TPI Annual Implementation Plan 2026

Te Puke Intermediate

Nurturing the confidence & resilience of our rangatahi

Strengthening their acceptance & respect for diversity

Strengthening the partnerships we have with whānau

Core curriculum student achievement

How our targets and actions give effect to Te Tiriti o Waitangi:

We continue to work hard to integrate Te Reo Māori and tikanga across our school systems and processes.

It is important to us that we continue to strengthen our partnership with Mana Whenua – Waitaha me Tapuika.

Making sure that Equity is a priority to ensure every akonga has the best environment and opportunities to reach their full potential.

Working in partnership with our Māori school community to ensure we meet the educational and cultural aspirations of our Māori ākonga and their whānau.

Annual Goal: Quality teaching and learning, effective use of assessment informs teaching with holistic achievement acknowledged and valued.

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

Students are attending school 'regularly'; all students are making their one year's progress; some (10%) students are making 'accelerated' progress; holistic forms of achievement are valued and where possible measured.

Action	Who	Actions / Resources	Timeframe	Measure success?
New Curriculum Structured Maths will be embedded Structured Literacy will begin Target groups will be formed for accelerated achievement in Maths and Writing Whānau workshops will be offered to support whānau to learn about the changes in the curriculum, content, expected levels of attainment, changes to the terms etc	SLT Teachers DP curriculum SLT Teachers	Continue to develop Maths No Problem across the school Undertake the Literacy PLD and begin implementation Target groups for Maths and Writing will be implemented for accelerated progress Offer workshops for whānau to develop an understanding of the new curriculum, achievement expectations and language ready for reporting	End of year Term 1 PLD 10 weeks Term ½ Term 2/3 Term 2	All teachers are using the resource correctly and consistently. Same with Literacy. Observations in classes. Groups and Data will be recorded as per the acceleration plan. When they have been completed.
Attendance TPI will publish its formal Attendance Plan Processes and incentives contained within this plan will be utilised to maintain our excellent attendance schoolwide Specific individual plans will be implemented for those students who are regularly truant	DP operations Teachers	Complete our Plan and publish on our website, sharing with whānau the expectations and responses. Follow through with the Plan.	Term 1 emphasis Followed up every term	Published on website Filed with the MOE Shared with whānau and students Maintain our TPI goal of 95% attendance

New Assessment The Government is producing a new 'SMART' tool for implementation in 2026. TPI will continue with e-asttle until this new tool is available for PLD and then implementation	SMT Teachers	Undertake the training modules once avail. Continue with asttle for now.	Avail mid March	When we can use the SMART tool for assessment across our school.
Staff Professional learning Structured Literacy 2026 New assessment tool 2026? Relationships First continued	Learning Matters Govt SMT Impact Coaches Teachers	Complete SL PLD PLD Implement Complete RF PLD and develop a sustainable plan moving forward	Term 1	Completed Implemented Observed in practise Effects on data
Learning Centres Whānau communications regarding topics and goals so whānau can contribute Ensure the LC has a trip every term that connects with intent to the current learning goals HERO student posts are purposeful and specifically connected to the learning goals Learning centre expectations are emphasised and met	Team leaders & Teachers	Team leaders develop a term newsletter format to inform whānau of topics of study, how they can explicitly contribute and be involved. Plan a trip every term that connects to the terms learning outcomes and the Centre context. Student posts are monitored for specific connection to learning goals. Teacher comments are less generic and more tailored to learning needs. Holisitc learning valued – greater emphasis on meeting the Centre expectations through the year and in reporting to parents.	Term 1 Each term – ahead with long term planning End of each term Each term	Team leader shares with their SMT support person Trip planning will be explicit about the curriculum and teaching links. Must happen every term. Whānau feedback indicates more purposeful student posts Track each student in your class against the Centre expectations for goal setting, parent contributions and reporting.

Annual Goal: Mental Health teaching programme to strengthen the toolkit of our rangatahi with wellbeing, resilience, confidence, respect and connection.

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

The 'Mitey' programme will be taught in all English medium classes and the 'SOUL Learning' programme will be taught in Te Korowai Matauranga.

