

NGONGOTAHĀ SCHOOL

ANNUAL IMPLEMENTATION PLAN 2026



ANNUAL IMPLEMENTATION PLAN

This Annual Implementation Plan (AIP) outlines our strategic direction for 2026. Our mahi is focused on providing a visionary learning environment where every tamaiti can thrive through excellent teaching, cultural responsiveness, and strong whānau engagement.

Where we are at currently

As we begin the 2026 school year, our Start of Year (SOY) assessment data highlights both our successes and areas for focused acceleration:

- **Writing:** Currently, only 52.5% of our tamariki are achieving at or above their expected level. A significant cohort is working 1 to 3 sublevels below expectation, necessitating a targeted shift in instructional feedback and curriculum alignment.
- **Mathematics:** Our schoolwide average stanine is steady, but a gender disparity exists with boys averaging 5.1 compared to girls at 4.3. Furthermore, 21.2% of students are sitting in Stanine 3, representing a critical group for movement into Stanine 4 or higher.
- **Reading:** Baseline data shows 46.1% of students are at or above their expected level. We have identified a priority group of 17 students currently scoring 3 sublevels below their expected level who require intensive, evidence-based intervention.
- **Attendance:** Historical data from 2024 showed 26% of students with attendance below 75%, and Year 1 attendance at 63%, highlighting the need for early intervention and stronger whānau partnerships.

Te Tiriti o Waitangi

The Ngongotahā School Board is dedicated to giving effect to Te Tiriti o Waitangi by ensuring our kura reflects the dual heritage of Aotearoa. We foster equity by incorporating mātauranga Māori into our curriculum, visiting culturally significant sites like marae, and having a strong and proactive tea o Māori team. Our commitment to kotahitanga ensures that Māori students achieve success as Māori within a supportive and culturally safe environment.

NGONGOTAHĀ SCHOOL ANNUAL TARGETS

Strategic Goal 1: Excellent Teaching of Literacy (Writing)

Annual Target: Increase the percentage of students scoring at or above expectation from 47.5% to 80% by the end of 2026.

Actions	Who is Responsible?	Resources Required	Timeframe	How will we measure success?
<p>Goal 1.1: Engaging in the Data: e-AsTTLe Writing results will be moderated</p> <p>The 5 purposes and/or 7 core elements are analysed to identify areas of weakness to target with explicit teaching.</p>	Principal and Literacy Lead	Staff meeting time Team Hui Time	Terms 1 & 4	Accuracy of e-AsTTLe scores vs Moderated results Improvements in specific target purposes and/or core elements
<p>Goal 1.2: Explicit Feedback: Implement schoolwide professional development on providing "feed-forward" that targets specific structural and language features.</p>	Writing Coaches and Team Leaders	Release time for observations; feedback exemplars	Terms 2–4	Quality of feedback/forward loops Use of explicit success criteria
<p>Goal 1.3: Curriculum Familiarity: Conduct regular staff wānanga to unpack the new English Curriculum, focusing on Phase-specific knowledge and practices.</p>	Principal	New Zealand Curriculum Te Mātaiaho documents; MoE planning tools.	Term 1 - 4	Teachers report increased confidence in aligning classroom mahi with the updated curriculum phases.

Strategic Goal 2: Excellent Teaching of Numeracy (Maths)

Annual Target: Move all students currently in Stanine 3 to Stanine 4 or 5+ and increase the girls' average stanine from 4.3 to 5.1 (in line with boys).

Actions	Who is Responsible?	Resources Required	Timeframe	How will we measure success?
Goal 2.1: Targeted Stanine 3 Support: Identify the students in Stanine 3 Classroom teachers carry out regular diagnostic and formative assessment Teachers target areas of need with explicit teaching and track progress	Maths Lead & Classroom Teachers	Diagnostic and formative assessment tools Teacher-aide support for target students.	Terms 1-4	100% of Stanine 3 students show a minimum of 1 stanine growth by Term 4.
Goal 2.2: Gender-Responsive Maths: Implement engagement strategies specifically designed to lift girl's confidence and participation in mathematical reasoning.	All Teaching Staff		Terms 1-4	End-of-year data shows the gap between girls' and boys' average stanines has closed.

Strategic Goal 3: Excellent Teaching of Literacy (Reading)

Annual Target: Increase the percentage of students scoring at or above from 46.1% to 80%, with a specific focus on accelerating the -3-sublevel target group.

