



2026 Annual Implementation Plan



Through the actions below, we contribute our individual talents, skills and resources to help achieve the Vision for the School. Mā tō rourou, mā taku rourou, ka ora te kura...

OBJECTIVES FOR EDUCATION

Learners at the centre

Learners with their whānau are at the centre of education.

Barrier-Free Access

Great education opportunities and outcomes are within reach for every learner.

Quality Teaching and Leadership

Quality teaching and leadership make the difference for learners and their whānau.

Future of Learning and Work

Learning that is relevant to the lives of New Zealanders today and throughout their lives.

Text in blue italics below indicate there have been updates since the last report - click the cell to view

Long term strategic goals (3-5 years)	Over the next 3-5 years we will reach these goals by...	Term One Key Actions	T1 Status	Term Two Key Actions	T2 Status	Term Three Key Actions	T3 Status	Term Four Key Actions	T4 Status	Success Measures	
Te Tiriti o Waitangi: <i>Cultivate an environment where te reo me ōna tikanga Māori can be experienced, valued, learned, shared, read, seen, and heard by everyone in our school community.</i>	Strengthening the conditions for te reo Māori to be valued, learned, spoken, read, seen and heard by ākonga, kaimahi and whānau through korero and Hero.	Unpack the SFdS Te Reo me Ōna Tikanga Progressions with all kaiako, and ensure planned for within Term One learning.		Ensure that the Te Reo me Ōna Tikanga Progressions are followed within Term Two learning.		Ensure that the Te Reo me Ōna Tikanga Progressions are followed within Term Three learning.		Ensure that the Te Reo me Ōna Tikanga Progressions are followed within Term Four learning.		Completed Waharoa at entrance to school will reflect our school's past, present and future Target 1: All learners will continue to improve their understanding of Te Reo Māori (measure: Te Reo PAT)	
	Supporting the implementation of the Revised Teaching Standards 2026.		Respond to staff PLD needs in relation to Te Tiriti o Waitangi, and our SFdS Te Reo me Ōna Tikanga Māori - planning for PLD opportunities and support.		Unpack the results of the Taku Reo Survey, supporting kaiako to review their professional teaching goals.		Unpack the results of the Te Reo Māori PAT, supporting kaiako to review their professional teaching goals.		Evaluate staff PLD needs in relation to Te Reo me Ōna Tikanga Māori - planning ahead for 2027.		
	Safeguarding the Catholic special character, and honouring Te Tiriti o Waitangi through Board professional learning (Outcome of 2025 Catholic Character Evaluation).		Develop a training plan for all Board members related to understanding the principles of Catholic social teaching and Te Tiriti o Waitangi.						Evaluate training plan for all Board Members related to Catholic Social Teaching, and plan next steps for 2027		
	Holding celebrations, gatherings, mihi, performances to honour kawa and tikanga Māori and enhance pride within our rūpū.	Arrange cultural events and celebrations for the term		Arrange cultural events and celebrations for the term		Arrange cultural events and celebrations for the term		Arrange cultural events and celebrations for the term	Plan ahead for 2027		
All Ākonga Thriving: <i>Nurture a thriving student Catholic community where learner progress and achievement, emotional well-being, self-confidence, a culture of manaakitanga, and a love of life flourish</i>	Ensuring all kaiako participate in at least 12 hours Catholic Character PLD per year (2025 Catholic Character Evaluation).	Analyse kaiako certification records, and plan for 12 hours of kaiako PLD hours in Catholic character, in relation to the PLD needs identified.			Update kaiako certification records.		Evaluate kaiako PLD in Catholic character, and begin planning ahead for 2027			Tō Tātou Whakapono will be fully implemented in Year 1-3, including a prototype for reporting on Hero	
		Participate in Year 1 of the First Time Principals' programme, and Catholic Character Leadership PLD		Continue participation in First Time Principals' programme, and Catholic Character Leadership PLD		Continue participation in First Time Principals' programme, and Catholic Character Leadership PLD		Complete Year 1 of the First Time Principals' programme, and plan ahead to 2027			
				Participate in Springboard Trust DP leadership mentoring and professional learning		Continue DP leadership mentoring and professional learning					
		Participate in Catholic Chacater Leadership PLD		Continue taking opportunities for Catholic Chacater Leadership PLD		Continue taking opportunities for Catholic Chacater Leadership PLD		Continue taking opportunities for Catholic Chacater Leadership PLD and plan leadership PLD for 2027			
	Implementing the actions planned by the PB4L team	Participate in MOE-facilitated Teacher Professional Learning in Maths Curriculum		Plan opportunities for kaiako to attend targeted PLD in Maths /Literacy Curriculum					Review the Mitey programme and plan ahead to 2027		