Action	Who	Actions / Resources	Timeframe	Measure success?
New Teaching Programmes PLD will be provided to our Staff to enable teaching these two programmes to our rangatahi for 2026. Each programme has a student workbook that the students keep for reference. "Mitey' has a school coach who will mentor and support the implementation of the programme. SOUL Learning has the developer / writer available to support TKM.	Mitey / SOUL SMT Teachers	Complete the PLD Undertake the programme development at TPI Implement both programmes	Term 1 Term 2 onwards	Staff have an understanding of the programme, the resources and its facilitation. By the end of the year we have a thorough sense of the content and how best to deliver to 7 & 8s
School Values The Values will continue to be taught, acknowledged and supported weekly at assembly, on the radio and in class Student voice told us they enjoy the Values teaching but asked for practical, real-life examples they can connect to.	ALL Staff	Continue to teach the Values via radio, assembly, in classes – giving as many practical, real life examples as possible so students can connect to them.	Weekly All the time	Students indicated in their feedback they have a good understanding of our Values.

Student and Staff Voice Year 8 exit survey provided for students to give feedback on their experience at TPI Student voice is collected as part of the Teacher North East observations. Staff voice invited on the 'wishlist' for resourcing and improvements. Staff exit survey and interview to be embedded as part of the exit procedure for Staff.	Principal RF coaches Principal Principal Board	Continue to provide the survey to Year 8s RF coaches collect student voice during observations for our continued growth. Embed the practise of the exit survey and interview for more thorough exit process.	Term 4 Twice a year Term 4 Term 4	Honest feedback is received. The feedback informs our growth and development as staff, a school and a Board.
Life Education Programme Student voice shows that students find the information in this programme to be helpful and relevant. Maintain this programme annually.	DP curriculum	Continue to budget for and implement this programme.	Term 4 annually	Students feel they get value from the programme.

Annual Goal: Strengthen the Board's Vision, profile and communications of this with our stakeholders. Strengthen the communications from Learning Centres with their whānau regarding teaching, learning and achievement.

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

Communication about and from the Board, its' vision and mahi to be more regularly shared with our people. Strengthen the communication from our Learning Centres about the teaching topics, learning and assessment taking place so whānau can support their child.

Action	Who	Actions / Resources	Timeframe	Measure success?
Board Communication The new Board takes some time to think strategically about TPI in 5-10 years' time – what is their vision for the only *specialist middle school* in the WBOP?	Whole Board	Run some strategic, big picture think tank sessions	Term 1	A 5-10 year big picture Vision is developed.
Develop a communications strategy for the Board to regularly share and update with our stakeholders who they are and what the mahi of the Board involves.		Develop a plan/time framed of what and how the Board will communicate with the stakeholders	By Term 2	A plan exists that steps out what and when will be shared by the Board
Ensure there is a 'presence' from the Board at important school events, raising the profile of the Board and their governance role.		Board members try to attend school events, both for their child or the whole school.	Each term	Discussed at meetings – who will attend what events
Learning Centres Communication Whānau feedback was very complimentary about school communications but there were	Team Leaders	Termly newsletter as in Goal 1	Term 1	Team leader shares with their SMT support person

requests for greater communication from the Learning Centres each term about the teaching topics, and how/where whānau can have an input to support their child of the Centre. An LC termly newsletter will be developed and shared to the whānau in preparation for the upcoming term. Specific mention of the New Curriculum learning goals and new expected achievement language will be included as part of our whānau support with developing an understanding of the new curriculum.		Deliberately include some new terminology to back up the whānau workshops and new learning.		
HERO Budget for the upgraded package on ERO that combines calendar and payments for whānau to streamline things in one place.	BOT SMT	Budget the money for the upgraded package and do it.	Term 1	We are using the upgraded package for payments and calendar. Feedback tells us it works really well.
Website Budget for a website update and complete this early in 2026.	BOT Principal	Get it done	Term 1	It's completed
Iwi partnerships Maintain our strong partnership with Waitaha and Tapuika as mana whenua, further strengthening this relationship as Iwi are ready to deepen our connection. Ensure we share plans, strengths and challenges with Koeke for their benefit, knowledge and support. Seek feedback on the Boards Vision and Strategic planning to ensure we are aligned in our aspirations for Te Puke rangatahi.	BOT Principal Board	BOT Iwi rep can support with feedback, feedforward and connectivity. Prioritise a hui with Iwi to see how we can develop deeper relationships.	Throughout the year When it works for Iwi	Our Vision and strategic thinking is endorsed by Iwi. We have met to deepen our connection and understanding of how we can support each other.

Annual Goal: Prioritise Rumaki development to meaningfully engage tamariki in learning.

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

Improved outcomes for akonga in Te Korowai Matauranga, reflecting their whānau aspirations and sustaining high levels of attendance.

