



Tāmaki Primary School Annual Implementation Plan

References to Regulations in this document refer to the [Education \(School Planning and Reporting\) Regulations 2023](#).

Summary of the plan *Regulation 9(1)(f)*

2025 is a year of leading focused change with deliberate urgency. After seven changes of principal over the past six years, with challenges including attendance, quality teacher and leader recruitment and retention, delays to anticipated school and community rebuild projects, and opportunities including a refreshed curriculum and Science of Learning approach, Tāmaki is poised to lift with a focus on pursuing equity and excellence. **Developing teacher and leader capability and leadership capacity remains a priority.**

Three goals underpin the plan:

- [Attendance](#). A Government priority for 2025.
 - Attendance Action Plan. A comprehensive plan, including attendance initiatives to support regular student attendance, tailored to the Tāmaki Primary School context
- [Curriculum, Assessment, and Achievement](#). The refreshed curriculum is a Government and School Board priority for 2025.
 - Clearer curriculum: Establishing a knowledge-rich curriculum grounded in the science of learning.
 - A mandated hour a day: Implementing the required "hour a day" of reading, writing, and mathematics mandate school-wide.
 - Better approach to literacy and numeracy: Implementing evidence-based early literacy and mathematics instruction. Implementing structured teaching approaches for literacy and mathematics, or for kura, rangaranga reo ā-Ta and rangaranga pāngarau and how this effectively addresses the learning needs of ākongā in the school or kura.
 - Quality assessment and reporting: Implement consistent monitoring of student progress and achievement. Improving data literacy, assessment for learning and aromatawai, and how this informs decision-making, focusing on how progress is reported to the Board and the community.
 - Greater use of data: Using data and evidence to drive consistent improvement in achievement.
 - Immersion and dual language/bilingual pathways: Developing Penina o Tāmaki our Samoan dual language pathway, and strengthening Te Puna Wairua our full immersion Rumaki Reo pathway and Talamuka-'a-Tonga our Tongan dual language pathway
 - Stronger learning support: Targeting effective learning support interventions for students with additional needs and developing effective leadership.
- [Relationships and Retention](#). A School priority for 2025.
 - Improved teacher training: Developing future workforce, including teacher and leadership development pathways.
 - Leadership development: Developing culturally capable leaders committed to building quality relationships with stakeholders, including Ngāti Pāoa, whānau, ākongā, and the Manaiakalani Kāhui Ako.
 - School Board: Governance and leadership to grow relational trust with Te Puna Wairua and support the development of strong Māori medium transitional pathways.

Where we are at currently: *Regulation 9(1)(e)*

[The 2024-2025 Strategic Plan informs the goals developed in the Annual Implementation Plan for 2025.](#)

Attendance	Curriculum, Assessment and Achievement	Relationships and Retention
<p>The school is not yet meeting Ministry of Education 2024 attendance targets, with data for 2024 showing that less than half of learners (36%) attended regularly.</p> <p>63/176 or 36% of ākongā attended school regularly in 2024</p>	<p>Achievement End of Year 2024</p> <ul style="list-style-type: none"> - Te Marautanga o Aotearoa Rumaki Reo <ul style="list-style-type: none"> - 82% Pānui - 77% Tuhituhi - 67% Pāngarau - New Zealand Curriculum Tongan Bilingual and English Medium <ul style="list-style-type: none"> - 67% Reading - 52% Writing - 59% Mathematics 	<p>Appointments and recruitments</p> <ul style="list-style-type: none"> - We have appointed from within the school the Senior Leadership role of Pouārahi Rumaki (Deputy Principal). This appointment complements the Deputy Principal across English medium role, and the Team Leader role for our Pacific Bilingual unit Leo Moana. - We have recruited three kaiako from our local community with specific dual language (Gagana Sāmoa and te reo Māori) capabilities. - We have recruited three learning assistants with specific strengths in dual language (Pasifika Teacher Aides Project) capabilities. - We have recruited an Attendance Connector/Sports Coordinator from our community with connections to Marist Rugby and a background in Trauma Informed practices. <p>Retention</p> <ul style="list-style-type: none"> - We have retained eleven kaiako in leadership/classroom teacher/release teacher roles. - We have retained our experienced learning assistants/teacher aides - We have retained office and administration staff



