

Annual Implementation Plan

2026



2026 Annual Implementation Plan

Overview

Where we are at:

2025 was a year of significant transition for Collingwood Area School. The Annual Plan was developed prior to the retirement of the previous Principal, followed by a six-month period under an Acting Principal before the appointment of the new Principal in July 2025. Despite this disruption, the school stabilised core systems and made measurable progress in key priority areas.

Attendance improved markedly across 2025. By Term 4, 62% of students were attending regularly (above 90%), compared with 20% in Term 4, 2024, and chronic absence reduced to 3%. Systems for attendance monitoring, coding, and reporting are now embedded and provide a reliable baseline for further improvement.

Curriculum refresh requirements were introduced across the school, including structured literacy and mathematics approaches in Years 1–8, and NCEA changes were embedded at secondary level. Implementation was uneven, reflecting both the scale of national reform and leadership change. Achievement data shows stable to improving outcomes overall, with clear variability across cohorts and pathways, particularly at transition points.

The Strategic Plan 2026–2029 responds directly to these conditions, providing clarity, coherence, and evaluative focus. The 2026 Annual Implementation Plan prioritises consolidation, consistency, and depth of practice, with increased ambition grounded in strengthened systems and clearer expectations.



How we give effect to Te Tiriti o Waitangi:

Collingwood Area School gives effect to Te Tiriti o Waitangi through deliberate enactment of partnership, participation, and protection across curriculum, culture, and systems. In 2026, this includes strengthening reciprocal relationships with Manawhenua ki Mohua; embedding mātauranga Māori, te reo Māori, and local pūrākau within curriculum design; and ensuring culturally responsive pastoral care.

Whānau and iwi will be engaged as genuine partners in curriculum development, decision-making, and evaluation. Te reo Māori and tikanga will be visible and normalised in daily practice, learning environments, and school events. Systems and data will be used to monitor equity and outcomes for Māori learners, ensuring Māori success as Māori is explicit, measurable, and sustained.

Teaching and learning strategies focus on delivering a coherent, culturally grounded curriculum aligned to Te Mātaiaho. Priority is given to high-quality literacy (reading and writing) and mathematics instruction, supported by structured approaches, clear progressions, and consistent assessment practices.

Teaching and Learning Strategies:

Across Years 1–8, structured literacy and mathematics programmes will be consolidated and refined. Across Years 9–13, coherent curriculum pathways and assessment practices will support achievement, qualification completion, and transitions beyond school. Data will be used systematically to identify learners whose needs are not yet well met, to design targeted interventions, and to evaluate impact.

Positive Behaviour for Learning (PB4L) School-Wide will be deliberately embedded as a core teaching and learning strategy. Behaviour expectations will be explicitly taught, modelled, and reinforced across all settings, aligned to the school values and Graduate Profile. PB4L practices will support consistent classroom routines, relational pedagogy, and inclusive learning environments, enabling teachers to maximise learning time and respond proactively to behaviour. Behaviour data will be used alongside achievement and attendance data to identify patterns, inform targeted supports, and evaluate the impact of interventions. This integration ensures wellbeing, engagement, and learning are treated as interdependent, strengthening equitable outcomes for all learners.

Professional learning, collaborative inquiry, and moderation will strengthen teacher capability and consistency. Reporting to learners and whānau will be clear, accessible, and focused on progress, next steps, and shared responsibility.

Strategic Goal 1

Strengthen Learning and Curriculum - We design and deliver a coherent, culturally grounded curriculum that supports high-quality teaching and learning across all phases.

2026 Target

Where possible, given the release of curriculum materials, by the end of 2026, the school will implement a coherent, culturally grounded curriculum aligned to Te Mātaiaho, with consistent planning, assessment, and learning pathways across Years 1–10. Priority is given to strengthening literacy and mathematics outcomes and reducing variability at key transition points.

