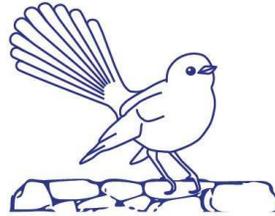


Maunu School



The Freedom to Soar
Tukuna kia rere

Strategic Plan

(2022 – 2026)

Annual Plan

2026 Specific

February, 2026



Our Mission

Maunu School is a positive and inclusive community where everyone is encouraged to be confident and actively involved so they can be effective contributors to society.

Our Vision

The Freedom to Soar Tukuna kia rere

Our Strategic Goals

Culture & Identity

Our place and responsibilities in the world

Develop a culturally rich environment for all, so that students become confident citizens who are able to contribute meaningfully to their community.

A Rich and Dynamic Curriculum

Inquiry-minded, confident, and empathetic learners who are engaged with their communities.

A rich and dynamic curriculum that will empower learners (ākongā) to be kaitianga of our unique environment.

Well Being

An environment that enhances the wellbeing of our school community

An engaged school community with a sense of connectedness, partnership and belonging for all.

- Whanaungatanga;
- Manaakitanga;
- Mahi Tahī;
- Ako

OUR FIVE FEATHER VALUES NGA HUIA RAU E RIMA

We are an inclusive school. Maunu School welcomes all learners in our community. We are committed to their engagement in all school activities and to their achievement. We believe in building strong, positive and meaningful relationships. To achieve this we value the following Five Feather Values

Whakatauki: *Mā ngā huruhuru ka rere te manu ... It is the feathers that enable the bird to fly*



<p style="text-align: center;">Responsibility - Takohanga Others can depend on you</p> <ul style="list-style-type: none"> ● Manages self with purpose ● Is resilient when facing change and challenges 	<p style="text-align: center;">Respect - Hei Whakanui Caring about ourselves, others and the environment</p> <ul style="list-style-type: none"> ● Respects and values diversity ● Shows compassion and empathy
<p style="text-align: center;">Excellence - Whakaaro Pai Positive, focussed and strive to be the best you can be.</p> <ul style="list-style-type: none"> ● Perseveres to be their best ● Actively involved, engaged and contributes 	
<p style="text-align: center;">Integrity - Kia Tūpono Doing the right thing, even when no one is looking</p> <ul style="list-style-type: none"> ● Is honest and reliable ● Is fair 	<p style="text-align: center;">Curiosity – Kia Tirotiro Interested in the world around you</p> <ul style="list-style-type: none"> ● Is curious about the world ● Uses inquiry to explore and solve problems

- **Whanaungatanga** Establishing relationships; relating well to each other. Supporting each other to grow and learn.
- **Manaakitanga** Hospitality; kindness; generosity; respect; caring for others
- **Mahi Tahī** Doing the best for each other. Working together collaboratively towards shared goals and vision.
- **Ako** The child is both teacher and learner and the teachers also learn from the child.
Ako recognises that the student’s whānau is inseparably part of learning and teaching.

MAUNU SCHOOL

STRATEGIC GOALS 2022 – 2026

The Strategic Plan was Reviewed in 2023. The Goals and Plans were added to and extended after community consultation as per MoE direction inline with the next BoT elections in 2025

						
Our Mission <i>Maunu School is a positive and inclusive community where everyone is encouraged to be confident and actively involved so they can be effective contributors to society.</i>						
The Freedom to Soar Tukuna kia rere						
The Statement of National Education and Learning Priorities (NELP)						
Objective 1	Objective 2	Objective 3	Objective 4	Objective 5		
Learners at the Centre: Learners with their whānau are at the centre of education.	Barrier Free Access: Great education opportunities and outcomes are within reach for every learner.	Quality Teaching and Leadership: Quality teaching and leadership make the difference for learners and their whānau	Future of Learning and Work: Learning that is relevant to the lives of New Zealanders today and throughout their lives.	World Class Inclusive Public Education: New Zealand education is trusted and sustainable		
PRIORITIES						
1: Ensure places of learning are safe inclusive and free from racism, discrimination and bullying	2. Have high aspirations for every ākonga , and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures	3. Reduce barriers to education for all, including for Māori and Pacific ,ākonga disabled and those ākonga with learning support needs	4. Ensure everyākonga gains sound foundation skills, including language, literacy and numeracy.	5. Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning.	6. Develop staff to strengthen teaching, leadership and learner support capability across the education workforce.	7. Collaborate with industries and employers to ensure learners / ākonga have the skills, knowledge and pathways to succeed in work.



