

Ōpoho School Annual Implementation Plan 2026

Strategic Goal Tuatahi 'A' (Regulation 9(1)(a)) To create a culture of achievement and growth by supporting, encouraging, enriching and extending all students and staff with innovative resources and high quality teaching practices.				
Annual Target/Goal: (Regulation 9(1)(a)) To cultivate a school-wide culture of excellence where innovative pedagogy and robust resources empower staff to extend every student's learning trajectory across all curriculum phases.				
What do we expect to see by the end of the year? (Regulation 9(1)(d)) (What expectations do you have for this target for this year? What evidence will you see? This can flow on from the expectations listed in your strategic plan for the full 3-years.) By the end of 2026 we would expect to see enhanced Staff Capability, Instructional Practice and clearer systems for monitoring Progress and Achievement.				
Actions (Regulation 9(1)(b)) <i>Detail the key actions you'll take this year to reach your annual target listed above</i>	Who is Responsible (Regulation 9(1)(c))	Resources Required (Regulation 9(1)(c))	Timeframe <i>This is optional however is useful to help with your planning</i>	How will you measure success? (Regulation 9(1)(d)) <i>Think about what you expect to see at the end of the year and detail the measurements you'll use to check on your progress. You'll want to reference the success measures from your strategic plan template.</i>
<p>The 'How' - Building Staff Capability <i>Before teachers can embed high-impact practices, they must have a shared understanding of what "evidence-based" looks like in 2026.</i></p> <p>Expert Modeling: Appoint "Lead Practitioners" in Literacy to provide "live modeling" in classrooms, demonstrating how to differentiate a lesson for both support and extension.</p> <p>Establish a "High-Impact Playbook": Create a concise school-wide document outlining the non-negotiable strategies for every lesson (e.g., Learning Intentions, Retrieval Practice, and Scaffolding).</p>	Principal, Literacy Lead, S LT	<p>1. Human Capital & Expertise <i>The most critical resource is "Lead Practitioners" who can move beyond theory into live practice.</i></p> <ul style="list-style-type: none"> Lead Practitioner (LP) Allocation: You need 0.1 or 0.2 FTTE (Fixed Term Teacher Equivalent) release time for your Literacy leads. They cannot model in other classrooms if they are tied to their own full-time. External Facilitation: Budget for 2-3 days of external PLD (Professional Learning Development) from a Ministry-accredited provider focused on The Science of Learning or Rosenshine's Principles to ensure your "Lead Practitioners" have deep, evidence-based knowledge. The "Shadowing" Budget: Funding for relief teachers (TRDs) to release classroom teachers for 30-minute windows so they can observe a Lead Practitioner modeling a "Sprint" strategy. <p>2. The "High-Impact Playbook" (Physical & Digital) <i>The Playbook must be a "living" tool, not a PDF that gathers dust.</i></p> <ul style="list-style-type: none"> Curriculum Design Time: 2-3 "Teacher Only Day" sessions or dedicated SLT (Senior Leadership Team) time to synthesize research into your school's specific context. Production: Professional printing and binding of a "Pocket Playbook" for every staff member, including relievers. The Digital Hub: A shared Google Site where "The Playbook" is hosted alongside 1-minute video clips of your own staff 	Term 1 Revisited during the Year	<p>1. Expert Modeling: "The Multiplier Effect" The "Lead Practitioners" haven't just improved a few classrooms; they have raised the floor for the entire school.</p> <ul style="list-style-type: none"> Shared Expertise: You no longer have "one expert" in Literacy. Instead, you have a staff of "Competent Practitioners" who can all explain the Science of Reading and apply the school's agreed writing scaffolds. Teacher Independence: The Lead Practitioners are no longer "doing" the work for others. They have moved into a "Shadowing" or "Consulting" role because the classroom teachers have mastered the high-impact moves themselves. Consistency in Differentiation: At the end of the year, you see all teachers confidently managing three tiers of learning simultaneously (Support, Core, Extension) . The "Expert Modeling" has turned complex differentiation into a standard daily habit. <p>2. The "High-Impact Playbook": A Living Document By the end of the year, the Playbook is no longer a "new initiative"; it is simply "how we do things at our school."</p> <ul style="list-style-type: none"> Consistency Across the School: You can walk into a Year 1 room and a Year 6 room and see the same structural DNA. While the content differs, the Instructional Model (e.g., Retrieval → Explicit Input → Guided Practice) is identical. Reduced Teacher Stress: Because the "non-negotiables" are clear, teachers spend less time

