Titahi Bay SCHOOL

ANNUAL PLAN 2026

Initiative:	Key Actions:	Who:	Expected Outcomes:	Progress:
GROW RELATIONSHIPS - NGĀTI TOA RANGATIRA AND PASIFIKA				
Current Position: Over the past year, we have moved from building capability to embedding and strengthening sustainable practice across our kura. **Ngāti Toa Rangatira** Our development of *Pātaka Kai* as a shared teaching resource has provided kaiako with a clear, accessible framework to support the deliberate teaching of te reo Māori and tikanga across all year levels. This has strengthened consistency and confidence, ensuring that what we teach and when we teach it is purposeful and aligned school wide. The installation and official opening of our waharoa and pou marked a significant milestone in our journey. These physical representations of our identity and partnership stand as daily reminders of who we are, where we stand, and the values that guide us. They are not simply structures, but living symbols of our commitment to honouring our local context and our relationship with Ngāti Toa Rangatira. Throughout Terms 2 and 3, kaiako led internal PLD sessions focused on development in te reo me ōnā tikanga, creating a culture of shared expertise and collective responsibility. This has further strengthened staff capability and normalised the ongoing learning of te reo Māori within our professional practice. In addition, we have solidified a number of tikanga systems and expectations across the kura, bringing greater clarity and consistency to how our values are seen, heard and experienced each day. **Pasifka** Alongside this, we established a Pasifika group, providing tamariki with an opportunity to celebrate and share their cultural identities. The group proudly performed at Kotahitanga, reflecting both student voice and community connection. School wide inquiries also centred on deeper learning in language and culture across the Pacific, strengthening cultural understanding, pride, and belonging for our Pasifika learners and enriching learning for all. We are now in a position where te reo Māori, tikanga, and Pasifika cultural identity are increasingly embedded, visible, and sustainable within our systems, environment, and teaching practice.				
1.1 Increase understanding, knowledge & use of te reo me	Continue to develop “Ngā Pou o ngā Kaupapa Māori”, a pathway that supports the development of mātauranga	Nadia, Te Rōpū Hāpai, Curriculum	✅ Ngā Pou o ngā Kaupapa Māori document would be in its final form but a living doc that can continue to be	➔

ōnā tikanga Māori	in te reo Māori me ōnā tikanga.	Team	developed. Whānau and Ngāti Toa Rangatira would have an opportunity to add to this kaupapa.	
	Continue developing *Te Pātaka Kai* as our centralised learning platform website for te reo Maori me ōnā tikanga across the kura. This includes supporting teacher confidence and engagement in using the site.	Te Rōpū Hāpai & Curriculum Team	All aspects of Te Pātaka Kai would be developed in the understanding that it is an ever developing site.	
	Mauri Ora Plans- Now piloted, establish clear and consistent processes and systems. support kaiako who are engaging in these hui. Next step kura-wide - weave these into parent interviews.	Nadia & Ngā Kaiako	All Year 0 & Year 1 and new tamariki have an updated Mauri Ora plan. There is a succinct and clear system ready for 2027. Kaiako has an in-depth understanding about the Mauri Ora process and feels supported. Aspects of Mauri Ora would be woven into parent interviews.	
	Te reo me ōna tikanga PD for kaiako in Term 2 & 3.	Nadia & Del	Kaiako capability and confidence in te reo me ōnā tikanga would be developed.	
	Ngā Iwi o te Motu - Now piloted, establish consistent	Nadia & Del	Systems and processes cemented for this kaupapa.	

