Whenuapai School
Annual Implementation Plan
2026

Vision

We partner with Tamariki to create a future guided by Mana, Ako, Kaitiakitanga and Kotahitanga

2026 Goals

Goal 1 Kaitiakitanga

Strategic Goal: Kaitiakitanga - Respect for Environment - Embracing the importance of caring for our whānau, ourselves, our whenua, and te taiao - our world.

- *Specific Goals:*
    1. Collaborate with the Ministry of Education to complete the construction of 12 new classrooms, a playground, and sandpit; reinstall play equipment; and ensure new learning spaces are fully outfitted and ready for occupation.
    2. To enhance student wellbeing and engagement by implementing evidence-based science of learning strategies and behaviour management principles, informed by Tom Bennett's research, in order to create a positive, focused, and supportive classroom environment that maximises learning outcomes for all students.
    3. Working towards Green Gold Kura within the Enviro School Project

Goal 2 Ako

Strategic Goal: Ako - Respect for Learning - By growing our responsive teaching practices and strong educational pathways we will empower success for all.

- *Specific Goals:*
    1. To embed the Science of Learning principles and practices within our curriculum and teacher pedagogies.
    2. To implement the updated New Zealand Curriculum (NZC) English and Mathematics.
    3. To embed new assessment procedures and process based on MOE guidelines and requirements

Goal 3 Kotahitanga

Strategic Goal: Kotahitanga - Respect for Others - Creating a culture in which tamariki and our wider school community feel heard, valued and connected.

- *Specific Goals:*
    1. Strengthen school procedures and expectations to empower tamariki to actively engage in their learning, ensuring all students have a clear understanding of the appropriate places, processes, and opportunities for providing input and sharing their voice.
    2. Prepare the school to actively engage with iwi and community organisations by strengthening relationships, protocols, and understanding to ensure we are prepared for meaningful collaboration.

Goal 4 Mana

Strategic Goal: Mana - Respect for Self - Continue to grow a school that is responsive and welcoming to all, embracing and respecting all cultures, ethnicities, and individualities.

- *Specific Goals:*
    1. To foster an inclusive, culturally responsive, and equitable environment where all tamariki, whānau, and community members feel

valued, supported, and empowered to celebrate their identity and learn authentically.
2. To foster a positive, consistent, and inclusive learning environment by applying evidence-based principles from the Science of Learning and Tom Bennett's pedagogies, supporting tamariki to engage effectively, develop self-regulation, and achieve their potential.
3. Begin to implement the updated New Zealand Teaching Professional Standards.

Summary Information

Summary of the plan

During 2026, we plan to:

- Increase assessment and data tracking alongside the changes and direction of the New Zealand Curriculum in English and Maths
- Adjust how we report on achievement data to whānau aligning it with Government Guidelines
- Work with Ministry of Education to complete a number of school building projects
- Strengthen teacher practice through professional development in Science of Learning and the updated Teacher Standards

Where we are currently at:
- In 2025 we opened up the Hauora Hub as a space to support learners with adjusting to school, regulating behaviors and supporting with meeting the needs of priority learners

- In 2024 we adjusted our benchmarks in Mathematics to align with the new Mathematics curriculum expectations, this resulted in an initial significant drop in achievement. As we move our English benchmark goals to the updated English curriculum, we expect to see some potential shifts in our data much the same.

- With our growing roll, new classrooms, and some internal promotions, we are excited to welcome 6 new teachers (including a new member of SLT) in 2026. To make sure everyone feels supported and our high standards continue, we are focusing on strong induction, professional growth, and staff wellbeing throughout the year.

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

Because:

- We are striving to work in partnership with our whānau

- Kaiako are utilising culturally responsive pedagogies

- Our targets are specifically focussed on reducing the achievement differences between Māori Learners and the Whole School

Strategic Goal 1

Kaitiakitanga - Respect for Environment - Embracing the importance of caring for our whānau, ourselves, our whenua, and te taiao - our world.

Goals

1. Collaborate with the Ministry of Education to complete the construction of 12 new classrooms, a playground, and sandpit; reinstall play equipment; and ensure new learning spaces are fully outfitted and ready for occupation.
2. To enhance student wellbeing and engagement by implementing evidence-based science of learning strategies and behaviour management principles, informed by Tom Bennett's research, in order to create a positive, focused, and supportive classroom environment that maximises learning outcomes for all students.
3. Working towards Green Gold Kura within the Enviro School Project

What do we expect to see by the end of the year?

