

OUTRAM SCHOOL ANNUAL IMPLEMENTATION PLAN 2026

**Strategic Plan:
Goal 1**

By **participating** with whānau/family we identify and respond to strengths, progress & needs of our tamariki/students so they can reach their potential.

Initiative 1.1: Provide quality teaching and learning to encourage high levels of engagement from ākonga/learners and whānau.

Outcome: Staff are innovative & open to learning and students are agentic learners.

Measures:

- Learning data tracked
- Target student lists - teachers demonstrate through class descriptions appropriate interventions and progress made
- Student voice
- Progress & acceleration reports to parents & BOT
- Teacher as Inquiry

Key Actions	Who (accountable for, responsible for)	Resources	When
Teachers are supported by a detailed knowledge-rich English and Maths curriculum and will know what needs to be taught and when.	MOE PLD Facilitators Curriculum Leads Literacy Leaders	MOE provided curriculum Teacher Only Days MOE provided Structured Literacy professional learning	2025 - 2026
All students will be learning literacy and mathematics in a way that evidence tells us best supports students to learn.	MOE Science of Learning professional learning MOE standardised assessment tools Senior Leadership Literacy Leaders Curriculum leads	MOE provided curriculum Teacher Only Days MOE provided Structured Literacy professional learning MOE resources	2025 - 2026
Teachers use evidence-based and differentiated teaching strategies, including mixed or diverse grouping, to	All teachers	Collegial coaching ERO Observation template PGCs	2025 - 2026

provide purposeful and well-paced learning opportunities.		PLD	
Teachers intentionally scaffold learning and effectively use knowledge of learners' strengths, needs and interests.	All teachers	Collegial coaching ERO Observation template PGCs PLD	2025 - 2026
Teachers engage learners in learning through questioning, increasing exposures to concepts, ideas, skills and examples, along with some timely and specific feedback.	All teachers	Collegial coaching ERO Observation template PGCs PLD	2025 - 2026

Initiative 1.2: Ensure all ākongā/learners and staff have ongoing opportunities to develop and extend key capabilities.

Outcomes:

- Student learning is deep and meaningful because teachers have the capability to weave the elements of *knowledge & practice* together.
- Students are clear about expectations & outcomes suitable to their level & capabilities.
- Whānau understand where their child's learning and capabilities are at and are able to participate in their child's learning journey.

Measures:

- PGC conversations between staff and leadership team member (as per PGC cycle)
- Effectiveness of PLD foci visible in class programmes
- Community surveys checking whānau's understanding of achievement and progress for their child
- Curriculum refresh and reviews - English, Maths
- Learning data tracked

Key Actions	Who (accountable for, responsible for)	Resources	When
Teachers regularly work collectively in planned ways, such as modelling, observing and providing constructive feedback to inquire into targeted aspects of their teaching practice to support learner progress and achievement.	All teachers	Professional Growth Cycles Professional Learning and Development Collegial professional Coaching	2025 - 2026
Leaders and teachers prioritise and	Board	Teacher Only Days	2025 - 2026

engage in effective, targeted ongoing professional growth and development to ensure they have high-quality pedagogical expertise and capabilities to effectively support learner progress and wellbeing.	Senior leadership All Teachers	Strategic Plan Budget supports teacher learning Professional Growth Cycles Professional Learning and Development Collegial professional Coaching	
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Initiative 1.3: Assessment for Learning is used to identify targeted learning support and clearly report to whānau.

Outcome: Assessment practices are fit for purpose and responsive to student and teacher needs.

Measures:

- Teacher & student surveys
- Regular staff meetings
- Teacher as Inquiry
- Achievement data
- Intervention groups
- Observations

Key Actions	Who (accountable for, responsible for)	Resources	When
Better use of data, assessment, and evidence for targeted effective learning support.	MOE PLD Facilitators Senior leadership Curriculum Leads Literacy Leaders All teachers (Tier 1) Structured literacy acceleration teacher (Tier 2 & 3) Maths acceleration programme teachers Team leaders LSC RTLb	MOE provided curriculum Teacher Only Days MOE provided Structured Literacy professional learning MOE provided Maths acceleration programme - resources and professional learning Board funding to support staffing allowances	2025 - 2026
Appropriate high-quality assessment information is increasingly used to plan for, evaluate and report the progress and	MOE PLD Facilitators Senior leadership	MOE resources Standardised assessment tool Student Management System	2025 -2026

achievement of each learner and to adapt teaching practice to respond to learners' strengths and needs.	Curriculum Leads Literacy Leaders All Teachers Whānau	Funding to design reporting to parent template (if not supplied by MOE)	
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Strategic Plan: To protect the well-being of our tamariki/students, teachers/kaiako and whānau/family.
Goal 2

Initiative 2.1: To protect learners' wellbeing, inclusion, and engagement in learning.

