

Annual Implementation Plan



Where we are at currently:

Kio Kio School delivers a cohesive, evidence-based teaching and learning programme designed to ensure all students make strong progress in literacy (reading, writing & spelling), mathematics, and across the wider curriculum. Our approach is deliberately aligned with the refreshed New Zealand Curriculum and the Ministry's guidance on high-quality Tier 1 instruction, with an emphasis on equity, consistency, and early intervention.

2025 Data:

- 71% of students are proficient or excelling at the expected phase in Reading.
- 70% of students are proficient or excelling at the expected phase in Writing.
- 76% of students are proficient or excelling at the expected phase in Mathematics.

Regulation 9(1)(e)

Information on teaching and learning strategies:

Kio Kio School's teaching and learning strategies are grounded in explicit instruction, structured literacy and mathematics. Daily reading, writing, spelling, and mathematics lessons form the core of our programme. Targeted interventions, ESOL support, and assessment systems ensure early identification and response to learner needs. Our approach is designed to accelerate the progress of priority learners—including Māori and those in the "Progressing Towards" and "Need Support" bands—while providing all students with strong, coherent progressions across the curriculum.

Regulation 9(1)(f)

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| <p>Strategic Goal: <i>Strengthen partnerships between home and school to ensure students attend school every day & engage in learning</i> <i>Regulation 9(1)(a)</i></p> | | | | | | | | | | | | | | | | | | | |
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| <p>Annual Target/Goal: <i>Improve regular attendance and strengthen whānau engagement so that all students attend school regularly and persistent non-attendance is reduced.</i> <i>Regulation 9(1)(a)</i></p> | | | | | | | | | | | | | | | | | | | |
| <p>What do we expect to see by the end of the year? <i>Our STAR attendance plan sets a target of increasing the percentage of students attending regularly by 3% each term.</i> <i>Regulation 9(1)(d)</i></p> | | | | | | | | | | | | | | | | | | | |
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| <p>Actions <i>Regulation 9(1)(b)</i></p> | <p>Who is Responsible? <i>Regulation 9(1)(c)</i></p> | <p>Resources Required & Cost <i>Regulation 9(1)(c)</i></p> | <p>Timeframe</p> | <p>How will you measure success? <i>Regulation 9(1)(d)</i></p> | | | | | | | | | | | | | | | |
| <p>Implement the Ministry’s STAR (Support – Talk – Act – Review) process for all students with emerging attendance concerns.</p> | <p>Admin staff Teachers Principal</p> | <p>Kio Kio School’s STAR Attendance Policy Communication with families - newsletter, Seesaw, assemblies, verbally.</p> | <p>Beginning term 1 2026 & throughout the year</p> | <p>Increase the proportion of students attending 90%+ from 63% (2025 baseline) to at least 68%. <u>Attendance data and targets:</u></p> <table border="1"> <thead> <tr> <th></th> <th><u>2025 data:</u></th> <th><u>2026 target:</u></th> </tr> </thead> <tbody> <tr> <td>Term 1</td> <td>73%</td> <td>76%</td> </tr> <tr> <td>Term 2</td> <td>59%</td> <td>62%</td> </tr> <tr> <td>Term 3</td> <td>63%</td> <td>66%</td> </tr> <tr> <td>Term 4</td> <td>65%</td> <td>68%</td> </tr> </tbody> </table> | | <u>2025 data:</u> | <u>2026 target:</u> | Term 1 | 73% | 76% | Term 2 | 59% | 62% | Term 3 | 63% | 66% | Term 4 | 65% | 68% |
| | <u>2025 data:</u> | <u>2026 target:</u> | | | | | | | | | | | | | | | | | |
| Term 1 | 73% | 76% | | | | | | | | | | | | | | | | | |
| Term 2 | 59% | 62% | | | | | | | | | | | | | | | | | |
| Term 3 | 63% | 66% | | | | | | | | | | | | | | | | | |
| Term 4 | 65% | 68% | | | | | | | | | | | | | | | | | |
| <p>Provide proactive early contact for unexplained absences.</p> | <p>Teachers Admin Staff</p> | <p>Staff meeting - check data via Etap & make early contact Seesaw messaging Ring parents Office Etap tracking</p> | <p>Monthly Throughout 2026</p> | <p>Reduce chronic absenteeism (below 70%) of 3.5% in 2025 to 2% in 2026.</p> | | | | | | | | | | | | | | | |
| <p>Strengthen connections with whānau through hui, home visits (where appropriate), and personalised attendance plans.</p> | <p>Teachers Principal Attendance Officer</p> | <p>STAR Attendance Resources</p> | <p>After 10 days of continual unjustified absence</p> | <p>Every student with persistent or moderate irregular attendance has an active STAR plan co-constructed with whānau.</p> | | | | | | | | | | | | | | | |
| <p>Celebrate attendance milestones and improved patterns schoolwide.</p> | <p>Principal</p> | <p>Attendance certificates – termly Attendance class draw Class incentive reward</p> | <p>Termly</p> | <p>Termly monitoring shows improved attendance patterns for priority groups</p> | | | | | | | | | | | | | | | |