Goal 1
- Completed facilities: All 12 new classrooms are built, furnished, and ready for teaching and learning activities.
- Play areas fully functional: Playground and sandpit installed, with safe, engaging play equipment available.
- Enhanced learning spaces: Classrooms are equipped with age-appropriate furniture, storage, and learning resources to support teaching and student engagement.

Goal 2
- Improved classroom climate: Students demonstrate higher levels of focus, engagement, and respectful behaviour.
- Reduced behavioural issues: A measurable decrease in incidents such as disruptions or conflicts, as a result of consistent behaviour management practices.
- Enhanced learning outcomes: Students are actively participating in lessons, retaining knowledge better, and demonstrating improved academic progress due to evidence-based learning strategies.
- Stronger student-teacher relationships: Positive interactions and trust increase, creating a supportive environment where students feel safe to learn and express themselves.
- Student wellbeing indicators: Feedback from surveys or informal observations indicates increased satisfaction, confidence, and motivation in the learning environment.

Goal 3
- School wide environmental projects underway.
- Students following environmental practices - i.e recycling, rubbish reduction, worm farms etc
- Environmental actions included within classroom units of work.

Actions	Who is Responsible	Resources Required	Timeframe	How will you measure success?
Completed Facilities – New Classrooms & Infrastructure ● Work with the Ministry of Education to confirm construction milestones, compliance expectations, and timelines. ● Liaise regularly with construction companies to monitor progress and ensure builds meet all NZ health and safety requirements. ● Conduct scheduled site inspections with MoE property advisors to ensure quality assurance. ● Confirm all building work is completed on time and within scope. ● Arrange final safety sign-off and building compliance certification. ● Coordinate the move-in process, including cleaning, setup, and teacher access once completed.	Principal	MOE Budget	End 2026	**Completed Facilities – New Classrooms & Infrastructure** ● Construction milestones met according to the agreed MoE timeline (tracked via project management reports). ● No disruptions to learning caused by delays beyond MoE contingency thresholds. **Play Areas & Outdoor Spaces** ● Sandpit, courts, and senior playground completed within the approved timeline and budget. ● Reduction in playground-related injuries or incident reports once new equipment is in use (monitored via duty logs). ● High student engagement observed in the new play areas (informal observations or usage tracking). ● Positive feedback from students, staff, and whānau regarding the accessibility and safety of outdoor spaces.
Play Areas & Outdoor Spaces ● Build the new sandpit ● Resurface the courts, working with contractors to establish suitable timelines and minimise disruption to school operations. ● Construct the senior playground, including procurement, safety design review, and installation. ● Establish long-term maintenance schedules for sandpit, courts, and playground. ● Update supervision plans and playground duty maps once new spaces are open.	Principal	Budget $290,000	End 2026	
Enhanced Learning Spaces – Furniture & Resourcing ● Select furniture that supports structured literacy and explicit teaching approaches (clear sightlines, writable surfaces, breakout spaces).	Principal	Budget $81,000	End 2026	**Enhanced Learning Spaces – Furniture & Resourcing** ● Furniture delivered and installed before the start of the school year or planned transition date. ● Classroom layouts audited to confirm they align with science of learning principles (clear sightlines, flexible grouping, low visual clutter).

● Integrate technology and resources that complement effective teaching practices. ● Plan for a staged rollout of new furniture if needed to manage budget and logistics.				● Teacher feedback indicates improved usability and support for structured literacy, explicit instruction, and collaborative learning. ● Increased student engagement observed in learning activities (teacher observations, engagement data if applicable). ● Reduced off-task behaviour or improved transition flow due to more effective layouts. ● Budget adherence: Purchases remain within the allocated funding without compromising quality.
Science of Learning Principles: ● Apply strategies such as retrieval practice, spaced repetition, and cognitive load management to make learning more effective and reduce student frustration. ● Use clear explanations and structured lessons to support cognitive processing and reduce anxiety. **Behaviour Management Principles (Tom Bennett):** ● Implement clear, consistent routines and expectations to create a safe and predictable learning environment. ● Apply positive reinforcement and proportionate consequences to encourage desired behaviours. ● Focus on building respectful teacher-student relationships that promote intrinsic motivation and wellbeing.	Assistant Principal (SOL) and SLT Assistant Principal (SOL) and SLT	Budget Resources $10,000 PD $3,500 SOL Literature / Research	On-going On-going	**Science of Learning Principles:** ● Teachers use retrieval practice, spaced repetition, and chunked instructions in lessons, and structure explanations clearly to support all learners ● Reduction in PB4L posts around avoiding tasks ● Planning and lessons clearly demonstrate structured approaches and cognitive load management. ● Hub-supported students engage, self-regulate, and make progress in learning outcomes. ● Positive feedback is received from students, teachers, and whānau. **Behaviour Management Principles (Tom Bennett):** ● Fewer behaviour incidents and repeated misbehaviours occur. ● Students can explain classroom expectations and feel safe and respected. ● Teachers maintain consistent routines, reinforcement strategies, and relationship-building practices.

