

Annual Implementation Plan 2026

End of Year Achievement Data 2025		
Reading	Writing	Maths
23% Working Beyond	30% Working Beyond	33% Working Beyond
47% Working At	44% Working At	38% Working At
30% Working Towards	26% Working Towards	29% Working Towards

Where are we currently at?

After a small variance in reading and mathematics, where we did not reach our 80% target for students working at or above curriculum expectations, and successfully meeting our writing goal in 2024, we set more ambitious targets of 85% in reading and writing. Maths remained at 80%. While there was strong motivation to improve and lift achievement, this coincided with the challenges of navigating the curriculum refresh. As a result, we did not meet our revised targets, with a variance of -15% in reading, -11% in writing, and -4% in mathematics.

Reading Action Steps:

- In 2026, the school will continue implementing *The Code* (Liz Kane). Our Junior and 3 out of 4 senior classes will use the Better Start Literacy Approach. (1 more senior teacher to complete BSLA training)
- Refresher workshops during teacher hui each term to consolidate the Code/Heggerty and structured literacy strategies developed during Ministry PLD in 2025. (Delivered by the Literacy Lead).
- Ongoing practice in administering DIBELS reading assessments will be supported through refresher sessions and moderation workshops at termly teacher hui.
- Continued home-school partnership with the Reading League competition in Terms 2 & 3.

Writing Action Steps:

- Teacher professional growth cycle inquiry focused on strengthening engagement and effective writing practice, with a particular emphasis on improving outcomes for boys and Māori and Pasifika priority learners.
- The Learning Support Coordinator will support kaiako by providing targeted writing resources and guidance to strengthen student engagement in writing.

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- Development of writing rubrics aligned to the new curriculum for assessment and moderation.

Maths Action Steps:

- PRIME Mathematics professional learning will take place in May 2026, followed by Ministry-funded Maths PLD in June 2026 to strengthen understanding of the refreshed curriculum and effective teaching practice in mathematics.
- Home-school maths partnership with bonus maths challenge in our Reading League competition during Terms 2 and 3.
- Strengthen mathematics knowledge, strategies, and student engagement through a targeted STEM focus in Term 3.

2025	Regular attendance 90%+ National averages	Regular attendance 90%+	Irregular Absence 80-90%	Moderate Absence (70-80%)	Chronic Absence <70%
Term 1	65.9%	55%	34%	7%	5%
Term 2	58.4%	40%	30%	17%	13%
Term 3	50.3%	51%	30%	15%	5%
Term 4	57.3%	56%	28%	10%	6%
Data based on Every Day Matters Attendance Reports					

By the end of 2026, at least **65% of students** will attend school regularly (90%+ attendance), supporting their academic, social, and emotional success.

Attendance managed using the STAR (Stepped Attendance Response) framework for more details [Attendance Management Plan](#)

- **School responsibilities:**
 - Set clear expectations for attendance
 - Monitor absences and track data
 - Engage parents/whānau through communication and support plans
- **Parent/whānau responsibilities:**
 - Ensure regular attendance
 - Communicate reasons for absences
 - Support their child's learning

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- **Daily follow-up:**
 - Office manager contacts whānau regarding unexplained absences
 - Support offered where needed
- **Targeted support:**
 - Attendance van available for students below 70% attendance (*subject to availability*)
 - Attendance & Engagement Lead teacher:
- **Incentives and celebrations:**
 - Weekly class rewards (morning tea biscuits for highest attendance)
 - End-of-term rewards for 98–100% attendance
 - Weekly HERO attendance awards for 98–100%
- **Communication:**
 - Weekly attendance percentages shared via Facebook and HERO app
- **Engagement strategies:**
- Fun Fridays" (dress-ups, sport, arts) to lift attendance on low-attendance days

How will our targets and actions give effect to Te Tiriti o Waitangi: Our goals and actions give effect to Te Tiriti o Waitangi by embedding culturally responsive teaching practices and ensuring equitable opportunities for all ākonga. We prioritise Māori student success by incorporating te reo Māori and tikanga into the curriculum, supporting the Pai Ki te Kōrero programme, and fostering whanaungatanga through strong relationships with tamariki, whānau, and the wider community. Additionally, our focus on attendance and engagement strategies ensures that all students, particularly Māori and Pasifika learners, feel valued and empowered to succeed in a vibrant and supportive learning environment.

