



Annual Implementation Plan 2025–2026

OBJECTIVE 1: HAUORA – WELL-BEING

Provide a positive, learning focused culture that is committed to inclusion of all

ALIGNMENT TO NELP PRIORITIES: Obj 1,2 and 4

GIVING EFFECT TO TE TIRITI O WAITANGI: PARTNERSHIP, PARTICIPATION, PROTECTION

STRATEGIC GOALS	2026 SPECIFIC ACTIONS	MEASURES OF SUCCESS	WHO
<p>We will continue to work collaboratively with our Kahui Ako schools and Principal/DP groups to enhance learning pathways and community connection.</p>	<p>Regularly attend Across-School Hui - Leadership, Attendance, LSC's, Ngā Manu Taiko</p> <p>Further strengthen School Transition Programmes - In and Out of school</p> <p>Regular attendance in Professional Learning groups - Principal and DP</p> <p>Principals regular attendance and participation in Hunua Principals group</p> <p>Principal and Int Whānau Leader collect Year 9 programme and testing information to ensure we are preparing our learners for High School</p> <p>Continue to encourage neighbouring ECE to visit school and offer participation in some events</p> <p>Recognise and support learners in transitioning to High School</p>	<p>Scheduled hui occur with majority attendance from participating schools.</p> <p>Feedback from staff indicates increased connection, support, and shared understanding across schools.</p> <p>Whānau and student feedback indicates smooth transitions and preparedness for the next learning phase.</p> <p>Data shows continuity in student learning and wellbeing before and after transitions.</p> <p>Evidence of collaboration between schools - share necessary student information and support planning.</p> <p>Reduction in transitional issues (e.g., attendance, engagement, behaviour concerns) over time.</p> <p>Personalised transition plans for students with additional learning or wellbeing needs.</p>	<p>SLT</p> <p>Whānau Leaders</p> <p>Teaching team</p> <p>Office admin</p>

		<p>Create student profiles that highlight strengths, interests, learning history, and necessary support.</p> <p>Follow up with high schools in Term 1 to check how former students are settling in.</p>	
<p>We will review, refine, and improve our monitoring systems to ensure the effectiveness and impact of all additional support programmes.</p>	<p>Analyse data (Priority and Target learner, as well as schoolwide data) to identify learners below and well below expected curriculum level</p> <p>Use baseline data and regular progress checks to evaluate the impact of each intervention.</p> <p>Collating a 'Support Register' on etap - ensure information is accurate, up-to-date and available to other staff</p> <p>Set up templates / timetables / plans to support individual learners</p> <p>Support classroom teachers to create in class individualised learning programmes for learners</p> <p>Develop and maintain learner files - ensuring these are secure for privacy reasons</p> <p>Develop effective systems to track progress and achievement over time of learners receiving support</p> <p>Communicate progress and achievement with staff, whānau and B.O.T.</p>	<p>Whānau receive a letter indicating additional support prior to the child starting a programme.</p> <p>A full data analysis report is completed by the end of Term 1 and updated each term.</p> <p>Priority and Target learners are clearly identified and progress and achievement tracked termly.</p> <p>Data trends show early identification of students (within 4-6 weeks of each term).</p> <p>Baseline data recorded for 100% of learners entering interventions.</p> <p>Progress checks are completed every 5-6 weeks and recorded on eTap or equivalent system.</p> <p>At least 70% of students show expected or accelerated progress within term..</p> <p>Ineffective interventions are identified and adjusted within 2 terms.</p> <p>Support Register is updated fortnightly and audited once per term for accuracy.</p> <p>Classroom teachers and leadership report that the register is easy to access and up-to-date.</p> <p>No privacy breaches; access permissions are appropriate and monitored.</p> <p>All templates (IEPs, ILPs, transition plans, support timetables) created and shared by Week 4, Term 1.</p>	<p>-SENCO</p> <p>-All teaching staff</p> <p>-SENCO and class teachers</p> <p>-SENCO</p> <p>-SENCO and class teacher</p> <p>-SENCO, L.A.s,</p> <p>-SENCO and L.A.s,</p> <p>-SENCO, L.A.s and Principal</p> <p>-SENCO and Principal</p> <p>-Principal and Teachers</p> <p>-SENCO and Principal</p> <p>-Principal and SENCO</p>

