



2026 Annual Implementation Plan

CONNECT

Strategic Goal 1: A school culture where ākongā have a strong sense of identity and a respectful connection to The Catlins community and environment

Annual Target Goal:

- An improvement in communication with whānau and hāpori by the kura from the beginning to the end of the year, as measured by community surveys.
- An improvement in board and kura confidence to communicate
- An increase in the collection of stakeholder feedback and its use as a driver of change.
- An improvement in the kura understanding of culturally responsive practice.

What is expected by the end of the year:

- Communication across the kura is shared, consistent, and system-owned, with clear roles and responsibilities that do not rely on a single individual.
- Review is embedded as a normal way of working, with evidence that evaluation informs decision-making, improvement actions, and resourcing across the school.
- The Board communicates clearly and confidently with the community, with increased visibility and understanding of governance roles and responsibilities.
- Classroom-level communication with whānau is consistent, clear, and aligned with the school's vision, localised curriculum, and communication expectations.
- There is clear, school-wide evidence that Te Tiriti o Waitangi is actively and deliberately given effect through leadership, curriculum, and everyday practice.
- Culturally responsive practice is consistently evident across the kura, with kaiako demonstrating practices that reflect and value ākongā identity, culture, and community.
- Kaiako confidently and consistently use te reo Māori in everyday classroom practice and school-wide contexts.
- The school website is embedded as the primary, trusted source of information for staff, students, whānau, and the wider community.
- Community connection is strengthened through well-planned events that intentionally build relationships, showcase learning, and reflect the school's values and local context.

Actions	Responsibility	Resources Required	Timeframe	Measures
1. System-owned communication a. Finalise and implement a 2026 Communication Plan with clear ownership b. Develop agreed expectations for classroom teacher communication c. Create communication templates and tone guidelines d. Profile leaders and teachers with responsibility e. Strengthen Board communication (governance vs management)	Tumuaki, Tumuaiki Tuarua, Communications Administrator		Term 1	SLT review Term 2 Whānau feedback Communication audit Community survey Board self-review
2. Review embedded as a core practice a. Finalise and publish the 2026 school-wide review schedule b. Ensure reviews include whānau and ākongā voice c. Align review findings directly to AIP actions d. Build staff capability to lead and document reviews e. Align review practice with Education Review Office expectations	Tumuaki, Tumuaiki Tuarua		Term 1–2 Term 2 Ongoing	Board self-review Board minutes Community feedback
3. Improved board communication capability and visibility a. Provide Board PLD in effective community communication b. Develop a Board Communication Strategy c. Increase Board presence at school and community events	Tumuaki, Presiding Member, Communications Administrator		Term 1	Whānau feedback Board review
4. Consistency in classroom-level communication a. Establish minimum expectations for classroom communication b. Provide shared tools, templates, and exemplars	Tumuaki, Tumuaiki Tuarua		Terms 2–4	Leadership walkthroughs Team reviews Whānau feedback



c. Align classroom communication with localised curriculum and vision				
5. <u>School-wide rigour in giving effect to Te Tiriti o Waitangi</u> a. Develop and implement a school-wide Te Tiriti o Waitangi plan b. Strengthen partnerships with whānau Māori c. Anchor Tiriti practice through kapahaka, local history, curriculum, and cultural celebrations	Tumuaki, Tumuaiki Tuarua, Cultural Leader		Term 1-2 Ongoing	Board monitoring Hui records Review evidence
6. <u>Improved culturally responsive practice</u> a. Maintain culturally responsive practice as a PLD priority b. Use achievement and wellbeing data to identify effective strategies c. Share culturally responsive practice across teams	Tumuaki, Tumuaiki Tuarua, Cultural Leader		Term 1 Ongoing	Observation & review Data review cycles Staff feedback
7. <u>Improved use of te reo Māori by kaiako</u> a. Continue differentiated te reo Māori learning sprints b. Support everyday and curriculum-specific reo c. Increase visibility of te reo Māori across the school	Tumuaki, Tumuaiki Tuarua, Cultural Leader		Ongoing	PGC reflections Classroom observations Walk-through reviews/audits
8. <u>Website embedded as the core communication tool</u> a. Complete transition to HAIL website platform b. Use the website as a single source of truth c. Establish ownership and maintenance schedule	Tumuaki, Tumuaiki Tuarua, Communications Administrator	Hail Subscription	Terms 1–3	SLT reflection
9. <u>Community connection is strengthened through planned events</u> a. Implement the 2026 events schedule with an emphasis on shared leadership (kaiako, Home & School) b. Use events to showcase learning and reinforce vision	Tumuaki, Tumuaiki Tuarua, Communications Administrator	Resources for community events, including kai	Ongoing	Event reviews Feedback surveys



