



Nukuhou North School

Annual Implementation Plan 2026



Pepeha

Ko Pukenuioraho te maunga
Ko Nukuhou te awa
Ko Mataatua te waka
Ko Ōhiwa te moana
Ko Tūhoe te iwi
Ko Nukuhou North te kura

Vision

Kia whakatōmuri te haere whakamua

*I walk backwards into the future with
my eyes fixed on my past*

Motto

Ka whai ora tonu ngā akoranga mo te ao katoa

Learning for life





TIAKITANGA
Responsibility



MAHI TAHI
Collaborate



AKOHIA
Learn



MANAWAROA
Resilience

Nukuhou
North School

Strategic Goals

Uara/Values

Connected to our past
Courageous in our present
Committed to our future

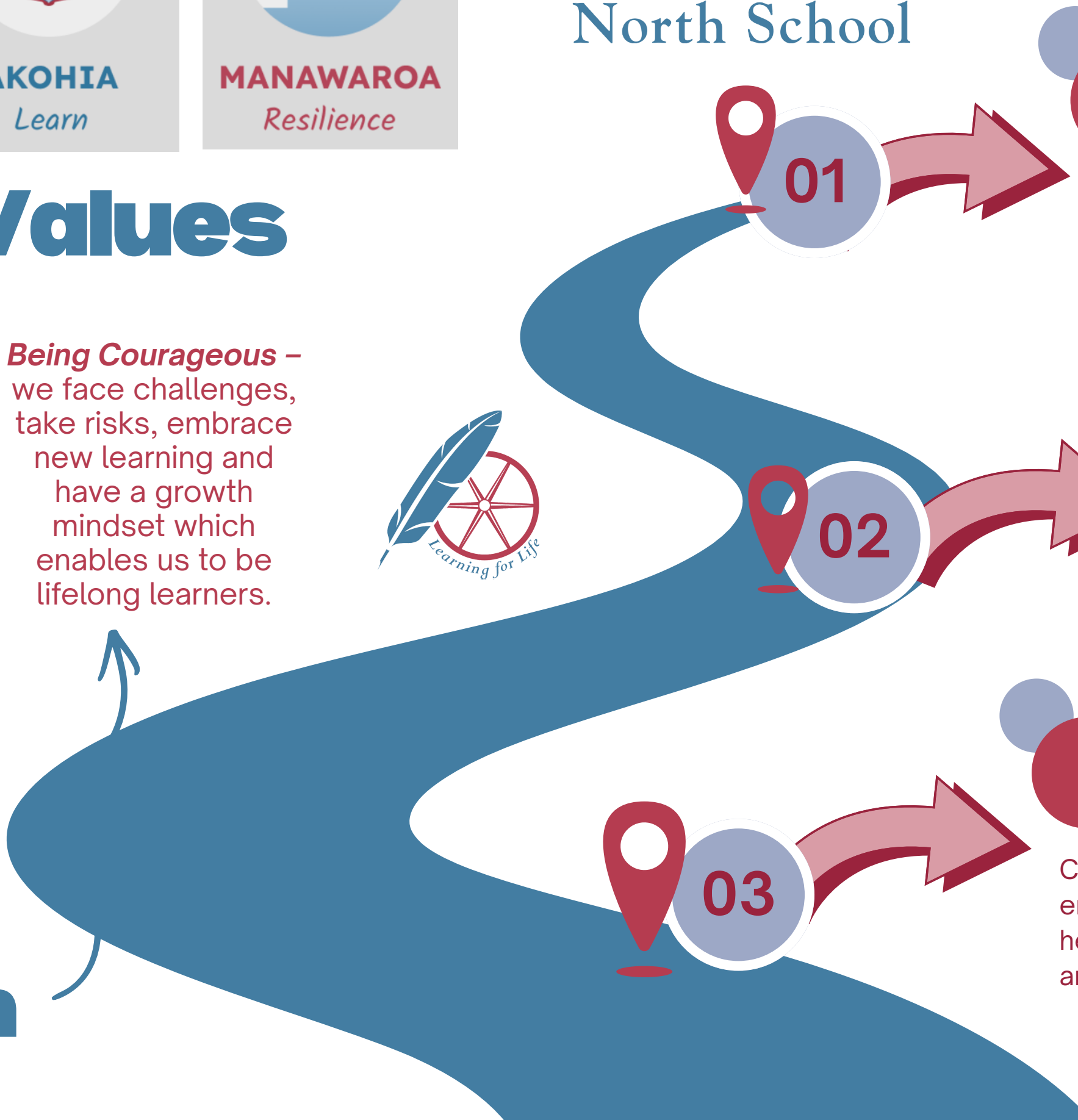
Being Connected – we know who we are, where we come from and understand that we proudly represent the people, places and whakapapa of those who have gone before us.

