Amuri Area School

308

Annual Implementation Plan 2026

‘Kia whakapuāwai ngā ākonga – kia whakapuāwai ngā hapori’

‘Thriving Learners – Thriving Community’

ā mātou whakaarotau:
Our Priorities

ā mātou poutama:
Our Aims / Aspirations

ā mātou mahi tohutohu:
Our Guiding Actions:

Achievement:

Overarching Objective:
We aim to have every student in our school attain their highest possible standard in educational achievement

2026 Goals:
1. We aim to have our target group of year 9 students move 2 curriculum sub-levels in reading, writing and mathematics
2. We aim to have 90% of school leavers over 16, leaving with a minimum of Level 2 NCEA
3. We aim to have 80% of Year 2s going into Year 3 beyond Taumata 4 (BSLA)

Links to our Strategic Aspirations:
Āko: *We grow our ākonga / students*
Ākonga: *We know our ākonga / students*
Tūrangawaewae: *We connect our ākonga / students to time, people and place*
Aupiki: *Success is within reach for all*

Links to Paramount Objective and Supporting Objectives of Boards in Governing Schools:

Paramount Objective:
To ensure that every student in the school is able to attain their highest possible standard in educational achievement

Supporting Objectives:
- *(b) To ensure the school uses good quality assessment and aromatawai information to monitor and evaluate students' progress and achievement.*
- *(d) to ensure that the school is inclusive of, and caters for, students with differing needs*
- *(e i) seeks to achieve equitable outcomes for Māori students*
- *(f i, ii, iii) to give effect to it's obligations in relation to any foundation curriculum statements, national curriculum statements, and national performance measures; teaching and learning programmes and monitoring and reporting students' progress.*

How our targets / actions give effect to Te Tiriti o Waitangi:

Our focus on achievement for all students is inclusive of those who whakapapa Māori. Our strategic aspirations, approaches to teaching, learning and curriculum, assessment and reporting as well as our approaches to inclusion and wellbeing are all aimed at seeking equitable outcomes for Māori students. Our practises and approaches will be culturally responsive.

Where we are now:
Many of our students have been making good progress across the curriculum; however, it is important to note that any assessment results (especially in literacy and numeracy) have been drawn from the former curriculum levels and expectations. As the new 'knowledge-rich' curriculum is introduced, assessment will be

measuring the new levels and progress descriptors. As we have previously, we will continue to identify specific groups and areas that require our focus. In 2026 our specific achievement targets will include:

Goal 1: ***We aim to have our target group of year 9 students move 2 curriculum sub-levels in reading, writing and mathematics***
Combined data from Literacy (Reading and Writing) and Numeracy assessments conducted throughout 2025 indicate that the incoming Year 9 cohort has a significantly high proportion of students performing below the generic curriculum milestone of Curriculum Level 3/4 at entry to secondary schooling.
While Curriculum Level 4 is recognised as an indicator rather than an expectation, the data clearly identifies:

- A group of students operating well below the main cohort
- A second group operating just below curriculum expectations
- A third group operating at or above expected entry levels

This effectively creates three learning subsets within each Year 9 class.

Goal 2: ***We aim to have 90% of school leavers over 16, leaving with a minimum of Level 2 NCEA***

Analysis of school leaver data from 2025 indicates that 23% of students leaving Amuri Area School did not achieve the benchmark of NCEA Level 2, meaning only 77% of school leavers attained Level 2 or higher. This highlights a significant gap between current outcomes and the aspiration that the majority of young people leave school with a qualification that supports their future pathways. * Note: The 23% are made up of the majority of ESOL learners and Students on an IEP for Learning/Health needs.

The New Zealand Ministry of Education has identified NCEA Level 2 as the foundation qualification that equips young people with the skills and credentials required to access further education, training, and sustainable employment. Achieving this level is also linked to improved long-term wellbeing outcomes, including higher employment stability, income potential, and overall health.

Historically, the national Better Public Services target aimed for 85% of 18-year-olds to achieve NCEA Level 2 or an equivalent qualification between 2012 and 2017, reinforcing the importance of this benchmark within the New Zealand education system. While national priorities and qualification structures continue to evolve, Level 2 remains widely recognised as the minimum platform for meaningful post-school opportunities.

For Amuri Area School, raising the proportion of school leavers achieving at least NCEA Level 2 to 90% reflects a commitment to ensuring that all learners leave school with a qualification that supports positive transitions into employment, further training, or tertiary education. This goal responds directly to the identified data trend and prioritises equitable outcomes for all learners.