Ōpoho School Annual Implementation Plan 2026

<p>Professional Learning Cycles: Implement fortnightly "Teaching Sprints" where teams focus on one specific evidence-based strategy (e.g., Explicit Instruction or Rosenshine's Principles) and peer-observe its impact.</p>		<p>demonstrating the strategies (e.g., "What Retrieval looks like in Room 4").</p> <p>3. Professional Learning Infrastructure <i>To run "Teaching Sprints," you need the tools to measure small shifts in practice.</i></p> <ul style="list-style-type: none"> • Swivl or Video Recording Tools: 1–2 mobile tripod setups (like a Swivl or a basic iPad stand) to allow teachers to record their own 5-minute lesson segments for self-reflection during Sprints. • Sprint Visualizers: Physical "Sprint Boards" in the staffroom or team hubs where teams visually track their current focus strategy and their "Evidence of Impact" artifacts. • Professional Library: A curated set of "Must-Reads" for the staffroom. Essential 2026 titles would include: <ol style="list-style-type: none"> 1. <i>Rosenshine's Principles in Action</i> (Tom Sherrington) 2. <i>The Writing Revolution</i> (Hochman & Wexler) 3. <i>Writing for Life</i> (Lyn Stone) 4. <i>The Science of Learning</i> (Bradley Busch) 5. <i>The Writing Rope</i> (Joan Sedita) <p>4. Time: The Non-Negotiable Resource <i>If you don't provide the time, the capability won't build.</i></p> <ul style="list-style-type: none"> • Fortnightly Meeting Realignment: Protecting 30 minutes of every fortnightly staff or team meeting purely for "Sprint Check-ins" (sharing what worked and what didn't) and a reflection on a related professional reading. • Peer Observation Windows: A coordinated school-wide schedule that allows for "Open Door" sessions where teachers can pop into a colleague's room for 10 minutes without needing a reliever (often done through "Lead Teacher" coverage). 		<p>"inventing" the lesson structure and more time "refining" the content. The mental load of "How should I teach this?" has been replaced by "How do I extend Ari in this?"</p> <ul style="list-style-type: none"> • Induction Success: New staff members who joined mid-year are already teaching with the same high-impact strategies as the foundation staff because the Playbook made the expectations "visible." <p>3. Professional Learning Cycles: "The Growth Mindset" The "Teaching Sprints" have shifted the culture from compliance (attending PD) to curiosity (improving practice).</p> <ul style="list-style-type: none"> • Evidence-Based Talk: In the staffroom, you hear teachers debating the <i>impact</i> of a strategy rather than just the <i>activity</i>. - <i>Example:</i> "I shifted my Retrieval Practice to 'Think-Pair-Share' and saw a 20% increase in engagement from my quietest kids." • Peer-Observation is Normal: Teachers no longer "tidy up" when a leader walks in. They welcome peers into their rooms to look for specific "Sprint" goals. The "closed-door" classroom culture has effectively ended. • Artifacts of Growth: Every teacher has a "Portfolio of Sprints" showing the small, measurable wins they achieved every two weeks. This creates a massive sense of professional pride and momentum.
<p>The 'Doing' - Refining Instructional Practice <i>This is where the "targeted support and extension" happens at the classroom level.</i></p> <p>Tiered Lesson Design: Adopt a "Universal Design for Learning" (UDL) approach where every unit plan includes: Tier 1: Quality whole-class instruction. Tier 2: Targeted small-group "boost" sessions for students with gaps. Tier 3: Deep "Extension Challenges" (high-complexity, not</p>	<p>Literacy Lead, Teachers, Intervention Teacher</p>	<p>1. Resources for Tiered Lesson Design (UDL) <i>To move between Tier 1, 2, and 3, teachers need "ready-to-go" content that matches student phases.</i></p> <ul style="list-style-type: none"> • Differentiated Resource Banks: Subscriptions to or internal curation of "leveled" resources (e.g., <i>StepsWeb</i> for Literacy, <i>Maths-No Problem</i> or <i>Prime</i> for Numeracy) that provide pre-made intervention (Tier 2) and extension (Tier 3) tasks. • Flexible Physical Space: Horseshoe-shaped tables or "kidney tables" in every room to facilitate small-group "boost" sessions while the rest of the class works independently. 	<p>Term 1 Revisited during the Year</p>	<p>1. Tiered Lesson Design: "The Equity of Challenge" By the end of the year, the classroom shouldn't look like one group doing "hard" work and another doing "easy" work. It should look like everyone is working at their cognitive limit.</p> <ul style="list-style-type: none"> • Evidence in Planning: Unit plans are no longer a "one-size-fits-all" document with an afterthought for extension. They are designed from the start with three clear pathways (Support, Core, Extension). • Student Agency: When you walk into a room, students in Tier 2 (Support) can tell you exactly which "tool" they are using to be successful, and students in Tier 3 (Extension) are engaged in complex, non-linear tasks

Ōpoho School Annual Implementation Plan 2026

<p>high-volume) for students working above the phase. (Identification from assessment & anecdotal evidence to see which students need what)</p> <p>Daily Retrieval Practice: Embed 10-minute "Brain Activators" at the start of every Numeracy and Literacy block to ensure foundational knowledge is moved to long-term memory.</p> <p>Consistent Scaffolding: Ensure all classrooms use "Low-Floor, High-Ceiling" tasks, allowing every learner to enter the task while providing no "cap" on how far a student can take their thinking.</p>		<ul style="list-style-type: none"> • Universal Design for Learning (UDL) Planning Template: A school-wide unit planning digital template that forces the designer to pre-load "Support" and "Extension" options before the unit begins. <p>2. Resources for Daily Retrieval Practice <i>Retrieval must be fast-paced and low-stakes. You need "low-friction" tools that don't require 10 minutes of setup.</i></p> <ul style="list-style-type: none"> • Mini-Whiteboard Kits: One for every student (including a quality marker and eraser). This is the #1 tool for "Brain Activators" as it provides immediate visual feedback to the teacher. • Digital Quiz Platforms: Subscriptions to tools like <i>Blooket, Kahoot!, or Quizizz</i>—specifically curated with "Question Sets" that align with the school's specific scope and sequence in Phonics and Numeracy. • "Brain Activator" Slide Decks: A shared staff drive containing 5-slide "Retrieval PowerPoints" for every week of the year, so teachers don't have to spend Sunday nights creating their own retrieval questions. <p>3. Resources for Consistent Scaffolding <i>To provide "Low-Floor, High-Ceiling" tasks, the environment must be "tool-rich."</i></p> <ul style="list-style-type: none"> • Manipulative Stations: In every classroom, a permanent, accessible station of physical tools: • Literacy: Phoneme-Grapheme tiles, alphabet strips, and high-frequency word mats. • The "Scaffold Library": A physical or digital "self-service" station where students can grab: <ol style="list-style-type: none"> 1. Sentence starter fans. 2. Graphic organizer templates (e.g., Venn diagrams, Story Maps). 3. Checklists for self-editing. • High-Ceiling Task Cards: Sets of "Low-Floor, High-Ceiling" task cards <i>Writing Plot-Thickener</i> cards that are always available for students to self-extend. 		<p>(e.g., creating a documentary, coding a solution, or debating a nuanced thesis).</p> <ul style="list-style-type: none"> • The "Gap" Closing: Your year-end data (PAT, e-asTTle, or Progress Outcomes) shows that your "Priority Learners" have made accelerated progress (more than 12 months' growth in 12 months) because they received the "Tier 2" boosts they needed in real-time. <p>2. Daily Retrieval Practice: "The Fluency Shift" By the end of the year, the "Brain Activator" shouldn't feel like a chore; it should be the high-energy engine of the lesson.</p> <ul style="list-style-type: none"> • Automaticity: You will see students solving complex writing or math problems without stopping to ask "How do I spell...?" or "What is 7x8?" The foundational "Know" elements have moved to long-term memory. • Reduced Cognitive Load: Because the basics are automated, students have more mental "bandwidth" for the "Understand" and "Do" parts of the curriculum. They are tackling deeper problems with less fatigue. • Teacher Efficiency: Teachers are spending less time "re-teaching" old content. They can launch straight into new concepts because they <i>know</i> (through daily retrieval data) that the prerequisite knowledge is solid. <p>3. Consistent Scaffolding: "The Fading Wheels" The ultimate sign of effective scaffolding is that the scaffolds have started to disappear.</p> <ul style="list-style-type: none"> • Scaffold Fading: In February, you might have seen every student using a sentence starter. By November, the "Proficient" writers have put the starters aside and developed their own voice, while the "Support" writers are using more sophisticated scaffolds independently. • Risk-Taking Culture: Because "Low-Floor, High-Ceiling" tasks have been the norm, students are no longer afraid to be "wrong." They see a difficult task and think, "<i>Where is my entry point?</i>" rather than "<i>I can't do this.</i>" • Divergent Outcomes: Student work samples don't look identical. You will see a variety of methods to reach a solution in Math and a variety of structures in Writing, proving that the "No-Cap" ceiling allowed students to take their learning as far as their interest and ability allowed.
<p>The 'Check' - Systems for Progress & Achievement <i>Robust systems ensure that "growth" is actually happening and isn't just an assumption.</i></p> <p>Progress Outcome Moderation: Schedule "Data Pitstops" once per term where teachers bring student work (Writing, Maths) to moderate against the Te Mātaiaho Progress Outcomes,</p>	<p>Principal, Teachers, Intervention Teacher</p>	<p>1. Progress Outcome Moderation: "The Calibration Kit" <i>To ensure a 'Proficient' in Year 4 means the same thing across all classrooms.</i></p> <ul style="list-style-type: none"> • Te Mātaiaho Exemplar Packs: Physical or digital folders containing "Anchor Papers" (samples of student work that perfectly illustrate each Progress Outcome phase). 	<p>All Year</p>	<p>1. Progress Outcome Moderation: "Calibrated Expectations" By the end of the year, the "gut feeling" of a teacher is replaced by professional evidence.</p> <ul style="list-style-type: none"> • Evidence in the Staffroom: You'll see teachers naturally using curriculum language. Instead of saying "Sam is a good writer," they say, "Sam is consistently meeting the