Being Committed – we are resilient and have skills, attitudes and values that will empower us to be positive contributors in our whānau, community and all areas of our futures.

Being Courageous – we face challenges, take risks, embrace new learning and have a growth mindset which enables us to be lifelong learners.



Mission



Improve Writing achievement

Raise student achievement in Writing using a targeted, structured approach.

Te Reo & Tikanga Māori and Local Curriculum

Te reo and tikanga Māori, from a Tūhoe perspective. Learn about our local places, landmarks and people - historically, in the present day, and into the future.

Hauora & Wellbeing

Create a school culture and learning environment where student wellbeing, making healthy choices and positive self management are at the forefront of all that we do.



Ko wai mātou? Who are we?

Sitting opposite our maunga Pukenuioraho, and with the Ruakani/Nukuhou awa flowing behind us, we are Nukuhou North School. A small, rural, full primary school, located inland, midway between Taneātua and Ōpōtiki on State Highway 2, in the Eastern Bay of Plenty. We have approximately 65 tamariki (projected roll for 2026), with around 90% identifying as Māori, the majority of whom whakapapa to the local iwi – Ngāi Tūhoe. We have three classes, with Te Reo and tikanga Māori being a regular part of our daily teaching programme. Over recent years we have been working to reinvigorate our school curriculum, with a particular focus on understanding who we are as a school and hāpori, and providing learning opportunities that truly reflect both our local rural environment and also connect our tamariki to the stories, history, language and culture of Ngāi Tūhoe. We have also worked hard to engage with whānau and external support services, to help provide more care for the hauora of our tamariki & whānau.

Where are we at? What have we tried?

- *Teaching literacy (reading and spelling) using a structured approach since 2022. Started implementing a targeted, structured approach to Writing and improving teacher capability and use of assessment (Writer's Toolbox programme and e-asTTle writing). Maths structured approach to teaching since 2024 (PR1ME maths).*
- *Writing achievement improved in 2024, but dropped in 2025. (63% at or above in Term 4, 2024; 49% in Term 4, 2025).*
- *Re-established and strengthened our localised curriculum with a clear focus on Ngāi Tūhoe stories, places and people, and on connecting learning to our local environments and hāpori.*
- *Developed stronger relationships with our local marae, hapū and iwi; ākonga are more confident in pepeha, basic te reo and tikanga, and are beginning to understand local histories, placenames, people and areas of significance.*
- *Developed strategic focus areas in Hauora and Wellbeing, including PB4L practices; improving school culture; emotional regulation strategies; regular access to physical activity and movement; sports and recreation activities, including trips; encouraging and celebrating regular and improved attendance, and stronger partnerships with whānau and external services such as Tūhoe Hauora, RTLB, Mana Ake, Growing through Grief, Hato Hone Weaving Wellbeing, Sport BOP, MOE.*



Giving effect to Te Tiriti o Waitangi

Nukuhou North School's kaupapa is grounded in our local context as a mainstream but predominantly Māori kura, with strong whakapapa connections to Ngāi Tūhoe. Our vision, mission, beliefs and values are explicitly shaped by the stories, language, tikanga and histories of this rohe.

