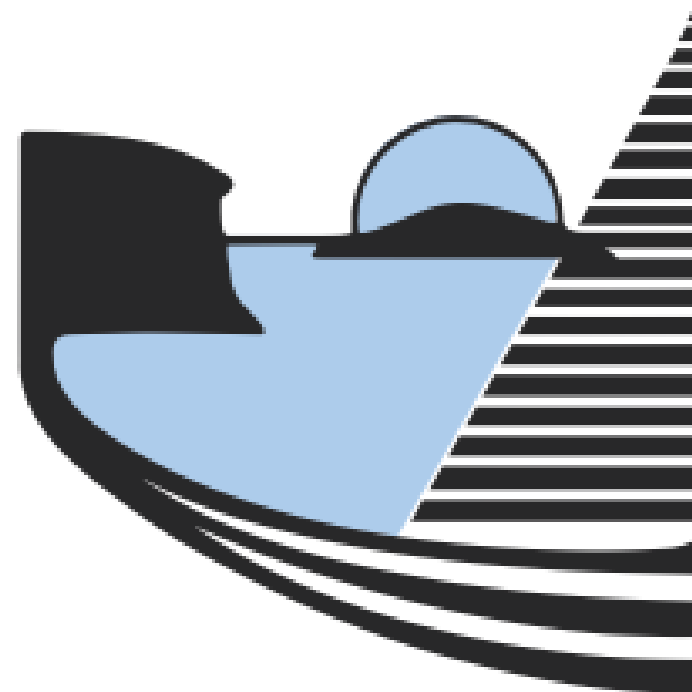




2026 Kawaha Point School Annual Plan



Kawaha Point School

**Te Kura o Kawaha
Ki te taumata - Aim for the best**

Kia Kaha- Kia Maia- Kia Manawanui- Kia Angitu



Ki te Taumata- Aim for the best



Vision- Core values, Purpose and mission.



**Kia Kaha-
Be Strong**



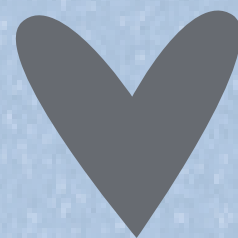
**Kia Maia-
Be Brave**



**Kia Manawanui-
Be Kind**



**Kia Angitu-
Be Successful**



Purpose-

Great teaching and learning – every day

Mission

M1-LEARN

Ensure every learner experiences high quality teaching and makes progress

M2-CARE

Create a school where every learner and whanau feels connected and valued

M3-GROW

Strengthen engagement, attendance and sustainability for the future.

STRATEGIC GOALS 2026-2028

MI- LEARN

Ensure every learner experiences high quality teaching and makes progress

TO ACHIEVE THIS WE WILL		OUR MEASURES, EVIDENCE AND PROGRESS
A	Strengthen teaching and learning knowledge and practice and aligning it with the new curriculum and assessment tools yet continuing with Visible learning, science of learning tools and strategies	<ul style="list-style-type: none"> • Student progress and achievement data • Classrooms programmes reflecting visible learning, explicit teaching tools and strategies. • Data informed decision making
B	Implement structured literacy and the code with consistency, ensuring staff are supported through PLD, coaching and shared practice	
C	Embed Prime maths across the school, with a particular focus on sustainability, and ensuring alignment through planning, teaching and assessment	
<p>FOUNDATION CURRICULUM POLICY STATEMENT: Schooldocs curriculum policy</p>		<p>NATIONAL CURRICULUM STATEMENT: NZC National Curriculum statement: Ka Hikitia, Learning support action plan.</p>



STRATEGIC GOALS 2026-2028

M2- CARE

Create a school where every learner and whanau feels connected and valued

TO ACHIEVE THIS WE WILL		OUR MEASURES, EVIDENCE AND PROGRESS
A	Build collective responsibility for learner progress through team discussions, coaching PGC inquiry, and shared reflection, and development of a learner and teacher profile.	<ul style="list-style-type: none"> • Use assessment tools and feedback to the learners in our classroom. Teachers understand “Know thy Impact” analogy. • Target learners are identified and supported. • Regular team meetings around learner wellbeing, engagement and deliberate acts of teaching to meet needs and the data analysis. • Student voice through boschers and surveys • Students demonstrating KPS values and behaviours daily- daily teaching of school values and expected behaviours using our ETCC learning powers. • Increased whanau engagement at events- a balance of formal and informal occasions • Evidence of collective PGC inquiry with strong data and reflection notes
B	Strengthen and grow key connections	
C	Strengthen positive relationships and inclusive classrooms environments that support learners well being, engagement and a sense of belonging.	
FOUNDATION CURRICULUM POLICY STATEMENT: Schooldocs curriculum policy		NATIONAL CURRICULUM STATEMENT: NZC National Curriculum statement: Ka Hikitia, Learning support action plan.



