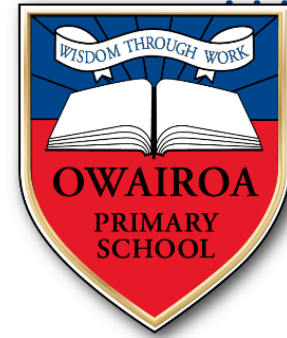


OWAIROA PRIMARY SCHOOL

ANNUAL IMPLEMENTATION PLAN



2026



Strategic Goal One: Responsive Curriculum

To raise academic achievements for each student through the highest standards of teaching and learning

	Focus	Initiative <i>What do we want?</i>	Action (Lead Measure) <i>How will we do it</i>	Baseline Data (Lag Measurement) <i>What is the current situation</i>	Milestone and Measure <i>What is our target and how do we measure it</i>	Initiative Lead <i>Who are our leaders</i>												
1.1	Curriculum Implementation Effectively integrate structured Mathematics and Statistics to raise student achievement	<ul style="list-style-type: none"> Develop best practice to accelerate learning achievement in Mathematics and Statistics 	<ul style="list-style-type: none"> Develop mathematical knowledge to inform teaching and learning Build leadership capacity to develop effective practices that have a positive impact on student outcomes, to build teacher proficiency Build teacher proficiency, confidence and capability Classroom observations and feedback used to support teachers Maths programme 	<p>The Mathematics data tables shown are created from 2025 end of year data using only 3 or 4 Progress Descriptors that were available at that time, provided by the Ministry of Education.</p> <p>As the MOE was introducing different progress descriptors during 2025, the year 1-2 students used a different set (Working Towards, Working Within, Exceeding) than the year 3-6 teachers (Needs Support, Progressing Towards, Proficient, Exceeding) at the end of the year.</p> <p>Junior School Mathematics Data</p> <table border="1"> <thead> <tr> <th></th> <th>WT</th> <th>WW</th> <th>E</th> </tr> </thead> <tbody> <tr> <td>Y 0</td> <td>22% (4)</td> <td>67% (12)</td> <td>11% (2)</td> </tr> <tr> <td>Y 1</td> <td>31% (34)</td> <td>64% (70)</td> <td>5% (6)</td> </tr> </tbody> </table>		WT	WW	E	Y 0	22% (4)	67% (12)	11% (2)	Y 1	31% (34)	64% (70)	5% (6)	<p>Target</p> <ul style="list-style-type: none"> To raise standards of achievement in Mathematics and Statistics across the school <p>Measures</p> <ul style="list-style-type: none"> Use a range of assessment tools to determine students strengths and next learning steps Develop tier 2 learning groups in mathematics, throughout the year Continue to use PAT mathematics data and trial the MOE SMART tool Involve students in their learning and 	<ul style="list-style-type: none"> SLT Curriculum Lead Team Leaders Outside Facilitators Internal Experts
	WT	WW	E															
Y 0	22% (4)	67% (12)	11% (2)															
Y 1	31% (34)	64% (70)	5% (6)															

Y 2	23% (24)	59% (63)	18% (19)
Total Pupils	26% (62)	62% (145)	12% (27)

Please Note: Three descriptors were used to assess student at that time

PT= Working Towards
P = Working Within
E = Exceeding

Middle and Senior School Mathematics Data

	NS	PT	P	E
Y 3	19% (28)	27% (39)	37% (54)	18% (26)
Y 4	12% (18)	20% (30)	47% (70)	20% (30)
Y 5	11% (14)	25% (31)	34% (43)	30% (38)
Y 6	4% (6)	11% (17)	37% (55)	48% (21)
Total Pupils	13% (66)	22% (117)	43% (222)	22% (115)

Please Note: Four descriptors were used to assess a student at that time

NS = Needs Support
PT= Progressing Towards
P = Proficient
E = Exceeding

assessment data and un-pack their math results to identify their next learning steps/goals

- PLD provided for teachers throughout the year focused on curriculum implementation, development, planning and assessment
- Ensure all children 'Working Towards', 'Needs Support', at their year level, make continued progress
- Staff PGC inquiries will link to a Mathematical outcome/focus, based on data

1.2 Curriculum Implementation
Effectively integrate structured English to

- Develop best practice to accelerate learning achievement in English

- Develop English knowledge and skills to inform teaching and learning
- Build leadership capacity to

The Reading and Writing data tables shown are created from 2025 end of year data using only 3 or 4 Progress Descriptors that were available at that time, provided by the Ministry of Education.

