



Bathgate Park School

Annual Implementation Plan

2026



Date Started: 2 February 2026 Planned date of completion: 15 December 2026

SCHOOL TEAM

Name	Role
Katrina Robertson	Tumuaki (Principal)
Salote Rouvi	Deputy Principal + Puāwai Team Leader + Teacher Years 7 & 8 (Tāwhirimātea)
Angela Griffiths	Associate Principal + Kākano Team Leader + Teacher NE/Year 1 (Rehua)
Glenn Fordham	Teacher Years 6 & 7 (Tāne Mahuta)
Pete Buchanan	Teacher Years 4 & 5 (Rūaumoko)
Tina Tuten	Teacher Years 1 & 2 (Rongo)
Abbey Hamilton	Teacher Years 3 & 4 (Tangaroa)
Jeff Elliott	Teacher Management Release Years 7 & 8 (Tāwhirimātea)
Alex Gilmore	Teacher CRT / ESOL Tutor
Kim Provis	Maths Intervention Teacher
Sue McMilian	Literacy Intervention Teacher / ESOL Tutor
Cleave Hay	Commissioner

MINISTRY OF EDUCATION TEAM**EDUCATION REVIEW OFFICE TEAM**

Name	Role	Name	Role
Nikki Hosking	Education Advisor	Sharon Kelly	Director, Schooling
Jess Tuhega / Maria Kewene-Edwards / Rachel Peters	Curriculum Lead Advisers		Evaluation Partner
Anna-Maree Stewart	PB4L School-Wide Practitioner	PLD PROVIDERS	
Tracy Cournane	Learning Support Service Manager	Evaluation Associates	Literacy intervention; Assessment; Maths Intervention
Judith Forbes	Manager of Integrated Services	Jacky Young	Core Education (MOE PLD)
David Tapp	Director, Otago/ Southland	Anaru Morgan	Māori Achievement Collaborative

STRATEGIC GOAL 1

Ākoranga- Learning: To provide ākoka with a robust, engaging and authentic local curriculum based on Te Mātaiaho, focused on lifting student progress and achievement.

Outcome 1:

Use the refreshed curriculum of Mathematics & Statistics+ English with increased knowledge and confidence.

Engage with and begin implementing the key learnings into unit and classroom deliverables, using the Curriculum Delivery Plan for guidance.

Know which assessment tools will be used to monitor and assess achievement within Mathematics & Statistics + English.

(Rubric focus “Quality Curriculum” at the Tāmata stage. Quality Practice / Quality Assessment is integrated into this space)

Annual Objective: Marautanga /Curriculum	Actions to achieve	Personnel Involved	Time Frame	Evidence / Notes
1.1 Use the refreshed curriculum of Mathematics & Statistics (M&S) + English.	Understand the importance of ‘an hour a day’ Implement ‘an hour a day’ in practise and provide evidence of this through planning	Tumuaki / SLT Kaiako	Terms 1-4	
	2x MoE PLD M&S Curriculum Teacher Only Days 1x Numicon PLD Day	MoE facilitator Whole staff	1x Term 2 1x Term 3	
	Engage in ongoing Ministry of Education professional learning opportunities specifically focused on Te Mātaiaho for both school leaders and kaiako	MoE Curriculum Leads SLT Kaiako	Terms 1-4	
	Explore and utilise resources to support Mathematics & Statistics + English Curriculum from Tāhūrangi	Kaiako	Terms 1-4	
	All kaiako will participate in the Professional Growth Cycle(PGC). Select from M&S or Literacy	Leadership Team Kaiako	Terms 1-4	
	Use staff meetings to <ul style="list-style-type: none"> ● Incorporate links to the local curriculum as applicable ● Make connections between structured programmes and wider curriculum integration. 	MoE Curriculum Leads SLT Kaiako PLD Facilitators	Terms 1-4	
	All teaching plans use the refreshed curriculum for Mathematics & Statistics + English.	Kaiako	Terms 1-4	

