



Annual Implementation Plan 2026

Developed to support:

[Coatesville School](#)

[Strategic Plan 2024-26](#)

What are the keys to school progress in 2026?

High expectations - 'Aiming' for high levels of success

Clarity - Focusing our expectations and intentions

Collaboration - 'Striving' together to 'Achieve'

Proactivity - Sense of responsibility, urgency and initiative

Communication - Open, honest and constructive

Success - 'Achieving' outcomes we are all proud of

Whanaungatanga

Sense of family, belonging and connection to our school

Our vision for Coatesville School learners ...

- **Passionate** ... **excited & motivated** to learn
- **Self-directed** ... taking an **active role** in their own learning
- **Well-rounded** ... learning and **growing in a number of areas**
- **Confident** ... **positively facing** all experiences
- **Connected** ... feeling a strong link to their **school and community**

• Successful ... achieving success with learning goals

‘Student Achievement’ Goals in 2026

By the end of 2026:

READING All students will meet reading expectations for their year level (‘Proficient’ progress and beyond)

WRITING All students will meet writing expectations for their year level (‘Proficient’ progress and beyond)

MATHEMATICS All students will meet mathematics expectations for their year level (‘Proficient’ progress and beyond)

Links to strategic plan: Goal 1 - Clarity and consistency of TEACHING & LEARNING practices across the school

Goal 2 - Clarity and consistency of reporting STUDENT PROGRESS AND ACHIEVEMENT

‘Critical moves’/Actions required	Responsibility	How will we measure success?	When?	Resources
<p>Learning programmes - Planning</p> <ul style="list-style-type: none"> - Teaching staff are expected to use the expectations and content of the new NZ English and Mathematics curricula to formulate learning programmes - Teaching staff are expected to fulfil the general expectation of 1 hour of reading, writing and mathematics per day - Teaching staff are expected to use new curriculum ‘Progress descriptors’ to describe student progress - Teaching staff are expected to use new ‘Progress markers’, and prioritised learning content determined by our school, to guide learning programmes - Teaching staff are expected to plan collaboratively, including the highest quality teaching strategies, resources and tasks/activities from the collective teaching teams - Teaching staff are expected to ensure collaborative planning for all learners is clear, concise and agreed upon by the team, including detailed planning for ‘Emerging’ & ‘Developing’ learners - Teaching staff are expected to plan for an ‘explicit teaching approach’, including teaching to the year level, use of ‘rich 	<p><u>Facilitation</u> Principal English leaders Mathematics leaders Senior Leadership Team (SLT)</p> <p><u>Implementation</u> Teaching teams Individual teachers</p>	<p><u>Planning programmes</u> How effectively are learning programme plans aligned to the NZC? How effectively do plans capture best practice? How effectively is our ‘explicit teaching approach’ being planned for? How effectively do plans support learners with learning needs? How effectively have leaders supported planning?</p> <p><u>Review</u></p> <ul style="list-style-type: none"> - Feedback from teaching teams, individual teachers and leaders - Analysis by leaders and sharing back of review information 	<p>Terms 2-4 Wks 1-2</p>	<p>English Curriculum Mathematics Curriculum Coatesville School learning programme planning process ‘Reporting to Parents: Guidance for Teachers’ (from MOE)</p> <p>‘Curriculum, Assessment & Reporting for 2026’ (from MOE) Surveys Discussion groups Meetings</p>

