

TAITĀ CENTRAL SCHOOL STRATEGIC PLAN 2026 - 2028

Our Vision

Standing strong together – enhancing the mana of all learners.
Te tu pakari tahi, te whakamana i nga ākonga katoa.



Community Partnership

Partner with other people and organisations to provide purposeful, real world, authentic learning experiences.



Cultural Connection

Our strong Taitā Central School culture which binds us together and will support us all and guide us in our learning.



Whānau Engagement

Build strong relationships and work in partnership with families, whānau, aiga to support their tamaiti/child.



When we stand alone, we are vulnerable; but together we are unbreakable.

Ki te kotahi kākaho, ka whati: ki te Kāpuia, e kore e whati.



Taitā Central School Strategic Plan 2026 – 2028

Vision

Te tu pakari tahi, te whakamana i nga ākonga katoa.

Standing strong together – enhancing the mana of all learners.




Mission Statement

Ako tahi Tātou, Tipu tahi Tātou, Together we Learn, Together we Grow

Whakatauki

Ki te kotahi kākaho, ka whati: ki te Kāpuia, e kore e whati.

When we stand alone, we are vulnerable; but together we are unbreakable.

Strategic Goals	Initiatives	Success Statement			
<p>Strategic Goal 1 Whānau Engagement Build strong relationships and work in partnership with families, whānau, aiga to support their tamaiti/child.</p> 	<ul style="list-style-type: none"> Seek regular opportunities to build strong engagement with families/whānau, and aiga and create a schedule of interactions. Grow our families/whānau, and aiga understanding of their tamaiti/child's strengths and needs and ways they can support them. Create an effective learning pathway which supports our ākonga/students and family/whānau to transition to and from our kura/school. 	<p>Our ākonga/students are well supported in their learning at kura/school and at home.</p>			
<p>Strategic Goal 2 Cultural Connection Our strong Taitā Central School culture which binds us together and will support us all and guide us in our learning.</p> 	<ul style="list-style-type: none"> Create opportunities to engage with our staff, and students to strengthen our strong Taitā Central School culture. Create clear communication channels within our kura/school and community - both internal and external that reinforce our school culture Grow our knowledge of tikanga in the classroom and kura by upskilling our staff and ākonga around Te Tiriti. Kāwanatanga / Honourable Governance Rangatiratanga / Agency Ōritetanga / Equity 	<p>Staff, students and families/whānau and aiga have a clear understanding of “how we do things around here” providing a strong sense of inclusion and belonging.</p>			
<p>Strategic Goal 3 Community Partnerships Partner with other people and organisations to provide purposeful, real world, authentic learning experiences.</p> 	<ul style="list-style-type: none"> Cultivate and build connections with local people and organisations and outside experts to support the interests and passions of our learners and create a programme of learning. Integrate the local environment, history and culture into ākonga/students learning experiences. Build ākonga/student learning pathways (Graduate Profile) by working together with our community and tertiary partners. 	<p>Our ākonga/students engage in a wide range of learning experiences which inspire and equip them to be the best they can be.</p>			
<p>Our POWER Values:</p>	<p><i>Perseverance</i> Whakapau Kaha Onosa’i</p>	<p><i>Outstanding</i> Kei runga noa atu! Matua silisili ona lelei</p>	<p><i>Whakawhanaungatanga</i> Te toa takitini So’otaga</p>	<p><i>Empathy</i> Aroha / Ngākau aroha Lagona Alofa</p>	<p><i>Respect</i> Kiritau - Whakamana - Whakaute Fa’aaloalo</p>

Strategic Goal 1: Whānau Engagement

Build strong relationships and work in partnership with families, whānau, aiga to support their tamaiti/child.

**Outcome:**

Our ākonga/students are well supported in their learning at kura/school and at home and achieve high levels of success in their learning. Learner attendance is regular and consistent.