	All Inquiry units will have a Literacy link, using the refreshed curriculum. If there is a natural link to Mathematics, this will be included as well.	Kaiako	Terms 1-4	
	Integrate technology-based learning tools and platforms, such as maths/literacy apps and online tutorials, into the Maths / English curriculum.	Kaiako	Terms 1-4	
	Use the Numicon programme across both school teams to provide a sequential, high-quality Mathematics curriculum that aligns with refreshed curriculum delivery.	Kaiako	Terms 1-4	
	Use the BSLA approach across both school teams to provide a sequential, high-quality English curriculum aligned with the refreshed curriculum delivery.	Kaiako	Terms 1-4	
	Regular kaiako hui for ongoing PLD	MoE Curriculum Leads SLT / Kaiako PLD facilitators	Terms 1-4	
1.2 Use the Curriculum Delivery Plans for Mathematics & Statistics + English as a guideline to inform teaching practise	Revisit Curriculum Delivery Plans during termly planning sessions, to ensure all required phases of learning are covered.	SLT /Kaiako	Terms 1-4	
	Documenting these reflections in Team Meeting Minutes to track how pedagogical shifts are being implemented.	SLT /Kaiako	Terms 1-4	
1.3 Implement school-wide assessment practises for Mathematics & Statistics + English	Apply assessment tools to monitor and assess Mathematics & Statistics + English across the school.	SLT Kaiako	Terms 1-4	
	Ensure every teacher is using the same tools and meeting assessment timelines.	Tumuaki / SLT Kaiako	Terms 1-4	
	Use assessment data, including formative assessment, to inform teaching practise within the Mathematics & Statistics + English teaching programmes.	PLD Facilitators Tumuaki / SLT Kaiako	Terms 1-4	
	Use triangulation of data, including standardised assessments, to assist with interim & overall teacher judgements.	Tumuaki / SLT Kaiako	Terms 1-4	

	Use cross-class, cross-team, and whole-school moderations to discuss assessment, reflect on practice, and implement next steps.	Tumuaki / SLT Kaiako	Terms 1-4	
	Ensure the children are aware of the learning intentions and what success criteria look like across Mathematics & Statistics + English.	Kaiako	Terms 1-4	
	Student achievement and progress in numeracy & literacy will be monitored and tracked across all year groups using eTap and will be reported to whānau and the Board twice a year	Tumuaki / SLT Kaiako	Terms 1-4	
1.4 Introduce Tier 2 supports for Mathematics & Statistics + Literacy	Employ staff to deliver Tier 2 Numeracy & Literacy supports as per staffing allocation	Tumuaki	Term 1	
	Identify students performing below expected levels and provide targeted intervention programmes, including the MoE Mathematics Acceleration Programmes (MAP+ MHMAP) & Structured Literacy Acceleration (SLA)	Tumuaki / SLT Kaiako Intervention teachers	Terms 1-4	
	Implement Evidence-Based Small Group Programmes, including MoE Mathematics Acceleration Programmes (MAP+ MHMAP) & Structured Literacy Acceleration (SLA)	Tumuaki Intervention kaiako	Terms 1-4	
	Regularly review the Learning Support Register and SENCO reports to ensure priority learners are flagged for targeted intervention.	Tumuako /SLT LSC	Terms 1-4	
	Kaiako introduce targeted Tier 2 supports within the universal classroom programme to meet diverse learner needs	Kaiako	Terms 1-4	
	Ensure all Tier 2 numeracy & literacy supports align with Te Mātaiaho (the refreshed curriculum) to provide a seamless transition between intervention and the classroom.	Tumuako /SLT LSC Intervention teachers	Terms 1-4	
1.5 Monitor Tier 2 supports for	Set up regular engagement and progress checkpoints to monitor how individuals, groups, and cohorts are responding to the support.	Tumuako /SLT LSC Intervention teachers	Terms 1-4	-

