



2026

Annual Implementation Plan

Te Uru Karaka Newton Central School

Annual Plan

Goal One

Accelerate student achievement by pairing explicit instruction and Pakirehua Auaha with mastered assessments to deliver high-intensity, targeted support.

Strategic Target: Te Ako - Learning

Achieve educational excellence for all students by combining explicit, whole-class teaching of literacy and numeracy with our Pakirehua Auaha approach for all other subjects.

Outcome

Kaiako master specific instructional and assessment tools to provide precise, high-intensity support that closes achievement gaps in literacy and numeracy while maintaining high engagement through Pakirehua Auaha.

Measures

- 100% of Year 5/6 students who did not meet 2025 targets show accelerated progress (more than one year's growth) in Literacy and Pāngarau.
- Kaiako are proficient in using the Ministry-mandated SMART online assessment tool to inform weekly planning and interventions.
- Teaching observations confirm Ochre Education and targeted oral language (Te Ipu Kōrero) support are consistently used in Literacy/Pāngarau blocks across all levels.
- Pakirehua Auaha is evident as the primary pedagogical framework in all planning for non-literacy/numeracy subjects, evidenced by student inquiry portfolios.

Key Actions

Actions	Responsible	Measure	Expected Outcomes
Implement high-intensity support for Year 5/6 students who did not meet 2025 literacy/pāngarau targets.	Deputy Principals Middle Leaders Teachers	Termly progress data for Year 5/6 priority learners	Identified senior cohorts show accelerated progress to close inherited deficits.
Provide professional learning for all kaiako to master the Ministry-mandated SMART online assessment.	Manu Tāiko	Consistent school-wide use of SMART tool for reporting by Term	Assessment data is robust, standardised, and aligns with refreshed curriculum
Implement Ochre Education (English medium) and targeted oral language supports (Māori medium)	Deputy Principals Middle Leaders Teachers Tumuaki	Mid-year and EOY writing data snapshots.	Measurable reduction in the 39% writing deficit identified in Year 6.
Embed the Pakirehua Auaha model as the primary pedagogical framework for all curriculum areas outside of literacy and numeracy.	Manu Tāiko Middle Leaders Teachers	Formative assessment or "student voice" data showing that learners can identify which phase of the inquiry cycle they are currently in (e.g., "I am in the Auaha phase of my project").	Clear differentiation in all teacher weekly planning between explicit instructional blocks and inquiry-based blocks.

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<p>Goal Two</p> <p>Refine professional reflection protocols and inquiry bridges so that reduced teaching variability leads to a unified, high-impact delivery of our Local Curriculum across all pathways.</p>	<p>Strategic Target: Te Marau Mātauranga ā-Rohe – Local Curriculum</p> <p>Implementing our new Local Curriculum across the school, guided by Te Tiriti o Waitangi principles and our commitment to kindness and inclusivity to ensure success for every learner.</p>
<p>Outcome</p>	<p>Measures</p>

<p>A unified culture of professional excellence where consistent teacher reflection and integrated inquiry planning ensure the Local Curriculum is delivered with high impact and equity for every learner.</p>	<ul style="list-style-type: none"> • 100% of Professional Growth Cycle (PGC) presentations on HERO demonstrate consistent reflection points aligned with the "Teaching to the North-East" and "Harnessing the Science of Learning" practice statements. • 100% of weekly planning documents explicitly use inquiry statements as bridges to integrate at least two curriculum areas. • Internal walkthroughs and peer observations show a unified instructional approach across both English and Māori medium pathways, as defined by our school's practice statements. • Staff meeting audits confirm that professional learning time is consistently used for rich discourse that translates directly into integrated classroom practice.
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Key Actions

Actions	Responsible	Measure	Expected Outcomes
<p>Refine reflection protocols and practice statements within the Professional Growth Cycle to reduce variability.</p>	<p>Deputy Principals Middle Leaders Teachers Tumuaki</p>	<p>Uploaded HERO presentations show consistent reflection points.</p>	<p>Unified approach to "Teaching to the North-East" across all pathways.</p>
<p>Allocate professional learning time for teachers to use inquiry statements as bridges across curriculum areas.</p>	<p>Manu Tāiko Curriculum Leaders</p>	<p>Weekly planning documents reflect integrated inquiry</p>	<p>Rich professional discourse translates into high-impact, integrated learning</p>

