

Annual Implementation Plan 2026

Summary of the plan

We have three main goals that we will be working on in 2026 each aimed at ensuring that our children make the very best of their opportunities at our kura:

Goal 1: To enhance children's academic achievement. In 2026 we will be focusing primarily on Literacy and Maths. We will work towards embedding our school wide approach to the teaching of Literacy and Maths in line with the publication of the updated national curriculum. Our teachers will be provided with good quality professional development and a schoolwide approach to these key curriculum areas will ensure consistency across the classrooms.

Goal 2: Reflecting our Community within our School. We will be focusing on celebrating the cultural diversity of our school - embracing language, culture and identity.

Goal 3: Promoting Wellbeing for All. We will be enhancing our focus on health and wellbeing, which is essential for learning. We will be looking at wellbeing in its widest sense for both staff and tamariki.

Where we are currently at:

For 2026 we have decided to expand upon the strategic plan developed in 2024. Based on community consultation in 2024, the Board of Trustees developed its two-year strategic plan. We have recently reviewed the progress we have made to date and have developed our annual plan for 2026. The new goals reflect national developments with the revised curriculum and student achievement, as well as the input from our community regarding their aspirations for their tamariki.

How will our targets and actions give effect to Te Tiriti o Waitangi:

1. Tangata Whenua will be consulted on the developments in our whānau classes
2. A hapu elected liaison will work alongside the school
3. Community consultation has been undertaken to find out about whānau aspirations
4. Iwi voice is recorded in Te Tai Whanake ki Tauranga Moana Te Ao Māori Local Curriculum website which will be used to ensure that we are using local resources to assist us with the localised curriculum
5. All data collected will be analysed in terms of ethnicity. This will allow us to celebrate success as well as to identify areas which need to be strengthened.

Teaching and learning strategies and programmes of our school which support students to progress and achieve

1. Structured Literacy and Maths
2. House of science
3. Treasuring our Place – localised curriculum in conjunction with Katikati Museum
4. Children who are not making expected progress will be identified and become priorities for their teachers. Their progress and the adaptations made for them will be tracked through the appraisal process.
5. Wide range of special needs programmes will be delivered to meet the needs of our tamariki
6. Volunteer reading programme will be used to assist with reading mileage
7. A range of online tools will be used to accelerate children's progress in maths, reading and spelling
8. Engagement in Project Parore

Strategic Goal 1 To enhance the children's academic achievement				
Annual Target/Goal: Our academic focus for 2026 is on Maths and Literacy as we focus on the revised curriculum.				
What do we expect to see by the end of the year?				
Maths No Problem to be embedded schoolwide and new assessment practices to be implemented. Staff to be confident in the requirements of the revised Maths and Literacy Curriculums. Greater numbers of teachers and teacher aides implementing BSLA in classrooms				
Actions	Who is Responsible	Resources Required	Timeframe	How will you measure success?
Training teachers and teacher aides in BSLA	DP Junior DP Senco	MOE PLD BSLA kits	Terms 1 - 4	Spelling and phonics knowledge improved school wide evidenced through the new assessments. Children engaged in their learning.
Team planning to be standardised	DP Junior DP Senior Team Leaders	Team meetings	Terms 1 - 4	Planning easily understandable for DP, TL and relievers
New assessment practices used across the school	DP Junior DP Senior Team Leaders	Information and tools from MOE Staff training meetings Team meetings	Terms 1 - 4	Confidence in using assessment tools Ability to mine data through the use of the assessments and to report accurately to BOT
Teacher aides used to foster learning and independence in the classroom	DP Senco Teachers Teacher Aides	Teacher Aides to be trained in BSLA Staff meeting time to be focussed on what does this look like in the classroom?	Terms 1 - 4	Teacher aides always engaged with learning activities with children Teacher aides able to better support children in BSLA Special needs children being more independent in the classroom
Senior Leadership to be given greater opportunity to focus on teaching and learning and strategic development	SLT BOT	Teacher aide support for special needs Timetabled release time	Terms 1 - 4	Curriculum plans are completed and carried out Better connection between leadership and what happens in the classroom Reduced stress levels and wellbeing
Additional learning for teachers around Maths No Problem and the Maths curriculum	Maths team DP Senior	2 MOE TOD MNP student books and supporting materials	Terms 1 - 4	Improved student data and engagement.