As the MOE was introducing different progress descriptors during 2025, the year 1-2 students

Target
• To raise standards of achievement in English across the school

Measures

- SLT
- Curriculum Lead
- Team Leaders
- Outside Facilitators
- Internal Experts

raise student achievement

- develop effective practices that have a positive impact on student outcomes, to build teacher proficiency and capability
- Classroom observations and feedback used to support teachers literacy programmes
 - Raise staff proficiency in the use of assessment tools and use data to inform practice
 - Use outside agencies and local experts to provide focused and deliberate PLD for staff (Oral Language and Writing)

used a different set (Working Towards, Working Within, Exceeding) than the year 3-6 teachers (Needs Support, Progressing Towards, Proficient, Exceeding) at the end of the year.

Junior School Reading Data

	WT	WW	E
Y 0	17% (3)	33% (6)	50% (9)
Y 1	23% (25)	39% (43)	38% (42)
Y 2	22% (23)	13% (14)	65% (69)
Total Pupils	22% (51)	27% (63)	51% (120)

Junior School Writing Data

	WT	WW	E
Y 1	30% (33)	65% (72)	5% (5)
Y 2	18% (19)	70% (74)	12% (13)
Total Pupils	24% (52)	68% (146)	8% (18)

Please Note: Three descriptors were used to assess students at that time

PT= Working Towards
P = Working Within
E = Exceeding

Middle and Senior School Reading Data

	NS	PT	P	E
Y 3	5% (8)	23% (34)	52% (76)	20% (29)

- Use a range of assessment tools to determine students strengths and next learning steps
- Offer students who are at the Progressing Towards stage, opportunities for tier 2 learning support in Reading throughout the year
- ESOL funded students will receive continued learning support
- Involve students in their learning and un-pack their literacy results to identify their next learning steps/goals
- Continue to use PAT Reading and Writing data and trial the MOE SMART tool
- PLD provided for teachers throughout the year focused on curriculum implementation, development, planning and assessment (Oral Language and Writing)
- Ensure all children 'Working Towards', 'Needs Support', at their year level, make continued progress

Y 4	13% (19)	12% (18)	53% (79)	22% (29)
Y 5	9% (11)	18% (23)	45% (57)	28% (35)
Y 6	12% (18)	10% (15)	36% (53)	42% (63)
Total Pupils	10% (56)	16% (90)	47% (265)	27% (156)

Middle and Senior School Writing Data

	NS	PT	P	E
Y 3	19% (28)	30% (44)	44% (73)	14% (21)
Y 4	18% (27)	18% (27)	49% (73)	14% (21)
Y 5	17% (21)	27% (34)	41% (52)	15% (19)
Y 6	13% (20)	14% (21)	43% (64)	30% (44)
Total Pupils	16% (96)	22% (126)	40% (230)	22% (130)

Please Note: Four descriptors were used to assess students at that time.

NS = Needs Support
PT= Progressing Towards
P = Proficient
E = Exceeding

Outcome:

Students will progress and achieve at high levels across all aspects of their learning journey while at Owairoa Primary School



Strategic Goal Two: Professional Capability

Through staff professional development, implement a responsive curriculum that provides inclusive and balanced educational programmes

