

# Annual Implementation Plan Aparima College 2026

References to Regulations in this document refer to the [Education \(School Planning and Reporting\) Regulations 2023](#).

## Summary of the plan.

The Annual implementation Plan is designed to consider the Actions to bring about improvement recommended by ERO, The Governments Education Priorities and the identified needs of the students and community. It outlines the three strategic goals set by the board in 2025; Curriculum Implementation and Development, Literacy and Numeracy; Regular Attendance. The annual implementation plan is intended to be a working document as we work through a changing landscape and evaluate the impact of our actions.

## The plan will take into consideration:

- The changes necessary to either prepare for upcoming curriculum updates or implement those already mandated.
- Embedding Aparima College's Attendance plan and evaluating its impact on attendance school wide.
- Improving data literacy, assessment for learning and how this informs decision-making, with a focus on how progress is reported to the Board and the community.
- Mathematics PLD for 2026
- Literacy PLD for 2026
- Curriculum learning areas development and the growth of teaching practices through regular and consistent peer review and feedback.
- Progress assessment and reporting
- Transition to the new Standards for the Teaching Profession

## Where we are at currently:

Feedback from learners has indicated the Kia Tū programme has increased engagement and provided students meaningful opportunities to learn. Attendance Data contradicts the student voice as Friday remains the lowest day for attendance. A review of current Year 9 and 10 curriculum and skills was undertaken in Term 3 and a proposal by the lead team presented to the wider staff. Some elements will be implemented in 2026 most notably the introduction of Engineering as a subject which was highly successful as a 'ki tu' option. The school will work towards students taking options in year 9 and 10 aligning with current curriculum changes to make sure we are managing change so as not to cause overwhelm. Curriculum pressures and current changes mean we will no longer offer Kia Tū at years 7-10. We will deliberately look to offer these experiences through our curricular and extracurricular activities.

Students in year 10 Continue to make progress in Literacy and Numeracy with 48% of the year 10s achieving both Numeracy and Literacy compared to 37% in 2024. (61% Achieving only Literacy and 56% achieving only Numeracy)

We are on track to meet our goal of 95% of students achieving the CAAs prior to finishing NCEA Level 1; In 2025, the Year 11 Cohort show 93% having gained Literacy and 79% having gained Numeracy; 79% have gained both Literacy and Numeracy compared to 67% in 2024.

The school continues to focus on raising standards of achievement in Literacy and Numeracy and in 2026 all teachers of Mathematics will be engaged in PLD.

We continue to engage with tertiary institutions with SIT in Invercargill being a significant partner for STAR courses and Tertiary Academy. Transport to Invercargill is a significant barrier and funding for this will need to be explored in 2026 as the current transport is un-sustainable. 113 students have attended SIT this year; this is an essential part of our commitment to ensure all learners have options for future pathways in a range of industries. In 2026 we predict the largest cohort of student applications to Murihiku Trades Academy.

In 2026, teachers will be engaged in unpacking and planning for the implementation of curriculum areas. Mathematics PLD has started and will continue with a series of 3 PLD days in 2026.

Te Reo Māori continues to develop at Aparima, in 2026 we will have our first ever NCEA Level 3 students as well as a strong NCEA Level 1 class. Connection with iwi and Runaka has been strengthened in 2025 through engagement with Te Poha, giving teachers the opportunity to explore Marae in Murihiku and engage with local Runaka. We continue to grow teachers and students understanding of local purakau and are committed to our position as Treaty partners.

## How will our targets and actions give effect to Te Tiriti o Waitangi:

### For specified kura boards – include a general description of how the kaupapa of your kura reflects Te Tiriti o Waitangi:

The Kaupapa of Aparima College is one where We Live our learning – Myself – My Place – My Pathway. We are guided on this Kaupapa by four pou “Ko wai au”, “Turangawaewae”, “Kaitiakitanga” and “Taumata”. Through this vision and our motto “Knowledge is a Treasure house” we provide learning experiences that grow identity and allow students to be themselves, we give specific regard to creating a culture where all students can succeed and where Māori can do so as Māori. We build a sense of belonging – turangawae through local histories, iwi narratives, tikanga and culturally sustaining pedagogies that grow a rich localised curriculum. We cannot achieve “Taumata” “Excellence” alone and our community, marae, iwi and runaka are essential partners in the success of our school.

We are determined to maintain 0% discrepancy in achievement of Māori learners and non-Māori both in academic achievement and attendance.

