St Martins School Te Kura o Hato Mātene
Kia Maiangi awe ake te mātauranga | Inspiring a passion for learning

Implementation Plan 2026

Goal One
Ako – Everyone is a learner
Students receive high-quality collaborative teaching and learning that promotes both equity and excellence, with a focus on supporting all ākonga to achieve their personal best.

Initiative One: **Assessment and Reporting Implementation**

Outcome: **Greater understanding of the SMART assessment outline and reporting to parents.**	Measures: • **Assessment and reporting meet the criteria set out by the Government.**

Key Actions	Initiative Leader	People Responsible	Resources	Completed by	Review
Term 2 (Weeks 1–5): Deliver Initial Assessments & Apply Immediate Insights. Administer the first SMART assessment window and use the immediate data to adjust day-to-day teaching.	Alice Denley	Alice Denley Team Leaders Teachers	Education Sector Logins (ESL) One-time access codes SMART platform Foundation / Guttman reports Devices	22 May 2026	Dec term 4
Late Term 2 / Term 3: Integrate Scaled Data & Complete Mid-Year Reporting. Wait for the 2026-specific six-week processing period, export detailed data to the school's SMS, and generate reports.		Alice Denley, Principal Teachers Parents	Scaled-score reports showing Next Learning Focus Demonstrated Proficiency and Gaps Student Management System (SMS) SMART Parent and whānau summaries	Late Term 3	
Term 4 (Weeks 1–5): Deliver Second Assessments to Measure Annual Progress Conduct the second assessment window to allow teachers, the school, and whānau to see progress made over the year clearly.		Alice Denley Team Leaders Teachers	One-time access codes SMART platform Devices	13 November 2026	
Late Term 4: Evaluate School-Wide Achievement for 2027 Planning Evaluate aggregated school-wide progress across different year levels, curriculum domains, and demographic groups to inform 2027 resourcing and strategic planning.		Alice Denley Implementation Team	Leadership overview reports and dashboards Summary Year levels Domains Demographics views	End of Term 4	

Initiative Two: **Te Reo Māori curriculum development and delivery**

Outcome: **All ākonga will receive consistent teaching in Te Reo Māori, building confidence and competence through the school. Kaiako will continue to improve their level of Te Reo Māori.**	Measures: • **Evidence of kaiako using the local curriculum, incorporating Tikanga Māori in learning across**

			the curriculum • **Learning environments have te reo learning on display** • **Kaiako attend te reo professional learning throughout the year**		
Key Actions	**Initiative Leader**	**People Responsible**	**Resources**	**Completed by**	**Review**
Embed the Te Reo teaching programme to ensure there is consistency in practice across the school.	Susie Keenan Alice Barakat	Implementation Team Kaiako	SMS outline Staff expertise Team meetings	Ongoing throughout the year	November 2026
Update and share appropriate resources to support Te Reo teaching and learning.			Staff meetings fortnightly In school expertise	Ongoing throughout the year	
Facilitate the development of programmes and strategies aimed at improving Tikanga Māori across the kura.			Curriculum planning Refreshed curriculum	Ongoing throughout the year	

Goal Two **Pathways**	**Goal success statement** • Meeting the requirements of the 2026 Professional Standards and PGC outline.

Initiative One: **Quality PGCs that focus on developing teaching and learning**					
Outcome: **Development of Quality Teaching Practices that align with the 2026 Professional Standards** **Successful PGCs that improve teaching and learning.**			Measures: • **Completed PGCs** • **Feedback from kaiako** • **Assurance of meeting the 2026 Professional Standards**		
Key Actions	**Initiative Leader**	**People Responsible**	**Resources**	**Completed by**	**Review**
Term 1 **SECTION ONE** Select a specific PGC Inquiry Question/ Focus Area Align inquiry to 2026 Standards and demonstrate commitment to Standard 1 (Te Tiriti o Waitangi)	Principal Team Leaders	Principal Senior Leadership Team Team Leaders Teachers	2026 Standards Overview QPT Document PGC Learning & Impact Record Template	End of Term 1	End of Term 4
Term 2 **SECTION TWO** Undertake professional learning (research, readings, expertise) Trial-specific strategies and changes in practice within the learning setting Engage in collegial observation and gather feedback	Team Leaders	Team Leaders Teachers Akōnga	Professional readings / workshops Observation templates Collegial networks	End of Term 2	End of Term 4
Term 3 **SECTION THREE** Gather evidence of impact to see if the trialled strategies made a difference. Collect learner perspectives,	Team Leaders	Teachers Akōnga Whānau	Learner surveys Assessment data / tools Whānau feedback forms PGC Impact Record	End of Term 3	End of Term 4

assessment data, and observation of engagement Write a reflection summary on learner outcomes and outline next steps					
Term 4 **SECTION FOUR** Confirm that everyday practice aligns with the 2026 Standards Ensure active contribution to the wider education setting (S8.3) and engagement in professional learning (S7). Final sign-off and annual summary hui with the leadership team.	Principal Senior Leadership Team Team Leaders	Principal Senior Leadership Team Team Leaders Teachers	Completed PGC Learning & Impact Record 2026 Standards Overview	End of Term 4	End of Term 4

Goal Three **Attendance** To increase regular attendance rates, the Government has set a target: by 2030, 80% of students are present for more than 90% of the term.	**Goal success statement** ● Increase attendance in term 2 and 3 compared to 2025. ● Reduce chronic attendance rates.

