



Taoroa SCHOOL

Connected • Engaged • Empowered

Annual Plan - 2026

Where we are currently at:

Please see [Annual Report](#)

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

At Taoroa School, we prioritise fostering a supportive learning environment where all ākonga can thrive in all areas of school life and we are guided by the dreams and aspirations of our key stakeholders including ākonga, whānau, local community and iwi. Our teaching and learning strategies and programmes are designed to cater to the diverse needs of our students including those whose needs have not yet been well met, with a particular emphasis on English, Mathematics & Statistics and Te Ao Maori, enabling each individual to be connected, engaged and empowered.

In English, we employ a multifaceted approach that integrates both traditional and modern teaching methods. We focus on building strong foundational skills such as phonics, fluency, vocabulary, and comprehension through interactive and engaging activities. Our literacy programmes incorporate a variety of resources, including levelled decodable readers, authentic texts, digital platforms, and culturally relevant materials providing opportunities for students to engage with Māori language and cultural perspectives to ensure accessibility and relevance for all ākonga. Through intentional instruction, meaningful practice, and supportive feedback, we strive to cultivate confident and proficient writers who are prepared to succeed in academic, personal, and professional contexts. Additionally, we provide differentiated learning programmes and targeted interventions to support students who may require additional assistance or enrichment in their literacy development.

Similarly, in Mathematics and Statistics, we adopt a comprehensive approach that emphasises conceptual understanding, procedural fluency, and problem-solving skills. Our mathematics programs are designed to be interactive and hands-on, allowing students to explore mathematical concepts through real-world contexts and manipulatives. We integrate te reo matatini and pāngarau into our mathematics curriculum to promote cultural relevance and inclusion.

To address the needs of students whose needs have not yet been well met, we prioritise personalised learning and targeted support. We regularly assess student progress and identify areas for growth, tailoring our teaching strategies and interventions accordingly. This may include small-group instruction, one-on-one tutoring, peer mentoring, or enrichment activities based on individual learning needs and preferences. Additionally, we collaborate closely with whānau and external support services to ensure a holistic approach to student well-being and academic

success.

We are dedicated to fostering a bicultural learning environment that honours and celebrates both Māori and non-Māori cultural perspectives, guiding us in the pursuit of educational equity, excellence, and empowerment for all students. We are on a journey towards designing a local curriculum that supports ākongā in developing a strong sense of cultural identity, respect, and understanding. By fostering a supportive and inclusive learning environment, we strive to address the diverse needs of our ākongā and equip them with the knowledge, skills, and confidence to succeed as connected, engaged and empowered lifelong learners.

Connected

Learners will experience increasingly personalised learning opportunities as **we develop meaningful and authentic partnerships with our school community.**

Research Evidence

Relationships between home and school are important. They help to ensure that curriculum and its associated assessments are grounded in students' lives and experiences, allowing them equitable opportunities to demonstrate their learning progress (Hipkins & Cameron, 2018).

'There is great potential for school leaders to change patterns of underachievement when they work with parents and whānau to build home-school connections that are focused on teaching and learning' School Leadership and Student Outcomes: Identifying What Works and Why: Best Evidence Synthesis.

One factor which can have a significant positive impact on achievement of children is parental involvement in programmes that enhance understanding of how to help their child educationally. (Biddulph F, Biddulph J, Biddulph C, BES).

Initiative	Actions	Outcomes	Measures	When	Leaders	Notes	Status
1.1 Prioritise the hauora, well-being and safety of our kura whānau through bringing our school values to life. (NELP 1 + 2)	Put systems in place around communication between whānau and staff.	Minimise risk of messages being lost amongst different modes of communication along with established boundaries to protect staff hauora	Check ins with staff	Term 1-4	Tumuaki		
	Embed weekly	Improved whānau	Feedback from	Term 1-4	Tumuaki		

	posting of 'celebrations of learning' across the school	engagement and connection	whānau + post counts on Hero				
	Implement Attendance management plan	Learners are supported to achieve the best possible outcomes as a result of not missing out on important learning	Analysis of attendance data	Terms 1-4	Tumuaki		
	Conduct NZCER Wellbeing@School survey with all Year 4 -8 learners across our kura.	As a kura we will see positive shifts in the responses to the NZCER Wellbeing@School survey.	Analyse these results and determine areas where we can continue to improve outcomes for our learners.	Term 1 + Term 4	Tumuaki		
	Build relationships with local ECE and Secondary School	Improved transitions for our ākonga as they move in to our school from ECE and move on to Secondary School	Feedback from kaiako and tamariki	Term 1-4	Tumuaki, Sally, Erin		

1.2 Create a strong sense of identity as a kura and as individuals. (NELP 1 + 2 + 5)	Support kaiako to write and share personal pepeha	Improved confidence in modelling importance of sharing pepeha	Feedback from kaiako	Term 1	Tumuaki		
	Strengthen relationships with local iwi	Strengthened cultural responsiveness across our kura resulting in better	Feedback from community/whānau	Term 1→4	Tumuaki		

		outcomes for Māori ākonga					
	Embed strong student leadership kaupapa	Foster stronger Tuakana-Teina relationships and a sense of belonging, which enhances well-being and positive behavior.	EOY reflection	Term 1-4	Tumuaki, Sally		
	Embed whakawhaungatan ga time daily	Tamariki will find it easier to feel connected and ready to learn when they have daily opportunities for re-connecting and whakawhanaungata nga.	EOY reflection	Term 1-4	Arzjah + Sally		
	Establish mihi whakatau process	Ākonga, kaiako and whānau are welcomed in to our kura, aligned with local tikanga and practices		Term 2-4	Sally + Shadrack		

Engaged
Learners will experience a future focussed education as we develop our teaching and leadership capabilities.
Research Evidence
The practice of improvement is about changing three things: - the values and beliefs people in schools have about what is worth doing and what is possible to do.