Actions	Who is Responsible?	Resources Required	Timeframe	How will we measure success?
<p>Goal 3.1: Priority Group Intervention: Provide intensive daily group teaching for tamariki scoring 3 sublevels below expectation. Consider intervention groups with teacher aides</p>	<p>Class Teacher Intervention Group Teacher Aide</p>	<p>Teacher Aide time</p>	<p>Terms 1–4</p>	<p>Target group moves at least 1 sublevels by mid-year and 3 by year-end.</p>
<p>Goal 3.2: Schoolwide Reading Focus: Design a daily literacy plan that ensures consistency in expectations and in how reading is delivered and assessed consistently in teams.</p>	<p>Principal, Literacy Lead & Team Leaders</p>		<p>Term 1</p>	<p>Consistency in reading instruction is evidenced through observations, assessment results and planning audits.</p>

Strategic Goal 4: Attendance Management Plan (AMP)

Annual Target: Maintain an average attendance of 91% and increase regular attendance (>90%) to 70% by Term 4.

Actions	Who is Responsible?	Resources Required	Timeframe	How will we measure success?
Goal 4.1: Early Identification: Identify Year 1 and Māori students with attendance below 90% and hold immediate kanohi ki te kanohi meetings with whānau	DPs & Principal	Attendance data tracking in Hero Kai for whānau meetings	Weekly	Māori student overrepresentation in the 'Below 90%' category drops below 35%.
Goal 4.2: Incentivising Attendance: Termly and end of year attendance awards, recognition and/or prizes for averaging 90% attendance	All Staff	Budget for rewards	Termly and Yearly	Total regular attendance (>90%) reaches 70% by the end of Term 4.

As we transition into the 2026 school year, it is vital to reflect on our journey through 2025. Our mahi remains firmly centred on the achievement and wellbeing of our tamariki, ensuring that every learner in our kura can excel.

Below is the updated review of our performance and our strategic response, incorporating the latest data from our 2025 Annual Report and the 2026 Start of Year (SOY) assessments.

HE ARONGA KI NGĀ MAHI O TE TAU KUA PAHURE | PREVIOUS YEAR'S PERFORMANCE

In 2025, Ngongotahā School continued to prioritise the embedding of the Better Start Literacy Approach (BSLA) and the revitalisation of our pāngarau (mathematics) programmes. Our student survey data from late 2025 indicates a strong, safe culture; 96% of tamariki feel safe at school and 83% believe their kaiako care deeply about their learning. However, this positive environment has yet to fully translate into the accelerated academic shifts we seek.

In **Literacy**, our kaiako have shown commendable commitment to the BSLA framework. Proficiency in conducting screening assessments has increased. In our current achievement baseline only 52.5% of tamariki are currently writing at or above their expected level, and 46.1% are meeting expectations in reading. A significant group of tamariki are currently tracking four sublevels below their expected level, highlighting that impact on student achievement requires further precision.

In **Mathematics**, the professional growth of our kaiako in terms of content knowledge and confidence is evident. However, the anticipated "lift" in student progress has remained plateaued after three years of our previous approach. Our PAT SOY data identifies a specific "bulge" in Stanine 3, which accounts for 21.2% of our cohort. Furthermore, a gender disparity has become apparent, with our boys achieving an average stanine of 5.1, while our girls sit at 4.3.

TE WHAKATUTUKI I NGĀ TIKANGA KĀORE ANŌ KIA TUTUKI | HOW PREVIOUS UNACHIEVED TARGETS WILL BE ADDRESSED

To address these challenges, our 2026 Annual Implementation Plan moves beyond "process" and shifts firmly toward "outcomes" through the following multifaceted strategy:

Empowering Teacher Independence in Literacy

We are shifting the focus from simply *conducting* assessments to *analysing* them to drive instruction. To reduce reliance on external support, we have appointed a BSLA Lead Teacher with a Fixed-Term Management Unit. This role is dedicated to mentoring kaiako in data-driven planning. We will also integrate the new English Curriculum Phase overviews, specifically focusing on "feed-forward" techniques. We aim to see 80% of our students scoring at or above expectation by year-end.

Strategic Realignment of Mathematics.

We have set a non-negotiable target to move all students in Stanine 3 into Stanine 4 or 5+. Furthermore, we are exploring gender-responsive pedagogy to lift the girls' average stanine to 5.1, ensuring equity of achievement across the kura.

Attendance as the Foundation for Learning

Our 2026 Attendance Management Plan (AMP) is proactive rather than reactive. We are targeting a reduction in the overrepresentation of Māori students in the 'Below 90%' category to below 35%. By strengthening whānau partnerships and holding kanohi ki te kanohi hui at the first sign of declining attendance, we will ensure our tamariki are present to receive the high-quality instruction being planned.

Through this narrowed focus and the collective mahi of our staff, whānau, and board, we are confident that 2026 will be a year of measurable acceleration and kotahitanga.