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<p>Goal Three</p> <p>Formalise expert leadership systems and reporting protocols to strengthen partnerships and ensure consistent tamariki progress through high attendance and targeted interventions.</p>	<p>Strategic Target: Mahi Tahi – Partnership</p> <p>Strengthen expert kaimahi leadership, embedding culturally responsive practice and high-quality partnerships to ensure consistent tamariki progress against the Marautanga and New Zealand Curriculum.</p>
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<p>Outcome</p> <p>A sustainable ecosystem of expert leadership and whānau partnership where clear intervention systems and transparent reporting drive high attendance and equitable progress for all learners.</p>	<p>Measures</p> <ul style="list-style-type: none"> • 100% of kaiako have completed training in the formalised Tier 1/2 SOPs, with evidence of these interventions being consistently applied and documented in planning/HERO. • The new HERO reporting format is successfully implemented for the 2027 school year, fully integrating 2025 Ministry updates while reflecting our school's unique values. • Total school attendance reaches an annual rate of 90%, with the attendance gap for Māori and priority learners closing by at least 11% compared to 2025. • Reporting engagement data on HERO and whānau feedback confirm that the new reporting system has strengthened home-school partnerships and understanding of student progress.
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Key Actions

Actions	Responsible	Measure	Expected Outcomes
Formalise "Standard Operating Procedures" and provide Kaiako training in Tier 1/2 interventions	Lead by SENCo Supported by Tumuaki Implemented by Deputy Principals	Completed SOP document and staff training register.	SENCo systems are embedded and sustainable for long-term support
Conduct a review of 2025 Ministry updates to design a permanent, unique reporting system on HERO	Lead by Deputy Principals Supported by all school leaders	Implementation of a new, permanent HERO reporting format.	Reporting fully aligns new national requirements with school values.
Action the Stepped Attendance Response plan with clear whānau communication.	Principal	Annual regular attendance rate reaching 90%.	The attendance gap for Māori and priority learners is measurably closed.

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Goal One	Strategic Target: Te Kaitiakitanga - Te Ao Tūroa, te Ao Taiao (Physical
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<p>Enhance our physical environments and safety systems through the Ngahere MOU, sensory space development, and the PB4L framework to ensure every space is a safe, culturally affirming home for learning.</p>	<p>Environment)</p> <p>To foster a vibrant, self-managing community by enhancing our physical kura into culturally affirming spaces where our Pou values inspire learning and belonging for all.</p>		
<p>Outcome</p> <p>Our kura serves as a physical manifestation of our Pou values, where culturally significant spaces and consistent behaviour systems empower a self-managing community and a deep sense of belonging.</p>	<p>Measures</p> <ul style="list-style-type: none"> • 100% completion of the signed MOU with Tangata Whenua Ahi Kaa, with the 2026 development plan integrated into the school's long-term property and learning strategy. • Successful establishment of the project committee with a completed fundraising strategy and at least two high-value grant applications submitted for school projects. • 100% of staff can demonstrate the use of the refined PB4L behaviour matrix, resulting in a measurable increase in "values-based" positive entries on HERO compared to 2025. • Internal audits confirm that documented escalation procedures are followed consistently across all teams, leading to a reduction in high-level behavioral incidents in unstructured spaces. 		
<p>Key Actions</p>			
<p>Actions</p>	<p>Responsible</p>	<p>Measure</p>	<p>Expected Outcomes</p>
<p>Finalise and sign the Memorandum of Understanding for the Ngahere.</p>	<p>Principal Board of Trustees</p>	<p>Signed MOU and 2026 development plan for Tangata Whenua Ahi Kaa and the Kura.</p>	<p>Deepened relationship with Taiao and confirmed the status of Ngahere as a learning space.</p>
<p>Establish a committee to target Room 17 (Sensory Space) and one Pou on Te Aka Pūkāea.</p>	<p>Principal Board of Trustees</p>	<p>Fundraising strategy document and grant application timeline.</p>	<p>Clear roadmap for upgrading spaces to meet diverse learner needs.</p>
<p>Refine and launch the school-wide PB4L behaviour response framework.</p>	<p>Principal Deputy Principals Middle Leaders</p>	<p>Updated school-wide behaviour matrix and documented escalation procedures.</p>	<p>Consistent, values-based behaviour responses that strengthen school culture and safety systems.</p>

Kuputaka - Glossary

Tumuaki - Principal

Tumuaki Taunaki - Deputy Principal

Manu Tāiko - Senior Leadership Team

Tumu Arorangi Ako - Syndicate Leaders

Pou Arorangi Ako Marautanga - Curriculum Leaders

Kaiako - Teachers

Kura - School

Te Puāwaitanga - English Medium

Te Aka Pūkāea - Māori Medium

Awahou - Level 2 Māori Medium (Dual Immersion)

Te Uru Karaka - Level 1 Māori Medium

Tau - Year level for children

Tamariki - Children

Ākonga - Leader (adults and children)

Tauira - Student

Ngahere - Forest

Kaimahi - School employees

Kaiāwhina - Teacher Aid