



Annual Implementation Plan 2026

This plan breaks down how we are going to achieve the goals in our 2024-2025 Strategic Plan in 2026

STRATEGIC PLAN GOALS

Key Target: By the end of 2025, 70% of students will be at or above NZC expectation in Reading, Writing, and Maths; Y4-8: 80% at or above

Strategic Goal 1: Students grow in authentic self, essential life skills and core literacies.	Strategic Goal 2: Enhance and future proof our school environment.	Strategic Goal 3: Build stability and sustainability.
1.1 Finalise the updated Timatanga Curriculum and embed in the school	2.1 Upgrade exterior play and learning spaces	3.1 Support and enable teaching staff
1.2 Support students to grow in their authentic self	2.2 Improve interior creative, learning and play spaces	3.2 Build a strong cohesive learning community
1.3 Support students to develop in the core literacies and grow their life skills		3.3 Maintain stable and sustainable financial position

Where we are at currently:

Following the graduation of our 2025 senior cohort, the roll has reset to 22 students. The current population is significantly "bottom-heavy," comprised mostly of junior and middle-school learners with only two remaining seniors. 2025 achievement data indicates a critical need for acceleration, with only 44% of students at or above expectations in Reading, 33% in Writing, and 48% in Maths. This variance is largely due to a high influx of Year 1 learners and a prevalence of neurodiverse profiles, specifically dyslexia. Consequently, 2026 will prioritise the finalisation of the Timatanga Curriculum and the implementation of structured, small-group instruction in core literacies—aligning our unique philosophy with the government’s "one hour a day" and "Science of Learning" mandates to lift these achievement outcomes.

While the school has recently navigated a leadership transition and is currently streamlining its policy framework via SchoolDocs, the focus for 2026 is on quality-controlled roll restoration. With a maximum cap of 30, we have the capacity to grow, but this must be managed with extreme care. We recognise that older students entering our unique environment can disrupt social dynamics and place undue pressure on our small senior cohort. Therefore, 2026 will focus on "right-fit" enrollment, ensuring that new families are deeply aligned with our philosophical foundations. Operationally, we seek to resolve long-standing property funding hurdles regarding Policy One funds to ensure our physical environment is future-proofed, while reinstating student agency initiatives like the Children's Parliament to support our seniors in their leadership journey.

Include a general description of how the kaupapa of your kura reflects Te Tiriti o Waitangi:

Timatanga Community School embodies Te Tiriti o Waitangi by weaving decolonisation into its democratic fabric, moving beyond mere compliance to treat the Treaty as a foundational framework for equity and pedagogical transformation. By normalising Te Ao Māori, fostering student *rangatiratanga* (self-determination), and integrating holistic concepts like *Hauora* and *Ūkaipōtanga*, the school actively shifts power dynamics and validates indigenous knowledge. This commitment extends to staff and whānau through ongoing education in bicultural consciousness, ensuring that the school's unique model of secular spirituality and shared governance aligns with national priorities to support the aspirations of all learners.

Information on teaching and learning strategies:

Timatanga Community School utilises explicit instruction as the foundation for literacy and mathematics, ensuring students develop the essential skills required to achieve at or above New Zealand Curriculum expectations. This instruction is delivered through a blend of whole-class and small-group sessions, allowing teachers to provide systematic, direct teaching while also targeting the specific needs of individual learners. These structured sessions are designed to move students toward our goal of 80% achievement by addressing core competencies in Reading, Writing, and Maths with clarity and purpose.

While explicit instruction provides the necessary tools, learning at Timatanga is not confined to a single block; it takes place throughout the entire school day. This occurs through a dynamic interplay of teacher-led sessions, child-directed learning, and group projects. Teachers and parents work collaboratively to support these projects, acting as facilitators who help students apply their literacy and numeracy skills to authentic, real-world inquiries. This integrated approach ensures that the foundational skills gained through explicit instruction are reinforced and deepened through practical application, fostering both academic progress and intrinsic motivation.

Strategic Goal:

Students grow in authentic self, essential life skills and core literacies.

