

MASTERTON PRIMARY SCHOOL

Te Kura o Masterton

Annual Implementation Plan 2026

Building on Momentum — Precision, Partnership, Purpose

Strategic Intent
2026–2028

Principal
Gene Bartlett

Reporting Cycle
Terms 1–4, 2026

Motivated
Positive
Successful



Principal's Foreword

2025 was a year of deliberate, sustained transformation at Masterton Primary School. We embedded BSLA across Years 1–3, launched iDeaL for Years 4–6, strengthened PR1ME Mathematics across all classes, and deepened our culturally responsive framework, Te Arawhakamana, into every aspect of school life.

The data shows it is working:



Reading Achievement

Māori learner reading rose by nearly 12 percentage points in 2025



Stand-Downs Reduced

Behaviour-related stand-downs fell a further 33%



ESOL Excellence

ESOL community continues to achieve above expectation

2026 is about precision and acceleration. The foundations are in place. This Annual Implementation Plan sets out how we will build on that momentum — deepening coaching, refining data use, consolidating curriculum coherence, and strengthening whānau partnerships.

Our strategic intent remains unchanged: every learner at MPS should experience teaching that is knowledge-rich, culturally grounded, and relentlessly focused on their growth.

This plan is grounded in the evidence of 2025, responsive to the priorities of our community, and aligned to our three-year strategic direction for 2026–2028. I commend it to our Board, our staff, and our community.

Gene Bartlett | Principal | Masterton

Primary School | 2026

School Context

School Profile	Our Learner Community
Location: Masterton, Wairarapa Year Levels: Years 1–6 Roll: approx.260 students Equity Index: Low-mid socioeconomic Iwi Partners: Rangitāne o Wairarapa, Ngāti Kahungunu ki Wairarapa Principal: Gene Bartlett <i>Deputy Principal: (as appointed)</i>	Diverse multicultural community with significant ESOL population Strong and growing Māori learner cohort Refugee and migrant families supported through He Poutama High community pride in cultural identity and belonging Active whānau engagement through hui, kapa haka, and cultural events

Strategic Framework 2026–2028

Strategic Goal 1	Strategic Goal 2	Overarching Commitment
The Art of Teaching & Learning <i>Empower, Inspire, Ignite: Where Learning Takes Flight</i>	Community, Culture & Identity <i>Belonging, Connection, and Shared Purpose</i>	Te Tiriti o Waitangi & Equity <i>Every learner thrives with identity, belonging, and high achievement</i>

Achievement Targets 2026

The following targets are set against 2025 end-of-year OTJ baselines. All targets represent the percentage of students achieving AT OR ABOVE nationally expected curriculum levels. Targets are ambitious but achievable, reflecting the embedding of BSLA, iDeaL, PR1ME, Te Arawhakamana, and the schoolwide rollout of Explicit Direct Instruction (EDI) into every classroom at MPS.

Reading

Student Group	2025 Baseline	2026 Target	Strategy Focus
All Students at MPS	~50%	65%+	Coaching model, targeted small groups, BSLA/iDeaL fidelity
Māori Learners	66.6%	70%+	Culturally responsive practice, Hour of Power, whānau engagement
ESOL Learners	~54%	58%+	He Poutama explicit instruction, bilingual support
Boys	~50%	54%+	Engagement strategies, instructional precision, HITPs
Girls	~59%	62%+	Sustained strong practice, data-informed extension

Writing

Student Group	2025 Baseline	2026 Target	Strategy Focus
All Students at MPS	~48%	60%+	iDeaL embedding, coaching model maturation, structured approaches
Māori Learners	51.2%	55%+	iDeaL with culturally responsive content, mana-affirming feedback
ESOL Learners	~55%	57%+	Scaffolded writing, explicit language instruction, He Poutama
Boys	~44%	49%+	iDeaL structured approaches, coaching model, engagement focus
Girls	~55%	58%+	Maintained strength, data-informed precision targeting

