TE KURA KAUPAPA MĀORI O MANAWATŪ

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Te Kura Kaupapa Māori o Manawatū - Mahere ā-Tau 2026

Ko Te Aho Matua Te Tāhūhū o Tōku Whare Kōrero...

E kore rawa e mōnehunehu te pūmanawanui ki tō tātou reo rangatira
Te mātahi o te tau ki te ura mai o te motu
Te Kura Kaupapa Māori o Manawatū ki Rangitāne

Te Pae Tawhiti (Vision Statement)

Ka pūmanawanui ki te reo, ki te ako, kia tū rangatira ai. We are committed to delivering quality language, culture and education for the mokopuna to realise their full potential. We will provide excellence through challenging, stimulating learning environments and quality education that develop all students into lifelong learners, nurturing their pride in being Māori and enabling them to stand confidently and competently in this modern, ever-changing world.

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

Arotake 2025 - Kohinga Raraunga me te Tātari Rautaki

Pūtake: To evaluate the effectiveness of teaching and learning in 2025 and identify critical baselines for the 2026 Annual Implementation Plan.

1. Te Reo Matatini (Literacy) – Y0–8

Data Sources: *End of Year Pānui & Tuhituhi Data 2025 (Y0-8), Beginning of Year Oral Language 2025.*

A. Pānui (Reading)

- **Achievement Shift:** There was a significant uplift in overall achievement, with ākonga achieving "At or Above" expectations rising from **11.5% (Start of 2025)** to **48.4% (End of 2025)**.
- **Areas of Concern:**
    - **Year 3 Cohort:** Data indicates **100% of Year 3 ākonga** remained "Below" or "Well Below" expectation. This indicates a "curriculum slump" as students move from learning to read (decoding) to reading to learn (comprehension).
    - **Junior Foundation:** Year 0–1 data shows **83%–92%** sitting at "Below", indicating school entry assessment data needs immediate intervention.

B. Tuhituhi (Writing)

- **Current State:** Writing achievement is trailing behind Pānui.
    - **Year 0–3:** The majority of ākonga are at "He Pipi" or "Beginning" stages. **100% of Year 3** are achieving below curriculum expectation.
    - **Year 5:** Shows promise with **33%** achieving "At", but **20%** remain "Well Below".
- **Correlation to Oral Language:** The *Te Reo ā-Waha* data shows a strong correlation. High numbers of Year 1–3 students are at **Taumata 1 (52.9%)** for Oral Language. Students cannot write what they cannot speak.

C. Strategic Response for 2026:

- **Review Focus:** The gap in Year 3 suggests a need to review the transition from Kura Teina (Y0-2) to Kura Waenga (Y3-4) literacy pedagogy.
- **Oral Language First:** Implementation of *Rangaranga Reo ā-Tā* must prioritise oral language (Kōrero) as the scaffold for Tuhituhi.
- **Target:** Raise Year 4–6 Writing "At/Above" from 45% to **65%**.

2. Pāngarau (Numeracy) – Y0–8

Data Source: *End of Year Pāngarau Data 2025.*

A. Key Findings

- **Overall Trend:** A slight reduction in "Well Below" students, but significant gaps remain in foundational knowledge.
- **Kura Teina Deficit:**
    - **Year 1: 100%** of ākonga are "Below" expectation.
    - **Year 2: 82%** are "Below".
- **Senior Progress:** Year 7–8 shows a more balanced spread, but still lacks significant numbers in the "Above" category.

B. Strategic Response for 2026:

- **Pedagogy Change:** The data proves that current methods in Te Kura Teina are not accelerating ākonga fast enough.
- **Action:** Full implementation of **Poutama Pāngarau** (Structured Maths) and purchase of hands-on manipulatives (Numicon/Cuisenaire rods) for Y0–3.
- **Target:** Reduce "Well Below" numbers from 20% to **10%**.

3. Te Wharekura (NCEA & Pathways) – Y9–11

Data Source: *Beginning of Year Data 2025 (Year 10-11).*

A. Co-Requisite Crisis (Literacy & Numeracy)

- **Pāngarau (Numeracy):**
    - **Year 10: 0** students have attained the co-requisite.
    - **Year 11:** Only **3** students have attained the co-requisite.
- **Te Reo Matatini (Literacy):**
    - **Year 10: 0** students have attained the co-requisite.
    - **Year 11:** Only **3** students have attained the co-requisite.
- **Impact:** Without these co-requisites, students **cannot be awarded NCEA Level 1**, regardless of how many other credits they earn.

B. Credit Accumulation (Engagement)

- **High Variance:** There is a massive disparity in student engagement.
    - *High Performers*: We have 2 tau 11 (Y11) that have **63 credits**, showing high capability.
    - *Disengaged*: Several Y10/11 students are sitting on **0–10 credits**, indicating chronic disengagement or lack of assessment opportunities.

C. Strategic Response for 2026:

- **Emergency Response:** Starting in Term 1, our ākonga will work toward their numeracy and literacy requirements using Level 1 internal standards. We are also introducing a supported 'co-requisite' pathway over the next two years. This transition ensures everyone is ready for 2028, when the new co-requisite system becomes the standard way to earn these credits.
- **Curriculum Realignment:** The "0 Credits" data confirms the Staff/Student feedback that the Wharekura needs a **Permanent Kaiako** and a distinct programme separate from Te Kura Teina.
- **Pathway Tracking:** Establish an "NCEA Dashboard" that is shared with whānau every Wāhanga so no student gets to Year 11 with 0 credits without intervention.

