

2026 ANNUAL IMPLEMENTATION PLAN

Strategic Goal 1: Develop whānau engagement and links with learning

Annual GOAL	To strengthen whānau partnerships to drive regular attendance and learning continuity.	
Target	Attendance will consistently be at least 80% attendance of 90% of students	
Link to Board Primary Objectives	All of section 127 (1) and (2) of the Education and Training Act 2020 applies	
Links to Education requirements	The Literacy and Communication and Maths Strategy STAR Attendance School Planning and Reporting regulations 2023	Attendance and Engagement Strategy Child and Youth Wellbeing Strategy Tāhūrangi

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

- A positive shift in attendance data.
- Embedded attendance systems (STAR).
- Whānau as learning partners (valuing attendance)
- Community-led solutions regarding barriers to attendance.

Actions	Who is responsible?	Resources required	Time frame	How will you measure success? (What will we see?)	Progress Report	Where to next?
All whānau/caregivers using the Hero app as the primary tool for reporting and explaining absences to reduce administrative follow-up.	Principal Teachers Whānau	-Hero App -Clear guidelines for parents -Hero/Newsletter reminders	Term 1 & 2	Data Evidence: Hero "Unexplained Absence" reports show a 40% reduction in the number of manual phone calls required by the office by the end of Term 2. Accuracy: Absence notes in Hero are clear and specific (e.g., "Flu" instead of just "Sick"), allowing for		

				immediate MoE coding (J vs E) without further inquiry.		
To reduce "Short-term Medical" absences by explicitly teaching and normalizing high-standard hygiene practices across the school.				<p>Student Capability: 100% of tamariki can demonstrate the "20-second wash and 20-second dry" technique and the "elbow sneeze" during class-based hygiene audits.</p> <p>Resource Management: Classroom "Hygiene Stations" (tissues, sanitizer, and hand-washing reminders) are fully stocked and self-managed by student "Health Leaders" (supporting the ERO focus on student roles/belonging).</p> <p>Data Correlation: Hero data for Term 2 shows a plateau or decrease in "Medical" (M) codes during the peak flu weeks (Weeks 5–9) compared to the same period in 2025.</p> <p>Whānau Alignment: 100% of whānau receive a "When to stay home vs. When to come to school" infographic via Hero.</p>		
Use Hero's "Attendance Management Plan" feature to identify students crossing the 80%–90% (Worrying/Yellow) and <80% (Concerning/Orange) thresholds and trigger early	Principal Teachers	-Hero -	All year	Timely Action: 100% of students who fall below the 80% attendance threshold in any given month have a "Response Activity" recorded in Hero within 5 days of the alert.		

whānau engagement.				<p>Engagement: At least 80% of families in the "Orange" threshold attend a collaborative support hui (in person or via Zoom) to co-design an attendance plan.</p> <p>System Use: The "Attendance Officer" email notification in Hero is active and being used to drive the weekly attendance review.</p>		
Use Hero "Community Notices" and "Student Posts" to explicitly show whānau what learning is missed when a student is absent, making the "cost" of absence visible.	Teachers	<ul style="list-style-type: none"> -Every Day Matters reports -Hero attendance data/alerts 	All year	<p>Visibility: One "Attendance & Learning" spotlight is published to the community via Hero each term, showing the correlation between our 80% attendance target and achievement in the "One Hour a Day" reading/maths mandates.</p> <p>Individual Reporting: Student reports in Hero include a visual attendance graph, and teachers include a comment for "at-risk" students linking their attendance rate to their progress in structured literacy or numeracy.</p> <p>Whānau Voice: In the end-of-year survey, over 70% of parents agree that "the school effectively communicates how my child's attendance affects their learning."</p>		

Strategic Goal 2: Strengthen our understandings of te reo and tikanga Māori

Annual GOAL	Integrating Tikanga Māori into our PB4L Framework to Drive Positive Behavior and Student Character.	
Target	Our school-wide evaluation tools (SET/TFI) will show that our values are being taught with 100% consistency. This will be evidenced by 90% of students being able to explain how our 5 school values (Respect, Resilience, Responsibility, Empathy, Excellence) are lived through their Māori counterparts	
Link to Board Primary Objectives	All of section 127 (1) of the Education and Training Act 2020 applies	
Links to Education requirements	The Literacy and Communication and Maths Strategy STAR Attendance School Planning and Reporting regulations 2023	Attendance and Engagement Strategy Child and Youth Wellbeing Strategy Tāhūrangi

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

- Integrated Language in Hero: 100% of "Positive Behaviour" posts and "Values Awards" sent to whānau are bilingual, meaning parents see Respect/Manaakitanga or Resilience/Manawaroa used together as a single, standard term for success.
- Student Fluency in Values: When interviewed during the SET (External Quality Check), 90% of students can identify a "Values Pair" and describe a specific time they demonstrated it in the playground or classroom (e.g., "I showed Responsibility/Kaitiakitanga by picking up the rubbish").
- System Consistency (TFI): Our internal "health check" (TFI) confirms that the PB4L Matrix is fully bilingual and visible in all learning spaces, and that staff are using these terms consistently to acknowledge positive behavior choices.