OUR GOALS

Culture & Identity

Our place and responsibilities in the world

Develop a culturally rich environment for all, so that students become confident citizens who are able to contribute meaningfully to their community.



OUR INITIATIVES

- Embed the core values (Five Feather Focus) and the understanding that actions have consequences, in all we do as a community
- Develop units of inquiry that investigate each student's own cultural and personal identity
- Foster local, national and international links that provide our students with a range of opportunities to interact with and learn from others.
- Children will understand the meaning and concept of Culture and community.
- Partnerships fostered between whanau and school, with particular attention to Māori families.
- Staff will actively engage in practices of te ao Maori/tikanga/te reo Maori through involvement with in-school expertise, Te Puna Reo Māori Programme, Hikairo schema PLD with Dr Lisa Watson and the Maori Achievement Collaborative (MAC).
- Children will celebrate their own culture & respect the cultures of others.
- Through use of experts and community members, we will foster and celebrate community engagement.



IMPACTS & INDICATORS

- Students consistently and openly demonstrate positive choices in their behaviour, actions and learning
- Students become self-motivated, self-regulated learners with positive personal integrity
- Ākonga are adaptable and have a growth mindset, understanding we are learners for life.
- Students recognise the different perspectives and viewpoints of others and respect these.
- Our school Cultural Responsiveness plan (CRP) (kawa, protocol & etiquette) will be visible. Maunu School identity is visible around the school, in programmes and in all we do.
- Culturally Responsive Pedagogy & teaching practices are evident and observable.
- Students and staff will know their pepeha and its relevance and significance
- Ākonga, community & staff are confident in observing tikanga and the agreed kawa of the school.
- Meaningful cultural experiences are included in curriculum planning and delivery
- A diverse board of trustees who reflects the range of people in the community they serve and are



- Maunu School will actively develop and deepen relationships with local iwi to learn Maunu cultural narratives and history
- Co Option of two new BoT members for cultural diversity & representation.

- inclusive of different ethnicities, cultures, ages, genders, and backgrounds.
- Input is sought from key stakeholders when changes are made within the school.



A Rich and Dynamic Curriculum

Inquiry-minded, confident, and empathetic learners who are engaged with their communities.

A rich and dynamic curriculum that will empower learners (ākongā) to be kaitiaki of our unique environment.

- Teachers recognise and promote student agency; and create opportunities for self and peer assessment
- Collaborative learning environments where students and teachers co-construct programmes together.
- Learning environments set up for collaborative learning and celebrates the tuākana/teina (buddy system) approach to teaching and learning
- Collaborative planning across teams, and where appropriate collaborative teaching practices.
- Utilise e-learning tools and thinking processes to find, analyse, organise and solve problems
- Effective programmes that promote high achievement and maximise opportunities provided
- Understand how different communities function - local, regional, national, global.
- Classroom programmes are designed to respond to diverse learning styles, to extend and enrich ākongā

- Students are proactive in their learning, including the concept of “learning how to learn”
- There is consistency within syndicates in relation to planning, programmes and assessment
- Students demonstrate accuracy and confidence in problem solving in all areas
- Students can communicate their thoughts.
- Curriculum Implementation Teams (Focus Groups) lead initiatives
- Students and staff embrace challenges, persevere and respect feedback as a path to mastery.
- Students are able to use technology to support their learning and to communicate to and with a variety of audiences.
- Students apply their knowledge through flexible and innovative learning approaches - eg: Flexi-Friday; Discovery; Fantail Friday
- Students will engage with members of the community with a focus on service.
- Localised Curriculum, Pedagogy & teaching practices are evident and observable.