LEARN

Strategic Goal 2: A local curriculum and teaching practices that place high expectations on all ākonga and empower them to progress and achieve their future goals through authentic programmes of learning

Annual Target Goal:

- 60% of ākonga in years 1 to 10 will achieve at or above in reading, writing, and mathematics against the refreshed curriculum at the end of 2026.
- There will be equitable achievement in reading, writing, and mathematics for gender and ethnicity
- Ākonga engaged with learning interventions will show accelerated achievement in reading, writing and mathematics.
- Ākonga completing NCEA will achieve merit and excellence at a percentage equal to or better than kura with similar demographics.
- Kaiako will show progress in their understanding and implementation of the localised curriculum.
- All year 11 ākonga will achieve literacy and numeracy CAA by the end of year 11.

What is expected by the end of the year:

- The impact of Tier 2 and Tier 3 learning support is clearly measured, with evidence that targeted supports are accelerating progress for identified ākonga.
- Differentiation is consistently embedded as core pedagogy across the kura, with teaching and assessment deliberately designed to meet diverse learner needs while maintaining high expectations.
- Kaiako and ākonga demonstrate strong assessment literacy, with assessment information used effectively to inform teaching, clarify next steps, and support learner agency.
- Structured literacy and mathematics practices are coherent and consistently implemented across Years 1–10, aligned with the refreshed curriculum and evaluated for impact.
- Literacy and numeracy are explicitly embedded across all Years 7–10 learning areas, with consistent opportunities for ākonga to apply and strengthen these skills in authentic contexts.
- The localised, concept-based curriculum is embedded and coherent across learning areas, with transfer tasks and assessment evidencing deep conceptual understanding.
- NCEA programmes and assessment practices are coherent, aligned with refreshed curriculum intent, and consistently moderated to support successful learner outcomes.
- Career education is embedded across Years 9–13, with clear links between learning programmes, student interests, and future pathways.
- Review and data are used deliberately and evaluatively to inform decisions, guide improvement actions, and demonstrate the impact of change.

Actions	Responsibility	Resources Required	Timeframe	Measures
<p>1. <u>Measure Impact of Learning Support (Tiered Approach)</u></p> <p>a. Develop and agree on clear acceleration indicators for Tier 2 and Tier 3 learners</p> <p>b. Establish a termly progress review cycle for Tier 2 and Tier 3 ākonga</p> <p>c. Use PLPs as live documents reviewed at least once per term with ākonga and whānau</p> <p>d. Strengthen longitudinal tracking for ELL, neurodiverse learners, and intervention students</p> <p>e. Report rates of progress and acceleration to SLT and Board</p>	<p>Tumuaki, Tumuaki Tuarua, Kaiako, Kaiako Whānau</p> <p>Learning Support Coordinator (MU) Gifted & Talented (MU) Learning Village (MU)</p>		<p>Term 1 Ongoing Ongoing Ongoing Termly</p>	<p>SLT review, Board reports Review cycle documentation PLP audits Achievement data analysis Board minutes</p>
<p>2. <u>Embed Differentiation as Core Pedagogy</u></p> <p>a. Define and publish school-wide expectations for differentiation</p> <p>b. Require planning to show how classroom profiles inform grouping, task design, and assessment</p> <p>c. Embed differentiation indicators into classroom observations and T&L hui</p> <p>d. Facilitate the sharing of effective differentiation strategies across teams</p> <p>e. Monitor that high expectations are explicit for all learners</p>	<p>Tumuaki, Tumuaki Tuarua, Kaiako, Kaiako Whānau</p> <p>Mathematics (MU) Structured Literacy (MMA) Learning Support Coordinator (MU) Learning Village (MU)</p>	PLD	<p>Term 1 Ongoing Ongoing Ongoing Ongoing</p>	<p>Documentation review Planning reviews Observation notes Staff feedback Learning walks</p>
<p>3. <u>Strengthen Assessment Literacy (Kaiako and Ākonga)</u></p> <p>a. Refine moderation processes across Years 1–13</p> <p>b. Schedule regular moderation within and across teams</p> <p>c. Build kaiako capability to use assessment diagnostically</p> <p>d. Require explicit sharing of assessment information and next steps with ākonga</p>	<p>Tumuaki, Tumuaki Tuarua, Kaiako</p> <p>Mathematics (MU) Structured Literacy (MMA)</p>	PLD	<p>Ongoing Termly Ongoing Ongoing Ongoing</p>	<p>Moderation records Moderation schedule Planning review Student voice Review reports</p>