Goal 3: ***We aim to have 80% of Year 2s going into Year 3 beyond Taumata 4 (BSLA)***
This goal has been deliberately chosen to strengthen achievement at a critical transition point in our kura – the move from Year 2 to Year 3. Early literacy is foundational to all future learning, and success at this stage has a direct impact on long-term educational outcomes across the curriculum.

Our analysis of junior school data indicates variability in literacy progress by the end of Year 2. While many ākonga are achieving well, a significant proportion are not yet consistently working beyond Taumata 4 of the Better Start Literacy Approach (BSLA) as they transition into Year 3. As structured literacy expectations increase in complexity from Year 3 onward, students who are not secure at this level are at risk of compounding literacy gaps. Without deliberate intervention at

this stage, these gaps can widen and impact achievement in reading comprehension, writing, and across all learning areas. There is also a significant organisational impact: when students transition into Year 3 without secure foundational skills, a greater number require Tier 2 and Tier 3 interventions. This places increasing demand on our Learning Support systems and specialist staffing. By strengthening outcomes at the end of Year 2, we reduce the need for later intensive intervention and ensure that learning support resources are targeted to students with the highest and most complex needs.

By setting a clear, measurable target of 80% of students moving beyond Taumata 4, we are prioritising early acceleration and prevention rather than later remediation. This aligns directly with our overarching objective: that every student attains their highest possible standard in educational achievement. Ultimately, this goal reflects a deliberate shift toward early identification, structured intervention, and systematic monitoring. By ensuring the majority of students leave Year 2 with strong foundational literacy skills, we are building the conditions necessary for sustained success across their schooling journey at Amuri Area School.

Actions we will take:	Who will lead this action?	Resources Required:	Timeframe:	How will we measure success?	Achieved?
Goal 1: • Establish learning support channels for this group including in literacy, numeracy and science. • Utilise available support resources e.g. Maths Acceleration Programme, SCRIBO to support progress and learning. • Monitor progress of this group at regular intervals during each term. • Establish a PLG group to support consistent and common practises with this target group of students.	DP Secondary LSC and support staff DP Secondary LSC and support staff DP Secondary LSC and support staff DP Secondary & SCT (Specialist classroom teacher)	Staff PD via MAP Access to Scribo and other tools Staffing Specialist Teacher Time in meetings Dedicated regular	Term 1 Term 2 – 4 Ongoing Term 1 and 2 then ongoing through the year	○ Data from assessments – PAT and the beginning and end of the year. SMART assessment tool ○ Staff trained in use of various resources and programmes. ○ Programmes used at various stages during the year to support learner progress ○ Programmes reviewed and data analysed for informing future actions ○ A PLG is established and meets regularly to strengthen practise.	

• Strengthen differentiation and scaffolding practices with staff who teach this group.	LSC, ST and SENCO	meeting time	Ongoing during 2026		
Goal 2: • Track progress of L2 students over the course of the year via Syndicate meetings. • Collect student and Whanau voice around aspirations and pathways. • Use data to inform pathway selection and conversations for students and whānau. • Provide opportunities for students to gain L2 through alternate pathways if necessary.	DP Secondary Careers Advisor Staff DP Secondary PCA / Careers Advisor DP Secondary PCA / Careers Advisor DP Secondary Staff	Regular meeting time Beginning of year T3 targeted discussions, Ongoing career discussions As needed	Each Term Each Term T3 As required	○ Data on Level 2 achievement correlated with School leavers data - 90% will have a minimum of NCEA Level 2 as a qualification. ○ Students will be actively supported in making decisions about next steps as they transition out of schooling.	
Goal 3: • Embed consistent implementation of the BSLA across Years 0–2. • Strengthen early identification. • Increase schoolwide support for ELLs.	LSC HELA Literacy DP (Primary)	Release for obs and coaching	Ongoing	○ Consistent structured literacy practice observed across Year 0–3 ○ Increased proportion of students transitioning into Year 3 beyond Taumata 4.	

• Strengthen whānau partnerships to support early literacy learning at home					
Evaluation:					
Next Steps:					

Attendance:

Overarching Goal:

We aim to have 80% of students attending school 90% of the time by 2030

2026 Goal(s):

1. We aim to increase the percentage of students who are in the 'regular attendance' category from 59% to 65%

Links to our Strategic Aspirations:
Āko: *We grow our ākonga / students*
Aupiki: *Success is within reach for all*

Links to Paramount Objective and Supporting Objectives of Boards in Governing Schools:

Paramount Objective:

To ensure that every student in the school is able to attain their highest possible standard in educational achievement

Supporting Objectives:

- *To take all reasonable steps to ensure that the school's students attend the school when it is open.*

How our targets / actions give effect to Te Tiriti o Waitangi:

Our focus on attendance for all students is inclusive of those who whakapapa Māori. The attendance of Māori students will contribute to allowing them to succeed as Māori and to ensure that we are supporting them to achieve equitable outcomes.