Curriculum Focus 2026

In 2026, the focus shifts from **learning the curriculum** to **embedding and consolidating effective practice**.

- Teachers will **consolidate 2025 PLD** in reading, writing, and mathematics
- Greater consistency in delivery across classrooms
- Stronger alignment between **teaching, assessment, and curriculum expectations**
- Increased focus on **accelerating priority learners (Māori, Pasifika, boys, Tier II & III)**

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Key Teaching and Learning Strategies

Curriculum Refresh

- Consolidate implementation of refreshed reading, writing, and maths curriculum
- Use **DIBELS, PAT Maths, Maths Snapshots by Dr Jo Knox, writing rubrics, and phonics checks** to track progress
- Inquiry sprints used to monitor and strengthen teacher practice
- PGCs aligned to impact on student outcomes

Structured Literacy

- Continued implementation of:
 - *The Code* (Years 2–6)
 - *Better Start Literacy Approach (BSLA)* (Junior + expansion into senior school)
- Termly refresher PLD led by Literacy Lead
- Strengthen consistency in:
 - Heggerty routines
 - Explicit teaching practices
- Moderation and support for DIBELS administration
- Tiered interventions for priority learners

Target 2026:

Increase students at or above expectations in reading and writing to **80%**

Writing

- PGC inquiry focus on:
 - Engagement in writing
 - Improving outcomes for boys and Māori/Pasifika learners
- Development and consistent use of:
 - Curriculum-aligned writing rubrics
- Learning Support Coordinator (LSC) to:
 - Provide targeted resources
 - Support teacher capability

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Mathematics

- PR1ME Maths implementation strengthened schoolwide
- PLD:
 - PR1ME (May 2026)
 - Ministry Maths PLD (June 2026)
- Continued use of:
 - I DO / WE DO / YOU DO model
- Strengthen engagement through:
 - STEM focus (Term 3)
- Assessment tools:
 - Maths Snapshots by Dr Jo Knox, PAT Maths, OTJs

Target 2026:

Increase students at or above expectations in maths to **80%**

Targeted Support

- Tier II and III learners receive:
 - Structured interventions
 - Learning assistant support
- Strong focus on:
 - Culturally responsive practice
 - Neurodiverse learners (autism, ADHD, trauma-informed approaches)
- Maintain strong relationships and engagement as key drivers of success

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Strategic Goal: Vibrant Learning

Annual Goal 1: Literacy

All learners, especially those at risk, will make accelerated progress.

Actions

- Consolidate structured literacy practices
- Termly PLD and classroom observations (PESTERS)
- Inquiry sprints and PGC alignment

Measures

- DIBELS, BSLA, OTJs
- Progress of Tier II & III learners

Annual Goal 2: Numeracy

All learners, especially those at risk, will make accelerated progress.

Actions

- Strengthen PR1ME implementation
- Ongoing PLD and modelling of effective pedagogy
- Curriculum-aligned planning

Measures

- PR1ME, PAT Maths, OTJs
- Cohort and class tracking

Strategic Goal: Cultural Wellbeing

Annual Goal 3: Attendance & Engagement

Build a culturally responsive, inclusive environment that promotes attendance.

Actions

- Embed Māori and Pasifika identities in learning
- Deliver vibrant, engaging curriculum experiences
- Continue PB4L (REAL values) implementation
- Provide PLD in:
 - Cultural responsiveness

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- Neurodiversity and wellbeing

Measures

- Attendance data (SMS)
- Student voice
- Whānau feedback
- Classroom observations

Measuring Success

- **Achievement Data:** Termly tracking and analysis
- **Teacher Capability:** 100% engagement in PLD and inquiry
- **Attendance:** Movement toward 65% regular attendance
- **Engagement:** Increased student voice and participation
- **Whānau Partnerships:** Strong communication and involvement