Mathematics

Student Group	2025 Baseline	2026 Target	Strategy Focus
All Students at MPS	~45%	60%+	PR1ME embedding, Ochre Education, structured lesson models
Māori Learners	45.6%	51%+	PR1ME with culturally responsive contexts, structured numeracy
ESOL Learners	~52%	65%+	Language-independent content access, structured delivery
Boys	~47%	51%+	Structured maths confidence, PR1ME, HITPs
Girls	~53%	56%+	PR1ME, Ochre Education, continued engagement growth

Strategic Goal 1: The Art of Teaching & Learning

Empower, Inspire, Ignite: Where Learning Takes Flight

Strategic Intent (2026–2028):

To deepen and accelerate a coherent, knowledge-rich, culturally grounded teaching model that empowers teachers, inspires learners, and ignites high levels of engagement and achievement across all classrooms at Masterton Primary School.

KEY PROGRAMME FOCUS FOR 2026: EXPLICIT DIRECT INSTRUCTION (EDI)

EDI is the instructional framework that connects and strengthens all of MPS's programmes. Built on Rosenshine's Principles of Instruction (2012) and Hollingsworth & Ybarra's six-component model, EDI provides a common teaching language across BSLA, iDeal, PR1ME, and HITPs.

Effect size: 0.57 (Hattie, 2009) — ranked #1 in Project Follow Through, the largest education study ever conducted.

The 6 EDI Components

1. Clear Learning Objective	2. Activate Prior Knowledge	3. I Do (Direct Teaching & Modelling)	4. We Do (Guided Practice)	5. You Do (Independent Practice)	6. Closure & Review
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Principal's Learning Journey — 2026 Implementation Phases

Phase 1 (Term 1)	Phase 2 (Terms 2–3)	Phase 3 (Term 4)
Foundations Shared vocabulary & Learning Walks	Deepening Coaching conversations, instructional rounds, equity focus	Leading EDI in appraisal, PLD, induction, BOT reporting

Action	What will we do?	Success Indicators	Evidence	Timeline
Action 1 <i>NEW CURRICULUM CONSOLIDATION</i> <i>Embed & stabilise NZ Curriculum implementation</i>	- Pause major structural curriculum changes pending national MoE stability confirmation - Deepen knowledge-rich planning frameworks across all syndicates - Finalise curriculum alignment once national assessment tools are confirmed - Continue thematic planning model with full cultural responsiveness integration - Align moderation practices across syndicates using refreshed NZ Curriculum expectations	- All syndicates using consistent planning frameworks by Term 2 - OTJ moderation documented across school - Curriculum coherence evident in classroom observations	- Principal reports (Terms 1–4) - Syndicate planning documents - Pedagogy coach reports - BOT strategic plan updates	Terms 1–4 (review T2 & T4)
Action 2 <i>PR1ME MATHEMATICS & OCHRE EDUCATION</i> <i>Accelerate mathematics achievement</i>	- Fully embed PR1ME Mathematics structured lesson model across all classes - Introduce Ochre Education as a complementary platform aligned with HITPs - Develop mathematics assessment and progress tracking toolkit - Begin secondary school alignment mapping for Y6 transition pathways - Continue structured professional learning with leadership oversight	- All teachers using PR1ME with fidelity by Term 1 - Ochre Education trialled in at least 50% of classrooms by T3 - Mathematics toolkit operational by Term 2 50%+ students at/above in Mathematics across all groups	- Term achievement data - Classroom observation notes - PR1ME PLD records - Assessment toolkit outputs	Terms 1–4 (Ochre launch T1)
Action 3 <i>STRUCTURED LITERACY (BSLA / iDeaL)</i> <i>Mature and accelerate literacy outcomes</i>	- Fully embed BSLA across Years 1–3 with coaching model for fidelity - Deepen iDeaL implementation across Years 4–6 - Strengthen literacy coaching model with peer observation cycles - Improve literacy data tracking tools and progress monitoring - Develop internal expertise pipeline (literacy leads, coaching capacity)	- BSLA coaching fidelity checks completed each term - iDeaL data tracking tool operational by T1 55%+ students at/above in Reading; 53%+ in Writing (whole school)	- Literacy achievement data (end-of-term) - Coaching observation records - July & December principal reports - BSLA/iDeaL PLD records	Terms 1–4

