

Adventure School

Annual Implementation Plan 2026



Our Goals for 2026

1. Create responsive learning environments

1.

EMPOWER
LEARNERS
TO SEEK
THEIR OWN
PATH

2.

2. Align our Literacy and Mathematics practices and assessments with the refreshed curriculum

OVERVIEW

1

Create responsive learning environments



- Maximise our environment to enhance and extend learning opportunities
- Nurture an environment where every child has a strong sense of belonging; they feel safe to find their voice, proud to share their story, and certain they are being heard.
- Increase understanding, knowledge and use of te reo me ona tikanga.

2

Align our Literacy and Mathematics practices and assessments with the refreshed curriculum



- Continue embedding Literacy Professional Development in all classrooms
- Continue implementing the refreshed Mathematics & Statistics curriculum
- Refine our school wide assessment practices and elevate teacher understandings of data literacy.

Strategic Goal 1

Create responsive learning environments

Culture nurtures belonging, opportunities spark agency, and Tūrangawaewae anchors identity. This responsive, inclusive landscape ensures every learner feels valued, safe to speak up, and empowered to thrive.

Annual Target/ Goal	Key Actions	Responsibility	Timeframe	Resources	Expected Outcomes - Measures
1i. Maximise our environment to enhance and extend learning opportunities	Upgrade basketball court	PTNi Sports / PE Team	Term 1-3	PTNi fundraising Grant application	<ul style="list-style-type: none"> Fit for purpose space to match the level of interest in Basketball. Extend interest and participation in basketball across all age groups.
	Develop Kōwhai Nature Space	Kōwhai Team	Terms 2-4	Kōwhai fundraising Wgtn City Council	<ul style="list-style-type: none"> The space becomes a purposeful, well utilised area. Children actively engage in space throughout the day.
	Increase lunchtime opportunities through organised activities.	Turangawaewae Unit Holder Teachers	Terms 1-4	Availability of spaces (timetable)	<ul style="list-style-type: none"> Increased inclusion – less children wandering around on their own. Student survey to measure participation & uptake in new experiences.
	Maintain and enhance school gardens	Green Team Syndicates	Terms 1-4	Time/ Grounds budget	<ul style="list-style-type: none"> The school gardens are looking tidy and cared for. Our Tamariki are- <ul style="list-style-type: none"> highly engaged and enthusiastic to show their gardens. self-directed in nurturing their gardens.
1ii. Nurture an environment where every child has a strong sense of belonging; they feel safe to find their voice, proud to share their story, and certain they are being heard.	Create signage and displays that reflect our many cultures.	Tumuaki Cultural Lead Teachers Turangawaewae Ldr	Terms 1-4	Cultural Budget	<ul style="list-style-type: none"> Our multicultural Kura is visibly and meaningfully represented in the school environment.
	Acknowledge cultural events and celebrations throughout the year	Cultural Leaders Teachers	Terms 1-4	Scheduled Time	<ul style="list-style-type: none"> Cultural events are calendared and acknowledged as they occur. (e.g. newsletter - assemblies- syndicate hui- etc)
	Whole school multicultural celebration day.	Cultural Leaders Teachers	Term 2	Scheduled Time Cultural Budget	<ul style="list-style-type: none"> Every cultural and ethnic group identified in the school represented in the day's displays or performances. The school environment reflects and celebrates its multicultural makeup. Students gain firsthand experience of different foods, music, dress, and customs beyond their own.
	Increase in regular attendance to 80% of children attending 90%.	All staff	Terms 1-4	Attendance Plan MoE Guide	<ul style="list-style-type: none"> Attendance targets are achieved

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1iii. Increase understanding, knowledge and use of te reo me ona tikanga	Engage in iwi-led opportunities	Tumuaki	Ongoing	Ngatitooa Pataka Education Centre	<ul style="list-style-type: none"> ● Attendance at Principal Breakfasts ● Professional Development invitations are taken up
	Continue to grow connection with Whānau Māori	Tumuaki Te ao Māori Leader	Terms 2-4	Scheduled Time Cultural Budget	<ul style="list-style-type: none"> ● Regular Hui opportunities ● Staff understand where ākonga Māori whakapapa to and whānau aspirations. ● Whānau Māori perspectives are actively sought and reflected in school decisions.
	Strengthen our Mihi Whakataau protocol.	Te ao Māori Leader	Term 2-3	Time Cultural Budget	<ul style="list-style-type: none"> ● Our Mihi Whakataau reflect the confidence, enthusiasm and pride across the school. ● Ākonga are able to explain the protocols around each aspect of a Mihi Whakataau. ● Waiata are known across all levels of the school.
	Strengthen Kapa Haka and performance opportunities across the school.	Tumuaki Te ao Māori Leader Kapa Haka Tutor	Terms 1-4	Time Cultural Budget	<ul style="list-style-type: none"> ● There is an increase in participation in Kapa Haka. ● Kaiako are participating alongside ākonga. (yrs 5-8)
	Kaiako will integrate te reo Māori and tikanga as a natural and organic part of everyday learning and interactions.	Tumuaki Kaiako Te ao Māori Leader	Terms 2-3	Time Weekly Kupu (Te kiwaha o te wiki)	<ul style="list-style-type: none"> ● Staff are actively using their knowledge of te reo in the classroom. ● Te reo Māori and tikanga will be naturally embedded in all aspects of school life. (Te kiwaha o te wiki - new vocabulary shared weekly)
	All Tamariki and Kaiako have a pepeha and can confidently say it in front of a group.	Te ao Māori Leader Kaiako Tumuaki	Terms 2- 4	Whānau knowledge	<ul style="list-style-type: none"> ● Kaiako and Tamariki have their own pepeha that has personal meaning. ● Kaiako and Tamariki can say their pepeha and explain the meaning behind it.

