

## Ahititi School Annual Implementation Plan 2026



*Ahakoā he iti he  
pounamu*

Although it is small  
It is a treasure

Mission: To challenge children to meet their potential

**Vision: To ensure our children have a strong foundation for their future education**

Our community values:

- Student achievement in Literacy and Numeracy.
- Respect for self, others and the environment as an integral part of our school culture.
- Teaching our children to take responsibility for themselves, their actions and their learning.
- Relationships based on openness, respect and honesty at the centre of learning.
- A stimulating, attractive and safe learning environment which supports children's creativity and confidence.

Our learners

Positive relationships are essential to student wellbeing and success. Our learners are supportive of each other, respectful and helpful. They enjoy all the benefits of attending a small rural school – knowing each other well, knowing staff well and being supported in a very familiar environment. They have a strong sense of belonging and there is a whanau feel in our school. While we continued to focus on student progress and achievement in 2026, as assessment data indicates that not all students are achieving at or above the appropriate level in literacy learning and maths as they progress through the school.

Regulation 9(1)(e)

<p>Treaty of Waitangi</p> <ul style="list-style-type: none"> <li>● Partnership</li> <li>● Protection</li> <li>● Participation</li> </ul> <p>Regulation 9(1)(g)</p>	<p>We acknowledge that student and whanau, identity, culture and language, cannot be separated.</p> <p>We:</p> <ul style="list-style-type: none"> <li>● Aim to provide culturally sustaining learning and authentic learning experiences that reflect NZ cultural diversity and traditions</li> <li>● Will provide students with opportunities to acquire knowledge of te reo Maori</li> <li>● Will, with whanau support, develop students knowledge of tikanga</li> <li>● Seek to achieve equitable outcomes for Maori students</li> </ul>			
<p>Teaching and Learning strategies that are supporting student progress in 2026</p> <p>Regulation 9(1)(f)</p>	<p>Explicit teaching in structured literacy - Research based pedagogy, science of learning <i>Recognising the fundamental importance of literacy as an enabler of all other learning</i></p> <p>Explicit teaching in Mathematics</p> <p>Programme differentiation for multi level teaching</p> <p>Use of good quality assessment to inform teaching and reporting to whanau.</p> <p>Continue to ensure</p> <ul style="list-style-type: none"> <li>● Learners are at the centre of programmes</li> <li>● Barrier free access for all students</li> <li>● Quality teaching &amp; leadership</li> </ul>			
<p>2026 Strategic Goals</p> <p>Regulation 9(1)(a)</p>	<p><b>1. Curriculum</b> Implement and embed revised English and Maths curricula. Continue to enable all students to access the curriculum with a focus on raising student achievement.</p>	<p><b>2. Whanaungatanga</b> Continue to build educationally powerful connections that support students learning, social and emotional needs</p>	<p><b>3. Teaching &amp; Learning</b> Use assessment data to deliberately support learners' progress. Continue to develop teacher capabilities to provide quality, responsive learning experiences across all areas of the curriculum.</p>	<p><b>4. Leading &amp; Managing</b> Continue to develop effective leadership that sustains and enables ongoing learning, collaborative activity and collective decision making through organisational structures, processes and practices. Follow STAR attendance plan to maximise attendance.</p>
<p>Evaluation of targets</p>	<p>1.</p>	<p>2.</p>	<p>3.</p>	<p>4.</p>

Strategic Goal 1

**Curriculum:** Implement and embed revised English and Maths curricula in teaching and learning programmes. Continue to enable all students to access the curriculum with a focus on raising student achievement.

2026 Initiatives and Outcomes Regulation9(1)(a)	Key Actions	Responsibility, Resources and Timeframes Regulation 9(1)(c)	Key Outcomes and Success Regulation 9(1)(d)
Implement English and maths Curricula	Staff development	Ongoing	Positive learning outcomes for students.
Assess	Twice yearly assessments (PAT) School assessment schedule Formative Assessments	Principal & Teaching staff	
Reporting to parents	Twice a year in plain language Include progress and achievement across curriculum statements and in literacy and maths Using overall progress descriptors <ul style="list-style-type: none"> <li>• Emerging</li> <li>• Developing</li> <li>• Consolidating</li> <li>• Proficient</li> <li>• Exceeding</li> </ul>	Targeted PLD 2 MOE TOD Reliever & Travel costs as required	
Monitoring and Evaluation of Initiatives	Regular reporting to BOT		

Strategic Goal 2

**Whanaungatanga**

To build educationally powerful connections that support students learning: academic, social and emotional needs and good attendance patterns. Whanau regularly present in the school in a variety of situations– positive interactions.

