

# 2026 Annual Implementation Plan

<b>Strategic Goal 1:</b> To raise the school's performance profile in Reading, Writing, and Mathematics. <i>Regulation 9(1)(a)</i>			
<b>Annual Goal:</b> To raise the school's performance profile in Writing and Mathematics. <i>Regulation 9(1)(a)</i>			
<b>Initiative</b> <i>Regulation 9(1)(b)</i>	<b>Actions</b> <i>Regulation 9(1)(b)</i>	<b>Who is Responsible?</b> <i>Regulation 9(1)(c)</i>	<b>How will we know it is successful?</b> <i>Regulation 9(1)(d)</i>
<b>Strengthened monitoring of progress and achievement</b>	<ul style="list-style-type: none"> <li>- Conduct a thorough review <b>assessment data</b> and determine the learning needs of target students. Student learning targets will be established from 2025 data.</li> <li>- Staff will review data and through syndicate teams establish learning programmes to support identified students.</li> <li>- Implementation of a new termly 'monitoring meeting' for ākonga who are either below curriculum expectations or not making progress in Reading, Writing and Mathematics.</li> <li>- Refined analysis of summative assessment by school leaders using '5 step discovery' tool.</li> <li>- Consistent use of formative tools – KWNS writing indicators, PM Benchmarks, and Math's 'snapshots' to guide critical and collaborative discussion.</li> </ul>	Teachers Syndicate Leaders, Curriculum leaders Deputy Principals and Principal.	<b>Student achievement information</b> Mid-year and end of year achievement profiles will outline the overall achievement of children in Literacy and Mathematics. They will also provide an analysis of target students.
<b>Improved targeted support for Literacy and Mathematics</b>	<ul style="list-style-type: none"> <li>- To use the <b>School PLC Framework</b> to improve teacher collaboration centered around student achievement. Specifically discussing different approaches and their impact on engagement, and progress and achievement. Occurring fortnightly in syndicate teams.</li> <li>- Run extension programmes for children in years 3 – 8.</li> <li>- Run Mathematics support programme for children in Year 1 – 6, funded partially by the MoE. This programme will be reviewed throughout the year.</li> <li>- Run Literacy support programme for children in Year 1 – 6, funded partially by the MoE. This programme will be reviewed throughout the year.</li> <li>- Run writing support groups, led by DP (years 3-8).</li> </ul>	Curriculum leaders Deputy Principals and Principal.	Tracking documents and minutes will be kept of monitoring meetings.  School assessment documentation.  Target student progress.

<p><b>To increase teacher confidence and skill in the teaching of Literacy</b></p>	<ul style="list-style-type: none"> <li>- Engage in meaningful Professional Learning and Development, through internal and external sources.</li> <li>- Use two allocated curriculum staff only days to deepen teacher and teacher-aides understanding of and proficiency in effective teaching and learning, and assessment for teaching in learning in Literacy.</li> <li>- Link teacher 'professional growth cycle' goals and processes toward school achievement targets.</li> <li>- Ensure teachers are appropriately supported, through regular classroom informal observation and feedback.</li> <li>- Continue to prioritise the library space – by ensuring it is appropriately resourced with engaging and varied text for our ākongā.</li> <li>- Develop Principles for teaching Literacy at KWNS guidance documents.</li> <li>- Select teachers participate in PLD linked to English as a second language learners.</li> </ul>	<p>Senior leadership Literacy curriculum leader.</p>	<p><b>Evaluation of PLC framework</b> The PLC framework will be reviewed, through collecting teacher voice, at the end of the year to determine the effectiveness of the framework.</p> <p><b>Professional growth cycle process (observations and discussions).</b> General trends, strengths and areas for development will be gauged as part of the teaching observation processes.</p> <p>Teacher voice, through review and evaluation of PLD.</p>
<p><b>Parent education and connection</b></p>	<ul style="list-style-type: none"> <li>- To continue to run a series of parent information sessions for parents of new entrant children and parents of 4-year-old children on early literacy and numeracy.</li> <li>- To use the HERO SMS system to share highlights of learning throughout the school year.</li> <li>- Further develop stronger connections and relationships with local early learning and kindergarten centers.</li> <li>- Run parent sessions for effective learning in Literacy and Mathematics.</li> </ul>	<p>Syndicate leaders, Curriculum leaders, Deputy Principals and Principal.</p>	<p>The number of parent participants will be recorded.</p> <p>Informally capture parent voice -how settled/confident do they feel about their child starting school?</p>
<p><b>Further embed Literacy practices across the school</b></p>	<ul style="list-style-type: none"> <li>- To track and monitor performance of children, in relation to 'the Code'.</li> <li>- Engage in professional learning and development.</li> <li>- To monitor and ensure classrooms environments reflect best practice and enhance literacy learning.</li> <li>- Implement the required phonics screen assessment across at 20 weeks and 40 weeks at school.</li> </ul>	<p>Syndicate leaders, Curriculum leaders and Deputy Principals</p>	<p>Student achievement will be tracked.</p> <p>Teacher's feedback will be sought on the use of the code, to inform next steps. An evaluation of the Code and LLLL resources will be completed at the end of the year.</p>
<p><b>Leadership capability</b></p>	<ul style="list-style-type: none"> <li>- Engage in professional development centered around coaching and leadership for our school leaders.</li> <li>- Support new teachers in leadership roles, through coaching and access to professional learning and development.</li> <li>- Work with external PLD providers, centered around team performance.</li> </ul>	<p>Teachers, Syndicate leaders, Deputy Principals, Principals</p>	<p>Positive reflections and actions/outcomes from PLD.</p>