What we expect to see by the end of the year

- (Dependent upon maternity return) A completed and published Cultural Narrative (Te Marautanga ā Mohua / local curriculum story) will be used in curriculum planning, EOTC, and school-wide events
- A documented curriculum framework and learning progressions across Years 1–10, with clear expectations at phase transitions
- Consistent planning, assessment, moderation, and reporting practices across teams and linked to PGCs, with evidence of shared expectations and improved learner progress
- Strengthened pathways and coherence in Years 9–10 to support readiness for the co-requisites and NCEA

Actions

Actions	Who	Resources	Timeframe	How success will be measured
Curriculum coherence and local curriculum (Terms 1–2) <ul style="list-style-type: none">• Co-construct and finalise the Cultural Narrative with Manawhenua ki Mohua, whānau, and community partners; publish and share with staff/Board/whānau• Confirm school-wide curriculum principles, expectations for planning, and non-negotiables for literacy and mathematics instruction• Map learning pathways and transition expectations Years 1–10, including key learning and wellbeing indicators at transition points	Principal (strategic leadership and evaluation), SLT (implementation, quality assurance), Curriculum Leaders (design and moderation), Teachers (planning, teaching, inquiry), SENCO/ Learning Support (targeted supports)	PLD and external facilitation (Te Mātaiaho, structured literacy, mathematics, culturally responsive practice); staff release time for moderation and curriculum design; assessment tools and reporting templates	Terms 1–4 (with termly milestones and Board reporting)	Primary and middle school progress and equity (Lit/Num) <ul style="list-style-type: none">• Baseline (2025 data): across Years 1–8, 84.5% of learners are 'At' or 'Above' expectation (Years 1–4: 86.0%; Years 5–8: 83.3%). By end of 2026, lift the Years 5–8 'Consolidating, Proficient, and Exceeding' proportion by 5 percentage points (to ~88%) and reduce the 'Emerging' proportion by at least 3 percentage points (e.g. less than 14%) through targeted acceleration and consistent practice.• Termly progress monitoring shows increased proportions of learners making expected or accelerated progress in reading and mathematics, with clear evidence of targeted supports and evaluated impact. Years 9–10 English readiness for NCEA/Co-requisite <ul style="list-style-type: none">• Baseline (2025 Y9/10 English): 77.8% of learners were at Curriculum Level 4+ in reading by November; 61.1% at Level 4+ in writing; OTJs indicated 72.2% 'At/Above' and 27.8% 'Below'. By end of 2026, increase Level 4+ writing to at least 70% and reduce the 'Emerging' proportion to 20% or less, with clear evidence of teaching consistency and intervention impact. NCEA participation and quality <ul style="list-style-type: none">• Maintain stable qualification completion at Levels 2 and 3• Baseline (2025): Level 1 participation/achievement 77.8%; Level 2 achievement 90.0%; Level 3 achievement 77.8%; UE 22.2%; endorsement patterns (Merit/Excellence) will be monitored as indicators of quality learning and aspiration.
Assessment, moderation, and teaching consistency (Terms 1–4) <ul style="list-style-type: none">• Confirm a small set of reliable assessment tools for Years 1–10 (reading, writing, mathematics) and agree regular assessment windows• Establish moderation cycles (within-team and cross-team) to strengthen consistency of assessment judgements• Implement collaborative inquiry cycles focused on priority learners and acceleration (likely CPS model).• Use MoE funding to implement small group supported learning outcomes in Literacy and mathematics				
Secondary pathway and NCEA readiness (Terms 2–4) <ul style="list-style-type: none">• Strengthen Years 9–10 English and mathematics progressions and expectations (including explicit teaching, common assessments, and targeted supports)• Implement targeted teaching and support for co-requisite literacy/numeracy readiness and Level 1 participation• Establish clear expectations for tracking credits, attendance, and engagement for Years 10–13 with termly review and early intervention				

Strategic Goal 2**2026 Target****What we expect to see by the end of the year****Enhance Engagement and Attendance - We grow belonging, leadership, and wellbeing to lift attendance and engagement for every learner.**

Sustain and extend improved attendance and engagement through a coherent values-based pastoral system, strengthened transitions, and earlier targeted support for learners at risk of disengagement.