All students in years 7-10 will learn Te Reo Māori and all learners in years 11-13 will be provided the opportunity to develop their understanding of Te Reo Māori at NCEA levels 1-3

All students will experience Te Ao Haka, waiata and where appropriate, correct tikanga e.g. Marae visits, powhiri, mihi whakatau.

The board supports all learners to engage with culturally significant events such as manu kōrero, polyfest and matariki celebrations we see this as an essential part of being Treaty partners.

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## Information on teaching and learning strategies:

The school has developed an Attendance Strategy which aligns with the STAR (Stepped Attendance Resource). It is available on the school website and clearly states the processes and deliberate actions the school will take to build a culture of regular school attendance. This plan builds on the plans of the previous three years.

Key steps will be:

- Incentives to attend school 90% of the time, recognitions each term
- Recognition of improved attendance
- Communications to whānau with clear expectations for attendance
- Attendance recorded daily by 9:30am and whānau contacted where a child is absent
- Attendance Team meets regularly (at least every three weeks) to discuss strategies for returning chronic and at-risk students back to regular Attendance
- SAPs for students missing 10 -14 days of school as an unexplained / unjustified absence
- Pastoral Care Meetings (weekly) will raise attendance concerns for Deans to follow up

Teachers at Aparima College focus on Literacy and Mathematics across all subjects. Alignment of curriculum supports teachers to identify opportunities for literacy and numeracy in subjects outside of Mathematics and English. In 2025, Structured Literacy has been introduced at year 7 and 8. Moving forward, we recognise, only some students require a structured literacy approach for spelling and phonological awareness at year 7 and 8 while others are ready for more advanced progression. In term 1 2026, teachers in years 7-10 will identify the students whose needs have not yet been met in literacy and they will be supported to make accelerated progress through a range of learning supports including, but not exclusively; structured literacy, intensive group interventions for reading e.g. 7+ and 9+ and Mathematics (Spring into Maths), specialist supports e.g. TA, RTLB, RTLit.

By the end of 2026 75% of students whose needs were not yet met at the start of 2026 will have made significant progress by the end of 2026.

By the end of 2026, 75%-90% of students in year 10 will have gained their co-requisite in Literacy and Numeracy.

By the end of 2026, 97% of all learners in Year 11 will have gained Literacy and Numeracy

The new curriculum will be fully implemented in years 7 – 13 for English and Mathematics. With students in year 9-10 having a choice of courses to ensure their needs are and interests are best met. All teachers in all subject areas will explore new curriculum content for year 7-9.

*Teachers will develop their understanding of a Knowledge Rich Curriculum and evaluate professional development needs to ensure their teaching practice is highly effective for our learners.*

- *100% of teachers of Mathematics will participate in PLD throughout 2026 to ensure they are confident in knowing what to teach and how to teach it.*

*In 2025 observations of teaching practice schoolwide were undertaken. The information taken from these observations have been used to develop key areas for improvement for 2026*

- *Teachers ability to differentiate learning that meets the needs of all learners*
- *2026 peer observations*
- *Deliberate focus on effective practices growing capacity for adaptive expertise*
- *Use of new Professional Standards*
- *Develop understanding of the Science of Learning*
- *Incorporating Mātauranga Māori meaningfully into teaching and learning*