Ōpoho School Annual Implementation Plan 2026

<p>ensuring consistent high expectations.</p> <p>Agile Intervention Tracking: Move from "End of Year" data to "Real-Time" tracking. Use a simple "Traffic Light" system in team meetings to identify students who aren't making expected progress <i>this month</i> and shift resources to support them immediately.</p> <p>Student Voice Cycles: Conduct termly "Learner Conversations" with a cross-section of students to measure if they <i>feel</i> supported and extended, using this feedback to refine teaching practices.</p>		<ul style="list-style-type: none"> • Release Time (The 0.1 Solution): Budget for "Data Pitstop" coverage. This usually requires 1-2 hours per team, per term, allowing teachers to leave their classrooms to sit together and moderate without distractions. • Moderation Protocols: A laminated "one-pager" for every teacher that outlines the rules of moderation (e.g., "<i>Focus on evidence, not effort</i>" or "<i>Check the syntax before the spelling</i>"). <p>2. Agile Intervention Tracking: "The Traffic Light System" <i>To move from 'End of Year' autopsies to 'Monthly' biopsies.</i></p> <ul style="list-style-type: none"> • Visual Tracking Infrastructure: * Physical: A "Data Wall" in a locked/private staff area using magnetic names or Post-it notes (Green, Amber, Red). • Digital: A shared, live dashboard (e.g., a simplified Google Sheet, PowerBI, or an SMS-integrated tool like <i>Edge</i> or <i>Hero</i>) that updates in real-time. • "The Huddle" Agenda: A strictly timed (15-minute) meeting template for team leaders to use during fortnightly check-ins to identify who has moved into "Red" and what the immediate "Tier 2 Boost" will be. • Intervention Budget: A small, flexible "Quick-Response Fund" that the Principal or SLT can use to hire a reliever or learning assistant for short, 3-week "burst" interventions when the tracking system flags a specific group of students. <p>3. Student Voice Cycles: "The Feedback Loop" <i>To ensure the teaching practice is actually hitting the mark for the learners.</i></p> <ul style="list-style-type: none"> • Interview Frameworks: A set of age-appropriate, open-ended question cards for teachers or leaders to use during "Learner Conversations." • Audio/Visual Recording Tools: iPads or voice recorders to capture authentic student quotes (with permission) to play back during staff meetings. This is more powerful than a written summary. • Incentives for Honesty: A "Student Voice" focus group requires a comfortable, neutral space (e.g., a beanbag corner in the library) and a small budget for "thank you" tokens to ensure students feel their time and honesty are valued. 		<p>Phase 3 outcomes for sentence complexity but needs a push in authorial voice."</p> <ul style="list-style-type: none"> • Zero Variance: If you gave a writing sample to three different teachers in the same phase, they would all place it at the same step on the Te Mātaiaho progressions. • Vertical Alignment: Year 6 teachers will have total confidence in the data coming up from Year 5. The "learning transition" in January becomes seamless because the data is trusted. <p>2. Agile Intervention Tracking: "The Closing Gap" This is the most visible sign of success. You will see a "fluidity" in your achievement data that didn't exist before.</p> <ul style="list-style-type: none"> • The "V-Curve" in Data: For students who were flagged as "Red" (at risk) in Term 1, you should see an upward "V" or "J" curve in their progress. The system caught them early, the intervention was applied, and they moved back toward the expected phase. • Intervention Efficiency: By the end of the year, you can look back and see that 90% or more of students who received a "Tier 2 Boost" moved up a progress step. This proves your interventions aren't just "busy work," but "impact work." • Resource Intelligence: Your budget and staffing for the following year will be based on real-time need rather than guesswork. You'll know exactly where to put your Teacher's Aides because the "Traffic Light" system told you where the greatest "heat" is. <p>3. Student Voice Cycles: "Learner Agency" At the end of the year, the students are the ultimate proof that the "Check" worked.</p> <ul style="list-style-type: none"> • The "Assessment Literate" Student: When you talk to a Year 5 student, they can show you their work and say: "<i>I used to be here (Phase 2), but I'm working on this specific goal now so I can get to Phase 3.</i>" They understand their own growth. • Shift in Belonging: Students who traditionally struggle (Priority Learners) report feeling more successful. They no longer feel "lost" because the agile system ensured they always had a scaffold or a "boost" when the work got hard. • Responsive Teaching: You will see a tangible change in classroom environments. Teachers will have adjusted their physical spaces or their lesson timings because the "Student Voice" told them what was working and what wasn't.
--	--	--	--	---