Term	Regular (90%)	Irregular (80-90%)	Moderate (70-80%)	Chronic (<70%)
1	66%	23%	5%	6%
2	55%	27%	7%	12%
3	47%	31%	15%	8%
4	68%	22%	6%	4%
Overall	**59%**	**25%**	**8.2%**	**7.5%**

Where we are now:

At the end of 2025 our Board adopted our Attendance Management Plan which will take effect from the beginning of 2026. Our summary data from our attendance matters report for 2025 showed the following:

This meant that on average over the year: 59% of students had regular attendance; 25% were irregular; 8.24% were Moderate and 7.5% chronic. Analysis has identified that the biggest contributors to absenteeism were Medical; Trivial and Holidays in term time.

What we expect see by the end of the year:

Our aim for 2026 is to see an increase to 65 % of students attending 90% of the time (regular attendance). This is a gradual step towards the national goal of 80% by 2030. We will aim to build our attendance in increments over the following years i.e. 2027: 70%; 2028: 75%; 2029: 80% 2030: >80%

Actions we will take:	Who will lead this action?	Resources Required:	Timeframe:	How will we measure success?	Achieved?
Implement the Amuri Area School Attendance Management Plan	DP Primary DP Senior PCA	Nil	Ongoing Reviewed 2027	○ review of implementation at the end of each term ○ Review term by term percentage of regular attendance ○ Reduction in irregular category from 25 percent to below ** percent ○ Reduction in moderate from 8.2 percent to below ** percent ○ Reduction in chronic from 7.5 percent to below ** percent ○ Reduction in holiday in term time absences	
Familiarise key staff with the functions within HELIX that support the stepped attendance responses	Principal PCA DP (Primary)	Time at meetings	Term 1	○ Survey staff for familiarity with process and analyse results	
Support delegated staff with analysis of attendance data.	Principal		Terms 1-4	○ Delegated staff members feel supported – anecdotal or formal feedback to measure this	
Regularly communicate the importance of school attendance to our community	Principal Deputy Principals		Each Term	○ School newsletters will have regular communication about the importance of attendance i.e. at least twice per term	

Participate in available professional learning and development for key staff	DP (Primary) Pastoral Care Advocate	PD budget	As opportunities arise	○ PLD will be undertaken – measured by approved PLD and attendance	
Implement class and whānau attendance recognition.	Deputy Principals PCA	Discretionary budget if needed	Term 2 - 4	○ A recognition system will be designed and implemented	
Strengthen open, mana-enhancing communication with whānau to proactively support attendance	Principal Deputy Principals PCA Teachers	Time for whānau meetings; attendance data reports	Term 2	○ Improved attendance outcomes, evidenced by reduced Moderate and Chronic percentages and fewer repeat holiday-in-term absences. ○ Strengthened home–school partnerships, evidenced by earlier engagement with whānau and positive feedback regarding the support provided.	
Liaise with our new Attendance Service Provider	Principal, Deputy Principals PCA		Term 1	○ Introduced to new provider and connections established	
Regular attendance data provided to Board (Everyday matters report; Intervention analysis)	Principal DP (Primary) PCA		Terms 1-4 (every BoT meeting)	○ Attendance data and intervention commentary included in the principal's report at each Board Meeting throughout the year.	
Evaluation:					
Next Steps:					

Teaching; Learning and Curriculum

2026 Goals:

1. We aim to develop a cohesive 'Amuri Area School Approach to Teaching and Learning' which outlines the hallmarks of how we approach teaching and learning in our kura.
2. We aim to develop and implement a refreshed professional growth cycle for staff which is based on the 2026 Teaching Standards.
3. We aim to plan our inclusion of the refreshed NZ curriculum for Science, Social Science and PE/Health in Years 1-10 in preparation for their use in 2027.
4. We aim to develop a comprehensive Assessment and Reporting plan for use across the school

Links to our Strategic Aspirations:
Ākonga: *We know our students*
Āko: *We grow our ākonga / students*
Tūrangawaewae: *We connect our leaners to time, people and place*
Aupiki: *Success is within reach for all*