Initiative 1: <i>Seek regular opportunities to build strong engagement with families, whānau and aiga.</i>		Measures: survey (2026 Baseline, 2027 mid-point & 2028 end point) Whānau re: effectiveness of communications and personal preferences		
Key Actions:	Accountable	Responsible	Resources / How we will measure...	Complete by
Conduct community consultation and survey ways of working together.	Principal	Leadership Team Principal, DP, AP	Community surveys Face to face consultation/hui & fono \$ for spot prizes, kai etc.	Week 10 T1 2026
Teachers, staff seek out regular opportunities to interact with families, whānau and aiga through • Term 1 Back to School celebration, Ākonga, whānau, Kaiako Kōrero twice yearly, Sports events, Cultural celebrations, Open days, Whānau Hui, Pasifika Fono	Principal	All staff	Compare beginning of year data from families, whānau, aiga consultation and ākonga voice surveys with end of year outcomes – are we meeting whānau/ākonga aspirations? (2026 Baseline, 2027 mid-point & 2028 end point)	Week 10 T1 2026
Survey our community to identify the best way to connect with them - Strengthen communication – text, email, Skool loop, facebook	Principal	Leadership Team Principal, DP, AP	Community surveys Face to face consultation/hui & fono \$ for spot prizes, kai etc.	Week 5 T1 2026
Gather ākonga voice – He aha ngā kōrero ō ākonga – what do they value in their TCS curriculum	Principal	All staff	Ākonga/student conversations – gathering student voice	Week 8 T1 2026
Review our TCS values – possibility of refreshing them	Principal	All staff	Community Survey Face to face consultation/hui & fono \$ for spot prizes, kai etc.	Week 10 T1 2026



Strategic Goal 1: Whānau Engagement

Build strong relationships and work in partnership with families, whānau, aiga to support their tamaiti/child.

**Outcome:**

Our ākonga/students are well supported in their learning at kura/school and at home and achieve high levels of success in their learning. Learner attendance is regular and consistent.

Initiative 2:

Grow our families/whānau, and aiga understanding of their tamaiti/child's strengths and needs and ways they can support them.

Measures: (2026 Baseline, 2027 mid-point & 2028 end point)

Numbers of whānau at events will increase.
Whanau actively engaged in learning conversations with teachers around their child's learning pathway.
Whānau Survey

Key Actions:	Accountable	Responsible	Resources / How we will measure...	Complete by
Survey families, whānau and aiga about the best ways to engage with them and build learning partnerships to support their tamariki.	Principal	Leadership Team Principal, DP, AP	Aspirations for our ākonga are clear for our whānau and all stakeholders	Week 10 T2 2026
Whānau hui – sharing new curriculum, learning approaches, assessment and reporting.	Principal	All staff	Face to face consultation/hui & fono \$ for spot prizes, kai etc.	Week 7 T3 2026
Use feedback from learning conferences to provide support to whānau so they understand their child's learning progress and can support them at home.	Principal	Leadership Team Principal, DP, AP	Termly Learning Conferences - Term 1 & 3 Face to face consultation/hui & fono \$ for spot prizes, kai etc.	Week 8 T3 2026
Host a whānau event each term facilitated by outside experts and/or staff to help develop greater understanding of, and empathy for, a range of needs.	Principal	All staff	Whānau Events - \$ for outside experts Face to face consultation/hui & fono \$ for spot prizes, kai etc.	Week 8 T4 2026
Continue building our Hauora Hub and support networks within the school community (e.g. parent coffee group, Māori whānau network). Liaise with other local schools where practical to share expertise and resources.	Principal	Leadership Team Principal, DP, AP, SENCo	Community connections e.g, Whānau Support, Whānau Ora, Kokiri Marae \$ for coffee, milk, kai etc.	Week 10 T3 2026
Introduce new Reporting template (following MOE guidelines) and new assessment practices (SMART).	Principal	All staff	Staff PLD in new Assessment and Reporting practices	Week 9 T4 2026
Use feedback from new school reports and learning conferences to enhance whānau engagement, providing a clearer picture of each child's learning progress.	Principal	All staff	Learning Conversations with parents, whānau	Week 10 T3 2026
Explore the introduction of a new Student Management System (Hero) to enhance communication, tracking, and reporting.	Principal	Leadership Team Principal, DP, AP	Liaise with principal's of schools who have recently changed SMS \$ for changeover	Week 10 T4 2026
Provide comprehensive training for all staff on the new SMS. Optimise the assessment capacity within the new SMS.	Principal	All staff	Staff PLD in the new SMS if we introduce Hero	Week 10 T2 2026