Ōpoho School Annual Implementation Plan 2026

<p>Strategic Goal Tuatahi 'E' (Regulation 9(1)(a)) To successfully implement and integrate new curricula to provide all taura with rich and engaging learning experiences particularly in Numeracy and Literacy.</p>				
<p>Annual Target/Goal: (Regulation 9(1)(a)) To advance progress in writing by embedding the Refreshed English Curriculum, ensuring all taura master the foundational tools and creative strategies required to become confident, capable writers</p>				
<p>What do we expect to see by the end of the year? (Regulation 9(1)(d)) (What expectations do you have for this target for this year? What evidence will you see? This can flow on from the expectations listed in your strategic plan for the full 3-years.)</p>				
<p>By the end of 2026, 80% of Year 2-6 students will be achieving 'at' or 'above' their expected phase in the Writing Progress Outcomes.</p>				
<p>Actions (Regulation 9(1)(b)) <i>Detail the key actions you'll take this year to reach your annual target listed above</i></p>	<p>Who is Responsible (Regulation 9(1)(c))</p>	<p>Resources Required (Regulation 9(1)(c))</p>	<p>Timeframe <i>This is optional however is useful to help with your planning</i></p>	<p>How will you measure success? (Regulation 9(1)(d)) <i>Think about what you expect to see at the end of the year and detail the measurements you'll use to check on your progress. You'll want to reference the success measures from your strategic plan template.</i></p>
<p>The 'How' - Staff Capability & Professional Learning <i>Ensuring teachers understand the "Science of Writing" and the new Progress Outcomes.</i></p> <p>Unpack the Writing Progressions: Facilitate "Phase Team" meetings to map current student work against the new English Progress Outcomes. Identify exactly what "Mastering Foundational Tools" looks like at each phase (e.g., Year 1-3 vs. Year 4-6).</p> <p>Structured Literacy for Writing: Provide PD on the transition from oral language to written transcription (Oral rehearsal). Focus on the Simple View of Writing: Transcription (spelling/handwriting) + Executive Function + Ideation = Skilled Writing.</p>	<p>Principal, SLT, Literacy Lead, Teachers</p>	<p>1. Unpacking the Writing Progressions: "The Curriculum Hub" <i>Resources to ensure every teacher knows exactly where their students sit on the Te Mātaiaho staircase.</i></p> <ul style="list-style-type: none"> • Physical "Phase Wall" Kits: Large-scale printed versions of the English Progress Outcomes for team rooms. This allows teachers to physically "pin" anonymized student work samples to the wall during Phase Team meetings. • The "Step-Up" Release Budget: A dedicated "Curriculum Release" fund (approx. 2 days per teacher, per year) specifically for Vertical Alignment. This allows a Year 3 teacher to spend time in a Year 4 classroom to see exactly what "Mastering Foundational Tools" looks like at the next phase. • Annotated Exemplar Library: A digital folder (Google Drive/SharePoint) containing 3 samples for every Progress Outcome (Low, Mid, High) with voice-over annotations by the Literacy Lead explaining <i>why</i> it fits that phase. <p>2. Structured Literacy for Writing: "The Cognitive Kit" <i>Resources to support the "Simple View of Writing" (Transcription + Executive Function + Ideation).</i></p> <ul style="list-style-type: none"> • The "Simple View" Diagnostic Tools: * Transcription: Fine motor/handwriting screening tools and spelling inventory tests (e.g., <i>Phonological Awareness Screening</i>). • Transcription: Emphasis on low variance of teaching handwriting across the school. Visit each other, same script, how often taught, cursive taught at this stage?. • Executive Function: Checklists for teachers to identify "Working Memory" overload in writers (e.g., students who can tell a story orally but can't write a sentence). 	<p>Year Round</p>	<p>1. Unified Curriculum Literacy By the end of the year, the New English Progress Outcomes are no longer a "document we have to look at"; they are the internal GPS for every teacher.</p> <ul style="list-style-type: none"> • Consistent Expectations: You can walk into a Year 2 room and a Year 6 room and hear teachers using the same criteria to define "quality." The "postcode lottery" of which teacher a child gets has been eliminated. • Precision in Reporting: End-of-year reports to parents are specific and evidence-based. Instead of "John is a creative writer," you see "John has mastered Phase 2 transcription and is now using complex connectives to link ideas." In plain language. • The "Phase Wall" Reality: In team hubs, you see physical or digital "Phase Walls" where student work is pinned, showing a clear, visible staircase of growth from February to December. <p>2. The "Simple View" in Action The PD on Structured Literacy and cognitive load has changed the daily timetable and classroom environment.</p> <ul style="list-style-type: none"> • Transcription Mastery: You see 10-15 minutes of explicit, "zippy" spelling and handwriting instruction occurring daily, separate from "composing" time. Teachers understand that "automaticity" in these tools is the gatekeeper to creativity. Expected to be transferred to composition – 'p lik this in practice is like this in composition',. • Diagnostic Teaching: When a student is "stuck," the teacher no longer says "just try your best." They can