				- Hub-supported students return to class successfully and meet behaviour goals. - Positive feedback from staff, students, and whānau reflects a supportive and predictable learning environment.
Working towards Green Gold Enviro School Status Whole school embedding of sustainable practices education through inquiry and The Whenuapai Way - Continue Garden to Table programme and expand composting systems across both campuses. - Invest in sustainable watering systems to support gardens and green spaces. - Maintain wetlands and senior campus environments, ensuring ecological needs are met. - Encourage walking or biking to school to reduce the school's carbon footprint. - Embed sustainability into Inquiry units, including practical actions to reduce waste and protect the environment. - Continue to build the mana of our Enviro Heroes - Growing staff capability for Enviro interventions: Working with groundskeepers, gardeners and growing teacher responsibility to ensure sustainability of practice in our school	Deputy Principal and Enviro Leads	Budget Garden to Table $8,000	End of 2026	**Working towards Green Gold Enviro School Status** - Every child has had a chance to take part in the Garden to Table Project - Composting capabilities have increased and waste is reduced - The Junior Campus gardens are thriving all year round, fuelling Garden to Table - There is an increase of children walking and biking to school, reduction in traffic issues before and after school. - Whenuapai School presence at local community events such as beach clean ups and community planting. - Less waste seen around the school environment - Evidence of sustainability learning in the school.

Strategic Goal 2

Ako - Respect for Learning - By growing our responsive teaching practices and strong educational pathways we will empower success for all.

Goal

1. To embed the Science of Learning principles and practices within our curriculum and teacher pedagogies
2. To implement the New Zealand Curriculum (NZC) English and Mathematics.
3. To embed new assessment procedures and process based on MOE guidelines and requirements
4. To have 70% of ākonga attending school regularly (90% of the time)

What do we expect to see by the end of the year?

Goal 1:
- All teachers routinely and explicitly embed science of learning principles and actions in their classrooms, demonstrating a clear understanding of concepts like managing cognitive load, the importance of long-term memory, and effective strategies such as retrieval practice and spaced learning.

Goal 2:
- Teachers are confidently and consistently delivering the new New Zealand Curriculum English and Mathematics content, utilising the year-by-year, well-sequenced teaching content. This ensures they are honestly upholding the curriculum requirements and fulfilling the requirement of teaching a year within a year in both subjects.

Goal 3:
- Student data demonstrates improved retention, greater fluency in foundational knowledge (literacy and numeracy), and deeper conceptual understanding across English and Mathematics.
- Accurate student achievement data guiding teacher practice and being used to report to parents, board and MOE.

Goal 4:
- Termly attendance reports show an increase in regular student attendance.
- Whānau, teachers, admin, and SLT are working together to support student attendance, and follow through with the STAR process.

Actions	Who is Responsible	Resources Required	Timeframe	How will you measure success?
Develop Teacher Capability and Practice - Provide PD on cognitive load, long-term memory, retrieval practice, and spaced learning. - Introduce and embed the Whenuapai School Playbook as a reference for SoL strategies.	Junior AP LSC/AP Deputy Principal SoL Practice Leads Team Leaders	Budget Resources $10,000 PD $3,500	Ongoing	**Develop Teacher Capability and Practice** - Teacher engagement in PD and PLG sessions. - Pre- and post-surveys show increased knowledge and confidence in SoL principles.

