

Our Place to Grow and Learn Together: *Ko tātou kura, kia tipu, kia ako ngātahi*

# WHS Annual Implementation Plan 2026



## SUMMARY STATEMENT:

<p><b>Learning in Action</b> <i>Together we are empowered as learners through a rich, local and meaningful curriculum.</i></p>	<p>1a. Bringing the refreshed New Zealand curriculum to life Writing PLD 1b. Strengthening evidence based, sequential learning; based upon the needs of the learners</p>
<p><b>Culture at Our Place</b> <i>Together we feel valued, recognised and everyone's uniqueness is celebrated</i></p>	<p>2c. Including, valuing and supporting everyone to “ROCK” (We ROCK up - attendance)</p>
<p><b>Growing our Environment</b> <i>Together we live lightly on the land: growing as environmental leaders and innovators</i></p>	<p>3a. Applying a nature lens to all planning and learning experiences</p>

## HOW DO OUR TARGETS AND ACTIONS GIVE EFFECT TO TE TIRITI O WAITANGI

- The review and of subsequent update of the Te Ao Māori curriculum will give purpose and place for the teaching and learning of both Tikanga and Te Reo Māori at WHS
- Kaitiakitanga - underpins our Environmental Education programme shows how much we value both Mana Whenua and Papatūānuku
- Teachers are being more mindful about having a “Māori lens” - what does it feel like to be Māori at WHS?  
Do I “see” or “hear” my culture being valued on a day to day basis  
Promote and protect tikanga and te reo Māori  
Work in partnership with whānau to identify Taura learning pathway

Refer to the Giving Effect to Te Tiriti Report for more detail

## Learning in Action

Together we are empowered as learners through a rich, local and meaningful curriculum.

### Annual Plan Goal 1

1a. Bringing the refreshed New Zealand curriculum to life  
Writing PLD

#### OUTCOME:

Our learners are confident in their learning journey, understand their next steps and how to get there

#### MEASURES:

**Baseline:** See Dec 2025 Data Report to Board for full Writing Results:  
81/140 or 58% of all ākonga are Proficient or Exceeding in Writing in December 2025

#### End Measure:

75% of all ākonga are Proficient or Exceeding in Writing in December 2026  
A Delivery Statement for Writing is completed which blends the NZC English Curriculum goals with our Professional Knowledge and is on the Curriculum Hub.  
80% of students are able to use the Writing wall/or similar in their class to identify the current learning and next steps.

#### Key Actions

create a delivery statement for Writing that reflects the NZC and our localised curriculum.

#### Responsible

All staff led by Kelly / Tracey

#### Timeframe

T1-4 2026

#### Resources

Staff hui time  
  
DP release /  
Principal non teaching time for observations in class

#### Complete by:

EOY 2026

#### Outcome:

School based PLD in Writing

All staff led by Kelly / Tracey

T1-4 2026

Include a mid year check point - how is the load?

Staff hui time

DP release /  
Principal non teaching time for observations in class, Professional reading

EOY 2026

			and school visits.		
Professional Growth cycle will be linked to Writing PLD in 2026. Teachers will set 5 weekly goals to lift practice and share back at staff hui.	All staff led by Kelly / Tracey	T1-4 2026	Staff hui time  CRT to observe one another or to increase own professional knowledge, or adapt and change programme	EOY 2026	
“Walls that talk” - create learning walls that support learners to identify their current goals and next steps.	All staff	T1-4 2026	CRT or pre time  In class build the walls with the children alongside you	EOY 2026	

## ***Learning in Action***

*Together we are empowered as learners through a rich, local and meaningful curriculum.*

### **Annual Plan Goal 1**

1b. Strengthening evidence based, sequential learning; based upon the needs of the learners

#### **OUTCOME:**

Our learners are confident in their learning journey, understand their next steps and how to get there

#### **MEASURES:**

##### **Baseline:**

4/6 classes using Scope and Sequence from iDeal / Learning Matters  
 X number of teachers using maths planning templates or frameworks  
 All Taurira in Y4-8 are assessed with PAT  
 All Taurira after 20 weeks and 40 weeks undertake the Phonics Assessment and is entered to the MOE portal.  
 December 2025 Writing data showed a range of 0-2 taurira exceeding in Writing

		<p>Kaimahi will rate their confidence in a range from 1-5 at Mid year</p> <p><b>End Measure:</b>          6/6 classes, and SL Intervention teacher following the iDeal Learning Matters scope and Sequence          6/6 classes evidence through planning use of the maths coverage templates showing the scope and sequence          Kaimahi, through in school and across school moderation are confident in making their Overall Teacher Judgement in Reading, Writing and Mathematics.          Kaimahi will rate their confidence in a range from 1-5 at EOY - 4/6 teachers being mostly confident/confident          December 2026 Writing Data showing between 2-4 taura (dependent on cohort size), exceeding in Writing</p>			
Key Actions	Responsible	Timeframe	Resources	Complete by:	Outcome:
<p>Implement required Assessment practices - PAT            20 and 40 week Phonics checks            Monitor the effectiveness of the Smarttool using our networks</p>	<p>Tracey            Tuakana team and Y4 In Ruru</p> <p>Fiona and Alex</p> <p>Kelly, Dane and Tracey</p>	<p>T1 and T4 PAT</p> <p>All year 20 and 40 weeks checks</p>	<p>CRT time            Assessment budget - PAT</p> <p>DP and P hui, release to attend meetings.</p>	<p>EOY 2026</p> <p>EOY 2026</p> <p>EOY 2026</p>	
<p>Update Assessment timeline to ensure we have reliable and valid data that aligns with current teaching practices and MOE expectation</p>	<p>Tracey Morgan</p>	<p>T1 2026, but keep up to date with frequent changes from MOE</p>	<p>DP Release</p>	<p>T1 2026</p> <p>Unless changes occur then as must.</p>	
<p>Support for teachers to understand how to draw information from</p>	<p>Tracey Morgan</p>	<p>T1 - T4 2026</p> <p>Following the</p>	<p>Staff and Team Hui</p>	<p>EOY 2026</p>	