	<ul style="list-style-type: none"> ● STEAM learning activities are evident and explicitly linked to the curriculum. (the integrated nature of learning) ● Use will be made of the wider “environment” (School, local, regional) ● Service to and in the community is promoted. ● Àkonga will exhibit a Growth Mindset ● Data informs focus for growth and development. ● Government’s targets for education and the Minister’s education priorities through three focus areas. Focus area two: Improved educational progress and achievement. ● Increased support for students using Structured Literacy & Numeracy, all Junior teachers are trained in BSLA, all Senior teachers are trained in iDeal. ● There is a 3 year cycle of Performing Arts; Visual Arts and STEM ● Àkonga are kaitiakitanga of the school environment and local community. Trees for Survival / Environment monitors ● Teachers explore Te Mātaiaho, the refreshed framework for the New Zealand Curriculum through targeted PLD. 	<ul style="list-style-type: none"> ● Student learning is tracked and target groups are established through Reading Recovery, ALIM, ALL enrichment & extension groups. ● Àkonga receives on average an hour a day of Reading, Writing and Mathematics through a planned structured Literacy & Numeracy approach. ● Our national curricula (Te Whāriki, the New Zealand Curriculum and Te Marautanga o Aotearoa) are clear, fit-for-purpose and can adapt to learners' needs. ● The SMT and teachers are engaged in high-quality Professional Learning and Development (PLD). ● Learners are at or above the expected curriculum level for their age in reading, writing and maths. › Learners with specific needs have access to an inclusive curriculum that responds better to individual needs. ● Students demonstrate their Five Feather values through kaitiakitanga of the school environment and local community.
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Health & Well Being Hauora

**An environment that enhances the wellbeing
of our school community**

*An engaged school community with a sense of
connectedness, partnership and belonging for
all.*

- *Whanaungatanga;*
- *Manaakitanga;*
- *Mahi Tahī;*
- *Ako*

- PB4L strategies evident across the school and in school programmes
- Promote community engagement
- Student leadership in and across the school is active and meaningful
- Wellbeing will be based on the model: Te Whare Tapa Wha
- Children and staff will understand their whakapapa and are able to speak their pepeha.
- Maunu School and its classrooms reflect and portray that we are bicultural and in NZ
- Systems are in place to recognise the overall wellness of staff and students. (COL Achievement Challenge)
- Commitment to collaboration and involvement within the COL and HUB

- PB4L implemented and understood, in relation to the school's values and expectations of behaviour - evident in notices, classroom PB4L Modelling Book, Shared PB4L Slideshow, rewards systems & celebrations of behaviour.
- Data informs practice - PB4L meetings twice a term. Analysis of data, proactive active supervision and systems.
- Increased whanau (all ethnicities) engagement at school & community events, including volunteers.
- Staff and children enjoy success as learners for life
- Senior students take leadership roles within the school
- Te Whare Tapa Wha addresses the dimensions of Taha Hinengaro (Mental & Emotional); Physical (Taha Tinana); Family & Social (Taha Whanau);

	<ul style="list-style-type: none"> ● Students are actively involved in fitness, PE and sport and value its role in a healthy body and mind. ● The school promotes well being programmes and strategies for Àkonga, Staff & the community through ‘Think & Be Me’, ‘Pause, Breathe, Smile’, ‘Mana Ake’. ● The school supports systems for smooth transition to school, transition within school and transition from school. Cohort entry ● The school supports sunsmart, healthy hydrated children through active promotion. ● Staff greet students on arrival to classes and spend time building relationships each morning, teachers are in classes by 8.40. ● Government’s targets for education and the Minister’s education priorities through three focus areas. Focus area one – Increased attendance and participation. 	<p>Spiritual (Taha Wairua); Land & Roots (Whenua) link to Pio video</p> <ul style="list-style-type: none"> ● Children and staff will understand their family/whanau narrative and that of Maunu School ● The school reflects the bicultural importance of NZ, and this is visually evident. ● The Valuables Team (staff) plan to support wellbeing. ● Children and staff are happy & enjoy being at school ● Student agency informs and supports the wellbeing of all. ● PLD is in line with CoL Achievement Challenges. ● WiSL (within school leaders) and AST (across school leaders) work alongside teachers and students. ● Targeted increase for shaded areas, hats are worn in Term 1 & Term 4, Water is promoted and encouraged in the classroom. <ul style="list-style-type: none"> ● Students feel seen by their teachers and relationships are built on daily during settling time in classes. ● At-risk students with attendance concerns are identified and receive guidance, support and resources. ● student-specific strategies and interventions address barriers preventing at-risk children from attending school regularly. ● Students, whānau and the school community value education and understand the contribution of regular attendance to educational success and to economic and social well being ● Attendance data is analysed regularly and reported to the BoT. The PB4L team works closely with the teaching team and admin team to promote positive initiatives.
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Our Mission