Ōpoho School Annual Implementation Plan 2026

<p>Mentor Text Selection: Curate a school-wide digital library of "Mentor Texts"—high-quality examples of poems, reports, and narratives that teachers can use to "deconstruct" creative strategies with students.</p>		<ul style="list-style-type: none"> • Professional Text Sets: A staffroom "Science of Writing" library featuring: <ol style="list-style-type: none"> 1. <i>The Writing Revolution</i> (Hochman & Wexler) – Essential for sentence-level instruction. 2. <i>The Art and Science of Teaching Primary Reading & Writing</i> (Christopher Such). • Graphic Organizer Master-Set: A standardized school-wide set of planning templates (Mind maps, T-charts, Venn diagrams) that reduce the "Executive Function" load for students during the ideation phase. <p>3. Mentor Text Selection: "The Creative Repository" <i>Resources to ensure teachers aren't wasting time searching for quality examples.</i></p> <ul style="list-style-type: none"> • The "Mentor Text" Digital Library: A curated, categorized database (organized by genre and Progress Outcome phase). • Poetry: Samples that model personification, alliteration, and rhythm. • Narrative: Samples that model "Show, Don't Tell" and character dialogue. • Expository: Samples that model clear "PEEL" paragraphs. • High-Quality Picture Book Collection: A \$2,000–\$3,000 investment in a "Teacher-Only" library of sophisticated picture books (e.g., Shaun Tan, Jeannie Baker) used specifically for deconstructing authorial craft. • "Live Modelling" Tech: Document cameras (like an <i>Elmo</i> or <i>HUE</i>) in every classroom. These are essential for the "How" of modelling—allowing the teacher to "deconstruct" a mentor text or "live write" a paragraph while every student can see the pen-strokes and edits on the big screen. • Modelling Books 		<p>identify if the bottleneck is Transcription (spelling/motor), Executive Function (planning/focus), or Ideation (vocabulary/ideas).</p> <ul style="list-style-type: none"> • Reduced Cognitive Load: Classrooms are "tool-rich" rather than "clutter-rich." You see specific scaffolds (graphic organizers, word banks) being used strategically to help students manage the complexity of writing. <p>3. A Culture of "Deconstruction" The use of Mentor Texts has shifted the focus from "writing a lot" to "writing with intent."</p> <ul style="list-style-type: none"> • Authorial Craft: Students aren't just writing stories; they are "borrowing" moves from professional authors. You'll see student work that mimics a specific technique modelled from the school's digital Mentor Text library. • Live Modelling as Standard: The "Document Camera" is the most used tool in the room. You see teachers "thinking out loud" on the screen, showing students that writing is a process of drafting, crossing out, and refining. Think SRSD • Student Agency: When you ask a student, "How did you write this?" they don't say "I just thought of it." They say, "I used this mentor text to help me write a better 'hook' for my opening."
<p>The 'Doing' - Instructional Practice (The "Doing") <i>Shifting the classroom environment to be "tool-rich" and instructionally "explicit."</i></p> <p>The "Writer's Toolbox" Integration: Equip every taura with a physical or digital "Toolbox" containing: Tier 2 Vocabulary banks related to current topics. Sentence Combining templates (to move from simple to compound/complex sentences). Phonic/Spelling reference charts aligned with the school's Structured Literacy scope and sequence.</p>	<p>SLT, Literacy Lead, Teachers</p>	<p>1. The "Writer's Toolbox" (Physical or Digital) <i>This is the student's 'scaffold station.' It must be accessible, durable, and regularly updated.</i></p> <ul style="list-style-type: none"> • Individual Folders/Totes: Clear A4 zip folders or digital "OneNote/Google Classroom" hubs for every student to house their specific tools. • Laminated Reference Mats: * Phonics/Spelling: Charts that align <i>exactly</i> with your school's Structured Literacy scope (e.g., Grapheme-Phoneme maps). • Sentence Templates: "Flip-books" or mats showing how to combine two simple sentences into a complex one. • Tier 2 Vocabulary "Ring-Binders": Small cards on a ring that teachers update each unit with high-frequency, academic words (e.g., <i>analyze, contrast, significant</i>). 	<p>Year Round</p>	<p>1. The "Writer's Toolbox": From Crutch to Compass By the end of the year, the "Toolbox" is no longer a novelty; it is a natural extension of the student's desk.</p> <ul style="list-style-type: none"> • Evidence of Use: When you look at a student's workbook, you'll see words and phrases that were explicitly provided in the "Tier 2 Vocabulary banks." The writing isn't just "good"—it is precise. • Self-Correction: You will see students looking at their "Phonic/Spelling reference charts" to check a word <i>before</i> they ask the teacher. The "How do you spell...?" interruption is largely gone. Expectation of students recording 'sounds they hear' – applying taught concepts – morphology, base+affixes • Template Integration: Students in the higher phases (Year 4–6) have moved past the templates. They have internalized the structures and are now "breaking the rules" of the sentence templates to create their own unique authorial voice.

Ōpoho School Annual Implementation Plan 2026

<p>Explicit Strategy Instruction (SRSD): Embed the "Self-Regulated Strategy Development" model:</p> <p>Model it (Teacher writes live in front of the class).</p> <p>Memorize it (Mnemonics for structure, e.g., PEEL or STOP & DARE).</p> <p>Support it (Collaborative writing).</p> <p>Independent Performance. Daily "Sentence Stems": Implement a 5-minute daily "Sentence Warm-up" where students must complete a sentence using specific conjunctions (<i>because, but, so</i>) to build syntactic complexity.</p> <p>Live Modelling. Ask every teacher to commit to "Writing in front of the students" at least three times a week. When students see a teacher struggle for a word, cross something out, and try again, it demystifies the process and builds the "confident, capable" mindset you are looking for.</p>		<p>2. SRSD: "The Instructional Framework" <i>SRSD requires the teacher to have the 'map' of the lesson ready before they pick up the pen.</i></p> <ul style="list-style-type: none">• Mnemonic Posters: Large, high-visibility posters in every room for chosen structures (e.g., STOP & DARE for persuasive writing or POW + TREE).• SRSD Planning Templates: A standardized teacher-planning sheet that breaks a 4-week unit into the six SRSD stages (Develop Background, Discuss, Model, Memorize, Support, Independent).• Graphic Organizers: A set of 5-10 "non-negotiable" planning templates used school-wide so students don't have to learn a new "look" for a plan every year. <p>3. Sentence Stems: "The Daily Warm-Up" <i>Success here relies on speed and consistency. It cannot require heavy prep.</i></p> <ul style="list-style-type: none">• The "Big Three" Display: Permanent signage on the wall for BECAUSE / BUT / SO to remind students of their logical connectors.• Morning Slide Bank: A shared digital slide deck containing 100+ "Sentence Starters" related to different curriculum areas (Science, History, Art) so teachers can just "click and go" at 9:00 AM.• Student "Warm-Up" Books: Small, thin exercise books dedicated solely to these 5-minute bursts, allowing students to see their syntactic growth over 40 weeks. <p>4. Live Modelling: "The Visual Tech" <i>If the students can't see the teacher's pen-strokes and edits, the modeling fails.</i></p> <ul style="list-style-type: none">• Document Cameras (Visualizers): This is the essential hardware. A HUE or Elmo camera allows the teacher to sit comfortably, write on real paper, and have it projected onto the big screen so every cross-out and edit is visible.• Large-Scale Chart Paper & Scented Markers: For teachers who prefer the "physical" approach, a sturdy easel and plenty of flip-chart paper are required for creating "anchor charts" that stay on the wall for the duration of the unit.• "Drafting" Notebooks for Teachers: A dedicated book where the teacher does their "Live Writing." This becomes a record of the "messy work" they've modeled for the students to refer back to.		<p>2. Explicit Strategy Instruction (SRSD): "The Master Plan" By the end of the year, the "Planning" phase of writing is as long and robust as the "Drafting" phase.</p> <ul style="list-style-type: none">• Visible Planning: Every piece of writing has a clear, messy, and thought-out plan attached to it. Students no longer "just start writing"; they STOP & DARE or PEEL first.• Transfer of Skills: Students are using these writing structures in other subjects. You see a "PEEL" paragraph in a Science report or a structured argument in Social Sciences without the teacher having to prompt for it.• Consistency: The quality of writing is consistent across the class. Because the strategy was explicit, the "bottom 20%" of the class has a clear ladder to climb, and their work looks structurally similar to the "top 20%." <p>3. Daily "Sentence Stems": "The Syntactic Shift" The 5-minute warm-ups have "rewired" how students think about a sentence.</p> <ul style="list-style-type: none">• Logic in Action: Students are naturally using "Because, But, So" in their oral language and their drafting. They aren't just stating facts; they are explaining causes (because), identifying conflicts (but), and predicting consequences (so). During Reading students answering questions in full sentences using sentence stems to practice – oral rehearsal• Sentence Variety: A Year 4 student's story no longer reads like a list: <i>"I went to the park. I saw a dog. The dog was big."</i> Instead, it reads: <i>"Although the park was crowded, I saw a massive dog that looked like a bear."</i>• Reduced Fragments: You see far fewer "run-on" sentences or fragments because students understand where a thought ends and a new one begins. Understands combining subjects + verbs + conjunctions <p>4. Live Modelling: "The Confident Writer" The teacher's commitment to "Writing in front of the kids" has transformed the emotional culture of the room.</p> <ul style="list-style-type: none">• The "Messy" Draft: Student workbooks look like "working documents." You'll see cross-outs, "carrot" marks (∧) adding better words, and arrows moving sentences. Students are editing as they go, just as they saw the teacher do.• Lowered Anxiety: When a student gets stuck, they don't sit with a blank page. They might say, <i>"I'm having a 'teacher moment' where I can't find the word,"</i> and then they go to their toolbox or talk to a peer. The "shame" of struggle has been removed.• Teacher as Writer: Teachers feel more confident teaching writing because they are "practitioners." They talk about their own writing struggles and wins, making the classroom a community of writers.
---	--	---	--	--