Area of Inquiry	2025 Status (Baseline)	2026 Target (Success Criteria)
Wharekura NCEA	0% of Year 10s have Co-reqs.	100% of Year 10/11s achieve Lit/Num Co-requisites.
Pāngarau (Y0-8)	Y1-2 are 80%+ "Below".	80% of Y1-2 shift to "At" via Structured Maths.
Pānui (Reading)	48.4% At/Above.	Sustain at >70% At/Above.
Tuhituhi (Writing)	Y3 cohort 100% Below.	Accelerate Y3 cohort to 60% At/Above.
Attendance	High "Chronic Absence".	Achieve a 90% regular attendance rate through the implementation of a tiered 'Check & Connect' system, with weekly data integrity audits conducted via Etap

1. Te Ira Tangata

"He tapu te tangata ahakoa ko wai. Kōhungahunga mai, tamariki mai, taipakeke mai, kaumātua mai, he tapu katoa." — Te Aho Matua 1.5

Whāinga Rautaki: Tamariki will be provided the opportunity and resources to achieve their potential while monitoring and controlling kura expenditure and assets.

Kawenga Matua (Key Actions)	Haepapa	Rārangi Wā	Te Ine i te Angitu
Whakatipu Rangatira (PB4L): Co-construct a behaviour curriculum defining "Expected Behaviours" for *Akomanga*, *Papa Tākaro*, and *Haerenga*.	SLT, PB4L Lead	Wāhanga 1-2	Matrix of expectations displayed in every classroom and high-traffic area.
Data-Driven Interventions: Utilise the Etap/SMS "Pastoral" module to track major and minor behaviour incidents. Analyse data monthly to identify trends.	PB4L Lead	Monthly	Monthly "Behaviour Trends" report presented to Staff and Poari Whakahaere; targeted interventions deployed.
Restorative Practice (RP): Train all staff and Kaiārahi Ākonga (Student Leaders) in Restorative Practice scripts to resolve conflict at the lowest level.	SLT / External Facilitator	Wāhanga 2	100% of staff and Kaiārahi Ākonga confident in RP chats; reduction in repeat offenders.
Neurodiversity Support: Facilitate specific PLD for staff on supporting diverse learners (e.g., Takiwātanga/Autism) and create a "Guide to Takiwātanga" for whānau.	LSC	Wāhanga 1 & 3	Staff implement specific strategies for neurodiverse ākonga.
Establish "Rūma Āio" (Sensory Space): Dedicate and resource a quiet sensory space for tamariki needing regulation (as requested by Kaiako/Whānau).	SLT, Property	Wāhanga 2	Space operational with sensory resources (lighting, tactile tools).

Tumuaki / Tumuaki Tuarua & Staff PGC: Complete annual Professional Growth Cycle (PGC) assessments for Tumuaki and all Pouako against professional standards.	Poari Whakahaere, Tumuaki / Tumuaki Tuarua	Feb & Nov 2026	100% completion of twice-annual sign-offs; performance agreements signed.
Kura Waenga Team Leader (Kaiārahi): Strategically appoint a new Kaiārahi (Team Leader) for the Tau 5–6 (Rangiotu) area to lead curriculum design and pastoral care for the Kura Waenga.	Poari Whakahaere / Tumuaki / Tumuaki Tuarua	Wāhanga 2 (Appoint)	Kaiārahi appointed; Kura Waenga curriculum coherence improved; targeted acceleration for Year 5–6 cohort achieved.
Induction & Mentoring: Implement a robust induction programme for the new Kaiārahi, focusing on TKKMoM tikanga, *Te Aho Matua*, and leadership coaching.	Tumuaki / Tumuaki Tuarua / SLT	Wāhanga 2-3	Kaiārahi reports feeling supported; leadership goals set in PGC.
Succession Planning: Utilise this appointment to build internal leadership capacity, reducing reliance on the Tumuaki / Tumuaki Tuarua for day-to-day operational decisions in the Kura Waenga.	Poari Whakahaere	Wāhanga 3	Delegated authority clear; Kura Waenga operating semi-autonomously.
Financial Systems Digitalisation: Modernise financial operations by transitioning banking services from Westpac to ASB and implementing ESKA for digital invoicing and accounts payable.	Poari Whakahaere / Office Admin	Wāhanga 1 (Transition)	Accounts fully transferred to ASB; ESKA system live; paper-based invoicing eliminated.
Accountant Partnership: Work closely with Education Services to audit current financial workflows and align them with 2026 digital best practices (reducing manual data entry).	Tumuaki / Tumuaki Tuarua / Ed Services	Wāhanga 1	Audit completed; new digital workflow map approved by Poari Whakahaere.

Financial Policy Update: Update the "Financial Management Policy" to reflect new digital approval pathways (e.g., online banking authorisation limits) and fraud prevention protocols.	Poari Whakahaere / Policy Ohu	Wāhanga 2	Policy updated and ratified; signatories trained in new systems.
PMU Impact Reporting Framework: Implement a robust reporting cycle for all Permanent Management Unit (PMU) Holders (e.g., Curriculum Lead, Hākinakina, Pastoral). Holders must present a written "Impact Report" to the Poari and Whānau twice a year, demonstrating progress in their specific portfolio.	Tumuaki / Tumuaki Tuarua / Unit Holders	Wāhanga 2 & Wāhanga 4 (Reporting)	Reports presented to Board; "Impact" evidence provided (not just a list of tasks); Unit tenure aligned to performance outcomes.
Whānau "Portfolio Updates": Unit holders to host one "Whānau Wānanga" or specific communication release per year to update the hapori on their area (e.g., The Hākinakina Coordinator presents the year's sporting plan to whānau).	Unit Holders	Annual	Whānau report increased understanding of who leads what; higher engagement in specific kaupapa.
Job Description Review: Audit all current Management Unit job descriptions to ensure they have clear, measurable KPIs attached to the extra salary allowance.	Tumuaki / Tumuaki Tuarua / Poari Whakahaere	Wāhanga 1	Revised JDs signed; KPIs linked directly to the 2026 Annual Plan targets.
Implement a professional development pathway for administrative staff to master the ESKA financial ecosystem and provide executive-level support to the Tumuaki, ensuring 100% accuracy in digital accounts payable	Tumuaki / Ed Services	Wāhanga 1–2	Kaimahi Tari attend at least two professional workshops; administrative workflows show increased efficiency; Tumuaki reports high-quality executive support.