We reflect Te Tiriti o Waitangi by:

- Upholding partnership through ongoing, genuine collaboration with mana whenua (Ngāi Tūhoe), local hapū, marae, whānau and community groups in the design and implementation of our local curriculum.
- Ensuring protection by valuing and promoting te reo Māori me ōna tikanga, nurturing them to be **alive** - heard, seen, practiced - in the daily life of the kura, and prioritising learning that celebrates and promotes the identities, languages, histories and cultures of our ākonga.
- Enabling participation by creating learning environments in which Māori enjoy and achieve educational success as Māori, are active contributors to school decision-making, and see their whakapapa, stories, values and culture reflected throughout the kura.

Government Education Priorities

- *Clearer curriculum: Establishing a knowledge-rich curriculum grounded in the science of learning.*
- *Better approach to literacy and numeracy: Implementing evidence-based instruction in early literacy and mathematics.*
- *Smarter assessment and reporting: Implementing consistent modes of monitoring student progress and achievement.*
- *Improved teacher training: Developing the workforce of the future, including leadership development pathways.*
- *Stronger learning support: Targeting effective learning support interventions for students with additional needs.*
- *Greater use of data: Using data and evidence to drive consistent improvement in achievement.*
- *Attendance Action Plan.*

STRATEGIC GOAL #1

IMPROVE WRITING ACHIEVEMENT

Raise student achievement in Literacy with a specific focus on Writing, using a targeted, structured approach. Our structured approach to teaching Reading and Spelling will continue, and will provide a solid foundation for our students to achieve success in Writing. In Term 4, 2025, 49% of ākonga were working at or above Writing expectations. Our goal is to raise our Writing achievement level to 70% by EOY 2026.



	Expected Outcome by EOY	Progress Measures	Resources	Who is responsible?	Timeframe	Review
ACTION 1 Develop teacher capability using new SMART tool to monitor and support Writing achievement.	- Kaiako know how to use SMART tool. - SMART tool used to understand current achievement and next steps.	- Kaiako competency using SMART tool for Writing assessment. - SMART tool is used school-wide to monitor student progress & achievement.	- SMART tool - MOE SMART tool PLD & support.	- Emma & Greet (management) - Classroom kaiako - MOE	12 mths (and ongoing to further refine)	
ACTION 2 Use assessment information to drive improvement in Writing achievement, focussing on target groups of ākonga.	- Writing achievement increases from 49% (Term 4, 2025) to 70% by EOY 2026. - Use assessments to monitor progress & achievement, with focus on support interventions for target & critical learners.	- Improved student achievement in writing & spelling, with focus on accelerating target learners & implementing specialised support plans for critical learners. - Increased attendance and engagement in learning.	SMART tool, with reference to e-asTTle writing and PAT.	- Emma & Greet (management) - Classroom kaiako - Kaiāwhina (support)	12mths, with 2x termly target student reviews. - Termly IEP reviews for critical students and ongoing regular monitoring.	
ACTION 3 Refine teaching practice in structured literacy, through HITP & the Science of Learning.	- Effective teaching strategies used school-wide, using HITP PLD (SL start). - Writer's Toolbox structured writing programme is used effectively throughout the school.	- All staff are using teaching & learning strategies from HITP & the SOL to create effective & efficient environments for learning. - Kaiako & ākonga use Writer's Toolbox structured writing.	- HITP readings, information, PLD and coaching (2026-2027 EBOP MOE pilot). - Writer's Toolbox resources.	- Emma & Greet (management) - Classroom kaiako - HITP coaches	12 -24 mths (2 year pilot), with regular discussions, observations and reviews.	

STRATEGIC GOAL #2

TIKANGA, TE REO & LOCAL CURRICULUM

Te Reo me ona tikanga Māori, from a Tūhoe perspective, will continue to be taught and practised consistently in our school. We will strengthen student understanding of the importance of our local places, landmarks and people - historically, in the present day, and into the future. Students will contribute positively to our local environments and play an active role in the future sustainability of these spaces.