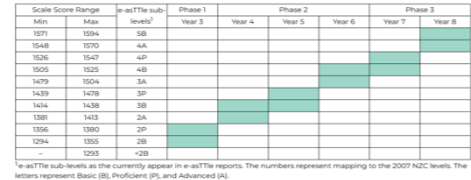
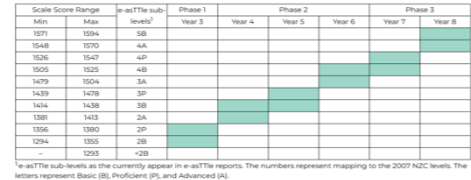
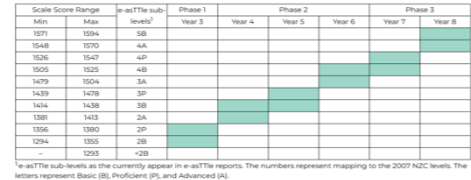
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<p><b>Strategic Goal #1:</b> Curriculum is developed on a foundation of the Science of Learning. Evidence and evaluations are used to shape Teaching and Learning to best meet the needs of learners and a knowledge rich curriculum. <i>Regulation 9(1)(a)</i></p>																													
<p><b>Annual Target/Goal:</b> Key changes to Curriculum are understood by all teachers, understanding of a knowledge rich curriculum and the best pedagogy to ensure improved learning outcomes. Teachers have an understanding of the common Practice Models and the Science of Learning A full audit of the current curriculum is completed Curriculum Refresh Lead Team is established Clear picture of teaching at Aparima College, strength and areas for development identified Transition from 2017 Standards for the Teaching profession to the new 2026 Standards Mātauranga Māori provides authentic and relevant contexts for learning and supports students to develop their ability to consider different world views. <i>Regulation 9(1)(a)</i></p>																													
<p><b>What do we expect to see by the end of the year?</b> [What expectations do you have for this target for this year? What evidence will you see?] Aparima College curriculum is mapped against the refreshed curriculum. Refreshed English and Mathematics curriculum is fully implemented from years 7-13 Teachers are using new Progress Descriptors and across the school to report on student achievement and progress and there is a clear understanding of the Phases of learning by all stakeholders Teaching practice is consistent schoolwide with teachers understanding effective practice and recognising areas for development. All subject teachers are confident in their understanding of the changes to their subject area, they know what to teach and how to teach it All teachers understand how Mātauranga Māori can be incorporated across curriculum areas, where possible look for connections to local contexts for learning.(My Place) Parents, learners and whānau are partners in learning <i>Regulation 9(1)(d)</i></p>																													
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Establish Curriculum Refresh Team  Map current curriculum and align with proposed changes to curriculum	Principal Teachers	Release time for curriculum refresh lead team.	March 2026	
Reporting to Parents – Review to create a take home report for parents highlighting Literacy, Numeracy, Attendance, Capabilities and School Involvement.	SLT HODs Teachers	KAMAR Reporting research and ideas bank Principles of reporting	May 2026	
Upskill teachers in use of KAMAR for recording and reporting on progress and student school involvement, IEPs.  Grow capacity of teachers to use assessment information to analyse the impact of their teaching.	AP / PN	KAMAR Examples from other schools	End of May 2026	All teachers are able to record accurately student progress and school involvement. All teachers understand how to create reports for reporting on student achievement. Teachers can confidently analyse data and use to set targets. Teachers engage in deliberate enquiry cycles.
Buddy teams for observations of teaching practice. Understanding of Coaching model.	Principal / SCT /	ERO Observation framework Education Hub Subscription	March 2026 July 2026 October 2026	
Create infrastructure for the sharing and collection of quality information about students learning.	Principal SLT HODs		April 2026	Classroom information is collected and stored in a way that makes it accessible. Information is discussed regularly – what works what does not work. Teachers discuss how to improve student learning across the whole school.
Mātauranga Māori is explicitly considered when planning for teaching and learning.	All Teachers	Access to adequate support. Time for teaching observations. Te Pōha resources <a href="https://www.tepoha.nz/">https://www.tepoha.nz/</a> (Requires login)	March 2026 July 2026	Unit plans give consideration to Mātauranga Māori. There is evidence (teaching observations) of culturally sustainable practices. Students and teachers give consideration to Te Ao Māori across subject areas and learning contexts.
Weave localised contexts for learning into teaching and learning programmes	HODs and Teaching teams	Te-Poha – continued growing of understanding of local contexts through engagement with Te-Poha (\$10k). Runaka and iwi engagement	Term 1-4	Teachers engage with local pūrakau. Teachers know where to find resources to support and create contexts for learning with a localised Ngai Tahu context. (Staff voice, Unit Plans)
Develop schoolwide curriculum implementation roadmap for 2027	SLT HODs	Staff Meeting – principal leads	March 2026	There is a clear road map of the curriculum for 2027 which sets out the readiness for the Foundational Award Implementation in 2028

