

ANNUAL IMPLEMENTATION PLAN

ACHIEVEMENT

Strategic Goals

1. To ensure Māori achieve educational and cultural success as Māori where Tikanga is highly valued.
2. To ensure all learners are supported to strive towards their own personal excellence.
3. To resource and grow excellence in learning, teaching, leadership, governance and the school environment
4. To develop a safe, culturally rich and inclusive school environment, where wellbeing is supported and community partnerships are valued and strengthened.

Annual Goal

For every learner to make progress in their academic achievement reflective of **their** capability.

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

- To see shift and progress with our achievement data in relation to 2025
- To have accelerated learning for those children who received Tier 2 Intervention support
- To have consistent practice of teaching across the kura
- To value and recognise the developmental and/or academic progress of our ORS learners, reflective of their respective IEP goals.

Theory for Improvement

Whaia Kia Tutuki - Strive to your potential, is the vision of our school, which encourages every child to do the best they can, reflective of their capability and individuality.

One of the primary focuses of kura is to ensure all learners achieve academically and continue to make progress with their learning and achievement. As kaiako, our focus is to sustain our effective teaching practices, as we respond to curriculum changes, assessment changes and pedagogical changes, while ensuring our tamariki continue to learn.

2025 saw a large-scale change programme in relation to the implementation of a new draft curriculum, revision of the draft, which altered some expectations, uncertainty about assessment practices and the overhaul of teaching and learning as we had been accustomed to. Teaching and Learning was now focused more on whole class teaching and teaching to the year level, rather than small group instruction. The myriad of changes impacted fidelity of curriculum implementation. The impact was magnified in Te Arawaru, where there were frequent delays or non-existent support for Te Marautanga o Aotearoa. Support materials were always after English Medium and support from the Ministry was inadequate.

Our data at the end of 2025 was reflective of the change programme that occurred last year. Our data has given us a benchmark of our current state and how we can plan to move forward and improve our achievement. Ultimately, we want our learners to achieve to the best of their ability - Whaia Kia Tutuki.

Kura Auraki

Our end of 2025 data, once again showed that Writing was disproportionately lower than Reading and Mathematics. Feedback from staff when presented with our data at the beginning of this year, raised the notion of looking into a schoolwide writing focus. Nevertheless, the revised English Curriculum is very specific with what to teach for writing, which indicates learning and implementation from us.

Te Arawaru

Te Marautanga o Aotearoa (TMOA) used to have Pānui and Tuhituhi separated into its own curricula areas. The revised TMOA has brought these two curricula together, alongside Reo a Waha, into Te Reo Rangatira. This reflects the interworn connectedness of Reo, Pānui and Tuhi. For our kaiako in Te Arawaru, this requires a more integrated approach to teaching and learning.

Progress Descriptors

Historically, we have reported our achievement in relation to the categories of Above, At, Below and Well Below. This year, the requirement will be to report data in relation to the newly developed Progress Descriptors and for this language to be used with whānau.

The Progress Descriptors will be used twice a year to report to whānau about how their tamaiti is achieving in relation to Reading, Writing, Maths, Te Reo Rangatira and Pāngarau. Progress Descriptors are determined by teacher judgment, using a range of assessment information.

The following table outlines how the Progress Descriptors will equate to achievement through the year.