Mathematics & Statistics + English	Ensure intervention teachers provide midway snapshots of learning and progress. Share these with staff & the Board.	Tumuaki Intervention teachers	Terms 1-4	
	Ensure that intervention teachers provide summary milestone reports of learning and progress. Share these with staff & the Board.	Tumuaki Intervention teachers	Terms 1-4	
	Record in-class actions for priority learners on Individual Learner Information / IEP doc (ILP information 2026)	SLT / Kaiako	Terms 2-4	
	Regular team hui where priority learners and actions being taken are discussed/	SLT / Kaiako	Terms 2-4	
1.6 Increase community understanding in relation to student progress and achievement	Communicate proposed changes to the curriculum learning areas	Tumuaki	Term 1-4	
	Hold learner conversations with parents/caregivers / whānau	Tumuaki	Terms 2-4	
Evaluation and Next Steps: 1.				

STRATEGIC GOAL 1

Ākoranga- Learning: To provide ākoka with a robust, engaging and authentic local curriculum based on Te Mātaiaho, focused on lifting student progress and achievement.

Outcome 2: Attendance - to increase overall attendance and engagement

ERO identified trends across 2024 & 2025 have improved, but continue to fall short of the Government's target. Chronic absences have decreased. School-wide actions to promote increased attendance have been enacted.

Annual Objective: Te Taenga Atu me te Urunga Wāhi / Attendance & Engagement	Actions to achieve	Personnel Involved	Time Frame	Evidence of implementation and practise shift
Attendance data from 2025 <i>Term 1, 2025</i> 68% 18% 4% 10% <i>Term 2, 2025</i> 60% 25% 7% 9% <i>Term 3, 2025</i> 46% 28% 12% 14 % <i>Term 4, 2025</i> 48% 22% 16% 14 %	Attendance Goals for 2026: Term 1 = 70% Term 2 = 65% Term 3 = 55% Term 4 = 60%			
2.1 Review, refine and update the Attendance Management Plan to meet revised guidelines and regulations.	Review the 2025 Attendance Management Plan (AMP), checking it meets new regulations and guidelines and Create a revised 2026 Attendance Management Plan	Tumuaki / LSC	Term 1	
	Shift attendance support to an earlier stage of the process / earlier threshold.	Tumuaki / LSC	Term 1	
2.2 Share Attendance Management Plan	Upload AMP to the School Website	Tumuaki / LSC	Term 1	
	Share AMP with the whole staff, outlining the changes to threshold actions.	Tumuaki / LSC	Term 1	
	Share AMP with the Board and the School Community.	Tumuaki / LSC	Term 1	
2.3 Create a procedure for Q code decision making	Create a Q code template for the Board to review for decision making. Include: <ul style="list-style-type: none"> - Checklist items - Questions to gather relevant information - evidence guide for organisations /activities 	Tumuaki	Term 1	
	Intake Phase: Complete Q code evidence guide /assurance record for any organisation/action seeking Q code status	Tumuaki LSC	Term 1	
	Review Phase: Presented to the Board, and a decision is	Tumuaki	Terms 1-4 as	

	made	Commissioner	needed	
	Audit Phase: Attendance monitoring + Termly data review against identified learning outcomes.	Tumuaki	Terms 1-4 as needed	
2.4 Identify and implement strategies to raise student attendance and engagement	The leadership team will analyse attendance data for all students, Māori, Pasifika; set targets. Support ESOL whānau.	SLT &LSC Commissioner Miriam / Aseel	Terms 1-4	
	Attendance data discussed with the teaching team	Tumuaki / LSC	Terms 1-4	
	Teachers enact planned actions to increase regular attendance rates for identified ākoka and provide regular feedback.	Kaiako	Terms 2-4	
	Specific schoolwide actions to promote increased attendance are enacted - as per thresholds.	Tumuaki SLT; LSC; Kaiako	Terms 1-4	
	<i>Positive behaviour 4 learning</i> strategies are visible within the school to lift participation, engagement & learning levels.	Tumuaki SLT; LSC; Kaiako PB4L facilitator	Terms 1-4 Ann-Maree	
	The Principal and LSC will monitor support projects/actions to target the identified cohort ākoka, to assist with increasing regular attendance rates.	Tumuaki LSC		
	Network with Otago Youth Wellness attendance advisor with a focus on <i>concerning</i> and <i>serious concern</i> absences. Look deeply into case by case use of appropriate coding.	Tumuaki LSC OYWT Attendance Rep	Terms 1-4	
	Regular reporting to the Board and school community, showing attendance trends and actions taken.	Tumuaki / LSC MoE Everyday Matters Reports	Terms 1-4	
Evaluation and Next Steps:				