<p>Outcomes:</p> <ul style="list-style-type: none"> • PITW games, life rafts and self-reflective language, 3Rs method and Growing Personally and Socially (GPS) Conferences are the regular practice for all classrooms. • Children have the social and emotional capabilities that enable them to manage their own feelings. 	<p>Measures:</p> <ul style="list-style-type: none"> • Behaviour statistics, intervention plans. • Community survey (annually). • Wellbeing @ School Student Survey.
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Key Actions	Who (accountable for, responsible for)	Resources	When										
Leadership ensures that a comprehensive range of policies, programmes and practices promote learners' wellbeing, inclusion, confidence in their identity, language and culture, and engagement in learning.	Board Senior leaders Whānau	SchoolDocs Play is the Way Behaviour Education Plan Wellbeing at School Student Survey	2025 - 2026										
80% of students attending more than 90% of the time by 2030	Principal Senior leaders All teachers LSC RTLB PHN Support agencies Whānau	<p>2025 Attendance Data - 76.78% (regular over 80% attendance)</p> <table border="1"> <thead> <tr> <th></th> <th>Term 1</th> <th>Term 2</th> <th>Term 3</th> <th>Term 4</th> </tr> </thead> <tbody> <tr> <td>Regular Attendance</td> <td>85%</td> <td>82%</td> <td>58%</td> <td>81%</td> </tr> </tbody> </table>		Term 1	Term 2	Term 3	Term 4	Regular Attendance	85%	82%	58%	81%	2025 - 2026
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Enhance systems for tracking and reporting attendance data.	Principal Office Admin Student Management System Classroom teachers	Outram School's Attendance Management Plan and supporting STAR procedures.	2026															

Initiative 2.2: The school provides a physically and emotionally safe and inclusive environment.

Outcomes:

- The Outram School Behaviour Education Plan reflects our school values, behaviour education through PITW, is clear and is enacted throughout the school by all members of the school community.
- Children have the social and emotional capabilities that enable them to manage their own feelings.
- A constructive home-school partnership is evident, with a shared responsibility for children's social and emotional well-being.

Measures:

- Documentation is produced
- Behaviour statistics, intervention plans.
- Community survey (annually).

Key Actions	Who (accountable for, responsible for)	Resources	When
The school is strengthening and consolidating its provision of a physically and emotionally safe and inclusive environment for all learners; the school is increasingly free from racism, discrimination and bullying.	Board Principal Senior leaders All teachers Whānau	Behaviour Education Plan Health programmes Positive reinforcement Restorative practices	2025

**Strategic Plan:
Goal 3**

Our **partnership** with whānau/family and community delivers inclusive and responsive learning opportunities for all.

Initiative 3.1: Strengthen communication and connection between school, whānau and community.

Outcomes:

- Community has confidence in our staff to nurture & educate
- Community feel this is their turangawaewae
- Students want to stay at Outram because of the educational programme, the opportunities & the social environment

Measures:

- Leavers survey
- Student voice of Year 8's
- Learning data is tracked
- Community consultation

Key Actions	Who (accountable for, responsible for)	Resources	When
Parents will know about their child's progress and teachers will know about their students' progress so they can adjust as needed.	MOE Principal Senior leaders All teachers LSC Whānau	MOE resources Student Management System Consultation with Whānau 2026 Reporting to whānau requirements	2025 - 2026
Parents and whānau are respected and valued partners in their child's learning and our school culture.	Board All staff Whānau Tamariki	Learning conferences Community consultation School events Learning resource for local curriculum	2025 - 2026
To have 80% of Year 8 students reaching proficient or above in relation to year level expectations of the 2025 curriculum in Reading, Writing and Maths by December 2030.	Senior leaders Classroom teachers Structured literacy intervention teacher Literacy leads Curriculum leads Maths acceleration programme teachers LSC Teacher aides	Learning support resourcing Enrichment opportunities Professional learning & development to increase teacher capabilities Year 8 achievement at or above the expected curriculum level (Informed decisions based on 2025 NZC)	2026

		<table border="1"> <tr> <td>2025 Cohort</td> </tr> <tr> <td>Reading: 90%</td> </tr> <tr> <td>Writing: 60%</td> </tr> <tr> <td>Maths: 80%</td> </tr> </table>	2025 Cohort	Reading: 90%	Writing: 60%	Maths: 80%	
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Writing: 60%							
Maths: 80%							

Initiative 3.2: Be culturally responsive by using students' cultural knowledge, perspectives and skills as a resource for teaching.

Outcome: Students and whānau see their own cultural knowledge, perspectives, skills and tikanga acknowledged and celebrated within the children's classrooms, in the curriculum, school environment, documentation and at school events.

Measures:

- Whānau & student consultation & survey
- Learning data includes significant cultural groups of the school

Key Actions	Who (accountable for, responsible for)	Resources	When
Leaders and teachers increasingly value the cultural backgrounds of their learners and increasingly demonstrate this throughout school's programmes, initiatives, and practices.	Board Principal Senior leaders Classroom teachers Teacher aides Whānau	Curriculum funding Wellbeing at School Student Survey Local curriculum School events	2025
Te reo, te ao Māori, tikanga Māori, and mātauranga Māori are increasingly woven through all aspects of the school's curriculum	Board Principal Senior leaders Classroom teachers Teacher aides Whānau	Curriculum funding Wellbeing at School Student Survey Local curriculum School events Local resources Iwi	2025

Initiative 3.3: Ensure financial and physical resources support learning programmes.

Outcome: BOT makes fiscal decisions based on funding available and community priorities that positively support the improvement of learning outcomes for all learners.

Measures:

- Community survey
- 10YPP
- Staffing investment improves learning outcomes for identified learners

Key Actions	Who (accountable for, responsible for)	Resources	When
The board is strengthening how it scrutinises learner data and evaluative information to identify strategic improvement priorities, plan and make appropriate resourcing decisions.	Board Principal Curriculum leaders	NZSBA MOE resources Standardised Assessment Tools Student Management System Refreshed NZ Curriculum	2025 - 2026
Physical learning spaces are optimal to maximising student learning and engagement.	Board Principal MOE	Nga iti kahurangi Programme (lighting, acoustic, carpet, electrical upgrade)	2026
Support student learning by including extra budget for Maths intervention staffing and Teacher Aide staffing levels.	Board Principal MOE	2026 Budget 2025 Fundraised dollars (if needed) MOE staffing allowance	2026