Regulation 9(1)(a)

Annual Target/Goal:

1.1 Finalise the updated Timatanga Curriculum and embed in the school

Regulation 9(1)(a)

What do we expect to see by the end of the year?

Staff and parents will have a shared language and shared understanding of the Timatanga Curriculum. Te Ao Māori will be normalised throughout the school day and children, parents and teachers will all be actively engaged in learning that excites them.

Regulation 9(1)(d)

Actions <i>[Detail the key actions you'll take this year to reach your annual target listed above.]</i> <i>Regulation 9(1)(b)</i>	Who is Responsible? <i>Regulation 9(1)(c)</i>	Resources Required <i>Regulation 9(1)(c)</i>	Timeframe <i>[This is optional but is useful to help with your planning.]</i>	How will you measure success? <i>[Think about what you expect to see at the end of the year and detail the measurements you'll use to check on your progress. You'll want to reference the success measures from your strategic plan template.]</i> <i>Regulation 9(1)(d)</i>
Finalise Timatanga Curriculum	Allison	Eve, Amy	Term 2	Special Character Statement will be approved by proprietors Curriculum will be approved by BoT, ready for printing
Update parent and teacher guides	Allison	Amy	Term 2	Guides will be updated to reflect the curriculum and the school branding
Workshop aspects of the curriculum at Parent Meetings	Allison		Term 2	

Strategic Goal:

Students grow in authentic self, essential life skills and core literacies.

Regulation 9(1)(a)

Annual Target/Goal:

1.2 Support students to grow in their authentic self

Regulation 9(1)(a)

What do we expect to see by the end of the year?

Children will be active agents of their own learning, intrinsically motivated to be a part of a dynamic learning community. Children will be resilient learners, able to self-regulate and show compassion toward others.

Regulation 9(1)(d)

Actions <i>[Detail the key actions you'll take this year to reach your annual target listed above.]</i> Regulation 9(1)(b)	Who is Responsible? Regulation 9(1)(c)	Resources Required Regulation 9(1)(c)	Timeframe <i>[This is optional but is useful to help with your planning.]</i>	How will you measure success? <i>[Think about what you expect to see at the end of the year and detail the measurements you'll use to check on your progress. You'll want to reference the success measures from your strategic plan template.]</i> Regulation 9(1)(d)
Teach emotional intelligence	Allison, Jackie, Becky	Building Emotional Resilience	Term 1 then ongoing	Children identify and articulate how they are feeling, seeking support when required
Ensure all adults can run restorative circles	Allison	Restorative circle handout	Term 1 then ongoing	Restorative circles are run by a range of adults
Support children to hold restorative circles without adults	Allison	Restorative circle handout	Term 1 then ongoing	Restorative circles take place without adult support
Ensure all cultural celebrations are acknowledged	Allison, parents		Ongoing	Children have a growing awareness of the cultural celebrations within our community

Strategic Goal:

Students grow in authentic self, essential life skills and core literacies.

Regulation 9(1)(a)

Annual Target/Goal:

1.3 Support students to develop in the core literacies and grow their life skills

Regulation 9(1)(a)

What do we expect to see by the end of the year?

Children's achievement levels will have moved closer to the 80% target set out in the strategic plan.

Regulation 9(1)(d)

Actions <i>[Detail the key actions you'll take this year to reach your annual target listed above.]</i> Regulation 9(1)(b)	Who is Responsible? Regulation 9(1)(c)	Resources Required Regulation 9(1)(c)	Timeframe <i>[This is optional but is useful to help with your planning.]</i>	How will you measure success? <i>[Think about what you expect to see at the end of the year and detail the measurements you'll use to check on your progress. You'll want to reference the success measures from your strategic plan template.]</i> Regulation 9(1)(d)
Teachers use Science of Learning	Allison, all	Understanding of the Science of	Ongoing	Children's achievement levels will have moved closer

aligned approaches to teach core literacies	teachers	Learning		to the 80% target set out in the strategic plan.
Teachers participate in Te Reo Māori PLD	Allison, all teachers	Te Reo Māori PLD (MoE funded)	Term 2	Te Reo Māori will be used more widely across the school.
Explore ways to incorporate maramataka into the teaching and learning programme	Allison	Maramataka resources	Ready for term 3	Staff, students and parents will have a growing awareness of maramataka and its influences.
Deliberately teach metacognitive skills to students, including the learning journey & diverse ways to understand & apply inquiry cycle	Allison, all teachers	Planned lessons	Term 1 then ongoing	Children will have a growing awareness of how they learn, and how they can best support themselves as learners

Strategic Goal:

Enhance and future proof our school environment.