Five Progress Descriptors		
Progress Descriptor	Indicators for Teachers	Descriptions for Parents and Whānau
1 Emerging Students require support to meet curriculum expectations for their year level and/or goals as described in their personalised learning plan.	Students: <ul style="list-style-type: none"> Understand some concepts and strategies for learning with significant guidance and assistance. Can make some connections and apply knowledge with significant guidance and assistance. Make progress in line with goals described in their personalised learning plan, with significant support. 	Your child: <ul style="list-style-type: none"> Is beginning to understand some learning ideas for their year level with a lot of support. Can sometimes use knowledge they've learned, but usually needs help to do so. Is making some progress in ways that are meaningful and aligned to their strengths and needs, with significant support.
2 Developing Students are making some progress towards curriculum expectations for their year level.	Students: <ul style="list-style-type: none"> Understand concepts and strategies for learning with some guidance. Can learn facts and apply knowledge, in familiar contexts with some support. Are making progress with new knowledge towards meeting year level expectations or are progressing with support to accelerate learning towards expectations for their year level. 	Your child: <ul style="list-style-type: none"> Is starting to understand key ideas, often with some support. Can remember facts and use what they've learned in familiar situations, with a bit of help. With the right support, your child is making progress towards the expectation for their year level.
3 Consolidating Students are meeting many curriculum expectations for their year level and are steadily strengthening their understanding across learning areas.	Students: <ul style="list-style-type: none"> Apply familiar strategies to reinforce their learning with increasing independence. Often recall and use knowledge with growing confidence. Are beginning to transfer knowledge to new contexts. Can reflect on and explain their ideas clearly to express what they could do better. 	Your child: <ul style="list-style-type: none"> Is learning to use helpful techniques on their own to support their learning. Is getting better at remembering and using what they have learned. Is starting to use what they know in new and different situations. Can share their ideas and is beginning to talk about what they would do better.
4 Proficient Students are meeting curriculum expectations for their year level.	Students: <ul style="list-style-type: none"> Can consistently apply learning strategies confidently, accurately and independently. Can independently use their knowledge in a variety of situations. Can often apply knowledge to new contexts. Can reflect on and explain their ideas clearly, explain their reasoning and apply this to improve their learning. Often shares their ideas to grow and build knowledge. 	Your child: <ul style="list-style-type: none"> Can use helpful learning techniques on their own and knows how to use them well. Can use what they've learned in different situations without help. Can often use what they know in new situations. Can share their thoughts clearly and explain their reasoning. Often shares their ideas to build knowledge.
5 Exceeding Students are exceeding curriculum expectations for their year level.	Students: <ul style="list-style-type: none"> Use higher level thinking strategies to reflect on their learning. Consistently connect ideas and concepts across different contexts. Deepen their ideas, thinking and understanding. Can use their learning in purposeful and innovative ways to make sense of complex ideas. Consistently reflects on ideas to test, challenge and extend their knowledge. 	Your child: <ul style="list-style-type: none"> Shows advanced thinking by understanding tricky ideas, solving problems, making connections, and explaining their thinking clearly. Can link what they've learned in one area or situation to another. Can build on their ideas and show deeper understanding. Can use what they've learned in thoughtful and creative ways to understand more challenging ideas. Tests and challenges ideas to create deeper knowledge.

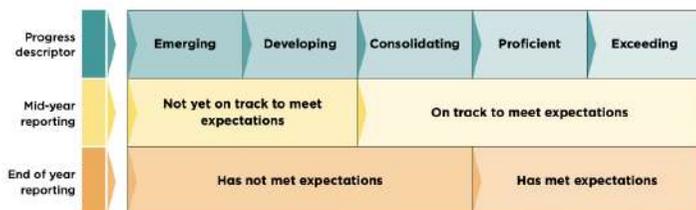
For use in 2026 onwards

Using this table, at the end of the year, we will be reporting on tamariki who are Proficient/Exceeding and then those who are Emerging/Developing/Consolidating.

As kaiako, at the mid-year point, we need to be very mindful of those tamariki who are Consolidating, to ensure they maintain momentum and shift to move to Proficient by the end of the year.

Describing progress for mid and end of year reporting using five descriptors

The progress descriptors describe student progress across the school year. A student who has achieved proficiency is prepared for the next year of learning.



Describing progress for mid and end of year reporting using five descriptors

The tohu aromatawai describe mokopuna progress across the school year. A mokopuna who has achieved proficiency is prepared for the next year of learning.



Annual Targets

Our targets have been developed using our end of year 2025 achievement information. However, the language used has altered to reflect the new terminology of the Progress Descriptors.

KURA AURAKI

Reading		2026 Target
2025 End of Year Achievement Data		To have a positive percentage shift and increase in Reading
At/Above (ALL)	60%	

		To have a positive percentage shift and increase in Year 6 Reading
At/Above (Year 5)	47%	
		For Māori to achieve comparably with New Zealand European
At/Above (Māori)	56%	
At/Above (NZE)	65%	

Writing		
2025 End of Year Achievement Data		2026 Target
		To have a positive percentage shift and increase in Writing
At/Above (ALL)	43%	
		To have a positive percentage shift and increase in Year 6 Writing
At/Above (Year 5)	15%	
		To have a positive percentage shift and increase in Year 4 Writing
At/Above (Year 3)	41%	

		For Māori to achieve comparably with New Zealand European
At/Above (Māori)	35%	
At/Above (NZE)	49%	

Maths		
2025 End of Year Achievement Data		2026 Target
		To have a positive percentage shift and increase in Maths
At/Above (ALL)	56%	
		To have a positive percentage shift and increase in Year 4 Maths
At/Above (Year 3)	46%	
		For Females to achieve comparably with Males
At/Above (Males)	63%	
At/Above (Females)	48%	

