



KAIMAI SCHOOL
Strive & Honour

Annual Implementation Plan
for
Kaimai School
2026

Summary of 2026 Annual Implementation Plan

The 2026 Annual Implementation Plan for Kaimai School outlines a comprehensive strategy to enhance the educational outcomes and wellbeing of all ākonga. It acknowledges the specific needs in reading, writing, and maths across various year levels based on 2025 data. To address these needs, and in line with the school's strategic plan, there are four annual goals focused on improving teacher capability, refining learning programmes, fostering student engagement, and maintaining the school environment. There are ambitious, but achievable targets for ākonga progress and achievement that make their academic learning a priority, but also aspirations based around supporting ākonga's sense of belonging. Key initiatives include professional development for staff, the integration of a refreshed New Zealand Curriculum, and targeted interventions for priority learners. Additionally, the school aims to boost attendance rates and maintain a high-quality physical environment to support safe and active play. Success is measured through standardised assessment data, student wellbeing surveys, and the visible embedding of the school's values of Belonging | Tūrangawaewae, Integrity | Pono, Gratitude | Whakawhetai, and Resilience | Manawaroa.

Where we are currently at

Baseline Data - Reading

This is based on reading data from 2025 assessments for all the students at Kaimai School who were enrolled as of 03 February 2026. Cells shaded yellow indicate less than 70% of students were meeting or exceeding the curriculum expectations in reading for their year level.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Total
Progressing towards curriculum expectations for their year level	66% (2) 2x Māori	30% (3) 1x Māori 2x Non Māori		42% (5) 2x Māori 3x Non Māori		86% (6) 2x Māori 4x Non Māori			30% (16) 7x Māori 9x Non Māori
Meeting curriculum expectations for their year level		70% (7) 2x Māori 5x Non Māori	71% (5) 5x Non Māori	33% (4) 1x Māori 3x Non Māori	44% (4) 4x Non Māori		100% (1) 1x Māori	40% (2) 1x Māori 1x Non Māori	42% (23) 5x Māori 18x Non Māori
Exceeding curriculum expectations for their year level	33% (1) 1x Non Māori		29% (2) 2x Non Māori	25% (3) 1x Māori 2x Non Māori	56% (5) 5x Non Māori	14% (1) 1x Non Māori		60% (3) 1x Māori 2x Non Māori	28% (15) 2x Māori 13x Non Māori

Baseline Data - Writing

This is based on writing data from 2025 assessments for all the students at Kaimai School who were enrolled as of 03 February 2026.
Cells shaded yellow indicate less than 70% of students were meeting or exceeding the curriculum expectations in writing for their year level.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Total
Progressing towards curriculum expectations for their year level	33% (1) 1x Māori	10% (1) 1x Non Māori		33% (4) 2x Māori 2x Non Māori	22% (2) 2x Non Māori	86% (6) 2x Māori 4x Non Māori		60% (3) 1x Māori 2x Non Māori	32% (17) 6x Māori 11x Non Māori
Meeting curriculum expectations for their year level	66% (2) 1x Māori 1x Non Māori	80% (8) 3x Māori 5x Non Māori	71% (5) 5x Non Māori	42% (5) 1x Māori 4x Non Māori	22% (2) 2x Non Māori	14% (1) 1x Non Māori	100% (1) 1x Māori	20% (1) 1x Māori	46% (25) 7x Māori 18x Non Māori
Exceeding curriculum expectations for their year level		10% (1) 1x Non Māori	29% (2) 2x Non Māori	25% (3) 1x Māori 2x Non Māori	56% (5) 5x Non Māori			20% (1) 1x Non Māori	22% (12) 1x Māori 11x Non Māori

