

Annual Implementation Plan 2026

Strategic Goal 1: Ā Mātou Ākonga : Our Learner Every student can attain their highest educational achievement.						
What do we expect to see by the end of the year? Raised achievement in all core areas with high expectations for <u>all</u> learners. Goals and targets are set to shape progress and the overall teacher judgments of student progress is based on quality evidence.						
ACTIONS	WHO IS RESPONSIBLE	RESOURCES REQUIRED	TIMEFRAME	HOW WILL WE MEASURE THIS	✓ Completed v Developing x Not completed	How are we doing?Next steps Blue text for mid year review

<p>Attendance & Engagement (Mandatory)</p>	<p>Principal / DP / Attendance Office</p>	<ul style="list-style-type: none"> • Term 1 Launch: Implement the MoE-mandated <i>Attendance Management Plan</i>. • Intervention: Use E Tap data to identify 'at-risk' attendance (80-90%) early. • Communication: clarify the "Every Day Matters" expectation to whānau via newsletter/app. 	<p>Term1</p> <p>Term 1-4</p> <p>T.1-4</p>	<ul style="list-style-type: none"> • Target: 80% of students attending 90%+ of the time. • Unjustified absences reduced by 10% from 2025 baseline. 		
<p>1.2 Continue Gathering of school-wide data using PAT, Eastle and use this evidence for the development of learning programmes and next steps for learning.</p>	<p>Principal and DP AP</p>	<p>Time, budget for assessment, Staff PD, School-wide assessment overview. PAT's SMART TOOL</p>	<p>Term 1-4</p>	<p>Consistent data gathering and analysing assessment to inform teachers' practice.</p> <p>Communicating tracking of students with whanau 2x annually.</p> <p>Tracking students ' learning progress in core curriculum.</p> <p>Sharing with the Board, comparative data of student tracking and progress. (mid and end of year)</p>		

<p>1.3 Continue to build teacher capacity in Literacy linked into structured literacy</p>	<p>Principal and DP AP</p>	<p>P.D. planned and funded, linked to staff inquiry for literacy. Gathering and using assessment data: SMART TOOL implementation, Data gathering, Working with data, Analysing data, Target setting.</p>	<p>Term 1-4</p>	<p>Quantitative data to track progress. Data collated in class and cohort level, to allow for the identification of students who are not making sufficient progress or who have learning needs.</p> <p>Interpret and evaluate information and groups of students for next steps and identify support needed.</p> <p>Present and share information to build partnerships for learning. (whanau, Board, students)</p> <p>Set achievable annual targets for improved student outcomes.</p>		
<p>2.1 Design rich programs that cater to diverse learning needs and promote inclusivity within the school environment.</p>	<p>Principal and DP's</p>	<p>Budget Aligning PLD planning to support programmes.</p> <p>Analysis of PAT data to track progress: mid-year and end-of-year.</p> <p>Tracking of Maori and Pasifika students - mid and end of year.</p> <p>Tracking of Priority learners mid-year and end of year.</p> <p>MOE funded accelerated Programmes; MAP(Math Accelerated Programme).</p>	<p>Term 1-4</p>	<p>Use of rubrics to inform next steps in learning.</p> <p>GATE/ SENCO programmes - staff PLD.</p> <p>Our comparative data has shown progress - Use PAT , BSLA, SMART TOOL Writers Toolbox Milestone tasks</p> <p>Maori and Pasifika data shows progress - PaCT tool.</p> <p>Priority learners data shows progress - PaCT tool.</p> <p>Each term there is a full SENCO report outlining all the supports, groups and IEPs</p> <p>Comparative data will now use assessment tools PAT's,writers toolbox.</p> <p>SMART TOOL to be implemented and dovetailed into practice.</p>		