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<b>Strategic Goal #2:</b> <i>Provide Excellence in Literacy and Numeracy as the foundations of learning.</i> <i>Regulation 9(1)(a)</i>																																		
<b>Annual Target/Goal:</b> <b>All learners make significant progress</b> <i>Regulation 9(1)(a)</i>																																		
<b>What do we expect to see by the end of the year?</b> <i>[What expectations do you have for this target for this year? What evidence will you see?]</i> <i>Teaching practice is consistent schoolwide a structured approach to both Literacy and Numeracy teaching is understood and applied where it best meets the needs of the learner.</i> <i>100% of learners at NCEA Level 2 achieve Literacy and Numeracy</i> <i>80% - 90% of all learners achieve their co-requisite in Literacy and Numeracy by the end of Year 10</i> <i>100% of teachers of Mathematics have attended Mathematics PLD and understand the effective pedagogy related to Maths teaching</i> <i>80% of learners in years 7-10 are working at the appropriate Phase for their year level</i> <i>New descriptors are used to report on progress in Mathematics and Literacy</i> <i>Targeted programmes are in place for learners who's needs are not yet being met in literacy and numeracy</i>  <i>Regulation 9(1)(d)</i>																																		
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Support for students in Year 11 who have not yet achieved Numeracy and or Literacy	HODs SENCO		May 2026	
Students in year 9 and 10 have a choice of English programme		Pathways in English Planning Document	Term 1 Implement February 2026 Term 2 Review July 2026 Term 3 evaluation October 2026	English students make informed decisions about their learning. All students feel confident in their learning. Some learners achieve their Literacy CO-Requisite at the end of Year 9
Update Aparima College Principles of Reporting. With re-introduction of written report to parents to show Literacy and Numeracy progress	Principal SLT	KAMAR Reporting	April 2026 June 2026	There is a clear understanding of expected progress and actual progress in Literacy and Numeracy.

