



Sustain a safe, positive, and inclusive environment that values diversity, deepens community partnerships, and fosters strong collaboration.

Objective 1: Students and teachers will apply the PC4L model to resolve conflict in positive, respectful, and solution-focused ways.

Key Results: By the end of 2026	Lead by	Review Points	Measure of Success
Every student has been explicitly taught the learning and playground behaviour curricula	PC4L DP	Termly	Students can articulate our common language of learning and playground behaviour expectations
The Zones of Regulation toolkit is implemented consistently by staff and students	Staff	Termly	Students can access and use the tools to regulate their emotions and resolve conflict.
SLT prepares and documents a clear, schoolwide restorative-chat process, including tracking systems, for implementation in 2027.	SLT	Term 4	A flowchart, restorative scripts, & Hero tracking system is ready for implementation

Objective 2: Audit the physical environments to identify and action quick wins that strengthen conditions for learning.

Key Results: By the end of 2026	Lead by	Review Points	Measure of Success
Every physical classroom has been evaluated against an agreed set of criteria.	SLT	Term 2	Each classroom will be set up to support the science of learning approach
A categorised action list is completed, clearly separating quick wins from longer-term strategic priorities.	SLT	Term 2	The action plan identifies what can be implemented by the end of 2026, and what will be budgeted for 2027



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Objective 3: Sustain our Attendance Plan

Key Results: By the end of 2026	Lead by	Review Points	Measure of Success
Increase regular attendance to 90% and reduce chronic absenteeism to below 5%.	DP Attendance	Termly	Students, whānau and staff understand the importance of daily attendance



Prepare, implement, and embed a scoped and sequenced curriculum that enables all students to build knowledge and skills in a structured, sustainable way.

Objective 1: The English Learning Area is implemented and sustained

Key Results: By the end of 2026	Lead by	Review Points	Measure of Success
Oral Language is explicitly taught across the curriculum	DP Curriculum and Literacy Lead	Termly	Students are engaging in purposeful oral language opportunities across all areas of their learning
Teachers explicitly teach the structures, skills, and tools of writing	DP Curriculum and Literacy Lead	Termly	Students are confident, engaged writers who write with a strong sense of purpose and audience.

Objective 2: The Mathematical Learning Area is implemented and sustained

Key Results: By the end of 2026	Lead by	Review Points	Measure of Success
The updated scoped & sequenced Maths curriculum is implemented, with the relevant resources	DP Curriculum and Numeracy Lead	Termly	Teacher planning reflects the scoped and sequenced Maths curriculum Students are engaged and have a positive maths mindset



Implement and extend teaching practices grounded in the science of learning.



Objective 1: Cognitive load is considered and managed by everyone.

Key Results: By the end of 2026	Lead by	Review Points	Measure of Success
Learning environments and lesson structures across the school reflect intentional planning to manage cognitive load.	SLT	Termly	Observations, walkthroughs, and professional conversations confirm a consistent school-wide approach to lesson delivery, resulting in high teacher efficacy and focused student engagement.

Objective 2: Strengthen formative assessment to inform responsive teaching

Key Results: By the end of 2026	Lead by	Review Points	Measure of Success
Phase 1–3 Mathematics Snapshots are fully integrated into the fortnightly planning cycle to pinpoint and address immediate learning gaps.	DP Assessment Numeracy Lead	Term 4	Year-level teams utilise planning meetings to analyse Snapshot data and collaboratively adjust lesson delivery for responsive teaching.



Implement and extend teaching practices grounded in the science of learning.

Objective 3: Teachers use Rosenshine's 'Checking for Understanding' in their teaching practice

Key Results: By the end of 2026	Lead by	Review Points	Measure of Success
Teachers actively check for student understanding (individual and whole-class) during explicit teaching and review, and deliberately use this information to improve student learning.	SLT Learning Leaders Mentor Teachers	Termly	Evidence gathered through reflective conversations and mid-year and end-of-year summary statements demonstrates changes in teaching practice and improved student learning outcomes.