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Our Vision

The Freedom to Soar Tukuna kia rere



*The Freedom to Soar
Tukuna kia rere*

Culture & Identity

Our place and responsibilities in the world

A Rich and Dynamic Curriculum

Inquiry-minded, confident, and empathetic learners who are engaged with their communities.

Well Being

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Develop a culturally rich environment for all, so that students become confident citizens who are able to contribute meaningfully to their community.

A rich and dynamic curriculum that will empower learners (ākongā) to be kaitiaki of our unique environment.

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Annual Plan 2026

<p style="text-align: center;">Culture & Identity 2026 Our place and responsibilities in the world Develop a culturally rich environment for all, so that students become confident citizens who are able to contribute meaningfully to their community.</p>				
Initiative	Actions	Who	When	Indicators of Success
1. Embed and share our school cultural narrative	<ul style="list-style-type: none"> Develop and share a clear cultural narrative grounded in Te Tai Tokerau, local pūrākau, and community stories. Use a school-wide inquiry cycle aligned to the draft NZ Refresh and local curriculum, revisiting key concepts at increasing depth across phases. Ensure the narrative is visible, understood, and consistently referenced by staff, students, and whānau. 	Principal, SLT, and Cultural Lead in partnership with Local Iwi/Hapū All Staff and Student Leaders	Term 1 & 2 Development & Ongoing (Sharing)	<p>A documented narrative is shared with staff and is placed on our website, as a reference to our local narrative and as a foundation document to start incorporating into planning from 2027.</p> <p>In 2027 Planning documents show inquiry units explicitly linked to the narrative and NZ Curriculum Refresh.</p> <p>Staff unpack the narrative's language and become confident to know how to use it.</p>
2. Strengthen visibility and normalisation of all cultures	<ul style="list-style-type: none"> Ensure all cultures represented in the school are visible, valued, and normalised across classrooms, shared spaces, and events. Use displays, texts, signage, and student voice to reflect cultural identity authentically. Move beyond “one-off” celebrations to ongoing cultural recognition within learning programmes. 	BOT Principal & Senior Leadership Team (SLT) to set expectations; All Staff for classroom implementation.	Term 1 (Initial Setup) & Ongoing	<p>Planning explicitly shows local pūrākau and histories linked to Science, Social Sciences, and the Arts .</p> <p>Signage, artwork, and classroom displays reflect the cultural narrative and diverse student identity .</p> <p>Library and classroom collections feature authors and stories from a wide variety of ethnic backgrounds .</p> <p>Signage includes multiple languages reflective of the student body.</p>
3. Strengthen Te Ao Māori practice and localised curriculum alignment	<ul style="list-style-type: none"> Embed local Māori perspectives, histories, and tikanga across learning areas rather than through a separate framework. Increase daily use of te reo Māori in authentic classroom routines 	Classroom Teachers & Arts/Literacy Leads; Student	Ongoing (Integrated into every unit of inquiry).	<p>Te reo Māori is heard in greetings, transitions, and instructions without prompt .</p>