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	<p>A continued focus on Assessment for Learning, literacy and mathematics, and Local Curriculum across our three pathways</p> <ul style="list-style-type: none"> - Te Puna Wairua Rumaki Reo - Leo Moana <ul style="list-style-type: none"> - Talamuka-'a-Tonga Tongan Bilingual - Penina o Tāmaki Sāmoan Bilingual - Kura Auraki English Medium 	<ul style="list-style-type: none"> - We have retained our custodial staff <p>Relationships</p> <ul style="list-style-type: none"> - We are re-establishing our relationship with the Manaiaikalani Kāhui Ako - We are considering our relationship with the Manaiaikalani Network Trust - We have reestablished relationships with Waipapa Taumata Rau (The University of Auckland) and Te Rito Maioha to support the development of initial teacher education placements at Tāmaki Primary School. - We continue our relationship with Ngāti Pāoa through He Aute, Te Kai ā Hiku, Kaimahi Wānanga and Whare Tāpere engagements. - A have a continued focus on positive learning-focussed relationships with ākonga and whānau and enhancing community connections
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How will our targets and actions give effect to Te Tiriti o Waitangi:

Regulation 9(1)(g)

Our aspiration is for Tāmaki Primary School to be deeply rooted in the foundational principles of He Wakaputanga o te Rangatiratanga o Nu Tirenī and Te Tiriti o Waitangi, the two constitutional covenants of Aotearoa. These documents guide our efforts to enhance tino rangatiratanga of whānau, hapū, and iwi by prioritising the visions and aspirations of mana whenua and whānau Māori.

Our aspiration is to lead with a vision where Te Tiriti o Waitangi is fully respected and aspirations of Māori are realised. In practice, this means actively engaging with and listening to the needs and desires of mana whenua and whānau Māori in our kura, ensuring that their voices are at the forefront of decision-making processes. It involves creating a school culture that not only respects but also celebrates Māori. It involves constantly critiquing the colonial structures that are embedded in our structures, systems, practices and actions.

This reflection of Te Tiriti o Waitangi informed by the value of whanaungatanga, which emphasises building strong, respectful relationships, and by the principles of indigenising, re-indigenising, decolonising, and liberation from colonial oppression. These values and principles serve as the cornerstone of our commitment to leading a kura that honours Te Tiriti o Waitangi.

Information on teaching and learning strategies:

Te Mātaiaho Curriculum Refresh Implementation Timeline

Medium	Term One	Term Two	Term Three	Term Four
Māori Medium	- Rangaranga Reo ā-Tā Tau 0-3	- Rangaranga Reo ā-Tā Tau 0-8	- Rangaranga Pāngarau Tau 0-8	- Consolidation
English Medium	<ul style="list-style-type: none"> - Structured Literacy Years 0-3 - Structured Literacy Years 4-8 	<ul style="list-style-type: none"> - Structured Mathematics Years 0-8 - Structured Literacy training for learning assistants 	- Structured Mathematics Years 0-8	- Consolidation

Professional Learning and Development

- Rangaranga Reo ā-Tā (Māori Medium Structured Literacy) PLD Cohort 3 with Kia Ata Mai Educational Trust
- Better Start Literacy Approach (Years 0-3 Structured Literacy) Cohort 6 with The University of Canterbury
- Teaching Literacy Through a Structured Approach PLD (Years 4-8) Cohort 3 with Tātāi Angitū Massey University
- Structured Mathematics PLD Years 0-8 with Core Education
- Rangaranga Pāngarau (Māori Medium Structured Mathematics) with Ally O'Keefe Resource Teacher Māori based at Te Kura Kaupapa o Whakapumau in Ōtautahi
- Huia Kaimanawa Te Akatea Tumuaki Hou Leadership kaupapa
- Māori Achievement Collaborative Leadership Kaupapa with Te Akatea
- [Tautai o le Moana Leadership](#)
- Reo Moana with Va'atele Consultants
- First Time Principals with Evaluation Associates

