ANNUAL PLAN 2026

ŌRĀKEI SCHOOL

VISION	VALUES
Nurturing Excellence with Kindness	Self-Belief, Inquiring Minds, Respect, Excellence, Creativity, Kindness

Strategic Priority 1: Wellbeing/Hauora
- Nurture excellence in our staff and students by building wellbeing and resilience at Ōrākei School
- Improve regular attendance to support student wellbeing, engagement, and learning outcomes.

Goals	Actions	Responsible	Timeframe	Resource who and what support we need	Indicators - what will progress look like	Evidence to date
Restorative Practice & PB4L **Strengthen Whole-School Wellbeing Practices and Routines**	Continue with Professional Learning and Development with Waikato University and the Ministry of Education, through facilitator Leanne Carlson, in PB4L Restorative Practice. - Implement a school wide approach to Restorative Practice, including a schoolwide script. - Implement and embed social circles into regular classroom programmes. - Attend regional cluster and online hui with RP facilitators to develop effective practice and develop ideas for in school PLD. - Teaching staff continue to attend PLD to grow their knowledge and understanding of RP and model expertise in the RP process.	Kim/SLT & Restorative Practice Facilitator	Term 1 - 4	Staff release for PLD and hui attendance RP scripts and classroom resources HERO behaviour and wellbeing data Time allocated in staff meetings for modelling and reflection	Success will be measured through comparative data sets based on: - Student voice (via questionnaire) - Teacher voice (via questionnaire) - School leadership (via questionnaire) - A schoolwide Restorative Practice script is introduced and shared with staff. - Social circles are established in classrooms as part of regular routines. - Restorative Practice strategies are consistently observed across learning spaces. - Staff demonstrate increased confidence using restorative language and processes. - Restorative Practice is embedded as a schoolwide approach.	

					- Comparative data (student, teacher, and leadership voice) shows positive shifts in wellbeing and behaviour. - Behaviour incidents requiring escalation have reduced over the year.	
Staff Professional Development - Coaching Teams/PGC SLT **(Build collective capability across the school through clear communication, aligned systems, and collaborative inquiry)**	Lead teams across the school with a strong focus on clear communication, shared understanding, and consistent support. Introduce and embed the updated **Professional Growth Cycle (PGC)** with all staff. Implement a collaborative inquiry approach across teams using a **Spiral of Inquiry** model (Principal, SLT, and Teachers – Terms 1–4). Provide teachers with opportunities to contribute to school-wide planning and lead curriculum and improvement initiatives. Use and regularly review the PGC template to support goal setting, reflection, and evidence-informed practice (Principal/SLT).	Principal/SLT/Teachers	Term 1 - 4		Increased clarity and consistency in expectations across teams. Stronger staff engagement in professional growth and inquiry. Improved collective ownership of school-wide priorities. Enhanced leadership capacity through shared planning and distributed leadership opportunities. By the end of **Term 1:** - Updated Professional Growth Cycle (PGC) framework is introduced to staff. - Teachers set individual professional goals aligned to school priorities. - Coaching teams are established with clear communication and expectations. By the end of **Term 2**: - Teachers are engaging in coaching conversations and collaborative inquiry. - Spiral of Inquiry is adopted by teams to guide improvement. - Staff report increased clarity around expectations and support.	

					By the end of **Term 3**: - Evidence of inquiry cycles is visible in team planning and reflections. - Staff demonstrate strengthened collaboration and professional dialogue. By the end of **Term 4**: - PGC evidence shows growth in teaching practice across teams. - Staff voice reflects improved communication, collaboration, and connection. - Leadership feedback confirms increased teacher ownership of learning and development.	
Healthy Active Sport	Using sport and physical activity to teach other curriculum learning areas More confident in planning and teaching Health and Physical Education Taking a more culturally responsive and inclusive approach to teaching physical education.	Lead teachers	Term 1 - 4	Active Auckland Facilitators/Lead staff	**Integrated Curriculum Learning** Sport and physical activity are intentionally used to support learning across other curriculum areas (e.g. literacy, maths, inquiry), with clear links evident in planning and classroom practice. **Increased Teacher Confidence and Capability** Staff demonstrate increased confidence in planning and delivering Health and Physical Education programmes, reflected in consistent use of curriculum expectations, quality lesson design, and purposeful learning outcomes. **Culturally Responsive and Inclusive Practice** Physical education programmes reflect culturally responsive and inclusive approaches, valuing diverse identities, cultures, and abilities, and promoting equitable participation for all learners.	
Attendance **By December 2026, increase regular attendance (90%+) and**	Implement consistent daily attendance tracking with same-day follow-up for unexplained absences.		Term 1 set-up; ongoing throughout the year	MOE Attendance meetings Online webinars Everyday Matters Data	- At-risk students identified each term - Individual attendance plans developed where needed	