		<p>All learners receiving support have an up-to-date plan uploaded each term.</p> <p>Timetables reflect minimal clashes and a balanced distribution of support sessions.</p> <p>All learner files (past and current) are stored in secure, locked locations.</p> <p>Staff updates - weekly within SLT meeting, fortnightly with LAs and provided at least once per term with the whole staff.</p> <p>Whānau receive written and/or verbal updates for all supported learners at least once per term.</p> <p>BOT receives clear, anonymised progress reports twice a year, including success stories and needs.</p>	<p>-Class teacher and SENCO</p> <p>- SENCO</p> <p>- SENCO</p> <p>- SENCO</p>
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OBJECTIVE 2: AKO – TEACHING AND LEARNING

Provide high quality teaching and learning programmes that enable every learner to reach their full potential

ALIGNMENT TO NELP PRIORITIES: Obj 2,3 and 4

GIVING EFFECT TO TE TIRITI O WAITANGI: PARTNERSHIP, PARTICIPATION, PROTECTION

STRATEGIC GOALS	2026 SPECIFIC ACTIONS	MEASURES OF SUCCESS	WHO
<p>Ensure that all assessment information collected aligns with Government and Ministry of Education (MOE) expectations, as well as ensuring the information is being effective in guiding teaching, learning and reporting.</p>	<p>Align assessment tools and schedules with MOE requirements.</p> <p>Embed professional development practices that are effective in data collection, analysis, and reporting.</p> <p>Use assessment data to identify learning gaps, adjust teaching, and differentiate instruction. Conduct moderation and review processes to ensure consistency and reliability of judgments.</p>	<p>All assessment approaches are scheduled according to curriculum expectations.</p> <p>Student achievement data is collected in line with MOE requirements.</p> <p>Teachers demonstrate confidence and competence in using assessment tools.</p> <p>Observed evidence of data-informed planning in lesson plans and classroom practice.</p> <p>Regular participation in Kāhui Ako moderation and sharing sessions.</p>	<p>SLT</p>

	<p>Review school written report to ensure it aligns with MOE/Govt guidelines</p> <p>Continue to prioritise curriculum learning so that information provided is accurate</p>	<p>Documented examples of targeted interventions and differentiated planning based on assessment data.</p> <p>Demonstrable improvement in learner progress for identified gaps.</p> <p>Scheduled moderation meetings held each term with attendance and outcomes recorded.</p> <p>Moderation outcomes show high agreement in teacher judgments (e.g., >85% consistency).</p> <p>Adjustments to assessment practices made based on moderation feedback.</p>	
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<p>Continue to prioritise PLD that strengthens understanding of the Refreshed English and Math curriculums so that these are effectively implemented.</p>	<p>PLD through Kahui Ako involvement: various leadership levels</p> <p>Curriculum leaders presenting new learning and resources to whole staff (often seeking ideas and support from wider staff)</p> <p>Staff meeting focuses on understanding and implementation of Refreshed curriculums</p> <p>Development of resources to assist in planning, teaching and assessing</p> <p>Sharing of teacher practice: learning from each other</p> <p>Principal and DP learning through PLG groups then sharing knowledge and resources</p>	<p>New practices or strategies gained from Kāhui Ako PLD are evident in team plans or classroom observations.</p> <p>Curriculum leaders present at least two updates per term on new learning, resources, or curriculum changes.</p> <p>Staff feedback indicates relevance, usefulness, and clarity of presented content.</p> <p>Curriculum leaders incorporate staff suggestions into ongoing resource development.</p> <p>Observations or learning conversations show increased alignment to the refreshed curriculum.</p> <p>Curriculum documentation is updated and shared schoolwide.</p> <p>Staff meeting agendas show regular, structured focus on refreshed New Zealand Curriculum.</p> <p>Planning documents reflect correct use of curriculum language, progressions, and learning outcomes.</p> <p>Teaching observations show increasing alignment with the refreshed curriculum strands and approaches.</p> <p>Curriculum-aligned planning and assessment resources are completed and accessible to staff by agreed deadlines.</p> <p>All teams use the new resources consistently in planning and delivery.</p> <p>Assessment tools or progressions developed are used to inform teaching decisions regularly.</p> <p>Scheduled sharing sessions, learning walks, or modelling sessions are encouraged.</p> <p>Teachers report greater confidence after seeing colleagues' practice.</p> <p>Increased cross-team collaboration (e.g., more shared planning,</p>	<p>All staff</p> <p>Curriculum leaders</p> <p>SLT</p>
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		<p>resource-sharing).</p> <p>Improved consistency in effective pedagogical practices across classrooms.</p> <p>Principal and DP attend PLG group meetings with a minimum of 90% attendance.</p> <p>Summary of each PLG session is shared with staff (staff or leadership meetings) in a timely manner (within 2 weeks).</p> <p>PLG learning informs schoolwide priorities, staff meeting content, or new initiatives.</p>	
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OBJECTIVE 3: AROTAKE – INTERNAL EVALUATION FOR IMPROVEMENT

