

# Annual Implementation Plan 2026

<b>Strategic Goal 1: Give effect to Te Tiriti o Waitangi in the daily learning and life of Abbotsford School.</b>					
<b>2026 Initiatives:</b>	<b>Actions:</b>	<b>Outcomes:</b>	<b>Measures/Evidence:</b>	<b>When:</b>	<b>Leaders:</b>
1.1 Participate in the Māori Achievement Collaborative (MAC) professional learning programme.	<ul style="list-style-type: none"> <li>Work with schools in the Ōtepoti MAC cluster to develop a sustainable model to keep us working together now that government funding is no longer available.</li> <li>Use "Te Whare Tapu o Ngākau Māori" to:               <ul style="list-style-type: none"> <li>Develop a learning profile for our Māori students.</li> <li>Guide our curriculum development.</li> <li>Provide a learning programme for staff.</li> </ul> </li> </ul>	<p>Leaders are supported in embedding culturally sustainable practices.</p> <p>Clear progressions of learning will be available.</p> <p>Staff will be supported to understand Ngākau Māori.</p>	<p>Tātaiako student survey Achievement data</p>	<p>Terms 1-4</p> <p>Terms 1-4</p>	<p>Stephanie Madden Ana Pene Marlene Turner</p> <p>Stephanie Madden Ana Pene</p>
1.2 Increase the use of Te Reo across all settings.	<ul style="list-style-type: none"> <li>Te Reo professional learning at staff meetings (Kai Tahu Dialect).</li> <li>Staff learn new waiata, karakia, whakataukī appropriate to Kai Tahu tikanga. Continue to explore the pūrākau of our local area.</li> <li>Teaching teams will collaborate with our Kaiāwhina to integrate Matauranga Māori into curriculum programmes.</li> <li>Complete bilingual signage project.</li> <li>Te Reo Māori content is included on our website, in our newsletters, in promotional materials, and in curriculum documentation.</li> </ul>	<p>Staff and students increasingly learn and use te reo Māori throughout the school day.</p> <p>Staff and students are confident in observing tikanga and have increased experience with Te Ao Māori in a variety of settings.</p> <p>Staff will feel more confident in integrating Matauranga Māori into their programmes.</p> <p>Te Reo will be visible throughout the kura, in documentation and communications.</p>	<p>Staff survey</p> <p>NZCER Taku Reo Student Survey</p> <p>Evidence in team planning</p> <p>Photos taken on a Cultural Walk Through</p>	<p>Terms 1-4</p> <p>Terms 1-4</p> <p>Terms 1-4</p> <p>Terms 1-4</p>	<p>Marlene Turner Stephanie Madden</p> <p>Team Leaders Ana Pene</p> <p>Stephanie Madden</p> <p>Stephanie Madden</p>
1.3 Strengthen our relationship with whānau.	<ul style="list-style-type: none"> <li>Consult whānau about the use of Te Whare Tapu o Ngākau Māori.</li> <li>Set up a whānau focus group to use the "Te Kura Tapa Wha" review tool.</li> <li>Implement the changes based on the review's findings</li> </ul>	<p>Whānau will have the opportunity to have input into programme development.</p> <p>An Indigenous model of well-being is embedded in our school practices.</p>	<p>Tātaiako student survey Tātaiako parent survey</p>	<p>Term 1</p> <p>Term 3</p>	<p>Stephanie Madden Ana Pene</p> <p>Stephanie Madden Ana Pene</p>

