

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.”					
Strategic Goal: Strengthen students' personal faith, Biblical understanding, and Christian character.					
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
<ul style="list-style-type: none"> Daily structured devotions and prayer in all classrooms Weekly whole-school chapel services led by students and staff Integration of the Biblical worldview across all curriculum areas Establish student leadership in ministry (prefects, worship teams) Community outreach initiatives (Service projects, Local church partnerships, Marae, ANZAC) 	<ul style="list-style-type: none"> Principal Deputy Principal Teachers School Pastor / Chaplain Student Leaders 	<ul style="list-style-type: none"> Bible-based curriculum resources Worship equipment Community/church partnerships Staff PLD in Christian pedagogy 	<ul style="list-style-type: none"> Daily (Devotions) Weekly Assemblies) Termly (Service Projects, Leadership Development) 	<ul style="list-style-type: none"> Increased student participation in the Assemblies and leadership Student voice reflects understanding of Christian values Observable Christ-like behaviour (respect, service, integrity) Positive feedback from whānau and the church community 	

2. Academic Excellence – “Raising Achievement for All.”

Strategic Goal: Improve student achievement and progress across all curriculum areas, particularly literacy and numeracy.

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
<ul style="list-style-type: none"> ● Implement structured literacy and numeracy programmes ● Use data-driven teaching to identify and target priority learners ● Regular assessment and tracking of progress ● Provide targeted interventions (learning support programmes) ● Ongoing teacher professional development (PLD) 	<ul style="list-style-type: none"> ● Principal ● SENCO / Learning Support Coordinator ● Teachers ● Board of Trustees 	<ul style="list-style-type: none"> ● SMART Tool ● Literacy/numeracy programmes ● Teacher aide support ● PLD funding ● Primary 1-8 2026 Targets: Towards 80% of students achieving at level or above in Reading, Writing, and Maths ● 2026 Secondary Targets: <ul style="list-style-type: none"> ● 1. 67% of Year 10 students gain CAA Literacy & Numeracy exams in September 2026 (increase of 9% Literacy & 25% Numeracy from 2025) ● 2. All participating students gain NCEA at their respective year 	<ul style="list-style-type: none"> ● Termly data reviews ● Ongoing classroom implementation ● Mid-year and end-of-year reporting Primary ● Three times a term, progress reports Secondary 	<ul style="list-style-type: none"> ● Improved achievement in literacy and numeracy ● Accelerated progress of target students ● Reduction in achievement disparity ● Positive moving forward, ERO / internal evaluation outcomes 	

		<p>levels, Year 11, 12, & 13.</p> <ul style="list-style-type: none"> • 3. Increase our external achievement rates to be on par with our internal achievement rates for NCEA L1 - 3. • 4. Aim for Endorsed with Excellence for NCEA L1-3 			
--	--	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--	--

<p align="center">3. Sport & Physical Development – “Active and Engaged Learners.”</p> <p align="center">Strategic Goal: Promote active lifestyles and excellence in sports participation and performance.</p>					
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
<ul style="list-style-type: none"> • Provide structured PE programmes across all year levels • Establish a Sports Academy Years 11-13 • Increase participation in local competitions 	<ul style="list-style-type: none"> • Sports Coordinator • Teachers • External Coaches 	<ul style="list-style-type: none"> • Sports equipment • Transport to events • Uniforms and facilities 	<ul style="list-style-type: none"> • Seasonal sports cycles • Weekly PE lessons • Termly competitions 	<ul style="list-style-type: none"> • Increased student participation rates • Improved performance and skills • Positive student engagement and teamwork • Increase in Regional and 	

<p>and inter-school sport</p> <ul style="list-style-type: none"> • Develop coaching and leadership opportunities • Promote healthy lifestyles and teamwork values 				National Representative players	
----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--	--	---------------------------------	--

<p align="center">4. Pride in Uniform & School Culture – “Excellence in Identity.”</p> <p align="center">Strategic Goal: Foster a strong sense of pride, identity, and belonging within the school community.</p>					
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
<ul style="list-style-type: none"> • Reinforce clear, uniform expectations • Regular monitoring and follow-up 	<ul style="list-style-type: none"> • Principal • Teachers • DP / Senior Leaders • Whānau 	<ul style="list-style-type: none"> • Clear uniform policy • Communication systems • Incentive programmes 	<ul style="list-style-type: none"> • Daily monitoring • Weekly assemblies • Termly review 	<ul style="list-style-type: none"> • High levels of uniform compliance • Improved student pride 	

