

Hobsonville School Annual Implementation Plan 2026

STRATEGIC GOAL 1: Our People – Empower all ākonga

To ensure every learner, including leaders and teachers, is supported to achieve educational expectations and aspirations. We aim to realise the potential of all learners through cultural responsiveness, language integration, and active community partnerships.

Key Actions and Expectations for 2026

Focus Area	Annual Target/Goal Detail	What We Expect to See by the End of the Year (Evidence)	Actions and Responsibilities
Responsiveness and Capability	<p>Continue to develop knowledgeable and responsive leaders and teachers.</p> <p>Ensure all staff are equipped to support every learner to achieve educational expectations.</p>	<p>Data targets Maori learners</p> <p>Data will show 80% of Maori students will be proficient or exceeding in reading , writing and Maths</p>	<p>Pedagogy (what we know and believe- Current practice)</p> <p>Maintain Fidelity of current teaching practices .</p> <p>SLT , phase leaders , Te Ao Māori Leaders and learning leaders will maintain fidelity of current teaching practice through leading planning, observations and feedback.</p>

<p>Languages</p>	<p>Create conditions for languages other than English to be used. Strengthen the use of Te Reo Māori and Pasifika languages throughout the school.</p>	<p>Increased visible use of Te Reo Māori in daily routines.</p> <p>Assessment data shows improved student ability to engage in kōrero in Te Reo Māori. Increased visible use of Te reo Maori in daily routines and integrated in curriculum areas.</p>	<p>Integrate language into daily practice.</p> <p>Teachers and Te Ao Māori Leaders to implement language strategies. Monitor via classroom observations .</p>
<p>Active Partnerships</p>	<p>Activate partnerships with whānau and the community.</p> <p>Support student engagement by targeting formats to reach whānau not yet engaged in learning.</p>	<p>Improved Whānau Engagement.</p> <p>Parent contact register (etapp) and event attendance data reflect higher participation rates from previously disengaged families.</p>	<p>Provide targeted engagement formats.</p> <p>SLT, Teachers and Team Leaders to organise events and outreach. Monitor whānau engagement levels regularly.(Etapp)</p>

Attendance Management	Implement the Attendance Management Plan. Utilise strategies to address attendance barriers and strengthen home-school partnerships.	Measurable improvement in attendance and punctuality data. Etapp data and BoT attendance reports show a positive trend in student presence and timeliness.	Share, review, and liaise. SLT and Attendance Lead to share the plan with the community, review effectiveness, and liaise with external agencies where necessary.
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STRATEGIC GOAL 2: Our Teaching & Learning – Embed Collective Teacher Efficacy

Initiative: Data Literacy & Assessment

We will move towards greater use of data to inform learning design and assessment practices, ensuring that planning is responsive to student needs and accelerates achievement.

Key Actions and Expectations for 2026

Focus Area	Annual Target/Goal Detail	What We Expect to See by the End of the Year (Evidence)	Actions and Responsibilities
Leadership Development	<p>Phase leaders grow middle leaders to lead data literacy.</p> <p>Building capacity within specific areas to drive data usage.</p>	<p>Student voices reported in leadership meetings.</p> <p>Meeting minutes and phase leader reports reflect active data leadership.</p>	<p>Mentoring and Support.</p> <p>Phase Leaders and SLT to provide guidance and structure for middle leaders.</p>

<p>Data-Informed Practice</p>	<p>Use data to inform learning design.</p> <p>Ensure planning is responsive to needs and drives acceleration.</p>	<p>Planning shows evidence of acceleration and engagement.</p> <p>Documentation reviews confirm data is driving instructional decisions.</p>	<p>Review and Refine.</p> <p>Phase leaders and learning leaders to regularly review planning against student data.</p>
<p>Focus 30</p>	<p>Weekly analysis of writing data and teacher practice.</p> <p>Continue Targeted sessions to improve writing outcomes.</p> <p>Phase leaders/learning leaders to observe and give feedback to support high-quality practice.</p>	<p>Consistent improvement in teaching and writing outcomes.</p> <p>Discussion points DAT's discussion implemented.</p> <p>Students writing books show progress and teacher presence.</p>	<p>Team Analysis.</p> <p>Team Leaders, phase leaders and Teachers .</p> <p>Weekly meetings with student books for discussion.</p>
<p>Teacher Capability</p>	<p>Grow teachers' understanding of data literacy. Embed data literacy into daily teaching practice.</p>	<p>Increased staff confidence.</p> <p>Teacher PLD reflections and PLD attendance logs show engagement and growth.</p>	<p>Professional Learning.</p> <p>SLT lead PLD focused on data interpretation and application.</p>

Initiative: New Curriculum Implementation

Establishing a new curriculum grounded in the science of learning, ensuring alignment with national priorities and evidence-based practice.