Initiative One: **Attendance**					
Outcome: **Attendance rates continue to improve in relation to the Government's 2030 target.**			Measures: ● **2025 data Analysis**		
Key Actions	**Initiative Leader**	**People Responsible**	**Resources**	**Completed by**	**Review**
Term 1 Implement AMP & Set Expectations Start using the STAR framework and ensure teachers accurately record daily attendance. Send automated text follow-ups via the SMS (Hero) for unexplained absences by 10:00 am.	Leanne Parnham	Principal Leanne Parnham Implementation Team Admin Team Kaiako Whānau Board	HERO SMS AMP Document MoE Guidelines Ministry STAR Framework Attendance handout Newsletters Attendance Services	End of Term 1	Beginning Term 2 Report to the board, update the community via the newsletter.
Term 2 Target Holidays Drift & Early Intervention Address the historical drop to 65% attendance caused by term-time holidays. Begin co-designing attendance solutions with Pacific whānau.			HERO SMS Formal Notification templates (Message 1) SMS STAR Step 2 guidelines Check & Connect mentors Attendance Services	End of Term 2	Beginning Term 3 Report to the board, update the community via the newsletter.
Term 3 Address the Term 3 low of 55% regular attendance, where 65% of absences were medical. Conduct well-being checks for 5+ days of medical absence and develop Individual Attendance Plans (IAPs) for students hitting 10–14 days, requesting medical certificates if			HERO SMS Winter Resilience guide Individual Attendance Plan (IAP) templates Medical certificate requests	End of Term 3	Beginning Term 4 Report to the board, update the community via the newsletter.

needed.					
Term 4 Focus on Equity & Sustainment. Regular monitoring for Year 8 and Pacific students Ensure correct data coding by verifying reasons with parents to reduce "Trivial/Unexplained" (Code T) absences Process formal warnings or multi-agency/Attendance Service referrals for chronic absences of 15+ days			HERO SMS Check & Connect mentors Multi-agency referral forms ENROL system	End of Term 4	End of Term 4: Report to the board, update the community via the newsletter.

Achievement Target
Raising the achievement levels of ākonga Māori and boys in the area of writing.

Strategic Achievement Target: 2026 Focus Area: Accelerating Writing Achievement for Māori Students and Boys
Rationale and Data Overview Our 2025 End of Year Writing data, measured against our updated Progress Descriptors, indicates an overall school-wide achievement rate of 73% at the Proficient or Exceeding level. The data highlights equity gaps that require our immediate strategic focus:

- **Boys' Achievement:** 82% of our girls are Proficient or Exceeding; 65% of boys are achieving at this level. To narrow this 17% gender gap and achieve equity.
- **Māori Achievement:** 63% of our Māori learners are Proficient or Exceeding, 10% below our school-wide average.

Our Target: To narrow the percentage gap in writing, resulting in equitable achievement levels across gender and ethnicity.

Action Plan
Term 1

1. **Identify and Target:** Review the 2025 data to confirm the specific boys and Māori learners who require acceleration. Establish clear, measurable baseline data.
2. **Needs Analysis:** Diagnose specific writing barriers for each targeted student.
3. **Foundational Interventions:** Implement targeted, explicit teaching strategies to address diagnosed needs.

Term 2

1. **Action-Oriented Contexts:** Embed high-interest, action-oriented writing contexts (e.g., survival, risk, humour) and provide greater choice in genres specifically designed to capture the engagement of our targeted boys.
2. **Cultural Responsiveness:** Affirm Māori identity by embedding Māori values, te reo, and storytelling into writing tasks.
3. **Explicit Instruction:** Ensure consistent use of the "I do, we do, you do" teaching model across all syndicates, providing clear scaffolding and transferring oral language skills into structured written tasks.
4. **Monitoring Progress:** Teams will conduct internal moderation and review the progress of the targeted students, ensuring that the deliberate acts of teaching are beginning to make positive shifts.

Term 3

1. **REVIEW (Beginning of Term 3):** Conduct a review of the priority learners' progress against the initial target. Teachers will analyse writing samples, rubrics, and overall engagement to measure what progress and acceleration have been achieved.
2. **Adjust Teaching Strategies:** Based on the review, adapt approaches for students who are not accelerating.
3. **Targeted Group Work:** Utilise ability groupings based on specific literacy phases to provide intensive, small-group instruction for priority learners..

Term 4

1. **Final Assessment:** Teachers will formulate the End of Year Overall Teacher Judgements (OTJs) utilising the new Progress Descriptors (Needs Support, Progressing Towards, Proficient, Exceeding, and Consolidating) based on what the students can do independently.
2. **Evaluate Impact:** Teams will collaboratively evaluate the effectiveness of the 2026 interventions. We will calculate the final percentages to see how many of the targeted students successfully shifted to Proficient.
3. **Prepare Board Reporting:** Compile the data, identifying which 2026 decisions and actions were highly effective and which were ineffective, to inform the 2027 strategic plan.

REVIEW POINT 2 (Beginning of Term 1, 2027): Present the final 2026 End of Year Writing Report to the Board. We will review the post-intervention data to determine if the 17% gender gap and 10% Māori achievement gap have been successfully narrowed, and we will collaboratively set the strategic achievement targets for 2027 based on these outcomes.