

He Māpara Mātauranga / Elmwood Normal School

Annual Implementation Plan 2026



Our Relationships - Foster an engaged community and associated partnerships.

Action / Initiatives	Key Outcomes (Student achievement will be enhanced by)	Key Tasks (What will we do as we work towards achieving this objective)	Led By	By When?	Outcome
Recruit a new Principal and oversee a smooth transition into the role.	An amazing new leader that will take the school on to great places!	<ul style="list-style-type: none"> Work with Sheffield New Zealand to support the Board with the development and delivery of an effective Principal recruitment process. Once appointed, support / nurture the new Principal into the role. Support The Acting Principal (Jill) through Terms 1 & 2. Seeking support from external providers (Evaluation Associates - Beginning Principal Programme). 	Board Evaluation Associates	Term 1 - 3	
Strengthen a culture of collaboration.	Staff practicing and modeling the ability to work collaboratively.	<ul style="list-style-type: none"> Promote collaborative practice within and across the school. Identify and remove barriers that are impacting on the effectiveness of these practices. School-wide collaborative planning for various learning areas. 	Leadership Team All staff	Ongoing	
Engage meaningfully with whanau to support and celebrate student success.	Students engaging in tuākana-tēina and taking action with their new learning.	<ul style="list-style-type: none"> Actively promote whanau attendance at school-wide events; Celebration Assembly, Cross Country, Athletics. Continue to celebrate The Arts through sharing learning at the end of each term: Kapa Haka, choir, dance, orchestra. “Learning in Action” opportunities that increase community engagement. 	Curriculum Leads and Team leaders	Ongoing	
Strengthen family connections (parent involvement vs engagement).	Quality Interactions between parents, teachers and student.(The learning Triangle)	<ul style="list-style-type: none"> Provide opportunities for parents / whanau to participate in and contribute to students’ learning journey. Provide an effective transition to school programme. Quality 3WLC offered for all at least twice per year. Continue to implement reporting to parents systems based on MOE requirements. Improve processes by which parent voice is gathered. ‘Open door’ policy across all levels of the school. Continue to promote culturally responsive relationships with all stakeholders. 	Leadership Team	Ongoing	
Foster strong educational focused relationships with other educational community institutions.	Connections and support of students and teachers in the classrooms.	<ul style="list-style-type: none"> Foster regular comms with ITE partners and regional Model and Normal Schools. Investigate new ITE programmes & how we can support these.eg SOTP’s. Continue to strengthen connections within and across Pito Mata cluster. Provide nurturing transition programme for students (ECE, Intermediate). 	Principal / DP Learning support coordinator	Ongoing	
Develop and deliver targeted parent forums. (e.g. Te Mātaiaho, Cyber-safety).	Parents will be informed and provide feedback regarding initiatives in the school.	<ul style="list-style-type: none"> Prepare and document a programme of “Friday Forums”. Publicise through the school newsletter and FaceBook. Liaise with ENSCA to help with hosting events. Grow whanau hui through planned regular sessions. 	Leadership Team and Curriculum Leads	Ongoing	
2027		2028			

Our Place - Provide a safe, inclusive environment where every person feels they belong and are able to flourish.

Action / Initiatives	Key Outcomes (Student achievement will be enhanced by)	Key Tasks (What will we do as we work towards achieving this objective)	Led By	By When?	Outcome
Provide high quality spaces fit for purpose	Students and staff will have an environment that is conducive to quality teaching and learning.	<ul style="list-style-type: none"> ● Maintain regular contact with Kay (MoE Property). ● Ensure the unused buildings are safe and maintained to an acceptable standard. ● Continue to enhance Kahikatea block and landscaping as funds become available. ● Gain clarity from MoE regarding roof issues & the funding & delivery of this work. ● Once known, develop a plan for painting and replacing carpet. Note: this may have to be board funded. ● Develop and maintain attractive, safe, and functional landscaped outdoor spaces that support learning, play, wellbeing, and environmental sustainability. 	Board / Principal		
Embed positive behaviour approaches that promote respect, collaboration, and responsibility.	Students consistently demonstrate positive behaviours and take responsibility for their actions.	<ul style="list-style-type: none"> ● Unpack and promote ENS school values. ● Review 'Growing Great Citizens' policy at team levels, sharing 'Behaviour Goals' with classes. ● Restorative Justice conversations revisited at team level. Training for new staff. ● Explore a schoolwide system that promotes positive behaviour and links into classroom programmes. 	Leadership team All staff		
Celebrate diversity and ensure cultural identities are recognised and valued.	A culturally inclusive school environment where all students feel respected and valued,	<ul style="list-style-type: none"> ● Acknowledge and celebrate significant cultural events., encouraging students to share traditions, languages, and cultural knowledge. ● Display multilingual signage and culturally representative artwork. ● Integrate diverse cultures, histories, and perspectives across learning areas. ● Share best practice strategies at staff meetings. 	All staff		
Empower/identify and develop every child to discover their strengths, overcome challenges, and realise their full potential.	"Motivated learners who are feeling good and functioning well".	<ul style="list-style-type: none"> ● REAL learner attributes will be unpacked, integrated and modelled. ● Students receive timely, specific, descriptive feedback in response to key questions: <ul style="list-style-type: none"> - <i>Where am I going?</i> (What are my goals?) - <i>How am I going?</i> (What progress am I making?) - <i>Where to next?</i> (What are my next steps?) - <i>How will I know when I've got there?</i> (What does success look like?). 	Team Leaders	Term 1	
Embed student voice to support engagement, agency, and ownership of learning, self efficacy.	Students having input into their learning leading to engagement and self efficacy.	<ul style="list-style-type: none"> ● Student voice will be gathered through Student Wellbeing surveys (Y3 - 6). ● Increase opportunities for student voice to be gathered by classroom teachers. ● Teachers' Professional Growth Cycle, Quality Practice document and individual planning will make reference to student voice and student agency. 	Team Leaders All staff	Ongoing	
2027	2028				