Strategic Goal 2

Align our Literacy and Mathematics practices and assessments with the refreshed curriculum

Every learner deserves a clear path to success. By elevating our core practices and using precise, progress-focused assessments, we ensure every student's journey is tracked and intentionally supported to meet the new national outcomes.

Annual Target/ Goal	Key Actions	Responsibility	Timeframe	Resources	Expected Outcomes - Measures
2i. Continue refining effective Literacy practices	Embed knowledge of the refreshed English Curriculum and structured literacy practices.	Literacy Lead Teachers	Ongoing throughout year	Online Resources SL Resources (portal)	<ul style="list-style-type: none"> New curriculum expectations are reflected in planning of Literacy Programmes. Increase in student achievement in Reading and Writing with a greater number of children on track across the school.
	Year 7 & 8 Kaiako begin to plan teaching and learning from the refreshed Yr 7 & 8 (released Nov 2025)	Tōtara Teachers			
	Implement targeted Structured Literacy Intervention (Yrs 0-2)	SL Tchr/ DP Sarah Etchels (Lit. Advisor)		.4 SL staffing	<ul style="list-style-type: none"> Teachers and Team Leaders achieve their goals There is more consistency in teaching practices across the school.
	Support growth in impactful teaching by strengthening our Professional Growth model.	Leadership Team Principal		PLD Budget	<ul style="list-style-type: none"> Teachers are supported in developing their skills and growing their practice.
	Utilise Kaiako strengths across the school to support teacher growth.	Literacy Leads Teachers		Time In-school observations	<ul style="list-style-type: none"> Teachers stay current with best practices. Team Leaders feel confident in coaching others to support shifts in practice.
2ii. Continue implementing the refreshed Mathematics & Statistics curriculum	Consolidate understanding of the refreshed Maths curriculum and practices to support its implementation.	Maths Lead Teachers	Ongoing throughout the year	Time for PLD PLD Budget MoE funded resources	<ul style="list-style-type: none"> New curriculum expectations are reflected in planning of Maths Programmes. Classroom observations / walk throughs show evidence of teachers using maths language and PD insights. Planning shows evidence of all teachers using resources to effectively support ākonga to progress The school is beginning to implement the refreshed curriculum at a pace that is manageable for teachers and allows for embedding practice. Teachers are feeling confident in using resources to effectively support teaching and learning. Increase in student achievement in Mathematics with a greater number of children on track across the school.
	Further unpack and understand Te Mātaiaho and year level curriculum expectations in Maths.	Maths Lead Teachers			
	Implement use of Oxford maths resources across the school.	Maths Lead Teachers Maths PLD Provider			
	Utilise strengths across the school to support teacher growth.	Oxford Adviser Maths network			
	Implement Maths Acceleration Programme using additional staffing allocation.	MA Teacher Maths Lead/ DP		.524 Maths Staffing	

Annual Target/ Goal	Key Actions	Responsibility	Timeframe	Resources	Expected Outcomes - Measures
2iii. Refine our school wide assessment practices and elevate teacher understandings of data literacy.	Review assessment tools/ practices in line with the refreshed curriculum and ministry guidelines.	DPs Literacy/ Maths Leads Leadership Team	Term 1-2	Time	<ul style="list-style-type: none"> ● Consistent assessment practices across the school. ● Teachers are <ul style="list-style-type: none"> - able to select, implement the most appropriate assessment tools. - skilled at interpreting data to identify next steps for teaching and learning. ● 20- and 40-Week Phonics checks happening. ● Twice yearly standardised assessments happening in Yr 3-8. ● Reports are aligned to MoE mandates. ● Progress Markers and Descriptors are being used. ● Regular focus at Team Meetings on <ul style="list-style-type: none"> - Student progress and achievement - Implications for teaching, learning and support.
	Unpack and use the new progress descriptors for assessment analysis and reporting.		Terms 1-3	Staff Meeting/ TOD	
	Review Mid-year and end of year reports to align with new guidelines		Terms 2 - 3	HERO (webinars /Staff Mtgs)	
	Support teachers to implement assessment processes to enable valid judgements and inform learning programmes.	DPs Literacy/ Maths Leads Leadership Team	Ongoing	Time - Mtgs MoE guidelines	
	Implement 20 week and 40-week Phonics checks.	Kōwhai Teachers	Ongoing	MoE Tools	
	Increase Data Literacy linked to PGC	All Teachers Team Leaders	Ongoing	Time - Mtgs/ TOD/ NZCER	