2026 Annual Implementation Plan

Through the actions below, we contribute our individual talents, skills and resources to help achieve the Vision for the School. Mā tō rourou, mā taku rourou, ka ora te kura...

OBJECTIVES FOR EDUCATION

- **Learners at the centre** — Learners with their whānau are at the centre of education.
- **Barrier-Free Access** — Great education opportunities and outcomes are within reach for every learner.
- **Quality Teaching and Leadership** — Quality teaching and leadership make the difference for learners and their whānau.
- **Future of Learning and Work** — Learning that is relevant to the lives of New Zealanders today and throughout their lives.

Text in blue italics below indicate there have been updates since the last report - click the cell to view

Long term strategic goals (3-5 years)	Over the next 3-5 years we will reach these goals by...	Term One Key Actions		T1 Status	Term Two Key Actions		T2 Status	Term Three Key Actions		T3 Status	Term Four Key Actions		Success Measures
Te Tiriti o Waitangi: Cultivate an environment where te reo me ōna tikanga Māori can be experienced, valued, learned, shared, read, seen, and heard by everyone in our school community.	Strengthening the conditions for te reo Māori to be valued, learned, spoken, read, seen and heard by ākonga, kaimahi and whānau through korero and Hero.	Unpack the SFdS Te Reo me Ona Tikanga Progressions with all kaiako, and ensure planned for within Term One learning.			Ensure that the Te Reo me Ona Tikanga Progressions are followed within Term Two learning.			Ensure that the Te Reo me Ona Tikanga Progressions are followed within Term Three learning.			Ensure that the Te Reo me Ona Tikanga Progressions are followed within Term Four learning.		
		Arrange for ākonga visit to a local marae											
	Supporting the implemention of the Revised Teaching Standards 2026.		Respond to staff PLD needs in relation to Te Tiriti o Waitangi, and our SFdS Te Reo me Ona Tikanga Māori - planning for PLD opportunities and support.			Unpack the results of the Taku Reo Survey, supporting kaiako to review their professional teaching goals.			Unpack the results of the Te Reo Māori PAT, supporting kaiako to review their professional teaching goals.			Evaluate staff PLD needs in relation to Te Reo me Ona Tikanga Māori - planning ahead for 2027.	Completed Waharoa at entrance to school will reflect our school's past, present and future
	Safeguarding the Catholic special character, and honouring Te Tiriti o Waitangi through Board professional learning (Outcome of 2025 Catholic Character Evaluation).		Develop a training plan for all Board members related to understanding the principes of Catholic social teaching and Te Tiriti o Waitangi.								Evaluate training plan for all Board Members related to Catholic Social Teaching, and plan next st4ps for 2027		Target 1: All learners will continue to improve their understanding of Te Reo Māori (measure: Te Reo PAT)
	Holding celebrations, gatherings, mihi, performances to honour kawa and tikanga Māori and enhance pride within our rōpū.	Arrange cultural events and celebrations for the term			Arrange cultural events and celebrations for the term			Arrange cultural events and celebrations for the term			Arrange cultural events and celebrations for the term	Plan ahead for 2027	
All Ākonga Thriving: Nurture a thriving student Catholic community where learner progress and achievement, emotional well-being, self-confidence, a culture of manaakitanga, and a love of life flourish	Ensuring all kaiako paritipate in at least 12 hours Catholic Character PLD per year (2025 Catholic Character Evaluation).	Analyse kaiako certification records, and plan for 12 hours of kaiako PLD hours in Catholic character, in relation to the PLD needs identified.				Update kaiako certification records.			Evaluate kaiako PLD in Catholic character, and begin planning ahead for 2027				Tō Tātou Whakapono will be fully implemented in Year 1-3, including a prototype for reporting on Hero
		Participate in Year 1 of the First Time Principals' programme, and Catholic Character Leadership PLD			Continue participation in First Time Principals' programme, and Catholic Character Leadership PLD			Continue participation in First Time Principals' programme, and Catholic Character Leadership PLD			Complete Year 1 of the First Time Principals' programme, and plan ahead to 2027		
					Participate in Springboard Trust DP leadership mentoring and professional learning			Continue DP leadership mentoring and professional learning					
		Participate in Catholic Chacater Leaderhip PLD			Continue taking opportunities for Catholic Chacater Leaderhip PLD			Continue taking opportunities for Catholic Chacater Leaderhip PLD			Continue taking opportunities for Catholic Chacater Leaderhip PLD and plan leadership PLD for 2027		
		Participate in MOE-facilitated Teacher Professional Learning in Maths Curriculum			Plan opportunities for kaiako to attend targetted PLD in Maths /Literacy Curriculum								
	Implementing the actions planned by the PB4L team	Set up behaviour expectations for all spaces in relation to wellbeing model, replace signage to suit 2026 as applicable										Review the Mitey programme and plan ahead to 2027	
		Staff PLD to ensure widespread understanding of PB4L actions	Implement Mitey programme in all classes		Communicate with whānau about Mitey and PB4L			Evaluate rewards systems and plan for improvements			Evaluate 2026 PB4L actions and plan ahead for 2027		
		Participate in Mitey Programme: Learning in Action, with introduction to new staff				Participate in Mitey: Targeted learning in action			Participate in Mitey: Opt-in targeted learning sessions, and plan ahead				
	Implementing of refreshed NZ Curriculum expectations in English and Maths	Apply for MOE Year 7&8 Maths Accceleration programme	Review and develop Hero goals adjusted for curriculum changes		Implement MOE Year 7&8 Maths Accceleration programme (TBC)	Check Hero goals / graphs in relation to reporting to parents against new curriculum expectations at mid-year.		Present curriculum / learning to the Board	Monitor 'real-time' post comments in relation to progress in learning			Check Hero goals / graphs in relation to reporting to parents against new curriculum expectations at end of year.	
Neuro-Divergent Ākonga Empowered: Cultivate an inclusive learning environment where neuro-divergent students demonstrate increased confidence, self-advocacy, positive peer interactions, and a love of learning.	Refining systems to provide rhythm, routine, regular opportunities for connection and regulation, smaller chunks of learning, regular multisensory opportunities for all learners	Implement school timetable developed in T4, 2025									Evaluate timetable and plan ahead for 2027		Build capability and professional learning to empower our teachers to inquire into their practice.
	Targeting Tier 2 (additional small group) **literacy** teaching for specific learners identified through Dibels assessment	Arrange and implement Literacy Tier 2 teaching groups	Unpack Literacy data for Teir 2 learners.		Arrange and implement Teir 2 Literacy groups	Collate and report Literacy mid-year data for reporting to board, community and MOE			Arrange and implement Teir 2 Literacy groups			Evaluate Literacy end of year data for reporting to board, community and MOE , and plan ahead for 2027	
	Providing opportunities for professional learning for staff - BSLA, Structured Literacy, supporting specific learners, etc		Arrange BSLA professional learning for Year 7&8, and new teachers across the school										
	Targeting Tier 2 (additional small group) **Maths** teaching for specific learners identified through standardised assessment	Unpack numeracy data for Tier 2 learners.	Arrange and implement Numeracy Tier 2 teaching groups			Collate and report Numeracy mid-year data for reporting to board, community and MOE		Arrange and implement Numeracy Tier 2 teaching groups			Arrange and implement Numeracy Tier 2 teaching groups	Evaluate Numeracy end of year data for reporting to board, community and MOE , and plan ahead for 2027	
Financially Sustainable Learning: Ensure financial sustainability while prioritising the diverse needs of our learners.	Fundraising to ensuring financial sustainability		Easter raffle, sausage sizzle			Quiz Night, sausage sizzle			Disco, sausage sizzle			Sausage sizzle, Christmas Raffle	