<p>3.1 Raise capability of teachers to deliver literacy and maths in line with the new (OCT 2025) refreshed curricula from the Govt/ MOE</p>	<p>Principals DP AP</p>	<p>Time, PGC model, PLD in the Oct 2025 Refreshed Curriculums in Literacy BSLA Spelling yrs 0-8 Writers tool Box</p>	<p>T1-4</p>	<p>Teacher feedback is recorded in PGC. Teachers have received PLD on Refreshed curriculums - literacy, (Teacher feedback is recorded in PGC).</p>		
<p>3.2 Raise capability of teachers to deliver maths in line with the new (OCT 2025) refreshed curriculums from the Govt/ MOE</p>	<p>Principals DP AP</p>	<p>Time, PGC model, PLD in the Oct 2025 Refreshed Curriculums in Maths Member of Maths North Shore Cluster. Part of Maths Kahui Ako TOD PLD x 2 days Participation in Learner first Prime maths text books and teaches resource books</p>		<p>Capability , confidence raised- record in PGC Teachers have received PLD on Refreshed curriculums Numeracy (Teacher feedback is recorded in PGC).</p>		
<p>3.3 Raise capability of teachers to assess literacy and maths , SMART tool to be implemented</p>	<p>Principals DP (SB)</p>	<p>Review all assessment practices: for reliability validity, manageability : - PAT,, Running Records, BSLA and Snapshots. new initiatives from the MOE. Assessment</p>	<p>T1-4</p>	<p>More consistency with OTJ's on Learning Progression Framework. BSLA (structured literacy in Juniors and the trial in years 4-6) has a thorough and intensive assessment regime.</p>		

<p>3.4 Raise school wide consistency in planning and executing delivery of all core subjects.</p>	<p>Principal and DP</p>	<p>All timetables and overviews reflect the expected time frames to ensure teaching is able to raise achievement by giving each child the amount of time expected to do so.</p>	<p>T1-4</p>	<p>The resources required for this are</p> <ul style="list-style-type: none"> • Guidelines and understanding by all teachers • Checks and re checks each term by principal and DP • Link to PGVC and professional standards • Management meetings to review and revise timeframes and what is working 		
<p>3.5 Identify groups of students; Boys, maori And Pacifica to track progress</p>	<p>DP AP team leaders</p>	<p>Identify groups boys in each class to track progress in writing Track Maori, Maori boys progress in writing. Ensure focus is Link to school wide target</p>		<p>Tracking method Development of schools wides systems to track progress either eTAP, or similar. Writer's Toolbox tool required to raise the achievement level</p>		
<p>4.1 Increase opportunities in PE, EOTC and Performing Arts (PA) within our CRT and utilising specialist teachers.</p>	<p>Principal AP DP</p>	<p>Further Develop a 2 year overview of all PE and EOTC opportunities and commitments. Review PE 2-year overview and ensure planning reflects this. Focus for Years 7 and 8 - Investigate Wainui Golf Club partnership, AIMS Games for EOTC. Budget and CRT cover.</p>	<p>Terms 1-4</p>	<p>Student engagement and participation. Improved student health and well-being. 2 year overview developed AIMS games participation increased Well Being: E tu Tangata and school counsellor, SALT programmes and SALT mentor have helped students' well-being. Will look at implementing the Y7/8 Well Being programme from Kahui Ako for 2025. Life Education programmes supported all classrooms in their Health and Wellbeing and Health Curriculum. Planned for 2025.</p>		<p>Health / PE Strategic Plan 20... Have booked for 2026</p>

5.1 Create a PLAN/ toolkit to develop and use the STEAM ROOM, integrated with inquiry. Develop use of -3D printer -Robotics equipment - minecraft -Lego	Principals DP LS	STEAM ROOM renovated. overview/coverage of CRT programme school-wide. Building teacher capacity,P.D. planned and funded. Lead person - LS resourced	Terms 1-4	STEAM room renovation completed in 2025 Timetabled use of STEAM room. Curriculum integration is evident in teachers planning. Student engagement and participation in STEAM-related activities. Student feedback is given (Google form). Develop our major and minor focus overviews in 2025 Plan of how to use Stem room resources developed and implemented by Lead person LS		
6.1 Programme of inquiry with an integrated approach is used across the school.	Principals DP's (LS and SB)	Team overviews, collaboratively constructed at team meetings PLD - local curriculum, ANZHC.	Terms	Team planning and term overviews include the coverage of relevant curriculum areas.		

Strategic Goal 2: Ā Mātou Hauora: Well-being

Creating a learning environment that is emotionally, physically and culturally safe.

