Annual Implementation Plan 2026

Summary of the plan

Stirling School is a small, rural primary school in South Otago, near Balclutha. We provide education for students in Years 1 - 8. The school's mission is 'Poipoia te kakano kea puawai - Nurture the seed and it will blossom. We provide meaningful, real-life learning experiences that are relevant to our children's lives, while honouring their unique identities and strengths. The school vision is "At Stirling School we aim to support and encourage our students to achieve their best by being successful, tenacious, active and responsible.

The 2026 strategic plan focuses on:
*Behaviour management. Implementation of PB4L (Positive Behaviour for Learning) tier 1. The approach is used widely across New Zealand schools. PB4L addresses behaviour, improves well-being, and increases educational achievement. We want to strengthen relationships and create more positive home and school environments, to remove barriers to engagement and improve students' chances to achieve at school and beyond.

*Teaching and Learning. To improve teaching and learning programmes to raise student achievement across the curriculum. We are embedding structured literacy and structured mathematics approaches across the whole school to lift outcomes for all tamariki. We want our tamariki to know their next steps in their learning journeys.

Where we are currently at: Regulation 9(1)(e)

In 2025 we had three stand downs. There had been inconsistencies in behaviour management prior to 2025 and the school looked at introducing PB4L training for all staff. The school community saw value in the PB4L framework and its potential to build a culture where positive behavior and learning is a way of life. We began working with a facilitator in November 2024. Stirling is well on the way to having PB4L fully embed, tailoring the programme to our own environment and cultural needs.

Stirling implemented a structured numeracy approach in 2025 - The Learner First platform. This was part of the Big River Kāhui Ako, across the network of schools in South Otago. The school expects to see teachers in 2026, continuing to reflect and

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refine their teaching practices in response to learners' needs and their growing knowledge and improved outcomes for all students, especially those students not yet meeting achievement expectations.

How will our targets and actions give effect to Te Tiriti o Waitangi: Regulation 9(1)(g)

We acknowledge Kāi Tahu as mana whenua and value our relationship with iwi and whānau. We recognise Te Tiriti by incorporating it into all aspects of our school including governance, structure and practices, in an education context. Stirling School works from the principles of partnership, protection, and participation to meet our obligations under te Tiriti o Waitangi. These principles reflect the three articles of te Tiriti.

Partnership involves working together with iwi, hapū, whānau and encourages Māori to be involved at all levels of the education sector, including decision-making, planning, and development of curriculum. It means engaging with Māori community, inquiry- place based learning-finding out about the Māori origins of our rōhe, mountains, rivers, history, encouraging Māori representatives on boards, equity for Māori and power sharing.

Protection means actively protecting Māori knowledge, interests, values, and other tāonga. Identity, language, and culture are important expressions of what it means to be a culturally located learner. A commitment to "knowing, respecting and valuing where students are, where they come from and building on what they bring with them," valuing, validating and protecting local knowledge (place-based learning), normalising te reo Māori, learning and including tikanga school-wide, and equity for Māori

Participation emphasises positive Māori involvement at all levels of education. Participation is working to strengthen home-school relationships, Māori participating in school decision making, the school environment reflecting the biculturalism of Aotearoa, aspirations of Māori whānau reflected in school planning and equity for Māori

All cultures within our school are valued, accepted and celebrated through promotion of an inclusive school culture. Teachers ensure that students from all cultures are treated with respect and dignity, and will expect, and work to achieve high standards of achievement regardless of cultural background.

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Strategic Goal 1: School Culture

To create a safe and inclusive learning environment.

Annual Goal:

- For all students to be actively engaging in learning across the curriculum.

Annual Targets:

- Attendance target – To improve regular attendance at school from 59% attendance attending regularly at school to 70% regular attendance.
- Wellbeing Survey – An increase in students' engagement of their learning.

Outcomes expected at the end of 2026:

✔ All students regularly attend school.

✔ All students actively engaged in all areas of the curriculum.