Regulation 9(1)(f)



Attendance				
<p>Focus area one: Increased attendance and participation Ākonga attend, participate in, and successfully progress through, all stages of their education to achieve their full potential. <i>Regulation 9(1)(a)</i></p>				
<p>Annual Target/Goal: To increase daily school wide attendance from 79% to 95%. To increase regular attendance from 42% to 70%. This means 70% of students are present in school for more than 90% of every term. To decrease chronic absence from 15.5% to 5%, moderate absence from 15.6% to 10%, and irregular absence from 27% to 15%. <i>Regulation 9(1)(a)</i></p>				
<p>What do we expect to see by the end of the year? 70% regular attendance, 15% irregular attendance, 10% moderate absence, 5% chronic absence. <i>Regulation 9(1)(d)</i></p>				
<p>Why this matters? Participating in education and attending school regularly are both critical to gaining the essential skills needed to experience success in work and life. Domestic students between the ages of 5-19 have the right to free enrolment and free education. Students are required to attend school every day up until 16 years of age, and schools are required to take all reasonable steps to support students to attend.</p>				
Actions <i>Regulation 9(1)(b)</i>	Who is Responsible? <i>Regulation 9(1)(c)</i>	Resources Required <i>Regulation 9(1)(c)</i>	Progress	How will you measure success? <i>Regulation 9(1)(d)</i>
70% of students are present in school kura for more than 90% of every term by the end of 2025	All staff Whānau Ākonga	<ul style="list-style-type: none"> Action Plan for Increasing Student Attendance in 2025 1. Establish a Positive School Environment 3. Utilise Data and Technology 4. Implement Attendance Incentive Programmes 6. Relationships 7. Monitoring and Evaluation 		% of students who are present more than 90% of the term.
No student is left to accumulate absences without an appropriate response to return them to regular attendance.	Attendance connector Kaihautū Tumuaki	<ul style="list-style-type: none"> 2. Enhance Communication with Parents and Guardians 3. Utilise Data and Technology 4. Implement Attendance Incentive Programmes 5. Address Barriers to Attendance 6. Relationships 7. Monitoring and Evaluation 		Door knocking data Referral data Attendance data
School leadership, teachers, school boards, parents, Auckland City Education Service, and the Ministry of Education understand and effectively play their roles in supporting students to attend school and ensure at-risk students are identified and receive the guidance, support and resources necessary to succeed.	Tumuaki Kaiako Auckland City Education Services Attendance connector Social Worker in Schools Ministry of Education Senior Advisor Oranga Tamariki Ministry of Social Development New Zealand Police	Attendance data shared and discussed at multiple levels <ul style="list-style-type: none"> - school board hui - kaihautū leadership hui - administration hui - learning assistants hui - team meetings - daily door-knocking tracking document - SENCo hui 		Meeting minutes



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<p>The school, attendance professionals and relevant government agencies collaborate effectively to discuss student-specific strategies and interventions to address barriers preventing at-risk children from attending school regularly.</p>	<p>Tumuaki Attendance connector Social Worker in Schools Auckland City Education Services</p>	<p>Termly attendance team meeting chaired by Tumuaki</p>		<p>Attendance team hui minutes termly</p> <p>Term One 2025 outcomes:</p> <ul style="list-style-type: none"> 77% regular attendance in term one 2025. 92.22% attendance school-wide in term one 2025.
<p>A clear attendance plan is in place that incentivises attendance and provides staff, the school and attendance professionals with the support they need to do their job.</p>	<p>Tumuaki Attendance connector</p>	<p>Action Plan for Increasing Student Attendance</p>		<p>Plan is in place, and has been shared with stakeholders. Reviewed termly.</p>
<p>Parents and communities value education and understand the contribution of regular attendance to educational success and to economic and social well being</p>	<p>Tumuaki Kaiako Kaihautū Auckland City Education Services Attendance connector Social Worker in Schools</p>	<p>Communications via newsletter, text, social media, face-to-face, door-knocking</p>		<p>Parent voice survey, termly</p> <p>Next step</p> <ul style="list-style-type: none"> Caregiver 2 accessing school communications

<p>Progress towards achieving goals coding: <i>Reviewed at the end of each term</i></p>	<p>Not achieved yet</p>	<p>In progress</p>	<p>Well developed</p>	<p>Achieved</p>
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Curriculum, Assessment and Achievement

Focus area two: Improved educational progress and achievement

Ākonga successfully gain the skills they need for success at high school and life.

