships in Korea, China and Japan
- Provide cultural immersion experiences that support our localised curriculum
- Provide professional support for staff teaching international learners
- Embed global competencies and cross-cultural projects across the curriculum
- Profile Taumata school internationally as a values-led, inclusive school



### Measures

A comprehensive international student strategy is developed and implemented, with wellbeing and inclusion as core priorities.

International students report a strong sense of belonging, safety, and inclusion within the school community.

Sustainable global partnerships with schools and agencies in Korea, China, and Japan are established and maintained.

Cultural immersion experiences meaningfully enhance learning and strengthen connections to the localised curriculum.

Teachers demonstrate increased confidence and capability in supporting international learners.

Global competencies and cross-cultural perspectives are embedded across curriculum planning and learning experiences.

International programmes operate sustainably and align with the school's values, vision, and strategic priorities.

Taumata School's international profile is strengthened as a values-led, inclusive, and culturally responsive school.



### Actions

Develop and implement a comprehensive international student strategy that prioritises wellbeing, inclusion, and high-quality learning experiences.

Establish clear systems and supports to ensure international learners are welcomed, supported, and connected to school life.

Strengthen and sustain global partnerships with schools and organisations in Korea, China, and Japan.

Design and provide cultural immersion experiences that enrich learning and connect meaningfully to the localised curriculum.

Support staff through targeted professional learning focused on teaching and supporting international learners.

Embed global competencies, intercultural understanding, and cross-cultural projects across curriculum planning and classroom practice.

Ensure international programmes are well-governed, sustainable, and aligned with school values and community expectations.

Actively profile Taumata School internationally as a values-led, inclusive school through partnerships, communication, and engagement.



### Resources

- Leadership oversight of international strategy and partnerships. Designated international student coordinator or lead teacher. Staff with cultural and linguistic expertise to support international learners.
- Professional learning focused on: Supporting international learners' wellbeing and inclusion; Culturally responsive and inclusive teaching practices; Global citizenship and intercultural competence
- Clear policies, procedures, and systems to support international students and programme sustainability.
- Wellbeing monitoring and pastoral support structures for international learners.
- Curriculum planning frameworks that integrate global competencies.
- Strong partnerships with international schools, agencies, and education networks in Korea, China, and Japan.
- Collaboration with community groups and host families to support cultural exchange and inclusion.
- Funding to support international programmes, partnerships, and cultural immersion experiences.
- Communication and promotional resources to profile Taumata School internationally.



# Taumata School

## Performance & Achievement Goal

### 2026



Collaboration



Creativity



Authentic Learning



Learner Agency



Grit

**Reading Annual Target: All students working below expected levels of achievement in 2025 will show accelerated progress to achieve expected curriculum levels in Reading.**

| Target Groups   | Activity/Actions   | Who Responsible   | Impact/Measures  |
|---|--|---|--|
| <ul style="list-style-type: none"> <li>• <b>All Māori students</b> working below expectations (27%) will show equitable outcomes through accelerated (1.5 years) and targeted learning</li> <li>• By the end of 2026 <b>all Year 6 females</b> working below (21%) will show accelerated achievement in Reading</li> <li>• By the end of 2026 <b>all Year 8 females</b> working below (26%) will show accelerated achievement in Reading</li> <li>• By the end of 2026 <b>all Year 4 males</b> working below (23%) will show accelerated achievement in Reading</li> <li>• By the end of 2026 <b>all Year 7 males</b> working below (27%) will show accelerated achievement in Reading</li> </ul> | <ul style="list-style-type: none"> <li>• Protecting the literacy block in the timetable<br/>No extracurricular activities during core learning</li> <li>• Collection of students voice about engagement to reduce barriers to success in reading</li> <li>• Ensuring students are assessment capable. Knowing they are at and where they need to go (intrinsic motivation)</li> <li>• Building teacher capability in writing by having weekly short bursts of targeted professional development</li> <li>• Reading Intervention Groups starting in Week One.</li> <li>• Following the referral process of students who are struggling</li> <li>• Celebration of success in Literacy - Achievement of Reading Goal celebrate in Assembly</li> <li>• Explicit teaching of Progress Indicators to students</li> </ul> | <p>Learning Coaches, Literacy Lead, Deputy Principal, Pedagogical Coaches,</p> <p>External Support (Coaching) through Learning Matters platform</p> | <ul style="list-style-type: none"> <li>• Term 2 OTJ data</li> <li>• PAT data T2 and T4</li> <li>• Student voice</li> <li>• Teacher Voice</li> <li>• Observation and feedback</li> <li>• Self-Assessment</li> </ul> |