Strategic Recruitment & Leadership Capacity: Elevate and readvertise the vacant Tau 5–6 (Rangiotu) position from a Team Leader to a **Tumuaki Taituarā (Assistant Principal)**. Following unsuccessful recruitment rounds, this role will now be advertised with 3 Management Units. The role is strategically structured with a 0.6 FTE teaching component in the Tau 5–6 akomanga and a 0.4 FTE leadership release to intentionally build senior leadership capacity.	Poari Whakahaere / Tumuaki	Wāhanga 1–2	Tumuaki Taituarā successfully appointed; kura senior leadership capacity is expanded; Tau 5–6 cohort receives high-quality, stable instruction (0.6) alongside dedicated leadership release (0.4).

2. Te Reo

"Tōku reo, tōku ohooho. Tōku reo, tōku mapihi maurea. Tōku reo, tōku whakakai marihi… me whakahaere ngā mahi katoa o te kura i roto i te reo Māori." — Te Aho Matua 2.4

Whāinga Rautaki: Tamariki will become confident and competent in Te Reo Māori and Tikanga Māori, upholding the mana of Rangitāne.

Kawenga Matua (Key Actions)	Haepapa	Rārangi Wā	Te Ine i te Angitu
Whānau Reo Resource Packs: Create and distribute "Kupu o te Kāinga" packs for whānau, focusing on curriculum jargon (e.g., Pāngarau/Science Terms) so parents can support mahi kāinga.	Kaiārahi Reo	Wāhanga 1	Packs sent home; positive whānau feedback in surveys.
Language Revitalisation Plan: Co-construct a plan with whānau/iwi. Focus on Reo ā-Iwi / Reo ā-Rohe (local dialect) as requested by staff.	SLT, Whānau	Wāhanga 1–2	Plan submitted to MOE; Rangitāne mita evident in classrooms.
Kapa Haka Excellence: Resource and prepare for *Ko Whiri Tika Mai* Regionals and *Pae Tamariki*.	Tutors, SLT	Ongoing	High participation (>40% of roll).
Te Mana Kuratahi Logistics: Secure accommodation and transport for Whāngarei; manage $20k–$30k deposit.	Finance, SLT	Priority: Wāhanga 1	Accommodation secured; deposit paid; budget forecast approved.
'Te Piringa' National Campaign: Support the wider *Te Piringa* collective (combined schools) to compete at Secondary Nationals. Ensure TKKMoM ākonga are "campaign ready" (attendance, academic catch-up).	Wharekura Lead / Tutors	Wāhanga 1-2	TKKMoM students maintain 90% attendance at kura while attending all campaign noho; Top 12 finish targeted.

Wharekura Te Piringa Ohu: Establish a TKKMoM-specific whānau support rōpū to assist the wider collective with preparations and active supervision at noho. Ensure our whānau contribute to the "engine room" of the campaign.	Ohu Whānau	Wāhanga 1	Rōpū established; roster for noho supervision and transport filled by TKKMoM parents.
Curriculum Integration: Align NCEA Performing Arts credits with the *Te Piringa* campaign so students earn credits for their performance work (mōteatea, haka, poi).	Wharekura Lead	Wāhanga 1-2	Students gain 10-20 credits via the campaign; reduced academic stress during competition season.

3. Ngā Iwi

"Kia kite ngā tamariki ko te whānau tonu e whakahaere ana i te kura, ko te whānau hoki e mahi ngātahi ana me ngā pouako..." — Te Aho Matua 3.8

Whāinga Rautaki: Whānau, kura, and tamariki are committed to the aspirations of TKKMoM and its founding documents.

Kawenga Matua (Key Actions)	Haepapa	Rārangi Wā	Te Ine i te Angitu
CRITICAL ACTION: Reporting Schedule: Publish a fixed, non-negotiable "Maramataka Aromatawai" (Assessment Calendar). Ensure reports go out Wāhanga 2 and Wāhanga 4 without fail.	Tumuaki / Tumuaki Tuarua, Poari Whakahaere	Wk 1, Wāhanga 1	100% of whānau receive written progress reports. (Zero missed reports).
Whānau "Notebook" System: Trial a "Kura-Home Notebook" (or digital equivalent) for Te Kura Teina students to share weekly observations/highlights with parents.	Ngā Pouako (Te Kura Teina)	Wāhanga 1 Trial	Whānau feel informed of weekly progress (addressing "lack of data" feedback).
Whānau Engagement Hui: Hold *Pā Harakeke* hui once per Wāhanga. Include "Curriculum Workshops" where parents learn what their kids are learning (e.g., "Pāngarau Night").	Poari Whakahaere, Tumuaki / Tumuaki Tuarua	Wāhanga	100% of whānau, ākonga, and kaiako complete surveys.
New Report Format (Ngā Tūārere): Redesign the whānau report template to visually show where the tamaiti sits within their Tūārere (Phase). *Explanation*: Move away from "At/Below" labels to "Progressing through Tūārere 2".	Tumuaki / Tumuaki Tuarua / Poari Whakahaere	Wāhanga 1 (Design) Wāhanga 2 (Issue)	New template approved by Poari Whakahaere; Whānau understand the "Phase" graphic.