reduce chronic absenteeism (below 80%) by 20–25% through targeted support for learners.	Use attendance data to identify students below expected attendance levels and provide targeted support plans in partnership with whānau. Promote the importance of regular attendance through newsletters, HERO posts, hui, and parent communication. Analyse attendance data termly and report patterns, progress, and next steps to SLT and Board.				- Improved attendance rates for targeted students - Increased whānau awareness of attendance expectations - Improved on-time arrival and reduced partial absences - Positive feedback from families - Termly attendance reports presented to Board - Trends identified and acted upon - Overall improvement in regular attendance rates	

Strategic Focus 2: Curriculum
- **Develop and deliver a broad, rich local curriculum**
- **Support the development of teaching and learning expertise to meet the needs of our students/akonga**
- **develop a sense of agency over their learning**

Goals	Actions	Responsible	Timeframe	Resource who and what support we need	Indicators - what will progress look like	Evidence to date
Structured Literacy	**Use literacy data to identify priority learners and set clear targets** Analyse phonics checks, DIBELS assessments, and end-of-2025 data to determine specific learning needs. Establish student learning targets for 2026 across all year levels. **Implement targeted, structured literacy programmes** Teams will use assessment information to design responsive programmes that focus on explicit instruction in phonological awareness, decoding, fluency, vocabulary, and comprehension. Progress will be tracked and reviewed regularly. **Audit and strengthen literacy resources** Review the quality and quantity of literacy resources, particularly decodable texts, phonics kits, and tools that support structured literacy. Use audit findings to guide appropriate purchases.	Kim/SLT	Terms 1 - 4	Structured Literacy kits Online resources Journals	- Priority learners are accurately identified using phonics checks, DIBELS, and end-of-year data. - Literacy targets are established and understood across teams. - Teachers use data to plan next steps for individuals and groups. - Structured literacy routines are evident in all classrooms. - Priority learners show accelerated progress in decoding, fluency, and comprehension. - Teachers consistently use	

	Embed phonics checks and DIBELS monitoring Carry out phonics assessments and DIBELS screening schoolwide. Use progress monitoring data to adjust instruction and interventions to accelerate students at risk. **Build teacher capability through meaningful PLD** Engage staff in internal and external Professional Learning and Development focused on structured literacy, The Code, and effective intervention practices. PLD learning will be reflected in planning and classroom practice. **Establish termly review of implementation and impact** Use termly evaluation meetings to review progress, assess data trends, and monitor consistency of structured literacy practices across teams.				explicit, systematic teaching approaches. . - Classrooms are equipped with high-quality decodable texts and phonics resources. - Teachers report increased ability to deliver effective structured literacy lessons. - Resource gaps are addressed through well-informed purchasing decisions. - Phonics and DIBELS assessments are implemented consistently schoolwide. . - At-risk learners receive timely support based on clear data trends. - Teachers demonstrate improved knowledge of structured literacy practices.	
Numeracy	**Analyse assessment data to identify priority learners** Use end-of-2025 assessment information to determine the specific learning needs of target students across all year levels. Establish clear student learning targets aligned with these needs. **• Implement responsive teaching programmes** Syndicate teams will review achievement data and collaboratively design learning programmes that provide targeted support for identified students. Progress will be monitored regularly, with ongoing adjustments made to ensure accelerated learning. **• Audit and strengthen mathematical resourcing** Conduct a comprehensive audit of the quality, suitability, and quantity of mathematical resources required to strengthen concrete and pictorial understandings within akomanga. Use audit findings to guide strategic purchasing and resource allocation.	Matt/SLT	Term 1 - 4	AP/DP/Team Leaders- Meetings to discuss and analyse data, Moderation meetings	• Priority learners are clearly identified across year levels. • Learning targets are documented and understood by teachers. • Students show improved achievement against targets. • Teachers implement differentiated instructional strategies. • Teachers have access to sufficient, high-quality maths resources. • Increased use of concrete and pictorial models in teaching.	I

