

Normandale School

Annual Implementation Plan 2026 (2930)



**Normandale
School**

He ngakau nui ki te ako

Strategic Goals 2026

Through consultation, the Board and school community have identified the following 3 strategic goals for 2026

Teaching and Learning

Strategic Goal 1

Normandale School is a place where teaching and learning is engaging, child-centric and prepares us beyond the classroom, ready for future possibilities.

Health and Wellbeing

Strategic Goal 2

Collaborate with whānau to foster healthy relationships that ensure the safety and wellbeing of all students and staff.

Inclusion and Culture

Strategic Goal 3

We aspire to continually provide a learning environment that is proactively inclusive and responsive to the diverse requirements of our community.

These strategic aims are consistent with the national focus on improving literacy and numeracy outcomes and with the Board's expectation of improving student achievement and teacher effectiveness.

2026 Annual Plan - our taonga



Normandale School
He ngakau nui ki te ako

Strategic Goal #1	Annual Goal	2026 Action	Staff/Timeline	NELP links - see below	Statement of Variance
<p>Teaching and Learning</p> <p>Normandale School is a place where teaching and learning is engaging, child-centric and prepares us beyond the classroom, ready for future possibilities.</p>	<p>Teachers demonstrate understanding and confidence in long and short term planning to align with the updated Maths curriculum.</p> <p>Teachers demonstrate understanding and confidence in teaching that aligns with the updated Maths curriculum.</p> <p>Teachers demonstrate understanding and confidence in using assessment related to the updated Maths curriculum.</p> <p>Confidence Maths survey average score of 60% Consolidating by the end of 2026, 70% in 2027 and 80% in 2028.</p>	<p>Create long and mid term plans that reflect the statements of the refreshed curriculum.</p> <p>Refreshed Maths curriculum 'Confidence survey' taken by staff, Terms 1 and 4.</p> <p>90% attendance by all teaching staff for both TODs</p> <p>Review the current assessment timetable. Review the Maths component of the 4 year coverage plan. Review the current assessment timetable.</p> <p>Have a Maths observation in Term 2 for all teaching staff.</p>	<p>All staff</p> <p>All staff, TOD 30/1/26, 2/2/26, 23/10/26</p> <p>All staff By the end of 2026, revisions ongoing.</p> <p>All staff Week 5 Term 2</p>	<p>Obj #4</p> <p>Obj #4</p>	

	<p>Teachers demonstrate understanding and confidence in long and short term planning to align with the updated English Curriculum.</p> <p>Teachers demonstrate understanding and confidence in teaching that aligns with the updated English Curriculum.</p> <p>Teachers demonstrate understanding and confidence in using assessment related to the updated English Curriculum.</p> <p>Confidence English survey average score of 60% Consolidating by the end of 2026, 70% in 2027 and 80% in 2028.</p>	<p>Create long and mid term plans that reflect the statements of the refreshed curriculum. Refreshed English curriculum 'Confidence survey' taken by staff, Terms 1 and 4.</p> <p>90% attendance by all teaching staff for Structured Literacy</p> <p>Review Normandale writing matrix. Review the English component of the 4 year coverage plan. Review the current assessment timetable.</p>	<p>All staff</p> <p>All staff, TOD 13/3/26</p> <p>All staff</p>	<p>Obj #4</p> <p>Obj #4</p>	
	<p>Focus on student success in core learning areas (R, W, M).</p>	<p>Achievement data in R, W, M (PATs) analysed and presented to BoT twice a year.</p> <p>Leaders to present R, W, M data and achievement in staff meetings.</p> <p>Continue to regularly analyse data and use it to inform teaching and learning.</p>	<p>MB, T2, T4</p> <p>NM, JH T2, T4</p> <p>All staff, ongoing</p>	<p>Obj #2</p>	
	<p>Provide extra support/extension opportunities through curricular and extracurricular activities.</p>	<p>Identify areas of need, develop support programmes (TA support) to target students who need accelerated progress.</p>	<p>NM, MB, TAs, ongoing</p>	<p>Obj #2</p>	