"Te Ara Ako" Workshops: Host whānau workshops to explain the changes in *Te Marautanga o Aotearoa*. Specifically explaining Te Hangahanga Reo Matatini so parents know how to support reading at home.	Curriculum Lead	Wāhanga 2	High whānau attendance; parents understand why "reading books" have changed.
Real-Time Reporting: Trial one "Learning Post" per Wāhanga via the Student Management System (SMS) or App, showing a sample of work aligned to a Tūārere goal.	Kaiako	Wāhanga 3 Trial	Whānau receive digital evidence of learning; engagement stats increase.
Sustainable Future Audit: Ensure the strategic vision includes a "Succession & Knowledge" plan to preserve the unique mātauranga of TKKMoM across generations.	Tumuaki / Tumuaki Tuarua / Kaumātua	Wāhanga3	Generational knowledge milestones identified in the 5-year plan.
Whakawhiti Tikanga (The Crossing): Develop a specific tukanga (e.g., a handover from Teina kaiako to Tuakana kaiako) that symbolises the student's growth and their permanent place within the TKKMoM "Life-long Whānau" ecosystem.	Kaumātua / Whānau	Wāhanga4	New tikanga codified in the Kura Kawa manual; students receive a Wharekura-specific taonga (e.g., a specific pounamu or kākahu) during the ceremony.
Huinga Raukura 2027 (Forward Planning): Initiate a "Whānau Wānanga Series" to co-construct the Kawa and Tikanga for the first-ever Tau 13 graduating cohort in 2027. Aligning with the Transition philosophy, establish a sustainable, prestigious graduation tukanga that celebrates the "Raukura" identity and their transition into the Raukura network.	Poari / Wharekura Lead / Whānau / Kaumātua	Wāhanga 2–4	Draft "Kawa Pūāwaitanga Raukura" document completed; whānau consensus reached on graduation taonga/tukanga; 2027 budget includes specific provision for this inaugural event.
Kōhanga Reo Feasibility: Explore options and requirements for establishing an affiliated Kōhanga Reo on-site or in close proximity to	Poari / Tumuaki / Tumuaki Tuarua / Sub-committee	Wāhanga 3-4	Initial consultation with Te Kōhanga Reo National Trust; feasibility report presented to the Poari; whānau interest survey completed.

TKKM o Manawatū to secure a sustainable "entry-pipe" of te reo Māori speakers into the Kura.			

Whāinga Rautaki: To achieve **100% retention** of Year 8 graduates into Te Wharekura o Manawatū by proving that a *Te Aho Matua* education offers superior academic and cultural outcomes

Kawenga Matua (Key Actions)	Haepapa	Rārangi Wā	Te Ine i te Angitu
Whakatupuranga TKKMoM (Strategic Vision): Establish a sub-committee of whānau, kaimahi, and Raukura to co-construct a 5-year Generational Strategic Plan. Focus on sustainable growth, preservation of knowledge, and the "Life-long Whānau" model.	Poari / Sub-committee	Wāhanga2-4	2026–2031 Vision published; specific targets set for "Raukura return" (Alumni as kaimahi).
Reimagining Te Pūāwaitanga: Replace the "Exit-style" Year 8 Graduation with a new Tikanga-led Transition Process (Whitianga). This focuses on their induction into the Wharekura as Tuakana rather than their departure from the Kuratahi.	Tumuaki / Kaumātua / Wharekura Lead	Wāhanga4	100% of Year 8s transition to Tau 9; new "Whitianga" ritual codified in Kura Kawa.
Pūhoro STEMM Partnership: Establish a formal partnership with Pūhoro STEMM Academy to provide Wharekura ākonga with weekly specialist Pūtaiao (Science) mentoring and exposure to STEMM career pathways.	Wharekura Lead / Pūtaiao Kaiako	Wāhanga 1–4	100% of Pūtaiao-enrolled ākonga participate in Pūhoro wānanga; increased engagement in STEM subjects.

Whare Wānanga Early Enrolment: Conduct individual transition hui with Tau 12 ākonga and whānau to explore early enrolment for 2027 at tertiary institutions (e.g., Te Wānanga o Raukawa, Massey, Waikato) based on their Mahere Ara Mahi.	Tumuaki / Wharekura Lead	Wāhanga 3–4	100% of Tau 12 ākonga have a confirmed tertiary pathway or early-enrolment plan for 2027; university liaison visits completed.

4. Te Ao

"Kia kaua te tamaiti e herea ki te ao kōhatu. Kia wātea hoki ia ki te kapo mai i ngā painga, i ngā māramatanga katoa o te ao whānui." — Te Aho Matua 4.2

Whāinga Rautaki: Provide a nurturing, safe, and inclusive environment that empowers tamariki to connect to the wider world and their global indigenous whanaunga.

Kawenga Matua (Key Actions)	Haepapa	Rārangi Wā	Te Ine i te Angitu
Attendance & Engagement (Te Tae ā-Kura): Implement a tiered "Check & Connect" attendance system. Daily roll-marking must be completed by 9:30 AM to ensure baseline data integrity and "Travel Ready" status for trips.	Attendance Officer / Kaiako	Wiki	"Unjustified" absences reduced; 90% regular attendance target met.
Kākahu Kura (Uniform) Review: Establish a "Uniform Ohu" to explore updating the kura-wide uniform and investing in Kura-owned hākinakina uniforms for all codes (Basketball, Netball, Kī-o-Rahi).	Poari / Ohu Whānau	Wāhanga 1 (Consult) Wāhanga 3 (Samples)	New hākinakina kits in use; Uniform review findings presented to whānau for feedback.
International Scoping & Savings: Finalise planning for the Wharekura Japan Exchange 2027 and the Pacific Islands Cultural Tour. Establish individual whānau savings plans and RAMS.	Wharekura Lead	Wāhanga 2-4	Budget seed-funded; 2027 itinerary confirmed; fundraising targets met.

