



TKKM O TE ROTOITI



*“Ko Te Kura Kaupapa Māori o Te Rotoiti he kura ka awhi, ka tautoko, ka ārahi i ngā ākonga kia manawanui,  
Kia manawanui ngā ākonga ki te aro,  
Kia manawanui ngā ākonga ki te ako,  
Kia manawanui ngā ākonga ki te ārahi,  
Kia ora tonu ai!”*

***The Vision...***

*Te Kura Kaupapa Māori o Te Rotoiti is a school that will embrace, support and lead our students to be steadfast and confident, in their ability to listen, learn and lead in life!*

## **VALUES AND BELIEFS ABOUT TEACHING AND LEARNING**

*The whānau provide the foundation for all that we do at Te Kura Kaupapa Māori o Te Rotoiti. These are expressed in the following values:*

***Wairuatanga , Mana , Manaakitanga, Whanaungatanga and Aroha.***

*These values are underpinned by the following principles:*

***Tika, Puataata and Whakatau tika***

*Te Kura Kaupapa Māori o Te Rotoiti board of trustees, in conjunction with the whānau, will endeavour to engender positive attitudes toward lifelong learning through effective teaching and learning programmes. All participants will display respect, understanding and flexibility within a tikanga Māori framework with special importance placed on furthering Ngāti Pikiao and Te Arawa tribal development.*



## School Strategic Aims

2025	2026
<p><b>Whaingā 1: Hauora &amp; Mental Well-Being</b></p> <p>To strengthen resilience and well-being for students and staff</p>	<p><b>Whaingā 3: Reporting - Pūrongo</b></p> <ul style="list-style-type: none"> <li>• Increase parent and whānau involvement and engagement which focuses on student progress and achievement.</li> </ul>
<p><b>Whaingā 2: Curriculum - Mārau-a-kura</b></p> <ul style="list-style-type: none"> <li>• All tamariki will have access to TMOA and the Marau-a-Kura in a safe and happy learning environment where we focus on raising student achievement.</li> </ul>	<p><b>Whaingā 4: Student Achievement</b></p> <ul style="list-style-type: none"> <li>• All tamariki are engaged in their learning and are achieving educational success as Māori.</li> </ul>



## Summary of Our 2026 Annual Plan

- The mātāpono o Te Aho Matua guide all that we do
- Ensure we stand proud in our identity and our place
- Building student resilience, responsibility and self confidence
- Our children are valued individuals.
- Grow the school roll
- Enhance the physical wellbeing of students through a robust physical and sport education programme
- Provide opportunities in the education outside the classroom space for all children
- Reporting practices are clear and reflect the Kaupapa of the kura
- Improve communication links and platforms with stakeholders
- Implementing the revised TMOA
- Building teacher capabilities across the curriculum
- We are committed to providing quality education practices with the aim for akonga to reach their full potential.



## Whaingā 1: Hauora & Mental Well-being

Nurture excellence in our staff and students by building wellbeing and resilience at TKKM o Te Rotoiti.

© Treaty of Waitangi : supporting whānau to confidently engage with their child's teacher, staff to learn how to self-manage their work-life-personal life commitments

### National Education Learning Priorities

**Objective 1.**Learners At the Centre.

**Objective 2.**Barrier Free Access

**Objective 3.** Quality Teaching & Leadership

	<b>Actions</b>	<b>How will we achieve or make progress towards our strategic goals ?</b>	<b>How will you measure success?</b>	<b>Who is responsible ?</b>	<b>Timeframe</b>
1	Implement the mātaḗpono of TAM in particular Te Ira Tangata	Te Ira Tangata focuses on the physical and spiritual endowment of children and the importance of nurturing both in their education.  Teaching interpersonal skills, resilience and wellbeing.	<ul style="list-style-type: none"> <li>• Actions and behaviours in the playground are positive.</li> <li>• Outcomes in purongo to whanau.</li> <li>• Annual student well-being survey</li> </ul>	Principal Teaching Staff Support staff	Term 1
2	Pastoral care - monitor, support, change agents	<ul style="list-style-type: none"> <li>• Foster and grow tuakana/teina relationships</li> <li>• Implement a whole school reward system.</li> </ul>	Actions and behaviours in the playground are monitored vigilantly focusing on developing positive relationships.	Students Teachers/Principal Board	Term 1 Weeks 1-10
3.	A physical education programme is implemented.	<ul style="list-style-type: none"> <li>• Long term overviews.</li> <li>• Networking with Sport Bay of Plenty.</li> <li>• Networking with local kahui kura</li> </ul>	Children are involved and participate in daily physical education and movement. Health survey.	Teachers	Daily/Weekly



## Whaingā 2: Curriculum Marau-a-kura

- Nurture excellence in our learning environment through celebrating our unique place in the world and ACKNOWLEDGING TANGATA WHENUA
- 🌀 Treaty of Waitangi : embedding iwitanga (identity, language and culture) into local curricular

### National Education Learning Priorities

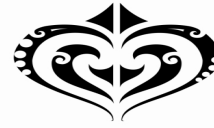
**Objective 1.** Learners At the Centre.