<p>4. Build deeper understanding of identity and belonging</p>	<p>and school life.</p> <ul style="list-style-type: none"> ● Work alongside local hapū/iwi to ensure learning reflects local context and aspirations. ● Use a shared inquiry focus on identity, belonging, and culture that progresses from personal to local and wider contexts. ● Support students to explore who they are, where they come from, and how culture shapes identity. ● Use student voice to guide learning, displays, and cultural events. 	<p>Wellbeing Group Classroom Teachers & Whānau</p> <p>Student Wellbeing Group & All Staff</p> <p>Across school whānau event co-ordinator</p>	<p>Terms 2–4 (Building on established identity)</p>	<p>High-frequency vocabulary and school-wide "kawa" (protocols) are visible and used naturally.</p> <p>Inquiry cycles show a clear progression of complexity from Year 1 (Who am I) through to Year 6 (Our World) .</p> <p>Students can articulate their own pepeha and its significance relevant to their age.</p> <p>Learners celebrate their own culture while showing respect for the perspectives of others reinforced in assemblies and through PB4L team.</p>
<p>5. Create meaningful opportunities to celebrate culture</p>	<ul style="list-style-type: none"> ● Plan regular, authentic opportunities to celebrate culture with students and whānau as partners. ● Ensure celebrations are connected to learning before and after events. ● Provide opportunities for students to lead and share their cultures with pride. ● CRP Team Strengthen partnerships with iwi and hapū 	<p>Principal and Senior Leadership Team (SLT) All Staff, School Cultural Leaders, and Whānau Partners</p>		<p>Meaningful cultural experiences are embedded in classroom planning rather than being isolated events .</p> <p>Students take active leadership roles in planning and leading pōwhiri and cultural celebrations .</p> <p>Evidence of learning related to cultural events is visible in student work, integrated into reading and writing, both before and after the occasion.</p>
<p>6. Strengthen whanaungatanga and communication pathways</p>	<ul style="list-style-type: none"> ● Strengthen communication so whānau feel informed, welcomed, and heard. ● Create regular opportunities for whānau to contribute knowledge, stories, and skills. ● Prioritise relationship-building at key transition points (ECE–school, year-to-year, intermediate). 	<p>Across school whānau event co-ordinator</p>		<p>Whānau report through CRP consultation, feeling welcomed and that their feedback is actively sought and acted upon .</p> <p>Classroom programs regularly feature guest sessions where whānau share cultural pūrākau or expertise .</p> <p>"celebration of learning" events show high whānau attendance and</p>

A Rich and Dynamic Curriculum 2026

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Initiative	Actions	Who	When	Indicators of Success
<p>1. Common Language & Expectations (Science of Learning)</p> <p>To ensure consistency, equity and high-quality teaching across the school.</p> <p>2. NZ Curriculum Refresh – Reading, Writing & Maths (Priority Areas)</p> <p>To meet national requirements and ensure strong foundations.</p>	<ul style="list-style-type: none"> ● Learning intentions and success criteria are clear, explicit and shared. ● Teachers explicitly teach, model, practise and revisit skills. ● Lessons follow a clear structure: review → teach → guided practice → independent practice → reflection. ● Teachers use the same agreed language for learning, feedback and behaviour. <p>Reading</p> <ul style="list-style-type: none"> ● Embed Structured literacy is evident (phonics, decoding, fluency, comprehension). ● 20/40 week phonics assessments are consistently used and acted on. ● Small-group instruction targets specific reading needs. <p>Writing</p> <ul style="list-style-type: none"> ● Writing is taught daily and explicitly. ● Clear scope and sequence aligned to <i>NZRefresh</i> ● Progressions are visible and referenced. ● Teachers explore Science of Learning and best practice to give timely and relevant feedback. <p>Maths</p> <ul style="list-style-type: none"> ● Lessons balance fluency, reasoning 	<p>Senior Management Team & All Teachers</p> <p>Curriculum Implementation Teams</p>	<p>Ongoing (Focus in Term 1)</p> <p>Terms 1 - 4</p>	<p>When we walk into any lesson or class we have a common understanding of what we expect to see.</p> <p>100% of Learning Walks show explicit teaching (review → teach → practice) and students using agreed feather value language.</p> <p>Science of Learning is evident in every classroom.</p> <p>All assessments align to NzRefresh.</p> <p>Target grps are identified in T1 inline with AOV targets and acceleration is inline with targeted approach.</p> <p>Phonics data: 20-week assessments show >85% of cohort tracking at or above expected BSLA/iDeaL benchmarks.</p> <p>Teachers give specific, actionable feedback linked to progress indicators.</p> <p>Planning includes a range of rich tasks to support problem solving, reasoning</p>

