

Kaikōura Primary School

Annual Implementation Plan 2026



Reflection on 2025 Goals

<p>Strategic Goal 1: Maintain our unique, nurturing environment where everyone belongs</p> <p>Annual Goal: Our inclusive environment supports high expectations for learners' wellbeing, engagement and achievement</p>	<ul style="list-style-type: none"> • Continue to analyse and monitor achievement and well being information to inform programmes and teacher practice • Monitor the impact of attendance strategies for effectiveness and adapt as necessary to improve regular attendance • Collect and analyse student and whānau feedback to plan for and maintain an inclusive environment • Build on effective communication strategies develop and sustain valued partnerships with parents and whānau that support learning and wellbeing. • Review and refine reporting achievement and progress to whānau • Ensure that all members of our community feel included including ESOL whānau • Continues to empower everyone to take care of their own well being (Pause Breathe Smile) • Ensure a safe environment for learning is a priority (PB4L/KPS WAY Values) 	<ul style="list-style-type: none"> • Use our attendance management plan to monitor and improve attendance
<p>Strategic Goal 2: Ensure excellent outcomes for all learners</p> <p>Annual Goal: Effective school-wide assessment systems in place that inform teaching practice and continue to increase successful outcomes for all learners</p>	<ul style="list-style-type: none"> • Review and refine the quality and validity of assessment to inform high-quality teaching and learning • Build on and embed teacher content knowledge around assessment for learning and ensure consistent assessment language is developed and used by teachers • Through a cycle of continuous improvement, teachers collaboratively plan and regularly monitor the effectiveness of teaching and learning on learner progress and achievement • Regularly review and evaluate learner data to identify strategic priorities and make timely decisions for improvement at all levels • Regularly review the effectiveness of the supports in place for students (structured literacy, maths, gifted and talented, wellbeing and attendance) • Focus on the implementation of the new maths and English curriculum as a priority action • Focus on embedding structured approaches to teaching (BSLA, The Code, NUMICON) schoolwide 	<ul style="list-style-type: none"> • Embed the new Mathematics and English Curriculum • Continue to refine assessment and reporting practices in line with the new curriculum • Continue to use a cycle of continuous improvement, to collaboratively plan and regularly monitor the effectiveness of teaching and learning on learner progress and achievement • PLD for structured writing approach school-wide

<p>Strategic Goal 3: Develop leaders for the future Annual Goal: Give effect to Te Tiriti o Waitangi in all aspects of school life and decision making</p>	<ul style="list-style-type: none"> ● Prioritise professional growth and development, including te reo me ona tikanga Māori and te ao Māori, to support high-quality teaching and learning across the curriculum ● Use the Poutama Reo self-review tool to reflect and identify next steps to inform planning a progressive language strategy ● Expand our Tuakana Teina Leadership Programme to year 5 and to incorporate our school values and the Māori forms of giftedness: kaitiakitanga, rangatiratanga, mātauranga, ngā mahi o rēhia, tikanga ● Ensure tikanga Māori and te reo Māori continue to be a central part of everyday life at school ● Prioritise the teaching of local pūrākau/stories and place-based learning ● Regularly monitor the effectiveness of teaching and learning on the learner progress and achievement of our Māori students ● Ensure planning for the development of our outdoor and indoor spaces creates an equitable representation of Māori and non-Māori 	<ul style="list-style-type: none"> ● Continue to ensure that our actions reflect our commitment to giving effect to Te Tiriti o Waitangi in 2026 and beyond.
<p>Strategic Goal 4: Provide educational opportunities that inspire creativity and innovation Annual Goal: Enrich teaching and learning programmes with local learning opportunities</p>	<ul style="list-style-type: none"> ● Continue to develop the school's teaching and learning programmes to align with changes to the curriculum maintaining relevant local learning opportunities ● Make full use of the experts on our doorstep ● Seek out opportunities to bring science alive and promote science pathways ● Explore ways to broaden student's experiences with conservation and tourism on a local, national and global platform 	<ul style="list-style-type: none"> ● Continue to make local links wherever possible in the delivery of the new NZ Curriculum.