<p>tasks' to drive learning, targeted support for learners at different progress levels and independent learning activities directly related to the learning focus</p> <p>Learning programmes - implementation</p> <ul style="list-style-type: none"> - Teaching staff are expected to implement collaborative planning as outlined - Teaching staff are expected to regularly review implementation of collaborative planning and review student progress (focusing on 'names' during tracking of progress) - Teaching staff are expected to strengthen implementation of an 'explicit teaching approach', providing targeted support for all learners, especially for students not making the expected progress - Teaching staff are expected to share the key components of learning programmes with parents/caregivers, with links made to Home Learning expectations 		<p><u>Learning Programmes</u></p> <p>How effectively are learning programmes being implemented by staff? How effectively are learning programmes supporting learners at each Progress Marker? How effectively is our 'explicit teaching approach' evolving in practice? How effectively have we connected learning at school with Home Learning?</p> <p><u>Review</u></p> <ul style="list-style-type: none"> - Feedback from teaching teams, individual teachers and leaders - Analysis by leaders and sharing back of review information 	<p>Terms 2-4 Wks 4, 6 & 8</p>	<p>What does 'Proficient' look like? (MOE and school learning priorities) Surveys Discussion groups Explicit teaching resources Meetings</p>
<p>Support for teaching staff</p> <ul style="list-style-type: none"> - School leaders are expected to monitor implementation of collaborative planning, providing regular feedback - Staff are expected to identify and promote 'bright spots' - areas of teaching and learning practice where staff and/or students are gaining high levels of success - Teaching staff are expected to engage with the coaching process to support their professional growth - Leaders are expected to use team coaching strategies to promote a solution-focused approach during team sessions - Staff are expected to explore/consider PLD opportunities for English & Mathematics Curricula to support implementation for teams and individuals and discuss these with leaders - Teaching staff are expected to speak to their team leader immediately if they have questions regarding plans or appropriate additional classroom support - Staff are expected to communicate with school leaders when they have a concern or question about a student's learning (which they are not able to resolve quickly) - Teaching staff are expected to communicate with leaders when they have a concern or question about school policies, procedures or decisions 	<p><u>Facilitation</u> Principal SLT</p> <p><u>Implementation</u> Teaching teams Individual teachers</p>	<p><u>Support for staff</u></p> <p>How effectively have leaders supported teaching staff? How effectively is teaching practice being highlighted and shared? How effectively is the coaching process being utilised to support individuals or teams? How effectively have PLD opportunities supported growth? How effectively have questions and concerns been shared? How effectively are questions and concerns being resolved? How effectively are relevant policies, procedures & resources supporting our staff?</p> <p><u>Review</u></p> <ul style="list-style-type: none"> - Feedback from teaching teams, individual teachers, learning assistants and leaders - Analysis by leaders and sharing back of review information 	<p>Terms 2-4 Wks 4 & 8</p>	<p>Walkthroughs Coaching & PLD programme Coaching process and resources Team coaching process Team meetings PLD providers & courses Concerns process Meetings</p>

<ul style="list-style-type: none"> - Leaders, in conjunction with the BOT, are expected to review student progress regularly, review policies/procedures and provide resources to support student achievement 				
<p>Support for students</p> <ul style="list-style-type: none"> - Teaching staff are expected to use formative assessment strategies to understand and respond to student progress - Teaching staff are expected to use some language from the new 'Progress descriptors' to describe and indicate progress for students and clarify next steps for progress - Teaching staff are expected to implement systems to regularly monitor and assess student learning completed in work books and online - Students are expected to openly and honestly communicate with staff in response to reflective questions about their learning - Students are expected to communicate with staff when they have a concern or a question about their learning - Students are expected to openly and honestly complete regular reviews about their enjoyment and progress 	<p><u>Facilitation</u> Principal Team leaders</p> <p><u>Implementation</u> Teaching teams Individual teachers</p>	<p><u>Support for students</u> How effectively are formative assessment strategies being utilised? How effectively is progress being discussed with students? How effectively are students communicating with staff? How effectively is ongoing feedback being used to guide current learning programmes?</p> <p><u>Review</u></p> <ul style="list-style-type: none"> - Feedback from teaching teams, individual teachers, learning assistants, students and leaders - Analysis by leaders and sharing back of review information 	<p>Terms 2-4 Wks 4 & 8</p>	<p>Formative assessment Surveys Discussion groups</p>
<p>Learning support programme</p> <ul style="list-style-type: none"> - The Learning Support Committee is expected to prioritise students with the most significant learning and/or behavioural needs - The Learning Support Committee is expected to review assessment information for priority students' progress each term to prioritise future support - Teachers and learning assistants are expected to follow: <ul style="list-style-type: none"> - Individual learning plans for students - Team learning plans for groups of students - Teachers and learning assistants are expected to share their feedback on individual student progress regularly with the LSC and leaders and during formal progress meetings - Teachers and learning assistants are expected to communicate with teacher or leaders when they have a concern or question about a student's learning or behaviour - Teachers are expected to use the Student Inquiry process when more information is required about a student's learning or behavioural needs 	<p><u>Facilitation</u> Learning Support Coordinator LS Committee</p> <p><u>Implementation</u> Teaching teams Specialist teachers Individual teachers Learning Assistants</p>	<p><u>Learning Support</u> How effectively are accurate student lists being maintained? How effectively are students being supported through their individual plans? How effectively are students being supported through team learning plans? How effectively are LS personnel being supported in their roles? How effectively has the LS Committee supported staff and students?</p> <p><u>Review</u></p> <ul style="list-style-type: none"> - Feedback from individual teachers, learning assistants, students, teaching teams and leaders - Analysis by LS Committee and sharing back of review information 	<p>Terms 2-4 Wks 4 & 8</p>	<p>Tiers of intervention and support IEP process Team learning programme plans Meeting protocols Student Inquiry process Meetings Surveys Discussion groups</p>