Strategic Goal 1: Whānau Engagement

Build strong relationships and work in partnership with families, whānau, aiga to support their tamaiti/child.

**Outcome:**

Our ākonga/students are well supported in their learning at kura/school and at home and achieve high levels of success in their learning. Learner attendance is regular and consistent.

Initiative 3:


Create an effective learning pathway which supports ākonga/students to transition to and from our kura/school.

Measures: (2026 Baseline, 2027 mid-point & 2028 end point)

Analysis of enrolment data identifying what pre-school learning centres our New Entrants are coming from.
Whānau re: effectiveness of communications and personal preferences
Increased interest in the school and roll growth – Evidence of effectiveness of marketing & transition actions.

Key Actions:	Accountable	Responsible	Resources / How we will measure...	Complete by
Create a school prospectus and brochure to share with local kindergartens, pre-schools and local residents.	Principal	Principal	Review local and regional prospectus & brochures Work with photographer \$ for printing costs/koha etc	Week 5 T3 2026
Continue to progress marketing initiatives to increase the visibility of the school and increase the school roll. Obtain quotes for materials and design (e.g. signage, fliers)	Principal	Leadership Team Principal, DP, AP & Board Marketing Sub-committee	Engagement with marketing personnel \$ for consultation fees/new logo, signage, fliers etc.	Week 10 T3 2026
Create a whānau enrolment process – Talanoa/talk with whānau when you enroll at Taita Central School, you are enrolling your whole family/whānau/aiga.	Principal	Leadership Team Principal, DP, AP & Office Manager	Time dedicated to whānau enrolment Training ākonga/students to	Week 10 T4 2026
Consult with Year 7 & 8 providers (Avalon Intermediate, Tui Glen) to gather feedback on how well prepared our leavers are for intermediate.	Principal	Leadership Team Principal, DP	Liaison with local Intermediates (Avalon Intermediate, Tui Glen, St Brendan, Maidstone, Fergusson Intermediate)	Week 10 T4 2026



Strategic Goal 2: Cultural Connection Our strong Taitā Central School culture which binds us together will support us all and guide us in our learning.				Outcome: Staff, students and families/whānau and aiga have a clear understanding of “how we do things around here” providing a strong sense of inclusion and belonging.	
Initiative 1: Create opportunities to engage with our staff, and students to strengthen our strong Taitā Central School culture.		Measures: (2026 Baseline, 2027 mid-point & 2028 end point) Analyse our Taitā/Stokes Valley Kāhui Ako Hauora Wellbeing survey results, Our vision and values are they aligned with our purpose?			
Key Actions:		Accountable	Responsible	Resources / How we will measure...	Complete by
Staff – facilitate discussions/conversations (utilizing outside agencies) about differences in viewpoints and perspectives and create a shared understanding of our principles, pedagogical approaches and “how we do things around here”.		Principal	All staff	Time to meet as a full staff \$ for paying support staff to attend meetings Connecting with outside agencies e,g, MOE, RTLB etc.	Week 9 T4 2026
Define our TCS Connected School Culture <ul style="list-style-type: none"> • How we think, feel and act • What we value • Expectations for learning & behaviour • How we visually represent our connected school culture – design a new school Logo 		Principal	All staff	Time to meet as a full staff \$ for paying support staff to attend meetings	Week 10 T1 2026
Whānau & Community Share our vision of a connected school culture with our whānau and community and seek feedback		Principal	Leadership Team Principal, DP, AP	Face to face consultation/hui & fono \$ for spot prizes, kai etc.	Week 7 T3 2026
Ākonga/Students Gather learner voice throughout the year Share our vision of a connected school culture with our ākonga and seek feedback		Principal	All staff	In class sharing, school assemblies, posters and signage Face to face consultation/hui & fono \$ for printing, posters & signage	Week 8 T4 2026



Strategic Goal 2: Cultural Connection

Our strong Taitā Central School culture which binds us together will support us all and guide us in our learning.