<p>3. Assessment & Reporting Alignment To align school practice with new Government requirements while keeping clarity for whānau.</p> <p>4. Data-Informed Teaching (Not Data for Data's Sake) To ensure assessment drives teaching decisions.</p> <p>5. Writing – Whole School Focus To lift consistency, quality and progress.</p> <p>6. Gifted & Talented – Extension & Enrichment To ensure all learners are stretched.</p>	<p>and problem-solving.</p> <ul style="list-style-type: none"> ● Explicit teaching followed by guided practice is evident. ● All learners are supported with hands-on, structured maths experiences. <p>Assessment tools are used consistently across teams.</p> <ul style="list-style-type: none"> ● BSLA, iDeaL, phonics, and maths data are visible in planning. ● Teachers can clearly explain where a child is at, what progress looks like, and next steps. ● Reports align to progress indicators and national expectations. <p>Teachers regularly analyse data in team meetings.</p> <ul style="list-style-type: none"> ● Priority learners are clearly identified and tracked. ● Teaching changes in response to data. ● Interventions are time-bound and reviewed for impact. <p>Agreed writing progressions are used school-wide.</p> <ul style="list-style-type: none"> ● Writing samples show progression over time. ● Create folders with examples ● Assessment tools clearly show movement against progress indicators. ● Moderation occurs regularly within and across teams and with other schools. ● Teachers identify G&T learners using data and observation. ● Extension tasks are planned (depth, complexity, creativity). 	<p>SMT & Team Leaders</p> <p>Classroom Teachers & SMT</p> <p>Curriculum Teams Writing Lead & All Teachers</p> <p>Team Leaders & Specialist Teachers</p> <p>SMT &</p>	<p>Terms 2 & 4</p> <p>Ongoing (Termly Review)</p> <p>Terms 1 - 4</p> <p>Ongoing</p> <p>Ongoing</p>	<p>whilst ensuring scope and sequence is being clearly followed.</p> <p>Reports clearly link student progress to national frameworks (Te Mātaiaho) and reflect 1 hour daily literacy/numeracy.</p> <p>Planning documents identify specific "Priority Learner" groups with documented adjustments to instruction based on PAT/BSLA/iDeaL data.</p> <p>Moderated writing samples (twice a year) show 5% increase in students moving from "Developing" to "Proficient" against NZRefresh progressions.</p> <p>Folders are created with writing rubrics, progressions and examples.</p> <p>G&T Register is active; 100% of identified students have documented extension tasks.</p>
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<p>7. Other Curriculum Areas – Staged Implementation To meet refreshed curriculum timelines without overload.</p> <p>8. PLD & Professional Learning (MOE and School-Based) To support change with capability, not compliance.</p> <p>9. Classroom Consistency (Learning Walk Expectations) To ensure equity for all learners.</p> <p>10. Review of Assessment Tools (PAT, BSLA, iDeaL) To ensure tools remain fit for purpose. Review and look at the SMART Tool.</p>	<ul style="list-style-type: none"> ● Opportunities exist across writing, maths, inquiry and the arts. <p>Teachers are aware of upcoming changes and timelines.</p> <ul style="list-style-type: none"> ● Units are gradually updated as refresh requirements come into force. ● Local curriculum contexts remain central. <p>Teachers engage in MOE Assessment PLD and apply learning in classrooms and reporting to parent</p> <ul style="list-style-type: none"> ● Coaching, modelling and observation are used to embed practice. ● Staff can articulate <i>why</i> practices are changing. <p>When walking into any classroom, we expect to see:</p> <ul style="list-style-type: none"> ● Calm, purposeful learning environments. ● Explicit teaching underway. ● Learners are able to explain what they are learning and why. ● Evidence of reading, writing or maths progressions in use. ● PAT use is reviewed against refreshed expectations. ● Explore the SMART Tool ● BSLA and iDeaL data are used to inform teaching, not just report. ● Decisions are evidence-based and communicated clearly to staff. ● Junior Curriculum and formative assessment practices align with assessment tools and expectations in the Seniors. ● 	<p>Curriculum Focus Groups</p> <p>Principal & SMT</p> <p>SMT & SLT</p> <p>Principal & SMT</p>	<p>Terms 1 - 3</p> <p>Ongoing</p> <p>Term 1 & 4</p>	<p>Teachers are using the current NZRefresh Curriculum for English & Maths. They are aware of the expected timeline for changes for other areas of the NZRefresh.</p> <p>Staff Surveys/Reflections show 90% of teachers can articulate the "why" behind Structured Literacy or the Maths refresh.</p> <p>Teachers can confidently report against the new criteria / Year Level Expectations.</p> <p>Teachers are using Feedback and Feedforward in a timely manner and based on best practice.</p> <p>Observation data confirms calm environments where 9/10 students can state their "Learning Intent" and "Next Step."</p> <p>Observation data confirms 75% (15/20) Explicit Acts of Teaching are evident from the High Leverage Teaching Practices document.</p> <p>Strategic Board Report provides evidence-based recommendation on tool fitness-for-purpose versus refreshed MOE requirements.</p>
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Well Being 2026
 An environment that enhances the wellbeing of our school community
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- Whanaungatanga;
- Manaakitanga;
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- Ako

