

2026 Annual Implementation Plan

LEARN

Goal - Embed High-Quality Teaching and Learning through Curriculum Coherence

Initiative - Embed consistent delivery of the refreshed NZ Curriculum in Mathematics and Literacy

	WHO & WHEN	KEY ACTIONS	MEASURES	SUCCESS
1	Teachers Principal Terms 1-4	Consolidate understanding of the latest Maths Curriculum changes, including teaching sequence statements, through Kāhui Ako TODs and ongoing PLD.	<ol style="list-style-type: none"> Teachers can explain the intent of the updated Maths curriculum and teaching sequence statements, and consistently reflect these in planning and classroom practice. TOD and PLD participation results in documented shared understandings, agreed practices, and changes to teaching approaches evident across classrooms. 	<p>MID-TERM REVIEW</p> <p>END OF YEAR REVIEW</p>
2	Teachers Principal Terms 1-4	Improve effective use of assessment tools (PAT, Pr1me, BSLA assessments) to inform next steps and track progress over time.	<ol style="list-style-type: none"> Assessment data from PAT, Pr1me, and BSLA is consistently analysed and used to identify learner needs, plan targeted instruction, and determine clear next teaching steps. School-wide tracking shows student progress over time, with assessment evidence demonstrating the impact of teaching adjustments on learner outcomes. 	<p>MID-TERM REVIEW</p> <p>END OF YEAR REVIEW</p>
3	Teachers Principal Terms 1-4	Strengthen teacher collaboration and moderation, using data and student work to guide instructional decisions.	<ol style="list-style-type: none"> Teachers regularly engage in structured collaboration and moderation, using student work and data to develop shared judgments and agree on responsive teaching actions. Evidence from moderation discussions shows that teaching strategies are adjusted consistently across classes to address identified learner needs and improve outcomes. 	<p>MID-TERM REVIEW</p> <p>END OF YEAR REVIEW</p>

Success:

- Greater consistency in planning and assessment across classes.
- Clear links between curriculum, teaching sequences, and student progress.
- Teachers confidently articulate why and how they teach key concepts.

EXPLORE

Goal - Live Out Teaching for Transformation as a Shared School Identity

Initiative - Embed Teaching for Transformation (TfT) into everyday classroom and school practice

	WHO & WHEN	ACTIONS	MEASURES	SUCCESS
1	Teachers Terms 1-4	Implement TfT principles intentionally in classroom programmes	<ol style="list-style-type: none"> Planning Evidence: All teachers explicitly reference TfT principles in unit and lesson plans, with regular leadership walkthroughs confirming visible alignment in classroom programmes. Student Impact: Student voice surveys and learning reflections show increased resilience, ownership of learning, and engagement aligned to TfT principles. 	<p>MID-TERM REVIEW</p> <p>END OF YEAR REVIEW</p>
2	Teachers Principal Terms 1-4	Align TfT pedagogy with the refreshed NZ Curriculum and special character	<ol style="list-style-type: none"> Curriculum Alignment: Classroom programmes and planning explicitly align TfT pedagogy with the refreshed NZ Curriculum and the school's special character. Consistency in Practice: Classroom observations and student learning evidence show consistent integration of TfT, curriculum expectations, and special character across the school. 	<p>MID-TERM REVIEW</p> <p>END OF YEAR REVIEW</p>
3	Teachers Terms 1-4	Continue facilitator support and targeted PLD	<ol style="list-style-type: none"> Facilitator Engagement: Ongoing TfT facilitator support and targeted PLD sessions are scheduled and attended, with staff feedback showing increased confidence and capability. Impact on Practice: Classroom observations and teacher reflections show improved implementation of TfT strategies following facilitator input and PLD. 	<p>MID-TERM REVIEW</p> <p>END OF YEAR REVIEW</p>

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