<ul style="list-style-type: none"> - The Learning Support Committee is expected to assess and analyse the attendance of priority students each term 				
<p>Parent/Caregiver support</p> <ul style="list-style-type: none"> - Parents/caregivers are expected to respond to specific communications from staff: <ul style="list-style-type: none"> - Learning posts about their child's progress - Behaviour posts about their child's behaviour - Requests for information - Parents/caregivers are expected to communicate with a teacher when they have a concern or question about their child's progress - Parents/caregivers are expected to communicate with leaders when there is a concern or question about school policies, procedures or decisions regarding student progress - Parents/caregivers are expected to support the school's attendance expectations for regular attendance and being on time - Parents/caregivers are expected to support the school's 'start of day' processes 	<p><u>Facilitation</u> Principal SLT</p> <p><u>Implementation</u> Individual leaders Individual teachers</p>	<p><u>Support from parents</u> How effectively are parents/caregivers responding to staff communications? How effectively are parents/caregivers engaging with teachers when they have a question or concern? How effectively are parents/caregivers engaging with leaders when they have a question or concern? How effectively are attendance and 'Start of the day' expectations working?</p> <p><u>Review</u></p> <ul style="list-style-type: none"> - Feedback from individual teachers - Analysis by leaders and sharing back of review information 	<p>Terms 2 & 3 Wks 9-10</p>	<p>Surveys Discussion groups MOE Attendance reports Attendance Management Plan</p>
<p>Effective meetings</p> <ul style="list-style-type: none"> - Staff and parents/caregivers are expected to support a 'right time, right place' meeting approach to effectively address complex questions or concerns or to give important updates - Staff and/or parents are expected to share a clear purpose or agenda for meetings - 'no surprises' - Participants are expected to work together respectfully and constructively during meetings - Staff are expected to record and share notes and actions for all meetings - Staff are expected to use meeting templates to record all meetings with staff, students and parents/caregivers - Leaders are expected to review protocols/expectations for meetings to support high quality meeting outcomes 	<p><u>Facilitation</u> Principal SLT</p> <p><u>Implementation</u> Leaders Individual teachers LS personnel Parents/caregivers</p>	<p><u>Meetings</u> How effectively have meetings supported concerns? How effectively have different aspects of the meeting process worked?</p> <p><u>Review</u></p> <ul style="list-style-type: none"> - Feedback from individual teachers, leaders and parents/caregivers - Analysis by leaders and sharing back of review information 	<p>Terms 2 & 3 Wks 9-10</p>	<p>Meeting protocols Meeting templates Coaching tools</p>

'Staff Wellbeing' Goal in 2026

By the end of 2026: All staff are 'Happy' or 'Very happy' at school fulfilling their individual roles and working as part of the staff team

[Link to strategic plan:](#) Goal 4 - Promoting and maintaining high levels of STAFF WELLBEING