EOTC "Choice" Week: Launch "Choice-Based" EOTC week, exploring local Rangitāne history (Whātonga, Kurahaupō) to build foundational knowledge before international travel.	EOTC Lead	Wāhanga 1	100% participation; RAMS planning completed; ākonga demonstrate increased iwi knowledge.
National Hākinakina Campaigns: Resource and manage competitive squads for Te Wiki Hā and Secondary School Kī-o-Rahi Nationals.	Hākinakina Coordinator	Wāhanga 1-3	Squads trained and logistics funded; TKKMoM mana upheld at national level.
Kura-ki-te-Kura Partnerships: Formalise "Whanaungatanga Agreements" with high-performing Wharekura (e.g. Ngā Mokopuna) to facilitate shared NCEA wānanga and subject collaboration.	Tumuaki / Wharekura Lead	Wāhanga 2	MOU signed; at least one joint wānanga held to share specialist kaiako expertise.
Regional hākinakina Exchanges: Host and participate in regular hākinakina exchanges with local Kura (e.g. Mana Tamariki) to build "tuakana/teina" relationships and match fitness.	Hākinakina Coordinator	Wāhanga 2-3	Exchange calendar locked in; 100% participation from Wharekura students.
Land/Building Acquisition: Investigate and approach owners of neighbouring properties (or suitable off-site locations) for potential purchase/lease to house the growing Wharekura as a standalone campus.	Poari Whakahaere Chairperson	Wāhanga 1-2	Approaches made; "Options Paper" presented to Poari Whakahaere regarding cost of buying vs leasing.
10YPP & 5YA Realignment: Renegotiate the Ministry 10-Year Property Plan (10YPP) to reallocate funds away from minor maintenance and towards Capital Works (New Builds).	Tumuaki / Tumuaki Tuarua / Project Mgr	Wāhanga 1	10YPP updated and signed off by MOE; funding unlocked for new learning spaces.

5. Āhuatanga Ako

"Ko ngā āhuatanga ako katoa he mea mahi i roto i te koanga ngākau, me te whakaihiihi hinengaro." — Te Aho Matua 5.1

Whāinga Rautaki: Explicit raising of learning achievement through the implementation of **Te Marautanga o Aotearoa** redesign and evidence-based pedagogy.

Kawenga Matua (Key Actions)	Haepapa	Rārangi Wā	Te Ine i te Angitu
Te Tīrewa Marautanga (Curriculum Redesign): Implement the new TMoA framework, shifting planning from "Curriculum Levels" to "Ngā Tūārere" (Phases of Learning). • *Tūārere 1 (Y0-3)* • *Tūārere 2 (Y4-6)* • *Tūārere 3 (Y7-8)* • *Tūārere 3 (Y9 - Y13)*	Curriculum Lead / SLT	Wāhanga 1	Planning templates updated to reflect **Ngā Tūārere**; Staff confident in new phases.
Te Hangahanga Reo Matatini (Structured Literacy): Full implementation of Rangaranga Reo ā-Tā (Māori Structured Literacy) across Y0–8. Focus on explicit teaching of phonology (*kīwaha, oro, pū*) and decoding.	Leader Te Kura Teina / Pouako	Daily	100% of Kura Teina classes using *Rangaranga Reo* daily; decodable readers are utilised.

Pāngarau Curriculum Realignment: Implement a rich, task-based Pāngarau approach that draws upon Poutama Pāngarau as a supportive framework within the refreshed areas of the curriculum. Ensure Te Tātai (Number) is taught consistently and integrated alongside all other whenu: Āhuahanga (Geometry), Te Taunga me te Wāhi (Position/Location), Te Āhua me te Mokowā (Shape/Space), Te Ine (Measurement), Te Tauanga me te Tūponotanga (Statistics/Probability), and Te Taurangi (Algebra).	SLT / Pāngarau Lead	Wāhanga 1–4	Procurement of a wide variety of hands-on, Te Reo Māori pāngarau rauemi; evidence of rich, non-procedural learning tasks in kaiako planning; mid-year data shows 20% uplift in Tauanga and Ine achievement.
Te Reo Matatini Capability Build: Implement a targeted PLD programme focusing on the mechanics of Pānui (Comprehension strategies), Tuhituhi (Deep vs. surface features), and Reo ā-Waha. This includes mandatory induction and mastery of Manu Tuhituhi and Rangaranga Reo ā-Tā frameworks for all kaiako. PLD Implementation: Engage approved facilitators to model lessons and observe Kaiako practice in-class (not just staff meeting theory).	SLT / Literacy Lead	Wāhanga 1–4	100% of kaiako demonstrate use of Manu Tuhituhi in planning; classroom observations confirm explicit teaching of comprehension; shift in Tuhituhi data from "surface" to "deep" feature competency.
Assessment Alignment: Transition assessment tools to measure progress against Te Tamaiti Hei Raukura (Graduate Profile) and Tūārere markers, rather than old National Standards.	SLT / Data Lead	Wāhanga 2	Assessment data entered into SMS reflects Tūārere stages (e.g., "Beginning Phase 2").
Numeracy Crisis Intervention: Implement a "Co-requisite Boot Camp" in Wāhanga 1. Contract or reallocate a Pāngarau Specialist to provide targeted scaffolding for Tau 10-11 students failing the Numeracy CAA.	Wharekura Lead / SLT	Wāhanga 1	100% of Tau 10/11 entered for CAAs; specific Pāngarau specialist support scheduled weekly.

