

Annual Implementation Plan 2026

Links from the [Education \(School Planning and Reporting \) Regulations 26 June 2023 Section 9](#)

Must be prepared and published by 31 March 2025 ^s, school based communication, not to MOE

How did we get on last year with our targets and what will we do about targets that were not met? 9 1e

Targets that were met:

Targets that were not met:

Goal 1 (Our Learning): To achieve a 10% improvement in students achieving at or above our expectations in Literacy and Mathematics and Statistics at Te Ākau School from Term 1 to Term 4 2025

We achieved all of our Actions fully and thoroughly. We implemented the new English and Maths curricula in 2025 and attended significant PLD throughout the year (both MoE and Board funded). We used school funds to purchase necessary resources to support teaching and learning. We engaged our kaumatua to support us with culturally responsive teaching practices and purchased resources to support this. We achieved our actions related to hands-on and engaging learning experiences. However, due to some complications with inconsistent assessment data and our ability to correlate our data we were unable to prove significant achievement across the school. We have identified areas for improvement and we look forward to revisiting this goal in 2026, with improved assessment processes to support our measurement.

Goal 2 (Our hauora and holistic wellbeing):To improve the attendance of 'at-risk' students at Te Ākau School by 15%

We identified 4 'at-risk' students. One student left the school, one student's attendance improved to 87% and the other two students' attendance did not improve. Schoolwide, we lifted regular attendance from 35% in 2024 to 48% in 2025. All identified actions were achieved fully and thoroughly.

Goal 3 (Our Learning): To improve the use of assessment to accelerate learning at Te Ākau School.

We clearly identified students who needed additional support and were able to provide them with Tier 2 and Tier 3 intervention throughout the year. We did develop an assessment schedule for the school, however during the year the Ministry made several announcements about new standardised assessment tools which would be released. This caused us to delay implementation of our assessment schedule as we learned that some of our assessment tools would become outdated once the new tool was released. The release of this tool was delayed so our focus was on assessment for diagnostic, formative and summative processes relevant to teachers practice and learners needs. Although this did cause some issue with data correlation we decided this was a more strategic approach given the national context of assessment progression. We will reassess this goal for 2026.

What will we do?

In 2026, Te Ākau School will refine its approach by transitioning to a more focused and realistic set of targets to align with our new Strategic Plan 2026-2028. Reflecting on 2025, we recognise that while our actions were thorough, the lack of a permanent Principal until Term 3 and significant fluctuations in our small school population impacted our ability to stabilise data and meet the ambitious percentage-based targets we set for 2025. To address the inconsistencies in assessment that hindered Goal 1 and Goal 3, we are prioritising the implementation of the new Ministry-mandated standardised assessment tools (SMART tools) to ensure robust data correlation and clear evidence of student progress in Te Mātaiao English and Mathematics. Our attendance strategy will move from at-risk group targets to more localised, culturally responsive engagement, building on the schoolwide lift to 48% by working closely with Attendance Services and our whānau to overcome specific barriers for our most vulnerable akonga. By streamlining our goals and aligning them with stable leadership and national curriculum shifts, we will ensure our 2026 actions are both sustainable and impactful.

What teaching and learning strategies will we use with an emphasis on literacy and numeracy, and for those students whose needs have not been met [9 1f](#)

To address the goals not achieved in 2025, our 2026 strategy shifts toward a more stable, evidence-based approach under the direction of our permanent Principal and a new Strategic Plan. We recognise that the lack of a Principal until Term 3 and a fluctuating school population created challenges in 2025; therefore, in 2026, we will provide more robust support for our learners by introducing a dedicated Structured Literacy Approach (SLA) Intervention Teacher to lead Tier 2 and Tier 3 support. Our Professional Learning and Development (PLD) will be specifically narrowed to Mathematics to continue upskilling our teaching staff in the new curriculum, alongside focused literacy PLD designed to cater for those students requiring specialised intervention. To ensure every student's needs are met despite our changing demographics, we will also utilise dual enrolment with Te Kura to provide senior students with access to specialist subjects that sit outside our immediate staff expertise. By combining these targeted

instructional roles with the implementation of the Ministry's new standardised assessment tools, we aim to resolve previous data inconsistencies and ensure our teaching and learning strategies are both culturally inclusive and high-impact for all ākonga.

How will our targets and actions support the Board to give effect to Tiriti o Waitangi [9 1g](#)

Our 2026 targets and actions give effect to Te Tiriti o Waitangi by ensuring that the principles of partnership, protection, and participation are embedded within the core fabric of Te Ākau School's operations. By introducing a new SLA intervention teacher and focusing our professional learning on mathematics and literacy, we are actively working to protect the right of Māori learners to equitable educational outcomes and high-quality instruction that acknowledges their unique identities. The inclusion of our kaumatua in developing culturally responsive teaching practices and our commitment to using more consistent, standardised assessment tools ensures that we are partnering with our community to provide an education that is both academically rigorous and culturally safe. Furthermore, the use of dual enrolment with Te Kura for senior students ensures that all ākonga can participate in a broad range of specialist subjects that meet their individual aspirations, regardless of our school's size. These actions, overseen by our Principal and guided by our new Strategic Plan, demonstrate a proactive approach to addressing the disparities of the past and ensuring that our school environment reflects the mana of our Māori students and their whānau.

Strategic Goal 1 [7.1c.1d.1f](#) Taken from Strategic plan...what are our Strategic goals and why?