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| <p>Ensure Māori students develop a sense of their culture, language, identity and belonging. Continue to develop effective partnerships between school and home through communication via Seesaw, newsletters, social media, etap and face-to-face conversations.</p> | <p>Teachers Principal</p> | <p>Mihi whakatau School Karakia Pepeha School picnic dinner Māori Language development Matariki Celebration Haka - Toto Wera Marae Visit</p> | <p>Termly Daily</p> | <p>Develop partnerships with whanau with a Meet & Greet the teacher BBQ in term 1. Parent & teacher interviews. Matariki celebration & whanau engagement.</p> |
| <p>Local stories are referred to regularly, e.g. Battle of our local maunga & visiting our school Maunga's to develop a connection to the school.</p> | <p>Teachers Principal</p> | <p>Te Nehenehenui resource book series Visiting School House Maunga's Te Nehenehenui online resources</p> | <p>Term 1</p> | <p>Strengthen our partnership with local Iwi. Links with local iwi may include kaumatua advice, and local marae links are started.</p> |

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Strategic Goal:

Learning and Academic Achievement – Kio Kio School ensures success for all.

Regulation 9(1)(a)

Annual Target/Goal:

Raise achievement in Reading, Writing, Spelling and Mathematics for all learners, with targeted acceleration for students in the “Consolidating, Progressing Towards” and “Need Support” categories. Regulation 9(1)(a)

What do we expect to see by the end of the year?

- Increased overall achievement levels in Reading, Writing, Spelling and Mathematics across the school.
- The majority of students identified as “Progressing Towards” will have made more than one year’s progress within the year.
- Students in the “Need Support” category will demonstrate accelerated progress, with a significant proportion moving into the “Progressing Towards” category or achieving at expected curriculum level.
- Reduced disparity between groups of learners where identified.
- Consistent implementation of structured literacy and Maths No Problem! programmes across all year levels.
- Improved student confidence, engagement, and independence in literacy and mathematics.