Karuruku Tautoko Akoranga/Kaiako Tautāwhi Tamariki (LSC): Appoint a specialist Learning Support Coordinator / Kaiako Tautāwhi Tamariki (0.5 – 1.0 FTE) to manage the Learning Support Register and coordinate with external agencies (RTLB, MOE, Speech-Language)	Poari Whakahaere / Tumuaki / Tumuaki Tuarua	Wāhanga 1 (Appoint)	Karuruku Tautoko Akoranga/Kaiako Tautāwhi Tamariki appointed; Learning Support Register updated; Individual Education Plans (IEPs) current for all high-needs ākonga.
Neurodiversity Strategy: LSC to lead the implementation of a "Neurodiversity Action Plan," providing specific strategies for Kaiako to support ākonga with Takiwātanga (Autism) and ADHD.	LSC	Wāhanga 2	Staff PLD completed; "Calm Kits" or sensory resources available in every classroom.
Teacher Aide (Pou Āwhina) Coordination: LSC to manage the timetabling and professional development of Pou Āwhina to ensure they are used effectively for learning (not just behaviour management).	LSC	Wāhanga 1-2	Pou Āwhina have clear schedules and learning goals for their target students.
Ministry PLD Application (RAPLD): Submit a robust application for Regionally Allocated PLD (RAPLD) to secure Ministry-funded facilitators for Te Reo Matatini (Literacy) and Pāngarau (Numeracy).	Tumuaki / Tumuaki Tuarua / Curriculum Lead	Wāhanga 1 (Application)	100 hours of facilitator time secured; focus on *Te Hangahanga Reo Matatini* and *Poutama Pāngarau*.
Curriculum Alignment: Ensure all PLD aligns directly with the new Te Marautanga o Aotearoa redesign (*Te Tīrewa Marautanga*) to prevent curriculum overload.	Curriculum Lead	Ongoing	Staff can articulate how their new learning fits the new national curriculum phases (*Ngā Tūārere*).
Te Aho Matua Reporting & Aromatawai: Transition all reporting and the Aromatawai framework to reflect the six principles of Te Aho Matua. Ensure ākonga progress is mapped against Ngā Tūārere (Phases).	SLT / Kaiako	Wāhanga 1-2	All whānau reports use Te Aho Matua headings; Etap "Markbooks" updated to Tūārere.

Oral Language First: Prioritise Te Reo ā-Waha in Te Kura Teina (Y0-3) to address the writing deficit. All literacy blocks to start with structured oral language drills.	Tumuaki / Pouako	Wāhanga 1-4	Mid-year data shows 25% shift from Taumata 1 to Taumata 2 in Oral Language.
Digital Infrastructure Refresh: Procure and deploy 1:1 Chromebooks (Y4-8), High-spec Laptops (Wharekura), and install Smart TVs with Apple TVs for wireless casting in every akomanga.	IT Lead	Wāhanga 1	All classrooms equipped with wireless casting; 1:1 device ratio achieved and enrolled.
Kura Waenga Specialist Hangarau: Establish an "All-Year" specialist programme for Tau 7–8 by utilising external lessons at Te Kura Waenga o Tirohanga. Focus areas include: Woodwork, Music, Food Technology, Robotics, and Engineering.	Tumuaki / Kura Waenga Lead	Wāhanga 1–4	100% participation of Tau 7–8 ākonga; successful integration of external credits/assessments into Etap; positive ākonga engagement reports.

6. Ngā Tino Uaratanga

"Kia tū pakari, tū rangatira ia hei raukura mō tōna iwi." — Te Aho Matua 6.12

Whāinga Rautaki: To secure Ministry of Education approval for "Change of Class" from Full Primary to Area School (Year 0–13) by demonstrating outstanding performance

Kawenga Matua (Key Actions)	Haepapa	Rārangi Wā	Te Ine i te Angitu
Wharekura Autonomy Application: Prepare and submit a robust "Change of Class" application to the MOE to transition from a satellite arrangement (Te Kura Tuakana) to a standalone Wharekura (Area School status).	Poari Whakahaere / Tumuaki / Tumuaki Tuarua	Wāhanga 1 (Draft) Wāhanga 3 (Submit)	Application submitted; consultation with existing satellite provider completed professionally.
ERO Readiness (The "Outstanding" Target): Execute a "Mock ERO" audit in Wāhanga 1 to ensure all compliance, curriculum, and health & safety domains are at a "High Confidence" level ahead of the Wāhanga 2 review.	SLT / Ext. Consultant	Wāhanga 1	"Mock ERO" report identifies zero non-compliance issues; staff confident in audit process.
Whakatupuranga Paepae (Succession): Strategically increase participation in Ngā Manu Kōrero and Ngā Pū Kōrero. Establish internal wānanga focusing on the specific roles of Pae Kōrero, Karanga, and Hāpai ō to prepare ākonga for active service within their own hapū, iwi, and marae.	Te Reo Lead / Kaumātua	Wāhanga 1–4	Increased entries in regional/national speech comps; ākonga demonstrate ability to lead whaikōrero and karanga at Kura pōwhiri; marae feedback confirms ākonga participation in home iwi events.
Curriculum Viability Study: Produce a 3-year "Wharekura Sustainability Plan" showing how a standalone TKKMoM Wharekura will deliver the full NCEA curriculum (in-house + external providers) without satellite support.	Wharekura Lead	Wāhanga 2	Plan approved by Poari Whakahaere; demonstrates financial and curriculum viability to MOE.

Specialist Subject Mapping: Map the current Wharekura Project-Based Learning (PBL) outcomes against NCEA specialist standards. Where in-house expertise is missing (Ingarihi/Pūtaiao), activate the Tuakana Intervention with Ngā Mokopuna.	Wharekura Lead	Wāhanga 1-2	PBL units vetted for academic rigour; students access specialist instruction for STEM subjects.
Raukura Profile: Define the 2026 Raukura profile across Mātauranga, Ako, Ahurea, and Hauora.	SLT, Whānau	Wāhanga 1	Profile visible; Year 8s meet exit benchmarks for high school readiness.
Kaiārahi Ākonga (Student Leadership): Mentor Kaiārahi Ākonga in Restorative Practice and leading cultural protocols (Karakia, Whaikōrero, Karanga).	SLT	Ongoing	Kaiārahi Ākonga confidently manage assemblies and provide active supervision.
Wānanga Te Aho Matua: Organise two dedicated wānanga in partnership with *Te Kura Tuakana (Ngā Mokopuna)* and *Te Rūnanga Nui* to deepen whānau and staff understanding of Te Aho Matua principles in practice.	Tumuaki / Poari Whakahaere	Wāhanga 2 & Wāhanga 3	Two wānanga held; attendance >50% of whānau; feedback confirms increased clarity on the "Why" behind Kura policies.
Tuakana Academic Interventions: Establish a formal arrangement for TKKMoM rangatahi to access specialist learning intervention subjects/courses delivered by *Te Kura Tuakana (Ngā Mokopuna)* to supplement our local curriculum (e.g., specific NCEA internal workshops).	Wharekura Lead	Wāhanga 1	Schedule confirmed; students attending interventions show accelerated progress in those subject areas.
TRN Strategic Alignment Audit: Collaborate with *Te Rūnanga Nui o Ngā Kura Kaupapa Māori* to audit all TKKMoM strategic policies and procedures, ensuring they align strictly with Te	Poari Whakahaere / Policy Ohu	Wāhanga 2-3	Policies reviewed by TRN representative; "Te Aho Matua Alignment" stamp achieved on core governance documents.

