



**Te Kura o Kirikiri Tatangi
Seatoun School**

Annual Implementation Plan 2026

Our Vision: To Be the Best We Can Be

Whakatauki: Kia kirikiri tatangi ke te ao - the children who will make their mark on the world

This document is to be read in conjunction with the Seatoun School Strategic Plan, 2025-2026

Strategic Priority 1: School Culture To provide a vibrant school culture that instils pride, ensures physical and emotional safety, celebrates diversity, and nurtures whanaungatanga so that everyone can thrive.	
Outcomes for 2026	Key initiatives
Ensure our Vision is prominent and a living part of our school culture	Promote and display our school values
Maintain the prominence of school values through targeted communication and incorporation into school and classroom programmes	<p>Finalise the design to go with our new values and publish and display through the school</p> <p>Continue to seek ways to recognise and celebrate cultural diversity in programmes and the fabric of the school</p>
To develop a Seatoun School localised curriculum framework in alignment with Te Mātaiaho and community aspirations	<p>Update and embed Seatoun School's localised curriculum, pedagogy and practices, to ensure alignment and delivery with the updated Te Matāiaho curriculum and Te Tiriti o Waitangi.</p> <p>Across the school, teachers, children and parents/whānau will use the language of the Seatoun School Hauora/Wellbeing Toolkit' in everyday life. The toolkit will include: Te Whare Tapa Wha, Zones of Regulation, KiVa, Mindfulness and Learner Qualities. Biannual wellbeing surveys will be carried out with learners, leaders and teachers. Results will be analysed and used to design and/or refine learning and school initiatives.</p> <p>Create regular and ongoing opportunities for our whānau/community to contribute to the curriculum and share in ākonga's learning.</p> <p>Appropriate recognition of Maori cultural values.</p> <p>Maori learners, and their whanau, are engaged in school. Learners fully participate in all aspects of school life, achieving, making progress and enjoying success.</p>
Fully support the Friends of Seatoun School (FoSS)	<p>Encourage staff to support FoSS events</p> <p>Provide school resource to support FoSS</p> <p>Support FoSS to have a new Chair</p> <p>Consult with community on new junior school playground</p>
Celebrate and communicate the achievements of individuals, groups and the school	<p>Ensure our Newsletters, Team Hui's and School Hui's have a focus on celebration and recognition of achievement. Ensure there is a balance between sports, arts and academics.</p> <p>Encourage and promote academic rigour.</p>
Being an employer of choice for our staff	Holistically support our staff to ensure we maintain our staff willingness to stay and attract quality new staff. Strategies include (above award weekly

	<p>release, high-quality PD, Learning Assistant support, an attitude of care and support to staff, high-quality physical working environment, support with behaviour management etc)</p> <p>Ensure all buildings and grounds are maintained and kept at a high standard.</p>
Be an inclusive school – supporting learners with special education needs and recognising and celebrating the diverse cultures represented in our school.	<p>Learners with special education needs will be supported (in conjunction with the MoE, other agencies & parents & caregivers)</p> <p>Diversity is recognised, celebrated & reflected in our school culture</p> <p>Undertake our staff survey in 2026</p> <p>Support the enrolment of neuro diverse learners</p>
School values	<p>Manaakitanga Perseverance Responsibility Akoranga</p>
Legislative Information and Key Links	<p>Seatoun School policies: School Docs. National Education Learning Priorities (NELP) 1-4. Education and Training Act: Section 5. Te Tiriti o Waitangi - Education and Training Act 2020: Section 9. Privacy Act 2020</p>

Strategic Priority 2: Teaching and Learning

To deliver dynamic programmes where all ākonga experience success and thrive as caring, engaged, participants in their lifelong journey of learning.

Outcomes for 2026	Key initiatives
Ensuring our approaches to teaching and learning are consistent with the requirements and intent of Te Mātaiaho (Refreshed New Zealand Curriculum)	<ul style="list-style-type: none"> • <u>Implementation</u> – staff complete Structured Literacy training and implement as appropriate. Understand revised curriculums and implement changes as required. Final group of staff to complete this year. • Train additional staff member as Tier 3 Intervention teacher. • <u>Rationalisation</u> – establishing the learning priorities for our students in a 'balanced curriculum & being clear about what are we choosing to teach and why. Ensure, on average, one hour of reading, writing and math occurs in all classes • <u>Localisation</u> – effectively interpreting and tailoring the NZC to suit our students and school • <u>Community engagement</u> – effectively communicating the NZC to parents and encouraging/supporting parents & whanau to engage with their children's learning (also refer to Steeple Rock Challenge) • <u>Effective Pedagogy</u> – all teaching staff are employing an Inquiry model to review and evaluate their teaching practice. Key Questions: <ul style="list-style-type: none"> • <i>What impact does my teaching have on student learning? What do I need to know in order to become more effective? How will I know that my strategies/interventions are making a difference?</i>

