**Kaingaroa School Annual Implementation Plan 2026**

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| **Vision Statement** | *Whakatupu ana i te huarahi pai mō nāianei me āpōpō*<br><br>*Growing success together: today for tomorrow* |
| **School Values** | **Respect** Kia Tika **Equity** Kia Pono **Kindness** Kia Ngawāri **Resilience** Kia Manawanui **Responsibility** Kia Mahara |

**Strategic Goal 1**

**Growing student-centred learning (where students are successful in driving their own learning)**

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| **Annual Target/Goal** | To lift the student achievement of all learners in Maths, especially those ākonga māori who are below the expectation | | | |
| **What do we expect to see at the end of the year?** | What expectations do you have for this year? What evidence will you see? This can flow on from the expectations listed in your strategic plan for the full 3 years.<br><br>We expect all our learners to make progress, especially students in Years 4-8. We can measure this by using PAT Scale Scores. Students in Years 1-3 will make progress using OTJ against the curriculum indicators in Maths. | | | |
| **Actions** | **Who is Responsible** | **Resources Required** | **Timeframe** | **How will you measure success?** |
| The teachers will take maths lessons every day for an hour and pull need-based groups according to need. Teachers will take Maths daily, working with at least one | All teachers | Timetable | Throughout the year | Year 4-8, beginning of the year PAT Adaptive Scale Scores and end of the year PAT Adaptive Scale Scores |

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| group daily. | | | | |
| The teachers will have moderation meetings led by the Maths Lead Teacher, who attends PLG meetings regularly | All teachers | Staff meetings | Throughout the year | Improved teacher knowledge and capability |
| Target learners have been identified, and support programmes are in place with Support Staff involvement.<br><br>The school keeps an eye on all students' attendance, especially those who receive extra support. Parents have been informed of the extra support, so they are at school regularly.<br>Currently, 61% of students attend school regularly. 45% of Maori students attend school regularly. | All Staff | n/a | Throughout the year | Improved attendance will lead to higher achievement in Maths |
| **Strategic Goal 2**<br><br>**Build identity through strengthening community and whanau partnerships** | | | | |
| **Annual Target/Goal** | To build a learning partnership with students/teachers, and whanau | | | |
| **What do we expect to see at the end of the year?** | Whanau will have an understanding of where their child is achieving in the core curriculum areas, reading, writing, and maths, and where they need to be | | | |
| **Actions** | **Who is Responsible** | **Resources Required** | **Timeframe** | **How will you measure success?** |
| The teachers will communicate the | All classroom | Friends of the school are | Throughout the year | Parent survey |

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| achievements of students with parents regularly<br>Parents feel welcome and supported at the Kura | teachers, all staff, and families | supporting and organising a school event to strengthen the school community and partnerships | | Parent survey to measure engagement |
| **Strategic Goal 3**<br><br>**Grow teacher leadership capability** | | | | |
| **Annual Target/Goal** | All teachers delivering maths lessons consistently use evidence-based pedagogy/ assessment for learning | | | |
| **What do we expect to see at the end of the year?** | We expect to see measurable progress and improvement in students' mathematics achievement across all year levels. | | | |
| **Actions** | **Who is Responsible** | **Resources Required** | **Timeframe** | **How will you measure success?** |
| **Teachers take targeted maths lessons daily, implement evidence-based teaching practices and professional developments in mathematics, and use assessment data regularly to inform teaching and target support** | All teachers | Timetable | Throughout the year | Year 4-8, beginning of the year PAT Adaptive Scale Scores in Maths and the end of the year PAT Adaptive Scale Scores in Maths |
| **Teachers to work collaboratively using the inquiry cycle with a focus on maths** | All teachers | Teaching and Learning meetings | Throughout the year | Teachers reflect on the inquiry and their professional growth cycle |