**Writing Annual Target: All students working below expected levels of achievement in 2025 will show accelerated progress to achieve expected curriculum levels in Writing.**

| Target Groups   | Activity/Actions   | Who Responsible  | Impact/Measures  |
|---|--|--|--|
| <ul style="list-style-type: none"> <li>● <b>All Māori students</b> working below expectations (35%) in Writing will show equitable outcomes through accelerated and targeted learning</li> <li>● By the end of 2026 <b>all Year 4</b> students working below expectation (28%) in 2025 will show accelerated achievement in Writing.</li> <li>● By the end of 2026 <b>all boys</b> working below expectation (28%) in 2025 will show accelerated achievement in Writing.</li> </ul> | <ul style="list-style-type: none"> <li>● Building teacher capability in writing by having weekly short bursts of targeted professional development</li> <li>● Protecting the literacy block in the timetable<br/>No extracurricular activities during core learning</li> <li>● Collection of students voice about engagement to reduce barriers to success in writing</li> <li>● Ensuring students are assessment capable. Knowing they are at and where they need to go (intrinsic motivation)</li> <li>● Celebrating Excellence - one writer per phase published in the Newsletter.</li> <li>● Celebration of success in Literacy - newsletter</li> <li>● Explicit teaching of Progress Indicators to students.</li> <li>● Year 5-8 PAT testing</li> <li>● 0-4 testing that aligns with the new curriculum</li> <li>● Rigorous moderation</li> </ul> | <p>Learning Coaches, Literacy Lead, Deputy Principal, Pedagogical Coaches,</p> | <ul style="list-style-type: none"> <li>● Term 2 OTJ data, T4 OTJ</li> <li>● PAT data T2 and T4 (years 5-8)</li> <li>● Student voice</li> <li>● Teacher Voice</li> <li>● Observation and feedback</li> <li>● Self-Assessment</li> </ul> |

## Mathematics Annual Target: All students working below expected levels of achievement in 2025 will show accelerated progress to achieve expected curriculum levels in Mathematics.

| Target Groups  | Activity/Actions  | Who Responsible  | Impact/Measures   |
|--|---|--|---|
| <ul style="list-style-type: none"> <li>By the end of 2026, all <b>Māori students</b> working below expectations in Mathematics (33%) in 2025 will demonstrate accelerated progress (1.5+ years progress in one year).</li> <li>By the end of 2026, all <b>Year 7 students</b> working below expectations in Mathematics (16%) in 2025 will demonstrate accelerated progress.</li> <li>By the end of 2026, all <b>Year 8 students</b> working below expectations in Mathematics (22%) in 2025 will demonstrate accelerated progress.</li> </ul> | <ul style="list-style-type: none"> <li>Implement a coherent, schoolwide Mathematics curriculum aligned to the refreshed NZ Curriculum and Maths, No Problem, with clear scope and sequence across all year levels.</li> <li>Protect daily timetabled Mathematics blocks (no withdrawals or co-curricular interruptions).</li> <li>Pedagogical Coaches implement Cycles of Improvement focused on Mathematics instruction (observation, coaching, feedback, and next steps).</li> <li>Provide targeted professional learning to strengthen teacher curriculum knowledge and mathematical content knowledge.</li> <li>Use evidence-based pedagogies: explicit instruction, daily retrieval practice, worked examples, checking for understanding, talk moves, gradual release, and high-leverage teaching practices.</li> <li>Use PAT Mathematics for Years 3–8 to identify need, track progress, and evaluate acceleration.</li> <li>Use formative assessment in Years 0–2 aligned to NZC and Maths, No Problem progressions.</li> <li>Implement the targeted Maths Acceleration Programme for identified Year 3–6 learners.</li> <li>Provide small-group intervention support through Learning Assistants to supplement Tier 1 classroom instruction.</li> <li>Use classroom, team, and schoolwide data reviews to adjust teaching and target support.</li> </ul> | <ul style="list-style-type: none"> <li>Deputy Principal</li> <li>Mathematics Curriculum Leader</li> <li>Pedagogical Coaches</li> <li>Learning Coaches</li> <li>Maths Acceleration Teacher</li> <li>Intervention Learning Assistants</li> </ul> | <ul style="list-style-type: none"> <li>Term 2 and 4 PAT Assessment data (Year 3-8)</li> <li>Term 2 and 4 OTJ data</li> <li>Maths, No Problem Chapter and Mid-Year Reviews</li> <li>Student Voice</li> <li>Teacher Voice</li> <li>Self-Assessment</li> <li>Cycles of Improvement (Professional Growth Cycles)</li> </ul> |