	<p>Continue to employ Verity Short to provide tailored professional development in the teaching of writing.</p> <p>Achieve the agreed goals identified in all curriculum plans and reports i.e.</p> <ul style="list-style-type: none"> English, e-Learning /IT, Mathematics, Library & Information Literacy, Integrated Learning (including Technology, Enrichment, Home Learning & Health), Māori, Physical Education (including EOTC & Developmental), Green Footprint, The Arts Support Programmes <p>Plan and deliver quality EOTC programmes for our learners. Ensure all programmes use the RAS (traffic light system)</p> <p>Offer a wide variety of sporting opportunities to our learners</p> <p>Facilitate the delivery of before, after-school and holiday educational programmes for our learners</p> <p>Offer bands, orchestra, dance</p>
<p>Work with whānau to identify and understand barriers that may prevent learners/ākonga from accessing, participating or remaining engaged in schooling, and work to address them</p>	<p>Hold our annual whānau meeting and listen to their views.</p>
<p>Reduce barriers to education for all, and ensure disabled learners/ākonga and staff, those with learning support needs, gifted learners/ākonga, and neurodiverse learners/ākonga are safe and included in their school / kura, their needs are supported, and that learning support programmes are robust</p>	<p>Maintain an inclusive culture that provides quality learning programmes tailored to suit individual student needs.</p> <p>Maximise available resources (including other agencies) to provide focused support to improve the learning outcomes for identified students</p> <p>Communicate & clarify to parents how our support programmes work and the emphasis placed on home/school partnership</p> <p>Deliver support programmes to support student needs, including SL support for Year 4-8 learners</p> <p>Continue to apply Year 3-8 math support initiative</p>
<p>Ensure every learner/ākonga gains sound foundation skills, including language, literacy and numeracy</p>	<p>Individual student achievement uses a variety of tools Norm referenced, NZ assessment tools are used where possible and results are shared with parents Student achievement targets are effectively monitored & reported</p>
<p>Develop staff to strengthen teaching, leadership and learner support capability</p>	<p>Staff appraisal and PGC align with school goals. Appraisal process followed.</p>
<p>Utilise Teacher Inquiry to improve teacher effectiveness and student achievement</p>	<p>Staff complete the performance agreement action plan and quality practice at Seatoun School document.</p>

Maintain an inclusive culture that provides quality learning programmes tailored to suit individual student needs	Continue to focus on this and consider this in all our decisions.
Maximise available resources (including other agencies) to provide focused support to improve the learning outcomes for identified students	Build strong relationships with the kindy, MoE advisor & RTLB services. Continue to support outside providers coming into the school to work with individual students: Awhina Education, Speech/Language, Kimi Ora
Ensure we have a strong home/school partnership where we communicate & clarify to parents how our programmes work	Regularly run sessions for parents to learn about how we teach Provide intentional ways parents can be part of their child's learning (i.e. Junior School Maths Mahi and Reading Eggs, Senior School, parents sharing expertise at beginning of inquiry and sharing learning at the end of the inquiry.
Build on current practice to effectively use e-Learning/ to enhance the quality of teaching & student learning	Communicate clearly our expectations and intentions Include in parent survey questions around eLearning Run parenting sessions on digital safety and social media Support families with strategies to manage student use of devices and access to the internet/social media
Effectively monitor & report student achievement targets	Create targets for each year group Report twice yearly to the Board on targets and progress Analyse data and discuss Analysis of Variance Run sessions for staff on analysing student assessment data to ensure moderation and levelling is accurate for current curriculum expectations Plan and prepare for reporting to parents changes required for 2027
School values	Manaakitanga Akoranga Responsibility Perseverance
Legislative Information and Key Links	Seatoun School policies: School Docs. National Education Learning Priorities (NELP) 1-4. Education and Training Act: Section 5. Te Tiriti o Waitangi - Education and Training Act 2020: Section 9. Privacy Act 2020

Strategic Priority 3: To give effect to Te Tiriti o Waitangi.

For our students to understand the importance of honouring Te tiriti o Waitangi, and to embrace the cultural heritage of Aotearoa through the protection, promotion, and participation of te reo and mātaurangi Maori.

