Annual Plan 2026

Targets	Quality Practice - Literacy	Quality Practice - Numeracy	Attendance
Goals	Te Ao Māori	Hauora	Science

Progress towards achieving goals coding:	none	in progress	well developed	achieved

Quality Practice - Literacy

Background:

Our English programme aims to empower students with foundational literacy, critical analysis, and creative expression. They will learn the codes of language to craft texts and understand diverse literary traditions, enabling active participation in the world. A streamlined scope and sequence resource will ensure consistent school wide teaching of the NZC writing knowledge and practices

Baseline Data

83% of our students, who have attended KTS for more than years were at or above (proficient or exceeding)
75% of all our students were at or above (proficient or exceeding)

Strategic Objective	Progress Outcome	Key actions	Who	Progress
The development of a school wide resource will support coherent and effective writing teaching and learning practice.	**Target**: 84% students who have completed 2 yrs will achieve proficient or exceeding	Teaching Practices		
		All full time teaching staff to complete the MOE funded 3 day SL PLD	Alison	
		Analysis of PAT writing in term 2 informs planning and teaching	Leadership	
		Complete scope and sequence resource for sentence/ paragraph writing based on the Grammar Project	Leadership	
		Teachers are instructionally coached (impact cycle) in their self identified writing practice goal	Leadership	
		Formative assessment practice is reviewed and discussed by kapa leaders three times a review	Leadership	
		Mana & Identity		

		Peer and self assessment evident in all writing	Teachers	
		Student monitoring of learning goal in HERO (Yr 4 - 8)	Teachers	
		Inclusivity		
		Establish school wide protocols around responding to questions to reduce cognitive load e.g. whiteboard responses, A / B learning partners, no hands up, warm calling	Leadership	
		Consistency in school wide handwriting instructional language	Leadership	
		Scaffolded writing support for ELLs in planning and teaching	Teachers	
		High Expectations		
		Celebration of quality writing from all classes by senior leaders	SLT	
		Identify at least 2 strategies to model/exemplify writing success at the 'exceeding' level	Leadership	
		Connecting		
		Develop a writing wall to celebrate quality writing that is updated at least twice a term	SLT	
		Class writing goals are shared with whānau each week/ fortnight	Teachers	
Progress measure/report	April			
	June			
	September			
	November			

Quality Practice - Numeracy

Background:

The Mathematics and Statistics Learning Area provides students with concepts and tools to investigate, represent, and connect situations, as well as to generalise, explain, and justify their findings. Mathematics and Statistics is a creative discipline that sparks curiosity and wonder. A number of our students achieve well in maths; this goal is looking to ensure we are meeting their needs and that learning through cognitively challenging and purposeful learning opportunities is increased

Baseline Data

21% of our students achieved above their curriculum standard (exceeding) in 2025.

Strategic Objective	Progress Outcome	Key actions	Who	Progress

Weekly inclusion of 'rich routines' provide multiple exposures to maximise retention, skills and processes	**Target**: *Increase the number of students 'exceeding' to 25%*	Teaching Practices		
		Two staff members attend The Learner First PLD (4 meetings)	Laura/Ange	
		Termly PLD session with staff shares key learning from The Learner First	Laura/Ange	
		Include a mathematical element to two curriculum inquiries	Leadership	
		Weekly planning includes a bi-weekly opportunity for explicit reasoning and justification of mathematical thinking	Teachers	
		PLD on effective maths inquiry each term	Laura/Ange	
		Mana & Identity		
		Capture how students feel success in maths	Teachers	
		Basic Facts mastery certificates/ acknowledgements (Y1 - 4) each kapa hui	Teachers	
		Inclusivity		
		Mathematical language is explained and understood by ELLs	Teachers	
		High Expectations		
		Mathematical extension opportunities offered i.e. ICAS, Money Time, OPS, Mathex	Leadership	
		3 hours a week of specialist teacher supports enrichment and extension for targeted students (Yr 4- 8)	BOT	
		Connecting		
		Community information evening/ digital meeting on how to broaden maths learning (term 2)	SLT	
		Ensuring all relevant maths assessment results are visible for parents in HERO (PAT, basic facts)	SLT	
Progress measure/report	April			
	June			
	September			
	November			

Attendance

Background:

There's a clear connection between going to school regularly and doing well in the classroom. Higher levels of educational achievement can mean better health, higher incomes, better job stability, and more participation in communities. This all makes society stronger and more connected.