Action	What will we do?	Success Indicators	Evidence	Timeline
	Sustain 'Hour of Power' targeted small-group support	Internal coaching capacity documented		
Action 4 <i>HIGH IMPACT TEACHING PRACTICES (HITPs) Deepen Rosenshine-informed practice & WalkThrus</i>	- Embed full-day pedagogy coaching sessions structured around Rosenshine's 10 Principles - Scale WalkThrus across all syndicates with peer coaching layer — one component focus per observation cycle - Advance national pilot leadership with Te Aka Mātauranga - Strengthen international professional learning connections - Embed explicit retrieval practice, spaced learning, and formative assessment cycles in all classrooms - Align HITPs and EDI frameworks so teachers use a common instructional language across both	- All staff engaged in at least 2 HITPs/WalkThrus observations per term - Peer coaching model operational by Term 2 - National pilot participation active - Shared HITPs/EDI vocabulary evident in planning and coaching conversations	- Pedagogy session records - In-class observation notes - Principal & DP reports - National pilot documentation	Terms 1–4
Action 4a <i>EXPLICIT DIRECT INSTRUCTION (EDI) Build a schoolwide EDI implementation system</i>	- PHASE 1 — Foundations (Term 1): Introduce EDI framework to all staff using Hollingsworth & Ybarra (2009) as leadership book study; build shared vocabulary across the 6 EDI components - PHASE 1: Principal and DP conduct EDI Learning Walks every fortnight using a low-inference look-for tool - PHASE 1: Map EDI explicitly to current MPS programmes —as EDI in early literacy; PR1ME as EDI in mathematics; iDeaL as EDI in Years 4–6 literacy - PHASE 2 — Deepening (Terms 2–3): Shift all coaching conversations to the EDI lens: 'What did students learn today? How do you know every student got it?'	- All staff can name and describe the 6 EDI components by end of Term 1 - Fortnightly EDI Learning Walks with look-for tool from Term 1 - CFU strategies visible in all classrooms by Term 3 - EDI alignment map for BSLA, iDeaL, and PR1ME completed by end of Term 1	- EDI book study records - Learning Walk observation notes (all terms) - Coaching conversation logs - EDI programme alignment map - Term achievement data - Teacher appraisal documentation - BOT EDI impact report Term 4	Phase 1: Term 1 Phase 2: T2–3 Phase 3: Term 4

Action	What will we do?	Success Indicators	Evidence	Timeline
	- PHASE 2: Conduct instructional rounds with syndicate leaders using co-constructed EDI look-fors; focus on one EDI component per observation cycle - PHASE 2: EDI for diverse learners — embed ESOL scaffolding within EDI structures; weave Māori learner cultural context into worked examples - PHASE 2: Embed Rosenshine's 10 Principles as the shared instructional backbone - PHASE 3 — Leading (Term 4): Integrate EDI into teacher appraisal goals, new staff induction, and formal PLD planning; develop at least 2 internal EDI coaches - PHASE 3: Principal models EDI lesson structure in staff meetings and PLD sessions; presents EDI impact evidence to Board of Trustees	- EDI integrated into teacher appraisal goals by Term 4 - At least 2 internal EDI teacher leaders developed by year end		
Action 5 <i>HERO STUDENT MANAGEMENT SYSTEM Maximise HERO for attendance, wellbeing & analytics</i>	- Align attendance system protocols fully with MPS processes - Embed behavioural analytics dashboards for leadership use - Implement STAR attendance guide across all teams - Use HERO data to proactively identify and support priority learners - Strengthen whānau communication through HERO platforms	- HERO data accuracy verified by Term 1 audit - Behavioural analytics used in monthly leadership reviews - Attendance tracking aligned and accurate - Stand-down rate maintained below 2024–25 levels	- HERO system reports - Monthly leadership data reviews - Attendance records - December principal report	Terms 1–4
Action 6 <i>TE ARAWHAKAMANA Expand and scale mana-enhancing practice</i>	- Continue embedding Te Arawhakamana across curriculum, wellbeing, and leadership - Expand regional partnerships and support for schools implementing TAW	TAW embedded in all syndicates (observation evidence)	- Principal and DP reports - Stand-down / behaviour data	Terms 1–4