Baseline Data - Maths

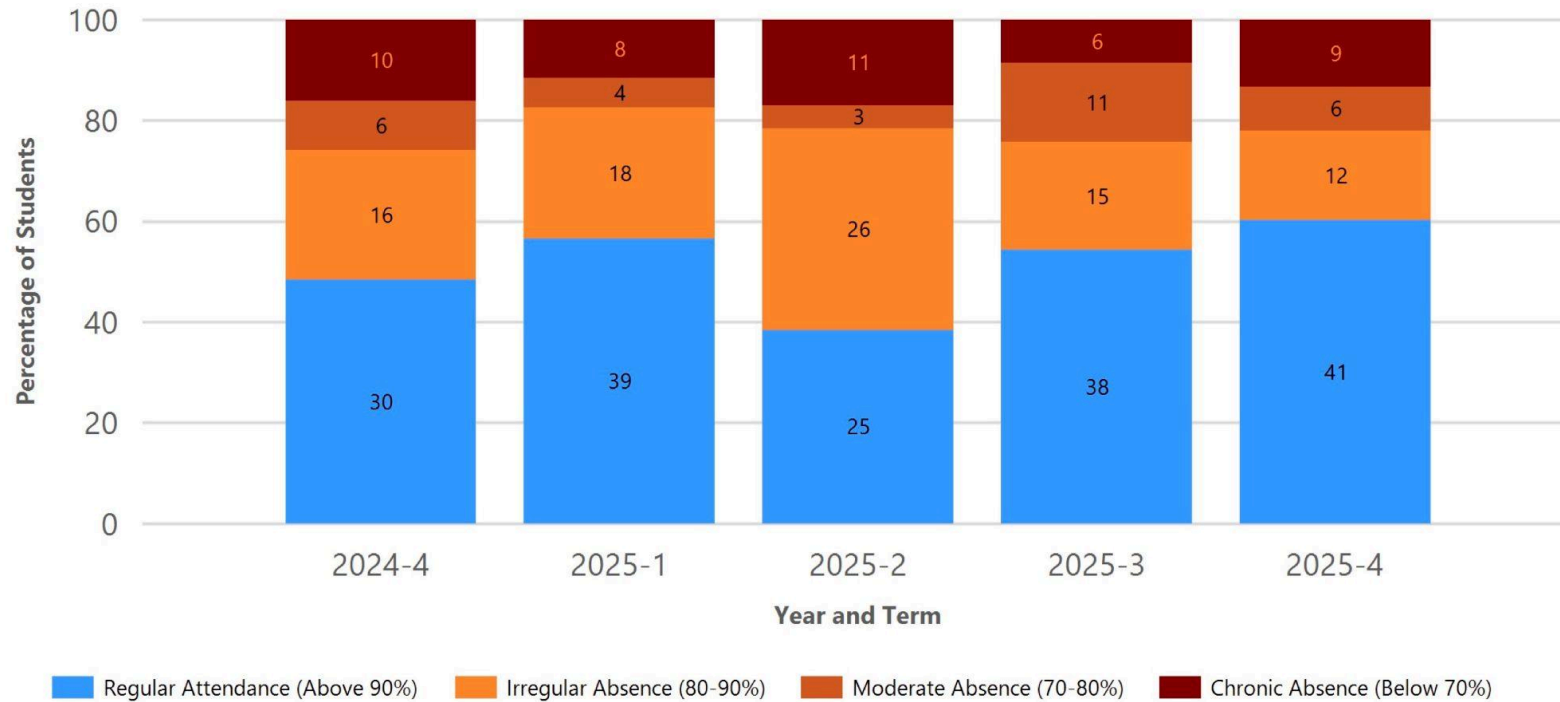
This is based on maths data from 2025 assessments for all the students at Kaimai School who were enrolled as of 03 February 2026.
Cells shaded yellow indicate less than 70% of students were meeting or exceeding the curriculum expectations in maths for their year level.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Total
Progressing towards curriculum expectations for their year level	66% (2) 2x Māori	10% (1) 1x Non Māori	14% (1) 1x Non Māori	83% (10) 4x Māori 6x Non Māori	22% (2) 2x Non Māori	100% (7) 2x Māori 5x Non Māori	100% (1) 1x Māori	100% (5) 2x Māori 3x Non Māori	54% (29) 11x Māori 18x Non Māori
Meeting curriculum expectations for their year level	33% (1) 1x Non Māori	60% (6) 2x Māori 4x Non Māori	72% (5) 5x Non Māori	17% (2) 2x Non Māori	78% (7) 7x Non Māori				39% (21) 2x Māori 19x Non Māori
Exceeding curriculum expectations for their year level		30 (3) 1x Māori 2x Non Māori	14% (1) 1x Non Māori						7% (4) 1x Māori 3x Non Māori

Baseline Data - Attendance

This data shows the percentage of student time 'Present', 'Justified absent', and 'Unjustified absent' during 2024 and 2025.

	Term 1 2024	Term 2 2024	Term 3 2024	Term 4 2024	Term 1 2025	Term 2 2025	Term 3 2025	Term 4 2025
Unjustified Absence	6%	7%	6%	7%	5%	4%	4%	6%
Justified Absence	7%	6%	8%	7%	5%	11%	8%	6%
Present	87%	87%	86%	86%	90%	85%	88%	88%



Strategic Goal 1: KAIAKO ĀHETANGA - TEACHER CAPABILITY

Strengthen kaiako knowledge, capability and practice through targeted professional development that accelerates progress and promotes positive outcomes in all learning areas

Annual Goal

Kaiako have the knowledge and competence to intentionally deliver the refreshed New Zealand Curriculum, using quality assessment information to inform their planning and teaching

