

2026 Annual Implementation Plan

Strategic Goal 1 Enhance our literacy programmes so that every learner/ākonga gains sound literacy skills.			
Actions	Who is Responsible?	Timeframe	How will we measure success?
BSLA (whole class literacy lesson and reading groups) - Year 1, 2, 3, 4, 5, 6	Year 1, 2, 3, 4, 5, 6 teachers	Throughout 2026	<p>This could include: Define specific and measurable objectives for enhancing literacy skills via our annual plan.</p> <p>Introduce evidence-based literacy practices and interventions.</p> <p>Implement ongoing formative assessments to monitor progress. Use a variety of assessment tools, including teacher observations, student work samples, and formative assessments to gauge how well learners are responding to literacy interventions.</p> <p>Regularly monitor and analyse data to track individual and group progress. Analyse assessment results, review classroom teaching and learning programmes, and utilise data-driven decision-making to identify areas that need additional attention.</p> <p>Engage parents and the community in literacy initiatives. Assess the level of parental involvement, attendance at literacy-related events, and community support for literacy programmes.</p>
Modelling and exemplars Daily writing	All teachers	Throughout 2026	
Reading mileage (buddy reading)	All teachers	Throughout 2026	
The Code - Year 3, 4, 5, 6	Year 3, 4, 5 and 6 teachers	Throughout 2026	
Integrate literacy through topic and researching	All teachers	Throughout 2026	
Continue with deliberate acts of teaching	All teachers	Throughout 2026	
Ensure interventions are in place for students that need it	All teachers	Throughout 2026	
Frequent assessment and data uploading to SchoolTalk	All teachers SLT	Throughout 2026	
Explicit teaching of reading and writing skills	All teachers	Throughout 2026	
Differentiated programmes	All teachers	Throughout 2026	
Collaborative planning/sharing ideas	All teachers Team Leaders SLT	Throughout 2026	
Practical everyday reading	All teachers	Throughout 2026	
Fluency practice - explicit teaching Reading programme - guided reading based on needs	All teachers	Throughout 2026	
Writing - direct teaching of writing skills (including writing structures, grammar, language, editing etc) -	All teachers	Throughout 2026	

<p>both independent and collaborative</p>			<p>Teacher Professional Development.</p> <p>Gauge children's participation and motivation in literacy activities. This can be done by increased enthusiasm for reading and writing, active participation in literacy-related projects, and a positive attitude toward literacy learning.</p>
<p>Continue with whole staff development in the new English curriculum</p>	<p>Curriculum team, SLT, all teachers</p>	<p>Throughout 2026</p>	<p>An increased knowledge and understanding of the new curriculum by all teachers. Evaluate the extent to which teachers have acquired new skills and are implementing the new curriculum's pedagogical approaches in their classrooms.</p> <p>By:</p> <ul style="list-style-type: none"> Classroom observations and feedback Teacher self-reflection and peer observation

Strategic Goal 2			
Enhance our numeracy programmes so that every learner/ākonga gains sound numeracy skills.			
Actions	Who is Responsible?	Timeframe	How will we measure success?
Consistent Number lessons	All teachers	Throughout 2026	<p>This could include: Define specific and measurable objectives for enhancing numeracy skills via our annual plan.</p> <p>Introduce evidence-based numeracy practices and interventions.</p> <p>Implement ongoing formative assessments to monitor progress. Use a variety of assessment tools, including teacher observations, student work samples, and formative assessments to gauge how well learners are responding to numeracy interventions.</p> <p>Regularly monitor and analyse data to track individual and group progress. Analyse assessment results, review classroom teaching and learning programmes, and utilise data-driven decision-making to identify areas that need additional attention.</p> <p>Engage parents and the community in numeracy initiatives. Assess the level of parental involvement, attendance at numeracy-related events, and community support for numeracy programmes.</p>
Strand lessons and integration in play	All teachers	Throughout 2026	
Daily calendar maths.	Junior School teachers	Throughout 2026	
Maths small groups	All teachers	Throughout 2026	
Maths songs to introduce and reinforce new learning	Junior School teachers	Throughout 2026	
Building solid foundations - basic fact, times tables, number bonds, place value	All teachers	Throughout 2026	
Open-ended questioning and questions	All teachers	Throughout 2026	
Multi-progression coverages - activities	All teachers	Throughout 2026	
Ensure adequate time is allocated to strand teaching	All teachers	Throughout 2026	
Set specific focus on Maths Whizz to link to classroom programme	Senior School teachers	Throughout 2026	
Students to have an understanding of their progressions and next steps on SchoolTalk	All teachers	Throughout 2026	
Connecting maths through the curriculum	All teachers	Throughout 2026	
Differentiated maths programme	All teachers	Throughout 2026	
Make use formative and summative assessment	All teachers	Throughout 2026	