		For Māori to achieve comparably with New Zealand European
At/Above (Māori)	47%	
At/Above (NZE)	66%	

TE ARAWARU

Te Reo Rangatira		
2025 End of Year Achievement Data		2026 Target
At/Above (ALL)	54%	To have a positive percentage shift and increase in Te Reo Rangatira
At/Above (Year 2)	46%	To have a positive percentage shift and increase in Year 3 Te Reo Rangatira

Pāngarau		
2025 End of Year Achievement Data		2026 Target
At/Above (ALL)	60%	To have a positive percentage shift and increase in Pāngarau

At/Above (Year 3)

46%

To have a positive percentage shift and increase in Year 4 Pāngarau

Strategic Implementation

Planned Action	Responsibility	Indicators Outcomes	Progress	Review
Structured Literacy	Elly All kaiako	<ul style="list-style-type: none">- All classes teaching Structured Literacy and following the scope and sequence- Use of assessment information to guide planning- Understanding the requirements of TMOA for Te Reo Rangatira	Not Started ▾	
Structured Literacy (Australia)	Regan and Elly	<ul style="list-style-type: none">- Visits to Australian schools- What does effective literacy practice look like?- How is achievement being raised?- Insights from Dr Nathaniel Swain - key messages for effective pedagogy	Not Started ▾	

Planned Action	Responsibility	Indicators Outcomes	Progress	Review
Investigation of a writing approach	Elly and Manawatū Team	<ul style="list-style-type: none"> - Investigate Helen Walls writing approach to increase the consistency of practice across our school - Investigate Marianne Brown Writing approach - Understand the requirements and expectations of the Writing curriculum 	Not Started ▾	
Teaching the Curriculum	Manawatū Team	<ul style="list-style-type: none"> - Unpacking the requirements of the revised curriculum - Staff knowing what to be taught - Understanding of the Progress Markers - what are the tamariki supposed to know at each year - Continual focus and understanding of curriculum requirement 	Not Started ▾	
Whānau Consultation	Regan, Elly, Mahi and Board	<ul style="list-style-type: none"> - Extensive engagement with whānau about Te Arawaru - what are we trying to achieve? What is your desire? What is most important? 	Not Started ▾	

Planned Action	Responsibility	Indicators Outcomes	Progress	Review
Intervention Groups for both Kura Auraki and Te Arawaru <ul style="list-style-type: none"> - Maths - Literacy - Te Reo Rangatira - Pāngarau 	Elly, Imogen and Manawatū Team	<ul style="list-style-type: none"> - Alignment of Intervention programmes to data analysis to ensure those tamariki who need support, receive it - Ongoing review of children's progress - how do we know they are improving - Acceleration of tamariki achievement 	Not Started ▾	
Science of Learning	Regan	<ul style="list-style-type: none"> - Staff professional reading of <u>Science of Learning</u> - Implications for practice and pedagogical development 		
Data analysis	Manawatū Team	<ul style="list-style-type: none"> - Regular analysis of formative and summative data - where does the focus need to be? 	Not Started ▾	
Grey and Grey Consulting	Regan, Elly and Mahi	<ul style="list-style-type: none"> - Specific and tailored support for Te Arawaru with implementing TMOA - Design of curriculum practice to inform teaching and learning - Understanding TMOA assessment 	Not Started ▾	

Planned Action	Responsibility	Indicators Outcomes	Progress	Review
Time Allocation	Regan and Manawatū Team	<ul style="list-style-type: none"> - Analysis of time spent on teaching - Where is our time being spent? - Ensuring curriculum coverage - Tamariki engagement with their learning 	Not Started ▾	
ORS Tararua Team	Regan and Pipi	<ul style="list-style-type: none"> - Ongoing review of Tararua team and ensuring our learners are having their needs met - Investigate specific PLD for our ORS kaiako to upskill their pedagogical practice - Progress monitoring of ORS IEPs - Balancing inclusion with ORS specific development 	Not Started ▾	
Assessment Practices	Regan, Elly and Manawatū team	<ul style="list-style-type: none"> - Understand new assessment practices - implementation and analysis - Develop timelines of when assessments are to be monitored - Analysis of data to inform practice 	Not Started ▾	

Planned Action	Responsibility	Indicators Outcomes	Progress	Review
CNS Curriculum	Elly and Manawatū Team	<ul style="list-style-type: none">- Review of CNS Curriculum: pedagogy, programmes, assessment, expectations, delivery, timing- Staff understanding of CNS curriculum- Implementation fidelity	Not Started ▾	