## Strategic Goal 2: Provide a rich curriculum that empowers all learners.

2026 Initiatives:	Actions:	Outcomes:	Measures/Evidence:	When:	Leaders:
2.1 Introduce Numicon Structured Mathematics Programme	<ul style="list-style-type: none"> <li>All staff to undergo Numicon training (Term 1 Teacher Only days).</li> <li>Implement the Numicon programme across the school.</li> <li>Update curriculum documentation to align with the revised curriculum statements.</li> <li>Provide additional Mathematics support for students.</li> <li>Focus on girls' engagement and confidence in Mathematics</li> </ul>	<p>Staff will feel confident in implementing the Numicon programme.</p> <p>Staff and students will be familiar with using Numicon materials.</p> <p>The programme will be fully implemented across Years 0-8.</p> <p>Curriculum documentation will be fully aligned with the 2025 Curriculum.</p> <p>Students below the expected level will receive additional support.</p> <p>The gender disparity in Mathematics will reduce.</p>	<p>Mathematics Achievement Data</p> <p>Completed curriculum documentation.</p>	Terms 1-4	Stephanie Madden Mathematics Support - Lynn Bailey
2.2 Embed structured literacy practices across the school	<ul style="list-style-type: none"> <li>All learning assistants who have not yet completed the Better Start (BSLA) Literacy micro-credential will do so.</li> <li>Teaching staff in Years 0-8 embed learning from BSLA training.</li> <li>Review how BSLA is being implemented in our school to ensure other good literacy practices are not lost.</li> <li>Increase Tier 2 and 3 Structured Literacy interventions.</li> </ul>	<p>All staff will be trained in structured literacy and equipped to implement the Better Start Literacy programme.</p> <p>A balanced literacy programme. Increased engagement of boys in reading.</p> <p>Students who do not make expected progress in literacy will receive additional support. The achievement of Māori boys will improve.</p>	Reading Achievement Data	<p>Term 1</p> <p>Term 1-4</p> <p>Term 2</p> <p>Terms 1-4</p>	<p>Stephanie Madden</p> <p>BSLA Facilitators - Marlene Turner - Jo Hackett</p> <p>Literacy Support - Amy Bathgate</p>
2.3 Continue to use and develop scaffolds that support children to drive their own learning.	<ul style="list-style-type: none"> <li>Review and update the Writing Whanau to align with the revised curriculum.</li> <li>Develop scaffolds to help students set and evaluate their own reading goals.</li> </ul>	Increased engagement and achievement in core subject areas.	Student interviews Reading Achievement Data	Terms 1-2	Senior Leadership Team.

### Strategic Goal 3: Foster a safe, inclusive place of learning for all.

2026 Initiatives:	Actions:	Outcomes:	Measures/Evidence:	When:	Leaders:
3.1 Participate in Positive Behaviour for Learning School-Wide Programme. (Year 2)	<ul style="list-style-type: none"> <li>Review school-wide practices and systems.</li> <li>Gather and analyse school-wide data.</li> </ul>	<p>A positive culture where wellbeing and relationships are prioritised.</p> <p>Clear systems and processes.</p> <p>Consistent decision-making across the school when dealing with behaviour.</p>	<p>SET analysis</p> <p>Behaviour Data</p> <p>Wellbeing at School Survey</p>	Terms 1-4	<p>Stephanie Madden</p> <p>Jenna Smeehuizen</p> <p>Jo Hackett</p> <p>Ana Pene</p> <p>Kathryn Goldthorpe</p>
3.3 Promote the voices and values of Pasifika students and whānau so that their cultures are evident in our kura.	<ul style="list-style-type: none"> <li>Senior Leaders to become familiar with the Action Plan for Pacific Education 2020-2030 and the Tapasa Cultural Competency Framework.</li> <li>Establish and support a Pasifika Cultural Group.</li> <li>Acknowledge and celebrate Samoan, Cook Island, Tongan, and Niuean and Fijian language weeks.</li> <li>Hold a fono for Pasifika families.</li> </ul>	<p>School leaders will have a greater understanding of the needs of Pasifika learners.</p> <p>Pacific languages and cultures are celebrated across the school.</p> <p>Pasifika students will feel safe bringing their culture through the school gate.</p> <p>A stronger partnership with our Pasifika families.</p>	<p>Achievement Data</p> <p>Attendance Data</p>	<p>Term 2</p> <p>Terms 2-4</p> <p>Terms 1-4</p> <p>Term 2</p>	<p>Stephanie Madden</p> <p>Ana Pene</p> <p>Team Leaders</p> <p>Stephanie Madden</p>
3.4 Develop further opportunities for our Year 7 and 8 ākonga to be leaders in our school community.	<ul style="list-style-type: none"> <li>Engage with the Greater Green Island schools and community network on the "Wheako Project".</li> <li>Year 7 and 8 ākonga will work with the GGI community youth workers on projects/activities within the school and our local community.</li> </ul>	<p>Year 7 and 8 ākonga will be empowered to take on leadership roles and create new opportunities within the school environment.</p> <p>Learning will be carried out in purposeful contexts.</p>	<p>Exit interviews with Year 8 ākonga.</p> <p>Year 7 and 8 ākonga will feel confident in their role as school leaders.</p> <p>Increased retention of pupils in the senior area of the school.</p>	<p>Terms 1-4</p> <p>Terms 1-4</p>	Grant Phillips

