

## 2026 Annual Implementation Plans

### Curriculum

<ul style="list-style-type: none"> <li>● Experience fair and equal opportunity to participate and explore in a diverse range of learning experiences.</li> <li>● Students experience a continued focus on literacy and improved mathematics results</li> <li>● Students develop a range of collaborative, problem solving and self assessment skills as teachers build a common understanding of teaching through Project Based Learning (PBL) and STEAM</li> <li>● Report how the schools embraces Tikanga Māori, Te Tiriti o Waitangi and cultural diversity through our curriculum</li> </ul>	
Target	Indicators
Include elements of structured literacy into our spelling and writing programme	<ul style="list-style-type: none"> <li>● All teachers confidently using “The Code” for 1 hour per week to improve spelling</li> <li>● Spelling results using the Dibbles assessment to improve by 10%</li> <li>● 85% of the school reading at a 13 year old level.</li> </ul>
Close the gap for students in Year 7 to be working at the Phase 3/Year 7 curriculum	<ul style="list-style-type: none"> <li>● 3 teachers working with 180 students, including all of the Year 7 classes.</li> <li>● An improvement from 20% to 40% in mathematics in Year 7 at phase 3</li> <li>● Improved attitudinal results</li> <li>● Teachers receive PD on how to differentiate while teaching at the phase 3 curriculum standard.</li> </ul>
To achieve a 10% increase in students attending school regularly (90% of the time or more) through the 'Stepped Attendance Response' (STAR) framework.	<ul style="list-style-type: none"> <li>● Evidence of stepped attendance plan in action – letters sent out, DP meetings, Principal meetings, Spark Tank referrals</li> <li>● 10% improvement in attendance from 2025</li> </ul>

## Property and Finance

<ul style="list-style-type: none"> <li>● Experience an innovative specialist area that encourages collaboration and creativity for our ākongā/kaiako</li> <li>● Have regular access to all-weather sports areas and an attractive library that promotes reading.</li> <li>● Learn in classrooms that are equitable across the school in design and that supports the consistent delivery of teaching and learning</li> </ul>	
Invest in storage system for the safe and effective storage of the school vans and other resources	<ul style="list-style-type: none"> <li>● Garage work scoped, priced and completed &lt;\$100,000</li> <li>● Work is integrated into existing Toroa driveway area to improve drainage.</li> <li>● Rationalise the need for container storage</li> </ul>
Review the current adventure playground and create a long term vision for the space	<ul style="list-style-type: none"> <li>● Complete the annual safety assessment of the playground</li> <li>● Research other intermediates play space options</li> <li>● Student, community and staff voice</li> <li>● Develop plans</li> <li>● Seek funding</li> <li>● Procurement</li> <li>● Complete project</li> </ul>
Construction completed on a specialist teaching space that improves Health and Safety and provides excellent resources for teachers and students	<ul style="list-style-type: none"> <li>● Procurement</li> <li>● Delivery</li> <li>● Complete project on time and on budget</li> </ul>
To have a financial buffer of one term of Ops Grant funding kept in reserve. \$350,000	<ul style="list-style-type: none"> <li>● Ensure all property and capital expenditure projects do not affect financial reserves</li> </ul>

## Personnel

<ul style="list-style-type: none"> <li>● Become a first choice school for College Students by providing high quality learning experiences and additional learning opportunities</li> <li>● Integrate meaningful learning experiences with the community for our Ākongā</li> <li>● Have a strong connection and understanding to the land that we work on.</li> </ul>
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<p>100% of teaching staff participate in two Teaching Sprint focused on structured literacy in writing during the year.</p>	<ul style="list-style-type: none"> <li>● Teaching Sprint inquiry documentation completed by all classroom teachers</li> <li>● Evidence of at least two agreed structured literacy strategies is evident in team planning and classroom practice</li> <li>● Teacher reflections indicate increased confidence and consistency in teaching writing</li> </ul>
<p>Teachers report increased confidence in using agreed maths approaches, evidenced through:</p>	<ul style="list-style-type: none"> <li>● End-of-year staff self-review compared to BOY of year review</li> <li>● Staff meetings delivered on engagement</li> <li>● Staff meetings on fractions and decimals to improve teacher capability</li> </ul>
<p>The additional maths support teachers selected, trained, delivered, and measured the acceleration programme and adjusted where necessary.</p>	<ul style="list-style-type: none"> <li>● Support teachers inducted and trained by S.Bartley</li> <li>● Improved Year 7 mathematics results. 20%-40%</li> </ul>