Action	What will we do?	Success Indicators	Evidence	Timeline
	- Develop and distribute TAW resources nationally - Formalise TAW leadership model within school structure - Continue reducing stand-downs through relational and restorative practice	- Regional partnership agreements formalised by T2 - Stand-down rate maintained at current low levels	- Regional partnership records - TAW resource distribution log	
Action 7 <i>HE POUTAMA / REFUGEE & MIGRANT SUPPORT Expand language acquisition and whānau engagement</i>	- Strengthen explicit English instruction across ESOL learner cohort - Expand bilingual support staffing and resources - Develop extended language acquisition pathways (He Poutama progression) - Deepen refugee whānau network and community connections - Maintain ESOL achievement at or above 55%+ across all areas	- ESOL Reading 58%+, Writing 57%+, Mathematics 55%+ by year end - He Poutama progression pathway documented by T2 - Whānau engagement hui held each term	- End-of-year achievement data - He Poutama records - Whānau engagement register	Terms 1–4
Action 7b <i>CULTURAL IDENTITY Strengthen cultural identity and community belonging</i>	- Expand Matariki celebrations with broader community involvement - Strengthen kapa haka programme scope and school profile - Reconnect and grow refugee whānau network - Acknowledge Eid, Diwali, Chinese New Year, and other key cultural events - Develop a cultural calendar as a schoolwide planning tool	- Cultural events calendar published and actioned each term - Kapa haka participation increased - Whānau feedback reflects strong sense of belonging	- Term principal reports - Cultural event participation records - Whānau survey / feedback	Terms 1–4

Strategic Goal 2: Community, Culture & Identity

Belonging, Connection, and Shared Purpose

Strategic Intent (2026–2028):

To embed a culturally responsive schoolwide approach that honours identity, language and culture, strengthens whanaungatanga, and unites our diverse community through understanding, belonging and shared purpose.

Action	What will we do?	Success Indicators	Evidence	Timeline
Action 1 <i>LOCALISED CURRICULUM (WAIRARAPATANGA)</i> <i>Deepen place-based and culturally grounded curriculum</i>	- Deepen integration of local histories, narratives, and places across all year levels - Strengthen whānau and iwi voice in curriculum design - Align Wairarapatanga with knowledge-rich curriculum frameworks - Embed mātauranga Māori alongside structured curriculum approaches	- Wairarapatanga threads visible in all syndicate unit plans by T2 - At least 2 iwi collaboration meetings per year	- Curriculum planning documents - Iwi meeting records - Principal reports	Terms 1–4
Action 2 <i>TE TIRITI — PARTNERSHIP RANGĀPŪ</i> <i>Deepen authentic whānau, hapū, and iwi partnerships</i>	- Hold regular whānau hui (minimum one per term) for consultation and connection - Strengthen BOT-level iwi engagement and treaty-informed governance - Continue collaboration across local kura and leadership networks - Embed whānau voice in strategic planning processes	- Whānau hui held each term with documented attendance - BOT receives iwi partnership update at least twice per year - Whānau feedback evidenced in planning decisions	- Hui records and attendance - BOT meeting minutes - Consultation documentation	Terms 1–4