Honouring Te Tiriti O Waitangi

At Kaikōura Primary School / Te Kura Tuatahi O Kaikōura – In consultation with our community, we will develop procedures and practices that reflect New Zealand’s cultural diversity. The three broad principles of Te Tiriti O Waitangi / The Treaty of Waitangi (Partnership, Protection and Participation) will provide the foundation for learning. We will take all reasonable steps to cater for the needs of our diverse learners, including Māori and Pasifika students and we are committed to ensuring that our Māori learners enjoy educational success as Māori.

Through our values we will achieve this by:



Whanaungatanga

Continuing to value and develop our relationship with Takahanga Marae
Consulting regularly with our Māori community
Drawing on local experts within our mana whenua to help support us in our practices



Aroha

Taking time to celebrate our diversity - this is our turangawaewae, everyone belongs
Weaving Te Reo Māori and Tikanga Māori through all our curriculum areas and aspects of school life



Manaakitanga

Providing opportunities for regular cultural experiences, including kapa haka
Using Māori protocol, including mihi whakatau for new students and their whānau
Being committed to exploring ways to extend and improve our programmes as part of our self-review and in consultation with our whānau and Māori community



Ako

Using the Ka Hikitia - Ka Hāpaitia Strategy to support effective practice
Increasing and strengthening our staff’s cultural capability
Developing student achievement targets for priority learners

Te Tiriti o Waitangi - through our planning, we create opportunities to

Hear

Emphasis in our local curriculum development on enhancing the learning of Te Reo Māori and the NZ Histories

Planning that reflects the regular and meaningful incorporation of Te Reo Māori and Tikanga Māori in all that we do

Planning that creates opportunities for ongoing and reciprocal communication

See

Planning reflects an equitable representation of Māori and non-Māori in our physical environment

Runanga representation on our board and consultation informs planning and decision-making

PLD for continual improvement and high-expectation teaching for all students

Feel

Planning and systems to ensure an inclusive, safe, and welcoming environment

The establishment of Tuakana Teina as a priority action from community consultation

Planning that identifies barriers and allows students to be empowered



Strategic Goal 1 : Maintain our unique, nurturing environment where everyone belongs

Annual Target: To raise student attendance through improved systems and support

Expected Outcome: Sustained improvement in attendance

Actions	Who is responsible	Resources Required	Measuring Success	Monitoring/Review
Te Tiriti o Waitangi - Maintain our commitment to inclusiveness and our school values	Staff, Board	Time, budget	Everyone feels included and valued.	
Attendance Management Plan in place to monitor and improve attendance	Board	Planning/review time	Attendance levels increase.	
Extra support provided for students who have missed learning due to absences	Teachers	TA time	Improvement in achievement for our focus attendance students.	
Support for wellbeing through Mana Ake and Pause, Breathe Smile programmes	SLT, teachers	Classroom programme time	Improved well-being. Attendance levels increase.	
Review and refine school systems that support the improvement in attendance	SLT, Board	Planning/review time	Attendance levels increase.	
Ensuring our environment is physically and emotionally safe using PP4L	Staff	Planning/review time	An emotionally and physically safe environment supports improved attendance levels.	

Build on existing effective communication strategies to further develop and sustain valued partnerships with parents and whānau that support learning, wellbeing and attendance.	Staff, Board	Planning/review time Budget	Effective partnerships improve outcomes.	
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Strategic Goal 2: Ensure excellent outcomes for all learners

Annual Target: All learners are supported to achieve their expected curriculum level and beyond

Expected Outcome: Sustained improvement in student progress and achievement

Actions	Who is responsible	Resources Required	Measuring Success	Monitoring/Review
Te Tiriti o Waitangi - student achievement is monitored through a cycle of continuous review and improvement	SLT, Board, teachers	Planning/review time Budget	Sustained improvement in progress and achievement.	
High-quality assessment and aromatawai information used to monitor and evaluate students' progress and achievement	SLT, Board, teachers	Planning/review time Budget	Assessment practices are of a high level across the school and consistently improving.	
Focus groups/students are identified, supported and monitored termly	SLT, Board, teachers	Planning/review time Budget	Sustained improvement in progress and achievement of focus students.	