**Outcome:**

Staff, students and families/whānau and aiga have a clear understanding of “how we do things around here” providing a strong sense of inclusion and belonging.

Initiative 2:

Create clear communication channels within our kura/school and community - both internal and external.

Measures: (2026 Baseline, 2027 mid-point & 2028 end point)

Analyse staff and whānau survey of current communication processes, Taitā/Stokes Valley Kāhui Ako Hauora Wellbeing Survey
Evaluate effectiveness of Awhi teams in creating consistency of practice and implementation of refreshed curriculum.

Key Actions:	Accountable	Responsible	Resources / How we will measure...	Complete by
School Behaviour Expectation processes are underpinned by Restorative Practice – based around language, mind-set and practice.	Principal	All staff	\$ for outside facilitators Time to meet as a full staff \$ for paying support staff to attend meetings	Week 10 T1 2026
Evaluate our current communication practices to identify what works well and what needs to be improved Select the most effective communication methods based on feedback and evaluation.	Principal	Leadership Team Principal, DP, AP	Staff, student and community surveys Face to face consultation/hui & fono \$ for spot prizes, kai etc.	Week 10 T2 2027
Develop Awhi teams focused on relational practice and consistency ensuring fidelity of implementation of new curriculum tools and structures	Principal	All staff, LSCo & SWiS	Time for Awhi teams to meet	Week 10 T2 2028



Strategic Goal 2: Cultural Connection

Our strong Taitā Central School culture which binds us together will support us all and guide us in our learning.

**Outcome:**

Staff, students and families/whānau and aiga have a clear understanding of “how we do things around here” providing a strong sense of inclusion and belonging.

Initiative 3:


Grow our knowledge of tikanga in the classroom and kura by upskilling our staff and ākongā around Te Tiriti.(Partnership, Participation & Protection - Kāwanatanga / Honourable Governance Rangatiratanga / Agency Ōritetanga / Equity.)


Measures: (2026 Baseline, 2027 mid-point & 2028 end point)


Taku Reo student survey.
Poutama Reo Framework – Leadership, Teaching & Learning, Student Agency and Whānau.
Mid-Year and End of Year Giving Effect to te Tiriti o Waitangi Reports

Key Actions:	Accountable	Responsible	Resources / How we will measure...	Complete by
Continue our commitment to giving effect to te Tiriti o Waitangi at the Board level, school level and community level	Principal	Leadership Team Principal, DP, AP, All staff & Board	Our Commitment to Te Tiriti o Waitangi Te Reo Team leading this throughout the school/community	Week 10 T4 2028
Use Poutama Reo Framework to identify actions and Next Steps.	Principal	All staff	Community surveys Face to face consultation/hui & fono \$ for spot prizes, kai etc.	Week 10 T3 2026
Review our Te Reo Māori Language Implementation Plan. Link to Māori Achievement Collaborative (MAC) documentation.	Principal	Leadership Team Principal, DP, AP & MAC facilitator	Engaging with MAC facilitator Te Reo Team meetings Face to face consultation/hui & fono \$ for spot prizes, kai etc.	Week 10 T4 2027
Leaders actively create, promote and inspire conditions and prioritize support for ākongā and teachers/teacher aides to develop their ability and confidence to learn Te Reo Māori by: 1.Providing PLD support to increase confidence and use of Te Reo 2.Building Te Reo throughout day and at staff hui 3.Teachers set Te Reo Māori goals in yearly PGC	Principal	Leadership Team Principal, DP, AP	Our Commitment to Te Tiriti o Waitangi Te Reo Team leading this throughout the school/community	Week 10 T4 2028