STRATEGIC GOALS 2026-2028

M3- GROW

Strengthen engagement, attendance and sustainability for the future.

TO ACHIEVE THIS WE WILL		OUR MEASURES, EVIDENCE AND PROGRESS
A	Strengthen systems and partnerships that support regular attendance and learner engagement	<ul style="list-style-type: none"> • Regular monitoring of attendance...following the STAR plan. • Improve attendance rates across the school • Evidence of communication and partnerships with whanau in supporting attendance. • Leadership roles clearly identified and supported. • Leadership meetings are regular and purposeful focussed on improving teaching and learning across the school. • Positive promotion of KPS in the community- through Facebook posts- ads - word of mouth. • Strong reputation of teaching and learning. • Stable or growing school roll
B	Grow leadership capability across the school to support high quality teaching and learning.	
C	Promote Kawaha Point School in the community as a neighbourhood school of choice.	
FOUNDATION CURRICULUM POLICY STATEMENT: Schooldocs curriculum policy		NATIONAL CURRICULUM STATEMENT: NZC National Curriculum statement: Ka Hikitia, Learning support action plan.



Ki te Taumata- Aim for the best



KPS Priorities 2026

✓ **Priority 1- Teaching and learning Clarity**

✓ **Priority 2- Assessment and Progress**

✓ **Priority 3- Staffing expectations and accountability**

✓ **Priority 4- Attendance, Engagement and Growth**





Priority 1- Teaching and learning Clarity

Success is
consistent, high-quality teaching and learning across the school, with clear expectations for pedagogy, programmes (especially literacy and numeracy), and classroom practice that are understood, enacted, and monitored.

Strategic Links

MI- A, B ,C
M2- A,B,C
M3- B,C



Internal Threats

Inconsistent understanding of agreed pedagogy
Variable follow-through on expectations
Reliance on goodwill instead of clarity
Leaders absorbing issues rather than addressing them



External Threats

MOE curriculum and assessment changes
Staffing pressures
Attendance patterns
Budget constraints



Waypoints

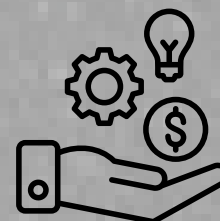
DP and SLT journals in use
Staff reflection journals used
Walkthroughs happening and followed up progressions being used and tweaked to align with new NZC
Clear expectation documents implemented
Team leads articulating expectations confidently

Building on Victories

Strong curriculum documentation now in place- need to keep referring
Clear leadership priorities articulated
Staff journals and handbooks introduced
PLD set up for the year.
Shared language around clarity and expectations

Resources

DP and SLT roles defined
assessment working group formed
Staff journals and handbooks
PLD already completed
Time in meetings for alignment



Tactics

Visible Learning Meetings
Structured Literacy meetings, coaching, data gathering
Walkthroughs - video coaching
Expectation documents
Coaching conversations
(what I actually do on the ground)





Priority 2- Assessment and Progress

Success is...

Assessment practices are consistent, timely, and purposeful across the school

Data is used to identify progress, next steps, and target learners

Teachers can clearly explain: where learners are at-what progress has been made-what will happen next

Assessment meets MOE requirements

Strategic Links

MI- A, B ,C

M2- A,B,C

M3- B,C



Internal Threats

Inconsistent assessment completion
Data collected but not analysed or acted on
Variable confidence in analysis and next steps
Over-reliance on intuition instead of evidence



External Threats

Changing MOE assessment and reporting expectations
Time pressure within the school year
Increased accountability requirements



Waypoints

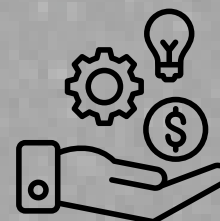
Assessment schedules clearly communicated and followed
Analysis sheets completed and discussed in teams
Target learners identified early
Mid-year and end-of-year checks show: progress tracking
Evidence of next-step teaching

Building on Victories

Strong foundation of assessment-capable practice
Existing KPS analysis tools and templates
Growing shared language around "Know thy impact"

Resources

KPS Assessment Playbook
Analysis sheets and templates
Prime Maths, Structured Literacy, and agreed assessment tools
clear expectations
Updated progressions
KPS Assessment capable learner playbook
Leadership support (DPs / SLT)



Tactics

Use agreed assessment tools only
Scheduled team discussions **focused on:**
unpacking data
identifying next steps
All staff meetings begin with data
Strong targeted learners programme
Leadership monitoring and follow-up
Clear expectation: no data without action