Action	Who	Actions / Resources	Timeframe	Measure success?
Marau - Curriculum Te Marautanga o Aotearoa is the marau taught in TKM. Alongside this, TKM has a 'local rohe' marau across the 2 years at TPI that sits in the middle between primary and secondary content in the Ara Rumaki. Embed this 2-year Marau and formalise it in a document. Develop a rubric of success for this 2-year, local marau to demonstrate achievement in this learning. These achievements would sit alongside those in Pangarau, Panui and Tuhituhi an can be celebrated with whānau. Students would self-assess this rubric with evidence and the Kaiako endorse. This TKM marau achievement would be reported alongside the TMoA achievement.	SMT & Kaiako Jenay Jenay Kaiako Team Lead & Kaiako	Ensure Kaiako are delivering from TMoA. Re-write the 2 year TKM local marau into 2 clear years of content delivery. Write a rubric of success for this marau that the students can demonstrate their successes in with their kaiako or whānau endorsement. Holistic achievement for reporting to whānau, MOE and ERO.	Term 1 Term 1 Term 1 First 5 weeks	The local TKM marau is document that can be shared with whānau, community and Iwi. The rubric of success can be used from end of term 1 going forward. A rubric template is avail for students to use and self assess with Kaiako endorsement. This can be shared with whānau (like Latimer) every term.

Attendance TKM usually has very good attendance. Sustaining this through a highly engaging, relevant programme delivered fluently in Te Reo Maori is the desired outcome.	DP Team lead Kaiako Kaiawhina	DP tracking attendance Follow the TPI Plan Kaiako following up where required	Each term	TPI goal is 95% attendance at school every term.
New Assessment The Government is reviewing the national assessment tools for immersion learning. Nga Whanaketanga Rumaki Maori is the tool used for the TMoA levels of achievement in Pangarau, Panui and Tuhituhi. A new TKM Marau rubric will be used to assess completion and achievement in the TKM marau.	SMT Team lead Kaiako Kaiako	Access any PLD available Start to use the new tool asap it's available.	Each term Term 1 complete	We have an assessment tool to use to replace the current one.
Transitions in the Ara A structured plan is to be developed by the Kaiako across the Ara for regular student connection and wananga together throughout the year. Both Toi Toi Manawa and TPHS Ara Poutama are important transitions for our akonga. We need to ensure they see and feel the connectedness of the Ara, the Marau and the whenua.	DP Team Lead Board Kaiako	Hui needs to be scheduled to allow this to happen. Locked into the diary of all 3 kura.	Term 1 start Rumaki meet once every term as a minimum Kaiako once a year	Every term the Ara Rumaki gets together to wananga, waiata and tautoko each other. Kaiako from the Ara Rumaki come together as Kaiako at least once a year to korero about the Ara and the Marau.
Whānau communication and contribution Whānau hui is held every term to communicate teaching topics and goals so whānau can contribute and support their tamaiti.	DP & Team Lead & Kaiako	Term whānau hui – to share and for whānau to contribute Wananga scheduled if consultation is required – the rubric might be a good example	Every term When required	Whānau all attend the termly hui as is expected. Whānau are provided opportunities to contribute and korero as well as listen. Wananga are mana enhancing events designed to gather voice and feedback.

Wananga is to be held to consult and seek input into the Marau, assessment and reporting when required. Ensure that TKM has a trip/noho every term that supports the Marau that term. HERO student posts are purposeful and specifically connected to the learning goals.	Team lead Team Lead & Kaiako	Ensure posts are explicit to the marau learning goals.	End of each term	Every term the Noho connects to the Marau learning context. Student learning posts are explicitly connected to the learning goal.
Rumaki resourcing priorities Staffing – try to ensure only fluent Reo Maori speaking Kaiako are employed to teach in the Rumaki Kaiawhina – ensure kaiako and akonga are supported by effective, Reo Maori speaking kaiawhina. Staff the Rumaki sufficiently based on the number of akonga in a language learning context. Provide putea to enable full exploration of the TKM Marau, the facilitation of the Ara Rumaki wanaga and for external experts to contribute to the learning experiences. Ensure there are funds for koeke who attend our Pohiri and support our school formal events. Ensure there are funds to facilitate our attendance at Tangi, bus, koha, kai etc.	Board Principal Board Board Board	Achieved for 2026 LAT for Kaiako while Jenay on study leave. Amazing kaiawhina with reo Maori. Ensure the ratio is appropriate for the Level 1 language learning class. Budgeted putea for access to external support, noho, koeke involvement, pohiri, tangi attendance etc.	2025 EOY Start of 2026 Start of the year Each term as the need arises, within the constraints of our Ops Grant and what is reasonable.	All Kaiako in the Rumaki are fluent speakers of Te Reo Maori. Kaiawhina are effective in the Te Ao Maori space and can korero to support the students learning and behaviour. There are no financial barriers to the programme, the structure or the connections with Iwi, external experts or koeke.