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

ACTIONS	WHO IS RESPONSIBLE	RESOURCES REQUIRED	TIMEFRAME	HOW WILL WE MEASURE THIS	How are we doing ? Next Steps
<p>1.1 Student Hauora</p> <ul style="list-style-type: none"> • Continue to implement "The Wainui Way" values integration (Relational & Resilience focus). • The Wainui House concept to integrate our "Wainui Way" • Continue with the implementation, understanding and use of PB4L, E Tu Tangata, STOP- review and revise their effectiveness. • Review and revise behaviour management Procedures and recording of incidents • Review "playground/breaktime" behaviour data to target social-emotional teaching in class. 	<p>DP (LS) Principal</p>	<ul style="list-style-type: none"> • PD through staff mtgs • Student leaders and student voice to develop or revise the ebay we use values, Houses to integrate wainui way • Develop the " House concept" communicate in all parent and wider communication. • Weekly value assemblies • End of term E tu tnagata assmeblues • Consistent poster and murals in all learning spaces • Revise the behaviour management steps implement • TOD revise all policies around behaviour, culture and parent partnerships • Develop a parent policy for communication 	<p>T1-4</p>	<ul style="list-style-type: none"> • Student PAT yr 4-8 wellbeing survey shows >85% feel safe and connected at school. PAT <p>Weekly values assemblies termly E tu tanagata assembly Collect Etap data and analyse Revised 5 step Behaviour plan</p> <p>Reduction in playground incidents recorded.</p> <p>Well-being survey</p>	

2.1 Continue to embed digital safety and Digital Citizenship practises across the school.	DP (SB) and Lauren	Implement GROK (now free) Staff meeting PD, reviewed and improved digital consent and expectations for students, parents - whanau, staff. Outside experts eg. Constable Bryan or John Parsons to connect with students and parents. Revise Students digital agreement ensure all sign	T1-4		
3.1 Continue to ensure and support Development and resourcing given to LSC/SENCO.	Principal, Leanne	Release time of .5 for LSC days resourced SENCO Connects with RTLB , SENCO's across the Kahui Ako, MOE support people. PD opportunities and networks increased and sustained	T1-4		
3.2 Identification of Priority Learners (PLP and programmes developed and actioned to support identified students.	DP L.S.)	Release time for SENCO as above. Team meets fortnightly to discuss our PL students and monitor progress. Leadership meetings focus every second week.			
4.1 Cultural Safety: The four pillars (name to be created) The HOUSE includes the concepts of "Tu whare Tau wha " Taha tinana (physical well-being): Caring for ourselves Taha hinengaro (mental and emotional well-being) PB4L school wide programme Taha wairua (spiritual well-being)	Principal, DP's	Budget - Life Education, E tu tangata School Leaders - Sensory Garden, consistent school-wide practices, PB4L school-wide programmes, Kapa Haka, Tu Maia Festival, Kotahitanga Opportunities given to reflect on our "own culture". Respectful communication. Trust and confidence to engage in programmes that are offered.	T1-4		

<p>Student goal setting and school values education, E tu tangata</p> <p>Taha whānau (family wellbeing)</p> <p>Connecting with the community</p>					
<p>4.2 Improve the physical safety of our school. Engage an outside agency to review our health, safety and emergency practices.</p>	<p>Principal and DP - SB</p>	<p>Analyse the incidents in the hazard register and make improvements, if needed. An improved health and safety system in place, if needed. Audit and analyse playgrounds. Plan to improve and redevelop sandpit.</p> <p>Resource budget outside agency to complete a health and safety plan.</p> <p>Hazard audit and plan.</p>	<p>T1-4</p>		

<p>Strategic Goal 3: Ā Mātou Herenga: Our Connections</p> <p>Strengthen our connections to community, whānau, iwi, and our unique environment.</p>	
<p><i>What do we expect to see by the end of the year?</i></p>	

ACTIONS	WHO IS RESPONSIBLE	RESOURCES REQUIRED	<p>✓ Completed</p> <p>v Developing</p> <p>x Not completed</p>	HOW WILL WE MEASURE THIS	HOW are we going ?/ NEXT STEPS
<p>1.1Community Engagement</p> <p>Events are well planned and connect community</p>	Principal and DP's	<p>Resourced with Office Admin/ community comms staff member position being established.</p> <p>All comms are reviewed, revised and may change or be superseded by new.e.g Sponsorship document updated actively promote and pursue these options</p> <p>Ensure Learning Conferences continues are planned,</p> <p>PTA revived and renewed. Targets and planning to be in place for</p>		<p>Resourced person in place with clear JD, has the skills for this role</p> <p>New or revised Comms in palace, E.g website, school and team newsletters. Parent policy, Welcome booklet</p> <p>Learning Conferences. Calandred , held and 1005attend</p> <p>Events are planned, calendared manageable And linked to curriculum</p>	