Initiative	Actions	Who	When	Indicators of Success
<p>1. Strengthen hauora and wellbeing for all ākonga and staff.</p> <p>Focus: Belonging, safety, and consistency</p>	<ul style="list-style-type: none"> ● Embed a shared wellbeing framework PB4L across all classrooms ● Grow staff capability in relational, restorative, and trauma-informed practice ● Maintain calm, inclusive learning and play environments ● Re-establish a Student Wellbeing Group to gather student voice and support wellbeing, anxiety, and mental health ● Staff Wellbeing: "Smarter, Not Harder" Integration ● Regular check in to ensure a safe culture to talk about workload and how staff are feeling. ● Staff Wellbeing: Boundary Setting ● Review the system when teachers are sick. Create systems that reduce workload for sick staff members. 	<p>PB4L Team & All Staff</p> <p>Senior Management Team & External PLD</p> <p>All Staff & Duty Teachers</p> <p>Principal / SENCO / Designated Lead Teacher</p> <p>SMT & "Valuables" Team</p>	<p>Ongoing (Focus T1)</p> <p>T2 - T4</p> <p>T1 - T4</p>	<p>100% of classrooms display and use the PB4L model. rewards data shows a 15% increase in values bands being awarded for positive behavior acknowledgments</p> <p>Staff surveys show 90% confidence in using restorative scripts; decrease in formal behavior referrals to SMT.</p> <p>ETAP entries show reduction in high-level playground incidents; inclusive play equipment and Sensory Room is utilised daily by diverse learner groups.</p> <p>Group meets twice a term; student voice surveys show a 20% improvement in "feeling heard" regarding anxiety and mental health.</p> <p>CRT at Home once a term. Formalise the option for staff to complete Classroom Release Time (CRT) at home to minimize interruptions.</p> <p>Communication Protocol: Establish a "no-email" policy after 6:00 PM and on weekends to support work-life balance.</p>

	<ul style="list-style-type: none">● Create an environment that is a calm space for staff.			<p>A clear "PB4L Flowchart of Support" is published in the staff handbook; 100% of staff know the referral process.</p> <p>95% of new whānau report feeling "well-informed" during the transition survey; Yr 6-7 transition files completed by Nov.</p> <p>Hauora Focus: A dedicated "Staffroom display" board and termly social events focused on connection, not "school talk"</p>
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