

2026 Annual Implementation Plan

School Vision: Together, Aspire, Succeed

School Values: Respect - for self, others, and the environment

New Zealand's Cultural Diversity

We actively celebrate the diverse identities, languages, and cultures of our learners. Every student is recognised as an individual, with their unique strengths and perspectives valued as integral to our school community. This commitment underpins a culture of inclusion, belonging, and respect.

Te Tiriti o Waitangi Commitment

We honour Te Tiriti o Waitangi as a foundational document of Aotearoa New Zealand. Our practice reflects a commitment to:

- Embedding te reo Māori, tikanga Māori, and mātauranga Māori
- Strengthening culturally responsive practice across all learning areas
- Empowering Māori learners to experience success as Māori

This commitment informs decision-making, curriculum design, and community engagement.

Current Position

End of 2025 student achievement baseline data

	Reading	Writing	Mathematics
At/above	72%	52%	38%
Below	28%	48%	62%

Whole-school achievement data informs strategic prioritisation.

In Reading, Writing and Mathematics we aspire to reach 80% of students achieving at or above the end of year expectations in each year group. This is aspirational based on the revised curriculum and new assessment tools, however, we are committed to doing everything we can to meet these targets.

Strategic Goal 1: Our People

Students and staff are engaged, valued, and supported to understand and respond to their wellbeing needs.

Strategic Initiative 1.1: Implement a school wide communications plan that is focused on consistency and cohesion school wide which supports working efficiently with purpose.

Actions

- Develop and implement a school-wide communication framework to ensure clarity, consistency, and efficiency
- Strengthen use of Hero to enhance real-time learning partnerships with whānau
- Formalise partnership with FONS through a Memorandum of Understanding (MOU)

Measures of Success

- Increased parent engagement (Hero analytics, feedback)
- Improved staff clarity and reduced communication duplication
- Evidence of strong FONS partnership and shared goals

Responsibility

- Principal with the support of the SLT

Strategic Initiative 1.2: Ensure systems and processes have clarity and purpose so that teachers feel well informed and valued

Actions

- Audit and streamline school systems to ensure purpose, clarity, and accessibility
- Strengthen assessment and reporting systems to ensure timely, high-quality, evidence-based information
- Review all emergency planning and EOTC planning processes to ensure we are following best practice and all health and safety requirements
- Establish School Board health and safety sub committee

Measures of Success

- Staff report clarity of systems and reduced workload friction
- Consistent, high-quality reporting to whānau
- Evidence of improved teacher confidence in decision-making
- Staff confident with emergency planning and are able to execute effectively through practice drills and reviews
- Staff confident and knowledgeable in all areas of EOTC planning and implementation
- All EOTC events are well planned and executed with no incidents
- Improved health and safety processes based on best practice

Responsibility

- Principal with the support of the SLT and School Board members.

Strategic Initiative 1.3: Use a coaching way of being to support staff growth and continue to build on the strong culture in place

Actions

- Embed a coaching culture across all leadership levels led by SLT
- Grow leadership capability through distributed leadership opportunities
- Implement a responsive Professional Growth Cycle (PGC) aligned to school priorities

Measures of Success

- Increased leadership capacity across teams
- Observable teacher growth (practice, data, reflection)
- Staff engagement in coaching and professional growth processes

Responsibility

- Principal with the support of the SLT and external providers

Strategic Initiative 1.4: Continue to embed Mitey practices

Actions:

- Strengthen consistent implementation of MITEY across all year levels through clear expectations, planning guidelines and ongoing staff support
- Strengthen whānau engagement by sharing MITEY language, strategies and resources through workshops, Hero comms and school events
- Integrate MITEY explicitly into classroom programmes, linking well being language to daily teaching, behaviour support, and learning conversations

Measures of Success

- Reduction of behavior incidents
- Increased student wellbeing indicators eg - voice, engagement, surveys

Responsibility

- DP and MITEY leader

Strategic Initiative 1.5: Bring the NPS learner qualities to life through a range of opportunities

Actions:

- Explicitly define and unpack NPS learner qualities so they are clearly understood by students, staff and whānau
- Embed learner qualities into classroom programmes, learning intentions, success criteria and everyday language
- Integrate learner qualities into school wide events, celebrations and recognition system to make them visible and valued

Measures of Success

- Learner qualities visible in practice
- A shared language is used across the school
- Students can articulate what our learner qualities are, give examples in practice and how it benefits them as learners

Responsibility

- DPs responsible for curriculum

Strategic Initiative 1.6: Improve school wide attendance

Actions:

- Implement attendance management plan and regularly share with the community how we are tracking
- Work with our attendance provider to seek advice and make referrals where necessary for support

Measures of Success

- Reach 80% or above regular attendance over the course of the year
- Reduction of parents taking their children out of school in term time for non-school related events

Responsibility

- SLT and all staff

Strategic Goal 2: Our Curriculum

***Provide a learner focused curriculum that supports all students and staff.
Increase student achievement and engagement.***

Strategic Initiative 2.7: Know what to teach and when (structured scope and sequence) having a sound understanding of the NZC while keeping the fidelity of our local context

Actions:

- Through a strategic PLD plan, ensure depth of understanding of the NZC to deliver a rich and structured scope and sequence in English and Mathematics, with a view to unpacking the updated draft learning areas
- Honour our local curriculum with local contexts, histories and community connections that are authentically embedded in learning experiences
- Deliver equitable outcomes through prioritise and planned actions with high expectations eg tracking and monitoring systems, interventions and acceleration programmes, and additional support from external agencies
- Leadership decisions are methodical with awareness of teacher cognitive load