		<ul style="list-style-type: none"> • Ag Day/Country Fair: Ensure these flagship events explicitly link back to classroom learning (e.g arts and technology) 			
1.3 Ongoing commitment to design an inclusive, accessible and meaningful local curriculum utilising our school grounds, bush area and Garden to Table programme and community.	Principal and DP's	Budget - staffing, school overviews, school community.		<p>Personalised learning opportunities are in place and documented.</p> <p>Learning opportunities are sustainable.</p> <p>Using local expertise and materials to support school programmes.</p> <p>A common language about our environment and taking responsibility and action to care for class, school and the local environment.</p>	
1.4 To develop further our Garden To Table programme (a) resourcing to two days to include our Yr 3-4 students. (b) Strategy Planning with key personnel	Principal and DP (LS). (GTT)	Budget TBC and personnel. Link to Garden to Table 2026		<p>Programme is implemented on Wednesday and Friday - includes Year 3 and 4's.</p> <p>Review in term 4 goals that have been achieved.</p> <p>Strategy plans in place</p>	

(c)Develop and improve gardens with drainage work.				Gardens developed and improved with drainage work.	
<p>2.1 Cultural responsiveness</p> <p>Develop the capacity of all staff in Matauranga Maori (knowledge). Te Reo Māori (Māori language). Tikanga Māori (protocols and customs). Te Tiriti o Waitangi (the Treaty of Waitangi).</p>	<p>Principal Co leader Ako DP's (LS, SB)</p> <p>Nick WWSL</p>	<p>Plan and resource with Whaea LeeAnne to deliver, schoolwide weekly programme. Budget for Whaea LeeAnne. Budget PLD for staff. One staff meeting a term</p> <p>Continue toDevelop Matariki Celebration at Wainui e.g. dawn breakfast in consultation with Whaea LeeAnne</p>		<p>Review of teaching programmes and level of inclusion. This will be reviewed in our teaching standards and PGC.</p>	
<p>2.2 Develop our weekly schoolwide programme with Whaea LeeAnne linking to our Orewa Kahui strategic plan.</p>	<p>Principal. DP (LS)</p> <p>Nick WSL</p>	<p>Plan and resource with Whaea LeeAnne to deliver a schoolwide weekly programme.</p>	▼	<p>Plan in place, Whaea LeeAnne resourced.</p>	

<p>2.4 Linking with our experts: Rangatira, Ministry of Education advisors, to further our development.</p>	<p>Principal. DP's (SB, LS)</p>	<p>Ministry Facilitator to guide us in the direction of where to next, Link with Hone Heke Ngapua- Rankin Ngati Whatua I Ngapua. ACTION POINT 👍 We have some key actions for next year</p> <ol style="list-style-type: none"> 1. Connect and visit Araparera Marae 2. Continue to gather our stories, mindful of where they come from and how we use them. <p>Need to have a discussion about</p> <ol style="list-style-type: none"> 1. Parents withdrawing from Kapa haka sessions. 2. A Wainui school karakia 3. A Wanui school Haka 	<p>T1-4</p>	<p>Experts have been consulted and the Ministry contacted for consultation and our journey is continuing in order to fulfill new initiatives.</p>	
<p>3.1 Audit of communication using google forms</p>	<p>Principal Exo Officer</p>	<p>audit in term 1 communication , newsletter, website,</p>	<p>T1-2</p>	<p>Community consulted via forms and results reviewed.</p>	

<p>to review our methods and improve identified areas e.g. website newsletters and inclusion of an app.</p>		<p>email txt. Budget TBC to improve communication if needed to be clarified in mid-year review. Gather community voices.</p>			
<p>4.1 Calendar of celebrations to include cultural diversity with our Maori, Pacifica and all cultures in our school. Works very well so continues and look to two year plans</p>	<p>Principal DP's (SB, LS) Student leaders.</p>	<p>Plan the calendar with student voice and agency to ensure inclusion of all cultures.</p>	<p>T1-4</p>	<p>Cultural Diversity Day - Term 2 Teachers planning and programmes to reflect students and the whanau cultural diversity element. Use of digital tools to display this.</p>	