Action	What will we do?	Success Indicators	Evidence	Timeline
Action 3 <i>TE TIRITI — PROTECTION MANAAKITANGA</i> <i>Protect and promote te reo Māori and tikanga</i>	- Sustain daily integration of te reo Māori across all classrooms and school routines - Embed tikanga practices (karakia, mihi, pōwhiri) as normal school life - Celebrate Matariki with full community involvement - Develop staff te reo Māori capability through targeted PLD	- Te reo Māori visible in all classroom environments - All staff participating in te reo PLD opportunities - Matariki community event held with strong whānau attendance	- Classroom observation notes - Cultural event records - PLD participation register	Terms 1–4
Action 4 <i>TE TIRITI — PARTICIPATION WHAI WĀHITANGA</i> <i>Ensure equitable access and Māori learner success</i>	- Continue EDI with culturally responsive adaptation — EDI clarity and high expectations honour Te Tiriti Article 3 equity commitments; pair with Te Arawhakamana for mana-enhancing delivery - Use CFU strategies in all classes to ensure Māori learners are actively included in every lesson - Use Progress Markers and Descriptors from Curriculum Refresh to monitor Māori learner progress - Maintain and strengthen STEPPed attendance and engagement strategies - Promote student leadership opportunities (kapa haka, Whakapono, school council)	- Māori Reading target 70%+, Writing 55%+, Maths 51%+ achieved - Student leadership roles held by Māori learners across school - STEPPed process used consistently for attendance monitoring	- End-of-year OTJ data - Attendance records - Student leadership register	Terms 1–4

Giving Effect to Te Tiriti o Waitangi

Masterton Primary School is committed to giving effect to Te Tiriti o Waitangi through deliberate, culturally responsive, and evidence-informed practices enacted across governance, leadership, curriculum, and classroom practice.

#	Pillar	Strategic Intent & 2026 Actions	Next Steps & Success Indicators
1	Partnership <i>Rangāpū</i>	<i>Deepen authentic engagement with whānau, hapū, and iwi.</i> - Whānau hui held each term for genuine consultation - Continue Wairarapatanga curriculum development with iwi input - Strengthen collaboration across local kura and leadership networks - Embed whānau voice in BOT strategic planning	- Formal iwi curriculum design partnership by T3 - Whānau co-design of cultural calendar
2	Protection <i>Manaakitanga</i>	<i>Protect and promote te reo Māori, tikanga Māori, and cultural identity across the school.</i> - Sustain schoolwide Te Arawhakamana implementation - Daily integration of te reo across all classrooms - Embed tikanga practices as normal school routines (karakia, mihi, pōwhiri) - Expand Matariki celebration with community involvement	Staff te reo Māori PLD programme by T2
3	Participation <i>Whai Wāhitanga</i>	<i>Ensure equitable access, engagement, and achievement for all learners, especially Māori.</i> - EDI and HITPs implemented with cultural responsiveness - Progress Markers and Descriptors used to monitor Māori progress - STEPPed process for attendance and engagement monitoring - Student leadership roles accessible to all, especially Māori learners	- Māori learner leadership framework - Increased data disaggregation for sub-group monitoring
4	Localised Curriculum <i>Wairarapatanga</i>	<i>Embed local identity, language, and culture within a knowledge-rich curriculum design.</i>	Wairarapatanga strand in all syndicate planning by T2

#	Pillar	Strategic Intent & 2026 Actions	Next Steps & Success Indicators
		- Integrate local histories and narratives across all year levels - Mātauranga Māori alongside structured curriculum - Align curriculum, assessment, and reporting with cultural context - Ongoing PLD in culturally responsive and trauma-informed practice	Formal curriculum document published by year end
5	System Stewardship <i>Leadership & Sustainability</i>	<i>Sustain and scale culturally responsive practice across the MPS system.</i> - Leadership alignment: Principal, DP, Pedagogy Coach, Instructional Coaches - Use data, inquiry, and evidence to monitor impact on Māori learners - Integrate EDI with culturally responsive frameworks - Regular BOT reporting aligned to Te Tiriti focus areas	- External review of TAW implementation by T4 - Leadership succession plan for culturally responsive practice

Statement of Compliance with Employment Policy

The Board is committed to operating employment policies that comply with the principles of being a good employer, as required under section 597(1) of the Education and Training Act 2020.