the assessment to inform teaching and learning.		assessment timeline			
Assist teachers to make accurate OTJs by triangulating data and where possible within and across school moderation	Tracey Morgan	T2 and T4 2026	DP Release Staff Hui and Team Hui  Visits to other kura	T4 2026 - reporting cycle	
Further embed A4L practices across the school. Children should know and understand the current learning goal and next steps	All staff	T1 - T4 2026	Staff hui  CRT and personal planning time  In class teaching programme	EOY 2026	
Planning includes; Scope and Sequence, and elements of the Science of Learning; drawn from the Curriculum and the WHS Delivery Statements	All staff	T1 - T4 2026	Staff hui  CRT and personal planning time  In class teaching programme	EOY 2026	
Investigate the move to Hero and online reporting; linked to changes in requirements for reporting to parents from the MOE	Tracey, Dane and Kelly	T3 2026	DP release to Visit to local Hero Schools  Contact with Hero itself- add to 2027 Budget		

## Culture at Our Place

*Together we feel valued, recognised and everyone's uniqueness is celebrated*

<b>Annual Plan Goal 2</b>	2c. Including, valuing and supporting everyone to “ROCK” (We ROCK up - attendance)				
<b>OUTCOME:</b> Our culture is clear and evident to everyone who comes into Our Place; we live and breathe the Ngā Mātāpono and Vision		<b>MEASURES:</b> <b>Baseline:</b> Review phase notes; Noticing Tairā Survey - well being at school. How inclusive are we really? Target set for improvement following Survey Attendance Plan - See Baseline from Attendance Management Plan 2025 data  <b>End Measure:</b> Tairā Survey actions completed and survey repeated; target achieved Attendance Plan - Target of 10% improved attendance; those attending regularly as shown by the MOE Everyday Matters reports.			
Key Actions	Responsible	Timeframe	Resources	Complete by:	Outcome:
Review - how inclusive are we? Take an inquiring lens over our school. What are we doing well, where can we improve?	Kelly Rebecca	T2 2026	Principal Time	T2 2026	
Learner Voice - create a termly pulse check to assess whanaungatanga	Kelly All staff	T2 2026	NZCER survey? Or create my own	EOY year	

and manaakitanga.					
Unpack the concept “We ROCK” with kaimahi and taurira. Co-create a visual “Expectations Guide” with students that defines what “WE Rock” looks like in the bush, the classroom, and the community. Can we make an acronym from We ROCK?	Kelly All staff	T3 2026	Staff hui ?whanau Hui  Signage?		
Attendance Management Plan implemented. See plan for detail.	Kelly Courtney	T1-4 2026	Time	EOY 2026	

## Growing our Environment

*Together we live lightly on the land: growing as environmental leaders and innovators*

### Annual Plan Goal 3

3a. Applying a nature lens to all planning and learning experiences

#### OUTCOME:

Our Environment is at the centre of everything we do, inspiring ourselves and others to be and do better

#### MEASURES:

##### Baseline:

Enviro Education at Whangarei Heads 2025 - Action Plan 2025 by Dane Higgison  
 Planning template 2025 includes space for Enviro -  
 T2 Inquiry Production had 4/6 classes choose an environmental themed production item.  
 T4 Inquiry all classes had an environmental aspect to the Christmas Market day technology inquiry

##### End Measure:

6/6 classes have Enviro Education in their Inquiry Planning in 2026, evidenced by Green Light system.  
 Reading, Writing and additional planning includes Enviro Learning; in 50% of the programme. Evidence collected by Team Leaders through planning checks. Minuted in Team Hui.  
 Every learner (individually or as part of a group/class) must produce a tangible "Eco-Solution" (a product, campaign, or restoration project) that is presented to the community in T4.

#### Key Actions

#### Responsible

#### Timeframe

#### Resources

#### Complete by:

#### Outcome:

2026 Year long Inquiry focus is "Growing Eco Innovators".

Dane

T4 2025/Term 1 2026

Planning hui in Kaimahi only day

EOY 2026

Follow up in Staff hui and in Team meetings

All inquiry planning must include an

All Staff

T1 - T4 2026

Planning meetings in

Each Term in 2026

## Growing our Environment

Together we live lightly on the land: growing as environmental leaders and innovators

environmental element.			<p>holidays</p> <p>Trip costs/budget</p> <p>Special visitors</p> <p>CRT teacher delivering Inquiry throughout the Teina team</p>		
Implement a "Green Light" sign-off system where the Environmental Lead Teacher verifies that the nature lens is <i>central</i> , not an "add-on," during T1-4 planning hui.	Dane	T2 2026	<p>Staff hui</p> <p>Leadership release to check planning hui</p> <p>Release to work with teachers needing more support if required</p>	EOY 2026	
Team Leaders to set expectations for the "Nature Lens" in all planning and seek opportunities to engage learners. (Reading, Writing opportunities, Friday fun, Science Fair, Passion Projects..... )	Dane Tracey	T1-4 2026	<p>Team Hui</p> <p>Release to check planning and to observe in classes</p>	EOY 2026	

