



Titirangi Primary School

Inspire every learner to thrive and succeed.
Whakahihiri i ia akonga ki te tipu me te angitu.

Strategic Plan 2026-2028



Balanced Learner

He akonga māia, tau anō hoki



Thinker
Wairua auaha



Achiever

He tangata angitu

Ako Tahī
Learning Together

Learners/ākongā are equipped with a strong foundation of literacy and numeracy skills, supported a balanced, holistic education that values creativity, collaboration, communication and critical thinking.

WE WILL:

Embed school-wide consistency and depth in literacy and numeracy to help raise student achievement.

Engage external and internal curriculum experts, to help integrate STEM (including digital technology) across the curriculum to help develop resilience and the 21st Century Skills of creativity, collaboration, communication & critical thinking.

Identify and develop opportunities to grow leadership capability and provide robust leadership pathways for both staff and students.

Engaged Citizen
He tangata whai wāhi

Manaakitanga
Care & Respect

Celebrate our school values and ensure they help to support the physical and hinengaro/wellbeing of students, staff and the wider community.

WE WILL:

Make the school values and learner profiles an explicit, whole-school focus, linking to existing systems (e.g., Mitey, Pause, Breathe, Smile, Restorative Practice etc).

Develop a school-wide Positive Behaviour Approach which aligns with and celebrates the school values and learner profiles.

Ensure a safe, healthy and manaaki-driven physical environment that includes reducing waste, promoting biodiversity and creating native plant and food-based gardens that serve as living classrooms.

Implement a proactive, relational strategy to improve student attendance.

Whanaungatanga
Relationship & Belonging

Reflect the identity of all learners/ākongā, celebrating diversity, embracing tūrangawaewae - personal, local, environmental and bi-cultural - while acknowledging our responsibility to uphold Te Tiriti o Waitangi.

WE WILL:

Develop and embed culturally responsive practices (using documents such as Te Tiriti o Waitangi, Ka Hikitia, Tapasa, Tātaiako etc) to help achieve equitable outcomes for all ākongā.

Embed Te Ao Māori across the school to include waiata, karakia, te reo learning and inclusion of mātauranga Māori across all curriculum areas.

Ensure our physical environments reflect the diverse identifies, histories and culture of ākongā and whānau, ensuring a sense of belonging.

Deepen and increase opportunities for whānau and community connection.

Annual Implementation Plan

Goal 1 - Ako Tahī (Learning Together)

Learners/ākonga are equipped with a strong foundation of literacy and numeracy skills, supported by a balanced, holistic education that values creativity, collaboration, communication and critical thinking.

Goals

Embed schoolwide consistency and depth in literacy and numeracy to help raise student

Engage external and internal curriculum experts, to help integrate STEM learning & digital technology across the curriculum to help develop resilience and the 21st Century Skills of creativity, collaboration, communication and critical thinking.

Identify and develop opportunities to grow leadership capability and provide robust leadership pathways for both staff and students.

Rational - Why is this important?

Ākonga with sound foundational skills become confident and connected life long learners.

Future focused education fosters adaptability, critical thinking and a strong sense of self; this will ensure ākonga are equipped to meet the challenges of the world they will inhabit.

Developing leadership skills in staff and students helps to advance the values, vision and goals of the school, and the learning and growth of each of its learners.

2026 Implementation Plan

- Continue to unpack the mathematics and English NZ Curriculum, including the new Hero progress indicators, with a goal of using them as a tool for learner agency.
- Review and implement new assessment tools - PATs, phonics testing, Maths Snapshots etc.
- Embed structured literacy approaches across all levels and Writer's Toolbox in Years 3-6.
- Introduce 'The Code' as a spelling approach in Years 4-6.
- Create curriculum teams with twice termly meetings.
- Curriculum whānau evenings for mathematics, literacy, STEM.

- Create a progression of digital skills to be taught at TPS.
- Professional Development on growth mindset - including developing school-wide visuals, shared vocabulary connected to growth mindset - learning pit, "yet", First Attempt in Learning etc.
- Introduce the SAMR model to staff (Substitution, Augmentation, Modification, Redefinition) to ensure digital tools are used effectively and in a transformative way.
- Integrate the principles of Science Capabilities into concept overview.
- Introduce a range of new Enviro/Science initiatives - e.g. Butterfly monitoring, Bug and Bird of the Year.
- Use Classroom Release Time release for STEM education - science, Enviro and digital technology learning.

- Leaders to participate in on-going PLD targeting leadership skills and leadership coaching.
- All staff to complete reflective and collaborative professional growth cycles.
- Professional Development for staff provided on integrating Digital Citizenship, Artificial Intelligence, and online privacy.
- A range of leadership opportunities offered for ākonga, both within the school and externally.

How will we know

- Achievement data, student use of the Hero tool and/or paper progressions.
- Parent survey.

- Student engagement surveys.
- Whānau feedback.

- Professional Growth Cycles.
- One on ones with school leaders.
- Staff wellbeing survey.
- Student council survey.

Annual Implementation Plan

Goal 2 - Manaakitanga (Care & Respect)

Celebrate our school values and ensure they support physical and hinengaro wellbeing of students, staff and the wider community.