Ensure effective support is in place for accelerated learning across the school, with a focus on early junior mathematics support	SLT, Board, teachers	Planning/review time Budget	Sustained improvement in progress and achievement in the acquisition of early mathematics skills.	
Professional development and moderation ensure that overall teacher judgements (OTJs) are consistent throughout the school	SLT, teachers	TAs SLST	Teachers confidently make accurate and evidence-based OTJs.	
Ensure reporting practices align with new requirements and give whānau accurate and timely feedback on their child's progress and next steps	SLT, Board, teachers	Planning/review time Budget	Whānau can accurately see where their child is learning in relation to the curriculum and what the next steps for them are.	

Strategic Goal 3: Develop leaders for the future

Annual Target: Teaching practices across the school are consistently of a high standard and continue to improve through targeted professional development, strong instructional leadership, and ongoing reflective practice.

Expected Outcome: Professional development is reflected in classroom practice and across the school

Actions	Who is responsible	Resources Required	Measuring Success	Monitoring/Review
Te Tiriti o Waitangi - culturally responsive teaching practice is central to classroom and whole school programmes	SLT, Board, staff	Planning/review time, budget	Te reo Māori and tikanga Māori remain the central pillar of daily life at KPS.	
Professional development for staff includes strengthening the delivery of learning in te reo Māori	SLT, teachers	Planning/review time, PLD budget	Teaching practices are of a high level across the school and consistently improving.	
The New Curriculum for English and Maths is embedded through professional development and the sharing of best practice	SLT, teachers	PLD budget	Teaching practices are of a high level across the school and consistently improving.	
Continue to refine the delivery of structured approaches to learning	SLT, teachers, Board	Planning/review time	Teaching practices are of a high level across the school and consistently improving.	
Continue to monitor and support the delivery of an hour a day - reading, writing and mathematics	SLT, Board	Planning/review time	Teaching practices are of a high level across the school and consistently improving	

Support the leadership development of staff	SLT, teachers, Board	PLD budget	Staff take on leadership roles.	
Further develop opportunities to grow our students as leaders across the school	SLT, teachers	PLD budget	KPS grows leaders for the future.	

Strategic Goal 4: Provide educational opportunities that inspire creativity and innovation

Annual Target: Enrich teaching and learning programmes with local learning opportunities

Expected Outcome: Locally-centred learning that engages students in meaningful learning

Actions	Who is responsible	Resources Required	Measuring Success	Monitoring/Review
Te Tiriti o Waitangi - prioritise the learning of local pūrākau/stories	SLT, teachers	Budget	Our students feel connected to their local environment and history.	
Incorporate local expertise and knowledge into programmes	Teachers	Budget	Our students feel connected to their local environment and history.	
Explore the other areas of the new curriculum that are due to be used from 2027	Teachers	Time	Teachers are becoming familiar with the draft new curriculum areas in preparation for 2027.	

Ensure students have the opportunity to learn outdoors and in our local environment	SLT, teachers	Budget	Our students feel connected to their local environment and history.	
Continue the development of outdoor learning spaces	Board	Property budget	Our environment continues to reflect our community and Māori heritage.	
Make regular links to real-world learning - local environment, nature, tourism	SLT, teachers	Planning/review time, budget	Our students feel connected to their local environment and history.	

