

NGAIO SCHOOL 2026 ANNUAL PLAN



STRATEGIC GOAL 1: OUR LEARNERS - Create inspiring and meaningful pathways for learning

Initiative	Annual Goal	Key Actions	Measures	Outcomes	Who
INITIATIVE 1: Celebrate the identity, culture and uniqueness of ākonga to support their learning pathways and wellbeing.	AG1: Enact our Graduate Profile to support achievement across the curriculum, including reading, writing and mathematics. <i>(Connected to OUR COMMUNITY Initiative 1, Goal 2.)</i>	Develop a strong understanding of the purpose and links between the graduate profile and other areas	Teachers can talk about the Graduate Profile, and it is woven into planning across the curriculum.	Student Agency is fostered by teachers who have mastered agentic learning and know how to support student autonomy, competence and relatedness.	Sarah, Nicola, Team Leaders
		Implement the graduate profile through termly planning and make links to ROCKET values			
INITIATIVE 2: Strengthen writing outcomes through a school-wide Structured Literacy approach.	Implement evidence-based (writing-focused) practices to lift achievement and engagement for all ākonga.	Audit current writing data to identify school-wide trends and target cohorts.	School-wide writing samples show measurable progress against curriculum levels.	Ākonga demonstrate increased confidence and accuracy in their writing. Teachers use a consistent, high-impact language for writing instruction school-wide.	Michelle, Sarah, Teachers
		Develop an effective tier 2 system for supporting those children identified with literacy needs.	Termly moderation of writing is consistent across all year groups.		
		Unpack the new curriculum, assessment tools and Ngaio Writing framework	Writing progress is reported to whānau via HERO		

		Focus learner groups are identified, goals are set and tracked.	IEPs, OTJs and other relevant assessment data	All individual students achieve the goals as set out in their learning plans.	
INITIATIVE 3: Sustain a positive learning culture.	AG: Continue our PB4L journey by promoting the values and aligning with our Graduate Profile.	Create posters and videos to support values	Posters completed	Children can describe actions related to values, based on posters and videos	Nicola
		Restorative Conversations - develop shared understanding & framework.	The framework has been developed and completed.	There is a shared understanding of restorative conversations by teachers at Ngaio School	
		Rubric developed for Graduate Profile	Rubrics are completed	Connections are evident between PB4L, learning and the graduate profile.	
		Implement Wellbeing@School Survey and collect Peer Mediation data	Analysis of Wellbeing Survey and Peer Mediation data to gauge any improvement in behaviour and wellbeing, and a reduction in behavioural incidents across the school.	Data indicates improvement in behaviour and well-being and a reduction in behavioural incidents across the school.	Phil, Sarah, Team Leaders
INITIATIVE 4: Foster positive online awareness and	AG 1: Update/expand our digital citizenship to include online behaviour/etiquette.	Revisit expectations throughout the year.	Ākonga are reminded of expectations throughout the year (not just once at the beginning).	Ākonga have an understanding of how to communicate effectively and safely online.	Tessa, Year 4-6 Teachers

interactions (communication).		Create lessons around online etiquette and communication	Lessons in place and being implemented.		
		Investigate avenues for effective whanau education, including possible speakers.	Whanau have been given the opportunity to engage in learning about effective and safe digital communication for their tamariki.	Whanau have a better understanding of how to support their tamariki to communicate safely online.	Tessa, Year 4-6 Teachers
	AG 2: Equip year 6 students to identify the sources of online information. recognise fake news, disinformation, to avoid scams and identify hoaxes. (Consider widening this to other year groups going forward.)	Incorporate into digital lessons in our Year 6 programme.	Prepare a quiz or questions for ākongā to evaluate their learning.	Ākongā have strategies to identify the sources of online information, to recognise fake news, disinformation and identify hoaxes, avoid scams, and debunk propaganda.	Tessa, Year 4-6 Teachers

STRATEGIC GOAL 2: OUR STAFF - Support all staff to succeed

Initiative	Annual Goal	Key Actions	Measures	Outcomes	Who
<p>INITIATIVE: Maintain a cohesive, positive and happy teaching team by</p> <ul style="list-style-type: none"> - developing shared pedagogy incorporating best practice - supporting all staff in their professional growth. 	<p>AG1: Implement and consolidate understanding of the new Mathematics and English programme, including structured literacy.</p>	<p>Investigate the standardized testing options, including the SMART tool</p> <p>Adapt current programmes to reflect revised expectations.</p> <p>Adapt assessment for learning and reporting to reflect revised expectations.</p> <p>Support the consistent implementation of Structured Literacy in years 4-6.</p>	<p>Updated framework reflects the revised curriculum requirements.</p> <p>Updated Assessment and Reporting procedures are in place and consistent across the school.</p> <p>Updated report procedures on HERO</p> <p>Tier 2 Support is designed and implemented across structured literacy and mathematics</p> <p>Year 4-6 Kaiako Structured Literacy Approach is defined and understood by kaiako</p>	<p>Established framework and understanding for assessing and reporting at Ngaio.</p> <p>High levels of academic achievement visible throughout the school.</p>	Sarah
	<p>AG2: Support staff wellbeing during the period of curriculum change.</p>	<p>Create measures to monitor staff wellbeing during the period of curriculum change.</p> <p>Utilise the wellbeing@school survey in Term 3 to gauge staff feeling</p>	<p>Staff wellbeing stocktake and strategies for support implemented as required.</p> <p>Exit interviews identify systemic issues, coupled with 'staying' interviews</p>	<p>A resilient and empowered culture, where staff report high levels of job satisfaction and collective efficacy</p>	Phil, Board