Goals	Rational - Why is this important?	2026 Implementation Plan	How will we know
<p>Make the school values and the learner profiles an explicit, whole-school focus, linking to existing systems (e.g., Mitey, Pause, Breathe, Smile, Restorative Practice etc).</p>	<p>Improved wellbeing increases engagement with learning.</p>	<ul style="list-style-type: none"> Evaluate consistency across the school of the Mitey Approach. Refresher PLD provided for new staff. Regular wellbeing activities included in whole school assemblies. Whole school focus on integration of Mitey in concept planning. Monthly Values and Learner Profiles focus. 	<ul style="list-style-type: none"> Student wellbeing survey. Workplace survey. Pulse.
<p>Develop a school-wide Positive Behaviour Approach which aligns with and celebrates the school values and learner profiles.</p>	<p>Positive behaviour management strategies create a learning environment built on mutual respect and understanding. A consistent positive approach helps build confidence in ākonga.</p>	<ul style="list-style-type: none"> Tuakana Teina buddy classes implemented across the school. Creation of a matrix using the school values to show expectations in a range of contexts. Introduction of new visuals across the school to highlight values, learner profiles and wellbeing approaches. Development of intrinsic/extrinsic rewards system for the school. Termly activities/messaging to improve understanding of and approach to bullying at school. 	<ul style="list-style-type: none"> Student survey. Decrease in 'major' behaviour incidents noted on Hero.
<p>Ensure a safe, healthy and manaaki-driven physical environment that includes reducing waste, promoting biodiversity and creating native plant/food-based gardens that serve as living classrooms.</p>	<p>Teaching the principles of EnviroSchools empowers students to take action to create a healthy, peaceful & sustainable world.</p>	<ul style="list-style-type: none"> Deepen relationships with other Enviro schools/ organisations. Introduce new initiatives - e.g. Bug Hotels, Arbor Day planting, new planting projects. Develop bee and terraced areas of school. Embed the principles of EnviroSchools school-wide e.g. rubbish systems, Enviro half hour, Litterless Lunches. CRT release for enviro education. Regular community working bees. 	<ul style="list-style-type: none"> End of Year Enviro Evaluation
<p>Implement a proactive, relational strategy to improve student attendance.</p>	<p>Regular school attendance helps ākonga build essential skills, fosters a sense of belonging and improves academic achievement.</p>	<ul style="list-style-type: none"> Termly analysis of student attendance data by office staff, Senior Leadership and teachers. Regular communication to caregivers regarding attendance, including messages in newsletters. Implementation of the attendance plan when relevant. 	<ul style="list-style-type: none"> Attendance Data. Analysis - Every Day matters. Improved attendance data.

Annual Implementation Plan

Goal 3 - Whanaungatanga (Relationships & Belonging)

Reflect the identity of all learners/ ākonga, celebrating diversity, embracing tūrangawaewae - personal, local, environmental & bicultural, while acknowledging our responsibility to uphold Te Tiriti o Waitangi.

Goals	Rational - Why is this important?	2026 Implementation Plan	How will we know
<p>Develop and embed culturally responsive practices (using documents such as Te Tiriti o Waitangi, Ka Hikitia, Tapasa, Tātaiako etc) to help achieve equitable outcomes for all ākonga.</p>	<p>Culturally sustaining pedagogy helps students become academically successful and cultivates cultural competence.</p>	<ul style="list-style-type: none"> • Embed culturally sustaining practices. • Third year participation in Te Kawerau a Maki Mana Kura programme - focusing on concept planning and overviews. • PLD refresher on restorative practice. 	<ul style="list-style-type: none"> • Re do 'Audit Your White Spaces' questionnaire. • Classroom observations.
<p>Embed Te Ao Māori across the school to include waiata, karakia, te reo learning and inclusion of mātauranga Māori across all curriculum areas.</p>	<p>Te Ao Māori allows our school to meet the obligations of Te Tiriti o Waitangi and helps to build an inclusive and bicultural kura.</p>	<ul style="list-style-type: none"> • Maintain current events (hui, Te Wiki o Te Reo Māori, Matariki) and implement new initiatives - whole school kai karakia monitors, digital pepehas. • Regular PLD on te ao Māori plans. • PLD on Te Tiriti o Waitangi. • Marae visit for Year 1-6 biannually. • Weave principles of Mātauranga Māori and Te Āo Māori across concept planning to include stories from our te pepeha o Titirangi and iwi tipuna pūrākau. 	<ul style="list-style-type: none"> • Te Ao Māori Improvement survey. • Increased achievement of students in te reo and tikanga.
<p>Ensure our physical environments reflect the diverse identifies, histories and culture of ākonga and whānau, ensuring a sense of belonging.</p>	<p>Ākonga and whānau need to see themselves reflected in the school environment to help foster a sense of belonging and connection.</p>	<ul style="list-style-type: none"> • Add korowhai patterns to school hall. • Visual acknowledgement of Te Kawerau a Maki within the school. • Inclusion of cultural aspects in Outdoor Art Exhibition. • Purchase new cultural knowledge resources for literacy and concept learning. • Continue to develop physical learning environments to represent our individual and school tūrangawaewae (the place we stand and belong). 	<ul style="list-style-type: none"> • Physical environment improvements. • Art exhibition.
<p>Deepen and increase opportunities for whānau and community connection.</p>	<p>Research shows that a student's sense of belonging is the single greatest predictor of their engagement at school.</p>	<ul style="list-style-type: none"> • Introduction of more whole school activities - Jump Jam, Mindfulness, Buddy Classes/Tuakana;Teina. • Revise reporting to parents process to include an extra face to face meeting. • Introduction of 'Helping Hands' project. • Introduction of community working bees. • Creation of a support group for parents with neurodiverse ākonga. 	<ul style="list-style-type: none"> • Community survey.