	Expected Outcome by EOY	Progress Measures	Resources	Who is responsible?	Timeframe	Review
ACTION 1 Nurture ways to grow the use of Te Reo Māori me ona tikanga Māori at our kura	- Increased confidence using Te Reo Māori. - Increased capability and knowledge of tikanga & Te Reo Māori (staff and ākonga). - Waiata & haka are alive in our kura.	- Te Reo Māori survey (capability & confidence). - Level of use and understanding of tikanga. - Hear, see & feel waiata & haka – ākomga are proud & knowledgeable	- Te Aka dictionary - Koro Hori, Whareparoa, Bobby - Cultural Leadership role (Waimarie) - Reo Māori rauemi & learning resources for classrooms. - Our hāpori & whānau	- Emma - Waimarie – Cultural Leadership lead - Classroom kaiako & Kaiāwhina (support) - Whānau & hāpori	12mths (EOY)	
ACTION 2 Ākonga know and understand our local environments, people and landmarks	- Name and describe local wāhi tapu, landmarks and significant people. - Know and explain whānau or school pepeha.	- Ākonga knowledge and engagement. - Can name and describe wāhi tapu, landmarks & people. - Can recite pepeha.	- Koro Hori - Cultural Leadership role (Waimarie) - History – online, books - Our hāpori & whānau	- Emma - Waimarie – Cultural Leadership lead - Lynne – enviro lead - Classroom kaiako & Kaiāwhina (support)	12 mths (EOY)	
ACTION 3 Ākonga actively show tiakitanga for our taiao and tangata	Understand and undertake ways to protect and care for the taiao in and around our school and wider rohe.	Student engagement in and knowledge about environmental sustainability.	- Koro Hori - Lynne (enviro lead) - Waimarie (Cultural Leadership role) - Rauemi online and in books - Our hāpori & whānau	- Emma - Waimarie – Cultural Leadership lead - Lynne – enviro lead - Classroom kaiako & Kaiāwhina (support)	12 mths (EOY)	

STRATEGIC GOAL #3

HAUORA AND WELLBEING

Continue to support a school culture and learning environment where student wellbeing, making healthy choices, positive self management and caring for ourselves and others are at the forefront of all that we do. Our school value 'tiakitanga' connects whānau and ākonga with being responsible for their daily attendance at kura, so ākonga have the chance to succeed and learn here, giving them options for their futures.



	Expected Outcome by EOY	Progress Measures	Resources	Who is responsible?	Timeframe	Review
ACTION 1 Promote the importance of staying connected to learning and peers through regular attendance.	Regular attendance increases from 24% (Term 4, 2025), to 60% by Term 4, 2026. <i>Regular attendance = 90% of the time</i>	- Increased attendance on MOE termly and etap reports & data. - Parents & whānau communication increases. - Ākonga are making gains in their learning.	- Etap (SMS) STAR & AMP - School Facebook, website & newsletter - Student rewards and attendance incentives - Classrooms, learning programmes and school activities = engaging and stimulating.	- Emma - William (office admin) - All staff - Whānau & ākonga	12 mths - EOY	
ACTION 2 Promote the importance of healthy kai and wai - <i>O kai ora, he wai ora</i> , and sleep.	- Ākonga are eating healthy kai at kura and drinking water. - School-wide healthy kai expectations and examples for whānau. - Ākonga fully engaged in learning.	- Healthier lunch boxes and only water. - Decreased behaviour incidents. - We see more engaged ākonga who are well-rested.	- External services - SportBOP, Tūhoe Hauora, Mana Ake, Te Whatu Ora. - Recipe and food ideas. - Etap (SMS) - behaviour - Student/whānau incentives - Classrooms learning - Māra kai	- Emma - Lynne (enviro - māra kai sessions) - All staff (model) & teach) - Whānau & ākonga	- Focus of Term 1 learning with monitoring & revisits throughout the year. 12 mths - EOY	
ACTION 3 Learn about the importance of being safe online - <i>Cyber Safety</i> and the effects of device time.	- Increased understanding of how to be safe online. - Ākonga fully engaged in learning (not tired).	- Increased understanding of how to be safe online & what to be weary of. - Increased engagement - less sleeping & drowsiness. - Decreased behaviour incidents.	- Police Educator - cyber safety sessions - NetSafe - Hectors World - Life Education - Research articles	- Emma - All staff - monitor device usage - Parents & whānau	12 mths - EOY (focus in Term 2)	