



2025 Tongariro School Annual Plan

Partnerships – Mahi Tahī Building and sustaining Kaiako capacity to lead learning that strengthens with ākonga, kaiako and whānau			
Action	What this looks like	Timeline	Key Milestones/Markers of Success
Termly hui with whānau and Ngāti Tūwharetoa	- Schedule meetings at marae or school premises for inclusivity. - Include a focus topic for each hui (e.g., curriculum updates, student progress, or cultural initiatives). - Use digital tools (like Zoom) to include whānau who cannot attend in person. - Provide kai and childcare during hui to increase attendance.	Term 1, 2, 3, 4	Attendance by 80% of invited whānau; clear feedback gathered and shared with staff.
Professional Learning Development (PLD) on cultural responsiveness and trauma-informed practices	- Invite experts in trauma-informed practice and tikanga Māori to lead workshops. - Kaiako will complete case studies of how they've applied trauma-informed strategies in their classrooms. - Use follow-up coaching sessions to reflect on PLD impact.	Term 1: Introduction Term 2–4: Ongoing sessions	100% of kaiako participate in at least 2 PLD sessions; feedback surveys show increased confidence in applying practices.
Growth cycle for Kaiako professional development	- Kaiako set 2–3 professional growth goals aligned with strategic goals. - Conduct classroom observations by leadership, with peer-to-peer feedback. - Kaiako participate in reflective interviews each term to discuss progress.	Term 1: Launch Term 2–4: Reflections	Growth goals developed for all kaiako by Term 1; reviews held twice yearly with clear progress documentation.

Transparent communication system for whānau	• Introduce a “Weekly Whānau Update” via email or a school app. • Develop a feedback loop—whānau can respond directly to updates or propose topics for hui. • Regularly translate communications into Te Reo Māori and other relevant languages.	Term 1: Develop system Term 2–4: Implement	Regular updates through newsletters and the school website; 90% of whānau report satisfaction with communication in surveys.
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Localised Curriculum Development (Te Marau Mātauranga ā-Rohe) Co-construct a localised curriculum with Ngāti Tūwharetoa hapū and whānau that supports aspirations and pathways			
Action	What this looks like	Timeline	Key Milestones/Markers of Success
Develop curriculum with hapū experts	• Develop a steering committee with representatives from hapū and whānau. • Hold storytelling sessions where hapū share pūrākau (stories) to integrate into lessons. • Hapū contribute to local maps, science units (e.g., mahinga kai and kaitiakitanga), and waiata for performing arts.	Term 1: Initial consultation Term 2: Draft development Term 3: Implementation	Curriculum draft reviewed by hapū experts by end of Term 1; ākonga engage in pilot lessons by Term 2.
Integrate Te Ao Māori into classroom learning	• Provide support, ideas, resources and opportunities to staff to help with integrating Te Ao Māori into classroom learning	Term 2–4: Implementation	All teachers implement at least 2 Te Ao Māori-based learning activities per term; feedback collected from ākonga and whānau.
Annual curriculum review using data	• Regularly review achievement data to identify gaps (e.g., which year groups or subjects need attention). • Use student voice surveys to understand how engaging the new curriculum is. • Set data-driven targets for Māori and Pasifika achievement.	Term 4: Review	Achievement data analysed and shared; curriculum focus for 2026 set collaboratively with hapū and whānau.

Ako – Learning Equity and Achievement for All Ākonga**Provide a range of learning opportunities for all ākonga that reflect and affirm who they are**

Action	What this looks like	Timeline	Key Milestones/Markers of Success
Train kaiako in pair and group learning strategies	• Introduce peer tutoring where older ākonga mentor younger students. • Design collaborative projects, e.g., group problem-solving challenges in maths or a shared art project. • Train kaiako to monitor group dynamics and ensure all ākonga participate.	Term 1: Training Term 2–4: Implementation	All kaiako implement collaborative strategies by Term 2; evidence of improved student engagement in classroom observations.
Expand bilingual education (Reo Rua)	• Start morning Karakia in Te Reo Māori across the Kura. • Staff meetings will have a focus on Te Reo Māori • Kaiako to enrol in a Te Reo Māori course • Run parent information sessions about the benefits of Reo Rua education.	Term 1: Resource and staff allocation start a Reo Rua class in year 1 - 6 Term 2–4: Delivery	Bilingual materials available for Year 1–8 by Term 2; increased enrolment in Reo Rua unit by Term 4. All Kaiako engaged in a Te Reo Māori course of their choice.
Develop and review ILPs for ākonga with additional needs	• Identify strengths, interests, and challenges for each ākonga with additional needs through a Tier system • Set SMART goals (e.g., “By Term 2, X will independently write three full sentences in English and Te Reo.”). • Involve whānau in ILP reviews to track progress and adjust goals collaboratively.	Term 1: Create ILPs Term 2–4: Monitor and adjust	ILPs developed for all identified students by Term 1; progress reviewed termly with whānau.

Offer diverse and inclusive activities	• Celebrate Māori Language Week with activities • Organise science experiments connected to local environments (e.g., water testing in nearby rivers). • Host a Pasifika and other ethnic Days with traditional food, performances, and crafts.	Ongoing (Terms 1–4)	At least 2 culturally affirming activities delivered per term (e.g., kapa haka, STEM); participation monitored.

Kaiako and Leadership Growth			
Action	What this looks like	Timeline	Key Milestones/Markers of Success
Provide PLD on inclusive practices	• Begin with workshops on recognising and supporting neurodiverse learners. • Run workshops on formative assessment to effectively inform teaching • Kaiako develop resources for their classrooms, such as sensory corners or visual schedules. • Reflective sessions where kaiako share their experiences implementing strategies.	Term 1: Initial PLD Terms 2–4: Ongoing PLD	100% kaiako attend sessions; PLD outcomes incorporated into kaiako planning by Term 2.
Collaborative planning sessions	• Fortnightly sessions where teams discuss teaching approaches, moderated by a leader or PLD facilitator. • Schedule fortnightly team meetings for kaiako to co-design lessons and share best practices. These are shared twice a term as a whole staff. • Use a rotational focus (e.g., literacy, numeracy, and cultural responsiveness) to address priority areas.	Fortnightly (Terms 1–4)	Consistent attendance and contribution from kaiako; documented sharing of best practices.

	• Use tools like Google tools to co-develop lesson plans. • Create an online repository for sharing resources and ideas.		
Train staff for agentic conversations	• Leadership conducts “coaching” meetings to explore kaiako strengths and challenges. • Develop reflective prompts to guide these discussions, such as “How does this teaching strategy impact ākonga engagement?” • Create personal action plans following each conversation.	Term 1: Training Terms 2–4: Conversations	Leadership conducts 2 agentic conversations per kaiako per term; reflections show improvements in teaching practice.
Leadership development opportunities	• Emerging leaders co-lead staff meetings to build confidence. • Assign leadership roles for school projects (e.g., overseeing Te Ao Māori initiatives). • Provide funding for selected kaiako to attend leadership training or education conferences.	Term 1–4: Ongoing	Emerging leaders identified and paired with mentors by Term 2; at least 2 leaders attend national education conferences.