'Critical moves'/Actions required	Responsibility	How will we measure success?	When?	Resources
<p>Staff support for other staff</p> <ul style="list-style-type: none"> - Staff are expected to act respectfully towards other staff members at all times - Staff are expected to provide positive feedback to other staff members regularly - Staff are expected to promote the 'strengthening relationships' components of the staff wellbeing plan - Staff are expected to promote the 'better together' components of the staff wellbeing plan - Staff are expected to promote the 'work-life balance' components of the staff wellbeing plan - A staff wellbeing group will plan and implement activities/strategies to support the staff team - Staff must proactively engage with other staff if there is any concern for their wellbeing - Staff are to encourage other staff to use concerns and complaints processes when appropriate - Staff are expected to communicate with leaders immediately when they have a concern about the wellbeing of themselves or another staff member that they are not able to help resolve quickly - Staff are expected to communicate with leaders when they have a concern or question about school policies, procedures or decisions 	<p><u>Facilitation</u> Principal SLT</p> <p><u>Implementation</u> Individual staff members</p>	<p><u>Staff support</u> How effectively are staff supporting the wellbeing of themselves? How effectively are staff supporting the wellbeing of other staff?</p> <p><u>Review</u></p> <ul style="list-style-type: none"> - Feedback from teachers, learning assistants and leaders - Analysis by leaders and sharing back of review information 	<p>Term 1 Wks 8-9 Terms 2-4 Mid term</p>	<p>Staff wellbeing plan Concerns process Surveys Discussion groups</p>

<p>Leadership support for staff</p> <ul style="list-style-type: none"> - Leaders are expected to act respectfully towards other staff members at all times - Leaders are expected to provide positive feedback to staff members regularly - Leaders are expected to promote, monitor and assess 'strengthening relationships' - staff work environment, supporting the needs of individuals, resolving questions and concerns - Leaders are expected to promote, monitor and assess 'better together' - collaboration, coaching and effective meetings - Leaders are expected to promote, monitor and assess 'work-life balance' - valuing staff time and digital communication - Leaders are expected to actively support effective implementation of school student behaviour processes - Leaders are expected to actively support implementation of school processes for effective communication between staff and parents/caregivers - Leaders, in conjunction with the BOT, are expected to review policies, procedures and provide priority resources to support staff wellbeing 	<p><u>Facilitation</u> Principal SLT</p> <p><u>Implementation</u> Leaders</p>	<p><u>Leadership support</u> How effectively are leaders supporting the wellbeing of individual staff members? How effectively have leaders supported strengthening of relationships, being 'better together', work-life balance, student behaviour and effective communication with parents/caregivers?</p> <p><u>Review</u></p> <ul style="list-style-type: none"> - Feedback from individual staff members - Analysis by leaders and sharing back of review information 	<p>Term 1 Wks 8-9 Terms 2-4 Mid term</p>	<p>Staff wellbeing plan Concerns process Surveys Discussion groups</p>
<p>Student support for staff</p> <ul style="list-style-type: none"> - Students are expected to act respectfully towards staff at all times - Students are asked to provide positive feedback to staff whenever appropriate - Students are expected to follow the directions of staff during learning time and play times - Students are expected to follow school behaviour expectations and to use tools to help with their regulation 	<p><u>Facilitation</u> Principal SLT</p> <p><u>Implementation</u> Students</p>	<p><u>Student support</u> How effectively are students supporting the wellbeing of individual staff members?</p> <p><u>Review</u></p> <ul style="list-style-type: none"> - Feedback from individual staff members - Analysis by leaders and sharing back of review information 	<p>Term 1 Wks 8-9 Terms 2-4 Mid term</p>	<p>Surveys Discussion groups</p>

<p>Parent/Caregiver support for staff</p> <ul style="list-style-type: none"> - Parents/caregivers are expected to act respectfully towards staff at all times - Parents/caregivers are asked to provide positive feedback to staff whenever appropriate - Parents/caregivers are expected to understand and support staff by following school processes and expectations for: <ul style="list-style-type: none"> - 'Start of the day', attendance, communication, concerns and complaints, meetings 	<p><u>Facilitation</u> Principal SLT</p> <p><u>Implementation</u> Parents/caregivers</p>	<p><u>Parent/caregiver support</u> How effectively are parents supporting the wellbeing of individual staff members?</p> <p><u>Review</u></p> <ul style="list-style-type: none"> - Feedback from individual staff members - Analysis by leaders and sharing back of review information 	<p>Term 1 Wks 8-9 Terms 2-4 Mid term</p>	
<p>Effective meetings</p> <ul style="list-style-type: none"> - Staff and parents/caregivers are expected to support a 'right time, right place' meeting philosophy to effectively address complex questions or concerns or to give important updates - Staff and parents/caregivers are expected to share a clear purpose or agenda for meetings - 'no surprises' - Staff and parents/caregivers are expected to work together respectfully and constructively during meetings 	<p><u>Facilitation</u> Principal SLT</p> <p><u>Implementation</u> Teaching teams Individual teachers</p>	<p><u>Meetings</u> How effectively have meetings supported staff wellbeing?</p> <p><u>Review</u></p> <ul style="list-style-type: none"> - Feedback from individual staff members - Analysis by leaders and sharing back of review information 	<p>Term 1 Wks 8-9 Terms 2-4 Mid term</p>	<p>Meeting protocols Meeting templates Coaching tools</p>