Regulation 9(1)(a)

Annual Target/Goal:

2.1 Upgrade exterior play and learning spaces

Regulation 9(1)(a)

What do we expect to see by the end of the year?

The building will be waterproof, our gardens will be thriving, new shade sails will have been installed, the exterior of the Whare Tamariki will have been painted and the exterior wall outside the conservatory will be painted with blackboard paint.

Regulation 9(1)(d)

Actions <i>[Detail the key actions you'll take this year to reach your annual target listed above.]</i> <i>Regulation 9(1)(b)</i>	Who is Responsible? <i>Regulation 9(1)(c)</i>	Resources Required <i>Regulation 9(1)(c)</i>	Timeframe <i>[This is optional but is useful to help with your planning.]</i>	How will you measure success? <i>[Think about what you expect to see at the end of the year and detail the measurements you'll use to check on your progress. You'll want to reference the success measures from your strategic plan template.]</i> <i>Regulation 9(1)(d)</i>
Replace roof over kitchen and repair window frame	Proprietors	Builders, roofing materials, timber	ASAP	The work will be complete
Create a shared vision for the garden	Allison	Parents, children, plants, garden art	September working bee	

New shade sails installed	Allison Property team	\$25,000	Term 4	New shade sails installed that cover the whole playground. New posts that are cemented into the ground and are strong enough for the slack line
Exterior of the Whare Tamariki painted	Allison Property team	Paint, parent volunteers	Term 2	The exterior of the Whare Tamariki will be protected from the weather, and the building will look aesthetically pleasing.
Exterior conservatory wall painted	Allison Property team	Paint, parent volunteers	Term 2	The wall facing the playground will be usable as a blackboard for writing and drawing.

Strategic Goal:

Enhance and future proof our school environment.

Regulation 9(1)(a)

Annual Target/Goal:

2.2 Improve interior creative, learning and play spaces

Regulation 9(1)(a)

What do we expect to see by the end of the year?

A new lighting scheme will be installed making the space bright and ensuring the health and safety of staff and students by reducing the risk of eye strain, supporting better concentration and creating a more comfortable environment.

Regulation 9(1)(d)

Actions <i>[Detail the key actions you'll take this year to reach your annual target listed above.]</i> <i>Regulation 9(1)(b)</i>	Who is Responsible? <i>Regulation 9(1)(c)</i>	Resources Required <i>Regulation 9(1)(c)</i>	Timeframe <i>[This is optional but is useful to help with your planning.]</i>	How will you measure success? <i>[Think about what you expect to see at the end of the year and detail the measurements you'll use to check on your progress. You'll want to reference the success measures from your strategic plan template.]</i> <i>Regulation 9(1)(d)</i>
Lighting upgraded to ensure it meets health and safety standards for a school.	Proprietors	Electrician, light fittings	September holidays	The classrooms and office are suitable for working in during all weather conditions and at various times of the day.
New chairs purchased for the Big Room	Allison	Money allocated in the budget	Term 1	Chairs in the big room will be comfortable, strong and stable, suitable for all students