Strategic Goal 3: Community Partnerships Partner with other people and organisations to provide purposeful and authentic learning experiences.				Outcome: Our ākonga/students achieve success. They engage in a wide range of learning experiences which inspire and equip them to be the best they can be. They have a strong sense of identity and a close connection to their community, environment, and culture.	
Initiative 1: <i>Cultivate and build connections with local people and organisations and outside experts to support the interests and passions of our learners.</i>				Measures: (2026 Baseline, 2027 mid-point & 2028 end point) The number of initiatives, events, experiences and interactions that occur each term/year. Consultation with our stakeholders regarding aspirations for our ākonga.	
Key Actions:	Accountable	Responsible	Resources / How we will measure...	Complete by	
Identify local whānau, tangata whenua and community members (past and present) who can support and inform curriculum content and delivery.	Principal	Leadership Team Principal, DP, AP	Time to identify and meet with representatives of local Iwi and community members.	Week 10 T2 2027	
Consult with local cultural advisors and iwi representatives to ensure our learning experiences respect and integrate Māori values, practices, and reflects significant features of our area.	Principal	Leadership Team Principal, DP, AP	Time to identify and meet with representatives of local Iwi and community members.	Week 10 T2 2027	
Identify local people and organisations who can partner with us to provide purposeful and authentic learning experiences for our ākonga.	Principal	Leadership Team Principal, DP, AP & Staff	Taitā College Massey University Children's University Victoria University of Wellington Waiwhetu Marae – Te Āti Awa Koraunui Marae Takapūwāhia Marae – Ngāti Toa Rangatira	Week 10 T2 2027	
Work with outside organisations (e.g. Massey University Children's University and Victoria University design students) to create authentic and purposeful learning experiences and meet the diverse needs of our learners.	Principal	Leadership Team Principal, DP, AP & Staff	Establish relationships with outside organisations and time to liaise	Week 10 T2 2027	

Strategic Goal 3: Community Partnerships Partner with other people and organisations to provide purposeful and authentic learning experiences.				Outcome: Our ākonga/students achieve success. They engage in a wide range of learning experiences which inspire and equip them to be the best they can be. They have a strong sense of identity and a close connection to their community, environment, and culture.	
Initiative 2: <i>Integrate the local environment, history and culture into ākonga/students learning experiences.</i>				Measures: (2026 Baseline, 2027 mid-point & 2028 end point) EOY Student Achievement Report - Learner outcomes show improvement. Every Day Matters MOE Attendance Summary.	
Key Actions:	Accountable	Responsible	Resources / How we will measure...	Complete by	
Identify local people, places and features of significance to our community and how these should be reflected in our school curriculum.	Principal	Leadership Team Principal, DP, AP	Connecting with our local community, Iwi and local identities \$ for koha	Week 8 T4 2028	
Seek out purposeful, real world, authentic learning experiences which fit with our local curriculum and the refreshed curriculum expectations.	Principal	All staff	Connecting with local organisations \$ for student participation/fees/koha etc.	Week 8 T4 2028	