Goals	Actions	Responsible	Timeframe	Resource who and what support we need	Indicators - what will progress look like	Evidence to date
	• **Embed Maths Problem-Solving Approach** Introduce structured, termly review and reflection sessions to evaluate the implementation of the Problem-Solving Approach to Maths, ensuring consistency and impact across the school. • **Engage in high-quality Professional Learning and Development** Provide opportunities for staff to participate in purposeful, evidence-informed PLD through both internal expertise and external providers, building teacher capability and confidence in delivering effective mathematics instruction.				• Clear evidence of a consistent Problem-Solving Approach across school. • Teachers report increased confidence in facilitating problem-solving lessons. • Teachers demonstrate improved pedagogical content knowledge. • PLD learning is visible in planning, modelling books, and classroom practice.	
Programme of Inquiry	Themes for 2026 to be selected. Rubrics created for inquiry learning, with a focus on student skills: - Wonder - Discover - Connect - Create - Reflect	(Christine, WSL/Mat, SLT/Staff)	Term 1 - 4	Planning Teams Curriculum Concept Map		

Strategic Priority 3: Partnership/Community
Develop and strengthen meaningful partnerships with our school community including the school's relationships with families/whānau, and Ngāti Whātua Ōrākei.

Goals	Actions	Responsible	Timeframe	Resource who and what support we need	Indicators - what will progress look like	Evidence to date
Culture Days and Significant Cultural Events are Celebrated Across the School	Māori language week is acknowledged and celebrated. - Other culture language weeks or cultural celebrations are recognized/celebrated. - Matariki to be celebrated in the school with the school community.	Trish/Kim	Term 1-4		- A school calendar of cultural celebrations is established and shared with staff and whānau. - Planning for Matariki and Māori Language Week is confirmed. - Matariki is celebrated with the school community through shared learning, events, or assemblies. - At least one additional cultural celebration or language week is acknowledged schoolwide.	

					- Multiple cultures represented in the school community are recognised through events or classroom learning. - Whānau participation in cultural celebrations has increased. - Staff feedback confirms improved confidence in supporting cultural celebrations.	
Ngāti Whātua Ōrākei–Centric Curriculum and Māori Student Leadership Strengthened across school	Ngāti Whātua Ōrākei centric curriculum Focus on student leadership within māori spaces Development of school haka, school haka pōwhiri Development of normalising the use of te reo and tikanga māori in all classes	Rumaki/Laura/Staff	Term 1-4		- Māori student leadership roles identified within Rumaki and wider school contexts. - Ngāti Whātua Ōrākei perspectives are reflected in inquiry units or learning programmes. - Māori student leaders are actively supporting pōwhiri, assemblies, or cultural activities. - School haka and haka pōwhiri are developed and practised with students and staff - Increased student confidence observed during cultural events and leadership opportunities. - Student voice indicates a stronger sense of belonging and cultural identity.	
Normalising Te Reo Māori and Tikanga Across All Classes	- Teachers set individual goals as part of their Professional Growth and Quality Practice - Staff will be supported by the TiC of Māori in Te Reo and Tikanga in the classroom. - Investigate and implement programmes that will support the teaching and learning of Te Reo Māori.	All Staff	Term 1-4		- All teachers set individual Te Reo Māori and tikanga goals as part of Professional Growth and Quality Practice. - Common karakia and waiata are established schoolwide.	

					- Te Reo Māori is used daily in classrooms (greetings, instructions, transitions). - Teachers are supported by the TiC Māori through modelling and resources. - Classroom environments reflect Te Reo Māori visually and verbally. - Staff demonstrate increased confidence using basic Te Reo Māori phrases and tikanga practices. - Classroom observations show consistent integration of cultural practices.	