Outcomes for 2026	Key initiatives
Continue to develop and seek ways to incorporate Tikanga Māori into programmes and the fabric of the school community	Consider this in our planning Consult with whānau on how to achieve this
Continued focus on meeting the intent and objectives of Ka Hikitia, Māori achieving education success as Māori and extending Tikanga, te ao Maori and Te reo knowledge of all students and staff	Review māori achievement, report the results to our Whanau group. Consider staff appointments that have strength in this area.
Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning	Staff to look for every opportunity to promote and model this.
Practice whanaungatanga in our daily lives	Actively consider ways to achieve this
Support staff to further their professional development	Provide a budget and encourage participation in professional development through targeted analysis of needs and staff appraisal goals.
Listen to Kaumatua and whānau.	Invite kaumatua into our school to share his knowledge

SEATOUN SCHOOL REVIEW CYCLE 2009 - 2026

Year	2009	2010	2011	2012	2013	2014	2015
Significant Factors	T3 Arts Celebration Major 'social' fundraiser e.g. Ball Change of class level for many staff World financial crisis Extension of Navigator Room into junior classroom & alterations in Falkirk Room	School Fair Father's Day celebration BOT Election Requirement to introduce National Standards Major remedial maintenance programme begins	T3 Arts Celebration Social fundraiser e.g. Ball ERO Review of Strategic Plan National Election Remedial maintenance programme continues New SMS	School Fair Father's Day celebration Decade in new school MOE 5 Year property allocation Remedial property work completed	T3 Arts Celebration BOT Election	School Fair Review of Strategic Plan Community/staff surveys National Election	T3 Arts Celebration Implementation of any new policies resulting from outcome of national election ERO – 2015

Annual Review	Health & Sexuality; Achievement Targets; Resource Allocation						
Special Focus	Virtual Records Broadening staff responsibilities Managing workload & expectation Green footprint Emphasis on senior school Y5-8	Distributed leadership	ERO National Focus Areas [Focus on student achievement; and to build on the school's current processes of self review] Distributed leadership continued	e-Learning / IT <ul style="list-style-type: none"> MoE contract: Blended e-Learning To enhance teaching & learning. SMS – student profiles & achievement data (individual/school-wide) SMS – school administration Building leadership capability			Teacher inquiry to improve effectiveness and student achievement
Curriculum	Consolidation (teachers at new levels) New Curriculum ICT English review	Consolidation NZC National Standards & 'Plain English' Reporting ICT	Spelling/Reading – phonics programme Introduce digital whiteboards x5 classes. Staff development Syndicate teams set, monitor & report own achievement targets	Writing – moderation/OTJ's; use of AsTTle Spelling/phonics ICT as a tool to enhance learning	Writing – moderation/OTJ's; use of AsTTle e-Learning / IT as a tool to enhance learning	e-Learning / IT as a tool to enhance learning Writing	
BOT NAG	Roll growth/maintenance Building project – new teaching spaces Implementation of new strategic plan Grounds Development Plan [with PTA]	Board election & induction of new trustees Review Finance Principal sabbatical T3	Review Property & Health & Safety Develop 5 Year Property Plan (possibly on hold due to remedial works programme)	Review Personnel Review Property & Health & Safety (carried over from 2011) Develop 5 Year Property Plan & annual school maintenance programme NAG changes gazetted re National Standards data & Charter requirements	Review Finance Board election & induction of new trustees Mandate electronic upload of NS data & NAG2A requirements	Review Property & Health & Safety Develop 2015-2017 Strategic Plan PaCT Tool roll-out as a prototype ?	Review Personnel 1 st Year planning cycle
Identified Achievement Targets	English Mathematics Self Responsibility	National Standards – reading, writing, mathematics TRUMP evaluation	Reading, writing, mathematics targets reflecting 2010 baseline data	Reading, writing, mathematics targets reflecting 2011 summative data enhanced by 2012 baseline information	Reading, writing, mathematics targets reflecting 2012 summative data enhanced by 2013 baseline information	Reading, writing, mathematics targets reflecting 2013 summative data enhanced by 2014 baseline information	Reading, writing, mathematics targets reflecting 2014 summative data enhanced by 2015 baseline information

	2016	2017	2018	2019	2020	2021	2022
Significant Factors	School Fair Father's Day celebration BOT Election Review of Strategic Plan Community survey	T3 School Production Review of Strategic Plan Staff surveys National Election	School Fair Father's Day celebration Kāhui Ako	T1 Kaitiakitanga (land and water) T3 Arts Celebration (dance) BOT Election ERO this year or early 2020	School Family Fun Day Review of Strategic Plan Community/staff surveys National Election Probable ERO Review Introduction of after school care programme	School Centenary Celebration New AP appointed World wide pandemic ERO Principal Sabbatical	Pandemic has major impact on school ERO continues Introduction of new CRT programme