Strategic Goal 3: Community Partnerships Partner with other people and organisations to provide purposeful and authentic learning experiences.				Outcome: Our ākonga/students achieve success. They engage in a wide range of learning experiences which inspire and equip them to be the best they can be. They have a strong sense of identity and a close connection to their community, environment, and culture.	
Initiative 3: <i>Build ākonga/student learning pathways (Graduate Profile) by working together with our community and tertiary partners.</i>		Measures: (2026 Baseline, 2027 mid-point & 2028 end point) Whānau Survey responses – Graduate Profile start and end. Consultation with our stakeholders regarding values, aspirations etc for our leavers. All staff have a clear understanding of the end goal for our ākonga, irrespective of the year level they teach.			
Key Actions:		Accountable	Responsible	Resources / How we will measure...	Complete by
Build a Graduate Profile that combines academic skills and competencies with our vision and values - Refine and review.		Principal	Deputy Principal	Release time for DP Community surveys Face to face consultation/hui & fono \$ for spot prizes, kai etc.	Week 10 T1 2026
Consult with Year 7 & 8 providers (Avalon Intermediate & Tui Glen) to better understand their expectations of our leavers.		Principal	Leadership Team Principal, DP	Release time for DP Liaise with local Intermediates	Week 10 T1 2026
Share our final draft with all stakeholders (pre-schools, kindergartens, Intermediates and community)		Principal	Leadership Team Principal, DP	Release time for DP Community surveys Face to face consultation/hui & fono \$ for spot prizes, kai etc.	Week 4 T2 2026
Review our Graduate Profile to ensure it aligns with the expectations of the revised curriculum Phase 2 (end of Year 6). Ensure key skills and themes are visible/included.		Principal	Leadership Team Principal, DP, AP & Staff	Release time for DP Community surveys Face to face consultation/hui & fono \$ for spot prizes, kai etc.	Week 10 T1 2027 Week 10 T1 2028
Review our Graduate Profile to ensure it aligns with expectations of whānau Māori, ākonga and our wider community.		Principal	Leadership Team Principal, DP, AP & Staff	Release time for DP Community surveys Face to face consultation/hui & fono \$ for spot prizes, kai etc.	Week 10 T1 2027 Week 10 T1 2028

3 Year Strategic Roadmap

Strategic Goals	2026				2027				2028				Success Statement	
	Term 1	Term 2	Term 3	Term 4	Term 1	Term 2	Term 3	Term 4	Term 1	Term 2	Term 3	Term 4		
Strategic Goal 1 Whānau Engagement Build strong relationships and work in partnership with families, whānau, aiga to support their tamaiti/child.	1	Connection - Seek regular opportunities to build strong engagement with families/whānau, and aiga.											Our ākonga/students are well supported in their learning at kura/school and at home.	
	2		Ways of working - Grow our families/whānau, and aiga understanding of their tamaiti/child's strengths and needs and ways they can support them.											
	3		Connection & Teacher Development - Create an effective learning pathway which supports our ākonga/students and family/whānau to transition to and from our kura/school.											
Strategic Goal 2 School Culture Our strong Taitā Central School culture which binds us together will support us all and guide us in our learning.	1	Connection - Create opportunities to engage with our staff, and students to design a strong Taitā Central School culture.											Staff, students and families/whānau and aiga have a clear understanding of "how we do things around here" providing a strong sense of inclusion and belonging.	
	2		Ways of Working - Create clear communication channels within our kura/school and community - both internal and external.											
	3	Teacher Development - Grow our knowledge of tikanga in the classroom and kura by upskilling our staff and ākonga around Te Tiriti.												
Strategic Goal 3 Community Partnerships Partner with other people and organisations to provide purposeful and authentic learning experiences.	1	Connection - Cultivate and build connections with local people and organisations and outside experts to support the interests and passions of our learners.											Our ākonga/students engage in a wide range of learning experiences which inspire and equip them to be the best they can be.	
	2	Teacher Development - Integrate the local environment, history and culture into ākonga/students learning experiences. TCS Local Curriculum, English & Mathematics, Science & Technology, Health & PE, SS/ANZH, Te Ao Māori, The Arts												
	3	Connection & Ways of working - Build ākonga/student learning pathways (Graduate Profile) by working together with our community and tertiary partners.						Review Graduate Profile				Review Graduate Profile		

Rhythm of the Year

Term 1			Term 2			Term 3			Term 4		
ALIGNMENT			IMPROVEMENT						TRANSITION		
JAN	FEB	MAR	APRIL	MAY	JUNE	JULY	AUG	SEPT	OCT	NOV	DEC
Connection – ākonga/whānau & aiga/Team Ways of working – Purposeful and explicit Classroom systems and routines - BAU Partnership – doing what we do best			Teacher Development – Govt initiatives, school priorities and ākonga/Kaiako/Kaimahi needs School Improvement Plan (SIP) and Action Plan – doing things better and doing better things Seeking efficiencies and possibilities for de-implementation – robust school review						Preparing for Connection and Partnership in January Staff induction – informed & prepared Improving systems – raising the bar Organise – Class lists, timetables etc.		