2026 Initiatives and Outcomes Regulation9(1)(a)	Key Actions	Responsibility, Resources and Timeframes Regulation 9(1)(c)	Key Outcomes and Success Regulation 9(1)(d)
Continue to maintain regular communication with whanau –	Weekly newsletters – paper, email and online (Facebook page)	Ongoing	Positive learning outcomes for students.
Regular learning focussed conversations - particularly in relation to attendance.	T2 &3 Parent /teacher interviews, Shared language around learning and goal setting. Implement STAR attendance policy	Principal & Teaching staff Catering costs	Strengthened learning partnerships with Whanau
Identify whanau who are not engaging with staff and school	Monitor /record contact with whanau	Travel costs as required	Improved attendance patterns
Encourage whanau presence at school	Cluster events & sports days School events & visits Pastoral care		
Community involvement & engagement	Community newsletters & invitations – events, concert Use of school facilities		
Monitoring and Evaluation of Initiatives	Regular reporting to BOT		

**Strategic Goal 3**

**Teaching and Learning**

Continue to develop teacher capabilities to provide quality, responsive learning experiences across the curriculum with a focus on Literacy and Numeracy

2026 Initiatives and Outcomes Regulation9(1)(a)	Key Actions Regulation 9(1)(b)	Responsibility, Resources and Timeframes Regulation 9(1)(c)	Key Outcomes and Success Regulation 9(1)(d)
Strengthen delivery of Structured Literacy	PLD as required to support targets and strategic goals in Literacy	Ongoing Principal & teaching staff	Positive learning outcomes for students
Professional reading	Maths PLD	iDeal Facilitator Travel / accommodation costs if required for targeted PLD	Improved pedagogy and delivery of English Improved pedagogy and delivery of Maths
Implementing new English and Maths Curricula and adjusting teaching and learning programmes and assessments as required.		Reliever costs	
Monitoring and Evaluation of Initiatives	Regular reporting to BOT		

Strategic Goal 4

**Leading & Managing**

To have effective leadership that sustains and enables ongoing learning, collaborative activity and collective decision making through organisational structures, processes and practices.

2026 Initiatives and Outcomes	Key Actions	Responsibility, Resources and Timeframes	Key Outcomes and Success
Professional growth & PLD	Regulation 9(1)(b) Use of leadership capabilities matrix for active reflection  Active participation in PLG & PGC processes  Attend conference?  Engage with MOE advisors	Regulation 9(1)(c)  Principal Cluster colleagues MOE Facilitator  Ongoing  Reliever costs as required	Regulation 9(1)(d)  Positive learning outcomes for students
Monitoring and Evaluation of Initiatives	Regular reporting to BOT		

## 2026 Annual Implementation Actions: Strategic Goals

<p>Strategic Goal 1 <b>Curriculum</b></p> <p>Continue to enable all students to access the curriculum with a focus on raising student achievement, particularly in literacy and numeracy</p>	<p><b>Literacy Target:</b></p> <p>All students in Years 1 (4/14) will master encoding and decoding vc, cvc, cvcc and ccvcc words.</p>		
<p><b>2026 Initiatives and Outcomes Regulation9(1)(a)</b></p> <p>Explicit systematic teaching – essential for some, beneficial for all</p>	<p><b>Key Actions</b></p> <p><b>Regulation 9(1)(b)</b></p> <p>Strengthen delivery of Structured Literacy programme through PLD Focus on noticing and responding to variability in student achievement through formative and standardised assessment practices</p>	<p><b>Responsibility, Resources and Timeframes</b></p> <p><b>Regulation 9(1)(c)</b></p> <p>Teaching staff shared planning and responsibility TA support where appropriate Ideal PLD and resources to support as required</p>	<p><b>Key Outcomes and Success</b></p> <p><b>Regulation 9(1)(d)</b></p> <p>Positive learning outcomes for students All students will have made progress decoding and encoding confidently and competently at or above the expected level.</p>
<p><b>Minimise barriers to learning</b></p>	<p>Whanau engagement</p>		
<p><b>Research based pedagogy to improve reading comprehension</b></p>	<p>Practice and repetition Activating prior knowledge Develop vocabulary knowledge Develop fluency and accuracy Minimise cognitive overload</p>		
<p><b>Monitoring and Evaluation of Initiatives</b></p>	<p>As per assessment cycle</p>		

## 2026 Annual Implementation Actions: Strategic Goals

<p>Strategic Goal 1 <b>Curriculum</b> Continue to enable all students to access the curriculum with a focus on raising student achievement, particularly in literacy and numeracy</p>	<p><b>Literacy Target</b></p> <ul style="list-style-type: none"> <li>• Spelling (Writing)</li> </ul> <p>Students in years 3-7 (10/14) will have made progress towards spelling competently when writing for different purposes relative to their ages, assessed using iDeal spelling assessment data.</p>		
<p><b>2026 Initiatives and Outcomes Regulation9(1)(a)</b></p>	<p><b>Key Actions</b> <b>Regulation 9(1)(b)</b> Focus on noticing and responding to variability in student achievement through varied assessment practices</p>	<p><b>Responsibility, Resources and Timeframes</b> <b>Regulation 9(1)(c)</b> Ongoing Teaching staff and TAs</p>	<p><b>Key Outcomes and Success</b> <b>Regulation 9(1)(d)</b> Positive learning outcomes for students  All students will have progressed towards developing writing skills needed for a variety of purposes relative to their age and ability.</p>
<p>Explicit systematic teaching – essential for some, beneficial for all</p>	<p><b>Teaching:</b> Spelling &amp; punctuation rules The structures of writing for different purposes Printing / Handwriting</p>	<p>iDEAL Platform) and resources to support as required</p>	<p>This will include improved:</p> <ul style="list-style-type: none"> <li>• mastery of spelling patterns and rules</li> <li>• speed and legibility of writing</li> <li>• vocabulary</li> </ul>
<p>Research based pedagogy –</p>	<p>Alphabetic code Vocabulary development Sentence construction</p>		
<p>Monitoring and Evaluation of Initiatives</p>	<p>As per assessment cycle / PLD requirements</p>		