	processes and Aligning with the kaupapa of Ngāti Toa Rangatira and Porirua Assemblies in kaitiakitanga o te Taiao. Strengthen whānau hononga		Large percentage of our tamariki Māori engaging in kaupapa relevant to their iwi. Decision making processes would consider impacts on Te Taiao. Becoming a waste-free kura Strengthening partnership with Ngāti Toa Rangatira and Porirua Assemblies. Senior tamariki have opportunities to share their voice and influence decision making in this kaupapa. Whānau kapa haka established and consistent	
1.2 Explore the most effective ways to engage with our Pasifika community to increase achievement	Mauri Ora Plans- Holistic approach to child well-being. Hui with NE whānau. Add Mauri Ora to any Irregular attendance issues after two terms.	Nadia Nadia and Matt	✅ All tamariki from year 0-2 have a living Mauri Ora document through the kura. Link attendance results to Mauri Ora plans twice a year.	
GROW PEOPLE - RAISING ACHIEVEMENT IN LITERACY				
Current Position: Our writing achievement data currently sits significantly below our reading data. Consistent with national trends, boys' writing achievement is notably lower than that of girls. This remains a key area of focus for our kura. With the Ministry of Education shifting away from e-asTTle and PaCT as assessment tools, and with the SMART tool now being prioritised, we are taking a measured approach. As we continue to evaluate the effectiveness and sufficiency of the SMART tool, we will use the New Zealand Curriculum goal markers as our agreed marking rubric within HERO to ensure consistency, clarity, and reliability in teacher judgments. Our systems for teaching and learning are well established and sustainable across the kura through the iDeal programme. This provides a strong foundation for targeted professional learning, deliberate acts of teaching, and improved outcomes in writing across all year levels.				
2.1 Structured	Whole school PD for Teacher Only Day through Learning	Team Leaders	✅ Kaiako gain an understanding and confidence of structured writing.	➔

Writing through iDeal implemented in the school	Matters around Structured Writing. One day consultancy visit from an expert where lessons will be modelled and observed. Leadership hui and a whole staff hui with the consultant. All kaiako observed for a structured writing lesson as part of their PGC. Literacy team to observe the consultant to become experts of best practice when observing in school. Kaiako confident in teaching writing through the structured writing process.	and Kaiako	✅ A deeper understanding of the elements and principles for kaiako of structured writing. ✅ A shared understanding and consistency amongst staff with the process. ✅ To get appropriate feedback for next steps and identify strengths ✅ Teachers confidently plan and teach sentence and paragraph strategies through explicit instruction. ✅ Practice these strategies across the curriculum in different content – through quick write practice activities and longer pieces of writing. Learn to write and write to learn.	
2.2 Increase the number of students achieving reading expectation	Identifying all the tamariki that are in tier 1-3 Running a near full time intervention program in junior literacy through Tanya King Adapt to iDeals new reading structure	SENCo and Leadership Team	✅ Developing programmes school-wide for tier 2 and 3 tamariki; tier 2 programmes are now run by kaiako and TAs while tier 3 run through our intervention programme. ✅ Collecting and monitoring the progress data termly so that programmes can be adjusted and adapted ✅ Reporting to the MOE twice a year on tier 3 intervention progress	➔

	All kaiako exposed to the most recent structured literacy PLD Whole class reading across the senior school Checking and reflecting teaching practice consistently across the school in terms of reading delivery through the iDeal programme		✅Visit other schools who are running effective and whole class reading programmes ✅Hub meetings and observations school-wide ✅PCT and PGC observations	

Giving Effect to Te Tiriti o Waitangi

Our school remains steadfast in giving life to Te Tiriti o Waitangi across all levels of our community. We view the Treaty as a vital framework for excellence, helping us foster an environment where equity and inclusion are lived experiences. By integrating these principles into our core curriculum, we prepare our students to be effective, empathetic leaders in Aotearoa's unique bicultural landscape. Our primary strategic goals explicitly drive this mission, ensuring that every learner is empowered by a curriculum that is both inclusive and culturally grounded.

Attendance

Regular and consistent attendance is central to our school's commitment to student success, wellbeing, and equitable outcomes for reasons outlined below:

- Achievement Link: Every day counts. Irregular attendance directly impacts a student's ability to access the curriculum, build foundational knowledge, and progress and achieve expectations. Consistent presence ensures continuity of learning and minimises attainment gaps.
- Welfare and Belonging Link: Our school provides a safe, structured, and supportive environment. Regular attendance is key to promoting a strong sense of belonging, fostering positive peer relationships, and ensuring early identification and intervention for student health, welfare, or mental health concerns.
- Future Pathways: Developing strong habits of attendance and punctuality prepares students for secondary school. It is a vital life skill.

We have an attendance management plan, outlining processes for recording and monitoring attendance.

2025 data from MOE attendance reports for our school shows 74% of students attended regularly in Term 1, 65% in Term 2, 56% in Term 3 and 63% in Term 4. While it is not surprising that the winter term has lower data, we look to improve attendance figures in 2026, aiming for 80% Term 1, 75% in Term 2, 70 % in Term 3 and 75% in Term 4.