Planned Actions:	Who is Responsible:	Resources Required:	Timeframe:	Measures for success:
Professional development with PB4L practices. Upskilling new staff.	Donna/Kobie	PB4L facilitator	Term 1 - 4	Staff will have been involved in PB4L training and engaged in discussions and implement PB4L in our school. Embedding the essential features of Tier 1 PB4L.
Implement restorative practices across the school.	Kobie All staff	PB4L folder	Term 1 - 4	Restorative practices are implemented across all school practices. Showing a reduction in serious incidents recorded on SMS.

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Develop and review transition programme for student pathways (Eg; New Entrant/Year 8).	Donna/Kobie/Zoe	Working with ECE and South Otago High School	Develop in Term 1 Review in Term 4	The transition programme for student pathways has been developed and reviewed for New Entrants and Year 8s. Teachers worked with local ECE, high school and agencies where needed.
Carry out wellbeing survey.	Donna/Kobie	Wellbeing survey online	Term 3	A wellbeing survey has been completed (NCER, T.I.C or SET) and reviewed by staff.
Strengthen the use of student management system to track students.	Donna/Kobie	Edge The big 5	End of Term	The student management system was consistently used by teaching staff and reviewed each term.
Implement Attendance Management plan. Carry out whānau consultation.	Donna Board	Check with Ministry requirements	Term 1	Attendance Management Plan implemented and whānau consultation completed.
Review pastoral care processes and systems.	Donna/Kobie	Edge	End of each term	Pastoral care processes and systems are reviewed and updated to meet the needs of akonga.
Embed Tier 1 PB4L practices across the school.	Kobie All staff	PB4L folder	Staff meetings	Tier 1 PB4L practices are embedded across the school. Shared in assemblies and at staff meetings.
Review PB4L practices and ensure consistency across the school.	Kobie All staff	PB4L folder	Term 3	PB4L practices are reviewed and updated where needed.

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Strategic Goal 2: Teaching and Learning

To improve teaching and learning programmes to raise student achievement across the curriculum.

Annual Goal:

- For all students to achieve to their full potential.

Annual Targets:

- Reading - 71% at or above at the end of 2025 - target 80%
- Writing - 71% at or above at the end of 2025 - target 80%
- Maths - 80% at or above at the end of 2025 - target 85%

Outcomes expected at the end of 2026:

- ✔ All students to make expected progress across the curriculum.
- ✔ Identified students to make accelerated progress.

Planned Actions:	Who is Responsible:	Resources Required:	Timeframe:	Measures for success:
Use a student management system to track student achievement.	Donna/Georgia All staff	Edge	Term 2 and Term 4	The Student Management system (Edge) is used for student achievement. Staff representative attending an Edge Conference for managing the SMS. All staff uploading data.
Develop 'Assessment for Learning' practices (students setting goals).	Donna All staff	Goal setting format across school (Donna)	Term 1, 2 and 4	Students set goals with teachers - numeracy, literacy and values. Goals shared at 3-way conferences and copies of goals taken home. Students and teachers report against the goals in the mid and end of year reports.

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Data to be used to identify and track priority learners.	Donna/Zoe All staff	Edge	Data from 2025, Tracked Term 2 and 4	Priority learners tracked throughout the year. Programmes reviewed to meet learner needs.
Collaboratively make plans for priority learners.	All staff		Ongoing throughout the year - records kept at staff meetings.	Discussions at staff meetings to monitor progress and work collaboratively to assist other teachers. IEPs conducted with whānau and agencies when needed.
Review professional growth cycle and align with 2026 teaching standards.	Donna All staff	Teaching Standards 2026	All year	Staff complete a professional growth cycle that meets teaching standards. Teachers follow the aligned teaching standard from the Stirling School Handbook. Teachers understand and can show evidence of meeting the standards.
Review reporting to parents and align to government expectations.	All staff	Government expectations for reporting to parents	Term 2 and 4	Reports are aligned to government expectations and reviewed with parents. A guide sheet fully explaining the new reporting system is provided to all whānau.