Regulation 9(1)(a)

Annual Target/Goal:

To increase achievement schoolwide our subject targets are:

75% of ākonga at or above the expected curriculum level for their age in reading, writing and pāngarau/mathematics

85% of ākonga at or above the expected curriculum level for their age in tuhituhi.

90% of ākonga at or above the expected curriculum level for their age in pānui.

Regulation 9(1)(a)

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

To have achieved our subject targets.

Regulation 9(1)(d)

Why this matters?

Pānui/reading, tuhituhi/writing and pāngarau/mathematics form the foundations of learning, and help children and young people strengthen writing and their knowledge in all subjects. This sets them up to achieve NCEA qualifications and transition from school to tertiary education or training with the essential skills needed to experience success in work and life.

Actions <i>Regulation 9(1)(b)</i>	Who is Responsible? <i>Regulation 9(1)(c)</i>	Resources Required <i>Regulation 9(1)(c)</i>	Progress	How will you measure success? <i>Regulation 9(1)(d)</i>
Clearer curriculum: Establishing a knowledge-rich curriculum grounded in the science of learning.	Tumuaki Ngā Kaihautū - Pouārahi Rumaki - Deputy Principal - Leo Moana Leader	<ul style="list-style-type: none"> - Rangaranga reo-ā-Ta Rumaki Reo <ul style="list-style-type: none"> - Tau 0-3 training 1 of 2 days completed - Tau 0-3 training day 2 of 2 to be hosted by Tāmaki Primary School in Wāhanga Tuatahi - Year 0-8 training days to be completed in Wāhanga Tuarua - Better Start Literacy Approach (BSLA) Years 0-3 English Medium <ul style="list-style-type: none"> - BSLA facilitator trained in term one - BSLA microcredential for junior school teachers will be completed in term one - BSLA microcredential for Learning Assistants to be completed in term two - Structured Literacy Years 4-8 English Medium <ul style="list-style-type: none"> - Teacher training days in term one - Teacher training day in term two - Rangaranga Pāngarau Years 0-8 <ul style="list-style-type: none"> - In-school unpacking of revised Tau 0-8 Pāngarau wāhanga ako - Resource Teacher of Māori support - Structured Mathematics Years 0-6 <ul style="list-style-type: none"> - Maths Professional Learning and Development Days <ul style="list-style-type: none"> - Friday 11 April 2025 - Friday 30 May 2025 - Monday 11 July 2025 	<div style="border: 1px solid black; width: 40px; height: 20px; display: flex; justify-content: space-between;"> <div style="width: 20%; background-color: #f4a460;"></div> <div style="width: 20%;"></div> <div style="width: 20%;"></div> <div style="width: 20%;"></div> </div>	
Assessment: The Ministry of Education is currently working to develop a coherent, whole-of-pathway approach to assessment, aromatawai,	Tumuaki Ngā Kaihautū - Pouārahi Rumaki - Deputy Principal - Leo Moana Leader - Ngā kaiako - Learning assistants	<ul style="list-style-type: none"> ● Phonics checklists will be trialed after 20 weeks and 40 weeks at school ● eAsTTle ● STAR for Year 3 ● PATs 	<div style="border: 1px solid black; width: 40px; height: 20px; display: flex; justify-content: space-between;"> <div style="width: 20%; background-color: #f4a460;"></div> <div style="width: 20%;"></div> <div style="width: 20%;"></div> <div style="width: 20%;"></div> </div>	



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reporting and monitoring so that good quality data about students' learning is available to inform teaching and learning, and provides timely information to parents, whānau and caregivers.				
Achievement Termly reporting of achievement in relation to the refreshed curriculum phases	Tumuaki Ngā Kaihautū - Pouārahi Rumaki - Deputy Principal - Leo Moana Leader - Ngā kaiako	- To be added to as the Ministry shares information with leaders		

