



Spotswood College Annual Implementation Plan 2026

Whakapapa | Ko Wai Mātou

Ko Tokomaru te Waka
Ko Taranaki te Maunga
Ko Herekawe te Awa
Ko Te Ātiawa te Iwi
Ko Ngāti Te Whiti te Hapū
Ko Te Kura Tuarua o Ngāmotu te Kura

Kawa | Vision

To connect, strengthen, and inspire each other to achieve personal excellence.

Our Foundation

Our teaching and learning model is grounded in:

- **Te Tiriti o Waitangi** – partnership, equity, and culturally responsive practice
- **Spotswood College Values** – Manaakitanga, Pono, Whanaungatanga, Whakamana
- **Te Mātauranga o te Rere / Science of Learning** – deliberate, evidence-informed pedagogy and practice

These principles guide the teaching, leadership, wellbeing, and learner success at Spotswood College.

Commitment to Te Tiriti o Waitangi

Spotswood College is committed to honouring Te Tiriti o Waitangi through:

- Genuine partnership with iwi, hapū, whānau, and community in decision-making and school development
- Embedding te ao Māori, te reo Māori, and mātauranga Māori within teaching and learning programmes where aligned to the New Zealand Curriculum and NCEA
- Culturally responsive and relational pedagogies that promote equitable outcomes for Māori learners
- Supporting every ākonga to experience success with pride in their identity, language, and culture
- Strengthening whanaungatanga and inclusive school systems that uphold mana and belonging for all learners

Where We Are Currently

Spotswood College has undertaken a consultation and review in 2025 to identify priorities for improvement and development.

Community voice, student feedback, achievement data, attendance data, and staff consultation identified the following areas as priorities:

- Greater consistency in classroom teaching and pedagogical practice
- Stronger literacy and numeracy foundations across Years 9–11
- Improved attendance systems and learner engagement
- Increased student wellbeing, belonging, and inclusion
- Strengthened use of assessment, including the SMART tools, to inform teaching and interventions
- More consistent curriculum implementation and moderation processes

Current review findings indicate:

- Attendance remains below desired levels, particularly for priority learners
- Literacy and numeracy achievement data identify learners requiring Tier 2 and Tier 3 interventions
- Effective practice exists across the school; however, the consistency of implementation varies between classrooms and learning areas
- Restorative and culturally sustaining approaches are established but require greater coherence and consistency schoolwide
- Staff are ready to engage in structured professional learning and coaching focused on the Science of Learning and culturally responsive practice

The 2026 Annual Implementation Plan establishes the foundations for long-term improvement and alignment with the College Strategic Plan 2026–2029.

STRATEGIC GOAL 1

Science of Learning & Pedagogical Norms

Annual Goal

Embed Te Mātauranga o te Rere across all classrooms to ensure teaching and learning is cognitively effective, culturally responsive, and consistent.

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

- Greater consistency in classroom teaching practice
- Increased use of explicit instruction and retrieval-based learning strategies
- Improved clarity of learning intentions and success criteria
- Stronger Tikanga Ako classroom culture across learning areas
- Increased staff capability in the Science of Learning and CRRP practices

Actions	Who is Responsible?	Resources Required	Timeframe	How will we measure success?
Deliver the Year 1 PLD cycle in Science of Learning and CRRP for all staff	Pou 1 Lead, SCT	PLD time and funding	Terms 1–4	100% staff complete PLD

Introduce Mahara strategies, including retrieval practice, summarising, mapping, self-testing, self-explaining, and peer teaching	Pou 1 Lead, SCT	Professional learning resources	Terms 1–2	≥50% of lessons demonstrate at least 3 SoL strategies
Implement coaching cycles and classroom walkthroughs	Pou 1 Lead, SCT/ HODs	Release time, observation tools	Terms 1–4	Coaching cycles have begun across departments
Develop an observation schedule aligned to SoL fidelity and Tikanga Ako	SLT, Pou 1 Lead	Observation rubrics and tools	Term 1	Observation schedule implemented schoolwide
Mid-year and end-of-year review of SoL fidelity and Tikanga Ako	Pou 1 Lead, SLT	Classroom observation data	Terms 2 & 4	Tikanga Ako is evident in 50% of classrooms

STRATEGIC GOAL 2

English & Maths Foundations

Annual Goal

Strengthen literacy and numeracy achievement through structured, explicit, culturally responsive teaching and targeted interventions.