Strategic Goal 2 To reflect our community within our school				
Annual Target/Goal: For our whānau and the wider community to feel welcomed at our school. Language, culture and identity will be celebrated.				
What do we expect to see by the end of the year?				
Our community will regularly be part of what we do at school. Our cultural diversity will be reflected in our learning and celebrations. Te Reo and tikanga Māori will be valued throughout the kura.				
Actions	Who is Responsible	Resources Required	Timeframe	How will you measure success?
Up skill staff in the use of te reo and tikanga Māori	DP Junior Matakana staff Cultural Pedagogies Team	Staff meetings A challenge each fortnight for teachers to learn new phrases to use in the classroom Fun games and challenges for staff and students to upskill them in Te Reo The Kaiako from Matakana to share their knowledge, ideas and tikanga at staff hui	Terms 1 - 4	Te reo will be heard more frequently throughout the school Staff and students will be more aware of tikanga
Connect with KKC to visit Te Rereatukahia Marae at the beginning of the year to welcome new staff to the school and foster relationships	Principal and hapu liaison	Marae visit Koha	Term 1	Staff and whānau are more comfortable reaching out to one another Staff knowledge is increased and used with the tamariki in their classrooms
Use our Matakana tamariki as cultural experts – invite classes to join them for waiata and activities; assembly leaders; cultural leaders to welcome visitors	SLT Cultural Pedagogies Team Matakana kaiako	Matakana tamariki/ kaiako	Terms 1 - 4	Tamariki are confident and proud to share their cultural background at school. Significant festivals such as Matariki will be celebrated across the whole school. Whānau participation in cultural celebrations increases.
Cultural Pedagogies Team to be formed to: assist with staff development; ensure staff are aware of the expectations in the Learning Landscape; ensure staff are aware of shared resources which are available; plan for cultural festivals.	Staff members	Staff meetings Google Docs	Terms 1 - 4	Cultural festivals and celebrations will regularly be held at the school, whānau will become our cultural experts, bilingualism will be celebrated.
Whānau will be invited to a wide range of events at the school e.g. sporting events; cultural celebrations; open afternoons; assemblies	Unit holder SLT	Management Unit	Throughout the year	The numbers of whānau regularly attending the school will increase

Strategic Goal 3*Promoting wellbeing for all.***Annual Target/Goal:**

The school will adapt its practices to encourage the wellbeing of the children and staff.

What do we expect to see by the end of the year?

1. Children will be interacting in a positive manner with their peers and the adults at the school
2. The number of children needing senior leadership support will decrease
3. Children will be attending school regularly
4. Children will be better equipped to self-regulate and engage in the school setting

Actions	Who is Responsible?	Resources Required	Timeframe	How will you measure success?
Re-establishing the culture of the school.	SLT	TOD at the start of 2026	Term 1	Staff supporting one another Staff willing to engage in new initiatives
Decide as a staff on our non-negotiables for 2026 which will then inform the direction for PB4L and the data we wish to collect.	Whole staff	TOD at the start of 2026	Term 1	PB4L team to gather data which will show a decrease in non- negotiable behaviours.
Robust PB4L data collected and used to inform direction and celebrate success.	PB4L team	ETAP/ behaviour tracking form Termly data overview	Terms 1 - 4	Decrease in non- negotiable behaviours.
Adapt current behaviour plan	SLT	Adapting a strategy to support staff with children of concern Staff meeting to introduce the strategy and the rationale focussing on how it links with trauma informed practice	Term 1	Less students out of class in the office area – more children in class engaged in learning.
Share behaviour strategies with the community	SLT	Newsletter New Entrant visits Facebook Website	Terms 1 - 4	Whānau have a good understanding of our behaviour management system and are supportive of our aims
Restorative Practices how do we keep it going? Train up new staff Talk to whole staff Regular slots in team and staff meetings Ask RP facilitators to come and do a refresh Community understanding of what and why	SLT Team Leaders RP facilitators	RP facilitators Slide shows DP trained in mini conferences Newsletter Facebook	Terms 1 - 4	Restorative conversations regularly heard Common language throughout the school DPs using mini conferences for more complex issues
New attendance plan put into action	DPs Attendance Officer	Newsletter Facebook Pamphlets Rewards for positive attendance	Terms 1 - 4	Improved attendance data