		75% of identified target students receiving TA/teacher support will make progress by the end of 2026.			
	Continue to invest in PB4L best practice and development.	<p>Reviewing current lesson plans and topics to meet needs that arise. Host weekly PB4L hui to reinforce these topics. Record behaviour instances in Etap and review these for possible trends. Continue to develop and reflect on PB4L posters. The student wellbeing survey indicator question will be 'Students and staff care about each other' 2025 result - 56% strongly agree - target 60% or higher.</p>	JH, all staff, ongoing	Obj #1 & #4	
	Continue to teach the Normandale School Values and deepen understanding for the Normandale School Graduate Profile	<p>All staff will introduce the values in term one and continue to refer to them throughout the year. All classrooms will have a school values display. All children will be able to name the 5 values after 6 months of attending school. The student wellbeing survey indicator question will be 'School Values are important' 2025 result - 74.5% strongly agree - target 75% or higher.</p>	All staff, Ongoing		
Strategic Goal #2	Annual Goal	2026 Action	Staff/Timeline	NELP links - see below	
Health and Wellbeing	Conduct twice yearly Workplace wellbeing surveys.	<p>Conduct our Student and Teacher Wellbeing survey. Share with staff, review results, share with staff and discuss ways forward. Share with BOT. Compare with 2024/5 results, analyse for trends.</p> <p>The Teacher Wellbeing Survey indicator</p>	MB, NM, JH, T1 & T3 - compare results, class by class & whole school.	Obj #1	

Collaborate with whānau to foster healthy relationships that ensure the safety and wellbeing of all students and staff.		question will be 'I feel valued for my contributions' 2025 result - 66% strongly agree - target 70% or higher.			
	Ensure the school provides a physically, emotionally and culturally safe environment for students.	All meeting agendas begin with Health & Safety and students of note. The Student Wellbeing Survey indicator question will be 'I am happy' 2025 result - 55% strongly agree - target 60% or higher.	All staff, ongoing - Team, Staff & Lead Team meetings	Obj #1	
	Explicitly teach and model school values.	Bilingual values to be visible around the school, inside & outside classes. PB4L lessons & weekly hui reflect & reinforce our values.	All staff, ongoing	Obj #3 & #4	
	Provide opportunities for our whānau to engage with and contribute to school life.	Whānau will be asked to share their taonga for various in-class Passion Projects. Celebrate various on-site events which invite whānau onto the school grounds. Use Whanau Learning Conference attendance as an indicator 2025 (Term 3) there was an average of 85% - target maintain or increase. Use the number of invitations sent for the Parent Helpers Morning Tea as an indicator 2025 - 50% 2026 target 60%.	All staff, ongoing	Obj #4	
Strategic Goal #3	Annual Goal	2026 Action	Staff/Timeline	NELP links - see below	
Inclusion and Culture	Enhance our cultural responsiveness in Teaching and Learning with a focus on te	Implement new learning from the Kura Ahurea programme, Team/Staff meetings. 25-CRP-Action Plan	KB-T, all staff, ongoing	Obj #2	

We aspire to continually provide a learning environment that is proactively inclusive and responsive to the diverse requirements of our community.	reo and te ao Māori learned from Kura Ahurea.	A6 - 1,2,3 - FOCUS ON 1 PER TERM			
	Strengthening the Kura Ahurea programme to be the whole school PLD focus in 2026.	Access our Kura Ahurea PLD provider to lead staff in enhancing & integrating culturally responsive practices	KB-T, FR - regular off-site PLD hui. On-site PLD via KB-T, FR - all staff, ongoing	Obj #3	
	Develop and promote a Māori world view of hauora.	Continue to work with our kapa haka kaiako, Te Rehia Matthews. Further develop our mihi whakatau (include kai karanga role) to include local tikanga with hariru at the beginning.	All staff, ongoing MB, KB-T, T1, ongoing	Obj #3	
	Achieve the Government's regular attendance rates of 80% of students present for more than 90% of the term.	Follow the Stepped Attendance Response (STAR) Termly sharing of attendance data with the BOT. Termly sharing of attendance data with the community via Newsletters. Attendance to be included in Mid Year and End of Year Reports.	Lead Team, all staff ongoing MB, termly MB, termly Coded via eTap daily, T2 & T4	Obj #1	

Targets for Raising Student Achievement 2026 - linked to Strategic Goal 1

[Targets for Raising Student Achievement 2026](#)

The Statement of National Education and Learning Priorities (NELP) & Tertiary Education Strategy (TES)

The Statement of National Education and Learning Priorities (NELP) and the Tertiary Education Strategy (TES) are issued under the Education and Training Act 2020.