| Actions Regulation 9(1)(b) | Who is Responsible? Regulation 9(1)(c) | Resources Required & Cost Regulation 9(1)(c) | Timeframe | How will you measure success? Regulation 9(1)(d) |
|--|---|---|------------------------------------|---|
| Daily structured literacy (iDeaL, decodables, explicit practice). PLD - iDeal Platform- Structured Literacy - Senior teachers | Lead teachers: Emma Telfer & Karen Coleman Teachers Teacher Aides | Ideal Platform - \$259 per user + \$109 per TA Decodable readers Authentic texts Online PLD - iDeal Platform- | By end of term 4 Term 1 & 2 | By the end of 2026, at least 75% of students will be achieving ‘Proficient’ or ‘Above’ in Reading. |
| Daily writing, using the 'I do, we do, you do' model, alongside oral language integration. | Karen Coleman & Kirsten Beck Teachers | Releasing Writers PLD - Team leaders - \$1500 Teacher team meeting development Implementation & teaching programmes | Term 1 Term 2 Term 2 -4 | By the end of 2026, at least 73% of students will be achieving at ‘Proficient’ or ‘Above’ in Writing. |
| Whole-school Maths No Problem (Years 0–8) with mastery approach. Implement the Year 7 & 8 intervention programme, consisting of 12-week blocks, repeated three times. | Teachers LSC - Emma Telfer & Teacher Aide | Professional learning development teaching and assessment - \$3000 Maths equipment \$100 | Term 1 Term 1-4 | By the end of 2026, at least 78% of students will be achieving at ‘Proficient’ or ‘Above’ in Mathematics. |
| Tier 2 & 3 support through Structured Literacy Specialist (SLS), ESOL, LSC, and TA support. 2-3 x Intervention lessons for tier 3 students. 2 x Intervention lessons for tier 2 students. ESOL language development and experiences. Tier 1 practice shared across the classes with expert teachers sharing practices. | LSC Structured Literacy Intervention teacher Teacher aides Teachers | Professional learning development for SLS Specialist Platform - Learning Matters | Term 1-4 | Baseline data at the beginning of term 1. Data is collected at the end of each term. |

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| <p>Collaborative planning and analysis to accelerate priority learners.</p> | <p>Structured Literacy Intervention teacher & LSC</p> | <p>Gap analysis of tier 2 & 3 Reporting termly to inform teaching practices</p> | <p>Terms 1-4</p> | <p>GAP analysis report.</p> |
| <p><u>Staff Appraisals & Performance Development:</u> Implement a formal annual appraisal cycle for all staff. Three review check-ins to monitor progress against objectives. Set clear, measurable Key performance indicator (KPIs) aligned with organisational goals.</p> | <p>SLT Teachers</p> | <p>Appraisal Documentation</p> | <p>Term 1-4</p> | <p>Appraisal Report.</p> |

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| Strategic Goal: Give effect to the curriculum statements, national curriculum, and performance measures. <i>Regulation 9(1)(a)</i> | | | | | | | | | | | | | | | | | | | | | | | | |
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| Annual Target/Goal: Strengthen assessment systems and tools to ensure reliable tracking of student progress and equitable outcomes. <i>Regulation 9(1)(a)</i> | | | | | | | | | | | | | | | | | | | | | | | | |
| What do we expect to see by the end of the year? <i>Consistent, reliable, and moderated assessment practices implemented across the school.</i> <i>Regulation 9(1)(d)</i> | | | | | | | | | | | | | | | | | | | | | | | | |
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| Strategic Goal: <i>Be financially responsible</i> <i>Regulation 9(1)(a)</i> | | | | |
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| Annual Target/Goal: <i>Ensure high-quality, safe, and modern learning environments that support engagement and achievement.</i> <i>Regulation 9(1)(a)</i> | | | | |
| What do we expect to see by the end of the year? <i>learning environments that are safe, well-maintained, compliant, and aligned with the school's strategic priorities, while remaining within approved budget allocations.</i> <i>Regulation 9(1)(d)</i> | | | | |
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| Actions <i>Regulation 9(1)(b)</i> | Who is Responsible? <i>Regulation 9(1)(c)</i> | Resources Required & Cost <i>Regulation 9(1)(c)</i> | Timeframe | How will you measure success? <i>Regulation 9(1)(d)</i> |
| Monthly financial reporting & monitoring to the Board. | Board of Trustees Principal | Xero programme Board financial reports Audit | Board meetings. | Regular financial reports demonstrating prudent expenditure, forecasting accuracy, and alignment to strategic goals. Positive year-end financial position within Board guidelines. |
| Allocate funds to literacy, mathematics, behaviour, and attendance priorities. | Board of Trustees Principal | Applications for Ministry funds Allocation of funds for PLD | T1-T4 | Budget allocations clearly linked to AIP priorities. Adequate resourcing for decodable texts, authentic texts, PD, and digital tools. |
| Fund teacher aides and intervention support. | Principal | Allocation of funds within the budget. Applications for Ministry funds. | T1 | Funding secured and utilised for Structured Literacy/Numeracy Specialist (4–5 days/week). |
| Completion of planned property maintenance and priority works within 5YA budget. | Board of Trustees & Principal Octa Contractors | 5YA funding | T1-4 | Property upgrade in line with 10YPP & health & safety requirements. 5YA and property funding allocated to priority projects that enhance teaching and learning environments. |