Annual Review	Health & Sexuality; Achievement Targets; Resource Allocation						
Special Focus	<p>Teacher inquiry to improve effectiveness and student achievement through the lens of mathematics</p> <p>Ako tanga programme introduced to school</p>	<p>Introduction of new Student Management System</p> <p>Develop teacher Te Reo capability</p>	<p>50 Year Anniversary of Wahine Disaster Term 1</p> <p>Begin planning and communication re Centenary</p> <p>Develop teacher Te Reo capability</p>	<p>Kāhui Ako</p> <p>Teacher Inquiry into the teaching of the technology curriculum, including digital technology.</p> <p>Local Curriculum Kahui Ako WST focus areas:</p> <ol style="list-style-type: none"> 1. Learner Agency 2. Learner Wellbeing 	<p>Teacher Inquiry into developing learner wellbeing</p> <p>Local Curriculum</p> <p>Kahui Ako WST focus areas:</p> <ol style="list-style-type: none"> 3. Cultural Competency 4. Learner Wellbeing 	<p>Teacher Inquiry into developing knowledge of Te Reo Māori</p> <p>Kahui Ako WST focus: Cultural competency</p>	<p>How effectively are our interventions and programmes enhancing and contributing to learner's hauora and learning for continuous, sustained improvement and high achievement?</p>
Curriculum	<p>Introduction of BYOD programme for Year 7&8</p> <p>Teacher inquiry into teaching of mathematics</p>	<p>Towards Transformation Project</p> <p>Reporting to parents changes implemented</p>	<p>Environmental Focus</p> <p>Reporting to parents changes implemented - Year 2</p> <p>Towards Transformation programme</p>	<p>Parent Survey and Curriculum review</p>		<p>History Curriculum</p> <p>Staff Survey</p> <p>Health Curriculum Survey</p>	
BOT NAG	<p>Board election & induction of new trustees</p> <p>Review Finance</p> <p>2nd Year planning cycle</p>	<p>Review Property & Health & Safety</p> <p>Final year planning cycle</p> <p>Develop 2018-2020 Strategic Plan</p>	<p>Review Personnel</p> <p>1st year planning cycle</p>	<p>Board election & induction of new trustees</p> <p>Review Finance</p> <p>2nd Year planning cycle</p>	<p>Review Property & Health & Safety</p> <p>Number of property projects</p> <p>Final year planning cycle</p> <p>Develop 2020-2022 Strategic Plan</p>	<p>Follow School docs processes and review cycle</p>	<p>Follow School docs processes and review cycle</p> <p>Last year with current Charter model</p> <p>Property-classroom modernisation</p>
Identified Achievement Targets	<p>Reading, writing, mathematics targets reflecting 2015 summative</p>	<p>Reading, writing, mathematics targets reflecting 2016 summative data enhanced by 2017 baseline information</p>	<p>Reading, writing, mathematics targets reflecting 2017 summative data enhanced by 2018 baseline information</p>	<p>Reading, writing, mathematics targets reflecting 2018 summative data enhanced by 2019 baseline information</p>	<p>Reading, writing, mathematics targets reflecting 2019 summative data enhanced by 2020 baseline information</p>	<p>Reading, writing, mathematics targets reflecting 2020 summative</p>	<p>Reading, writing, mathematics targets reflecting 2021</p>

School Entry Survey	*									On entry (first month)	School	Entry information & formative assessment	Hero Year 1,2, database	
Reading & Writing	*	*								At age 6	Six Year Observation Survey	Formative & summative data to inform Teacher Judgements	Hero Year 1,2, database	
Reading Judgement mid yr/end of yr	*	*	*	*	*	*	*	*		Wk 6	Wk 5	Teacher judgement against national curriculum expectations for all children at school 20 weeks +	Mid-year interim & end of year summative assessment to report to parents & inform school-wide planning/direction	Hero
PAT Read Comp PAT Vocab PAT Punct/Gram				*	*	*	*	*	Wk 5			PAT	Formative & summative data to inform Teacher Judgements	Hero
Reading comprehension & vocab	On-going as required										Running record/Probe/observation of reading behaviour & attitude Y5/6 1 Probe per year/as needed Y7/8 Probe as required Ex Reading Recovery Students-Running Record, Burt and Word test- end or year	Inform teaching & summative judgements	Teacher Records Hero Hero	
PAT Listening			*	*	*	*	*	*	Wk 5			PAT	Formative & summative to inform Teacher Judgements	Hero
Writing- Judgements Mid yr/end of yr		*	*	*	*	*	*	*		Wk 4	Wk 5	Moderation of writing samples	Mid-year interim & end of year summative assessment to report to parents & inform school-wide planning/direction	LincEd(upload?) eAsTTle website