<p>Problem solving in real life situations (Open ended, multi level, multi strategies, multi level access point problems)</p>	<p>All teachers</p>	<p>Throughout 2026</p>	<p>Teacher Professional Development.</p> <p>Gauge children's participation and motivation in numeracy activities. This can be done by increased enthusiasm for numeracy, active participation in numeracy-related projects, and a positive attitude toward numeracy learning.</p>
<p>Whole staff development in the new Maths curriculum</p>	<p>Curriculum team, SLT, all teachers</p>	<p>Throughout 2026</p>	<p>An increased knowledge and understanding of the new curriculum by all teachers. Evaluate the extent to which teachers have acquired new skills and are implementing the new curriculum's pedagogical approaches in their classrooms.</p> <p>By:</p> <ul style="list-style-type: none"> Classroom observations and feedback Teacher self-reflection and peer observation

Strategic Goal 3
Meaningfully incorporate te reo Māori and tikanga Māori into every daylife of our school.

Actions	Who is Responsible?	Timeframe	How will we measure success?
Morning Hui	All teachers	Throughout 2026	<p>This could include: Conduct cultural competence assessments for both staff and children. This may include surveys, self-assessment tools, and external evaluations to measure the level of cultural awareness, understanding, and responsiveness within the school community.</p> <p>Review lesson plans, curriculum documents, and observing classroom activities that incorporate te reo Māori and cultural practices.</p> <p>The level of engagement, attendance, and community involvement in events such as Matariki celebrations, Kapa Haka performances, and Māori Language Week activities.</p> <p>Assess improvements in language acquisition, demonstrated communication skills in te reo Māori, and the ability of students to use basic te reo Māori phrases and expressions.</p> <p>Measure the involvement of parents, whānau, and the wider community in activities that</p>
Acknowledge all cultures - give opportunities to share similarities and differences	All teachers	Throughout 2026	
Weekly structured lesson	All teachers	Throughout 2026	
Resources/posters around the class	All teachers	Throughout 2026	
Waiata Kapa haka Tikanga	All teachers	Throughout 2026	
Daily phrases (etu, e noho, haere mai, haere ki te whariki tamariki ma)	All teachers	Throughout 2026	
Daily karakia, waiata, kōrero, pēpeha	All teachers	Throughout 2026	
Pōhiri - termly	All teachers	Throughout 2026	
Normalisation - regular language development through use with the students, to the students, by the students	All teachers	Throughout 2026	
Mau Rākau, Hine Toa	All teachers	Throughout 2026	
Daily inclusion of language for basic commands	All teachers	Throughout 2026	
Praise given in te reo	All teachers	Throughout 2026	
Kupu o te wiki	Māori Staff leaders	Throughout 2026	
Using te reo names for classroom objects	All teachers	Throughout 2026	