## Karori West Normal School Achievement Target 2026

### Annual Aim:

To increase the number of ākonga achieving at or above the year-level curriculum expectations for Writing.

The large majority (85%) of target students **in Year 2 to Year 8** who did not meet the curriculum achievement expectations for **Writing** in 2025 will make **at least** one year's progress in Literacy in 2026. Of the ākonga who make at least one year's progress, **at least** a quarter will have made more than a year's progress (accelerated progress).

### Baseline data

Analysis of the school-wide Writing achievement data for 2025 showed:

- The majority of Karori West Normal School children have met or exceeded year-level curriculum expectations in Writing (64%).
- A higher proportion of Māori and Pasifika children are working towards year-level expectations in Writing.
- A higher proportion of Year 4, Year 7 and 8 children are working towards year-level expectations in Literacy.

### Strategic Goal 2:

To work towards providing students with well-rounded learning experiences across the breadth of the curriculum.

*Regulation 9(1)(a)*

### Annual Goal:

To improve and to develop a coherent School curriculum plan.

*Regulation 9(1)(a)*

Initiative <i>Regulation 9(1)(b)</i>	Actions <i>Regulation 9(1)(b)</i>	Who is Responsible? <i>Regulation 9(1)(c)</i>	How will we know it is successful? <i>Regulation 9(1)(d)</i>
<b>Learning in the Arts</b>	<ul style="list-style-type: none"> <li>- Develop an arts curriculum team, supported by a curriculum area leader. This team will have oversight of curriculum and resource development.</li> <li>- Ensure that all classrooms and syndicates are properly supplied with equipment to enable multi-medium learning.</li> <li>- Complete a school production at Year 5 – 6.</li> <li>- Improved teacher confidence and skill in teaching within the Arts.</li> <li>- Be involved in professional learning and development.</li> </ul>	Curriculum team Curriculum team leader Deputy Principals	Varied Art lessons and projects completed by children throughout the school.  School production completed.  Classrooms properly resourced.
<b>Curriculum refresh Mahi</b>	<ul style="list-style-type: none"> <li>- To implement the changes required in the New Zealand curriculum refresh.</li> <li>- Undertake a professional learning opportunities connected with the Ministry of Education that enable staff to implement Te Mātaiaho - The Refreshed New Zealand Curriculum (RNZC). This will include the English, Social Science and Mathematics and Statistics Curriculum.</li> <li>- Participate in any Western Cluster organized PLD events.</li> </ul>	Principal w. Deputy Principals	Evaluation of work will be presented in ongoing strategic planning updates.
<b>Environmental learning</b>	<ul style="list-style-type: none"> <li>- Develop an 'enviro' curriculum team, supported by a curriculum area leader. This team will have oversight of curriculum and resource development.</li> <li>- Investigate and potentially start a school garden or green house.</li> </ul>	Curriculum team Curriculum team leader	Environmental practices are evident across the school (e.g. compost bins).