		A belonging, culture and connection group is set up to look at ways to support staff	Monitoring of patterns (sickness) to identify burnout or opportunities for support.		
	AG3: Clear and consistent leadership development pathways and support are developed	<p>Leadership Framework Developed</p> <p>Processes and procedures related to appointments are clearly defined and understood</p> <p>Leaders are supported to grow and progress in their role</p>	<p>Emerging and developing leaders are provided support and opportunities to lead.</p> <p>Current leaders can identify strengths, next steps and can describe the support they receive.</p> <p>A coaching system is developed.</p> <p>Leaders have defined goals, actions and support throughout the year.</p>	<p>A sustainable leadership 'pipeline' is developed, with various kaiako willing and able to lead.</p> <p>Leadership is distributed, with a wide group of people taking ownership of the school's goals and progress.</p> <p>Leaders can describe their progress, based on feedback, towards goals.</p>	Phil, Moira

OUR COMMUNITY 3: Weave strong partnerships with our community

Initiative	AG	Key Actions	Measures	Outcomes	Who
INITIATIVE 1: Facilitate rich family/whānau engagement in children's learning.	AG1: Develop a clear plan for communicating with parents/caregivers about their child's learning	<p>Create a HERO implementation plan.</p> <p>Understand the government requirements in relation to reporting, and create a plan for communicating with whānau</p>	<p>Uptake of Hero App by whānau.</p> <p>Kaiako reports ongoing successes, work examples and progress through Hero, taking into account the requirements set by the government.</p>	<p>Parents use HERO as a 'one stop' for school information and information channels (absences, calendar, payments).</p> <p>Parents understand their children's achievements, successes and next steps. They understand how they can support at home.</p>	<p>Phil, Tessa</p> <p>Phil, Sarah, Team Leaders</p>
INITIATIVE 2: Strengthen communication of developments and change.	AG 2 Provide opportunities for whānau to learn about Ngaio School and the changes w.	<p>Provide parent information sessions to learn about significant areas of interest (e.g. changes in assessment & reporting)</p> <p>Review the purpose and intended audience of our school website.</p>	<p>Information is readily available on the school website.</p> <p>Newsletter updates.</p> <p>Parents are invited to and attend sessions.</p>	<p>Informed parents/whānau about the changes.</p>	<p>Phil, Sarah</p>
	AG 3: Develop an enrolment strategy	<p>Connect and strengthen relationships with local ECE's</p> <p>Strengthen and improve our LINK programme</p> <p>Review our digital presence</p>	<p>Teachers report that new entrant children are prepared and look 'at home' within their first term.</p>	<p>The school roll continues to grow, and parents feel supported and informed when choosing Ngaio School.</p>	<p>Phil, Sarah, Year 1 Teachers</p>

		<p>Investigate ways to improve our community engagement</p> <p>Develop a 'Welcome Pack Outline' for prospective parents</p>	<p>A strong community identity is reported by tamariki and whānau</p> <p>Parents who choose Ngaio School are asked about why they chose Ngaio.</p>		
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STRATEGIC GOAL 4: OUR ENVIRONMENT - Our school environment continues to be a place we all treasure

Initiative	AG	Key Actions	Measures	Outcomes	Who?
INITIATIVE 1: Look after our outdoor spaces.	AG 1: Develop a plan for maintaining the pool.	Create a sustainable plan for ongoing maintenance and upgrades.	Plan in place by the end of term 2 Project/s completed by agreed timeframes.	The plan is used to regularly maintain the pool	Todd, Board, Phil
	AG 2: Complete minor upgrades of the McLeod Hall	Work with the PTA to secure funding for allocated projects. Consider and apply for grants to support agreed projects.	Walls have been cleaned, holes filled and repainted. Art has been put up on the walls. The equipment list has been created, and purchases have been made	McLeod Hall is an appropriate space to be used by the school and external groups	Phil, Hayden & parents
	AG 2:	Heating and windows have been upgraded, as per the MOE plan		Buildings are warm, dry and generally fit for purpose.	Board, Phil, Lockie