- Establish a SoL Professional Learning Group (PLG) to review implementation, provide ongoing support, and model best practice. - Provide internal PD and mentoring to build teacher confidence and embed high-leverage practices. - Identify, source, and budget for necessary resources to support SoL implementation. **Fidelity of Implementation & Professional Consistency** - Teachers plan lessons considering cognitive load, retrieval practice, and spaced learning. - Teams consistently use the Playbook in planning and reflection. - PLG and Practice Leads track and support consistent application across teams and year levels. **Impact on Student Learning and Engagement** - Teachers embed SoL strategies to help students recall prior learning and use metacognitive strategies. - Reduce cognitive load to support student engagement and prevent frustration. - Monitor student learning through work samples, retrieval checks, and feedback.				- Lesson planning and classroom practice reflect intentional use of SoL strategies. - Resources are purchased, used effectively, and support teaching. - The budget aligns with resource requirements for SoL initiatives. **Fidelity of Implementation & Professional Consistency** - Observations, learning walks, and checklists show teachers are intentionally applying SoL strategies. - PLG meeting minutes document shared learning, patterns, and actions. - Team Planning Days reflect alignment and consistency in practice across classrooms. **Impact on Student Learning and Engagement** - Student voice surveys/interviews show students can explain what helps them learn. - Work samples demonstrate cumulative learning and application of strategies. - Observations show students actively using metacognitive strategies and engaging in lessons. - Reduced numbers of students "stuck" or disengaged during lessons as recorded in PB4L and Hauora Hub visits.
Teacher Capability and Knowledge in the 2025 Updated Maths & English Curriculum Provide PD for teachers on the updated NZ Maths and	Deputy Principal Assistant Principals	Budget English and Math Resources	Ongoing	**Teacher Capability and Knowledge in the 2025 Updated Maths & English Curriculum** Teacher attendance and engagement in

	Practice Leaders Team Leaders Teachers	$26,000		

English curriculum, including:
  a. Ministry-funded Structured Literacy PLD for new teachers.
  b. Four-day Ministry of Education Structured Maths PD for all staff.
  c. Observations of best practice led by Curriculum/Practice Leaders.
● Establish Mathematics and English Professional Learning Groups (PLGs) to review implementation, provide ongoing support, and model best practice.
● Use MOE resources to upskill teachers on new assessment tools and embed them in the assessment schedule.
● Identify, purchase, and allocate resources to support curriculum delivery within the 2026 budget.
 	
Implementation and Curriculum Fidelity
● Teachers intentionally implement curriculum-aligned Maths and English strategies, including the Prime Maths programme.
● Teachers participate in coaching sessions, team meetings, and professional growth check-ins to build confidence in curriculum delivery.
● PLGs and Curriculum Leaders monitor and support consistent application across teaching teams.
 	
Student Learning and Achievement in Maths & English
● Teachers use updated assessment tools to monitor student progress.
● Assistant Principals and Maths/English leaders review student achievement and develop action plans each term.
● Collect data through SMART tools, Phonics Checks, DIBELS, Math Check and Prime Tools to inform teaching.
				PD sessions, PLGs, and drop-in support.
				● Pre and post-surveys show increased teacher knowledge and confidence in Maths and English curriculum practices.
				● Lesson plans and classroom practice demonstrate alignment with the updated curriculum.
				● Resources purchased and effectively used by teachers.
				● The budget reflects the identified resource requirements.
				
				Implementation and Curriculum Fidelity
				● Observations by curriculum leaders show fidelity of implementation (e.g., Prime Maths strategies, structured literacy practices).
				● Documentation of coaching sessions, team meetings, and professional learning records shows consistent support and engagement.
				● PLG meeting minutes and reports capture shared learning, trends, and next steps.
				● Teacher planning documents reflect use of assessment tools according to the assessment schedule.
				
				Student Learning and Achievement in Maths & English
				● Improvement in student achievement as shown in assessment results.
				● Termly reports demonstrate progress and next steps based on data analysis.
				● Work samples show students applying Maths and English knowledge effectively.
				● Observations and assessment records indicate students are engaging with and benefiting from curriculum-aligned strategies.

Implementation of STAR	Whānau Admin staff Teachers Team Leaders Assistant Principals	Nil	Ongoing	Implementation of STAR
● Teachers, admin, and Assistant Principals track student attendance and follow their parts of the STAR process ● Assistant Principals share regular information and reminders to parents to promote positive attendance habits ● Whānau engage with school, and when applicable, follow their child/ren's AMP (attendance management plan) ● Whānau to contact school office if they are taking their child/ren out of school for a holiday in term time				● Improvement in the percentage of students attending school regularly ● Whānau are engaging with supports to ensure their child/ren maintains/returns to regular attendance

Strategic Goal 2a

Ako - Respect for Learning - By growing our responsive teaching practices and strong educational pathways we will empower success for all.