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

- Kaiako will be familiar with English and Mathematics & Statistics learning areas of the refreshed New Zealand Curriculum and the associated progress markers and progress descriptors
- 'The Kaimai Way' practice model will be embedded in the teaching programme of all kaiako
- Assessment tools will be used consistently and appropriately across the school
- Kaiako will be actively engaged in an individualised Professional Growth Cycle (PGC) that supports ongoing learning and reflection using Ngā Paerewa | Standards

Actions	Who	Resources	Timeframe
PLD to support staff with consistent use of Better Start Literacy Approach (BSLA) as the school's literacy programme	Principal Teachers Support Staff	BSLA Cohort 7 Ongoing resourcing (\$250)	Term 1–4
Consolidate all elements of 'The Kaimai Way' practice model into one resource for teachers	Principal LSC	Time	Term 1–2
Review of assessment tools and processes to ensure they align with the refreshed curriculum	Principal LSC	SMART / PAT / STAR Reading Phonics Checks BSLA	Term 1
Engage in PLD to support use of assessment tools	Principal Teachers	LMS Training Modules NZCER Workshop	Term 1–2
Apply refreshed New Zealand Curriculum to long-term and weekly planning	Principal Teachers	New Zealand Curriculum Progress Markers Progress Descriptors	Term 1–4
Attend Ministry of Education Maths PLD Days 3 & 4	Principal Teachers	MOE PLD	Term 2–4
Engage with Te Arahou o Aotearoa Māori Achievement Collaborative to support 'The Kaimai Way' and culturally responsive practice	Principal Cultural Leader Teachers	Te Arahou MAC (\$3,750)	Term 1–4
Review updated Ngā Paerewa Standards for the Teaching Profession and define what they look like at Kaimai School	Principal Teachers	Staff Meetings	Term 1–2
Establish PGC for all kaiako with monthly meetings to review goals	Principal Teachers	Monthly Meeting	Term 1–4
Conduct regular, intentional observations of teacher practice linked to PGC goals and/or priority learners	Principal	Time	Term 1–4

How we will measure success

- Observation data of 'The Kaimai Way' practice model being utilised in planning and delivery
- Kaiako PGC Engagement
- Audits of long-term and weekly plans show integration of the Refreshed NZ Curriculum and Progress Markers
- Kaiako's accurate use of assessment tools to shift students achievement

Strategic Goal 2: AKORANGA - THE LEARNING

Plan, deliver and review high quality, balanced learning programmes, intentionally catering for diverse needs, cultural identity and reflects the aspirational goals of the Kaimai community and whānau

Annual Goal

Accelerate success of all ākonga in reading, writing, and maths, with a particular focus on the progress of our Year 4, Year 6, and Year 8 ākonga

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

- All ākonga will show progress against their 2025 assessment data
- At least 70% of ākonga will be meeting or exceeding curriculum expectations for their year level in reading, writing, and maths
- At least 50% of ākonga Māori will be meeting or exceeding curriculum expectations for their year level in maths
- At least 80% of priority learners in in reading, writing, and maths will have made accelerated progress

Actions	Who	Resources	Timeframe
Embed 'The Kaimai Way' practice model in planning and teaching practice	Teachers LSC	Class Budgets (\$1,000ea)	Term 1–4
Identify Priority Learners for each curriculum area across the school and identify opportunities for targeted teaching	Teachers LSC	Class Budgets (\$1,000ea)	Term 1–4
Continue with BSLA programme and conduct Tier 2 interventions as appropriate	Teachers LSC	BSLA	Term 1–4
Implement Structured Maths in accordance with refreshed Maths Curriculum and Oxford University Press Curriculum Planners	Principal Teachers	Mathematics and Statistics Curriculum Oxford University Press Resources	Term 1–4
Trial StepsWeb spelling programme with Year 5–8 students	Principal Rūma Tūi Teacher	StepsWeb (\$750)	Term 1–4
Create and implement Assessment Overview	Principal	Time	Term 1
Conduct standardised assessment of students in Year 3–8 (STAR Reading & PAT Maths in Term 1 & Term 3) (SMART Reading, Writing, and Maths in Term 2 & Term 4)	Teacher Principal	NZCER (\$750)	Term 1–4
Create school-wide maths progress tool to track key skills across all year levels	Principal	Time	Term 1–2
Utilise Progress Markers in planning and Progress Descriptors when making informed decisions on student progress	Teachers LSC	New Zealand Curriculum Progress Markers Progress Descriptors	Term 1–4
Review and utilise Support Flowchart to identify Tier 2 and Tier 3 level interventions for ākonga with academic needs	LSC Teachers	Time RTLB	Term 1–4

How we will measure success

- Assessment Overview in place and utilised
- Assessment data from standardised testing shows progress
- Feedback from formative assessment is evident in student work and classroom
- Priority Learners show that have made accelerated progress