Aho Matua best practice rather than just standard Ministry templates.			
"Project 2027" (Foundation Cohort Prep): Implement a high-performance tracking system for the current Year 12 cohort to ensure they achieve NCEA Level 2 with Merit/Excellence Endorsement, setting the academic culture for all future Raukura.	Wharekura Lead	Wāhanga 1	100% of Year 12s on track for L2 Endorsement; all have achieved UE Literacy (5 Reading / 5 Writing) *before* entering Year 13.
UE Prerequisite Audit: Review the 2026 Year 12 curriculum to guarantee it feeds into University Entrance Approved Subjects for 2027. (e.g., ensuring Year 12 Pūtaiao leads to a valid Level 3 Science course).	Tumuaki / Curriculum Lead	Wāhanga 2	2027 Course Guide drafted; 3 distinct UE-approved pathways confirmed for the senior timetable.
Career & University Planning: Facilitate individual "Pathway Planning" hui with Year 12 whānau and University Liaison Officers (Massey, Victoria) to map out exactly which credits are needed for their desired 2028 degrees.	Careers Advisor	Wāhanga 3	Every Year 12 student has a documented "UE Roadmap" listing specific standards to target in 2027.
Co-Construction of ILPs (Mahere Ara Mahi): Facilitate "Whānau Wānanga" to co-construct Individual Learning Plans for every Wharekura student. Align their NCEA subject choices directly to their career pathways, passions, and interests (e.g., Toi, Pūtaiao, Whenua).	Wharekura Lead / Careers Advisor	Wāhanga 1 (Initial Wānanga)	100% of Wharekura students have a signed "Mahere Ara Mahi" tailored to their passion; whānau feel heard and invested in the pathway.
Tau 9-10 Co-Requisite "Gate": Establish an academic 'Gate' for Tau 10; students must attain Literacy and Numeracy co-requisites as a prerequisite for full NCEA Level 1 enrollment to prevent credit 'chasing' in senior years.	Tumuaki / Curriculum Lead	Wāhanga 1–4	100% of Tau 10 students achieve the co-requisites *before* the end of the year; zero students enter NCEA Level 1 (Tau 11) "chasing" literacy/numeracy.

Targeted CAA Prep Programme: Dedicate two periods per week in the Year 9/10 timetable specifically for Common Assessment Activity (CAA) preparation to ensure they clear the "Gate" early.	Lit/Num Kaiako	Weekly	Students are confident with the digital testing format; high pass rates in the Wāhanga 2 and Wāhanga 3 testing windows.
Life-long Whānau Pathway: Create a formal induction for graduating Year 13s into the "Raukura Raukura Network," ensuring they have a defined role to return as mentors or kaimahi.	Wharekura Lead	Wāhanga4	100% of graduates registered in the Raukura database; Raukura-led wānanga scheduled for 2027.

7. Te Mana Whakahaere me ngā Kaupapa Here

"E āhei ana te whānau ki te whakatakoto i ngā ture e pā ana ki te āhua o te whakahaere i tō rātou kura..." — Te Aho Matua 3.7

Whāinga Rautaki: To transition to a whānau-led governance model (*Ohu ā-Whānau*) and establish an independent policy framework grounded in Te Aho Matua.

Kawenga Matua (Key Actions)	Haepapa	Rārangi Wā	Te Ine i te Angitu
Ohu ā-Whānau Transition: Facilitate a series of wānanga to transition from a standard Board structure to a collective "Ohu ā-Whānau" model, where whānau hold portfolios (e.g., Ohu Pūtea, Ohu Taiao, Ohu Reo).	Poari Whakahaere Tiatangata / Whānau	Wāhanga 1-2	Model designed and ratified by whānau; Terms of Reference for each "Ohu" established.
Te Arotake Pūnaha (Systems Disruption): Applying Anne Milne's challenge, conduct a critical audit of "long-standing systems," specifically targeting curriculum hierarchies (subject silos), assessment frameworks (credit accumulation vs. learning), and decision-making structures. Identify what we are "willing to let go of" to remove disadvantage.	Poari / SLT / External "Critical Friend"	Wāhanga 2–3	Identification and dismantling of at least one major structural barrier (e.g., age-based grouping or rigid timetables); a new "Definition of Success" framework published that privileges ākonga potential over compliance data.
Te Aho Matua Policy Framework: Commission a working group to replace generic "SchoolDocs" policies with a bespoke TKKMoM Policy Framework structured under the six principles of Te Aho Matua (Te Ira Tangata, Te Reo, etc.).	Policy Working Group	Wāhanga 2-4	New policies drafted that cite Te Aho Matua as the primary authority; whānau consult on "Tikanga as Policy".
Benchmarking Success: Visit and research high-performing Kura (e.g., *Te Kura Kaupapa Māori o Ngā Mokopuna*) to adapt their successful independent policy frameworks and governance manuals.	Tumuaki / Tumuaki Tuarua / Poari Whakahaere	Wāhanga 1	Site visit completed; resources shared; "Best practice" elements adapted for TKKMoM.

