

He Māpara Mātauranga
Elmwood Normal School
Annual Implementation Plan 2026

Goal 1 - Realise the potential of every child - *Me mōhio te kaha o ia ākonga*

| 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? | Cost/ Resource Implications | Outcome |
|------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|-----------|---------------------------------------------------|---------|
| Strengthen staff cultural competency | The cultural competencies for teachers of Māori students - Tātaiako (manaakitanga, ako, whanaungatanga, wānanga 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 (Te Tiriti o Waitangi Professional Standard) Staff will seek their own PLD to support their PGC goals. Staff will be supported by the TiC of Maori in Te Reo and Tikanga in the classroom. | All staff | Ongoing | | |
| Te Mātaiao - The Refreshed New Zealand Curriculum (RNZC) professional learning and implementation in Mathematics and English | Teaching and Learning programmes will reflect Te Mātaiao - The Refreshed New Zealand Curriculum (RNZC) as intended and meet the needs of our learners. | Mathematics and Statistic <ul style="list-style-type: none"> Order, receive and distribute resources. Support staff with "Maths no Problem" resources Engage in MoE Maths PLD with external provider (Workshop 4) English <ul style="list-style-type: none"> English -PLD to familiarize staff with the Oral language component. Social Science and Science <ul style="list-style-type: none"> Begin familiarization of the Social Science/ Science curriculum and trial planning and teaching of these. | Jill /Andrea Curriculum Leads | Terms 1-3 | Team Budgets to purchase any supporting resources | |
| The REAL Learner attributes will be unpacked, integrated and modeled. | Motivated learners who are "feeling good and functioning well". | <ul style="list-style-type: none"> Ensure our REAL learner profiles are modelled , encouraged and explored. Eg promote self-efficacy and perseverance. Students receive and give timely, specific, descriptive feedback in response to these questions; <ul style="list-style-type: none"> Where am I going? (What are my goals?) How am I going? (What progress is being made towards the goal?) Where to next? (What activities need to be undertaken next to make continuing or better progress?) How will I know when I've got there? Develop processes by which student voice is gathered Students provide feedback to teachers about the quality and effectiveness of teaching and learning. | Leadership Team | Ongoing | | |

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| Develop and implement initiatives to respond to patterns emerging from 2025 Literacy and Mathematics reviews. | Literacy and Mathematics learning programmes and strategies will meet the needs of all students as evidenced by our student achievement data. | <ul style="list-style-type: none"> Staff will review 2025 data and through learning teams establish learning programmes to support identified students. Establish Targeted Learning programmes for identified Tier 2 & 3 learners. Teachers will undertake deliberate action associated with accelerating progress in literacy and mathematics for those learners whose needs have not yet been well met Build teachers' evaluation capability through PLD in evaluative thinking and data literacy. Eg Effective use of assessment tools – PAT, easTTle, SMART tool | All staff | Ongoing | Learning Support Budget \$75K | |
| Implement the ENS Attendance Management Plan | Student attendance will be improved | <ul style="list-style-type: none"> Review current systems. Share attendance data with the Leadership Team and staff. Communicate regularly with parents the importance of regular attendance. Investigate reporting mechanisms of attendance through SMS to parents. Implement the Stepped Attendance Response - STAR programme. | All staff | Ongoing | | |
| 2027 | | | | 2028 | | |

Goal 2 - Provide an environment that supports future focused teaching and learning - *Whakaratohia he taiao e tautoko ana i te whakaaako me te ako a meake nei*

| 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? | Cost/ Resource Implications | Outcome |
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| 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. Seek feedback from staff, students and community members in this process. Once appointed, support / nurture the new Principal into the role. Support the Acting Principal (Jill) through terms 1 and 2. Seek support from external providers (Evaluation Associates - Beginning Principal Programme) | Board Board EA | Term 2 | \$15000 | |
| Quality professional learning using internal and external expertise will be planned and implemented. | Teaching staff will have a thorough understanding of the new curriculum and be confident in its delivery. | <ul style="list-style-type: none"> MNP coaching using external provider New curriculum Social Science / Science familiarisation Oral Language unpacking and implementation Continue PLD in Structured Literacy for new staff. | MNP Staff Curriculum subject leads | Term 1 | \$5000 | |
| Work with the MoE property team to remove relocatables and make good. | The site will be clear of overcode buildings | <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 | Board / Jill | | | |
| Continue to enhance Kahikatea block as funds become available. | Students and staff will have an environment that is conducive to quality teaching and learning | <ul style="list-style-type: none"> Gain clarity from MoE regarding roof issues and the funding and delivery of this work. Once known, develop a plan for painting and replacing carpet. Note: this may have to be board funded. | Principal | Term 1 | Est (\$50k for carpet and \$120k for ext paint) | |
| 2027 | | 2028 | | | | |

Goal 3 - Foster an engaged community and associated partnerships - *Whakatairanga i te hapori whai mana me ngā hononga hono*

| 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? | Cost/ Resource Implications | Outcome |
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| 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. Have ongoing conversations with students and teachers as to what is working and what is not. Identify and remove barriers that are impacting on the effectiveness of these practices Continue to promote culturally responsive relationships with all stakeholders. | Leadership Team | Ongoing | | |
| Plan days to involve community engagement "Celebration of learning days - Learning in Action" | Students engaging in Tua kana teina and taking action with their new learning. | <ul style="list-style-type: none"> Plan and implement school wide celebrations of Inquiry learning for each semester. Kapa Haka, choir, drama, orchestra, dance sharing learning | 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. Quality 3WLC offered for all at least twice per year | Paul / Jill/ Sandra | 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 and how we could support these. Eg SOTP's | All staff | Ongoing | | |

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| Develop and deliver targeted parent forums. (e.g. Te Mātaiaho, ENS Redevelopment, 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". • Publicize through the school newsletter and FaceBook. • Liaise with ENSCA to help with hosting events. • Grow whanau hui through planned regular sessions | All staff | Ongoing | | |
| 2027 | | 2028 | | | | |