e. Use review findings to refine assessment practices				
4. Consolidate Structured Literacy and Mathematics Practice a. Agree on core school-wide expectations for structured literacy and mathematics (Years 1–10) b. Align planning, assessment, and interventions to agreed approaches c. Use common measures to evaluate intervention impact d. Review teaching and assessment for alignment with the refreshed curriculum e. Provide targeted PLD to support consistency	Tumuaki, Tumuaki Tuarua, Kaiako Mathematics (MU) Structured Literacy (MMA)	Teacher textbooks Specialist PLD provider	Term 1–2 Ongoing Ongoing Ongoing Ongoing	Learning walks Planning review Data analysis Curriculum review PLD evaluation
5. Embed Literacy and Numeracy Across the Curriculum (Years 7–10) a. Define clear literacy and numeracy expectations across learning areas b. Support task design that reinforces literacy and numeracy c. Use CAA data to identify gaps and inform teaching d. Monitor consistency across subjects	Tumuaki, Tumuaki Tuarua, Kaiako		Term 1 Ongoing Ongoing Ongoing	Documentation Learning walks CAA analysis Planning review
6. Deepen the Localised, Concept-Based Curriculum a. Strengthen consistency in use of annual and term concepts b. Refine transfer tasks to measure deep conceptual understanding c. Embed assessment within concept-based planning d. Use student voice and work samples to evaluate curriculum effectiveness	Tumuaki, Tumuaki Tuarua, Kaiako	Specialist PLD provider	Ongoing Ongoing Ongoing Termly	Planning review Student work samples Planning documentation Review summaries
7. Strengthen Coherence, Course Design & Assessment in Year 11 TCAS & Years 12-13 NCEA Programmes a. Review Year 11 TCAS & Years 12-13 NCEA course design for alignment with the current & future curriculum b. Maintain robust internal and external moderation c. Use practice exam data to guide teaching programmes d. Use moderation feedback to refine course design	Tumuaki Tuarua, Kaiako Principal's Nominee (MU)		Term 1–3, Ongoing Ongoing Ongoing	Course reviews NZQA feedback Practice exam analysis Moderation records
8. Embed Career Education and Pathways (Years 9–13) a. Strengthen links between curriculum learning and future pathways b. Embed career conversations into subject learning and course planning c. Review impact of vocational and tertiary experiences	Tumuaki Tuarua, Kaiako, Kaiako Whānau		Ongoing Ongoing Term 4	Student voice Course selection review Review summary
9. Use Review and Data Deliberately to Drive Change a. Prioritise fewer, deeper evaluative reviews b. Revisit reviews to evaluate impact c. Align review outcomes to AIP actions and resourcing	Tumuaki, Tumuaki Tuarua		Annual Ongoing Ongoing	Review documentation Board reporting AIP monitoring



GROW

Strategic Goal 3: A school where hauora grows ākongā confidence so they make positive choices for themselves and others

Annual Target Goal:

- There will be a consistency in the accurate recording of relevant pastoral data.
- School-wide attendance will make progress toward the Ministry of Education attendance targets.
- There will be an increase in attendance for students identified as requiring an intervention to improve attendance.
- There will be an improvement in kaiako confidence in SW-PB4L (restorative practices, zones of regulation, TCAS Way, behaviour, support and attendance systems).
- There will be rigour in professional growth cycles.