Measures of Success

- Action plans implemented with measurable outcomes

- Improvement in student achievement and progress data
- Clear, consistent curriculum delivery school wide (observations and walk throughs)
- Evaluation of acceleration programmes
- Increased teacher confidence
- Clear scope and sequence visible in planning
- Regular data analysis and review of teaching programmes
- Student voice, teacher feedback
- Evidence of teacher growth through PGC

Responsibility

- SLT, LSC and team leaders

Strategic Initiative 2.8: Ensure our diverse community is reflected through teaching and learning, valuing the prior knowledge and experiences our learners bring - utilising learners' language culture and identity

Actions:

- Strengthen culturally responsive pedagogy by intentionally integrating learners' language, culture and identity into teaching and learning programmes
- Ensure curriculum content reflects the diverse backgrounds, knowledge and experiences of school community
- Actively engage with whānau and community to understand learners' cultural knowledge, aspirations and strengths, and use this to inform curriculum design and learning opportunities
- Create regular opportunities for student voice so that students can contribute to and shape authentic learning contexts which in turn increases engagement and achievement
- Strengthen the visibility and authenticity of te reo Māori, tikanga Māori and mātauranga Māori, ensuring Māori students experience success as Māori

Measures of Success

- Student and whānau feedback reflects a strong sense of belonging and connection to learning
- Teaching programmes reflect learner identity and culture
- Walk throughs, class displays and observations of practice
- Opportunities for teachers to share practice with each other
- Events are organised throughout the year that celebrate cultural diversity
- Visible integration of culturally responsive practices

Responsibility

- SLT, ESOL teacher, team leaders and cultural leader

Strategic Initiative 2.9: Use research and evidence based pedagogy and practice (eg the science of learning) to ensure quality teaching that meets the needs of all our students

Actions:

- Provide targeted PLD and collaborative inquiry opportunities
- Ensure PGC is aligned with PLD plan

- Strengthen explicit instruction pedagogy school wide
- Use external facilitators to grow capability in the understand of the science of learning
- Create a shared 'assessment for learning' language that follows students through the school
- Promote in school expertise to support teacher growth
- Create school wide literacy and mathematics leadership positions to grow capability and capacity

Measures of Success

- Improved instructional consistency across classrooms
- Students can clearly articulate what they are learning, why and how and are beginning to self and peer assess to have more control over their learning and next steps
- Ongoing review and evaluation of teaching programmes at team and leadership levels
- Observable use of evidence based strategies (eg walk throughs, class displays and observations of practice)
- Opportunities for teachers to share practice with each other

Responsibility

- DPs, curriculum leaders and team leaders

Strategic Initiative 2.10: Use formative and summative assessment tools to rigorously monitor and track student progress and achievement

Actions:

- Optimise teacher competence and confidence in the use of Hero
- Implementation of clear school wide assessment schedule, including responding to MOE initiatives and mandates
- Use Hero to track, analyse, and report student progress and achievement
- Strengthen moderation practices to ensure consistency of OTJs
- Refine and further develop formative assessment practices to inform daily teaching
- Establish robust tracking systems for target students

Measures of Success

- Reliable, consistent assessment practices school wide
- Clear evidence of data informing teaching and interventions
- Improved student progress and achievement over time

Responsibility

- Assessment Leader, supported by SLT, team and curriculum leader

Strategic Goal 3: Our Place

Maintain an inclusive and culturally responsive school environment that provides indoor and outdoor learning opportunities for all.

Strategic Initiative 3.11: Strengthen our sense of belonging as a school valuing the richness that our students and whānau bring

Actions:

- Appoint and cultural leader and establish a team to support this work
- Property projects to ensure cultures are visibly represented and celebrated
- Further deepen culturally responsive teaching and learning that ensures every student and family feels valued

Measures of Success

- Increased participation in cultural events
- Positive student and community feedback
- Learning environments reflect cultural diversity

Responsibility

- Principal, SLT, cultural leader and team, ESOL teacher

Strategic Initiative 3.12: Ensure we are active Te Tiriti o Waitangi partners committed to championing mātauranga Māori, te reo me ona tikanga

Actions:

- Strengthen our shared understanding of Te Tiriti o Waitangi and its implications for leadership, teaching and school decision making through ongoing PLD and professional dialogue
- Align systems, policies and practices with Te Tiriti o Waitangi to ensure coherence and sustainability across all areas of the school
- Strengthen the visibility of tikanga Māori across school practices, including pōwhiri, mihi whakatau, karakia, waiata and everyday routines
- Track and monitor our Māori students ensuring they are experience success as Māori
- Build connections with local iwi and establish a genuine partnership

Measures of Success

- Increased visibility of Te Ao Māori across the school
- Teachers have deep understanding of Māori students in their class and are creating mana enhancing opportunities for them
- Leaders and teachers are focused on ensuring Māori are experiencing success as Māori and are engaging with whānau to develop authentic and genuine connections
- Learning environments reflect and celebrate cultural diversity
- Events are executed with precision and pride from all stakeholders

Responsibility

- Principal and AP

Strategic Initiative 3.13: Ensure our learners have access to future focused physical and digital learning environments

Actions:

- Create a strategic property improvement plan which is supported by FONS fundraising initiatives and other revenue streams
- Deliver 5YA property projects and regular maintenance plans to ensure the school is in tip top condition
- Empower our ICT leader through a refreshed job description to grow teacher capability
- Provide excellent PLD opportunities for teachers to further strengthen effective and efficient use of technology (including AI) to improve teaching and learning
- Invest in technology that directly supports high quality teaching and learning

Measures of Success

- Property projects completed on time and within budget
- Improved teaching and learning practice through effective use of digital technologies
- Learning environments reflect and support future focused pedagogy

Responsibility

- Principal

Principal's endorsement: Melissa Grant
Board of Trustees endorsement: Approved, Board meeting 30 March 2026
Submission date to MOE: 31 March 2026