

KAIKORAI PRIMARY SCHOOL



Annual Implementation Plan 2026



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Kaupapa | Our Mission Statement

To provide an environment where children continue to develop a love of learning and respect for others.

Te Whakakitenga | Our Vision

Happy, confident, and connected lifelong learners.

Ngā Uara – Our Values

Atawhai | Kind: To resources, the environment, yourself and others.

Wawata | Aspiring: Be a thinker, a lifelong learner, and the best you can be.

Mana Motuhake | Independent: Work hard, make good decisions, and look after belongings.

Hīkaka | Keen: Be confident, try new activities, make new friends.

At Kaikorai Primary School, we honour our commitment to Te Tiriti o Waitangi by weaving te reo Māori, mātauranga Māori, and authentic partnerships with whānau Māori into the heart of school life.



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Strategic Goals

01

Curriculum

Create an environment and curriculum that fosters engagement and success.

02

Environment

Create an inviting and inclusive physical environment.

03

Community

Cultivate and promote a culture of belonging in which the school community is empowered to thrive.

04

Collaboration

Foster and demonstrate a visible connection and collaboration between the school and the community.

Create an environment and curriculum that fosters engagement and success.

Actions	Led by	What we would expect to see	Evaluation
<p>Learners are at or above the expected curriculum level for their age in reading, writing and maths</p>	<p>Principal / Team Leaders</p>	<p>Classroom programmes reflect curriculum levels. Achievement data is gathered, analysed, and used to inform next steps for individual learners.</p>	<p>End-of-year achievement data shows that 80%+ of learners are at or above the curriculum level in reading, writing, and maths. Termly data snapshots reported to the Board.</p>
<p>Kaiako engage in a Professional Growth Cycle focused on high-impact teaching strategies and differentiated learning to meet the needs of all ākonga.</p>	<p>Principal / Team Leaders</p>	<p>Each kaiako has a documented PGC with a clear inquiry question linked to student outcomes. Observations and professional conversations indicate that high-impact strategies are being trialled and embedded.</p> <p>Each teacher takes part in two 'teaching sprints' per year. Using action research to change and master specific areas of practice.</p>	<p>Appraisal records confirm PGC engagement and annual summary. Outcomes discussed in team meetings.</p>
<p>Principals and teachers are engaged in high-quality Professional Learning and Development (PLD).</p>	<p>Principal / Team Leaders</p>	<p>A school-wide PLD plan is in place. Staff meeting agendas and records show PLD content being applied in practice. The principal can articulate how PLD is shifting teaching across the school.</p>	<p>The PLD register shows that 100% of the teaching staff have participated in at least one PLD opportunity. Principal (or the Deputy Principal) reports to the Board on shifts in practice observed through walkthroughs and 1:1 reflections.</p>
<p>Learners with specific needs have access to an inclusive curriculum that better responds to their needs.</p>	<p>SENCO / Team Leaders</p>	<p>All learners with identified needs have a current, co-constructed IEP. Specialist support is in place and reviewed regularly. Classroom programmes show adaptations to meet individual needs.</p>	<p>All learners with identified needs have a current Individual Education Plan (IEP). Review meetings held termly. RTL (Resource Teachers Learning and Behaviour) and specialist referrals are documented and actioned within agreed timeframes.</p>
<p>Use standardised tools and processes to assess students' learning in literacy and numeracy. Implement consistent monitoring of student achievement.</p>	<p>Principal / Team Leaders</p>	<p>Standardised assessments are completed at key points across the year. Data is stored, accessible, and used in team discussions. Patterns across year levels are visible and understood by the leadership team.</p>	<p>Standardised assessments are completed for all learners throughout the year according to the assessment overview. Data collated and analysed by the leadership team. Trends reported to the Board with commentary on cohorts of interest.</p>

Create an inviting and inclusive physical environment.

Actions	Led by	What we would expect to see	Evaluation
<p>Ensure that play and learning are accessible to every child, regardless of physical ability.</p>	<p>Principal / SENCO / Board</p>	<p>Play areas and learning spaces have been audited for physical accessibility. All learners can participate fully in play and learning activities.</p>	<p>Accessibility audit completed by Term 2. Any identified barriers are documented. Evidence of play and learning spaces usable by all learners.</p>
<p>Ensure 'low-stimulus' zones are available within the school 100% of the time to support neurodiverse learners and foster a calm, focused learning environment.</p>	<p>Principal / SENCO</p>	<p>Designated, quiet, low-stimulus spaces that are clearly defined, consistently used, and free from visual clutter to minimise sensory distractions.</p>	<p>SENCO sign-off confirms that low-stimulus zones are in place at the school by the end of Term 2. Staff survey data shows spaces are perceived as calm and focused.</p>
<p>Develop an All-Weather Multi-Sport Turf: Design and install a high-spec synthetic turf area equipped for multiple sports.</p>	<p>Principal / Board</p>	<p>A project plan with clear milestones is approved by the Board. Progress is reported at each Board meeting. The turf area is designed to accommodate multiple sports, is accessible to all learners, and is beneficial for the wider community.</p>	<p>Project milestones documented: design approved, consents obtained, contractor engaged, turf installed. Completion date and budget are reported to the Board at each meeting.</p>
<p>Design playground spaces that offer sensory-neutral zones and a variety of activities for neurodiverse and quiet-seeking students.</p>	<p>Principal / SENCO</p>	<p>Our playgrounds offer a variety of spaces so every child can find an environment that suits them. Neurodiverse and quiet-seeking students are observed confidently choosing and using these spaces independently.</p>	<p>Staff can identify and direct students to appropriate quiet spaces. Usage of the library, LEGO room, classrooms, and Learning Streets during break times is observed and noted. The principal reports to the Board on the range and accessibility of quiet spaces available.</p>