STRATEGIC GOAL 1

Ākoranga- Learning: To provide ākoka with a robust, engaging and authentic local curriculum based on Te Mātaiaho, focused on lifting student progress and achievement.

Outcome 3: Assessment - to use data with fidelity to inform teacher practise

In alignment with ERO guidance, prioritising assessment alongside student progress and achievement

Annual Objective: Aromatawai / Assessment	Actions to achieve	Personnel Involved	Time Frame Monitoring	Evidence of implementation and practise shift
3.1 To use data with fidelity to inform teacher practise	Analyse student information data to identify patterns and trends, and how this will inform the next steps in teaching and learning for students.	Tumuaki SLT / Leadership mentor	Terms 1-4 CAs	
	School-wide student achievement mid-year / end-of-year data will be a focus.	Tumuaki Kaiako	Mid Term 2 Mid Term 4	
	Teachers adapt their teaching practice in response to student achievement data that is consistent across the school.	SLT / Kaiako	Terms 1-4	
	Develop school-wide assessment processes, e.g., SMART.	SLT / Kaiako	Terms 1-4	
	Teachers will demonstrate shifts in classroom practise as a result of PLD in Assessment 4 Learning.	SLT / PLD facilitators Kaiako MoE Curriculum advisors	Terms 1-4	
3.2 Implement new assessment and reporting requirements	Liaise with eTap to ensure the student management system meets our reporting requirements.	Tumuaki	Term 1	
	Create a new school mid year & end of year report that reports against the indicators.	Tumuaki / SLT	Term 1	
	Hold learning conversations with parents / whānau / caregivers.	Tumuaki / SLT Kaiako	Term 2 - Term 4 minimum x2	
	All students will be phonics checked at the 20 Week and 40 Week stages.	Kaiako		

Evaluation and Next Steps:

1.

STRATEGIC GOAL 1

Ākoranga- Learning: To provide ākoka with a robust, engaging and authentic local curriculum based on Te Mātaiaho, focused on lifting student progress and achievement.

Outcome 4: School Leadership - to focus on deliberate tasks of leadership for continuous improvement.

Annual Objective: Leading Continuous Improvement	Actions to achieve	Personnel Involved	Time Frame Monitoring	Evidence of implementation and practise shift
4.1 To focus on deliberate actions which enable continuous improvement	The principal will develop clear messaging for staff as the leader of teaching and learning. This messaging will consistently set the tone for the school culture, along with high expectations for student behaviour and learning.	Tumuaki Principal mentor Commissioner	Terms 1-4 Commissioner	
	The principal will ensure that the Senior Leadership team has a clear mutual understanding of delegations and complementary roles and responsibilities.	Tumuaki / SLT Principal mentor	Terms 1-4	
	The principal will plan and share a purposeful, termly calendar for staff meetings, staff briefings, PLD and school events.	Tumuaki SLT	Terms 1-2	
	Adoption of effective practises for meetings, prioritising timeframes and key tasks.	Tumuaki; SLT	Terms 1-4	
4.2 Ensure that Positive Behaviour for Learning practices are fully implemented, including consistency across the school for consequences for expected vs unexpected behaviours.	Teacher only day at the start of year: <ul style="list-style-type: none"> - Define and categorise behaviours - Revisit the traffic light matrix - Work through scenarios using the matrix 	PB4L Team, including Tumuaki	Term 1	
	Evidence-Based Review: SET Assessment to gather staff & student voices	Tumuaki / PB4L Lead PB4L MoE Facilitator	Early Term 1	
	Responsive governance: Twice termly PB4L team meetings reviewing data and continuing to strengthen aspects of PB4L processes + identifying and addressing behavioural hotspots or inconsistencies.	PB4L Team	Terms 1-4	