<ul style="list-style-type: none"> • Celebrate students demonstrating school values and pride • Engage whānau to support expectations • Promote a positive school culture 				<p>and presentation</p> <ul style="list-style-type: none"> • Positive school tone and culture 	
--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--	--	--------------------------------------------------------------------------------------------------------------	--

<p align="center">5. Attendance Improvement – “Every Student, Every Day.”</p> <p align="center">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.</p>					
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
<ul style="list-style-type: none"> • Implement a robust 	<ul style="list-style-type: none"> • Principal 	<ul style="list-style-type: none"> • Student management 	<ul style="list-style-type: none"> • Daily monitoring 	<ul style="list-style-type: none"> • The attendance 	

<p>Attendance Management Plan (AMP)</p> <ul style="list-style-type: none"> • Daily monitoring and same-day follow-up of absences • Strengthen home-school communication • Incentives and recognition for improved attendance • Work with external agencies where needed 	<ul style="list-style-type: none"> • Attendance Officer DP / Admin Staff • Teachers • Whānau 	<p>system (KAMAR)</p> <ul style="list-style-type: none"> • Attendance tracking tools • Community agency support 	<ul style="list-style-type: none"> • Weekly reporting • Termly review 	<p>rate reaches between 75–80%</p> <ul style="list-style-type: none"> • Reduction in chronic absenteeism • Improved engagement and achievement 	
-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

<p align="center">6. Community Engagement / Whakawhanaungatanga ki te Hapori</p>					
<p align="center">Strategic Goal: Increase engagement with the kura whanau and wider community and stakeholders.</p>					
<p>Actions / Ngā Mahi</p>	<p>Who is Responsible / Ngā Kawenga</p>	<p>Resources Required / Ngā Rauemi</p>	<p>Timeframe / Te Wā</p>	<p>Measure of Success / Me pēhea te ine angitū</p>	<p>Reporting our Progress. Date and Evaluation</p>
<ul style="list-style-type: none"> • Establish regular hui and wānanga with local marae, Hapū, and Iwi. 	<ul style="list-style-type: none"> • Tumuaki and Tumuaki Tuarua 	<ul style="list-style-type: none"> • Budget for transport, hui 	<ul style="list-style-type: none"> • Term 1: Identify key community partners and 	<ul style="list-style-type: none"> • Number of hui, wānanga, and 	

<ul style="list-style-type: none"> • Invite local leaders, kaumātua, and Iwi representatives to participate in school events, assemblies, and curriculum projects. • Develop and implement student-led community service and cultural programs. • Encourage whānau participation in governance, meetings, and classroom support. • Share school achievements through iwi newsletters, local media, and social platforms. • Create cultural exchange programs with marae visits. 	<p>– lead liaison and partnerships.</p> <ul style="list-style-type: none"> • Kura Engagement Coordinator / Whānau Liaison – manage hui, invitations, and communication. • Teachers – integrate community connections into the curriculum. • Board of Trustees – support partnerships and engagement policies. 	<p>hosting, and cultural programs.</p> <ul style="list-style-type: none"> • Time allocation for staff to attend and plan events. • Communication tools: newsletters, social media, email, website. • Cultural advisors/mentors from iwi/hapū/marae. 	<p>schedule initial hui.</p> <ul style="list-style-type: none"> • Term 2: Begin classroom visits and joint events with marae and Iwi. • Term 3: Implement student-led community service and cultural projects. • Term 4: Review partnerships, celebrate successes, and plan for next year. 	<p>joint events conducted.</p> <ul style="list-style-type: none"> • Student participation in community-based learning. • Feedback from whānau, marae, and Iwi partners. • Increased whānau engagement in school events and decisions. • Evidence of culturally enriched learning in projects and curriculum. 	
------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

7. Staff Capability & Leadership Development

Strategic Goal: Build strong, culturally responsive, and faith-driven teaching practice.

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
--------------------	----------------------------------	---------------------------------	-------------------	----------------------------------------------	-------------------------------------------------

<ul style="list-style-type: none"> • Provide ongoing PLD aligned to strategic priorities • Strengthen culturally responsive practice (Te Ao Māori) • Develop emerging leaders within the staff • Regular review and coaching cycles 	<ul style="list-style-type: none"> • Principal • Senior Leadership Team 	<ul style="list-style-type: none"> • PLD funding • External facilitators • Release time 	<ul style="list-style-type: none"> • Ongoing throughout the year • Termly appraisal cycles 	<ul style="list-style-type: none"> • Improved teaching practice • Strong staff engagement and retention • Positive student outcomes 	<ul style="list-style-type: none"> • Termly Board Reports on progress toward targets • Mid-Year Review (June/July) • End-of-Year Evaluation (November/December) <p>Ongoing internal evaluation aligned with ERO expectations</p>
-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------