# Annual Implementation Plan Aparima College 2026

<p><b>Strategic Goal #3:</b> All students attend school regularly <i>Regulation 9(1)(a)</i></p>																																																																																																																		
<p><b>Annual Target/Goal:</b> Aparima College has 70% of students attending 90% of the time There is no discrepancy of attendance between Māori and non-Māori The number of chronic absenteeism (below 70%) is less than 8% of the student population <i>Regulation 9(1)(a)</i></p>																																																																																																																		
<p><b>What do we expect to see by the end of the year?</b> [What expectations do you have for this target for this year? What evidence will you see?] Regular attendance by the majority of learners Accurate Attendance Records are maintained Whānau committed to ensuring their child/ren are attending school regularly STEPED Attendance procedures adhered to with consistency Regular attendance celebrated Improved attendance by 75% of those with less than 90% attendance Accurate records of attendance maintained  <i>Regulation 9(1)(d)</i></p>																																																																																																																		
<p><b>Actions</b> [Detail the key actions you'll take this year to reach your annual target listed above.]  <i>Regulation 9(1)(b)</i></p>																																																																																																																		
<p><b>Who is Responsible?</b>  <i>Regulation 9(1)(c)</i></p>																																																																																																																		
<p><b>Resources Required</b>  <i>Regulation 9(1)(c)</i></p>																																																																																																																		
<p><b>Timeframe</b> [This is optional but is useful to help with your planning.]</p>																																																																																																																		
<p><b>How will you measure success?</b> [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)</i></p>																																																																																																																		
<p>School Attendance Plan made available on the school website.</p> <p>Implement School Attendance plan</p>	<p>DP SLT Attendance Team Form Teachers Deans</p>	<p>Up to date attendance Data (Administrator / Form Teachers) Attendance Team – Time to meet regularly</p>	<p>February 2026</p>	<p>Attendance data is accurate</p>																																																																																																														
<p>Stepped Attendance process followed by all.</p> <p>Data examined for significant patterns / changes. Target students identified e.g. Students with irregular attendance 80-90% attendance.</p>	<p>DP</p>	<p><b>Previous Data</b></p> <p>How have your student attendance categories changed over time?</p> <table border="1"> <thead> <tr> <th>Year Term</th> <th>Regular</th> <th>Irregular</th> <th>Moderate</th> <th>Chronic</th> </tr> </thead> <tbody> <tr><td>2020-3</td><td>44%</td><td>31%</td><td>12%</td><td>13%</td></tr> <tr><td>2020-4</td><td>46%</td><td>29%</td><td>11%</td><td>14%</td></tr> <tr><td>2021-1</td><td>57%</td><td>27%</td><td>13%</td><td>3%</td></tr> <tr><td>2021-2</td><td>52%</td><td>28%</td><td>12%</td><td>9%</td></tr> <tr><td>2021-3</td><td>51%</td><td>22%</td><td>12%</td><td>15%</td></tr> <tr><td>2021-4</td><td>20%</td><td>43%</td><td>16%</td><td>21%</td></tr> <tr><td>2022-1</td><td>18%</td><td>41%</td><td>24%</td><td>18%</td></tr> <tr><td>2022-2</td><td>34%</td><td>31%</td><td>18%</td><td>17%</td></tr> <tr><td>2022-3</td><td>53%</td><td>23%</td><td>12%</td><td>12%</td></tr> <tr><td>2022-4</td><td>42%</td><td>26%</td><td>13%</td><td>19%</td></tr> <tr><td>2023-1</td><td>48%</td><td>32%</td><td>11%</td><td>9%</td></tr> <tr><td>2023-2</td><td>42%</td><td>29%</td><td>12%</td><td>17%</td></tr> <tr><td>2023-3</td><td>36%</td><td>34%</td><td>15%</td><td>15%</td></tr> <tr><td>2023-4</td><td>11%</td><td>35%</td><td>28%</td><td>26%</td></tr> <tr><td>2024-1</td><td>48%</td><td>32%</td><td>11%</td><td>9%</td></tr> <tr><td>2024-2</td><td>37%</td><td>29%</td><td>19%</td><td>15%</td></tr> <tr><td>2024-3</td><td>42%</td><td>35%</td><td>14%</td><td>10%</td></tr> <tr><td>2024-4</td><td>35%</td><td>32%</td><td>14%</td><td>19%</td></tr> <tr><td>2025-1</td><td>59%</td><td>25%</td><td>10%</td><td>5%</td></tr> <tr><td>2025-2</td><td>54%</td><td>28%</td><td>11%</td><td>7%</td></tr> <tr><td>2025-3</td><td>39%</td><td>35%</td><td>13%</td><td>13%</td></tr> </tbody> </table>	Year Term	Regular	Irregular	Moderate	Chronic	2020-3	44%	31%	12%	13%	2020-4	46%	29%	11%	14%	2021-1	57%	27%	13%	3%	2021-2	52%	28%	12%	9%	2021-3	51%	22%	12%	15%	2021-4	20%	43%	16%	21%	2022-1	18%	41%	24%	18%	2022-2	34%	31%	18%	17%	2022-3	53%	23%	12%	12%	2022-4	42%	26%	13%	19%	2023-1	48%	32%	11%	9%	2023-2	42%	29%	12%	17%	2023-3	36%	34%	15%	15%	2023-4	11%	35%	28%	26%	2024-1	48%	32%	11%	9%	2024-2	37%	29%	19%	15%	2024-3	42%	35%	14%	10%	2024-4	35%	32%	14%	19%	2025-1	59%	25%	10%	5%	2025-2	54%	28%	11%	7%	2025-3	39%	35%	13%	13%	<p>Termly Week 3, 6 and 9 review. February / March Review May 2026  Review October 2026</p>	<p>Attendance data by the end of term 1 shows improvement over the last 5 years with attendance for term 1 in 2025 being 59% regular attendance, compared to 48% in 2024 (with the previous highest rate being 57% in 2020). Attendance for each term shows improvement with a fall in the number of students recording worrying and chronic absenteeism.</p>
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<p>Assembly celebration of regular attendance. Prizegiving to recognise students with 100% attendance for the year.</p>	<p>Principal</p>	<p>Certificates Attendance Data</p>	<p>May 2026 July 2026 October 2026</p>	<p>All students with 90% or more attendance will be received recognition in assembly. All students who improve attendance significantly by term 3 acknowledged.</p>																																																																																																														

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Regular information regarding attendance communicated with community.	Principal	Newsletter / Social Media / Assemblies	Term 1,2,3,4 at least one attendance report shared with community	
Regular reporting to school board about attendance	Principal	Everyday Matters Report Accurate records of Attendance	March 2026 June 2026 September 2026 November 2026	
Extra-Curricular activities during lunchtimes, involving staff.	All Staff	List of key dates for events, identify level of commitment and time requirement. Identify Key activities from Kia Tū and how could they run at lunchtime?	Term 1	All staff commit to at least 1 extra curricular activity each year.
Create a vibrant and consistent Inter-House Competition.	HOD PE Sports Coordinator House Captains	House Flags Allocated time for house competitions and house meetings e.g. every other Monday when there is no assembly.	March 2026	Students have pride in their house and are actively involved in house competitions. Over 90% of students have participated in at least one house competition during 2026.
Improve staff attendance recording capability through regular reminders and incentives.	All Staff			