

2026 Implementation Plan

Summary of the plan

Plan review occurred by staff and Board in November 2025 to reflect the changes at both school and national levels.

Whānau responses were sought in December 2025 in conjunction with the bi-annual Health and Physical education consultation. from 2025.

Students

Parents are very happy with the education provision – particularly the strong focus on Mātauranga Māori, the strong literacy and mathematics focus was praised, however they suggested more:

- continuing work on emotional development, healthy relationships and positive mindsets and values education
- learning around environmental issues
- continuing to manage bullying in the environment
- programmes for the enhancement of the environment, particularly around Food and Nutrition
- strengthening the sports provision in school

Staff

Whānau are very happy with teaching staff. Staff were noted as being committed and listening.

The main focus point here was for the school to continue maintaining a broad curriculum that also emphasizes soft skills such as emotional regulation, resilience, values, safety and confidence.

Whānau

- Satisfaction was expressed with school/home communication.
- The community was recognised as an inclusive and caring environment, and keen to help when available. This included a range of non-traditional activities, in-class support and lunchtime activities.
- Whānau would like to see a continuation of the range of parent evenings and community involvement.

Suggestions from the survey were:

- Increase environmental education in varying forms
- Consider mental health and well-being within curriculum areas
- Increase sports coaching opportunities

Continue:

- The focus on high academic achievement and developing happy and resilient children
- The continuing work in Mātauranga Māori
- Enabling children to be happy and confident and continue to be who we are.

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

- Teachers are encouraged to engage in professional development to enhance their understanding of TToW – strengthening their cultural competency.
- Enhance the creation of an inclusive and culturally responsive environment.
- Continue the establishment of strong partnerships/collaboration with local/Māori community – seeking guidance on the interpretation of a Māori perspective.
- Collaboration of Māori achievement / icons / events / tikanga / Purakau
- Incorporation of protocols / custom into daily routines, ceremonies and events – including karakia, pepeha and te reo.

2026 Annual Plan



Strategic Goal 1 A Vibrant Curriculum That Inspires Students To Higher Learning.

Annual Target

- Learning programmes reflect embedding of NZC refresh in English and Mathematics.
- Alignment of PAS curriculum with NZC refresh in Science, Social Sciences and Health and PE.
- Hub learner profiles.
- Develop an emphasis in environmental practices/food and nutrition in curriculum delivery

Actions	Who are Responsible?	Resources Required	Timeframe	How will we measure success?
<ul style="list-style-type: none"> In-house PLD led by kaitautoko in English, Mathematics, Science, Social Sciences and Health and PE. Develop Hub Learner Profiles 	Teachers Hub Leaders	Maths No Problem Numicon New Zealand Curriculum (NZC)	Year Teacher Only Day	<ul style="list-style-type: none"> Student achievement across refreshed assessments through Hub reports to Board. Refresh of PAS curriculum in relevant areas Align hub profiles with PAS and NZC. Eatucation implemented schoolwide.
Implement Eatucation programme schoolwide through external and in-house PLD.	Teachers Hub Leaders Kaitiaki	Eatucation Programme	Year	

Strategic Goal 2 Strengthening Teachers Knowledge, Skills and Capacity to Deliver an Engaging Curriculum.

Annual Target

- Participate in, in-school PLD in English, Mathematics, Science, Social Sciences and Health and PE refresh
- Participate in assessment practices professional development
- Continue on Te Reo me ōna tikanga Māori individual journeys.
- Collaboratively develop Growth and Performance plans reflecting refreshed teacher standards and ERO teacher observation schedule.

Actions	Who are Responsible?	Resources Required	Timeframe	How will we measure success?
<ul style="list-style-type: none"> In-house PLD led by kaitautoko in English, Mathematics, Science, Social Sciences and Health and PE. In-house PLD and review of PAT vs SMART assessment tools 	Teachers Hub Leaders	NZC	Year Teacher Only Day	<ul style="list-style-type: none"> School curriculum review acknowledges PAS vision and values in literacy, mathematics, assessment, Science, Social Sciences and Health and PE. Staff meeting schedule reflects in-school curriculum PLD School assessments reflect consistency and a cultural lens as appropriate.
Growth and Performance plans reflect continuing Te Reo development both personal and in-class.	Teachers Hub Leaders Principal		Year	<ul style="list-style-type: none"> Hub reflective statements Growth and Performance plans reflect standards and teachers' observation assessments
Review of PAS Growth and Performance Plan matrix to align with 2026 standards.	Principal	PAS Curriculum Matrix	Teacher Only Day	<ul style="list-style-type: none"> Updated Matrix complete

Strategic Goal 3 Positive Relationships Through Whānau Involvement.

Annual Target

Whānau hui forums based on

- Literacy,
- Mathematics
- Develop school reporting templates to reflect refreshed requirements in Hero

Actions	Who are Responsible?	Resources Required	Timeframe	How will we measure success?
Develop school reporting templates to reflect refreshed requirements in Hero	Principal/Deputy Principal	Hero Premium	Year	Parent reporting portal opened Term Two reflecting refreshed reporting requirements of Ministry.
Whānau hui forums based on	All Staff		Year	<ul style="list-style-type: none"> Community participation High participation rates recorded. (Aim Range - 60% of school families across activities)
Whānau communication on school attendance expectations.	All Staff	School Attendance Management Plan	Year	Increase attendance rates by 3% over T2/25 to 81% regular attendance