Phonics	On-going as required												Stages 1-7 (as appropriate)	Formative assessment	Teacher records		
Spelling Phonics	*	*	*	*	*	*	*	*	*	Wks 1-3 (all)	Wks 1-3	Wks 1-3 (all)	Wks 1-3 (all)	NZCER Spell-Write Essential Lists Years 1-4 Blackwells (Y5-8) On-going as required	Assess dependent on class level Inform teaching and to show progress Summative data	Student Hero 2x a year(Yr1-4) Goal Folder	
Inquiry PAT Science	*	*	*	*	*	*	*	*	*	Wk 5	*	*	*	*	Team moderation and evaluation PAT	To inform consistency of Teacher Judgements To assess curriculum specific knowledge and progress. To assess learning across curriculum and competencies.	Teacher planning Student self evaluations in X-file
ICAS Australasian Assessments - Digital Tech Science, Maths, Spelling, Writing, English				*	*	*	*	*	*	*	*				Enrichment opportunity. Students selected by teacher or by parent request.	Teacher records High/Distinction on Hero-awards	
Individual Education Plans (I.E.P)	*	*	*	*	*	*	*	*	*	*		*	*	Teacher/parent/agency review of identified 'high need student' progress & develop next steps	Formative assessment & review	Hero (Support programmes) Copy on Drive	

Measures	Class Level								When Term				What	Why & Expectation	Where
	1	2	3	4	5	6	7	8	1	2	3	4			
MATHEMATICS															
Strategy Level Observations	*		*	*	*	*	*	*					JAM, NumPa or GLOSS diagnostic Interview, as appropriate Teacher observation during guided maths	Inform teaching and summative judgements	Hero final end of year

														lessons		
PAT Mathematics				*	*	*	*	*	Wk 5					PAT	Formative & summative information	Hero
Maths TJ mid yr/end of yr	*	*	*	*	*	*	*	*		Wk 6		Wk 5	Teacher judgement against national curriculum expectations for all children at school 6+ months	Mid-year interim & end of year summative assessment to report to parents & inform school-wide planning/direction	Hero	
Mathematics			*	*									NEMP Task Addition and Multiplication-Year 3/4	To inform teaching and for student reflection	X – files Teacher records	
Number Knowledge			*	*	*	*	*	*	*	*	*	*	Basic Facts Ladders IKAN	To inform teaching and for student reflection	X – files Hero Teacher records	
Mathematics Problem Solving						*	*	*	*	*	*		Otago Problem Solving Competition	Application of knowledge and strategies. Enrichment opportunity	Otago Problem Solving Website Teacher Records Hero awards (special)	
Formal Meeting/reporting to parents	*	*	*	*	*	*	*	*	0	10		8	Prior to start of T1 'Meet the Teacher' End of Term 1 Goal setting meeting T2 Mid-Year student/parent/teacher conferences Ongoing reporting as per Reporting Timetable (link to 2023 After 1 month & 1 year at school	Opportunity to meet & parent to share information Opportunity to discuss the child's progress, achievement and future learning needs Plain language information outlining the child's progress & achievement for the year	Student cumulative file Hero	

26 March		<ul style="list-style-type: none"> • General business • 2025 Annual Report – Variance & Financial Statements • Principal performance appraisal & process • Annual Implementation Plan confirmed • Report back on KiVa survey results • Enrolment Scheme – annual review of the appropriateness
Term 2 28 May	Curriculum Reports PE/Sport Integration/Health Green Footprint Library e-Learning /ICT (BYOD)	<ul style="list-style-type: none"> • Confirm date and time for Whanau Consultation Meeting • Confirmation of content for community Survey
2 July	Curriculum Reports Enrichment Programmes Food & Fabric Technology Second language Learning Māori Arts	<ul style="list-style-type: none"> • General business
Term 3 13 August	Learning Outcomes <ul style="list-style-type: none"> • Analysis of T1 baseline data/mid-year OTJs - English & Mathematics • Progress against team achievement targets • Within School Teacher Reports • 	Review Annual Plan, includes: <ul style="list-style-type: none"> • Planning Day (planning day options) • Confirmation of content for staff survey
Term 4 17 September	First Meeting of New Board	Review key documents Finalise community survey
5 November	Review outcomes from the planning session	General business Draft Budget for 2065 approved Planning Day Output Material 2027 Annual Implementation Plan Board of Trustees Calendar for 2027 Ratify 2027 school organisation
5 December	Any final business	