Our Target to achieve our Strategic Goal [9.1a](#)

Goal 1 (Our Learning): To achieve a 5% improvement in students achieving at or above our expectations in Literacy and Mathematics and Statistics at Te Ākau School from Term 2 to Term 4 2026

Actions 9.1b, 7.1g	Resourcing 9.1c	Who	When	How will we know it is successful 9.1d	Ongoing Internal Evaluation-Statement of Variance 134.8a (Can be used for annual report-if it includes information on what did we achieve, evidence, reasons for variance and where to next)	Evaluation of achievement
Establish a dedicated SLA (Structured Literacy Approach) Intervention Teacher position to provide targeted, high-frequency support for students identified as achieving below expectations.	PLD support for SLA Intervention Teacher	Hannah	Booked by beginning of Term 1	Once appointment is made and PLD is completed	6.3.26 5 day IMSLE PLD completed by Hannah. Ongoing study and mentoring to continue throughout 2026.	Achieved

Implement a rigorous identification and monitoring system using the new Ministry-mandated standardised assessment tools.	Provision of the SMART tool. Teacher upskilling and training in the use and administration of the SMART tool.	All teaching staff	End of Term 2	Students identified through the SMART tool once it is implemented	Week 4 Term 1: Tier 2 & 3 students identified by teachers.	
Ensure that all staff are empowered to deliver the new English and Mathematics curricula by investing in high-quality teaching resources and targeted PLD.	PLD for Numicon Visit other schools to observe practice. MOE maths PLD for curriculum implementation. Funds to purchase resources.	Hannah All teachers	End of Term 2	PLD completed by staff Resources arrive and in place	Week 2 & 4 Term 1: decodable books and structured literacy resources purchased for junior school Week 7 term 1: IXL program subscription purchased to support recall and revision learning in senior class. Week 5 term 1: IMSLE training completed by Hannah	

Strategic Goal 2 7 1c, 1d, 1f Taken from Strategic plan...what are our Strategic goals and why?

Our Target to achieve our Strategic Goal 9 1a

Goal 2 (Our hauora and holistic wellbeing): To improve the overall attendance of students at Te Ākau School to 50% regular attendance in 2026

Actions <small>9 1b, 7 1g</small>	Resourcing <small>9 1c</small>	Who	When	How will we know it is successful <small>9 1d</small>	Ongoing Internal Evaluation-Statement of Variance <small>134 8a</small> (Can be used for annual report-if it includes information on what did we achieve, evidence, reasons for variance and where to next)	Evaluation of achievement
Fully embed the Stepped Attendance Response (STAR) procedures as outlined in the school's Attendance Management Plan	Support from Attendance Services when required	Hannah Gabbie Attendance Services	Mid-Term 1	SAR is being used successfully in the school	13.03.26 10 x Tier one intervention letters have been sent & 1 x Tier 2 letters have been sent.	
Foster a culturally responsive partnership with whānau and Ngaati Tahinga	Support from our kaumatua Funding and teacher release for PLD	Hannah Board	Target students identified by		Term 1: 2 teachers enrolled in and completing Incredible Years Teacher training Term 1 week 4: Principal met with Attendance Services to build relationships and make plans for attendance concerns	

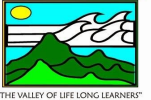
and Attendance Services to address the specific barriers to attendance			week 7 T1 Term 2			
Provide a range of engaging and interactive experiences at school to engage students and improve attendance.		All teaching staff	Term 4		<p>Term 1: Agrikids competition - specialist tutoring and teaching organised and supplied.</p> <p>Term 1-4: Senior leadership program initiated for year 7 & 8.</p> <p>Term 1, mufti day.</p> <p>Term 1 week 6: Waikato District Council Dog Education Day</p> <p>Term 1: 2 teachers enrolled in and completing Incredible Years Teacher training</p> <p>Term 1: Waikato Volleyball visited and did 2x day long sessions with the school.</p> <p>Term 1 week 5: Junior teacher attended a MoE provided Speech Language PLD</p> <p>Term 1: School has engaged with PB4L and signed up. Teacher only day held in the school holidays and training at staff meetings will continue.</p>	

Strategic Goal 3 7 1c,1d, 1f Taken from Strategic plan...what are our Strategic goals and why?

Our Target to achieve our Strategic Goal 9 1a

Goal 3 (Our Learning): To improve the use of assessment to accelerate learning at Te Ākau School

Actions ^{9 1b, 7 1g}	Resourcing ^{9 1c}	Who	When	How will we know it is successful ^{9 1d}	Ongoing Internal Evaluation-Statement of Variance ^{134 8a} (Can be used for annual report-if it includes information on what did we achieve, evidence, reasons for variance and where to next)	Evaluation of achievement
We will standardise our assessment cycles by fully integrating the new Ministry-mandated tools.	Input from MoE	All staff	End Term 2	When the first reporting cycle is complete	1.3.26 Principal has engaged with information on the SMART tool and has used trial version	
Conduct focussed Professional Learning and Development (PLD) on "Assessment for Learning" (AfL) strategies	PLD tools from MoE Time in staff meetings	All staff	End Term 2	When teachers can report back that they are confident using the tools and this is reflected in MoE reporting		
Establish collaborative	Time in staff meetings	Hannah	Term 4	Meetings complete		



data moderation sessions held every term						
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