	Student Learner Information Sessions	Whole staff	Terms 1-4	
	Regular whole staff hui to continue to strengthen procedural alignment.	Whole staff	Terms 1-4	
4.3 Principal and staff will work in partnership to enhance student engagement and minimise the use of formal disciplinary measures through proactive, school-wide support.	Use the PB4L traffic light matrix as a guide to supporting disciplinary decisions.			
	Teacher only day session: Descalation strategies and practises are revisited	MoE Learning Support Whole staff	Early Term 1	
	Student Learner Information Sessions to build understanding and share approaches/supports	Whole staff	Terms 1-4	
	Strengthen senior leadership teams' knowledge & understanding of disciplinary procedures & regulations.	Tumuaki / SLT	Terms 1-4	
	Shared understandings & practices are in place for return to school procedures, using resources/supports created for this purpose.	Tumuaki / SLT	Terms 1-4	
4.4 Regular reporting to the Board on the progress of priority learners.	Board work plan reflects priority learner progress snapshots.	Tumuaki Commissioner	Terms 1-4	
	Intervention midpoint snapshots and summary milestones are presented at Board meetings for each cohort round.	Tumuaki Commissioner Intervention teachers		
	Priority learner student achievement overview, including anonymised case studies.	Tumuaki Commissioner Kaiako / Intervention teachers	Terms 2-4	
	Strategic Review dates identified to discuss the impact on learners of support actions <ul style="list-style-type: none"> - Review: how are we tracking? - Impact statements recorded - Outcomes noted - Next steps identified 	Tumuaki / SLT Kaiako	Terms 2-4	
Evaluation and Next Steps:				
1.				

STRATEGIC GOAL 2: Whanaungatanga - Relationships: To provide ākoka, families and whānau with a strong sense of belonging and community where diversity is valued and celebrated.

Annual Objective: Building relationships	Actions to achieve	Personnel Involved	Time Frame	Evidence
5.1 Provide multiple ways for whānau to engage with our kura.	A community engagement plan is developed and implemented.	Tumuaki / Commissioner SLT Cultural Allowance Holders	Terms 2-4	
5.2 Create a culture of whanaungatanga and ako.	Provide opportunities for parent/whānau engagement by organising events that involve both students and their families.	Tumuaki / SLT Arts Team	Terms 1-4	
	Provide information sharing events to update on the new Mathematics & Statistics + English curriculum.	Tumuaki / SLT Kaiako	Terms 2-4	
	Provide information sharing events to update on the new curriculum, including BSLA / Numicon resources.	Tumuaki / SLT Kaiako	Terms 2-4	
	Utilise digital platforms such as a school website, social media pages, parent ETAP app, Seesaw, etc., where whānau can access updates, participate in discussions, and stay informed about school activities and events.	Leadership team Kaiako	Terms 1-4	
	Create learning discussion opportunities.	Whole staff	Terms 1-4	
	Provide regular and ongoing updates on the success of individual ākoka.	Kaiako	Terms 1-4	
	Create ākoka cultural ambassadors' roles.	Tumuaki / LSC / ESOL tutors Cultural Allowance Holders	Terms 3 & 4	
	The school participates in language weeks and other cultural events of significance for the different diverse communities that make up Bathgate Park.	Whole school	Terms 1-4	
	Explore programmes that address bias, racism and stereotyping as part of the teaching programmes and support inclusion. (as appropriate)	SLT Kaiako	Terms 1-4	
	Communicate key messages in multiple languages,	Tumuaki; SLT	Terms 1-4	

	which are reflected in our school environment.	Commissioner Community Language workers		
	Utilise tuakana/ teina relationships.	Whole school	Terms 1-4	
	Work towards having a School Board which reflects the diverse community of Bathgate Park.	Tumuaki Commissioner	Terms 1-4	
	Continued participation in Māori Achievement Collaborative	Tumuaki Kaiarahi kaiako	Terms 1-4	