	Focus	Initiative <i>What do we want?</i>	Action (Lead Measure) <i>How will we do it</i>	Baseline Data (Lag Measurement) <i>What is the current situation</i>	Milestone and Measure <i>What is our target and how do we measure it</i>	Initiative Lead <i>Who are our leaders</i>
2.1	Professional Growth Cycle (PGC) Teaching staff to improve individual knowledge and skills through an inquiry into Mathematics, Executive Function (EF) or an area pertinent to their role	<ul style="list-style-type: none"> All teaching staff will carry out an individual Professional Growth Cycle (PGC) inquiry to improve their own professional knowledge and skills 	<ul style="list-style-type: none"> Professional leaders (PL) will work with staff within their group to facilitate the school PGC process Refer to the school PGC process for actions taken by staff Align school Quality Assurance (QA) documents and PGC's to inform annual appraisal outcomes 	<ul style="list-style-type: none"> Three new teaching staff are unfamiliar with the school PCG and QA expectations Two current PCTs may require additional support from mentors Previously teachers have had a variety of individual options to focus their PGC on and in 2026 we will focus on an element of Mathematics, EF, or an area pertinent to their role SLT, including the Principal, (5 Staff) will embark on their own PGC inquiry with the support of an external agency Professional learning groups will continue to focus on selected themes throughout the year to support teaching and 	Target <ul style="list-style-type: none"> All teaching staff will undertake and complete an individual PGC inquiry by December 2026, focused on and element of Mathematics, EF or an area pertinent to their role Measure <ul style="list-style-type: none"> All teachers have had their PGC inquiry signed off by a PL leader, using the justification sheet At the end of the year teachers are able to evaluate, reflect on their goals and share their learning with other teachers 	<ul style="list-style-type: none"> Professional Learning Leaders Area Leaders InterLead PD/Appraisal Connector Teaching staff at Owairoa

			<ul style="list-style-type: none"> • New teaching staff will require induction and guidance from PL's to develop their own PGC • Review our current PGC process to ensure we are making connections with our strategic goals and adding value to staff knowledge and skills 	learning practices including 'Assessment for Learning' practices	<ul style="list-style-type: none"> • Adapted 'Quality Assurance' document to link to the 8 teaching standards • Teachers to utilise the online platform 'Interlead Connector' to add journal notes, research articles, evidence to align to their goals and professional discussions 	
2.2	<p>Teacher Professional Development</p> <p>Professional Learning and Development (PLD) empowers teachers and aligns to school priorities and targets</p>	<ul style="list-style-type: none"> • Teaching staff will improve professional knowledge to raise the standards of teaching practice in curriculum knowledge, understanding and skills 	<ul style="list-style-type: none"> • Focused PLD sessions will address identified target areas, unpacking the new English and Number and Statistics curriculum • Continue to build middle leadership capacity to develop effective and consistent practices and approaches within teams • All new teachers to complete structured literacy and mathematics PLD, as per Ministry of Education expectations • Ongoing purchasing of relevant Literacy and Mathematics resources to support learning programmes 	<ul style="list-style-type: none"> • All Staff in 2025 had been involved with two mathematics PLD days (Module 1 & Module 2) • Two curriculum days have been set aside for module 3 & module 4 mathematics, in 2026 • We have targeted more PLD to deliver the English curriculum with outside facilitators (Oral and Writing) • Team meetings and weekly curriculum meetings continue to address both the English and Mathematics curriculum implementation, throughout the year • All teachers will undergo a PGC linked to mathematics and/or Executive Function, chosen by an individual, so it is meaningful to them • Each term we have created a timetable to highlight what PLD we will be locking in and who will take this 	<p>Target</p> <ul style="list-style-type: none"> • Through targeted PLD, teachers will develop skills, understanding and confidence in their teaching and learning programmes, to raise student achievement <p>Measure</p> <ul style="list-style-type: none"> • Learner progress is monitored throughout the year and data analysed to inform teaching and learning programmes • Data from assessment and Overall teacher judgement (OTJ) to be shared with students and whanau throughout the year • Teachers can comment on what they have learnt and shared this with their peers in a PGC group or team 	<ul style="list-style-type: none"> • Teaching Staff • Curriculum Leaders • Team Leaders • Principal • Mentor teachers • Outside facilitators • Ministry of Education facilitators

Outcome:

Through targeted PLD, teachers will develop more skills, understanding and confidence to deliver learning opportunities that will further enhance learning outcomes and success for students



Strategic Goal Three: Community Connections

To strengthen school-community relationships to support learning pathways for students.

