2026 Annual Implementation Plan

Hamilton North School
Specialist Learning Centres

Strategic Goal : To review and develop school curriculum. (Ako 1 2023-26)				
Annual Target/Goal: Implement BSLA as a foundation for school literacy programmes.				
What do we expect to see by the end of the year? All teachers using BSLA as a foundation for the planning and teaching of literacy. All students engaged in literacy learning and experiences at a level appropriate to them. Students showing progress in this area of their learning. BSLA resources accessible in all areas of the school. BSLA facilitator supporting staff and student learning across the school.				
Actions	**Who**	**Resources required**	**Timeframe**	**How will we measure success?**
All teachers attend training All teachers aids attend training	All Teachers All Teacher Aides	2 x TOD (February) Liaison with Canterbury University.	February 2026	Attendance
Teachers and Teacher Aids work through COP's (9 over the course of the year)	All Teachers All Teacher Aides	BSLA facilitator (Andrea) Time allocation for TA's. Team meetings for Teachers.	2026	Attendance Facilitator observation Micro credential achieved (Teachers)
Teacher complete initial assessment and begin implementation of programme at a suitable level for their students	Teachers Supported by Teacher Aides BSLA Facilitator	Purchase and creation of BSLA resources Staff Meetings - BSLA focus	Assessment By the end of Term 1. Teaching - T2,3,4.	Facilitator observations Leadership follow up

Strategic Goals :

- **Review and refinement of the IEP process to ensure they lead, reflect and improve student learning and achievement. (Ako 3 2023-26)**
- **To improve Whaanau connection and engagement (Whanaungatanga 1 2023-26)**

Annual Target/Goal: Implement new IEP framework, process and documentation across the school for all IEP meetings

What do we expect to see by the end of the year?: All students achieving individualised and specific IEP goals. Whanau and School working in partnership towards goals. Student need being met across a range of Te Whare Tapa Wha dimensions. Teacher and Teacher aides using IEP goals to inform learning and programming. IEP documentation accessible to all stakeholders.

Actions	Who	Resources required	Timeframe	How will we measure success?
Adoption of Te Whare Tapa Wha as the framework for our IEP process.	All teachers	TWTW reference materials Staff meetings/training	Follow on from 2025 Term 1	New documentation reflect TWTW
Use of Framework in all IEP meetings, ensuring a whanau led approach	All teachers All team leaders Therapists	IEP meetings Staff meetings/training	Term 1 - carried on through the year. Review in T2.	Survey/discussion with Whanau to reflect on meetings and their involvement. High attendance of families.
New IEP documentation to be used for all IEP's.	All teachers Therapists - new therapy plan format.	New templates AP/DP teams to support with documentation.	Term 1 - carried on through the year.	All IEP's in new format
Develop use of specific and explicit learning intentions for all goals	All teachers All leadership	AP/DP teams to support Build on Curriculum knowledge from last year e.g. explicit teaching.	Term 1-4	Students achieve IEP goals because they are written in a specific and explicit manner, not overly broad.

Strategic Goal: **Continue to embed and implement CPI and behaviour support strategies to enable all staff to support behaviour with a CPI lens.**				
Annual Target/Goal: Implement new IEP framework, process and documentation across the school for all IEP meetings				
What do we expect to see by the end of the year?: A behaviour support team able to support teachers and positive student behaviour across the school. Teachers with access to support and strategies through a well understood process. All staff continuing to upskill in and embed deescalation strategies across the school day. Students feel safe and able to engage confidently in learning and social tasks. School working in partnership with whanau to support students behaviour needs.				
Actions	**Who**	**Resources required**	**Timeframe**	**How will we measure success?**
Provide training and refresher for all staff as needed	All new staff Any staff requiring a refresher Any staff requiring additional training.	CPI trainers and resources	As needed	All staff trained Reduction in escalated behaviour events in 2026.
Formalise Behaviour Support team, establish behaviour support team processes.	Invited team members	Meeting times and spaces Possible Release time for teachers/team members Behaviour support resources	Term 2	Teachers and teacher aides feel better supported with student behaviour. Student incidents reduce Whanau engage in discussion around their child's behaviour. School and Whanau work in partnership to support behaviour.
All students having an updated Safety and Support plan	All teachers	Safety and Support plan template updated as needed.	Term 2 and beyond. All students by the end of 2027.	All students have a safety and support plan that is referred to for their behaviour support.

Future Thinking (2027 and beyond):

Work with the Extended NZ Curriculum
Inclusive practices for Learners with PMLD

Peer Mentoring/Learning Groups
Leadership development
Planning expectations and practice

Development and use of Hero for all school wide systems.