



2025

Annual Implementation Plan

2025

Te Kura Kaupapa Māori o Tupoho 2025 Annual Implementation Plan 2025

Aim	Student succeeding & being successful (Student Achievement -careers pathway)			
	70% Yrs 1-10 Achieving Pānui, Tuhituhi, Kōrero & Pāngarau		70% Yrs 11-13 Achieving NCEA at merit or excellent	
Strategic Goals	Strategic Goal 1. Curriculum	Strategic Goal 2. Wellbeing & Student Engagement	Strategic Goal 3 NCEA-Future Pathways	Strategic Goal 4. Collaborations & Innovations
2025	Wahanga Ako Implementation and NCEA changes, including Aromatawai changes 2025. NCEA changes implementation: Consolidate the local Tupoho Curriculum, and continue with other developments across the curriculum, including Hangarau. Ready for 2025 implementation. Teacher Only Days submitted 2025 focused on curriculum including Pangarau, Tuhituhi and NCEA Dates Socialise Pangarau, Te Reo Rangatira, NCEA changes with kura community Any Te Ruanga Nui PLD provided to support curriculum priorities	Attendance data to be used and analysed -each class, senior leaders and Principal reporting to the board to reduce chronic to moderate for regular attendance We want to reduce chronic to irregular attendance and reduce these levels. We need at least 80% Log ASA referral through ESL log in for ENROL for 20 days-Unjustified Absences and Non Enrol Survey mokopuna wellbeing termly Survey whanau wellbeing 2 times year Monitor and support staff overall wellbeing:	NCEA achievement and attainment rates of our akonga levels need to increase at the L2-3 levels especially in merit 2025 targets for achievement and attainment: 2024 NCEA Data: Te Reo Rangatira L1. L2. L3. UE. Pangarau L1. L2. L3. UE Broaden future pathways through higher achievement higher attainment of qualifications Principal Nominee will lead alongside Pou all national priority roll outs for this year. Programmes for PLD and workshops for kura community will be planned termly.	Review Kaiako knowledge & skill re-the Code & the Standards Build and grow secondary / tertiary initiatives - AGC trade Develop relationship with Te Wananga o Raukawa for the Degree in Mātauranga Māori offering in 2024

	Date:	Annual checks -surveys for feedback to support monitoring Implement Professional Growth Cycles to appraise staff growth and development. (Including Teaching Code Standards)		
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Strategic Goal 1 Curriculum	To deliver a dynamic and updated curriculum program for ākonga in Years 0-6, utilising the Te Reo Rangatira implementation of changes including aromatawai for improved engagement and achievement levels.			
Annual Target Goal	All akonga will show each term improvements in Te Reo Rangatira and Pangarau, and overall significant shifts in achievement levels over the year.			
What do we expect to see by the end of the year.				
• Kaiako a delivering the new refresh curriculum in years 0-8, including TRR and Pangarau • Changes to NCEA and impact on achievement levels significant change of success rates • Increased kaiako PLD knowledge through targeted TODs and ongoing wananga • All kaiako effectively implementing TRR, Rangaranga reo a ta, Hihira Weteoro and all other rauemi from Ministry to support our kaupapa • Improved Mokopuna learner engagement in the classroom • Increased mokopuna ownership of learning.				
Action	Who responsible	Resourcing	Timeframe	Measure success
Kura wide implementation of National Priorities, Te Reo and Pangarau, NCEA and PLD for Te Reo Rangatira Wahanga Ako	Pōari Tūmuaki Pou matau. kaiako Principal Nominee	https://kauwhatareo.tahurangi.education.govt.nz/mi/5637238340.p#TeReo	2025	Academic performance
Implementation, Pangarau Wahanga Ako		Budget Allocation		Engagement and attendance
Implementation and NCEA changes, including Aromatawai changes 2025.		Grants and External Funding		Professional development & feedback
Consolidate the local Tupoho Curriculum, and continue with other developments across the curriculum, including Hangarau. Ready for 2025 implementation.		Curriculum Specialists and Subject Matter Experts		Classroom implementation.
		Teacher Professional Development		Budget and spending Efficiency.
		Community and Whanau Involvement		Participation Rates

Teacher Only Days submitted 2025 focused on curriculum including Pangarau, Tuhituhi and NCEA Dates: Socialise Pangarau, Te Reo Rangatira, NCEA changes with kura community Any Te Ruanga Nui PLD provided to support curriculum priorities Dates: Maths Programme y7-8 (trail under achieving)		Learning Materials and Resources		Whanau feedback. Regular Review and Feedback External Evaluations
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Strategic Goal 2 Wellbeing & Student Engagement	To foster a supportive and inclusive learning environment that prioritises student wellbeing and engagement, ensuring that all students feel valued, motivated, and equipped for success.			
Annual Target Goal NELP1/ NELP2 /NELP3	By the end of the academic year, enhance student wellbeing and engagement by implementing targeted initiatives that foster a supportive learning environment, increase participation, and improve overall student satisfaction.			
What do we expect to see by the end of the year.				
- Increased awareness and utilization of mental health and wellbeing programs, with at least 75% of students reporting they feel supported. - Greater access to counselling and wellbeing resources, with reduced stress and anxiety levels reported in student surveys. - Stronger peer support networks and positive relationships within the school community.				
Action	Who responsible	Resourcing	Timeframe	Measure success
Enhancing Student Wellbeing	Pōari Tūmuaki Pou matua. Kaiako	https://www.education.govt.nz/news/refreshed-attendance-codes-term-1-2025	2025	Data 2025 Data 2025