2026 Annual Achievement Targets: Action Plans to accelerate achievement of focus group(s)

Strategic Goal 2: Ensure excellent outcomes for all learners

Annual Target: All learners are supported to achieve their expected curriculum level and beyond

Expected Outcome: Sustained improvement in progress and achievement

Student Learning and Achievement Targets for Reading:

What evidence shows

Baseline data: Analysis of school-wide **reading** data at the end of 2025 showed that Overall 75% students at or above expected curriculum level. Boys - **68%** at or above expected curriculum level. Girls - **83%** at or above expected curriculum level. Māori achievement - **67%** at or above expected curriculum level.

Year 1 **70%** at or above expected curriculum level

Year 2 **71%** at or above expected curriculum level

Year 3 **69%** at or above expected curriculum level

Year 4 **78%** at or above expected curriculum level

Year 5 **80%** at or above expected curriculum level

Year 6 **86%** at or above expected curriculum level

Phase 1 **70%** at or above expected curriculum level. Phase 2 **80%** at or above expected curriculum level.

Reading Annual Aim: To increase the percentage of students achieving at or above their expected curriculum levels in reading. To identify and accelerate the progress of those students (including priority students) who are not achieving at their expected curriculum level.

Reading Annual Targets:

1. Overall 80% of our students will be at or above their expected curriculum level by the end of 2026.
2. A group of Year 1-3 students will be supported to make accelerated progress, with the aim of achieving their expected curriculum level by the end of 2026. A focus on boys reading.

Review and implement a robust Assessment Framework that details the clear purpose of assessment practices.	SLT	Framework is implemented and evaluated at the end of 2025 Teachers use a range of formative assessment to future shape learning design Consistency of OTJs across the school.
Engage in relevant PLD. In particular regarding boys reading.	T	Consistency and current best practice are evident, including the new curriculum
Teams and teachers will develop specific actions to accelerate the learning of focus students.	T	Students will benefit from targeted actions to accelerate their progress.
Leaders facilitate specific targets with teachers with a focus on impact and refinement of strategies through termly monitoring meetings.	SLT	Documented actions and ongoing review of actions in meeting minutes.
Structured Literacy approach Year 0 to 6. New curriculum.	SLT T	Whole school consistency in approach.
Host whānau hui and invite whānau to input into school-wide actions for our Māori learners. Share and discuss targets.	SLT T	Whānau attendance and engagement is high.

<p>Host Parent/Caregiver information evenings and learning opportunities for whānau to learn more about structured literacy.</p>	<p>SLT T</p>	<p>Families feel confident to support their children at home.</p>
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Student Learning and Achievement Targets for Oral Language:

What evidence shows

Baseline data: Analysis of school-wide **oral language** data at the end of 2025 showed that Overall **86%** students at or above expected curriculum level at the end of 2025. Boys **83%** at or above expected curriculum level. Girls **90%** at or above expected curriculum level Māori achievement **80%** at or above expected curriculum level.

Year 1 **96%** at or above expected curriculum level

Year 2 **76%** at or above expected curriculum level

Year 3 **63%** at or above expected curriculum level

Year 4 **91%** at or above expected curriculum level

Year 5 **90%** at or above expected curriculum level

Year 6 **100%** at or above expected curriculum level

Phase 1 **80%** at or above expected curriculum level. Phase 2 **93%** at or above expected curriculum level

Oral Language Annual Aim: To increase the percentage of students achieving at or above their expected curriculum levels in oral language. To identify and accelerate the progress of those students (including priority students) who are not achieving at their expected curriculum level.

Oral Language Annual Targets:

1. Overall 90% of our students will be at or above their expected curriculum level by the end of 2026.
2. A group of Year 2 and 3 students will be supported to make accelerated progress, with the aim of achieving their expected curriculum level by the end of 2026.

Review and implement a robust Assessment Framework that details the clear purpose of assessment practices.	SLT	Framework is implemented and evaluated at the end of 2025 Teachers use a range of formative assessment to future shape learning design Consistency of OTJs across the school.