Ōpoho School Annual Implementation Plan 2026

<p>The 'Check' - Systems for Achievement & Engagement <i>Creating the "Culture" where writing is valued and progress is visible.</i></p> <p>Cross-Class Moderation Cycles: Twice a term, teachers swap "cold task" writing samples to ensure consistent teacher judgment. This ensures that a "Proficient" writer in Room 4 is judged the same as a "Proficient" writer in Room 10.</p> <p>Authentic Publishing Platforms: Establish a school-wide "Publishing Pipeline." This could be a school blog, a termly magazine, or a "Wall of Fame" in the hall. When writing has an audience, engagement and "creative strategy" become meaningful to the student.</p> <p>Individualized Goal Setting: Students track their own progress using "I can" checklists derived from the curriculum. Example: "<i>I can use a comma to separate items in a list</i>" or "<i>I can use a metaphor to describe a character's emotion.</i>"</p>	<p>SLT, Literacy Lead, Teachers</p>	<p>1. Cross-Class Moderation: "The Calibration Kit" <i>To ensure a 'Proficient' in Year 2 means the same thing across all classrooms.</i></p> <ul style="list-style-type: none"> • Te Mātaiaho Exemplar Packs: Physical or digital folders containing "Anchor Papers" (anonymized samples of student work that perfectly illustrate each Progress Outcome phase). • The "Moderation Protocol" One-Pager: A laminated guide for every teacher that outlines the rules of the cycle (e.g., "<i>Focus on syntax and structure before spelling/neatness</i>"). • Release Time (Relief Budget): Budget for 1.5 hours per team, twice a term, to allow teachers to step away from their classes for "Data Pitstops." Without dedicated time, moderation becomes a rushed "tick-box" exercise. • Digital Moderation Hub: A shared space (Google Drive/Teams) where "exemplar" pieces from your own school are stored year-on-year to build a local library of what "Excellence" looks like in your context. <p>2. Authentic Publishing Platforms: "The Pipeline" <i>Writing needs an audience to feel meaningful. This requires a mix of physical and digital infrastructure.</i></p> <ul style="list-style-type: none"> • The "Wall of Fame" Hardware: High-quality display boards in high-traffic areas (school foyer, hall) with professional-looking headers. Use clip-frames or magnetic strips so work can be swapped out quickly. • Digital Publishing Tools: Subscriptions to platforms like <i>Edublogs</i>, <i>Seesaw</i>, or <i>StoryJumper</i>. If creating a termly magazine, you'll need design software (e.g., <i>Canva for Education</i>) and a budget for high-quality color printing. • The "Author's Chair": A dedicated, special chair in each classroom or the library used specifically for students to read their "Published" works to an audience. • Community Links: A "Whānau Feedback" template (digital or paper) where parents can leave comments on published work, completing the "Writing → Publishing → Feedback" loop. <p>3. Individualized Goal Setting: "The Agency Tools" <i>To turn students into self-regulated writers, they need the curriculum translated into their language.</i></p> <ul style="list-style-type: none"> • "I Can" Mastery Checklists: A set of age-appropriate, visually-coded checklists derived directly from the <i>English Progress Outcomes</i>. These should be glued into the front of every writing book. • Goal Tracking Visuals: "Bump It Up" walls in every classroom where students can see the "next steps" in a sequence (e.g., <i>Simple Sentence → Compound Sentence → Complex Sentence</i>). • Feedback Stamps/Highlighters: A consistent school-wide "Two Stars and a Wish" system. You'll need specific highlighters (e.g., Green for "Goal Met," Orange for "Working On It") so students can self-assess their progress visually. 	<p>Year Round</p>	<p>1. Cross-Class Moderation: "The End of the Postcode Lottery" By December, the "Teacher Expectation Gap" has closed. It no longer matters which classroom a student is in; the standard of excellence is the same across the school.</p> <ul style="list-style-type: none"> • Evidence of Calibration: If you swap a pile of books between Room 2 and Room 8, both teachers will give the same feedback. This creates immense whānau trust, as parents know the grading is fair and consistent school-wide. • Professional Confidence: Teachers are no longer anxious about "getting it wrong." The moderation cycles have turned them into Curriculum Experts who can defend their judgements using the <i>Te Mātaiaho</i> Progress Outcomes. • Vertical Accuracy: The Year 4 teachers have a crystal-clear picture of exactly what the Year 3 students are bringing with them. There is no "learning dip" in February because the data handed over is 100% reliable. <p>2. Authentic Publishing Platforms: "A School of Authors" Writing has moved from a "private struggle" in a workbook to a public contribution to the school community.</p> <ul style="list-style-type: none"> • High Engagement: You will see students who previously hated writing now "hustling" to finish a piece because they want it to reach the "Publishing Pipeline." The motivation is intrinsic because they have a real audience. • Community Pride: Your school foyer, website, and social media are "loud" with student voices. Parents aren't just seeing "As" or "Bs"; they are reading poems, reports, and stories. The school's reputation for Literacy becomes a point of local pride. • The "Legacy" Effect: Students can look back at their digital portfolio or the "Term 1 Magazine" and see their own evolution. This visual history of growth is the most powerful "check" on their achievement. <p>3. Individualized Goal Setting: "The Self-Regulated Learner" The "Check" has moved from the teacher's mark book into the student's mind.</p> <ul style="list-style-type: none"> • Ownership of Growth: When a student finishes a piece of writing, they don't ask "Is this good?" They pick up their "I Can" checklist and prove to themselves that they've met their goals. Using Peer Conferences as check in. • Nuanced Progress: Your end-of-year reports aren't generic. They contain specific evidence of mastered skills. - <i>Example:</i> "Leo has moved from Phase 2 to Phase 3, specifically mastering the use of metaphorical language and complex punctuation." • No "Invisible" Students: Because every student has their own "I Can" staircase, the students in the middle of
--	-------------------------------------	--	-------------------	---