	Focus	Initiative <i>What do we want?</i>	Action (Lead Measure) <i>How will we do it</i>	Baseline Data (Lag Measurement) <i>What is the current situation</i>	Milestone and Measure <i>What is our target and how do we measure it</i>	Initiative Lead <i>Who are our leaders</i>
3.1	<p>Community Engagement</p> <p>To engage and build meaningful and reciprocal relationships with the community to further develop and strengthen educational partnerships</p>	<ul style="list-style-type: none"> Continue to strengthen bicultural and multicultural community perspectives and relationships 	<ul style="list-style-type: none"> Consult with different school community groups Community groups provide and share goals for their children School to action these goals in key documents (Maori Plan, Pasifika Plan and the 2026 Strategic Plan) 	<ul style="list-style-type: none"> In 2025 the following community groups were asked to contribute to the school at parent evenings: Eastern Asian, Filipino, Japanese, and Chinese An open classroom event took place each term Parents were invited to events during the year e.g. Book week, International Day, Family Fun night The school celebrated Samoan and Tongan language weeks, and is working towards other language weeks from different cultures in 2026 E.g. Cook Islands 	<p>Target</p> <ul style="list-style-type: none"> Continue to develop relationships with parents from our diverse community groups and report to parents on a regular basis <p>Measure</p> <ul style="list-style-type: none"> We will consult further with our community groups including: Maori, and Pasifika in 2026 (Part of our 2 year cycle) Ensure the community has opportunities to understand new initiatives from the MOE such as BSLA, structured Math tier 2 groups, new curriculum expectations and what is new in the Mathematics and English curriculums 	<ul style="list-style-type: none"> Principal Senior Management Team Leaders Parent community

<p>3.2</p>	<p>Attendance</p> <p>To raise student attendance levels at Owairoa by aligning to Ministry expectations</p>	<ul style="list-style-type: none"> Attendance continues to be a high priority at Owairoa School Follow up students who move to a lower attendance threshold during the term, ('Good to Worrying', 'Worrying to Concerning', 'Concerning to Serious Concern') 	<ul style="list-style-type: none"> We have set a target of 80% of students attending school more than 90% of the term in 2026. Develop and implement a school specific 'Attendance Management Plan' and related actions to lift student attendance Work with local attendance officers (East Auckland) DP to follow up students who have not attended school for more than 3 days, each week (unjustified/unexplained absences) Report attendance outcomes at Board meetings Implement the Stepped Attendance Response (STAR) process when working with whanau Set clear expectations for whanau that school attendance is a priority at Owairoa Attendance is reported to parents on school reports 	<ul style="list-style-type: none"> Presently our students attend school 73% of the year (end of year data 2025) We have a close relationship with the East Auckland Attendance Service and communicate 2 to 3 times per term Students have been tracked throughout 2025 and again in 2026, weekly, and actions will continue to be followed up including: emails, phone calls and home visits (DP and SENCO) 	<p>Target</p> <ul style="list-style-type: none"> Develop and implement an effective Attendance Management Plan (AMP) to raise student attendance <p>Measure</p> <ul style="list-style-type: none"> Use the school SMS system to determine if we have met our 80% student attendance target, using STAR data Use the STAR process when working with whanau, so it is clear and concise Develop an Attendance Management Plan, following the Ministry guidelines, for our school and have this displayed on the school website in term 1 Present the Attendance Management Plan (AMP) to the school board and once ratified/approved place this onto the school website Update the SMS system weekly to identify students moving from one threshold to another (Good, Worrying, Concerning, Serious Concern) and follow these students up via email, phone call or a home visit To aspire to reach an average daily attendance rate of 80% for every child, 90% of the term Celebrate students who attend school 100% of the time at assemblies and in the newsletter Attendance data goes into the newsletter each publication, best year level, best junior, middle and senior class. 	<ul style="list-style-type: none"> Deputy Principal Senior Management Principal Office Personnel Attendance Officer (East Auckland Service)
-------------------	--	--	--	---	--	--

Outcome:
 Strong links are developed and sustained between the school and community with an emphasis of understanding and proactive partnerships to improve student outcomes