Engage in relevant PLD.	T	Consistency and current best practice is evident, including the new curriculum
Teams and teachers will develop specific actions to accelerate the learning of focus students.	T	Students will benefit from targeted actions to accelerate their progress.
Leaders facilitate specific targets with teachers with a focus on impact and refinement of strategies through termly monitoring meetings.	SLT	Documented actions and ongoing review of actions in meeting minutes.
Structured Literacy approach Year 0 to 6.	SLT T	Whole school consistency in approach.
Host whānau hui and invite whānau to input into school-wide actions for our Māori learners. Share and discuss targets.	SLT T	Whānau attendance and engagement is high.
Host Parent/Caregiver information evenings and learning opportunities for whānau to learn more about structured literacy.	SLT T	Families feel confident to support their children at home.

Student Learning and Achievement Targets for Writing:

What evidence shows

Baseline data: Analysis of school-wide **writing** data at the end of 2025 showed that Overall **70%** students at or above expected curriculum level. Boys - **59%** at or above expected curriculum level. Girls - **85%** at or above expected curriculum level. Māori achievement - **61%** at or above expected curriculum level.

Year 1 **74%** at or above expected curriculum level

Year 2 **57%** at or above expected curriculum level

Year 3 **56%** at or above expected curriculum level

Year 4 **78%** at or above expected curriculum level

Year 5 **85%** at or above expected curriculum level

Year 6 **79%** at or above expected curriculum level

Phase 1 **63%** at or above expected curriculum level. Phase 2 **79%** at or above expected curriculum level

Writing Annual Aim: To increase the percentage of students achieving at or above their expected curriculum levels in writing. To identify and accelerate the progress of those students (including priority students) who are not achieving at their expected curriculum level.

Writing Annual Targets:

1. Overall 75% of our students will be at or above their expected curriculum level by the end of 2026 with a special focus on raising the achievement of boys.
2. A group of Year 2 and Year 3 students will be supported to make accelerated progress, with the aim of achieving their expected curriculum level by the end of 2026.

Review and implement a robust Assessment Framework that details the clear purpose of assessment practices.	SLT	Framework is implemented and evaluated at the end of 2025. Teachers use a range of formative assessment to future shape learning design. Consistency of OTJs across the school.

Engage in relevant PLD. In particular, writing achievement for boys.	T	Consistency and current best practice are evident, including the new curriculum.
Teams and teachers will develop specific actions to accelerate the learning of focus students.	T	Students will benefit from targeted actions to accelerate their progress.
Leaders facilitate specific targets with teachers with a focus on impact and refinement of strategies through termly monitoring meetings.	SLT	Documented actions and ongoing review of actions in meeting minutes.
Structured Literacy approach to Y0-6 SLS Teacher Y0-6.	SLT T	Whole school consistency in approach.
Host whānau hui and invite whānau to input into school-wide actions for our Māori learners. Share and discuss targets.	SLT T	Whānau attendance and engagement are high.
Host Parent/Caregiver information evenings and learning opportunities for whānau to learn more about structured literacy.	SLT T	Families feel confident to support their children at home.

Student Learning and Achievement Targets for Mathematics:

What evidence shows

Baseline data: Analysis of school-wide **mathematics** data at the end of 2025 showed that Overall 74% students at or above expected curriculum level. Boys - 68% at or above expected curriculum level. Girls - 81% at or above expected curriculum level. Māori achievement - 70% at or above expected curriculum level.

Year 1 **78%** at or above expected curriculum level

Year 2 **52%** at or above expected curriculum level

Year 3 **75%** at or above expected curriculum level

Year 4 **78%** at or above expected curriculum level

Year 5 **80%** at or above expected curriculum level

Year 6 **85%** at or above expected curriculum level

Phase 1 68% at or above expected curriculum level. Phase 2 80% at or above expected curriculum level

Mathematics Annual Aim: To increase the percentage of students achieving at or above their expected curriculum levels in mathematics. To identify and accelerate the progress of those students (including priority students) who are not achieving at their expected curriculum level.