<p>Strategic Goal: Build stability and sustainability. <i>Regulation 9(1)(a)</i></p>				
<p>Annual Target/Goal: 3.1 Support and enable teaching staff <i>Regulation 9(1)(a)</i></p>				
<p>What do we expect to see by the end of the year? Teachers will all be confident implementing the updated New Zealand Curriculum for Literacy and Maths, utilising the Science of Learning and be familiar with the Timatanga Curriculum. <i>Regulation 9(1)(d)</i></p>				
<p>Actions <i>[Detail the key actions you'll take this year to reach your annual target listed above.]</i> <i>Regulation 9(1)(b)</i></p>	<p>Who is Responsible? <i>Regulation 9(1)(c)</i></p>	<p>Resources Required <i>Regulation 9(1)(c)</i></p>	<p>Timeframe <i>[This is optional but is useful to help with your planning.]</i></p>	<p>How will you measure success? <i>[Think about what you expect to see at the end of the year and detail the measurements you'll use to check on your progress. You'll want to reference the success measures from your strategic plan template.]</i> <i>Regulation 9(1)(d)</i></p>
Teachers will receive PLD to support them to implement the Timatanga Curriculum	Allison, teachers	Teacher Only Days	Term 2 TOD Term 3 TOD	Teachers will feel confident implementing the Timatanga Curriculum.
Staff will complete MoE funded PLD for the new Mathematics curriculum	Allison, teachers	Two days	End of term 2	Teachers will feel confident implementing the maths curriculum in a way that is aligned with Timatanga.
Staff will complete MoE funded PLD for Structured Literacy	Allison, all teachers	Meeting times	End of term 2	Teachers will feel confident using a structured literacy approach to teach reading and writing.
Teachers receive PLD they most need and want	Allison, all teachers	PLD Budget	Ongoing	Teachers will enjoy working at Timatanga

<p>Strategic Goal: Build stability and sustainability. <i>Regulation 9(1)(a)</i></p>
<p>Annual Target/Goal:</p>

3.2 Build a strong cohesive learning community

Regulation 9(1)(a)

What do we expect to see by the end of the year?

Parents will feel empowered working alongside teachers to offer a diverse range of engaging learning experiences, fostering deep student connection to the school. By leveraging this strong community partnership, we are committed to meeting or exceeding the attendance targets set out by the Ministry. We will maintain high engagement through a culture where students are motivated to attend and participate fully in our shared kaupapa.

Regulation 9(1)(d)

Actions <i>[Detail the key actions you'll take this year to reach your annual target listed above.]</i> Regulation 9(1)(b)	Who is Responsible? Regulation 9(1)(c)	Resources Required Regulation 9(1)(c)	Timeframe <i>[This is optional but is useful to help with your planning.]</i>	How will you measure success? <i>[Think about what you expect to see at the end of the year and detail the measurements you'll use to check on your progress. You'll want to reference the success measures from your strategic plan template.]</i> Regulation 9(1)(d)
Manage roll increases carefully to maintain balance	Allison	Careful vetting at whānau interviews	Ongoing	Strong school culture Focus on democratic culture and practices
Parent Meetings used to support parents to be confident on session	Allison	Peer learning material	Ongoing	Parents feel valued and are invested in the school
Support parents to ensure their children attend school at least 90% of the time as per the MoE requirement	Allison		Ongoing	Children and their families will feel a strong connection to the school and to one another.

Strategic Goal:

Build stability and sustainability.

Regulation 9(1)(a)

Annual Target/Goal:

3.3 Maintain stable and sustainable financial position

Regulation 9(1)(a)

What do we expect to see by the end of the year?

Through maintaining a roll of 26+ students, we will ensure our staffing levels for 2027 remain at 2.6 FTTE.

Regulation 9(1)(d)

Actions <i>[Detail the key actions you'll take this year to reach your annual target listed above.]</i>	Who is Responsible? Regulation 9(1)(c)	Resources Required Regulation 9(1)(c)	Timeframe <i>[This is optional but is useful to help with your planning.]</i>	How will you measure success? <i>[Think about what you expect to see at the end of the year and detail the measurements you'll use to check on your progress.]</i>

<i>Regulation 9(1)(b)</i>			<i>with your planning.]</i>	<i>You'll want to reference the success measures from your strategic plan template.]</i> <i>Regulation 9(1)(d)</i>
Build and maintain a stable school roll	Allison	Marketing, Open Afternoons, word of mouth	Term 2	The school roll will sit at 26-28 students