# Kaikohekohe Christian School

"Equipping this generation to transform the world through the power of the Gospel"

## Annual Implementation Plan – 2026

## Strategic Alignment with the 2026–2027 Strategic Plan

| **1. Spiritual Growth – "Excelling in Christ."**<br><br>**Strategic Goal:** Strengthen students' personal faith, Biblical understanding, and Christian character. | | | | | |
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| Actions / Nga mahi | Who is Responsible / Ngā Kawenga | Resources Required / Ngā Rauemi | Timeframe / Te Wā | Measures of Success / Me pēhea te ine angitū | Reporting our Progress |
| Daily structured **devotions and prayer** in all classrooms<br><br>Weekly **whole-school chapel services** led by students and staff<br><br>Integration of the **Biblical worldview across all curriculum areas** | Principal<br><br>Deputy Principal<br><br>Assistant Principal<br><br>Teachers<br><br>School Pastor | Bible-based curriculum resources<br><br>Maori Postal Sunday School<br><br>Worship equipment<br><br>Community/church partnerships | Daily (Devotions)<br><br>Weekly Assemblies)<br><br>Termly (Service Projects<br><br>Leadership Development) | Increased student participation in the Assemblies and leadership<br><br>Student voice reflects understanding of Christian values | |

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| Establish **student leadership in ministry (prefects, worship teams)**<br><br>Community outreach initiatives (Service projects, Local church partnerships, Marae, ANZAC) | Student Leaders | Staff PLD in Christian pedagogy | | Observable Christ-like behaviour (respect, service, integrity)<br><br>Positive feedback from whānau and the church community | |

| **2. Academic Excellence – "Raising Achievement for All."**<br>**Strategic Goal:** Improve student achievement and progress across all curriculum areas, particularly literacy and numeracy. | | | | | |
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| Actions / Nga mahi | Who is Responsible / Ngā Kawenga | Resources Required / Ngā Rauemi | Timeframe / Te Wā | Measures of Success / Me pēhea te ine angitū | Reporting our Progress. Date and Evaluation |
| Implement **structured literacy and numeracy programmes**<br><br>Use **data-driven teaching** to identify and target priority learners<br><br>Regular **assessment and tracking of progress**<br><br>Provide **targeted interventions** (learning support programmes) | Principal<br><br>Deputy Principal<br><br>Assistant Principal<br><br>SENCO / Learning Support Coordinator<br><br>Teachers<br><br>Board of Trustees | SMART Tool<br><br>Literacy/numeracy programmes<br><br>Teacher aide support<br><br>PLD funding<br><br>**Primary 1-8 2026 Targets:** Towards 80% of students achieving at level or above in Reading, Writing, and Maths<br><br>**2026 Secondary Targets:**<br>1. 67% of Year 10 students gain CAA Literacy & Numeracy | • Termly data reviews<br>• Ongoing classroom implementation<br>• Mid-year and end-of-year reporting Primary<br><br>• Three times a term, progress reports Secondary (wk 3,6,9). Wk 9 TBC having space for teacher comments | • Improved achievement in literacy and numeracy<br>• Accelerated progress of target students<br>• Reduction in achievement disparity<br><br>• Positive moving forward, ERO / internal evaluation outcomes | |

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| Ongoing **teacher professional development (PLD** | | exams in September 2026 (increase of 9% Literacy & 25% Numeracy from 2025)<br><br>2. All participating students gain NCEA at their respective year levels, Year 11, 12, & 13.<br><br>3. Increase our external achievement rates to be on par with our internal achievement rates for NCEA L1 - 3.<br><br>4. Aim for Endorsed with Excellence for NCEA L1-3 | | | |

| **3. Sport & Physical Development – "Active and Engaged Learners."**<br>**Strategic Goal:** Promote active lifestyles and excellence in sports participation and performance. | | | | | |
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| Provide **structured PE programmes** across all year levels<br><br>Establish a **Sports Academy Years 11-13** | HOD P/E<br><br>Sports Coordinator<br><br>Teachers<br><br>External Coaches | Sports equipment<br><br>Transport to events<br><br>Uniforms and facilities | Seasonal sports cycles<br><br>Weekly PE lessons<br><br>Termly competitions | Increased student participation rates<br><br>Improved performance and skills<br><br>Positive student engagement and teamwork | |

