



Te Kura Kaupapa Māori o Taumārere

Annual Implementation Plan 2026

'Ko te reo te mauri o te mana Māori'



Where we are at currently

During the previous year and continuing into this year, Te Kura Kaupapa Māori o Taumārere has undertaken significant work to strengthen teaching, learning, and aromatawai practices across the kura.

Key developments include:

- Reviewing and beginning implementation of the refreshed Te Reo Rangatira and Pāngarau curricula
- Beginning the alignment of kura aromatawai practices with Ngā Hua o te Ako
- Developing clearer expectations for ākonga portfolios and evidence of learning
- Strengthening kaiako planning practices to ensure alignment with updated curriculum documents
- Facilitating a series of staff hui and wānanga to discuss assessment, curriculum expectations, and teaching practice
- Engaging with whānau voice to understand their aspirations for ākonga success
- Continuing development of Te Mātauranga o Ngāti Hine,

The focus for this year is to consolidate and embed these developments into consistent kura-wide practice, ensuring that teaching, planning, and assessment practices are coherent, manageable, and aligned to Te Aho Matua.

Regulation 9(1)(e)

Giving effect to Te Tiriti o Waitangi

Te Kura Kaupapa Māori o Taumārere is guided by Te Aho Matua, which provides the philosophical foundation for the kura and reflects the principles of Te Tiriti o Waitangi.

Our kaupapa upholds:

- the revitalisation and normalisation of te reo Māori
- the affirmation of Ngāti Hine identity, whakapapa, and mātauranga
- the development of ākonga who are confident contributors to their whānau, marae, hapū and iwi
- the right of Māori to self-determined education grounded in tikanga Māori

Through the development of Te Mātauranga o Ngāti Hine, the kura ensures that learning is anchored in the histories, values, and mātauranga of Ngāti Hine. This strengthens the connection between kura, whānau, and hapū, and ensures that ākonga grow with a strong sense of identity, belonging, and responsibility.

Regulation 9(2)

Information on teaching and learning strategies:

Teaching and learning programmes at Te Kura Kaupapa Māori o Taumārere focus on strengthening student capability in:

- reo ā waha
- pānui
- tuhituhi
- pāngarau

Kaiako are supported to implement the refreshed curriculum documents and aspects of Ngā Hua o te Ako as a framework to guide teaching and assessment.

Teaching strategies include:

- explicit teaching of te reo Matatini me te Pāngarau
- collaborative planning and reflection within kāhui
- gathering evidence of learning through student work samples and portfolios
- targeted support for students whose learning needs require additional support
- integrating local knowledge through Te Mātauranga o Ngāti Hine.

Whāinga tuatahi:*Whakapakari i ngā tūkanga aromatawai o te kura kia hāngai ki ngā mātāpono o Te Aho Matua.**Strengthen kura-wide aromatawai practices through the principles of Te Aho Matua.**Regulation 9(1)(a)**NELP 2.3, 2.4***Annual Target/Goal:**

By the end of the year, kaiako across the kura will:

- gather clear evidence of student learning through portfolios and work samples

By the end of the year, the kura will:

- develop a framework based on Ngā Hua o te Ako to support ako and aromatawai
- be ready to use the full Ngā Hua o te Ako designed framework in 2027

*Regulation 9(1)(a)***What do we expect to see by the end of the year?**

- consistent planning practices across the kura
- kaiako using refreshed curriculum documents in programmes
- clear evidence of student learning through portfolios
- improved understanding of student progress in pānui, tuhituhi, and pāngarau.

Regulation 9(1)(d)

Actions <i>Regulation 9(1)(b)</i>	Who is Responsible? <i>Regulation 9(1)(c)</i>	Resources Required <i>Regulation 9(1)(c)</i>	Timeframe	How will you measure success? <i>Regulation 9(1)(d)</i>
Establish expectations for ākonga portfolios	Leadership, Kaiako	Aromatawai Framework	Term 1 - 2	Portfolios contain evidence of learning
Develop Ngā Hua o te Ako framework by: <ul style="list-style-type: none"> Engaging with TRN and kura Aho Matua who have well established frameworks based on Ngā Hua o te Ako Consult with whānau, tamariki and kaimahi re: aspiration Align current kura aromatawai practices to NHoA 	Tumuaki, Leadership	Framework documentation PLD/ kura visits, sharing resources	Term 1–3 Term 4	A fully developed first draft is ready for implementation for 2027 Kaiako training in term 4 to prepare for 2027

These strategies aim to ensure that learning programmes are both academically rigorous and culturally grounded.

Regulation 9(1)(f)

Strategic Goal 2:*Strengthen student attendance by creating meaningful and strong partnerships with whānau.**Regulation 9(1)(a)
NELP 2.3***Annual Target/Goal:**

By the end of the year the kura will strengthen monitoring systems and engagement strategies to support improved attendance.

*Regulation 9(1)(a)***What do we expect to see by the end of the year?**

- improved attendance rates across the kura
- earlier identification of attendance concerns
- increased whānau engagement with the kura
- stronger student participation in learning programmes.