Ōpoho School Annual Implementation Plan 2026

		<ul style="list-style-type: none">• Student Portfolios: Durable folders (physical) or organized digital folders where "Goal Sheets" live alongside the work that proves the goal has been met.		the cohort (who often get missed) have made just as much visible progress as the high-fliers.
--	--	---	--	---

Ōpoho School Annual Implementation Plan 2026

Strategic Goal Tuatahi 'I' (Regulation 9(1)(a)) To support teaching, learning and achievement through the robust analysis of focused assessment data.				
Annual Target/Goal: (Regulation 9(1)(a)) To be using the mandated assessment tools to gain a greater understanding of our children's learning needs and to be able to 'report' this information to whānau accurately.				
What do we expect to see by the end of the year? (Regulation 9(1)(d)) (What expectations do you have for this target for this year? What evidence will you see? This can flow on from the expectations listed in your strategic plan for the full 3-years.)				
By the end of 2026 Ōpoho School will be using the expected assessment tools and be reporting all achievement information to parents and acregivers.				
Actions (Regulation 9(1)(b)) <i>Detail the key actions you'll take this year to reach your annual target listed above</i>	Who is Responsible (Regulation 9(1)(c))	Resources Required (Regulation 9(1)(c))	Timeframe <i>This is optional however is useful to help with your planning</i>	How will you measure success? (Regulation 9(1)(d)) <i>Think about what you expect to see at the end of the year and detail the measurements you'll use to check on your progress. You'll want to reference the success measures from your strategic plan template.</i>
Implementation of mandated Assessment tools implemented that allow clear, fluid and timely identification and monitoring of learners needs and strengths.	SLT, Teachers & Learning Matters	Access to experts & best practice – LSC, Expert Teachers Funded PLD Contract with Learning Matters MOE Curriculum Leads – MOE specific assessment tools (Phonics Check etc)	Feb – Dec 26	Clear and focused assessment tools and practices used to inform teacher practice and judgements – PAT, Dibels, Phonics Check, E-Asttle; Assessment data that provides detailed 'just in time' indications of achievement, progress and next steps.
Use of Assessment tools that provide data that aids the identification of 'Next Steps', achievement and progress taura have made.	Principal, SLT, Teachers	NZCER – PAT, iDeal – Dibels, Ōpoho Writing Assessment, SMART, Maths Snapshots (Jo Knox)	Feb – Dec 26	Analysis of data using provided norms and expectations compared to Curriculum provided progress indicators and descriptors.
Implement mandated changes to 'Reporting to Caregivers' within redeveloped Mid-Year and End of Year Reports. Including – Progress Descriptors, Progress over time model, a narrative of progress descriptors, assessment results and attendance.	Principal, SLT, Teachers	Report to Caregivers development with EDGE, Principal, Teachers and Board	Term 2 Mid-Year Reports Term 4 End of Year Reports	Mid and End of Reports will be redeveloped to meet mandated reporting requirements. Feedback will be collected from whānau during community consultation in Term 3 and with a survey that accompanies End of year reports

Ōpoho School Annual Implementation Plan 2026

Strategic Goal Tuatahi 'O' (Regulation 9(1)(a)) To strengthen school and whānau partnerships to improve well-being and attendance				
Annual Target/Goal: (Regulation 9(1)(a)) Opoho School has a target of lifting regular attendance to 80% by the end of 2026.				
What do we expect to see by the end of the year? (Regulation 9(1)(d)) (What expectations do you have for this target for this year? What evidence will you see? This can flow on from the expectations listed in your strategic plan for the full 3-years.)				
By the end of 2026 we expect to see that 80% of our student population has an attendance rate of 90% or greater.				
Actions (Regulation 9(1)(b)) <i>Detail the key actions you'll take this year to reach your annual target listed above</i>	Who is Responsible (Regulation 9(1)(c))	Resources Required (Regulation 9(1)(c))	Timeframe <i>This is optional however is useful to help with your planning</i>	How will you measure success? (Regulation 9(1)(d)) <i>Think about what you expect to see at the end of the year and detail the measurements you'll use to check on your progress. You'll want to reference the success measures from your strategic plan template.</i>
Develop a 'system' for Targeted Attendance Support using the Te Whare Tapa Wha model. Based on questions – Is everything okay? How can we help? Focus on Wellbeing to support attendance.	Principal Deputy Principal Teachers Office Administrator	School specific STAR and Attendance Management Plan. Access to export support for whānau where needed OYWT, MOE & RTLB Service. Driving Questions: Taha Tinana: Is the student hungry? Tired? Taha Wairua: Does the student feel a sense of purpose and belonging? Taha Whānau: Are there pressures at home impacting attendance Taha Hinengaro: Is anxiety or a learning gap making the classroom or school feel unsafe?	Year round	Reminder to whānau at the start of each term regarding attendance expectations in Pānui. Clear STAR process implemented when and where needed. Student attendance monitored. Taura and whānau identified when 5 days of absences in a term and flagged. Accurate use of approved codes for absence used across the school, checked by Admin before submission within Edge.
Implementation of the school Attendance Management Plan	Board Principal	School Attendance Implementation Plan EDGE Attendance Intervention Log MOE Attendance Support	Year round	Use 'Everyday Counts' statistics, Edge Attendance Statistics and AMP Intervention Records to measure overall student attendance termly and at Years end.