Good Employer Obligations 2026

Safe & Supportive Working Conditions	Maintain H&S audits, hazard identification, and compliance checks. Staff wellbeing through manageable workloads, pastoral care, and structured leadership support (Principal, DP, Pedagogy Coach, Team Leaders). Te Arawhakamana framework underpins positive workplace culture.
Equal Employment Opportunities (EEO)	Inclusive recruitment, equitable access to leadership and PLD, flexible working where possible, zero tolerance for discrimination. EEO policy available to all staff and reviewed annually.
Impartial Appointment	Transparent, merit-based recruitment. Open advertising, selection panels, clearly defined criteria aligned to school values and strategic direction.
Māori Employment & Aspirations	Te Arawhakamana places mana enhancement at centre of practice. Iwi partnership with Rangitāne o Wairarapa and Ngāti Kahungunu ki Wairarapa. Support for Māori staff leadership. Te reo Māori embedded in daily practice.
Staff Capability Development	Structured PLD (EDI, structured literacy, HITPs, PR1ME). Instructional and pedagogy coaching models. Appraisal and goal-setting aligned to individual needs. Leadership development pathways.
Recognition of Women's Employment	Equitable leadership access, flexible working arrangements, supportive return-to-work processes. Women well represented in leadership and teaching roles.
Recognition of Disability Employment	Reasonable adjustments to work environments. Flexible working. Culture of understanding, respect, and inclusion.

EEO Programme Compliance Checklist 2026

EEO Requirement	YES		
Do you operate an EEO programme/policy?	✓		
Has this policy or programme been made available to staff?	✓		
Does your EEO programme include training to raise awareness of EEO issues? (Note: Action planned for 2026)			
Has your EEO programme appointed someone to coordinate compliance?	✓		
Does your EEO programme provide for regular reporting on compliance/achievements?	✓		
Does your EEO programme set priorities and objectives?	✓		

Kiwi Sport — Implementation Plan 2026

Background

Kiwi Sport funding aims to increase children's participation in sport both inside and outside school hours, increase the number of accessible sporting opportunities, and develop skills for effective participation. The Ministry of Education manages the Direct Fund (\$12M p.a. nationally); Sport NZ manages the Regional Partnership Fund (\$8.5M p.a.).

MPS will receive \$4131.10 (excl. GST) in 2026.

Planned Use of Kiwi Sport Funding 2026

Activity / Initiative	Purpose / Aim	Term
Kia Hakinakina Sports Leadership Courses	Develop student sports leadership skills and confidence	Terms 1–4
Masterton Sports Co-ordinator	Coordinate school-wide sports opportunities and community links. This is a per student contribution to this fund.	Terms 1–4
Swimming Lessons (Years 5 & 6)	Develop water safety and swimming skills for all Year 5–6 students	Terms 1 & 4
Additional Sporting Opportunities	Expand participation for priority learners and underrepresented groups	Terms 2–3

Reporting Schedule & Governance Framework 2026

Term	Key Reporting Focus	Achievement Data	BOT Report Due
Term 1 (Feb–Apr)	Programme launch verification; HERO data audit; iDeaL coaching baseline; PR1ME & Ochre launch; whānau hui	Beginning-of-year baseline OTJs	April 2026
Term 2 (May–Jul)	Mid-year curriculum review; HITPs observation cycle; Māori achievement tracking; EEO programme review; Matariki planning	Mid-year progress OTJs	July 2026
Term 3 (Jul–Sep)	Coaching model fidelity review; Wairarapatanga progress; regional TAW partnerships; Ochre Education review; attendance analysis	Term 3 progress data	September 2026
Term 4 (Oct–Dec)	End-of-year OTJ moderation; Annual Report 2026 preparation; Statement of Variance; strategic planning 2027 begins	End-of-year OTJs (full)	December 2026

Principal

Gene Bartlett

Masterton Primary School

Annual Implementation Plan 2026

This document is prepared for the Board of Trustees and the Masterton Primary School community in accordance with the Education and Training Act 2020. Student data is presented in compliance with the Privacy Act 2020.