Links to Paramount Objective and Supporting Objectives of Boards in Governing Schools:

Paramount Objective:
To ensure that every student in the school is able to attain their highest possible standard in educational achievement

Supporting Objectives:

- *To ensure that the school uses good quality assessment and aromatawai information to monitor and evaluate students' progress and achievement, including any assessment and or aromatawai specified in a foundation curriculum policy statement.*
- *Seeks to achieve equitable outcomes for Māori students*
- *To give effect to it's obligations in relation to: (i) any foundation curriculum statements, national curriculum statements and national performance measures. (ii) teaching and learning programmes. (iii) monitoring and reporting students' progress.*
- *To ensure that the school in inclusive of and caters for, students with differing needs.*

How our targets / actions give effect to Te Tiriti o Waitangi:

Having a cohesive approach to teaching and learning will ensure that elements such as 'culturally responsive practice' and 'giving effect to te Tiriti' are formalised and consistent across all aspects of our teaching, learning and curriculum. We will seek to ensure that we recognise, value, embrace and promote these practises for the benefit of Māori ākonga and whānau. We will also continue to ensure that localised contexts and histories are included in our programmes.

Where we are now:

Goal 1:
The development of staff professional growth cycles encourages principals to set a contextualised understanding of the standards for practising teachers. While we have a number of common practises inn our school that are based on evidence we desire to create a document that ties this together.

Goal 2:
We currently have a staff professional growth cycle. This process is in need of review and refreshment to align with the latest requirements and recommendations from the Teachers Council, PPTA, NZEI and other stakeholders.

Goal 3:
We are currently using the 2006 Curriculum, which we are required to do until the end of 2026. We are keen to trial the new curriculum and prepare for it's implementation in 2027. Social Sciences will engage in a formal MoE trial as part of this process.

Goal 4:
We currently use a range of assessment tools to form OTJ's (Overall Teacher Judgements) on a student's achievement and progress in relation to the NZ Curriculum. The tools vary in different parts of the school and moderation occurs to ensure consistency of judgements. Different parts of the school have different processes relating to assessment – e.g. Year 10-13 have NZQA requirements to meet. With new assessment tools being introduced by the Ministry of Education we would like to formulate a comprehensive assessment plan for years 1-13 that outlines why we assess, what we assess, when we assess and how we assess. This will be coupled with the MoE's new requirements for reporting to parents to ensure they have a clear picture of their child's achievement and progress as they more through the school.

What we expect see by the end of the year:
Goal 1:
We will have a contextualised approach to Teaching and Learning in our school.

Goal 2:
A refreshed PGC process will be designed with the staff and implemented.

Goal 3:
We will be ready to implement the refreshed curriculum in these learning areas.

Goal 4:
A clear and comprehensive plan for assessment and reporting will be in place

Actions we will take:	Who will lead this action?	Resources Required:	Timeframe:	How will we measure success?	Achieved?
Goal 1: • Create a document that outlines our approach to Teaching and Learning at Amuri Area School. • Invite staff feedback • Amend and publish to staff	Principal, SLT	SIF; Teaching Standards 2026; Other resources that outline best practise	Term 1	○ A document will be published that outlines the hallmarks of our approach to Teaching and Learning at Amuri Area School	
Goal 2: • Outline 2026 standards for the teaching profession and updated PGC guidelines to staff	Principal	2026 Standards for the Teaching Profession Time at full-staff meetings	Term 1	○ A refreshed and updated PGC process will be available to and utilised by staff. ○ This will be formally reviewed at the end of 2026 or beginning of 2027 to provide staff feedback on the new process.	

• Co-construct a PGC process with staff • Publish this to staff and begin implementations					
Goal 2: • Develop a 'walk-through' process for SLT	SLT	Examples of best practice from other schools	Term 2	○ Observation data will be collected and analysed relating to teaching, learning and curriculum at AAS.	
Goal 3: • Engage with new curriculum resources and requirements are they are made available • Participate in a formal curriculum trial for Social Sciences • Participate in Curriculum related PLD via our Teacher only days • Plan for the implementation of the new curriculum in all other subjects in 2027.	Principal, DP's, HELAS	MoE resources Tahurangi Ed Leaders Bulletin Core Ed Time in staff meetings	Terms 1-4	○ Staff survey relating to readiness for implementation ○ Engagement in PLD and planning by staff ○ Schemes of work will be developed in line with new curriculum guidelines ready for implementation in 2027 ○ Social Sciences trial will be completed	
Goal 4: • Review what assessments are currently being utilised by staff (what, when, why and how) across the school • Decide what formal assessments will be used for the collection and analysis of student progress and achievement data	Deputy Principals		Term 1 and 2	○ A comprehensive assessment and reporting plan will be in place and utilised. ○ The SMART assessment tool will be utilised in 2026 by staff ○ Parent reporting process will be updated to ensure it meets new MoE Guidelines	