Mathematics Annual Targets:

1. Overall 80% of our students will be at or above their expected curriculum level by the end of 2026.
2. A focus group in year 3 will make accelerated progress with the aim of achieving their expected curriculum level by the end of 2026.

Review and implement a robust Assessment Framework that details the clear purpose of assessment practices.	SLT	Framework is implemented and evaluated at the end of 2025 Teachers use a range of formative assessments to future shape learning design. Consistency of OTJs across the school.
Engage in relevant PLD.	T	Consistency and current best practice are evident, including the new curriculum.

Teams and teachers will develop specific actions to accelerate the learning of focus students.	T	Students will benefit from targeted actions to accelerate their progress.
Leaders facilitate specific targets with teachers with a focus on impact and refinement of strategies through termly monitoring meetings.	SLT	Documented actions and ongoing review of actions in meeting minutes.
Host whānau hui and invite whānau to input into school-wide actions for our Māori learners. Share and discuss targets.	SLT T	Whānau attendance and engagement is high.
Host Parent/Caregiver information evenings and learning opportunities for whānau to learn more about Mathematics.	SLT T	Families feel confident to support their children at home.

2026 Annual Attendance Targets: Action Plans to improve attendance of focus group(s)

What evidence shows

Baseline data: Analysis of school-wide **attendance** data at the end of 2025 showed

Regular Attendance

Term 1 overall attendance **66%** compared to 61% term 1 2024, 43% term 1 2023.

Term 2 overall attendance **55%** compared to 61% term 2 2024, 57% term 2 2023.

Term 3 overall attendance **52%** compared to 51% term 3 2024, 49% term 3 2023.

Term 4 overall attendance **66%** compared to 61% term 4 2024, 48% term 4 2023

Irregular Attendance

Term 1: 23% (19% 2024, 32% 2023)

Term 2: 22% (17% 2024, 19% 2023)

Term 3: 28% (25% 2024, 25% 2023)

Term 4: 21% (21% 2024, 25% 2023)

Moderate Attendance

Term 1: 9% (14% 2024, 18% 2023)

Term 2: 12% (14% 2024, 12% 2023)

Term 3: 13% (15% 2024, 17% 2023)

Term 4: 5% (10% 2024, 18% 2023)

Chronic Attendance

Term 1: 2% (7% 2024, 7% 2023)

Term 2: 11% (8% 2024, 12% 2023)

Term 3: 7% (9% 2024, 10% 2023)

Term 4: 8% (7% 2024, 9% 2023)

Annual Aim: To increase engagement and attendance at school to improve achievement levels and meet the Government's target is for 80% of students to attend regularly, that is to attend school more than 90% of the time.

Annual Target:

1. Improve 'Regular' **GOOD ATTENDANCE** (Less than 5 days absence in a term, over 90%) to 70% each term
2. Improve 'Irregular' **WORRYING ATTENDANCE** (Up to 10 days absence in a term, more than 80%-90%) to <20% each term
3. Improve 'Moderate' **CONCERNING ATTENDANCE** (Up to 15 days absence in a term, more than 70%-80%) to <8% each term
4. Improve 'Chronic' **VERY CONCERNING ATTENDANCE** (15 days or more absence in a term, 70% or less) to <5% each term

Attendance Management Plan in place	SLT	Sustained improvement in attendance.
Teachers regularly check in with students identified to be at risk of poor attendance and engagement.	TA	Ākonga/students are engaged emotionally, socially and academically in their school.
Use of school newsletter/parent teacher meetings to promote why regular attendance is important.	SLT	Everyone is informed of the importance of regular attendance and how their children's attendance is tracking, school knows where students are when absent and why.
Implement a reviewed system for following up on absences.	OM SLT	Systems support good attendance.
Connect with families early to help break down barriers.	T SLT	Whāuna feel supported and confident to share barriers. Barriers are identified early and solutions found.
Coordinate with attendance service to support.	SLT	All channels are connected and supporting improvement.