Cultivate and promote a culture of belonging in which the school community is empowered to thrive.

Actions	Led by	What we would expect to see	Evaluation
<p>Facilitate termly whānau engagement events to strengthen the partnership between home and school.</p>	<p>Principal</p>	<p>Four whānau events are held across the year, one per term. Events are welcoming, well-attended, and responsive to whānau feedback. Invitations and communication are accessible and timely.</p>	<p>Records show four whānau engagement events held across the year (one per term). Attendance numbers and feedback are collated after each event. Improvements made in response to feedback.</p>
<p>Empower a diverse and active Student Council to lead termly projects that measurably improve school culture.</p>	<p>Principal / Unit Holder</p>	<p>Student Council membership reflects the school's diversity. Meetings are held each month with student-led agendas. Projects are visible across the school, and students can articulate the impact of their work.</p>	<p>The Student Council meets monthly. Minutes recorded and shared. Evidence of at least four completed projects with measurable school culture impact documented by year-end.</p>
<p>Promote a culture of shared practice and collective inquiry, moving from isolated teaching to collaborative professional growth.</p>	<p>Principal / Team Leaders</p>	<p>Team meeting records show collaborative inquiry is embedded in regular practice. Teachers share planning, observations, and data with colleagues. Professional conversations are focused on learner outcomes.</p>	<p>Staff survey shows increased confidence in collaborative practice. Team meeting records and appraisal notes evidence shared inquiry and professional conversations.</p>
<p>Refine and embed our tiered support system to clearly define expected behaviours and provide consistent responses across all staff.</p>	<p>Principal / SENCO</p>	<p>A tiered support framework is documented and shared with all staff. Consistent language and responses to student behaviour are evident across classrooms and shared spaces. New staff are inducted into the framework.</p>	<p>All staff can articulate the tiered support framework. Consistent responses to student behaviour are evidenced through observations and incident records.</p>

Foster and demonstrate a visible connection and collaboration between the school and the community.

Actions	Led by	What we would expect to see	Evaluation
<p>Strengthen whānau partnerships to remove barriers to attendance and promote a culture of 'Every Day Matters'.</p>	<p>Principal / Team Leaders</p>	<p>Whānau are contacted proactively when attendance is a concern. Records show barriers have been identified and support offered. Whānau report feeling informed and partnered with the school around attendance.</p>	<p>Attendance data is analysed each term. Barriers identified and actioned. Evidence of at least two targeted initiatives to support whānau engagement with attendance.</p>
<p>Implement the school-wide 'Every Day Matters' strategy, underpinned by the Attendance Management Plan, to achieve a target of 80% regular attendance (90%+ of the time) by the end of the year.</p>	<p>Principal</p>	<p>Attendance is tracked and reported each term. The school's target of 80% of learners attending 90%+ of the time is visible and actively pursued. The Attendance Management Plan is understood and applied by all staff. Regular and visible communication to Whānau about the importance of attendance across multiple channels, including newsletters, social media and printed materials.</p>	<p>Attendance data is reported to the Board each term. The Attendance Management Plan is reviewed mid-year.</p>
<p>Formalise a partnership with whānau Māori through regular biannual hui, ensuring local iwi narratives and Te Reo Māori are visibly integrated into the school's physical environment and curriculum.</p>	<p>Principal / Unit Holder</p>	<p>Two whānau Māori hui are held each year. Te Reo Māori is visible and correct in signage, displays, and curriculum materials. Local iwi narratives are referenced in at least one curriculum area per year level.</p>	<p>Two whānau Māori hui are held. Minutes and feedback recorded. Photographic and curriculum evidence shows local iwi narratives and Te Reo Māori are visibly integrated into the school environment and programmes.</p>

Whole School 2025 data at or above:	Whole School goals 2026 at or above:
Reading 73.3%	Reading 80%
Writing 67.2%	Writing 80%
Mathematics 78.8%	Mathematics 80%

Whole School 2025 Attendance Average	Whole School Attendance goals 2026
Attendance Data Average in 2025 72%	Attendance Data Average in 2026 goal 80%