'Student Wellbeing' Goal in 2026

By the end of 2026: All students are 'Happy' or 'Very happy' at school during 'learning time' and during 'play time'

[Link to strategic plan:](#) Supporting Goals 1 & 2

'Critical moves'/Actions required	Responsibility	How will we measure success?	When?	Resources
<p>Staff support for students</p> <ul style="list-style-type: none"> - Staff are expected to provide positive feedback to students whenever appropriate - Teachers are expected to implement a school wellbeing and resilience programme for students - Duty teachers are expected to utilise school wellbeing and resilience strategies to support students - Staff are expected to proactively engage with a student if there is concern for their wellbeing, make an initial inquiry and then discuss it with the classroom teacher - Classroom teachers or leaders are expected to engage with students and determine if a formal wellbeing inquiry is required - Teachers or leaders are expected to find an appropriate time to meet with the student, determine any actions arising and communicate outcomes with parents/caregivers - Classroom teachers or other designated staff are expected to complete and review any 'wellbeing' actions - School behaviour processes are expected to be used consistently to guide decision making during learning time and play times to support students and their wellbeing - Leaders are expected to administer regular wellbeing surveys to students to identify trends across classes and year groups and highlight individuals needing additional support - Leaders, in conjunction with the BOT, are expected to review policies, procedures and provide priority resources to support student wellbeing 	<p><u>Facilitation</u> Principal SLT</p> <p><u>Implementation</u> Individual staff members Classroom teachers Leaders</p>	<p><u>Staff support</u> How effectively have wellbeing and resilience strategies been used by students? How effectively has support led to increased wellbeing for specific students? How effectively have school behaviour processes supported students?</p> <p><u>Review</u></p> <ul style="list-style-type: none"> - Feedback from students, teachers, learning assistants and leaders - Analysis by leaders and sharing back of review information 	<p>Terms 2-4 Wks 5-6</p>	<p>Wellbeing programme for students</p>

<p>Student support for students</p> <ul style="list-style-type: none"> - Students are expected to act respectfully towards other students at all times - Students are expected to be kind and helpful towards other students - Students are expected to identify any student they feel is looking unhappy and talk to them - Students are expected to support students to use their 'Coatesville Powers' in different situations - Students are expected to support other students to get help when it is needed - Students are expected to follow school behaviour expectations and to use tools to help with their regulation 	<p><u>Facilitation</u> Principal SLT</p> <p><u>Implementation</u> Students Individual staff members</p>	<p><u>Student support</u> How effectively have students shown kindness, helpfulness and respect towards other students? How effectively have wellbeing and resilience strategies been used by students? How effectively have actions led to increased wellbeing for those students?</p> <p><u>Review</u></p> <ul style="list-style-type: none"> - Feedback from students, teachers, learning assistants and leaders - Analysis by leaders and sharing back of review information 	<p>Terms 2-4 Wks 5-6</p>	<p>Wellbeing programme for students</p>
<p>Parents/Caregivers support for students</p> <ul style="list-style-type: none"> - Parents/caregivers are expected to communicate with teachers when they have a concern or question about their child's wellbeing - Parents/caregivers are expected to communicate with leaders when there is a concern or question about school wellbeing policies, procedures or decisions - Parents/caregivers are expected to give feedback to staff in response to specific communication posts about their child's behaviour or wellbeing 	<p><u>Facilitation</u> Principal Leaders</p> <p><u>Implementation</u> Individual teachers Parents/caregivers</p>	<p><u>Parent/caregiver support</u> How effectively have parents/caregivers communicated with staff? How effectively have communication processes supported discussions with staff?</p> <p><u>Review</u></p> <ul style="list-style-type: none"> - Feedback from teachers, parents/caregivers and leaders - Analysis by leaders and sharing back of review information 	<p>Terms 2-4 Wks 5-6</p>	
<p>Effective meetings</p> <ul style="list-style-type: none"> - Leaders are expected to review protocols/expectations for meetings to support high quality meeting outcomes - Staff and parents are expected to support a 'right time, right place' meeting philosophy to effectively address complex questions or concerns or to give important updates - Staff and parents are expected to share a clear purpose or agenda for meetings - 'no surprises' - Participants are expected to work together respectfully and constructively during meetings - Staff are expected to record notes for all meetings with staff, students and parents/caregivers - Staff are expected to share notes and actions after meetings 	<p><u>Facilitation</u> Principal Team leaders</p> <p><u>Implementation</u> Teaching teams Individual teachers LS personnel Students Parents/caregivers</p>	<p><u>Meetings</u> How effectively have meetings supported staff and parents/caregivers to support student wellbeing?</p> <p><u>Review</u></p> <ul style="list-style-type: none"> - Feedback from teachers, parents/caregivers and leaders - Analysis by leaders and sharing back of review information 	<p>Terms 2-4 Wks 5-6</p>	<p>Meeting protocols Meeting templates Coaching tools</p>