Taitā Central School Strategic Plan 2026 – 2028

Vision

Te tu pakari tahi, te whakamana i nga ākonga katoa
Standing strong together – enhancing the mana of all learners

Mission Statement

Ako tahi Tātou, Tipu tahi Tātou,
Together we Learn, Together we Grow

Whakatauki

Ki te kotahi kākaho, ka whati: ki te Kāpuia, e kore e whati.
When we stand alone, we are vulnerable; but together we are unbreakable.

Introduction to Our Three-Year Strategic Plan

All our strategic goals, initiatives and actions underpin the three key areas of focus for schools – Attendance, Engagement and Achievement. Through our 2026 – 2028 Strategic Goals, initiatives and actions we will be meeting the requirements of the New Zealand Curriculum and furthering our understanding of the new English Curriculum and Structured literacy (Junior Liz Kane - Little Learners Love Literacy and Senior iDeal) and the new Mathematics Curriculum as we implement these new approaches within our school. Develop an assessment roadmap that is clear about purpose and gathers useful and timely data for regular analysis by teachers, for optimal student learning.

At Taitā Central School, our strategic plan is a commitment to nurturing an inclusive learning community that values diversity, fosters lifelong learning, and upholds our core values of Perseverance, Outstanding, Whakawhanaungatanga, Empathy and Respect.

Guided by a deep understanding of our strengths, challenges, and opportunities, this plan responds to the evolving educational landscape and the aspirations of our whānau. We recognize the critical role of strong relationships - between students, staff, families, and the wider community - in shaping an environment where every ākonga can thrive.

Key priorities have been identified through PESTLE and SCOT analysis, ensuring our approach is responsive to external influences such as policy changes, economic pressures, and technological advancements. We are focused on sustaining quality teaching and learning, enhancing our school's cultural and environmental presence, and securing the resources needed to support all learners effectively.

With a steadfast commitment to Te Tiriti o Waitangi, we will continue to weave te reo Māori me ona tikanga into our practices, honoring our responsibility to provide an inclusive and culturally responsive education.

As we move forward, we are embracing significant changes in education, including the introduction of two new curriculum documents and a shift towards evidence-based teaching approaches. We are embedding the Science of Learning across all areas of teaching and learning, ensuring that our students receive the best possible foundation. This includes Structured Literacy (Little Learners Love Literacy – Years 0 to 3 and iDeal Years 4 to 6) and the Maths No Problem approach – Years 0 to 3

and Prime Maths – Years 4 to 6, These approaches provide clear, research-backed frameworks to support student success. Professional development will be heavily focused on equipping staff with the skills to deliver these approaches effectively, ensuring a consistent and high-quality learning experience for all ākonga. Building systems to ensure consistency of practice school-wide, and effective collection and handling of data is a priority.

To strengthen data-driven decision-making and enhance real-time communication with whānau, we are exploring implementing a new Student Management System (SMS). This new system will allow for improved data analysis, making learning progress more visible and ensuring whānau are well-informed partners in their child's education. Taitā Central School is positioned, both geographically and culturally within the Hutt Valley, positioned between the maunga and awa, our location provides opportunities for hands-on, place-based learning. We embrace the rich natural and cultural heritage that surrounds us, integrating it into our curriculum to deepen students' understanding of their environment, their history, and their role as kaitiaki of this special place.

Taitā Central School Guiding Principles

- We are actively engaged in POWERful learning, and we have fun when we are learning.
- We are critical thinkers; we ask questions and we reflect on our learning.
- We are able to take risks with our learning and know that it is ok to make mistakes (as long as we learn from them).
- We are passionate, excited, POWERful learners and we show pride in our work.
- We are courageous, we keep trying and never give up, even when things get hard.