Whānau Governance Capability: Provide governance training for *all* whānau members (not just the Board) to empower them to lead their specific Ohu effectively.	NZSTA / External Provider	Wāhanga 2	Increased whānau attendance at governance huis; active participation in decision-making.
Review of Kawa & Tikanga: Codify the Kawa (protocols) of TKKMoM into the governance manual to ensure decision-making aligns with the tikanga of Rangitāne and the Kura.	Kaumātua / SLT	Wāhanga 3	Governance Manual updated to include Kawa; decision-making process reflects tikanga Māori.
Te Aho Matua Reporting: Transition all Whānau, Poari, and Ministry reporting to a bespoke framework structured under the six principles of Te Aho Matua.	SLT / Poari	Wāhanga1-2	All pūrongo (reports) use Te Aho Matua headings; Whānau report better alignment with Kura values.
Aromatawai Alignment: Review and update the school-wide Aromatawai (Assessment) framework to ensure evidence collection reflects the holistic growth of the tamaiti under Te Aho Matua.	Tumuaki / SLT	Wāhanga1	Revised Aromatawai Handbook published; Kaiako use Te Aho Matua criteria for OTJs.

Whāinga Rautaki: To maintain the high standard of evidence-based planning set in 2025 by ensuring the voices of ākonga, whānau, and kaiako continue to drive the strategic direction of TKKMoM.

Kawenga Matua (Key Actions)	Haepapa	Rārangi Wā	Te Ine i te Angitu
Annual 360° Whānau & Hapori Survey: Replicate the comprehensive 2025 survey process for Ākonga, Whānau, and Kaiako to gather comparative data on wellbeing, curriculum satisfaction, and cultural safety.	Tumuaki / Poari Whakahaere	Wāhanga 3 (Survey) Wāhanga 4 (Analysis)	Participation rates match or exceed 2025 levels; data analyzed to identify trends for the 2027 Annual Plan.
"You Said, We Did" Communication: Publish a specific report to the hapori (community) in Wāhanga 1 highlighting exactly how their 2025 feedback resulted in the 2026 AIP actions (e.g., "You asked for more LSC support, we hired an LSC").	Tumuaki / Poari Whakahaere	Wāhanga 1	Whānau trust increases; community sees a direct link between their surveys and school improvements.
Kanohi-ki-te-Kanohi Wānanga: Supplement digital surveys with face-to-face "Whānau Voice" wānanga to capture the qualitative feedback of kaumātua and whānau who prefer kōrero over written forms.	Poari Whakahaere	Wāhanga 2 & 3	Rich narrative data collected; "hard to reach" whānau voices captured.

Section 8: Ngā Rauemi me te Pūtea

"Kia noho marama te tamaiti ki nga painga, ki nga haratau, me nga huakore o te ao hurihuri nei." — Te Aho Matua 4.6

Whāinga Rautaki To align financial, human, and physical resources directly to the 2026 strategic priorities of student achievement, cultural excellence, and Wharekura autonomy.

Kawenga Matua (Key Actions)	Haepapa	Rārangi Wā	Te Ine i te Angitu
Operational System Access: Secure ESL/NZQA digital privileges for Wharekura leadership immediately to allow real-time monitoring of NCEA co-requisite completion and Record of Achievement (ROA) data.	Tumuaki / Tumuaki Tuarua / Office Admin	Wāhanga 1	Access granted; Wharekura leadership can verify student progress directly via NZQA.
Banking & Investment Strategy: Complete migration to ASB and ESKA. Establish a Long-Term Deposit Account to grow interest on surplus capital to fund future generational capital projects.	Poari (Ohu Pūtea) / Ed Services	Wāhanga 1	ASB transition complete; interest growth reported monthly in Poari financial pūrongo.
Wharekura Expansion Precinct: Manage the procurement and installation of 2x Modular Classrooms to create a distinct Senior Campus zone separate from the Teina.	Poari / Property Ohu	Wāhanga 1-2	Classrooms on-site and operational; 10YPP updated to reflect the new campus layout.
Fleet Management: Finalise the procurement of 2x 12-Seater Wēne (Vans) and implement a sustainable maintenance and depreciation schedule within the 2026 budget.	Poari / Tumuaki / Tumuaki Tuarua	Wāhanga 1	Branded vehicles operational; maintenance ledger established in ESKA.

Digital Capex Rollout: Execute the purchase of 1:1 Chromebooks (Y4-8), High-spec Laptops (Wharekura), and the wireless Smart TV upgrade for all akomanga.	IT Lead / Finance Ohu	Wāhanga 1	All hardware deployed; IT asset register updated; warranty and insurance secured.
Campus Master Plan (2030): Commission an architect to draft the long-term master plan, specifically locating the future Wharenui and Whare Hākinakina (Gym).	Poari	Wāhanga 2-3	Preliminary designs presented to whānau; funding pathways for 2028-2030 identified.

Ngā Āpitihanga

Appendix A: 2026 Budget Overview

- *Detailed breakdown of Capex and Opex allocations linked to the actions above.*

Appendix B: Wharekura "Change of Class" Timeline

- *Milestones for the application to transition from Satellite to Area School status.*

Appendix C: 10-Year Property Plan (10YPP) Amendment

- *Revised property schedule including the new Wharekura Modular Classrooms and Master Plan commissioning.*

Appendix D: Te Aratohu Aromatawai (Assessment Handbook)

- *Procedures for Etap data entry, OTJ moderation, and reporting schedules.*

Appendix E: Student Retention & Transition Strategy

- *The "Wharekura Advantage" plan for retaining Year 8 students.*

Appendix F: Risk Analysis & Management Systems (RAMS)

- *Draft safety plans for High-Risk EOTC (Te Piringa Nationals, Japan Scoping).*

Appendix G: Personnel & Management Unit Structure

- *Updated Organisational Chart including the new Karuruku Tautoko Akoranga (LSC) and Tumuaki Taituarā (Assistant Principal) roles.*