Greeting and dismissing children in te reo	All teachers	Throughout 2026	<p>promote Te Reo Māori and tikanga Māori.</p> <p>Measure student enthusiasm, active involvement in Kapa Haka groups, and the incorporation of Māori language in everyday conversations and greetings.</p> <p>Improvements of staff in teaching practices, cultural responsiveness, and the ability of staff to integrate Māori perspectives into their daily programmes.</p>
Teacher modelling	All teachers	Throughout 2026	
Conversations about culture	All teachers	Throughout 2026	
Explicit teaching of Tikanga/kaupapa	All teachers	Throughout 2026	
Incorporating Maori myths and legends into literacy	All teachers	Throughout 2026	
Setting up class Treaty / explicit teaching of Treaty	All teachers	Throughout 2026	
Teaching NZ histories	All teachers	Throughout 2026	
Continue the implement of Te Rito - A New Bilingual Classroom for Years 5 and 6	Will, Mark, Cameron, Silverdale School Board	Throughout 2026	<p>Students' growth in te reo Māori oral language skills, including pronunciation, vocabulary, grammar, and fluency.</p> <p>Students' progress in reading and writing in te reo Māori, including their understanding of different text types and their ability to express themselves in writing.</p> <p>Observe how confidently and frequently students use te reo Māori in different contexts, both within and outside the classroom.</p> <p>Observe students' understanding and application of tikanga Māori (cultural protocols) in the classroom and school environment.</p> <p>Evaluate the strength of partnerships with whānau and their involvement in Te Rito's learning journey.</p>

Strategic Goal 4**Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs.**

Actions	Who is Responsible?	Timeframe	How will we measure success?
Spending time to know the learners and understanding their barriers.	All teachers	Throughout 2026	<p>This could include: Conduct regular equity assessments to identify and analyse barriers to education for various student groups, including Māori and Pacific learners, disabled learners, and those with learning support needs.</p> <p>Evaluate the effectiveness of strategies implemented to address identified barriers.</p> <p>Assess the inclusion of culturally relevant content, diverse perspectives, and the integration of Māori and Pacific languages into the curriculum.</p> <p>Evaluating the responsiveness of support services, the accessibility of resources, and improvements in educational outcomes for learners with additional needs.</p>
Building strong communication with whanau.	All teachers	Throughout 2026	
Knowing the needs and resources available to support those needs.	All teachers	Throughout 2026	
Differentiation	All teachers	Throughout 2026	
Understanding that there are different ways of learning and planning for this	All teachers	Throughout 2026	
Knowing how your students learn	All teachers	Throughout 2026	
One-to-one support	All teachers	Throughout 2026	
Relationship building Building whānau connections	All teachers	Throughout 2026	
Understand and recognise different cultural practises and celebrations	All teachers	Throughout 2026	
Open communication with home	All teachers	Throughout 2026	
Differentiation for higher and lower - teaching progressions of learning rather than isolated	All teachers	Throughout 2026	
Teaching awareness of different challenges	All teachers	Throughout 2026	

Strategic Goal 5**To promote the wellbeing of all learners/ākonga and staff across our school/kura.**

Actions	Who is Responsible?	Timeframe	How will we measure success?
Building strong emotional education with a focus on mindfulness and emotional regulation resources available	All teachers	Throughout 2026	<p>This could include: Observing improvements in attendance, active participation in learning activities, and reduced rates of disengagement.</p> <p>Evaluating changes in students' self-awareness, self-regulation, interpersonal skills, and overall emotional resilience.</p>
Having the culture as a class that we are all unique.	All teachers	Throughout 2026	
As a staff create a wellbeing focus through activities (yoga, walking groups, coffee chats, gardening/ outside mindfulness).	All teachers	Throughout 2026	
Child centred program (getting their input, developing student agency and choice)	All teachers	Throughout 2026	
Making everyone feel worthy and included	All teachers	Throughout 2026	
Big buddy program / SALT	All teachers	Throughout 2026	
KERI Values	All teachers	Throughout 2026	
Classroom agreement - how we treat others, how we treat ourselves	All teachers	Throughout 2026	
Support each other where we can Parent/Teacher/Student check ins	All teachers	Throughout 2026	
Teachers modelling the importance of wellbeing and how they incorporate this into their everyday lives	All teachers	Throughout 2026	