## Other Initiatives

2026:	Actions:	Outcomes:	Measures/Evidence:	When:	Leaders:
Develop a communication strategy	<ul style="list-style-type: none"> <li>Regularly consult the community on school decisions.</li> <li>Term Board Newsletters.</li> <li>Transition from Seesaw to the School Books platform.</li> <li>Edge is used for all other communications, including newsletters, emergency texts, and group emails.</li> <li>Update the school website.</li> </ul>	<p>The community's voice is captured through enhanced consultation.</p> <p>The community is informed of Board decisions.</p> <p>Whānau can share in students' learning.</p> <p>School communications are streamlined.</p> <p>A positive profile of the school is shared with the wider community.</p>	<p>Community survey</p> <p>Analytics from communication tools</p>	<p>Terms 1-4</p> <p>Terms 1-4</p> <p>Terms 1-4</p> <p>Terms 2-4</p> <p>Term 2</p>	<p>Board</p> <p>Board</p> <p>Laura Paine Grant Phillips</p> <p>Lynn Bailey</p> <p>Stephanie Madden</p>
Hold regular community events that allow parents and whanau to engage with the school	<p>Whole School Events:</p> <ul style="list-style-type: none"> <li>Term 1: Family Picnic, Market Day Triathlon, Family Fun Day</li> <li>Term 2: Matariki Celebration</li> <li>Term 3: Cross-Country, School Musical</li> <li>Term 4: Athletics, Fun Run</li> </ul> <ul style="list-style-type: none"> <li>Team celebration events each term.</li> </ul>	<p>Whānau feel welcome in the school.</p> <p>Whānau share in significant school events.</p>	<p>Strong attendance at school events</p> <p>Community survey</p>	<p>Terms 1-4</p> <p>Terms 1-4</p>	<p>Stephanie Madden</p> <p>Team Leaders</p>
Provide opportunities for teachers to share good practice	<ul style="list-style-type: none"> <li>4 Minute Walk-Throughs.</li> <li>Peer Observations.</li> </ul>	<p>Observations of each other's teaching are a valuable source of learning and reflective discussion.</p>	<p>NZCER Teaching and School Practices Tool</p>	<p>Terms 1-4</p>	<p>Stephanie Madden</p>
Improve attendance rates	<ul style="list-style-type: none"> <li>Implement the Attendance Management Plan</li> </ul>	<p>We will have a daily attendance rate of at least 95%.</p> <p>80% of students will attend school regularly (90% or more of the time) each term.</p>	<p>Attendance Data</p>	<p>Terms 1-4</p>	<p>Stephanie Madden</p>

# Achievement Targets 2026

<b>Year:</b> 2026	<b>Target Area:</b> Reading	<b>Resourcing:</b> 20 hours per week Structured Literacy staffing 17.5 hours per week Learning Assistant time
<b>Strategic Goal:</b> Provide a rich curriculum that empowers all ākonga		
<b>Background Baseline Data / Historical Position:</b>  At the end of 2025, Overall Teacher Judgments (OTJs) were made using data from teacher observations and conferences, structured literacy assessments, running records, and e-AsTTle. Scores were then aligned with the revised curriculum using the MoE mapping tool  Across the school, 80% of students achieved at or above the expected curriculum level. 75% of boys achieved at or above the expected level. 85% of girls achieved at or above the expected level.  Across the school, 73% of Māori students achieved at or above the expected curriculum level. 68% of Māori boys achieved at or above the expected level 81% of Māori girls achieved at or above the expected level		
<b>Target 1:</b> The 26 boys working below the expected curriculum level at the end of 2025 will make accelerated progress and be working at the appropriate curriculum level by the end of 2026.  <b>Target 2:</b> The 7 boys working well below the expected curriculum level (but not on an IEP) at the end of 2025 will make accelerated progress.		