Establish a culture of effective, ongoing internal evaluation for improvement

ALIGNMENT TO NELP PRIORITIES: Obj 1,2,3,4 and 5

GIVING EFFECT TO TE TIRITI O WAITANGI: PARTNERSHIP, PROTECTION, PARTICIPATION

STRATEGIC GOALS	2026 SPECIFIC ACTIONS	MEASURES OF SUCCESS	WHO
Embed a culture of review and reflection in staff through ongoing professional learning.	<p>Whole staff professional readings -research articles and full text</p> <p>Use of PGC to review and record learning</p> <p>Review purpose of meetings - aim to move from admin heavy to learning</p>	<p>All teaching staff have own copy of the book and read collaboratively</p> <p>Discussions in team and staff meetings regularly</p> <p>Staff look forward to and expect conversations/discussion</p> <p>Staff begin to discuss/share other information and resources related to discussions and reflection</p> <p>Time is provided for staff to review and reflect, as well as record learning in PGC</p> <p>Meetings have less admin than in 2025</p>	All staff

<p>Continue to embed the use of ERO's model for evaluation and reinforce the use of this moving forward (discuss emergent, regular and strategic levels of evaluation)</p>	<p>Staff are encouraged to ask questions and share noticings - it's an 'all' responsibility</p> <p>A culture of care and support are nurtured so that people are comfortable discussing and seeking solutions from others</p> <p>Continue to develop the ability to process information (time) before making a decision</p> <p>There is an expectation that review and evaluation is a part of all meetings</p>	<p>Staff are 'heard' and questions / noticings are discussed (with appropriate people)</p> <p>Reference is made to the evaluation process (both formally and informally) - e.g. Noticing, Investigating, Collaborative sense making, Prioritising to take action, Monitoring and evaluating impact</p> <p>Opportunities for staff to share thoughts/feelings/opinions regularly</p> <p>Messages conveyed encourage staff to feel safe (we are all learners, there is no right way to do something etc...)</p> <p>Expectation for all to contribute and share ideas (eg staff meetings)</p> <p>Staff strengths/expertise are utilised when noticings occur</p> <p>Decisions are not always made on the spot - staff allow others and themselves to process the information/request before making a decision</p> <p>Schoolwide document recording evaluation as it occurs - demonstrates commitment to ongoing internal evaluation</p>	<p>All staff</p>
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APPROVED BY: *Alfriston School Board*

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