**Objective 2.** Barrier Free Access

**Objective 3.** Quality Teaching & Leadership

**Objective 5** World Class Inclusive Public Education.

	Actions	How will we achieve or make progress towards our strategic goal?	How will you measure success?	Who is responsible ?	Timeframe
1	Strengthen the implementation of a localised marau across the kura.	Is inclusive of and caters for students with differing needs.  Implement various programmes through the kura – Histories/Marae/Tikanga/Kaupapa	<ul style="list-style-type: none"> <li>Staff and children know what the marau-a-kura is.</li> <li>Planning reflects this. Celebrate our identity.</li> </ul>	PRINCIPAL	Weekly
2	Have a strong EOTC programme for all learners.	Programmes will challenge and extend children's abilities.	All children participate in school EOTC over the year.	Kaiako	Every term
3	Pikiaoatanga permeates throughout the kura in the daily routines that are implemented	Ngati Pikiao Meka Matua is evident in planning and practiced daily	Daily discussion Waiata, pepeha, korero tuku iho	Kaiako	Daily



## Whainga 3: Reporting

- Nurture excellence in our learning environment through COMMUNICATION & REPORTING
- Treaty of Waitangi strengthening the cultural responsiveness of teachers and leaders

### National Education Learning Priorities

**Objective 1.** Learners At the Centre **Objective 2.** Barrier Free Access **Objective 3.** Quality Teaching & Leadership  
**Objective 4.** Future of Learning & Work **Objective 5.** World Class Inclusive Public Education

	Actions	How will we achieve or make progress towards our strategic goals?	How will you measure success?	Who is responsible ?	Timeframe
1	Reporting Systems are in place.	A robust reporting system is in place.  Assessment tools are sound and robust and are in place.	<ul style="list-style-type: none"> <li>• Mid &amp; End of year report</li> <li>• Maori Medium tools used.</li> </ul>	Principal Teachers	Ongoing
2	Strengthen communication links between all stakeholders.	Via social media networks and traditional forms of communication. Teacher contact.	<p>All stakeholders know what is happening at TKKM o Te Rotoiti via</p> <ul style="list-style-type: none"> <li>• Newsletters/Facebook Pages/other social media platforms</li> <li>• Develop a school website 2025</li> </ul>	All staff	Ongoing
3	Ensure all learners needs are met.	Liaise and communicate with Kaiako, RTLB, RTM, SWiS, GSE	Engagement with wrap around services and whanau.  IEPs completed.	Principal Kaiako	Ongoing
4	Grow school roll and attendance at school.	Monitoring. Connecting with whanau.	Attendance data	Principal Kaiako	Ongoing Once a term



## Whaingā 4: Student Achievement

- Nurture excellence in lifting student achievement through building teacher leadership and teaching capabilities across the curriculum with a focus on reading, writing, mathematics, panui, tuhituhi and pangarau.
- 🌀 **Treaty of Waitangi:** Achieving equitable outcomes for Māori students

### National Education Learning Priorities

**Objective 1.** Learners At the Centre. **Objective 2.** Barrier Free Access. **Objective 4.** Future of Learning & Work.

**Objective 5** World Class Inclusive Public Education

	Actions	How will we achieve or make progress towards our strategic goals ?	How will you measure success?	Who is responsible ?	Timeframe
1.	Targeted student plans.	<ul style="list-style-type: none"> <li>Teachers to have student target plans</li> <li>Engage in professional development. Major – 6Bricks / Pangarau</li> <li>Building Teacher Capabilities</li> </ul>	Teachers can articulate their teaching using effective pedagogy and practices.	Principal	Every term
2.	Whole school moderation of data.	Teachers to moderate their samples of learning each term. Implement an effective pangarau, panui, tuhituhi programme.	Able to articulate evaluations of each child. Use progressions	Principal Kaiako	At the end of every term
3.	Leadership and Engagement in Year 7 & 8 programme	Manual / Careers expo Hui-a-lwi (Poukai, powhiri, whakatau) Establish Y7&8 leadership programme	Participation and attendance Retention of year 7 & 8 children	Principal	Every Term.
4.	Valid and reliable assessment /aromatawai practices are in place.	Use formative and summative data. Student purongo	Analysis of data.	Principal Kaiako	As per assessment overview.