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

- Improved literacy and numeracy progress across Years 9–10
- Tiered intervention systems are operating effectively
- Increased use of data-informed teaching and learner support
- Stronger student engagement and confidence in English and Mathematics

Actions	Who is Responsible?	Resources Required	Timeframe	How will we measure success?
Deliver NZC and NCEA-aligned English and Mathematics programmes	Pou 2 Lead, C&A, HODs	Curriculum resources and staffing	Terms 1–4	Curriculum delivery completed
Identify Tier 2 and Tier 3 learners requiring interventions	C&A, HODs	Assessment and diagnostic tools	Term 1	Priority learners identified and plans developed
Establish SMART testing to monitor	Pou 2 Lead, SLT, HODs	SMART dashboards and	As per national requirements	Data cycles completed and reviewed

learner progress		assessment systems		
Embed literacy and numeracy routines across learning areas	HODs, Teaching Staff	PLD and curriculum support	Terms 2–4	Routines visible across departments
Review progress of priority learners and interventions	Pou 2 Lead	SMART learner data	Term 4	Evidence of learner growth and intervention impact

STRATEGIC GOAL 3

Curriculum Implementation & Assessment

Annual Goal

Strengthen curriculum implementation, assessment quality, moderation, and equitable learner outcomes across all learning areas.

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

- Improved consistency of curriculum implementation
- Increased alignment to NZC and NCEA expectations
- Greater confidence and consistency in moderation and assessment practice
- Increased use of SMART tools for planning, monitoring, and interventions

Actions	Who is Responsible?	Resources Required	Timeframe	How will we measure success?
Align all learning areas to NZC and Achievement Standards	Pou 3 Lead, C&A HODs	Curriculum review time	Terms 1–4	Alignment review is well developed
Introduce SMART dashboards for planning and progress tracking	SLT, Pou 3 Lead	SMART systems and training	Term 1	Dashboards are explored and staff have begun to be trained on the use of this
Embed Māori perspectives and culturally responsive contexts where aligned to NZC	HODs, Teaching Staff	Planning support and resources	Terms 2–4	Māori perspectives visible in planning
Implement moderation and internal QA cycles	Pou 3 Lead, HODs	Release time and moderation tools	Terms 2–4	Moderation cycle completed
Conduct curriculum and assessment review	SLT, Pou 3 Lead	Assessment and achievement data	Term 4	Improved consistency across departments

STRATEGIC GOAL 4

Attendance, Belonging & Inclusion

Annual Goal

Lift attendance, engagement, wellbeing, and belonging for all ākonga through inclusive and restorative schoolwide systems.

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

- Improved attendance and engagement across learner groups
- Increased student well-being and sense of belonging
- Reduction in Tier 2 and Tier 3 behaviour referrals
- Increased cultural visibility, inclusion, and student participation

Actions	Who is Responsible?	Resources Required	Timeframe	How will we measure success?
Daily attendance monitoring through SMART dashboards	Pouāwhina, Poutiaki	Attendance systems and dashboards	Daily	The attendance baseline has been established and monitored
Weekly attendance review meetings	Attendance Team, SLT	Attendance and engagement data	Weekly	Interventions implemented consistently

Introduce Green Zone attendance recognition	Pou 4 Lead	Student recognition resources	Term 2 onwards	Increase in students attending $\geq 90\%$
Deliver inclusive cultural and wellbeing events	SLT, Student Leaders	Community partnerships and event support	Terms 2–4	Increased participation and engagement
Embed restorative and culturally sustaining practices	Pou 4 Lead, Staff	PLD and restorative practice support	Terms 1–4	Reduction in Tier 2 and Tier 3 referrals
Conduct end-of-year attendance and belonging review	SLT, Pou 4 Lead	Attendance and well-being survey data	Term 4	Improved attendance and belonging outcomes