The NELP must be consistent with the objectives for education. These are: helping children and young people to attain their educational potential; preparing young

people for participation in civic and community life and for work, and promoting resilience, determination, confidence, creative and critical thinking, good social skills and the ability to form good relationships; and helping children and young people to appreciate diversity, inclusion and Te Tiriti o Waitangi.

The TES must set out the Government's long-term strategic direction for tertiary education, including economic, social, and environmental goals, and the development aspirations of Māori and other population groups.

One of the purposes of the Act is to establish and regulate an education system that honours Te Tiriti o Waitangi and

supports Māori-Crown relationships. Section 9 sets out the main provisions of the Act in relation to the Crown's responsibility to give effect to Te Tiriti o Waitangi. These provisions include obligations in relation to Te Tiriti o Waitangi for school boards, tertiary education institutions and education agencies.

OBJECTIVES	<p>OBJECTIVE 1</p> <p>LEARNERS AT THE CENTRE</p> <p>Learners with their whānau are at the centre of education</p>	<p>OBJECTIVE 2</p> <p>BARRIER FREE ACCESS</p> <p>Great education opportunities and outcomes are within reach for every learner</p>	<p>OBJECTIVE 3</p> <p>QUALITY TEACHING AND LEADERSHIP</p> <p>Quality teaching and leadership make the difference for learners and their whānau</p>	<p>OBJECTIVE 4</p> <p>FUTURE OF LEARNING AND WORK</p> <p>Learning that is relevant to the lives of New Zealanders today and throughout their lives</p>	<p>OBJECTIVE 5</p> <p>WORLD CLASS INCLUSIVE PUBLIC EDUCATION</p> <p>New Zealand education is trusted and sustainable</p>
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PRIORITIES	<p>1 Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying</p>	<p>3 Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs</p>	<p>5 Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning</p>	<p>7 Collaborate with industries and employers to ensure learners/ākonga have the skills, knowledge and pathways to succeed in work</p>	<p>8 Enhance the contribution of research and mātauranga Māori in addressing local and global challenges (TES ONLY)</p>
	<p>2 Have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures</p>	<p>4 Ensure every learner/ākonga gains sound foundation skills, including language*, literacy and numeracy</p> <p><small>* Oral language encompasses any method of communication the learner/ākonga uses as a first language, including New Zealand sign language</small></p>	<p>6 Develop staff to strengthen teaching, leadership and learner support capability across the education workforce</p>		

The NELP and TES are statutory documents enabled by the Education and Training Act 2020 that set out the Government's priorities for education. This document forms both the NELP (priorities 1-7) and the TES (priorities 1-8).

Some aspects of these priorities will be more applicable to one sector than others.

The NELP is designed to guide those who govern licensed early learning services, ngā hōkanga reo, schools and kura.

In particular, licensed early learning services are required to have regard to the NELP as part of the Governance, Management and Administration (GMA) Standard. Boards of schools and kura must have particular regard to the NELP, including when developing or renewing their charters.

The TES sets the direction for tertiary education. Tertiary Education Organisations are required to show how they have regard for the TES. The Tertiary Education Commission must give effect to the TES, and the New Zealand Qualifications Authority must have regard for the TES.

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OBJECTIVES	OBJECTIVE 1 LEARNERS AT THE CENTRE Learners with their whānau are at the centre of education	OBJECTIVE 2 BARRIER FREE ACCESS Great education opportunities and outcomes are within reach for every learner	OBJECTIVE 3 QUALITY TEACHING AND LEADERSHIP Quality teaching and leadership make the difference for learners and their whānau	OBJECTIVE 4 FUTURE OF LEARNING AND WORK Learning that is relevant to the lives of New Zealanders today and throughout their lives	OBJECTIVE 5 WORLD CLASS INCLUSIVE PUBLIC EDUCATION New Zealand education is trusted and sustainable
	1 Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying	3 Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs	5 Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning	7 Collaborate with industries and employers to ensure learners/ākonga have the skills, knowledge and pathways to succeed in work	8 Enhance the contribution of research and mātauranga Māori in addressing local and global challenges (TES ONLY)
	2 Have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures	4 Ensure every learner/ākonga gains sound foundation skills, including language*, literacy and numeracy <small>* Oral language encompasses any method of communication the learner/ākonga uses as a first language, including New Zealand sign language</small>	6 Develop staff to strengthen teaching, leadership and learner support capability across the education workforce		
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