Goal

1. Improve School Wide Achievement in Reading and Writing

What do we expect to see by the end of the year?

In Reading, the cohorts' percentage of tamariki achieving At or Above expectation will be	In Writing, the cohorts' percentage of tamariki achieving At or Above expectation will be
Year 3 - 90%	Year 4 - 90%
Year 4 - 90%	Year 8 - 85%

Baseline Achievement Data From End of 2026

Reading	Percentage of Tamariki Achieving At or Above Expectation	Writing	Percentage of Tamariki Achieving At or Above Expectation
Year 2 Year 3	85% 83%	Year 3 Year 7	83% 72%

Actions	Who is Responsible	Resources Required	Timeframe	How will you measure success?
Teacher Professional Development: ● Ensure all new staff have attended the Ministry of	DP, Literacy Leads, Team Leaders	PLD Ministry of Education	On-going	● Staff discussions and feedback ● Data tracking (HERO goals, assessment

		Funding		tools) ● Staff feedback and discussions

Education PLD
   ● Train up two teachers to be able to administer Tier 3 Tailored literacy instruction.
   ● Kaiako (teachers) to enact new pedagogies within their teaching programme				

In-school teams (PLG) to focus deliberately on accelerating Literacy progress so we can provide flexible support when they are needed.
 	
   ● Continue to implement a strong handwriting program through the school to improve writing stamina.
   ● Build a bank of unit plans and resources to support the delivery of the new curriculum.
   ● Plan for and implement effective targeted and tailored teaching supports to meet specific learning needs, in response to quality information
	DP, AP, LSC
	Literacy Leaders
	WSL
		Nil	To have started by end of Term 1	● Termly data review of student progress
				● Fidelity across teams of English instruction

Review Hero goals for tracking and reporting to align with the updated curriculum changes. Year-to-year level.	DP, AP, Team Leaders, Kaiako	Nil	All year	● Termly data review of student progress ● Changes to classroom programmes based on new knowledge
Collaboratively plan, budget and resource strategically to sustain accelerated progress initiatives.	DP, AP, Team Leaders, Kaiako	Budget English $13,000	All year	See Goal 2

Strategic Goal 2b

Ako - Respect for Learning - By growing our responsive teaching practices and strong educational pathways we will empower success for all.

Goal

1. Improve School Wide Achievement in Mathematics

What do we expect to see by the end of the year?

In Mathematics, the cohorts' percentage of tamariki achieving At or Above expectation will be
Year 4 80%
Year 8 80%
● In Mathematics, the percentage of Māori Learners achieving At or Above expectation will be within 5% of the whole school achievement percentage.

Baseline Achievement Data From End of 2026
Mathematics

Mathematics	Percentage of Tamariki Achieving At or Above Expectation
Year 3 Year 7 Māori Learners	71% 75% 73%

Actions	Who is Responsible	Resources Required	Timeframe	How will you measure success?

Teacher Professional Development: ● Ensure all new staff have attended the Ministry of Education PLD ● Train up Year 2 teachers in the new Maths Check Assessment ● Train teachers in the New SMART assessment ● Kaiako (teachers) to enact new pedagogies within their teaching programme	DP, Maths Leads, Team Leaders	PLD Ministry of Education Funding	On-going	● Staff discussions and feedback ● Data tracking (HERO goals, assessment tools) ● Staff feedback and discussions
In-school teams (PLG) to focus deliberately on accelerating Maths progress so we can provide flexible support when they are needed. ● Continue to implement Quick 5 daily review in every class ● Build a bank of unit plans and resources to support the delivery of the new curriculum and expose children to a variety of Maths specific vocab outside of Prime. ● Drive basic facts in the early years of school for success.	DP, AP, LSC Maths Leaders WSL	Nil	To have started by end of Term 1	● Termly data review of student progress ● Fidelity across teams of Maths instruction
Review Hero goals for tracking and reporting to align with the updated curriculum changes. Year-to-year level. ● Add new Hero goals for the Year 8 Prime Book	DP, AP, Team Leaders, Kaiako	Nil	All year	● Termly data review of student progress ● Changes to classroom programmes based on new knowledge
Collaboratively plan, budget and resource strategically to sustain accelerated progress initiatives.	DP, AP, Team Leaders, Kaiako	Budget Math $13,000	All year	See Goal 2

Strategic Goal 3

Kotahitanga - Respect for Others - Creating a culture in which tamariki and our wider school community feel heard, valued and connected.