Summary of the information used to develop this plan/How did you create this plan?

This Taitā Central School 2026 – 2028 Strategic Plan has been created in collaboration with the Taitā Central School Board of Trustees, the staff and school community.

Throughout 2025 I have participated in the Springboard Trust, Strategic Leadership for Principal's Programme. Through this programme I have attended a series of face to face and online workshops, meet regularly with my capacity partner Tim Carthew, interacted with the other capacity partners from KPMG, IRD, MBIE along with the 2025 cohort of 8 principals from the wider Wellington Region and Springboard Trust facilitator Linda Lee Kaiwhakatūtiki Mahi/ Delivery Manager.

Springboard Trust brings together leaders from the education, private, public and philanthropic sectors to enrich strategic leadership and create impactful change in schools. We do this because we know that high-quality, strategic leadership transforms schools and helps level the playing field for all tamariki mokopuna in Aotearoa. The Strategic Leadership for Principals Programme (SLPP), Springboard Trust learning journey is a programme that supports the development of strategic leadership skills, quality strategic plans, and measurable, effective outcomes. and strategy development.

Our Commitment to Te Tiriti o Waitangi

At Taitā Central School, we are committed to meeting our obligations to Te Tiriti o Waitangi:

- We acknowledge the Treaty of Waitangi articles.
- We acknowledge our nation's bicultural foundations.
- We enable our ākonga/students to acquire knowledge of te reo Māori and tikanga Māori.
- We are committed to providing an equitable, quality service for our Tamariki.

We work on the 3 Ps of the Treaty in these ways: Partnership, Participation and Protection

We give effect to Te Tiriti o Waitangi through all our goals, initiatives, and actions and through our commitment as a Board and School to support the professional learning of our Kaiako in Tikanga Māori me Te Reo Māori and increase Tikanga Māori me te Reo Māori within our akomanga/classrooms and school.

Organisations, initiatives, and resources which will support us to achieve our goals.

- Ka Hikitia-Ka Hāpaitia Māori Education Strategy
- Tātaiako
- Action Plan for Pacific Education
- Tapasā
- The Attendance and Engagement Strategy
- Te Mātaiaho (The Refreshed Aotearoa New Zealand Curriculum)
- Statement of National Education and Learning Priorities (NELP)
- Child and Youth Wellbeing Strategy

TCS -Our Commitment to Te Tiriti o Waitangi document

[Refer Regulation 7 \(c\)](#)

Board Primary Objective

- every student at the school must be able to attain their highest possible standard in educational achievement
- the school
 - is a physically and emotionally safe place for all students and staff; and
 - gives effect to relevant student rights set out in this Act,
 - takes all reasonable steps to eliminate racism, stigma, bullying, and any other forms of discrimination within the school; and
- the school is inclusive of, and caters for, students with differing needs;
- the school gives effect to [Te Tiriti o Waitangi](#), including by—
 - working to ensure that its plans, policies, and local curriculum reflect local tikanga Māori, mātauranga Māori, and te ao Māori, and
 - taking all reasonable steps to make instruction available in tikanga Māori and te reo Māori, and
 - achieving equitable outcomes for Māori students

Links to Education requirements

Learners at the Centre Priority 2

Barrier free access Priority 3

Barrier free access Priority 4

Quality Teaching and Leadership Priority 5

Quality Teaching and Leadership Priority 6

Future of Learning and Work Priority 7

AP4PE

Key Shift 1: Work reciprocally with diverse Pacific communities to respond to unmet needs, including growing and supporting Pacific bilingual and immersion education pathways.

Key Shift 2: Confront systemic racism and discrimination in education

Key Shift 3: Enable every teacher, leader, and educational professional to take coordinated action to become culturally competent with diverse Pacific learners

Key Shift 4: Partner with families to design education opportunities together with teachers, leaders, and educational professionals so aspirations for learning and employment can be met