Baseline Data

79% of students attended 90% or more in 2025

Strategic Objective	Progress Outcome	Key actions	Who	Progress
All families taking holidays during term time to email or meet with the Principal to outline the need to travel at this time.	**Target**: *80% of students will attend 90% or more in 2026*	Convey our attendance expectations to the community through community meetings and on the website	SLT	
		Report our attendance data to the community each term	SLT	
		All parents to email the Principal of leave notifications, a meeting will be arranged if necessary	SLT	
		Results of leave discussion recorded in the notes section for each child's attendance	SLT/ Florin	
		Workbook purchase recommended for those students taking unjustified leave from school of more than 3 days	SLT	
		Celebrate those students who have 100% attendance at the end of each term	SLT	
		Each Board meeting report on attendance trends	SLT	
		Send attendance intervention report to MOE as prompted	SLT	
		Early engagement with whānau for any regular patterns of absence	SLT	
		Connect with attendance service in a timely manner	SLT	
Progress measure/report	April			
	June			
	September			
	November			

Te Ao Māori

Background:

Realising the intent of Te Tiriti o Waitangi, ākonga and kaiako will continue to build knowledge of te ao Māori. Our ongoing teaching and learning of te reo will strengthen our ability to express and explore the fundamental concepts of mātauranga Māori. Meaningful integration of te reo Māori and tikanga Māori will empower our ākonga in the language and cultural knowledge of Aotearoa New Zealand

Baseline Data

new goal in 2026

Strategic Objective	Progress Outcome	Key actions	Who	Progress
Through explicit teaching, staff and students know and understand key elements of tikanga Māori as practiced within our kura.	*Students explain the meaning and cultural importance of our karakia, whakatauki and kawa (protocols) assoicated with our mihi whakatau*	Term 2		
		Staff build knowledge and understanding around karakia	Tanisha	
		Karakia forms part of our daily practice throughout the year	teachers	
		Students develop understanding of various karakia protocols and purposes	teachers	
		Explicit teaching of the wording of the school's karakia	teachers	
		Develop deeper knowledge and understanding of the schools matariki celebrations	Tanisha/ teachers	
		Term 3		
		Staff build knowledge and understanding around whakatauki (school and house)	Tanisha	
		Students develop understanding of school and house whakatauki	teachers	
		Term 4		
		Staff build knowledge and understanding around the elements within our school mihi whakatau - ahi ka, mauri stone, karanga	Tanisha	
		Students build knowledge and understanding around the elements within our school mihi whakatau - ahi ka, mauri stone, karanga	teachers	
Progress measure/report	April			
	June			
	September			
	November			

Hauroa

Background:

We are committed to enhancing well-being for all through regular teaching around mental health and social and emotional challenges; we encourage inclusion and the respect for diversity.

Baseline Data

2025 NZCER wellbeing survey mean score on the aggressive school culture aspect was 15.5%.
Of particular note is behaviour such as regular name calling, put downs and teasing (24% of students reported that this happened once a week)), telling lies about people (15.5%) and feeling excluded (11%).

Strategic Objective	Progress Outcome	Key actions	Who	Progress
A school wide social-emotional learning programme supports pro-social behaviour in line with our value of Care and Respect	*Review impact of student support initiatives*	Fortnightly Kohia kōrero for social/ emotional learning drawing on Mitey, Circle Time and Sensei Shane	Teachers	
		Identify key questions and collate the voice of student coaches in the playground each term	SLT	
		Each student leader sets and actions a goal with regard to their portfolio to enhance 'inclusion and respect for diversity'	SLT	
		Case study undertaken each term to identify key learning	SLT	
Progress measure/report	April			
	June			
	September			
	November			

Science

Background:

The science learning area equips students with disciplinary knowledge and practices to understand, explain and explore the physical and biological world. We can cultivate deep curiosity about everyday phenomena using our school and local environment as a living laboratory for scientific inquiry

Baseline Data

new goal in 2026

Strategic Objective	Progress Outcome	Key actions	Who	Progress

Identify and develop a biological and a physical lab zone in the school environment to promote scientific inquiry	*Student voice reflects knowledge of scientific language and understanding*	All students receive specialist science teaching up to 90 mins a fortnight	Nicola	
		Inspire curiosity in the school environment through 2 - 3 science hot spots (biological and physical)	Nicola Teachers	
		All students to utilise VR to enhance their science learning	Nicola Teachers	
		Identify strategies to highlight and reinforce scientific language in classrooms	Nicola Teachers	
		Explicit teaching of te reo Māori within science learning	Nicola Teachers	
		Where appropriate, consider Matauranga Māori concepts	Nicola Teachers	
Progress measure/report	April			
	June			
	September			
	November			