	<ul style="list-style-type: none"> <li>- Develop, introduce and promote sustainability practices into our school (e.g. compost bins).</li> <li>- Create or run projects to provide greater care of our Wāhi (grounds). E.g. through Kaitiakitanga days.</li> <li>- Promote sustainability practices and learning across or within the curriculum.</li> <li>- Look at opportunities and trips for children to learn through (e.g. Wellington Waste, River health, Botanical gardens).</li> </ul>	Deputy Principals	<p>Children involved – or have the opportunity – in specific learning relating to the environment.</p> <p>Curriculum team End of Year review.</p>
<b>School connection</b>	<ul style="list-style-type: none"> <li>- Develop a ‘house groups’ curriculum team, supported by a curriculum area leader. This team will have oversight of curriculum and resource development.</li> <li>- Raise the profile of our house rōpū groups across the school.</li> <li>- Develop a range of school events that increase participation in our school-house system (e.g. a house singing/song competition).</li> <li>- Support existing school wide events by considering how the house system can be included (e.g. athletics, Matariki).</li> </ul>	Curriculum team Curriculum team leader Deputy Principals	<p>Multiple events involving school - houses occur throughout the school year.</p> <p>Student ownership and belonging to house groups, characterized by fun and tuakana/tiena.</p>
<b>Year 7 and 8 Enrichment and engagement</b>	<ul style="list-style-type: none"> <li>- Work with Karori Schools for the further development of ‘Karori Cup’ events.</li> <li>- Develop and implement an ‘electives’ programme.</li> <li>- Review and strengthen language programmes.</li> <li>- Properly plan and deliver inquiry or topic programmes, that ensure engagement and EOTC experiences.</li> <li>- Ensure leadership programmes continues to be effective and allows ample opportunities for year 8 children.</li> <li>- ‘Linkage’ programmes with wider Karori community.</li> </ul>	Deputy Principal Team leader Teachers	<p>Year 7 and 8 ākongā involved in engaging learning.</p> <p>Correlation in wellbeing and achievement data.</p>

**Strategic Goal:**

To further develop the school's physical and social environment in ways that benefit teaching and learning.

*Regulation 9(1)(a)*

**Annual Goal:**

To prioritise improvements to the school's physical environment and to implement Teir 2 PB4L supports and practices across the school.

*Regulation 9(1)(a)*

<b>Initiative</b> <i>Regulation 9(1)(b)</i>	<b>Actions</b> <i>Regulation 9(1)(b)</i>	<b>Who is Responsible?</b> <i>Regulation 9(1)(c)</i>	<b>How will we know it is successful?</b> <i>Regulation 9(1)(d)</i>
<b>Embed Circles and Restorative Practice and Maintain Teir 1 process</b>	<ul style="list-style-type: none"> <li>- Maintain Tier 1 Schoolwide PB4L processes.</li> <li>- Monitor behaviour data and use our analysis to inform actions/adjustments.</li> <li>- Support syndicates to continue using circles and RP regularly and effectively.</li> <li>- Develop a system for communicating data findings with the staff as appropriate.</li> <li>- Update the expected behaviour matrix and increase its usability for classroom teachers.</li> <li>- Increase communication with whānau about PB4L at KWNS.</li> <li>- Streamline Hero behaviour data entry system.</li> </ul>	<p>PB4L team Deputy Principal</p>	<p>Success will be measured through comparative data sets based on:</p> <ul style="list-style-type: none"> <li>- Student voice (via questionnaire)</li> <li>- Teacher voice (via questionnaire)</li> <li>- School leadership (via questionnaire)</li> </ul>
<b>Develop and implement Teir 2 PB4L systems and processes</b>	<ul style="list-style-type: none"> <li>- Establishing a Tier 2 team for our kura</li> <li>- Attending all Tier 2 professional development sessions and subsequent hui</li> <li>- Meeting at least twice a term</li> <li>- Developing and implementing an action plan for Tier 2</li> <li>- Collecting and analysing data to evaluate effectiveness and measure progress of implementation.</li> </ul>	<p>Curriculum leader PB4L Tier 2 team</p>	<p>The PB4L review tool 'SET' will be used to evaluate school processes and systems.</p> <p>Data collected through the Teir 2 processes.</p>
<b>School consultation of outdoor facilities</b>	<ul style="list-style-type: none"> <li>- Approach community to form a 'working group' focused on developing a school wide environment improvement plan.</li> <li>- Action plan for school grounds improvement. Including shade, surface and playground infrastructure.</li> <li>- Consult with the school community regarding grounds proposals.</li> <li>- Seek funding assistance from charitable organisations.</li> </ul>	<p>Principal BOT</p>	<p>Completed property project plan.</p> <p>Possible implementation of key stages.</p>
<b>Improve school attendance</b>	<ul style="list-style-type: none"> <li>- Implement the school attendance plan.</li> <li>- Implement the school attendance escalation plan.</li> <li>- Work closely with whānau, and where applicable attendance services, to understand and overcome any attendance challenges.</li> <li>- Clearly communicate with our community about how our attendance is look, in accordance with the MoE directive.</li> </ul>	<p>Teachers Syndicate leaders Deputy Principal Principal</p>	<p>Improved attendance statistics for KWNS.</p>

**Strategic Goal 4:**

To advance school practices that reflect the dual partnership of the Treaty and our obligation to support all Māori tamariki become successful learners.

