



LAKE ROTOMĀ SCHOOL
Te Kura o Rotomā
Annual Implementation Plan
2026

Aligned to Strategic Plan 2025–2028
He kura tangata | Respect · Ownership · Community · Kindness

Respect Tangata tū tika	Ownership Whiria te muka tangata	Community Ngā Hononga	Kindness Aroha ki te tangata
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Goal 1 Ngā Ākonga Learners at the Centre	Goal 2 Tūhonotanga Barrier Free Access	Goal 3 Ako Quality Teaching and Leadership
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Where We Are At — 2025 Baseline

<p>Current Achievement Data</p> <ul style="list-style-type: none"> ▶ Reading: 71% at or above expectation ▶ Writing: 36% at or above expectation ▶ Mathematics: 36% at or above expectation 	<p>School Strengths</p> <ul style="list-style-type: none"> ▶ Strong school culture grounded in ROCK values ▶ Positive whānau engagement ▶ PB4L – Mana Way embedded ▶ Growing use of structured teaching approaches
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<p>Areas for Development</p> <ul style="list-style-type: none"> ▶ Accelerating writing and mathematics achievement ▶ Strengthening student agency ▶ Improving attendance and access ▶ Embedding consistent assessment practices 	<p>How We Give Effect to Te Tiriti o Waitangi</p> <ul style="list-style-type: none"> ▶ Partnering with hapū and iwi ▶ Embedding te reo Māori me ōna tikanga ▶ Supporting rangatiratanga and self-determination ▶ Ensuring equity and inclusion for all learners ▶ Strengthening whānau voice in decision making
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Summary of the 2026 Annual Plan

In 2026, Lake Rotomā School will implement actions that bring our Strategic Plan to life by:

- ▶ Strengthening whānau voice and partnerships
- ▶ Ensuring barrier-free access to learning
- ▶ Embedding culturally responsive, high-quality teaching
- ▶ Accelerating literacy and numeracy achievement
- ▶ Building student agency and leadership
- ▶ Strengthening teacher capability and leadership

This work is grounded in Te Tiriti o Waitangi, Mātauranga Māori, Science of Learning, and Te Mātaiaho.

2026 Achievement Targets

Curriculum Area	2025 Baseline	2026 Target	Notes
Writing	36%	→ 60%	at/above expectation
Mathematics	36%	→ 60%	at/above expectation
Reading	71%	→ 80%	at/above expectation

STRATEGIC GOAL 1: NGĀ ĀKONGA — LEARNERS AT THE CENTRE

Priority 1.1
Empower the community to participate in school decision-making processes, foster inter-generational learning, and amplify the voices of whānau to strengthen connections and build a shared vision for education.

Annual Target Increase meaningful whānau engagement and participation in learning and decision-making processes.

Expected End of Year Outcomes

- ✓ Increased whānau participation in school events and decision-making
- ✓ Evidence of whānau voice influencing school direction
- ✓ Strengthened intergenerational learning opportunities

Actions

Actions	Who	Resources	Timeframe	Measures
Hold regular whānau hui to discuss school direction and priorities	Principal	School resources, kai	Termly	Attendance records + feedback
Provide structured opportunities for whānau voice (surveys, hui, digital feedback)	Principal	Surveys, hui materials	Ongoing	Evidence of input documented
Share learning with whānau through newsletters, portfolios, and events	Teachers	Classroom programmes	Ongoing	Increased engagement noted
Develop intergenerational learning programmes with kaumātua and community	Staff + Principal	Community support, funding	Terms 2–4	Participation levels recorded
Invite whānau to lead or contribute to learning experiences	Teachers	Planning time	Ongoing	Documented contributions

STRATEGIC GOAL 2: TŪHONOTANGA — BARRIER FREE ACCESS

Priority 2.1
 Support whānau and communities in shaping educational initiatives that respond to learners' needs, sustain their identities, languages, and cultures, and align with the principles of Rangatiratanga and self-determination.

Annual Target **Strengthen culturally responsive practices that support identity, language and culture in learning.**

Expected End of Year Outcomes

- ✓ Learners see themselves reflected in the curriculum
- ✓ Increased engagement and improved achievement outcomes
- ✓ Strong, reciprocal whānau partnerships

Actions

Actions	Who	Resources	Timeframe	Measures
Integrate mātauranga Māori into teaching and learning programmes	Teachers	Planning, PLD	Ongoing	Visible in unit plans and programmes
Include whānau voice in curriculum design and school planning	Staff + Principal	Hui, consultation	Termly	Documented input
Provide professional learning in culturally responsive practice	Principal	PLD budget	Terms 1–3	Teacher observations and reflections
Develop local curriculum connections to Lake Rotomā environment and culture	Teachers	Local knowledge, community	Ongoing	Evidence in learning programmes

STRATEGIC GOAL 2: TŪHONOTANGA — BARRIER FREE ACCESS

Priority 2.2
Partner with local hapū and iwi to integrate Māori culture and values, reducing barriers to education for all learners.