Regulation 9(1)(d)

Actions <i>Regulation 9(1)(b)</i>	Who is Responsible? <i>Regulation 9(1)(c)</i>	Resources Required <i>Regulation 9(1)(c)</i>	Timeframe	How will you measure success? <i>Regulation 9(1)(d)</i>
Review attendance monitoring processes	Tumuaki, Attendance manager	Attendance data	Term 1	Clear monitoring system established
Strengthen communication with whānau	Tumuaki, Attendance manager	Communication systems	Term 1 - 4	Reduced unexplained absences
Identify students requiring attendance support	Tumuaki, Attendance manager, Kaiako	Attendance tracking tools	Ongoing	Attendance monitored each term
Develop strategies to support students with attendance barriers	Leadership, Kaiako	Pastoral support	Ongoing	Individual attendance plan developed with whānau.

Strategic Goal 3:***Develop and embed Te Mātauranga o Ngāti Hine.****Regulation 9(1)(a)
NELP 1.2, 2.4, 4.7***Annual Target/Goal:**

By the end of the year the kura will strengthen the integration of Ngāti Hine histories, knowledge, and identity within teaching and learning programmes.

*Regulation 9(1)(a)***What do we expect to see by the end of the year?**

- clearer framework for Te Mātauranga o Ngāti Hine
- learning programmes reflecting Ngāti Hine contexts
- ākongā demonstrating knowledge of local histories and places.

*Regulation 9(1)(d)***Actions***Regulation 9(1)(b)***Who is Responsible?***Regulation 9(1)(c)***Resources Required***Regulation 9(1)(c)***Timeframe****How will you measure success?***Regulation 9(1)(d)*

Continue development of Te Mātauranga o Ngāti Hine curriculum with specific focus on:

- Ngā Hua o te Ako
- Whānau responsibility

Tumuaki, Rauhuia

PLD time

Term 1 - 4

Draft framework developed

Consult with whānau regarding the development and progress of TMoNg and seek feedback.

Tumuaki, Rauhuia

Hui ā whānau

Ongoing

Contribution from whānau

Integrate Ngāti Hine contexts into teaching programmes

Kaiako, Rauhuia

3 year kaupapa matua cycle

Throughout year

Evidence in planning

Strategic Goal 4:*Build kaiako capability to deliver high-quality teaching aligned with Te Aho Matua and the refreshed curriculum.**Regulation 9(1)(a)
NELP 3.6***Annual Target/Goal:**

Support kaiako professional growth through collaborative practice, professional learning, and leadership support.

*Regulation 9(1)(a)***What do we expect to see by the end of the year?**

- improved consistency in teaching practices
- kaiako confidence in curriculum implementation
- stronger collaboration within kāhui of kaiako and with other KKM.
- strengthen the teaching of reo ā waha, pānui, tuhituhi, and pāngarau.

Regulation 9(1)(d)

Actions <i>Regulation 9(1)(b)</i>	Who is Responsible? <i>Regulation 9(1)(c)</i>	Resources Required <i>Regulation 9(1)(c)</i>	Timeframe	How will you measure success? <i>Regulation 9(1)(d)</i>
Facilitate regular kaiako professional discussions	Tumuaki, Rauhuia	PLD, hui kāhui, hui rauhuia,	Throughout the year	Evidence of collaborative planning
Support kaiako implementing refreshed curriculum	Tumuaki, Rauhuia, external providers	Callback days - wātaka TRR and PANG marautanga	Ongoing	Teaching programmes reflect updates
Provide opportunities for professional learning and professional collaboration	Rauhuia, other KKM	Alignment to Tupuranga Ngaio goals or kura strategic direction.	Throughout the year	Kaiako participation in PLD
Strengthen teaching of pānui, tuhituhi and pāngarau	Tumuaki, Rauhuia		Throughout the year	Improved student work samples

Student Achievement Targets

2026 Achievement Targets	2025 Achievement Summary	2026 Achievement Targets
<p>Pānui: 90% are working within their Tuāreere</p> <p>Tuhituhi: 90% are working within their Tuāreere</p> <p>Pāngarau: 90% are working within their Tuāreere</p> <p>NB: achievement targets are based on analysis of 2025 end of year data.</p>	<p>Tau 9-10 Co-requisites: 100% ākonga achieved Pāngarau 60% ākonga achieved Te Reo Matatini</p> <p>NCEA Level 1: 100% ākonga achieved level 1</p> <p>NCEA Level 2: 100% akonga achieved level 2</p> <p>NCEA Level 3: 66.6% ākonga achieved level 3</p>	<p>Tau 9-10 Co-requisites: 100% ākonga will achieve Pāngarau 100% ākonga will achieve Te Reo Matatini</p> <p>NCEA Level 1: 100% ākonga will achieve NCEA level 1 including Co-Requisites</p> <p>NCEA Level 2: 100% ākonga will achieve NCEA level 2</p> <p>NCEA Level 3: 100% ākonga will achieve NCEA level 3</p> <p>NB: achievement targets based on analysis of 2025 end of year data.</p>