What is expected by the end of the year:

- Professional Growth Cycles clearly show how changes in kaiako practice have positively impacted ākongā engagement, behaviour, and learning outcomes.
- PB4L expectations, Graduate Profiles, and the localised curriculum are fully aligned and consistently used, providing ākongā with a clear and coherent understanding of expected behaviours, values, and learning.
- Leadership capability is strengthened and distributed across the kura, with clear leadership pathways in place for kaiako and ākongā to ensure sustainable succession.
- Tuakana-teina practices, including peer support, are embedded as a normal part of school culture, strengthening student belonging, leadership, and positive relationships.
- Attendance practices reflect a proactive, relational approach that strengthens engagement, belonging, and regular attendance for all ākongā.
- Wellbeing data is actively used by kaiako and ākongā to inform targeted actions, with clear evidence that wellbeing initiatives are improving student outcomes.
- Key systems and practices are embedded and sustained, with staff reporting clarity, manageable workload, and confidence in the pace and direction of change.

Actions	Responsibility	Resources Required	Timeframe	Measures
1. PGC - Impact on Practice & Learners a. Redesign the Professional Growth Cycle to align with refreshed Standards of the Teaching Profession b. Require learning sprints to explicitly identify changes in practice and impact on ākongā c. Require kaiako to document what changed and what difference it made for learners d. Use aggregated PGC evidence to inform school-wide PLD priorities	Tumuaki, Tumuaki Tuarua		Term 1 Ongoing Ongoing Term 2 & 4	SLT review PGC hui Appraisal sign-off Board reporting Appraisal sign-off Board reporting
2. PB4L, Graduate Profiles & Curriculum Coherence a. Finalise Graduate Profiles aligned to Te Mātaiaho capabilities b. Integrate Graduate Profiles with the expected behaviour matrix to embed the TCAS Way c. Develop and implement a system that uses Graduate Profiles to map and track ākongā learning journeys d. Ensure curriculum planning, PB4L teaching, and acknowledgements use shared language and visuals	Tumuaki, Tumuaki Tuarua, Kaiako	Support staff time for entering data	Term 1 Ongoing Ongoing	Board update Student voice Learning walks
3. Leadership Capability & Succession a. Continue structured leadership development for senior, middle and emerging leaders b. Clarify leadership pathways and expectations across the kura c. Use leadership inquiry to strengthen learning-focused conversations and coaching d. Build student leadership across the kura	Tumuaki, Tumuaki Tuarua	Coaching from specialist providers	Ongoing Term 2 Ongoing Terms 2-4	Leadership reflection Staff feedback Inquiry review Student voice
4. Tuakana-Teina a. Expand tuakana-teina opportunities (curriculum, cultural, service) b. Evaluate the impact of initiatives which build tuakana-teina	Tumuaki, Tumuaki Tuarua, Kaiako		Ongoing Ongoing Term 4	Programme review Wellbeing data Review summary
5. Attendance – Engagement & Belonging	Tumuaki, Tumuaki Tuarua		Ongoing Term 4	Attendance data Termly analysis



<ul style="list-style-type: none"> a. Refine and embed the stepped attendance intervention approach b. Strengthen proactive strategies that build connection and belonging c. Use attendance data to identify patterns early and target support d. Evaluate the impact of initiatives (Kai Club, celebrations) 				Board reports End-of-year review
<p>6. <u>Wellbeing Data Driving Action</u></p> <ul style="list-style-type: none"> a. Involve ākonga in analysing wellbeing survey data b. Use well-being data to identify priorities and inform actions c. Review the impact of wellbeing initiatives over time 	Tumuaki, Tumuaki Tuarua		Term 2 Ongoing Term 4	Survey analysis Review cycle Board reporting
<p>7. <u>Consolidation & Change Fatigue</u></p> <ul style="list-style-type: none"> a. Clearly communicate what is embedded, continuing, or paused b. Pace PLD and initiatives to support staff wellbeing c. Use collaborative hui to reinforce shared understanding 	Tumuaki, Tumuaki Tuarua	Continued subscription to EAP Services	Term 1 Ongoing Ongoing	Staff feedback Wellbeing check-ins Hui reflections