Annual Target **Strengthen partnerships with hapū and iwi to support learning and reduce barriers to participation.**

Expected End of Year Outcomes

- ✓ Active partnerships with local hapū and iwi established or strengthened
- ✓ Local stories, contexts and values integrated into the curriculum
- ✓ Improved attendance and access for all learners

Actions

Actions	Who	Resources	Timeframe	Measures
Engage with local hapū and iwi to guide cultural direction	Principal	Community relationships	Ongoing	Partnerships formed and documented
Integrate local stories, histories and contexts into teaching	Teachers	Local knowledge, cultural advisors	Ongoing	Curriculum evidence
Reduce barriers to access (transport, costs, flexible timetabling)	School / Board	Vans, sponsorship, flexibility	Ongoing	Improved attendance data
Support te reo Māori revitalisation across the school	All staff	Te reo resources, PLD	Ongoing	Increased te reo use in class

STRATEGIC GOAL 2: TŪHONOTANGA — BARRIER FREE ACCESS

Priority 2.3
 Ensure all learners gain foundational skills through culturally responsive teaching that celebrates Māori heritage and supports language revitalisation.

Annual Target	Accelerate achievement in literacy and mathematics through culturally responsive, evidence-based teaching.
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Expected End of Year Outcomes

- ✓ Writing increases from 36% to 60% at or above expectation
- ✓ Mathematics increases from 36% to 60% at or above expectation
- ✓ Reading increases from 71% to 80% at or above expectation
- ✓ Accelerated progress evident for priority learners

Actions

Actions	Who	Resources	Timeframe	Measures
Implement Structured Literacy programme consistently across all classes	Teachers	SL resources, PLD	Daily	Improved reading and writing data
Strengthen mathematics teaching — explicit strategy instruction by group	Teachers	Maths resources, planning	Daily	Improved OTJs and observations
Provide targeted teaching groups based on assessment data	Teachers	Grouping data, planning	Daily	Acceleration evident in data
Track and respond to achievement data termly using SMART goals	Principal + Teachers	SMART data system	Termly	Data shows growth trends
Ensure culturally responsive contexts in literacy and maths teaching	Teachers	Unit planning	Ongoing	Visible in teaching programmes

STRATEGIC GOAL 3: AKO — QUALITY TEACHING AND LEADERSHIP

Priority 3.1
 Encourage student agency, allowing students to lead their own learning, and using assessment for learning to support environmental stewardship and cultural understanding.

Annual Target	Increase student agency and embed assessment for learning across all programmes.
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Expected End of Year Outcomes

- ✓ Students can clearly articulate their learning goals and next steps
- ✓ Increased ownership of learning evident in student voice
- ✓ Strong links between learning, environment and cultural identity

Actions

Actions	Who	Resources	Timeframe	Measures
Use WALT and success criteria consistently across all learning areas	Teachers	Planning templates	Daily	Visible in classroom environment
Teach students to reflect on, set goals for and monitor their own learning	Teachers	Reflection tools, journals	Ongoing	Student voice data
Integrate environmental and kaitiakitanga learning into programmes	All staff	Local environment, garden	Termly	Evidence in learning plans
Use formative assessment to guide responsive teaching daily	Teachers	Assessment tools, observations	Daily	Teaching is responsive to need
Build student leadership opportunities across the school	Principal + Staff	Leadership programme	Ongoing	Student leadership roles documented

STRATEGIC GOAL 3: AKO — QUALITY TEACHING AND LEADERSHIP

Priority 3.2
 Develop staff to enhance teaching and leadership, focusing on environmental awareness that strengthens delivery of literacy and numeracy.

Annual Target **Strengthen teacher capability and leadership through professional learning and coaching.**

Expected End of Year Outcomes

- ✓ Improved teaching practice evident in observations and achievement data
- ✓ Consistent, high-quality literacy and numeracy delivery across the school
- ✓ Growing leadership capability in all staff

Actions

Actions	Who	Resources	Timeframe	Measures
Implement Professional Growth Cycle for all staff	Principal	PGC templates and tools	Terms 1–4	Completed PGC cycles on file
Provide PLD in literacy (Structured Literacy) and mathematics strategies	Principal	PLD budget, facilitators	Ongoing	Improved practice observed
Conduct teaching observations and professional coaching conversations	Principal	Observation tools	Termly	Feedback applied to practice
Develop leadership opportunities for all staff	Principal	Mentoring, leadership roles	Ongoing	Staff growth evident
Use student achievement data to inform PLD priorities	Principal	SMART data, hui	Termly	PLD aligned to data

Success Criteria — End of 2026

Shaping education that reflects our values, culture, and shared vision — with whānau at the heart of decision making.

Lake Rotomā School will be confident in valuing Māori culture, with all learners feeling included, respected, and achieving their best in a supportive, culturally responsive environment.

Lake Rotomā School prepares learners for the future through empowerment, sustainability, and cultural values.

End of Year Evidence — What We Will See

Student Achievement	Increased student achievement in literacy and mathematics, with evidence of accelerated progress for priority learners.
Whānau Engagement	Strong whānau engagement and participation in learning and decision-making.
Student Agency	Increased student agency — students articulate their learning and set their own goals.
Teaching Quality	High-quality, consistent teaching and leadership practice across the school.
Cultural Responsiveness	Culturally responsive practices embedded — learners see themselves in the curriculum.
Community Partnerships	Strong partnerships with hapū, iwi, and the wider Lake Rotomā community.

Board Assurance and Sign-Off

Principal Name: Date:	Board Chair Name: Date:	Review Date Mid-year review: Annual review:
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This Annual Implementation Plan is reviewed at the mid-year board meeting and at end of year. Progress against targets is reported to the Board of Trustees at each board meeting.