✓ Priority 3- Staff Expectations and Accountability

Success is...
Expectations are explicit, understood, and followed through
Staff understand their roles and responsibilities
Professional conversations are: regular-focused-honest
Issues are addressed early and directly
Leadership responsibility is shared, not absorbed by the Principal

Strategic Links
MI- A, B ,C
M2- A,B,C
M3- B,C

Internal Threats
Avoidance of difficult conversations
Inconsistent follow-through
Over-rescuing by leaders
Blurred roles and assumptions

External Threats
Staff fatigue and workload pressures
Sector-wide challenges in leadership capacity
Competing priorities and change overload

Waypoints
Clear role descriptions and journals in place
Regular check-ins using agreed structures
Termly professional conversations completed
Leaders confidently addressing concerns when they arise

Building on Victories
Strong relational trust across the school
Shared values and vision
Established coaching and reflection practices

Resources
Role descriptions and leadership journals
Appraisal and PLG frameworks
Coaching conversations
Walkthroughs and observations
PLD for DP
PLD for team lead

Tactics
Explicit expectations documented and revisited
Use of journals to support reflection and accountability
Leaders:
Reinforce expectations
Address issues promptly
Avoid rescuing or carrying work for others
Above-the-line leadership behaviours:
coach -challenge-communicate clearly

✓ Priority 4- Attendance, Engagement and Growth

Success is...Learners attend school regularly, feel connected and engaged in their learning, and experience a strong sense of belonging at Kawaha Point School.
Whanau feel welcomed and connected to the school, and strong relationships support learner success.
The school maintains a positive reputation within the community, supporting sustainable roll growth and long-term viability.

Strategic Links

MI- A,
M2- B, C
M3- A,C

Internal Threats

Inconsistent attendance patterns for some learners
Barriers for whānau supporting regular attendance
Limited awareness of school programmes within the community
• Staff workload impacting engagement initiatives

External Threats

Wider community attendance challenges
Changing demographics in the local area
Competition from other schools
Economic pressures impacting families

Waypoints

Attendance data reviewed regularly and patterns identified early
Systems in place to support and follow up attendance
Increased participation in school events and learning opportunities
Strong engagement between school and whānau
Stable or increasing school roll over time

Building on Victories

Strong school culture and values already visible in classrooms
Positive relationships between staff, learners, and whānau
Successful community events and celebrations
Strong reputation for caring and inclusive learning
House challenges that are fun and bring the school together

Resources

Leadership time to monitor attendance and engagement
Staff professional learning in engagement strategies
Communication tools (HERO, newsletters, social media) |
Community partnerships and local networks
School events and opportunities for whānau engagement

Tactics

Strengthen attendance monitoring and early intervention systems
Promote positive attendance expectations with learners and whānau
Continue building whānau connections through events, communication, and learning partnerships
Share the school's learning stories and successes with the community
Develop leadership capability to support engagement and attendance initiatives

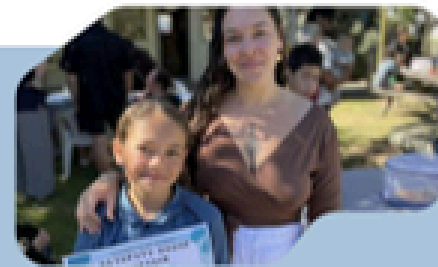


Learning:

All Akonga have a strong foundation in literacy and numeracy, that open doors to other learning and enables them to flourish

We will see

- 1.Improved literacy and numeracy levels
- 2. Target learners making accelerated progress
- 3.Long term success and wellbeing through the teaching of values, learning powers, critical thinking skills.
- 4.Visible learning and Teaching to the Northeast pedagogy underpinning all we do
- 5.Knowing our impact in the class



Caring

A school that cares and welcomes whanau and the community, that cares for the staff and our learners.

We will see:

- 1.The school cultural narrative unpacked and living in the classrooms and curriculum
- 2.Coaching conversations with leaders and staff
- 3.Whanau events and house challenges
- 4.Positive networks with ECE, agencies and organisations.
- 5.Growing Leadership capacity.



Growing:

School that takes pride in their environment, resources and systems.

We will see:

- 1.Signage and logo depicting our cultural narrative
- 2.Grounds and buildings- the environment- well cared for and having pride in.
- 3.Understanding of finances and controls
- 4.Systems in place for health and safety and policies and procedures.
- 6.Growth in our roll.



How will this be done?

Through connecting, communicating, finding and asking for consistency, having cohesiveness, having courage, coaching and caring so that the learners and community of KPS are understood and are supported to learn, care and grow.

Me ako tahi. tātoukia puawai. ke te ao marama

Together we learn. care and grow