Our Learning - Hold high expectations for all learners and ensure every child is supported to achieve success.

Action / Initiatives	Key Outcomes (Student achievement will be enhanced by)	Key Tasks (What will we do as we work towards achieving this objective)	Led By	By When?	Outcome
Strengthen staff cultural competency	Cultural competencies for Māori (manaakitanga, wānanga, ako, whanaungatanga, and tangata whenuatanga) being present in teacher practice.	<ul style="list-style-type: none"> Teachers set individual goals as part of their Professional Growth and Quality Practice - <i>Te Tiriti o Waitangi</i> Prof Std. Staff will seek their own PLD to support their PGC goals. Staff will be supported by the TiC of Māori in Te Reo and Tikanga practices. 	All staff	Ongoing	
Undertake professional learning in New Zealand Curriculum Te Mātaiaho (NZC) Social Sciences, and Science curricula.	Teaching staff will have a thorough understanding of the new curriculum and be confident in its delivery.	<ul style="list-style-type: none"> Begin familiarisation of the Social Science, and Science curriculum and trial planning and teaching of these. Continue with cross-curricular, collaborative planning - Inquiry linking to English & Maths sequence statements. Provide resourcing that effectively promotes learning. 	Curriculum Leads Principal / DP Board	Terms 1-3	
Strengthen teacher capability in literacy and numeracy through quality professional learning aligned to effective, sustainable pedagogy.	Teaching and Learning programmes will reflect NZC's core learning areas as intended and meet the needs of our learners.	<ul style="list-style-type: none"> English - PLD to familiarise staff with Oral Language strand. Maths - Engage in MOE PLD (day 4) with an external provider. Continue with MNP coaching using an external provider. Embed Structured Literacy practices across the school. Continue PLD in Structured Literacy for new staff. 	MNP Staff Curriculum Leads	Ongoing	
Use high-quality assessment practices to monitor progress and inform teaching.	Robust, purposeful assessment practices will be embedded across the school to monitor individual student progress and inform teaching.	<ul style="list-style-type: none"> Build teachers' evaluation capability through PLD in data literacy. eg. effective use of assessment tools. Use robust, purposeful assessment data to identify strengths, needs, and next steps for every child. Develop strong processes for tracking and monitoring progress based around the new NZC. 	Team Leaders All staff	Ongoing	
Provide targeted interventions and extension opportunities to support and challenge all learners to reach their full potential.	Learning programmes and strategies will meet the needs of all students as evidenced by our student achievement data.	<ul style="list-style-type: none"> Analyse 2025 EOY English and Maths data. Establish Targeted Learning support for identified Tier 2 & 3 learners in response to patterns emerging from English and Maths analysis. Teachers undertake deliberate action associated with accelerating progress for Tier 2 & 3 learners. Develop enrichment programmes for Year 5 & 6 students. 	SENCO Learning support coordinator All staff	Ongoing	
Implement the ENS Attendance Management Plan.	Student attendance will be improved.	<ul style="list-style-type: none"> Review current systems. Share attendance data, Stepped Attendance Response (STAR) & ENS Attendance Management Plan with staff. Communicate regularly with parents the importance of regular attendance. Investigate reporting mechanisms of attendance through SMS to parents. 	All staff	Ongoing	

2027

2028