- Regular attendance increases from a 2025 baseline of 62% to at least 70%
- Chronic absence reduces from 3% to below 2%
- A consistent school-wide pastoral framework aligned to the school values and Graduate Profile, with clear roles, processes, and escalation pathways
- Improved learner sense of belonging and engagement, evidenced through student/whānau voice and reduced behavioural disruption

Actions	Who	Resources	Timeframe	How success will be measured
Pastoral coherence and values-based expectations (Terms 1–4) <ul style="list-style-type: none">• Align PB4L-SW, school values, and Graduate Profile into a single, coherent pastoral framework (expectations, teaching of behaviour, recognition, and restorative responses)• Clarify pastoral leadership roles, case management, and referral pathways (including learning support and external agencies)• Establish shared transition profiles and handover routines at transitions	Principal, SLT, Pastoral Leaders, Teachers, Learning Support/SENCO, Attendance Lead, Community partners	Attendance services support; wellbeing and engagement tools; staff time for case management; community and agency partnerships	Terms 1–4 with weekly operational monitoring and termly Board reporting	<ul style="list-style-type: none">• Attendance: Regular attendance increases from 62% (2025 baseline) to $\geq 70\%$ by Term 4 2026; chronic absence reduces from 3% to $<2\%$; moderate absence reduces term-on-term.• Engagement: Improved student voice measures (belonging, safety, relevance of learning) and reduced frequency/severity of behaviour incidents requiring stand-down/suspension responses.• Transition: Reduced variability in engagement and attendance across transition points (Years 8–9 and 10–11), evidenced through attendance, achievement, and pastoral data.
Attendance improvement with targeted support (Terms 1–4) <ul style="list-style-type: none">• Implement attendance profiles and early warning triggers (SLT-level monitoring) for learners below regular attendance; initiate whānau partnership meetings and support plans early, follow published attendance strategy• Strengthen 'return to learning' processes following absences and incidents (re-entry plans; learning catch-up supports)• Build consistent messaging and practical supports in collaboration with community partners				
Student leadership and engagement (Terms 2–4) <ul style="list-style-type: none">• Strengthen student leadership opportunities, tuakana-teina structures, and culturally grounded student voice• Increase participation in relevant pathways (curricular, cultural, vocational, sport, arts) that support engagement and attendance				

Strategic Goal 3**Use Data and Communication to Drive Improvement - We use clear data and effective communication to connect, improve, and celebrate learning.****2026 Target**

Strengthen data literacy and communication systems to enable high-quality evaluation, timely intervention, and transparent reporting to learners, whānau, and the Board.

What we expect to see by the end of the year

- Staff consistently using achievement, attendance, and wellbeing data to inform planning and targeted support
- Reliable assessment and reporting cycles in place across Years 1–13
- Clear, accessible reporting to whānau (progress, next steps, and supports) and to the Board (monitoring, evaluation, and impact)

Actions

- Implement a school-wide data and evaluation calendar (assessment windows, moderation, reporting, review)
- Provide targeted PLD to build data literacy, evaluation capability, and use of evidence (including ERO evaluation indicators)
- Audit and align digital systems and templates to reduce duplication and improve reliability and access
- Establish termly evaluation cycles linked to strategic targets (what we did, what changed, what we will do next)

Who	Resources	Timeframe	How success will be measured
Principal, SLT, Data/ Assessment Lead, Communication Manager, Curriculum Leaders, Teachers, Administration	Digital platforms and licences as required; Communication plan development; PLD; staff release time; agreed templates and reporting tools	Terms 1–4 with termly evaluation reporting to the Board	<ul style="list-style-type: none">• Evidence of consistent, data-informed decisions in team and leadership minutes and inquiry documentation• Improved clarity and consistency of reporting to whānau and the Board (timeliness, usefulness, next steps)• Evaluative reporting shows impact against baseline measures (attendance, curriculum phases, NCEA/UE outcomes) and informs improvement actions