		Set up behaviour expectations for all spaces in relation to wellbeing model, replace signage to suit 2026 as applicable									
		Staff PLD to ensure widespread understanding of PB4L actions	Implement Mitey programme in all classes	Communicate with whānau about Mitey and PB4L		Evaluate rewards systems and plan for improvements		Evaluate 2026 PB4L actions and plan ahead for 2027			
Implementing of refreshed NZ Curriculum expectations in English and Maths	Participate in Mitey Programme: Learning in Action, with introduction to new staff			Participate in Mitey: Targeted learning in action		Participate in Mitey: Opt-in targeted learning sessions, and plan ahead					
	Apply for MOE Year 7&8 Maths Acceleration programme	Review and develop Hero goals adjusted for curriculum changes	Implement MOE Year 7&8 Maths Acceleration programme (TBC)	Check Hero goals / graphs in relation to reporting to parents against new curriculum expectations at mid-year.	Present curriculum / learning to the Board	Monitor 'real-time' post comments in relation to progress in learning		Check Hero goals / graphs in relation to reporting to parents against new curriculum expectations at end of year.			
Neuro-Divergent Ākonga Empowered: <i>Cultivate an inclusive learning environment where neuro-divergent students demonstrate increased confidence, self-advocacy, positive peer interactions, and a love of learning.</i>	Refining systems to provide rhythm, routine, regular opportunities for connection and regulation, smaller chunks of learning, regular multisensory opportunities for all learners	Implement school timetable developed in T4, 2025						Evaluate timetable and plan ahead for 2027			
	Targeting Tier 2 (additional small group) literacy teaching for specific learners identified through Dibels assessment	Arrange and implement Literacy Tier 2 teaching groups	Unpack Literacy data for Teir 2 learners.	Arrange and implement Teir 2 Literacy groups	Collate and report Literacy mid-year data for reporting to board, community and MOE		Arrange and implement Teir 2 Literacy groups	Evaluate Literacy end of year data for reporting to board, community and MOE, and plan ahead for 2027	Build capability and professional learning to empower our teachers to inquire into their practice.		
	Providing opportunities for professional learning for staff - BSLA, Structured Literacy, supporting specific learners, etc		Arrange BSLA professional learning for Year 7&8, and new teachers across the school								
	Targeting Tier 2 (additional small group) maths teaching for specific learners identified through standardised assessment	Unpack numeracy data for Tier 2 learners.	Arrange and implement Numeracy Tier 2 teaching groups		Collate and report Numeracy mid-year data for reporting to board, community and MOE	Arrange and implement Numeracy Tier 2 teaching groups		Arrange and implement Numeracy Tier 2 teaching groups		Evaluate Numeracy end of year data for reporting to board, community and MOE, and plan ahead for 2027	
Financially Sustainable Learning: Ensure financial sustainability while prioritising the diverse needs of our learners.	Fundraising to ensure financial sustainability		Easter raffle, sausage sizzle		Quiz Night, sausage sizzle		Disco, sausage sizzle	Sausage sizzle, Christmas Raffle			
Business as usual	We will continue to implement the National Education Learning Priorities by...	Term One: Key business as usual actions		Term Two: Key business as usual actions		Term Three: Key business as usual actions		Term Four: Key business as usual actions	Success Measures		
BAU 1: Inclusion	Continuing to work alongside whānau and external services to identify ākonga who need additional support in their learning, removing barriers to them accessing learning, and supporting whānau. Continuing to provide "targeted effective learning support" (MOE - six priorities to improve achievement)										
BAU 2: Catholic Character	Continuing to support kaiako to plan, teach and evaluate Tō Tātou Whakapono, following the bi-annual school schema developed in 2024.										
BAU 3: Professional Growth	Continuing to support staff and student wellbeing. Continuing to support teachers "by a detailed, knowledge-rich curriculum and will know what needs to be taught and when." (MOE - Six priorities to improve achievement)										
BAU 4: Curriculum	Continuing to ensure "all students will be learning literacy and mathematics in a way that evidence tells us best supports students to learn." (MOE - Six priorities to improve achievement)										
BAU 5: Assessment and reporting	Continuing to use "data, assessment, and evidence to identify and invest in supports and services that work." (MOE - Six priorities to improve achievement) Continuing to ensure "parents will know about their child's progress and teachers will know about their students' progress so they can adjust as needed." (MOE - Six priorities to improve achievement)										
Key:	Principal	Deputy Principal	PB4L Lead	Cultural Leader	Maths / Literacy Leader	Inclusion Lead	Team Leaders	Director of Religious Studies	Presiding member of the Board	Parent School Link (PSL)	

Leadership Responsibilities Key: