



OMOKOROA
NO.1 SCHOOL



Annual Implementation Plan 2026

BELIEFS

Our students are the manawa/heart of our community
Nurturing individuals to be their best is paramount
Students will succeed when we all work together; whanau, kaiako, and akonga

Our School Learning Community includes key factors such as - quality leadership and professional development opportunities for all staff - quality programmes of work - application of excellent teaching resources - providing a safe, secure learning environment - appropriate systems of assessment and data gathering - providing learning opportunities which take into account individual student needs and learning styles - having a set of common goals or shared vision for learning - provision of modern amenities set in a beautiful learning physical environment.

In 2025 all staff had Structured Literacy and Structured Numeracy professional development and we have implemented these approaches schoolwide.

Our three Strategic Goals target all students reaching their individual potential, recognising and celebrating student and school identity, strong school values, and continuing to strengthen connectedness across our learning community.

How will our targets and actions give effect to Te Tiriti o Waitangi and Cultural Diversity

Within our school culture, daily practices and Omokoroa No.1 school localised curriculum, we are committed to:

- Honouring and giving effect to the principles and values of Te Tiriti o Waitangi
- Embedding the whakapapa of Te Mataiaho (Refreshed NZC)
- Recognising and embracing the increasing cultural diversity of our learners and community
- Providing a localised curriculum that focuses on the potential of all learners to thrive without compromising who they are.
- We continue to strengthen our awareness, knowledge and use of Te Reo Maori, Tikanga Maori and Mautauranga Maori.

OUR LEARNING

Strategic Goal 1 - All students and staff will strive to reach their highest possible level of achievement.

Objective - Create opportunities for all learners and educators that nurture individuals to be their best through an innovative curriculum and high quality teaching and learning programmes.

KEY ACTIONS/TASKS	RESOURCES	LED BY	TIME	MEASURES
Review EOY student achievement data - analyse specific areas of own practice for development to help meet student learning needs.	Data	All staff	Term 1 and 4	<ul style="list-style-type: none"> - Raised student achievement across all cohorts targeting Literacy and Numeracy. - Annual PGC Summary reports completed by staff. - Teachers - use some CRT time to observe other classes x2 per year (related to PGC). - Classroom 'walkthroughs' conducted each term by SMT. T1 discussion & goal setting, T2 Team leader walkthroughs. T3 Principal/DP walkthroughs, T4 EOY reflection. - Progress and achievement data analysed. - A shared understanding of our current curriculum and effectively implemented, high quality learning programmes. - Teaching and Learning programmes will reflect Te Mātaiaho - The Refreshed New Zealand Curriculum (RNZC) as intended and meet the needs of our learners. - Support staff with "PR1ME" and Structured Literacy tools /resources. - Assessment - Investigate implementation/trial of new MoE SMART tool.
Identify progress priorities for students and monitor and respond to priority learner needs.		All staff	Ongoing	
Use Te Mātaiaho - The Refreshed New Zealand Curriculum (RNZC) professional learning and implementation in Numeracy and Literacy.	Te Mātaiaho - The Refreshed New Zealand Curriculum - PD curriculum facilitators	SMT	Term 1-4	
Create purposeful learning opportunities for students to engage, contribute, lead, and succeed.		All staff	Ongoing	
Establish a tracking/evaluation tool for recording, actioning, and evaluating impact of teacher's Professional Growth Cycles.	PGC	SMT	Term 1	
Use Curriculum Scope and sequences.	-RNZC	All staff	Term 1-4	

OUR CULTURE

Strategic Goal 2 - School is a safe and inclusive place and the diversities of our students and staff are valued.

Objective - Recognise and celebrate that students are the heart/manawa of our learning community, nurtured by our school values, and cultural diversity.

KEY ACTIONS	RESOURCES	RESPONSIBLE	TIME	MEASURES
Enhance the effectiveness of our school 'House' system with greater emphasis on belonging and whanau. Implement 'House' initiatives/challenges each term.		All staff	Term 1 and 4	<ul style="list-style-type: none"> - The cultural practices and identity of children and staff are consistently reflected in school life. - We will have empowered students who are successful, motivated, proactive, contributors who are confident in their identity, learning and community. - All student needs being catered to - Programmes which are equitable and engaging, providing opportunities for all to succeed. - Students having a strong sense of belonging and success at school. - Strengthened social skills through whakawhanaungatanga (the practice of creating relationships through shared experiences, working towards cohesion and uniting as one), living, and embedding our school values. - Implement the AMP. - Communicate with parents the importance of regular attendance at school.
Embed a cohesive approach to Hauora and Wellbeing across the school ensuring that our programme's outcomes are understood.		All staff	Term 2	
Refine systems for managing student attendance.	<ul style="list-style-type: none"> - Attendance Management Plan. - HERO SMS 	All staff	Ongoing	
Resourcing allowing for educator led learning programme that caters for individual neurodiverse learning needs.	Funding allocation for Tui programme.	Principal Deputy Principal BoT	Term 1-4	

OUR COMMUNITY

Strategic Goal 3 - Strengthen connections by working together with kaiako, whanau and akonga within and beyond our school

Objective - Whanau are actively engaged and connected contributors in the learning of their tamariki.

KEY ACTIONS	RESOURCES	RESPONSIBLE	TIME	MEASURES
- Opportunities for whanau to proactively participate and engage in school life.		All staff	Ongoing	<ul style="list-style-type: none"> - An engaged and active learning community. - A connected, informed whanau who are engaged in the learning of their tamariki. - Investigate and use reporting and communication mechanisms of attendance and information sharing through SMS to parents. - Community consultation.
- Strengthen two-way communication with whanau.		All staff	Ongoing	
- Connections with local Iwi strengthened and opportunities for involvement.		Principal	Ongoing	
- Seek whanau/community skills for addition to local curriculum delivery and learning opportunities.		Principal BoT	Term 1-4	
- Implement and use the HERO student management system		All staff	Ongoing	

Strategic Writing Goal

Ensure every learner/ ākonga gain sound foundation skills, including language, literacy and numeracy.

ANNUAL GOALS.	OUR INITIATIVES TO REACH THE GOAL	OUR DESIRED OUTCOMES.	OUR GOAL MEASURES.
<p>Writing Goal To progress more students in Written Language at all levels.</p> <p>Requirements:</p> <ul style="list-style-type: none"> Roll growth will make this goal challenging. Given a starting roll of 300 <p>Targeted Cohorts:</p> <ul style="list-style-type: none"> Boys and Maori students 	<p>Responsibility: All Teachers</p> <ul style="list-style-type: none"> Review assessment data with staff and determine the particular areas of need. Identify Target Learners who are achieving below their expected curriculum levels. Inform parents that their child is in a target group for written language. Students will know the learning intentions for their learning and receive regular feedback/feedforward. Plan differentiated lessons for these students – Visual, practical and authentic learning contexts. Ensure the students have daily written language lessons. Ensure Classroom Learning Assistants have guidance and professional development. Analyse end of year data to inform progress and planning for the following year. Learning Staircase ‘STEPS’ programme to be continued. Student attitudes towards writing are monitored. Structured Literacy - Resources from iDeal used. Professional development for teachers. 	<p>Responsibility: All Teachers</p> <ul style="list-style-type: none"> All students demonstrate individual growth and success in writing. Be able to quickly identify individual students or groups of students that are not progressing as expected and assist in remediating. The board will have the information required to make governance-level decisions which positively impact student outcomes in writing. Teachers feel supported by Mel Sloan and can use her to access ideas and strategies. iDeal learning resources/programme being used schoolwide 	<p>Responsibility: All Teachers</p> <ul style="list-style-type: none"> We will measure this by comparing student progress at different stages throughout the year. <p>b) Cohort Monitoring Responsibility: Senior Leadership</p> <ul style="list-style-type: none"> Measured by the number of recorded interactions the SLT has with teachers regarding student progress as a result of scheduled monitoring. <p>c) Structured Literacy Focus Responsibility: SMT and Mel Sloan</p> <ul style="list-style-type: none"> We will measure this by surveying teachers at the end of each term to identify if they believe they are generally receiving the support required in writing and the teaching of targeted cohorts. Regular visits to classrooms will be made to ensure timetables are being adhered to. <p>d) Assessment Responsibility: Principal and Teachers</p> <ul style="list-style-type: none"> Using PAT and our existing assessment schedule will find its ultimate measure in comparing start-of-year and end-of-year student progress.

Strategic Reading Goal

Ensure every learner/ ākongā gain sound foundation literacy skills.

ANNUAL GOALS	OUR INITIATIVES TO REACH THE GOAL	OUR DESIRED OUTCOMES.	OUR GOAL MEASURES.
<p>Reading Goal</p> <ul style="list-style-type: none"> To progress more students in Reading at Y3/Y5/Y7-8. 	<p>Responsibility: All Teachers</p> <ul style="list-style-type: none"> Differentiated programme implemented to accelerate student achievement. Inform parents if their child is a Target Learner. Students will know the learning intentions for their learning and receive regular feedback/feedforward. Professional learning with teachers during iDeal Structured Literacy. Ensure Classroom Learning Assistants have guidance and professional development. Analyse end of year data to inform progress and planning for the following year. Teachers will create student-friendly and comfortable reading environments. 	<p>Responsibility: All Teachers</p> <ul style="list-style-type: none"> All students demonstrate individual growth and success in Reading. All teachers to continue iDeal Structured Literacy to their programmes. Teachers will discuss in team meetings their own progress and student's progress using iDeal programme. TA's will work with students in groups/individually on a regular basis and teachers communicate with them on student needs. Reading environments and programmes will engage and entice students into reading for pleasure to increase reading mileage. 	<p>Responsibility: All Teachers</p> <ul style="list-style-type: none"> We will measure this by comparing student progress at different stages throughout the year. Probe/Running record testing on every student at least twice a year. PAT - Reading Comprehension, Reading Vocabulary Review iDeal assessment data across each Team and schoolwide. Students will be surveyed to determine if school provides them with environments to read. <p>b) Cohort Monitoring Responsibility: Senior Leadership</p> <ul style="list-style-type: none"> The SLT will be able to quickly identify individual students or groups of students that are not progressing as expected and assist in remediating. <p>c) Board Reporting Responsibility: Principal</p> <ul style="list-style-type: none"> The board will have the information required to make governance-level decisions that positively impact student reading outcomes.

Strategic Mathematics Goal

Ensure every learner/ākonga gain sound foundation Numeracy skills.

ANNUAL GOALS.	OUR INITIATIVES TO REACH THE GOAL	OUR DESIRED OUTCOMES.	OUR GOAL MEASURES.
<p>Maths Goal</p> <ul style="list-style-type: none"> To progress more students in Mathematics at all levels. 	<p>Responsibility: All Teachers</p> <ul style="list-style-type: none"> Review assessment data with staff and determine the particular areas of need. Identify Priority Learners who are achieving below the expected NZC levels and provide support as required. Inform parents that their child is in a target group for Mathematics. Plan differentiated lessons for these students. Students will know the learning intentions for their learning and receive regular feedback/feedforward. Ensure teachers, Classroom Learning Assistants have guidance and professional development. Use assessment tools such as PAT, GLOSS, Basic Facts and PR1ME to formally assess these students in Mathematics. Teachers will utilize HERO to support teaching and learning and to communicate progress with parents. 	<p>Responsibility: All Teachers</p> <ul style="list-style-type: none"> Student progress will be available allowing all stakeholders to identify concerns. Teachers using data to inform their planning from Gloss and all assessment data. Teachers using data from Maths Whizz to implement teaching/learning guided instruction. Financial Literacy - Students see the value of applying maths to real life situations. Learning progressions chart will be visible for students to see learning intentions and these to be checked once taught. Assessment results will be used to regularly revise and group students suited to individual needs. Teachers use PR1ME resources to support student learning. 	<p>Responsibility: All Teachers</p> <ul style="list-style-type: none"> We will measure this by comparing student progress at different stages throughout the year. Pre/post test data Measure use of MathsWhizz to support student engagement. Term and weekly plans to reflect current assessment data and groupings. <p>b) Cohort Monitoring Responsibility: Teachers</p> <ul style="list-style-type: none"> Teachers will be able to identify individual students or groups of students that are not progressing as expected and support in remediating. <p>c) Board Reporting Responsibility: Principal</p> <ul style="list-style-type: none"> The board will have the information required to make governance-level decisions that positively impact maths student outcomes.