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| Increase participation in **local competitions and inter-school sport**<br><br>Develop **coaching and leadership opportunities**<br><br>Promote **healthy lifestyles and teamwork values**<br><br>**Create House groups and have inter-school competitions that promote school values and active participation** | Nelly, Lana, House Captains | | Once a term during lunchtime | Increase in Regional and National Representative players | |

| **4. Pride in Uniform & School Culture – "Excellence in Identity."**<br>**Strategic Goal:** Foster a strong sense of pride, identity, and belonging within the school community. | | | | | |
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| Reinforce **clear, uniform expectations**<br><br>Regular monitoring and follow-up | Principal<br><br>Deputy Principal<br><br>Assistant Principal | Clear uniform policy<br><br>Communication systems | Daily monitoring<br><br>Weekly assemblies<br><br>Termly review | High levels of uniform compliance<br><br>Improved student pride and presentation | |

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| Celebrate students demonstrating **school values and pride**<br><br>Engage whānau to support expectations<br>Promote a **positive school culture** | SMT<br><br>Teachers<br><br>Whānau | Incentive programmes | | Positive school tone and culture | |

| **5. Attendance Improvement – "Every Student, Every Day."**<br>**Strategic Goal:** Achieve a significant lift in regular attendance, moving from 56% (2025 baseline) to 75% by the end of 2026 and 80% by the end of 2027. | | | | | |
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| Implement a **robust Attendance Management Plan (AMP)**<br><br>Daily monitoring and **same-day follow-up of absences**<br><br>Strengthen **home-school communication** | Principal<br><br>Attendance Officer DP / Admin Staff<br><br>Teachers<br><br>Whānau | Student management system **(KAMAR)**<br><br>Attendance tracking tools<br><br>Community agency support | Daily monitoring<br><br>Weekly reporting<br><br>Termly review | The attendance rate reaches between **75–80%**<br><br>Reduction in chronic absenteeism<br><br>Improved engagement and achievement | |

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| Incentives and recognition for **improved attendance**<br><br>Work with external agencies where needed | | | | | |

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| Establish regular hui and wānanga with local marae, Hapū, and Iwi.<br><br>Invite local leaders, kaumātua, and Iwi representatives to participate in school events, assemblies, and curriculum projects.<br><br>Develop and implement student-led community service and cultural programs.<br><br>Encourage whānau participation in governance, meetings, and classroom support.<br><br>Share school achievements through iwi newsletters, local media, and social platforms.<br><br>Create cultural exchange programs with marae visits. | Tumuaki and Tumuaki Tuarua – lead liaison and partnerships.<br><br>Kura Engagement Coordinator / Whānau Liaison – manage hui, invitations, and communication.<br><br>Teachers – integrate community connections into the curriculum.<br><br>Board of Trustees – support partnerships and engagement policies. | Budget for transport, hui hosting, and cultural programs.<br><br>Time allocation for staff to attend and plan events.<br><br>Communication tools: newsletters, social media, email, website.<br><br>Cultural advisors/mentors from iwi/hapū/marae. | Term 1: Identify key community partners and schedule initial hui.<br><br>Term 2: Begin classroom visits and joint events with marae and Iwi.<br><br>Term 3: Implement student-led community service and cultural projects.<br><br>Term 4: Review partnerships, celebrate successes, and plan for next year. | Number of hui, wānanga, and joint events conducted.<br><br>Student participation in community-based learning.<br><br>Feedback from whānau, marae, and Iwi partners.<br><br>Increased whānau engagement in school events and decisions.<br><br>Evidence of culturally enriched learning in projects and curriculum. | |
| **<u>6. Community Engagement / Whakawhanaungatanga ki te Hapori</u>**<br>**Strategic Goal:** Increase engagement with the kura whanau and wider community and stakeholders. | | | | | |

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| **7. Staff Capability & Leadership Development**<br>**Strategic Goal:** Build strong, culturally responsive, and faith-driven teaching practice. | | | | | |
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| Actions / Nga mahi | Who is Responsible / Ngā Kawenga | Resources Required / Ngā Rauemi | Timeframe / Te Wā | Measures of Success / Me pēhea te ine angitū | Monitoring and Review /Aroturuki me te Arotake |
| Provide **ongoing PLD aligned to strategic priorities**<br><br>Strengthen **culturally responsive practice (Te Ao Māori)**<br><br>Develop **emerging leaders within the staff**<br><br>Regular **review and coaching cycles** | Principal<br><br>Senior Management Team | PLD funding<br><br>External facilitators<br><br>Release time | Ongoing throughout the year<br><br>Termly appraisal cycles | Improved teaching practice<br><br>Strong staff engagement and retention<br><br>Positive student outcomes | **Termly Board Reports** on progress toward targets<br><br>**Mid-Year Review (June/July)**<br><br>**End-of-Year Evaluation (November/December)**<br><br>Ongoing **internal evaluation aligned with ERO expectations** |