'Te Reo & Tikanga Māori' Goal in 2026

By the end of 2026: All staff and students will have strengthened their ability to use te reo Māori & their understanding of tikanga Māori

[Link to strategic plan:](#) Goal 3 - Giving greater effect to Te Tiriti o Waitangi across our school community

'Critical moves'/Actions required	Responsibility	How will we measure success?	When?	Resources
<p>Learning programmes - Te Reo Māori</p> <ul style="list-style-type: none"> - Leaders are expected to revise learning programmes to reflect identified priorities for our staff, students and school protocols - Leaders are expected to use the NZC - Learning Languages Draft Curriculum - as a guide for staff and students at different levels of learning - Leaders are expected to engage with other school leaders to better understand their strengths and areas for development with their use of te reo Māori - Leaders are expected to engage with teachers to better understand their strengths and areas for development with their use of te reo Māori - Leaders are expected to engage with support staff to better understand their strengths and areas for development with use of te reo Māori - Leaders are expected to engage with Year 1-3 students (Phase 1) to better understand their strengths and areas for development with use of te reo Māori - Leaders are expected to engage with Year 4-6 students (Phase 2) to better understand their strengths and areas for development with use of te reo Māori - Leaders are expected to engage with school whanau regarding future development of te reo Māori at Coatesville School 	<p><u>Facilitation</u> Principal Māori leader SLT</p> <p><u>Implementation</u> Teaching teams Individual teachers</p>	<p><u>Te Reo Māori programme</u> How effectively are we supporting our school community with the development of te reo Māori?</p> <p><u>Review</u></p> <ul style="list-style-type: none"> - Feedback from staff members, students and whanau - Analysis by leaders and sharing back of review information 	<p>Term 2 Wks 7-8</p> <p>Term 4 Wks 4-5</p>	<p>NZ Curriculum - Learning Languages (Draft)</p> <p>Surveys</p>

<p>Learning programmes - Tikanga Māori</p> <ul style="list-style-type: none"> - Leaders are expected to extend the development of kapa haka across the school - Leaders are expected to strengthen school incorporation of tikanga Māori at school events - eg. mihi whakatau, hui, assemblies, prizegiving - Leaders are expected to consider ideas from the Māori whanau hui to incorporate into school events - Leaders are expected to continue engagement with the school's Māori whanau - Leaders are expected to engage with school whanau regarding future development of tikanga Māori at Coatesville School 	<p><u>Facilitation</u> Principal Māori leader Kapa haka leader</p> <p><u>Implementation</u> Teaching teams</p>	<p><u>Tikanga Māori programme</u> How effectively are we supporting our school community with the development of tikanga Māori?</p> <p><u>Review</u></p> <ul style="list-style-type: none"> - Feedback from staff members, students and whanau - Analysis by leaders and sharing back of review information 	<p>Term 2 Wks 7-8</p> <p>Term 4 Wks 4-5</p>	<p>Kapa haka leader Whanau hui</p> <p>Surveys</p>
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