Progress towards achieving goals coding: <i>Reviewed at the end of each term</i>	Not achieved yet	In progress	Well developed	Achieved
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Relationships and Retention

Focus area three: Improved relationships with our community and retention of ākonga, whānau and kaiako
 Tāmaki School will be seen as a school of choice for Rumaki Reo, Bilingual Tongan, Bilingual Sāmoan and culturally responsive English Medium education in our community
Regulation 9(1)(a)

Annual Target/Goal:
 To develop learning focussed relationships with ākonga and whānau:
 To increase whānau engagement in learning focussed relationships
 To increase our visibility in the community as a successful, culture, learning, sports, music and relationships focussed kura
 To develop leadership capability and capacity
Regulation 9(1)(a)

What do we expect to see by the end of the year?
 Whānau participation in learning focussed kaupapa will increase from 61% to 90% schoolwide
Regulation 9(1)(d)

Why this matters?
 Significant long-term delays to housing developments mean that the social housing around our school is reducing on a daily basis. The majority of our ākonga are moving to housing outside of our school Enrolment zone. No new social housing is being built to replace the boarded up or demolished social housing that was once in place for these whānau. To sustain the culturally focussed approach that is valued in our community, we need to recruit and retain whānau who value our culture, language, sports, music and relationships focused approach, for enrolments.

Actions <i>Regulation 9(1)(b)</i>	Who is Responsible? <i>Regulation 9(1)(c)</i>	Resources Required <i>Regulation 9(1)(c)</i>	Progress	How will you measure success? <i>Regulation 9(1)(d)</i>
Te Puna Wairua	Pouārahi Rumaki Ngā Kaiako o Te Puna Wairua Tumuaki	Te Akatea Leadership PLD, Huia Kaimanawa Leadership PLD Hui a Whānau termly		
Talamuka-'a-Tonga	Talamuka-'a-Tonga Faiako Leo Moana Team Leader Tumuaki	Tautai o le Moana PLD Talonoa termly		
Penina ō Tāmaki	Penina o Tāmaki Faiaoga Leo Moana Team Leader Tumuaki	Reo Moana PLD Fono termly		
Kura Auraki Level 3 enrichment classes	Pouārahi Rumaki Deputy Principal	Te Akatea Leadership PLD, Huia Kaimanawa Leadership PLD Māori Achievement Collaborative PLD Te Kai ā Hiku (formerly He Aute) project with Ngāti Pāoa Te Whare Tāpere o te Waipuna o Rangiatea culture and games days		
Transition to school relationships	Pouārahi Rumaki Penina o Tāmaki Faiaoga Leo Moana Team Leader Deputy Principal Tumuaki	Transition visits to school organised termly Cultural visits to ECE organised to coincide with Māori and Pacific Peoples' language weeks		
Community, sports, music and wellbeing	Sports coordinator Tumuaki School Board	Tāmaki Sports Cluster Wai Connection & Whitebait Connection Mountains to Sea Conservation Trust Boundary East Reserve stream restoration Marist Tāmaki Under 12s Open Grade School Rugby Tāmaki Music School Out of Hours Music and Arts		



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		Te Matapihi Pounamu Te Kōtuku Cultural Festival Warriors Community Foundation Tupu Māiā Wāhine Rugby League Kelly Sports		
Governance and leadership to grow relational trust with Te Puna Wairua and support the development of strong Māori medium transitional pathways.	Te Puna Wairua Whānau School Board Tumuaki Pouārahi Rumaki Deputy Principal Leo Moana Team Leader	Hautū self review with George Ihimaera Māori Achievement Collaborative Term Two dates booked School board conference https://nzstaworkbooks2021.s3.ap-southeast-2.amazonaws.com/Hautu_2021_FINAL.pdf		Board members and leadership have an increased understanding of Māori medium learner needs and an authentic partnership with Te Puna Wairua staff.

Progress towards achieving goals coding: <i>Reviewed at the end of each term</i>	Not achieved yet	In progress	Well developed	Achieved
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