Ōpoho School Annual Implementation Plan 2026

Strategic Goal Tuarua 'A' (Regulation 9(1)(a)) To strengthen the integration of Te Ao Māori throughout Ōpoho School. Meaningfully and authentically incorporating te reo me ona tikanga into the everyday life of Te Kura o Ōpoho.				
Annual Target/Goal: (Regulation 9(1)(a)) To incorporate Te Reo Māori me ona Tikanga daily into class programmes – starting with but going beyond karakia, pepeha and waiata.				
What do we expect to see by the end of the year? (Regulation 9(1)(d)) (What expectations do you have for this target for this year? What evidence will you see? This can flow on from the expectations listed in your strategic plan for the full 3-years.)				
For all classroom teachers to be actively incorporating te reo māori with confidence.				
Actions (Regulation 9(1)(b)) <i>Detail the key actions you'll take this year to reach your annual target listed above</i>	Who is Responsible (Regulation 9(1)(c))	Resources Required (Regulation 9(1)(c))	Timeframe <i>This is optional however is useful to help with your planning</i>	How will you measure success? (Regulation 9(1)(d)) <i>Think about what you expect to see at the end of the year and detail the measurements you'll use to check on your progress. You'll want to reference the success measures from your strategic plan template.</i>
Adoption of "Cultural Narrative" as foundation document for Ōpoho School. Cultural Narrative to inform curriculum design, whakawhānaukataka, school property enhancements, events and programmes.	Board Tumuaki SLT Kaiako	Funding for 'unpacking' of the 'Cultural Narrative', launch, and the implementation of core components. Kati Huirapa o Puketeraki Runaka support to 'unpack' and implement effectively and accurately.	Feb – Dec 2026	An 'unpacked Cultural Narrative' shared with whanau, students, staff and the wider school hāpori. Aspects of the 'Cultural Narrative' used to inform the development of our Localised Curriculum, whakawhānaukataka and school rebranding.
Continued support of 'Te Reo Māori' in classes with the aim to reimplement -'Reo Rua' as a one day immersion class for Junior and Senior taura, when financially possible and when an appropriate Kaiako has been engaged; Utilise services of mana whenua whānau and MAC to support Kaiako and programme enhancements within Te Reo Māori in class building to Reo Rua; Enhance the role of a 'whānau hāpori' to support for 'Te Reo Māori' in classes and kaiako	Board, SLT, Kaiako & Whānau	Board approval, Funding for Kaiako Professional Learning, Access to specific Kaiako PLD & Mentoring, Whānau engagement & willingness to contribute to hāpori	Feb – Dec 2026	Tamariki attending Reo Rua weekly Meeting the requirements for Level 4a & b of MOE Te Reo Māori programme for student involved in Reo Rua Desire of tamariki, whanau and Kaiako to continue the programme in 2026 and beyond. Whānau Hāpori engaged and active within Reo Rua programme
Engage mentors and tutors to facilitate kapahaka instruction for y3-6 taura;	Tumuaki	Budgeted funds approved for Kapa Haka tutors.	Yearly	Weekly Kapa Haka sessions in progress with performances at Matariki, Polyfest and End of Year assembly.

Ōpoho School Annual Implementation Plan 2026

<p>Kaiako to learn and use more te reo in classes and between kaiako;</p> <p>Ensure board members have training about enacting Te Tiriti o Waitangi (as needed);</p> <p>Tumuaki to continue to engage /participate in MAC & Te Akatea and attend hui, regional hui and Hui-a- tau</p>	<p>Board, Tumuaiki, Kaiako</p>	<p>Access to Te Reo Māori PLD for all staff who need it.</p> <p>Budgeted funds to attend MAC hui and PLD</p>	<p>Yearly</p>	<p>Increased use of Te Reo Māori in classes and staffroom.</p> <p>School policies and practices 'enable & enact' Te Tiriti o Waitangi</p> <p>Tumuaki empowers Te Ao Māori as key feature of Ōpoho School</p>
---	--------------------------------	--	---------------	--

Ōpoho School Annual Implementation Plan 2026

Strategic Goal Tuarua 'E' (Regulation 9(1)(a)) To enhance whānaungatanga with Mana Whenua and Tāngata Whenua whānau to identify aspirations for Māori tauira and provide access to programs and opportunities that empower success for Māori as Māori.				
Annual Target/Goal: (Regulation 9(1)(a)) to facilitate meaningful whānau hui with Mana Whenua and Tangata Whenua whānau to work together to develop an understanding of how we can best empower our Māori students to achieve to the best of their abilities.				
What do we expect to see by the end of the year? (Regulation 9(1)(d)) (What expectations do you have for this target for this year? What evidence will you see? This can flow on from the expectations listed in your strategic plan for the full 3-years.)				
Whānau Māori are actively engaged in whānau hui and community consultation with support from the Rūnaka				
Actions (Regulation 9(1)(b)) <i>Detail the key actions you'll take this year to reach your annual target listed above</i>	Who is Responsible (Regulation 9(1)(c))	Resources Required (Regulation 9(1)(c))	Timeframe <i>This is optional however is useful to help with your planning</i>	How will you measure success? (Regulation 9(1)(d)) <i>Think about what you expect to see at the end of the year and detail the measurements you'll use to check on your progress. You'll want to reference the success measures from your strategic plan template.</i>
Maintain a reciprocal relationship with Mana Whenua through our MOP with Kāti Huirapa Rūnaka ki Puketeraki; Continue to participate and support professional learning offered by Kāti Huirapa Rūnaka ki Puketeraki, Kai Tahu and MAC;	Kāti Huirapa Rūnaka o Puketeraki, Board, SLT, Teachers	Board approval to attend PLD, Budgeted funds for PLD costs, travel and koha.	Year round	Engagement, attendance and involvement in all Rūnaka PLD Establishment of Termly Whānau Hui for all Māori whanau supported by Kāti Huirapa Collect and analyse Rūnaka, student and whānau feedback.
Facilitate two whānau māori hui during the year, in Term 2 and in Term 4. Encourage and empower whānau māori to be actively involved in school/community wide consultation in Term 3.	Board Tumuaki SLT Teachers PTA	Whānau engagement & willingness to contribute to hāpori, MOE Whānau Engagement Kaiawhina, Runaka Kaitoko	Year round	Engagement, attendance and involvement in all Rūnaka PLD Establishment of Termly Whānau Hui for all Māori whanau supported by Kāti Huirapa Collect and analyse Rūnaka, student and whānau feedback.