- the structural conditions under which the work is done.
- the ways in which teachers learn to do the work. (Elmore)

“The fact is that given the challenges we face, education doesn't need to be reformed - it needs to be transformed. The key to this transformation is not to standardise education, but to personalise it, to build achievement on discovering the individual talents of each child, to put students in an environment where they want to learn and where they can naturally discover their true passions.” (Sir Ken Robinson)

“Extensive research has proven that students learn best when they are: actively involved in decision making, initiating learning, collaborating together, making connections within and across learning areas.” (Ministry of Education)

Initiative	Actions	Outcome	Measures	When	Leaders	Notes	Outcome
2.1 Implement an education outside of the classroom programme that provides equal access to unique learning experiences and establishes strong relationships with our kura whānau, iwi, and community.(NELP 3 + 7)	School trips in our local area aligned to ‘The legend of Tamatea’		All tamariki able to confidently share the	Term 2-4	Tumuaki + Sally		
	Seek more opportunities for learning within our local community- Each class 1 trip per term	Akonga see themselves as kaitiaki of our whenua + improved relationships within our local community	Survey	Term 2 → term 4	Taoroa Staff		
	Reignite our Enviroschools kaupapa through selecting a lead	Akonga see themselves as kaitiaki of our whenua + improved relationships within our local community	Enviroschools review	Term 2-4	Tumuaki + Erin + Morgan		

2.2 Grow Te Ao Māori capability through developing knowledge and use of Te Reo and Tikanga Māori. (NELP 5)	Matauranga Maori- Termly in a different marae each time	Ākonga and kaiako have a strengthened connection to local iwi and understanding of our local marae	Survey of ākonga and kaiako	Term 1-4	Tumuaki		
	Develop tikanga and kawa within our	Strengthened relationships with local iwi. Mihi	Assess the understanding gained by ākonga	Term 1-4	Tumuaki		

	kura that align with our local iwi and marae	Whakatau + Powhiri process	regarding tikanga (customs) and kawa (protocols) observed at the marae e.g. proper protocol during powhiri and/or marae etiquette.				
	Work with local Iwi to appoint a representative on our Board of Trustees	Having Mana Whenua voice and representation at a board level, improving outcomes for Maori learners	Feedback from community?	Term 2 → 3	Tumuaki + Sarah		

Empowered
Learners will become increasingly empowered and will further develop our competencies, values and knowledge as we live our vision and are innovative, future focussed educators.
Research Evidence
Effective teaching is potentially the largest single school influence on pupil achievement. (Hattie) The best predictor of student achievement is improving the instructional practices of teachers. (Leithwood, Day, Sammons, Harris & Hopkins) “Leaders never get extraordinary things accomplished all by themselves. Leaders mobilise others to want to struggle for shared aspirations, and this means that, fundamentally, leadership is a relationship ... it’s the quality of this relationship that matters the most when engaged in getting extraordinary things done.” (Kouzes & Posner)

Initiative	Actions	Outcome	Measures	When	Leaders	Notes	Status
3.1 Support tamariki to confidently lead their own learning through	Consistent student learning posts via seesaw/hero	Students have ownership over the celebration of their learning, whānau are more involved	Feedback from whānau	Term 2-4	Taoroa Staff		

integrating student agency and assessment for learning. (NELP 2 + 4)	Engage in Ministry funded assessment PLD	Strengthened delivery of learning programmes based on quality assessment practices	Assessment data	Term 1	Sally		
	Adjust assessment schedule using resources that support reporting of data aligned to the refreshed curriculum	An assessment schedule that is fit for purpose and supports teachers planning in a formative way	Feedback from kaiako	Term 1	Tumuaki + Sally		

3.2 Empower staff to lead a Localised Curriculum that strengthens delivery of Mathematics and Statistics and English. (NELP 6 + 7)	Support Kaiako to confidently integrate our Learner Pathway document to support planning and teaching- Connected, Engaged, Empowered	Learning across our school is authentic to our kura, ensuring all of our tamariki leave with a full kete, consistent to the dreams and aspirations of our community.	Feedback from kaiako, akōnga surveys	Term 1-4	Tumuaki + Sally		
	Kaiako engage in Structured Literacy PLD	A shift toward explicit, evidence-based teaching, increasing confidence in foundational literacy instruction, and improvements in student reading and writing outcomes.	Assessment data	Term 2-3	Tumuaki + Sally		

	Embed LSC role within our school	All tamariki with disabilities and additional learning needs will receive timely access to necessary services	Assessment data	Term 1-4	Tumuaki		
	Strengthen PGC processes within our kura	Ongoing learning and improvement of teaching practices, shifting focus from compliance-based appraisal to professional growth	Kaiako reflections/review	Term 1-4	Tumuaki		
	Establish role of 'Curriculum Lead'	Effective implementation of refreshed curriculum across our school focusing on Reading, Writing and Mathematics & Statistics	Assessment data, kaiako reflections	Term 1-4	Tumuaki, Sally		