• Create a formal plan for assessment and reporting in our school which is published to all staff • Update our reporting to meet new guidelines from the Ministry of Education					
Evaluation:					
Next Steps:					

Inclusion and Wellbeing

2026 Goals:

1. Develop a cohesive 'Amuri Area School approach' to Inclusion and Wellbeing
2. Review, select / design, administer and analyse the results of a student wellbeing survey from Years 4-13

Links to our Strategic Aspirations:
Tūrangawaewae: *we connect our learners to time, people and place*
Ākonga: *We know our learners*
Aupiki: *Success is within reach for all*

Links to Paramount Objective and Supporting Objectives of Boards in Governing Schools:

Paramount Objective:
To ensure that every student in the school is able to attain their highest possible standard in educational achievement

Supporting Objectives:
To ensure that the school (i) is a physically and emotionally safe place for all students and staff. (ii) gives effect to relevant student rights set out in the Education and Training Act, The New Zealand Bill of Rights Act (1990) and the Human Rights act (1993). (iii) takes all reasonable steps to eliminate racism, stigma, bullying and other forms of discrimination within the school.
To ensure that the school is inclusive of, and caters for, students with differing needs
To ensure that it (iii) takes all reasonable steps to ensure that the policies and practices for the school reflect New Zealand's cultural diversity.

How our targets / actions give effect to Te Tiriti o Waitangi:

Our focus on inclusion and wellbeing is designed to promote and uphold a holistic approach to wellbeing. It acknowledges and references a culturally inclusive approach to wellbeing and inclusion. Wellbeing is critical to learner success, understanding a culturally inclusive approach to wellbeing will support our Māori students as well as other ethnic groups in our kura. Our aim is to achieve equitable outcomes for our students who whakapapa Māori and understanding wellbeing contribute to allowing Māori students to succeed as Māori.

Where we are now:

Goal 1:
We currently do not have a formalised approach to inclusion and wellbeing. This is something we identified as the SLT worked through a self-review using the SIF (School Improvement Framework) during 2025. Our goal is to synthesise what we do into a clear and cohesive approach towards inclusion and wellbeing at our kura.

Goal 2:
Between 2019 and 2023 the school utilised the AWE Wellbeing survey to collect and analyse student wellbeing data. This was put on hold as there were no applications for the accompanying MMA. In 2025 we considered re-introducing a different survey via our pastoral care advocate; however other priorities took precedence, and this was added to our annual implementation plan for 2026. Information about student wellbeing collated and analysed via our pastoral care meetings each term in the interim.

What we expect see by the end of the year:

Goal 1:
We will have analysed and synthesised what we do into a clear and cohesive approach towards inclusion and wellbeing at our kura.

Goal 2:
A wellbeing survey for students will have been selected or designed, administered and analysed. The data provided by this survey will inform future actions and strategic planning to enhance the wellbeing of our students.

Actions we will take:	Who will lead this action?	Resources Required:	Timeframe:	How will we measure success?	Achieved?
Goal 1: • Co-construct an "Amuri Approach to Inclusion & Wellbeing" framework with staff, ākonga, whānau and mana whenua. • Implement structured case management processes. • Promote proactive wellbeing supports. Implement regular staff wellbeing monitoring. Additional wellbeing survey	Principal SLT Teachers	Staff meeting time External support Wellbeing resources	Term 1 - 4	○ Evidence – completed Amuri Approach to Inclusion & Wellbeing. ○ Measure – Survey results from different sets of stakeholders. ○ More early identification of learning/well-being needs. ○ Reduced reactive crisis management situations. ○ Consistent documentation across teams. ○ Staff wellbeing survey completed with >80% participation.	
Goal 2: • Review available student / staff wellbeing surveys and decide whether we should use one of these or design our own • Implement the chosen survey with groups of students • Analyse data to identify trends or patterns in wellbeing	Principal SLT PCA	Access to available surveys	Term 1	○ Survey platforms will be reviewed and a decision made about which survey platform we will utilise ○ Wellbeing data will be collected and analysed and then inform future actions	

• Develop an action plan to address identified areas for improvement					
Evaluation:					
Next Steps:					