*Regulation 9(1)(a)*

**Annual Goal:**

To increase community engagement and culturally responsive practice at Karori West Normal School.

*Regulation 9(1)(a)*

<b>Initiative</b> <i>Regulation 9(1)(b)</i>	<b>Actions</b> <i>Regulation 9(1)(b)</i>	<b>Who is Responsible?</b> <i>Regulation 9(1)(c)</i>	<b>How will we know it is successful?</b> <i>Regulation 9(1)(d)</i>
<b>Consultation with Māori – advisory</b>	<ul style="list-style-type: none"> <li>- Host termly whānau evenings with Māori whānau.</li> <li>- Māori whānau rōpū that meets regularly, and that the school can consult with in regarding school direction and policy.</li> </ul>	School BOT Principal CRP Team	Whānau meetings are well attended.
<b>Further connection with Te Atiawa (mana whenua).</b>	<ul style="list-style-type: none"> <li>- School leadership strategic planning, through the Western Zone cluster, in partnership with Te Atiawa.</li> <li>- Continued involvement in the Kura Ahurea Kaupapa (programme). This will see three leaders serve as TOA.</li> <li>- Refine the vision of how the pūrākau are taught across the school, including how these are grouped and how many are taught per year group.</li> </ul>	Curriculum leader Deputy Principal Principal	All ākonga can retell the pūrākau.  Pūrākau are evident in our kura.
<b>Raise the profile of all cultures represented by our school community.</b>	<ul style="list-style-type: none"> <li>- Māori language week acknowledged and celebrated.</li> <li>- Other culture language weeks or cultural celebrations are recognized/celebrated.</li> <li>- Matariki to be celebrated in the school with the school community.</li> <li>- Visual representation of cultures and identities through displays in classrooms and across the school.</li> <li>- Create and share a detailed cultural calendar with suggestions of how to acknowledge cultural celebrations or significant dates.</li> <li>- Celebrate a Culture and Heritage Day in term 4.</li> </ul>	Curriculum leader, with support of syndicate leaders	Event or learning experiences throughout the year that celebrate our many different cultures.  Positive wellbeing in school data.  Community consultation data.
<b>Raising the progress and achievement of ākonga Māori.</b>	<ul style="list-style-type: none"> <li>- Closely track and monitor ākonga Māori progress against the curriculum.</li> <li>- Closely track and monitor ākonga Māori attendance.</li> <li>- Share achievement information with whānau Māori at specific hui. Work in partnership to develop strategies to enable progress.</li> </ul>	Teachers Syndicate Leaders Senior Leadership	Improved progress and achievement of ākonga Māori.
<b>Turangawaewae and whakapapa</b>	<ul style="list-style-type: none"> <li>- To ensure that our school environment reflects the Aotearoa/New Zealand our Karori West community.</li> <li>- To place emphasis on identity and whakapapa, by students' opportunities to learn about NZ History.</li> <li>- For our ākonga Māori to share and know their pepeha</li> </ul>	Teachers Syndicate leaders	Improved school environment

<p><b>Continue to honour our commitment to Te Tiriti o Waitangi through increased understanding of Te Reo and Tikanga.</b></p>	<ul style="list-style-type: none"> <li>- Teachers set individual goals as part of their Professional Growth and Quality Practice (Te Tiriti o Waitangi Professional Standard)</li> <li>- Staff will be encouraged to undertake Te Ahu o te Reo Māori PLD offered by MoE.</li> <li>- Staff will be supported by the TiC of Māori in Te Reo and Tikanga in the classroom.</li> <li>- Investigate and implement programmes that will support the teaching and learning of Te Reo Māori.</li> </ul>	<p>Principal Deputy Principal Curriculum leader Teachers</p>	<p>Growth cycle documentation</p> <p>Visibility and use of Te Reo Māori in school.</p>
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