Expand access to counselling, mindfulness programs, and peer mentoring.	Principal Nominee Admin	Data from Helix report		
Implement regular teacher check-ins and wellbeing assessments to identify students needing support.				
Increasing Student Engagement in Learning	Admin Tūmuaki	Add admin to ASA log in		See change in students attendance.
Encourage project-based learning, interactive discussions, and hands-on activities.	Pōari Tūmuaki			Data collected 2025
Kura wide implementation of the new refresh attendance codes.	Pou matua. Kaiako Principal Nominee Admin	Facebook / Website / Loop / Kura Pānui		Recorded in meeting records.
Reduce chronic to irregular attendance We need at least 80%. This will be achieved by regular monitoring of trends of Who? When? Why? Who is irregular attending? When are irregular attending? Why are they irregular attending?	Pōari Tūmuaki Pou Matua Pōarahi	Section implemented in meeting docs titled – Health & wellbeing		Ongoing
Log ASA referral through ESL log in for ENROL for 20 days-Unjustified Absences and Non Enrol		Te Oranganui /Public health nurses / Kura nurse		
Survey mokopuna wellbeing termly Survey whanau wellbeing 2 times year	Pōari Tūmuaki Pou Matua			Ongoing
Monitor and support staff overall wellbeing: - General check in, health & wellbeing . - Classroom behaviour & successes. - Landscape		https://teachingcouncil.nz/professional-practice/professional-growth-cycle/ https://www.youtube.com/watch?v=dz7LcXj2crs		
Annual checks -surveys for feedback to support monitoring.				

Implement Professional Growth Cycles to appraise staff growth and development. (Including Teaching Code Standards)				
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Strategic Goal 3 NCEA-Future Pathways	To empower students with the knowledge, skills, and opportunities necessary to achieve success in NCEA (National Certificate of Educational Achievement) and confidently transition into future pathways, whether in higher education, vocational training, or the workforce.			
Annual Target Goal NELP1/ NELP2 /NELP3	By the end of the academic year, improve NCEA achievement rates, expand future pathway opportunities, and ensure all students are equipped with the skills and guidance needed for their next steps in education, employment, or training.			
What do we expect to see by the end of the year.				
• Higher merit and excellence endorsements, with a 10% increase in students attaining these distinctions. • Reduction in students at risk of not achieving, with at least 90% of students completing their required credits. • 100% of students in Years 11-13 have a personalized career and learning plan developed in consultation with career advisors. • At least 30% of students engaged in vocational or alternative learning pathways, including trades, apprenticeships, or industry training.				
Action	Who responsible	Resourcing	Timeframe	Measure success
Identify at-risk students early and provide intervention through mentoring, tutoring, and study support programs. Offer extra workshops and credit recovery programs for students needing additional credits. Regularly track student progress using data-driven monitoring systems to provide timely support.	Pōari Tūmuaki Pou matua. Kaiako Principal Nominee	NZQA website for achievement standards, exemplars, and marking schedules. Training workshops on effective NCEA teaching, formative assessment, and student engagement strategies. Collaboration with external providers like Core Education and NZQA workshops.	2025	Credit Completion: 90% of at-risk students complete required credits Analysis of achievement rates by subject to identify strengths and gaps.

Implement student-led progress tracking, encouraging students to set personal goals and monitor their NCEA achievements. Establish peer mentoring or study groups for collaborative learning and exam preparation. Ensure every student in Years 11-13 has a personalized career and learning plan reviewed at least twice a year. Provide one-on-one career counselling sessions for students to explore their strengths, interests, and future options.		Careers.govt.nz for career exploration, CV building, and interview preparation. My Mahi platform for goal setting, career planning, and tracking progress. Principal Nominee		Monthly academic check-ins and mentoring sessions. End-of-term progress reports for each student. Student career portfolio tracking via My Mahi or Careers.govt.nz. Feedback surveys from students on career guidance effectiveness. Partnership reports from industry, universities, and training providers.
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Strategic Goal 4 : Collaborations & Innovations	To foster collaborative partnerships and promote innovation across all aspects of education, ensuring that students, staff, and the wider community benefit from a dynamic, interconnected learning environment that encourages growth, creativity, and future-focused solutions.			
Annual Target Goal	To enhance internal and external collaborations and foster innovation across teaching, learning, and community involvement, driving greater engagement, creativity, and real-world opportunities for students, staff, and the community.			
What do we expect to see by the end of the year.				
Increased collaboration: 80% of teaching staff will have participated in cross-departmental projects or professional learning communities (PLCs), fostering a collaborative environment and improving lesson delivery.				
Action	Who responsible	Resourcing	Timeframe	Measure success