Goal

1. Strengthen school procedures and expectations to empower tamariki to actively engage in their learning, ensuring all students have a clear understanding of the appropriate places, processes, and opportunities for providing input and sharing their voice.
2. Prepare the school to actively engage with iwi and community organisations by strengthening relationships, protocols, and understanding to ensure we are prepared for meaningful collaboration.

What do we expect to see by the end of the year?

Goal 1
- Consistent schoolwide procedures in place that clearly outline when, where, and how students can contribute their ideas, feedback, and leadership.
- Teachers implement aligned practices that promote student agency across all learning areas.
- Visible evidence in classrooms of student voice systems (e.g., feedback walls, student choice options, learning progressions, agency tools).
- Whānau voice showing positive change in how students feel about contributing to decisions related to their learning.
- Documentation or data (surveys, student work, teacher observations) showing higher engagement and stronger student-led decision-making.
- Student leaders demonstrate growth in confidence, responsibility, and contribution to school initiatives.

Goal 2
- Staff confident and competent in culturally responsive engagement practices.
- Regular opportunities for community input into curriculum design, wellbeing programmes, and school initiatives.
  Documented engagement protocols and agreements that outline responsibilities, expectations, and processes.
- Tamariki benefited from community collaboration, including participation in cultural and environmental activities.
  Visible evidence of strengthened community connections in school events, programmes, and communications.

Actions	Who is Responsible	Resources Required	Timeframe	How will you measure success?
Empowering Student Leaders and Authentic Voice • Equip student leaders to play an active role in the school, offering ideas and feedback that influence decision-making.	SLT / Teachers / Students / Whanau	NZCER Survey Tools	On-going	**Empowering Student Leaders and Authentic Voice** • Student leaders actively participate in school initiatives and provide actionable feedback.

• Establish a student leadership committee with a clear progression pathway for developing leadership skills. • Collaborate with Friends of Whenuapai to extend student voice and leadership opportunities. • Review and refine how student voice is gathered and used to ensure it remains authentic and leads to meaningful change. **Embedding Student Agency in Learning** • Teachers implement strategies that promote student choice, input, and decision-making across all learning areas. • Use tools such as feedback walls, learning progressions, and agency trackers to support student involvement. **Developing Leadership and Whānau Engagement** • Provide structured opportunities for student leaders to take responsibility and lead initiatives. • Engage whānau in feedback and support for student decision-making and initiatives. • Recognise and mentor student leaders to build confidence, responsibility, and contribution.				• The student leadership committee meets regularly with documented plans and outcomes. • Evidence of collaboration with Friends of Whenuapai in projects or events. • Documentation shows student input influencing decisions, policies, or initiatives. • Student surveys and reflections indicate they feel their voice is heard and valued. **Embedding Student Agency in Learning** • Visible evidence in classrooms: choice boards, feedback walls, agency tools. • Teacher planning documents and observations show integration of agency-focused practices. Student work and classroom displays demonstrate student-led learning and decision-making. **Developing Leadership and Whānau Engagement** • Observations and reports show growth in student confidence and leadership skills. • Student-led initiatives are successfully executed and documented. • Whānau surveys indicate positive changes in perception of student participation and agency. • Student self-reflections and peer feedback show increased engagement and contribution.
Align Science of Learning Practices with Culturally Responsive Teaching • Provide professional development to help staff see the connections between SoL principles and culturally responsive practices. • Embed these connections into lesson planning, teaching observations, and best-practice frameworks.	Assistant Principal (SOL) and SLT	SOL Literature / Research	On-going	**Align Science of Learning Practices with Culturally Responsive Teaching** • Observation sheets and learning walks show teachers intentionally integrating SoL and culturally responsive strategies.