Business as usual	We will continue to implement the National Education Learning Priorities by...	Term One: Key business as usual actions		Term Two: Key business as usual actions		Term Three: Key business as usual actions		Term Four: Key business as usual actions		Success Measures
BAU 1: Inclusion	Continuing to work alongside whānau and external services to identify ākonga who need additional support in their learning, removing barriers to them accessing learning, and supporting whānau. Continuing to provide "targeted effective learning support" (MOE - six priorities to improve achievement)									Target 2: 75% of the ākonga who were working towards expectation in Literacy will make accelerated progress and be at expectation by the end of 2024 (measure: Hero, informed by PaCT, BSLA, etc)
BAU 2: Catholic Character	Continuing to support kaiako to plan, teach and evaluate To Tātou Whakapono, following the bi-annual school schema developed in 2024.									
BAU 3: Professional Growth	Continuing to support staff and student wellbeing. Continuing to support teachers "by a detailed, knowledge-rich curriculum and will know what needs to be taught and when." (MOE - Six priorities to improve achievement)									
BAU 4: Curriculum	Continuing to ensure "all students will be learning literacy and mathematics in a way that evidence tells us best supports students to learn." (MOE - Six priorities to improve achievement)									
BAU 5: Assessment and reporting	Continuing to use "data, assessment, and evidence to identify and invest in supports and services that work." (MOE - Six priorities to improve achievement) Continuing to ensure "parents will know about their child's progress and teachers will know about their students' progress so they can adjust as needed." (MOE - Six priorities to improve achievement)									

Leadership Responsibilities Key:

Key:	Principal	Deputy Principal	PB4L Lead	Cultural Leader	Maths / Literacy Leader	Inclusion Lead	Team Leaders	Director of Religious Studies	Presiding member of the Board	Parent School Link (PSL)	On track	Completed / Ongoing	Delayed	Deferred