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| <p>Strategic Goal: Ensure the school is an emotionally safe place for students and staff.</p> <p><i>Regulation 9(1)(a)</i></p> | | | | |
| <p>Annual Target/Goal: Strengthen schoolwide PB4L systems to improve behaviour, engagement, and emotional safety, ensuring more teaching time and positive learning environments across the school. <i>Regulation 9(1)(a)</i></p> | | | | |
| <p>What do we expect to see by the end of the year? <i>The PB4L systems are fully embedded and consistently implemented across the school, resulting in improved student behaviour, increased engagement, and strengthened emotional safety for both students and staff.</i> <i>Regulation 9(1)(d)</i></p> | | | | |
| <p>Actions <i>Regulation 9(1)(b)</i></p> | | | | |
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| <p>Timeframe</p> | | | | |
| <p>How will you measure success? <i>Regulation 9(1)(d)</i></p> | | | | |
| <p>Explicit teaching of POWER values and behaviour expectations.</p> | <p>Teachers</p> | <p>Lessons & POWER value songs PB4L reward system – stickers, POWER cards, bands - \$500 Ministry funded Behaviour management system Celebration assemblies</p> | <p>Terms 1-4</p> | <p>PB4L Tier 1 practices are consistently implemented in 100% of classrooms.</p> <p>Increased time available for teaching and learning due to fewer classroom disruptions.</p> |
| <p>Use PB4L data to track behaviour patterns and target supports.</p> | <p>Management Teachers</p> | <p>Etap system training</p> | <p>Terms 1-4</p> | <p>Reduction in office referrals and repeated behavioural incidents.</p> <p>Clear tracking and analysis of behaviour trends, with evidence of early intervention.</p> |
| <p>Support teachers with coaching, modelling, and shared behaviour systems.</p> <p>Deliver schoolwide PB4L lessons and assemblies.</p> | <p>Team Leaders Principal</p> | <p>Team meetings – time Mitey Programme - learning and embedding practice across the school</p> | <p>Terms 1-4</p> | <p>Increase in student perception of safety and belonging (Mitey Programme).</p> <p>Embed clear behaviour expectations across the school.</p> |
| <p>Strong partnerships with whānau for behaviour support and early intervention.</p> <p>Continue to use restorative practice approaches to manage conflict.</p> <p>Implement the Mitey programme throughout the school in 2026 & 2027.</p> | <p>Teachers Principal LSC Teachers Principal RTL Teachers Team Leaders</p> | <p>Newsletters Meetings Mitey programme PLD – staff meetings</p> | <p></p> | <p>Termly tracking of behaviour data trends.</p> <p>Whānau participation in behaviour support meetings and plans (attendance and engagement).</p> <p>Behaviour support plans developed promptly and reviewed regularly.</p> <p>Reduction in stand-downs, suspensions, or significant incidents (if applicable).</p> |

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| <p>Promote a positive staff culture through recognition, appreciation, and celebrating staff achievements across the school.</p> | <p>Principal & Board, Senior Leadership</p> | <p>Budget for recognition initiatives (e.g., morning teas, certificates), staff noticeboard, and newsletters. Shared staff goals & celebration of staff achievements.</p> | <p>Ongoing 2026</p> | <p>Staff report feeling valued; evidence of regular recognition in meetings/newsletters.</p> |
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