- Include culturally responsive SoL practices in classroom observation sheets and evaluation criteria. - Model and mentor teachers in applying both SoL and culturally responsive strategies simultaneously in learning contexts. **Strengthen Community Input and Collaboration** - Establish regular opportunities for community input into curriculum design, wellbeing programmes, and school initiatives. - Collaborate with whānau, iwi, and local organisations on cultural and environmental activities. - Develop and maintain engagement protocols and agreements outlining roles, expectations, and processes. - Especially around fundraising and sponsorship **Visible Evidence of Strengthened Community Connections** - Showcase community collaboration in school events, communications, and programmes. - Highlight student participation in cultural and environmental activities co-led with the community. - Promote ongoing partnerships with local organisations, iwi, and Friends of Whenuapai.				- Teacher surveys and reflections indicate confidence in linking SoL with culturally responsive practice. - Lesson planning and teaching documentation provide evidence of culturally responsive strategies aligned with cognitive load, retrieval practice, and spaced learning. **Strengthen Community Input and Collaboration** - Documentation of community meetings, consultation sessions, and agreements. - Evidence of community feedback influencing school programmes and initiatives. - Participation records showing active involvement of tamariki and whānau in co-designed activities. - Sponsorship and fundraising processes and policies are outlined and explicit. **Visible Evidence of Strengthened Community Connections** - School events and programmes demonstrate visible community involvement. - Student reflections and work show benefits from community collaboration. - Communications (newsletters, social media, website) reflect stronger community connections. - Feedback from community members indicates positive engagement and relationships.

Strategic Goal 4

Mana - Respect for Self - Continue to grow a school that is responsive and welcoming to all, embracing and respecting all cultures, ethnicities, and individualities.

Goal

1. To foster an inclusive, culturally responsive, and equitable environment where all tamariki, whānau, and community members feel valued, supported, and empowered to celebrate their identity and learn authentically..
2. To foster a positive, consistent, and inclusive learning environment by applying evidence-based principles from the Science of Learning and Tom Bennett's behaviour framework, supporting tamariki to engage effectively, develop self-regulation, and achieve their potential.

What do we expect to see by the end of the year?

Goal 1
- Families and tamariki feel welcomed, informed, and able to engage, with communications accessible in multiple languages.
- Tamariki see their cultures reflected in the curriculum, classroom activities, and school events.
- ESOL learners receive tailored support and participate confidently in learning.
- Staff use culturally responsive teaching, reflect on biases, and differentiate instruction to meet all learners' needs.
- The school community demonstrates a strong sense of belonging, respect, and inclusion for everyone.

Goal 2
- Expected behaviours are consistently taught, role-modeled, and reinforced.
- Students show self-regulation, focus, and engagement in learning.
- Inclusive language and practices are used, and individual differences are celebrated.
- Behaviour strategies are data-informed and effectively support students.
- The school culture is positive, fair, and respectful for all.

Actions	Who is Responsible	Resources Required	Timeframe	How will you measure success?
Inclusive, Culturally Responsive Learning Community - Ensure school communications are accessible and inclusive, including translation or alternative formats where needed. - Embed students' cultures, languages, and identities within curriculum planning, classroom activities, and school events.	SLT / Learning Support Team / Teachers	Budget Learning Support $140,000	On-going	**Inclusive, Culturally Responsive Learning Community** - Whānau and student surveys indicate families and tamariki feel welcomed, informed, and able to engage.

● Provide targeted ESOL support, including differentiated instruction and opportunities for ESOL learners to participate confidently. ● Support staff to use culturally responsive teaching practices, reflect on bias, and differentiate learning to meet diverse needs. ● Strengthen practices that promote belonging, inclusion, and connection across the school community.				● Classroom observations and planning show cultural representation and responsiveness in teaching and learning. ● ESOL learners demonstrate increased participation, confidence, and progress in learning. ● Teacher reflections and observations show effective differentiation and culturally responsive practice. ● Student voice and wellbeing data reflect a strong sense of belonging, respect, and inclusion.
Consistent, Inclusive Behaviour and Positive School Culture ● Explicitly teach, model, and reinforce expected behaviours across all settings. ● Use inclusive language and practices that recognise and celebrate individual differences. ● Support students to develop self-regulation, focus, and engagement through consistent routines and expectations. ● Use behaviour data to inform strategies and targeted support for students.	SLT / Teachers / Learning Support Team / Whanau	Behaviour Management and Development Literature / Research	On-going	**Consistent, Inclusive Behaviour and Positive School Culture** ● Behaviour expectations are consistently visible and reinforced across classrooms and playgrounds. ● Behaviour data shows reduced incidents and improved student self-regulation over time. ● Observations show students are engaged, focused, and using self-management strategies. ● Staff demonstrate consistent use of inclusive and restorative behaviour approaches. ● Student, staff, and whānau feedback reflects a positive, fair, and respectful school culture.