Planned Actions for Raising Achievement:	Responsibility	Resource	Timeframe	Progress Reports	Outcomes	Review
<ul style="list-style-type: none"> <li>All students will read with their teacher daily.</li> <li>Students' progress will be monitored and regularly discussed at team meetings.</li> </ul> <p><b>Target 1: (25 students)</b></p> <p>Year 1-3</p> <ul style="list-style-type: none"> <li>18 students will work in the Tier 2 BSLA intervention programme</li> </ul> <p>Year 5-6</p> <ul style="list-style-type: none"> <li>4 students will participate in the Tutor Reading programme.</li> </ul> <p><b>Māori Boys</b> (10 students)</p> <ul style="list-style-type: none"> <li>In addition to the above programmes, we will pair the Māori students with other Māori boys in the Buddy Reading programme to build Tuakana/Taina relationships.</li> </ul> <p><b>Target 1: (6 students)</b></p> <p>These students will participate in the Tier 3 BSLA intervention</p>	<p>Classroom teachers</p> <p>Team leader</p> <p>Literacy Support Teacher (Amy)</p> <p>Literacy Support Teacher (Amy)</p> <p>Teacher in charge of Buddy Reading (Brenna)</p> <p>Literacy Support Teacher (Amy)</p>	<p>20 hours per week</p> <p>7.5 hours per week Learning Assistant time.</p>	<p>Terms 1-4</p> <p>Terms 1-4</p> <p>Terms 1-4</p> <p>Terms 2-4</p> <p>Terms 1-4</p> <p>Terms 1-4</p>	<p>Achievement data will be added to the "At Risk" register each term.</p> <p>Progress reports to the principal each term for children in the interventions.</p> <p>A report to the BOT will be provided at mid-year and at year-end.</p>	<p>All identified students will show accelerated progress in reading.</p> <p>Clear assessment information will be available.</p> <p>Progress will be analysed regularly with support from all adults working with the child.</p> <p>Everyone will be clear about the next steps in learning.</p>	

<b>Year:</b> 2026	<b>Target Area:</b> Writing	<b>Resourcing:</b> 7.5 hours per week Learning Assistant time
<b>Strategic Goal:</b> Provide a rich curriculum that empowers all ākonga.		
<p><b>Background Baseline Data / Historical Position:</b></p> <p>At the end of 2025, Overall Teacher Judgments (OTJs) were made based on teacher observations, current classroom work, and samples of writing marked using the AsTTle writing rubric. Scores were then aligned with the revised curriculum using the MoE mapping tool</p> <p>Across the school, 82% of students achieved at or above the expected curriculum level. (An increase of 3% from the previous year)  79% of boys achieved at or above the expected level. (A decrease of 3% from the previous year)  86% of girls achieved at or above the expected level. (An increase of 14% from the previous year)</p> <p>Across the school, 76% of Māori students achieved at or above the expected curriculum level. (An increase of 8% from the previous year)  76% of Māori boys were writing at or above the expected curriculum level. (An increase of 9% from the previous year)  77% of Māori girls were writing at or above the expected curriculum level. (An increase of 5% from the previous year)</p>		
<p><b>Target 1:</b> That the 9 Māori students across the school who were below the expected level in writing at the end of 2025 will make accelerated progress by the end of 2026 and be working at the expected level</p>		



<b>Year:</b> 2026	<b>Target Area:</b> Mathematics	<b>Resourcing:</b> 7.5 hours per week Learning Assistant time
<b>Strategic Goal:</b> Provide a rich curriculum that empowers all ākonga.		
<b>Background Baseline Data / Historical Position:</b>  At the end of 2025, Overall Teacher Judgments (OTJs) were made based on classroom observations, conferences, and eAsttle.  Across the school, 81% of students achieved at or above the expected curriculum level. 85% of boys achieved at or above the expected level. 76% of girls achieved at or above the expected level.  Across the school, 83% of Māori students achieved at or above the expected curriculum level. 81% of Māori boys were writing at or above the expected curriculum level. 85% of Māori girls were writing at or above the expected curriculum level.		
<b>Target 1:</b> That all students across the school who were below the expected level in mathematics at the end of 2025 will make accelerated progress by the end of 2026, and will be working at the expected level.		