Focus Area	Annual Target/Goal Detail	What We Expect to See by the End of the Year (Evidence)	Actions and Responsibilities
Science	Use the new science curriculum. Plan learning reflecting everyday phenomena, accessible systems, and NZ contexts.	Curriculum coverage aligned to new standards. Planning reviews and curriculum maps demonstrate alignment.	Curriculum Mapping. Phase Leaders, learning leaders and Teachers to unpack and plan using the new curriculum documents.
Writing	Use the new English curriculum. Plan writing to reflect the new curriculum and what we know believe that writing practice must look like.(Current Practice)	Target- 80% of students will be proficient or exceeding . Monitor the year 5 and y6 cohort 2026	Implementation and monitoring Phase leaders/learning leaders to observe and give feedback to support high-quality practice. Y5/y6 phase leader and learning leaders will review regularly and discuss data to target student learning.

Reading	<p>Implement the new English curriculum. Full, consistent BSLA (Y1-8) with Y8 completing rollout.</p>	<p>Target: 80% achievement. BSLA assessments and Writing OTJs show alignment to curriculum.</p>	<p>Implementation & Monitoring. Phase leaders/learning Leaders and Teachers to ensure fidelity of BSLA and curriculum alignment. Report to BoT</p>
Mathematics	<p>Embed maths practice and align planning. Plan maths to reflect the new curriculum and what we know believe that maths practice must look like.(Current Practice)</p>	<p>Programmes reflect updated curriculum. Maths data analysis tracks trends. Teacher Only Days (TOD) used effectively for implementation.</p>	<p>Observation & Feedback. Phase leaders/learning leaders to observe and give feedback to support high-quality practice. Lead facilitator to guide TODs.</p>

STRATEGIC GOAL 3: Our Innovation and Challenge – Balanced Academic, Social, Emotional Curriculum

Initiative: Student Wellbeing and Behaviour

To develop empathetic interpretive behaviours and support the holistic needs of our students through targeted upskilling and curriculum integration.

Key Actions and Expectations for 2026

Focus Area	Annual Target/Goal Detail	What We Expect to See by the End of the Year (Evidence)	Actions and Responsibilities
<p>Teacher Capability and Insight</p>	<p>Upskill teachers to recognise gaps in student behaviours and dispositions.</p> <p>Focus on developing empathetic interpretive behaviours to understand the 'why' behind behaviour.</p>	<p>Reduction in negative incidents.</p> <p>Behaviour data (including Linewise/Pulse checks) shows a measurable reduction in incidents. Teacher observations reflect deeper understanding.</p>	<p>Data Analysis & PLD.</p> <p>SLT and Teachers to analyse behaviour reports and Pulse data to identify trends. Provide PD on behaviour recognition.</p>

<p>Social & Emotional Learning</p>	<p>Plan and implement social and emotional skills development.</p> <p>Integrate these skills explicitly both inside and outside the classroom setting.</p>	<p>Visible application of social skills.</p> <p>Teacher observations confirm students are applying social and emotional skills in the playground and classroom.</p>	<p>Curriculum Integration.</p> <p>Teachers and Team Leaders to plan specific SEL opportunities. Monitor via observation notes and behaviour reports.</p>
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Initiative: Kaitiakitanga (Environmental Guardianship)

Strengthen the kaitiakitanga of our kura, ensuring environmental responsibility is embedded in leadership and phase planning.

Focus Area	Annual Target/Goal Detail	What We Expect to See by the End of the Year (Evidence)	Actions and Responsibilities
<p>Student Leadership</p>	<p>Ensure Enviro leaders hold a prominent role in the school.</p> <p>Empower students to lead environmental initiatives.</p>	<p>Active and visible leadership.</p> <p>Enviro leaders are driving school programmes. Evidence seen in student leader reports and event records.</p>	<p>Empowerment & Support.</p> <p>Enviro Lead Teacher to mentor students and facilitate opportunities for them to lead.</p>
<p>Phase Implementation</p>	<p>Gather ideas and planned actions from each phase.</p> <p>Embed kaitiakitanga concepts appropriate to each age level.</p>	<p>Documented actions across the school.</p> <p>Each phase contributes specific, documented actions towards environmental goals.</p>	<p>Phase Planning.</p> <p>Teachers and Phase Leaders to develop environment action documentation within their phase plans.</p>

Initiative: Movement & Neuroscience

Recognising the link between physical activity and brain development to support learning readiness.

	Annual Target/Goal Detail	What We Expect to See by the End of the Year (Evidence)	Actions and Responsibilities
Daily Movement	Plan for daily movement to support development. Focus on cerebellum development, cognition, and readiness for learning.	Movement is integrated and visible. Daily movement is a consistent part of the learning programme across all classrooms.	Planning & Observation. Teachers include movement in daily planning. SLT to monitor via planning checks and observations.

Initiative : Update the school report to include the new progress descriptors for reading , writing and maths
 Report to parents in a clear, concise way.

	Annual Target/Goal Detail	What We Expect to See by the End of the Year (Evidence)	Actions and Responsibilities
Reporting to Parents	Update progress and achievement reports Update to include the new descriptors from MOE	Review/survey from parents and whanau Term 1 Committee review and finalise Term 2 ready for use Feedback from parents and whanau that they are well informed about their child's progress and achievement.	Planning Have a report writing committee (SLT , committee,principal)