Strategic Goal 3: AKONGA - THE LEARNER

Develop ākongas that are engaged and nurtured, academically and socially aspirational, feel safe, happy, exemplify the school values and have a sense of belonging as Kaimai Kids

Annual Goal

Ākongas feel happy and safe, are engaged with their learning, and want to attend school regularly

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

- At least 65% of students will attend school regularly by the end of Term 4
- A reduction in major behaviour incidents from 40% (115) of all incidents recorded (286) in 2025 to 20% or less of all incidents recorded in 2026
- The Kaimai School 'BIGR' values will be embedded in everyday school life and embodied by all students
- Staff will have a clearer understanding of student hauora and areas for improvement

Actions	Who	Resources	Timeframe
Implement Attendance Management Plan	Office Admin Principal Teachers	Ngāti Ranginui Whai Services	Term 1–4
Identify learning opportunities, activities, and events that promote student engagement and attendance	Principal Teachers	K.I.C.K. Clubs (\$1,000) The Beat Station (\$4,500)	Term 1–4
Identify and promote activities that engage student hauora	Principal Teachers	Class Budgets (\$1,000ea) Kiwi Can Voice of Tamariki NZCER Wellbeing Survey	Term 1–4
Run weekly Kapa Haka sessions for the whole school and select students	Cultural Leader Teachers	Ngāti Ranginui Te Arahou MAC	Term 2–4
Consistently utilises PB4L School Wide approach for promoting positive behaviour and addressing behaviour concerns	All Staff	Juicies / Incentives (\$250)	Term 1–4
Engage in PLD that supports application of PB4L approach and upskills staff with addressing behaviour concerns	Teachers Teacher Aides	RTLB	Term 1–2
Explicitly teach Kaimai School 'BIGR' values and celebrate these throughout the school	All Staff	RTLB Certificates	Term 1–4
Review students play preferences and identify areas for improvement	Principal Teachers	Sport Bay of Plenty - Play Scan	Term 1–4
Review and utilise Support Flowchart to identify Tier 2 and Tier 3 level interventions for ākongas with behaviour needs	Principal Teachers	Time RTLB	Term 1–4
Review school prospectus and enrollment process	Office Admin Principal	Time Printing (\$200)	Term 1–2
Engage with local ECE to encourage Kaimai School as enrolment option	Office Admin Principal	Time	Term 2–4

How we will measure success

- Students regular attendance meets goal in Attendance Management Plan
- Analysis of results in Wellbeing survey / Voice of Tamariki and deliberate actions taken
- Reduction in major behaviour incidents
- Use of tokens and hapū points
- Increase in current roll / pre-enrolment numbers

Strategic Goal 4: ĀHUATANGA ŌKIKO - THE PLACE

To maintain the functionality and appearance of the outdoor spaces to encourage physical activity, connection with nature and deliberate use for learning

Annual Goal

The school is safe, well-maintained, and well-equipped to support the needs of our ākonga

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

- Ākonga will make use of all parts of the school environment for their learning and play
- No injuries due to school building condition or infrastructure will be recorded
- Signage around the school will be updated
- Select projects will be undertaken to enhance the school environment

Actions	Who	Resources	Timeframe
Review students play preferences in relation to the school environment and identify opportunities for improvement	Principal Teachers	Sport Bay of Plenty - Play Scan	Term 1–4
Maintain appearance and good condition of buildings, equipment, and infrastructure	Caretaker Principal	5YA Funding (as required)	Term 1–4
Replace existing signage that is at end-of-life inside and outside the school	Principal Board	Signage (\$1,000)	Term 2–3
Maintain and enhance school gardens	Teachers	Gardening Supplies (\$500)	Term 1–4
Deliberate actions to beautify school	Caretaker Principal Board	Supplies (\$1,000)	Term 1–4
Complete review of school Hazard Register and Emergency Procedures	Principal Board	Time	Term 1–2
Explore and develop intentional outdoor learning space(s)	Teachers Principal Board	Time	Term 2–4
Create long term plan for development of play and exercises spaces in the school	Principal Teachers Board	Time	Term 3–4
Identify and purchase resources required for safe delivery of PE curriculum and school sports	Principal Teachers	Resources (\$5,000)	Term 3–4
Continue to provide opportunities for students to represent the school in an increasing range of sports	Principal Office Admin	Time	Term 2–4
Purchase fit-for-purpose, portable sound system / speaker for use at events and to support learning	Principal	Speaker (\$500) PA System (\$2,000)	Term 2

How we will measure success

- Changes made as a result of Sport Bay of Plenty - Play Scan
- New signage installed
- No recorded injuries due to buildings or infrastructure
- Update Hazard Register and Emergency Procedures in place and utilised