Actions	Who is responsible?	Resources required	Timeframe	How will you measure success?	Progress Report	Where to next?
To use our formal PB4L evaluation tools to prove that Tikanga is now a consistent part of the school's "Standard Operating Procedure."	Principal Teachers Students	-PB4L Matrix	Terms 1-4	-SET Data (External): During the external coach's walkthrough, 90% of students randomly interviewed can name at least 3 Tikanga values and		

				<p>explain what they look like in the playground.</p> <ul style="list-style-type: none"> -TFI Data (Internal): Our Tier 1 self-assessment score for "Cultural Responsiveness" moves from 'Emerging' to 'Fully Implemented.' -Student Voice: In the end-of-year survey, 85% of Māori students and 80% of all students agree that "Our school values reflect who we are as a school in Aotearoa." 		
Normalising "Values Pairs" in Hero	Principal Teachers Students	-Hero	Term 1-3	<ul style="list-style-type: none"> -Data Accuracy: An audit of Hero "Behaviour" tags shows that the 5 English values have been renamed or paired with their Māori counterparts in the backend system. -Usage Data: 100% of "Positive Acknowledgments" sent home to whānau utilize the "Values Pairs." -Whānau Sentiment: Hero analytics show "Likes" or "Comments" from parents on these posts, indicating they are seeing and accepting the new bilingual terminology as a part of their child's success. 		



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Strategic Goal 3: Extend children's opportunities by engaging with our diverse community & environment, alongside literacy & numeracy learning

Annual GOAL	Utilizing Environmental Contexts and Community Partnerships to Accelerate Achievement for "Developing" Learners.	
Target	By the end of 2026, 70% of students identified as 'Developing' will achieve 30% accelerated progress (equivalent to 1.3 years of learning growth) moving them toward Proficiency.	
Link to Board Primary Objectives	All of section 127 (1) and (2) of the Education and Training Act 2020 applies	
Links to Education requirements	The Literacy and Communication and Maths Strategy STAR Attendance School Planning and Reporting regulations 2023	Attendance and Engagement Strategy Child and Youth Wellbeing Strategy Tāhūrangi

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

- Evidence of Accelerated Growth: Final achievement data (from Hero) confirms that 70% of the "Developing" cohort has achieved 1.3 years of progress, resulting in a visible "shift" of students moving from the Developing category into Proficient.
- High-Trust Whānau Engagement: Hero analytics show that parents of the target group are active engagers with literacy-based posts, indicating that the "Home-School Bridge" is there.
- Literacy-Environment Integration: 100% of "Developing" students' portfolios showcase a "Signature Piece" of work that blends local community/environmental knowledge with high-quality literacy skills, proving that the environment/interests was an effective "hook" for their learning.

Actions	Who is responsible?	Resources required	Timeframe	How will you measure success?	Progress Report	Where to next?
Use the local environment as a primary source of vocabulary and motivation for "Developing" writers.	Teachers Students	-Local environment -Interest based experiences to engage and target tamariki (sports,	Terms 1-2	-100% of "Developing" students participate in three "Environment-to-Text" cycles, resulting in a measurable increase in		

		arts etc.)		vocabulary complexity in their writing samples.		
Use Hero to share specific, bite-sized literacy "sprints" with whānau of the target group.	Teachers Students Whānau	-Lauren Latimer visit -Hero	Terms 1-3	- 100% of whānau in the "Developing" group receive a monthly Hero video or photo of their child practicing a specific literacy goal, with a 70% parent engagement rate (likes/comments) showing they feel connected to the learning.		
To have students actively track and "defend" their own literacy growth using their learning as evidence.	Principal Teachers Students Whānau	-Self-efficacy teaching -	All year	100% of the "Developing" cohort can explain: <i>"Here is where I started in Term 1, and here is where I am now."</i> (using evidence from their learning).		