

# Macandrew Bay School 3762 Annual Implementation Plan 2026

## ***Ko te Tamaiti te Pūtake o te Kaupapa: The child is at the heart of the matter***

At Macandrew Bay School we place our learners at the centre and our Mission Statement is: Simply the Best for our Tamariki!

Our vision is:

- High Expectations
- To create an environment that actively supports the health and wellbeing of our tamariki
- To be the best we can be
- Students succeeding
- To be a strong and flourishing school into the future

### **Summary of the plan**

In 2026 we want to continue strengthening teaching, learning and assessment practices in Literacy and Maths to improve progress and achievement levels for all learners. We have previously identified with our ERO evaluation partner that we need to develop ways to gather and respond to our writing achievement data in order to ensure the progress and acceleration of our target learners. We will continue looking at strategies and ways of working with our target learners across the core subjects of Reading, Writing and Maths. This includes designing a sustainable model for ongoing support for identified groups of learners not yet making expected progress as well as streamlining our data collection which includes ensuring we can capture the progress of our target learners. We also have a goal to extend teachers' evaluation practices and ensure that we have quality assessment practices in place to ensure consistency across the school and that practices are thorough, accurate and support student's progression.

We want to sustain a focus on strengthening home-school partnerships for increased participation and contribution by whānau and parents for the benefit of all learners, specifically in the areas of Maths and Literacy.

We will continue to develop embed our design thinking model of Tūhura/Discover which we believe is an exciting and innovative approach and it focuses on developing students' creative confidence. Design thinking connects real world problem-solving with classroom environments. We are proud of our rich broad curriculum and the opportunities for our tamariki to shine and develop their passions. We want to see our tamariki become empowered learners who know their strengths and next learning steps as well as understand the process they need to follow to achieve success and progress.

We want to create an environment that actively supports the health and wellbeing of our tamariki through building strong caring relationships with one another and effective community partnerships.

### **Where we are at currently:**

Our school's assessment data shows a need to continue focusing on quality teaching, learning and assessment in Literacy (Both Reading and Writing) and Mathematics. As we begin to implement the new Maths and English curriculum in 2026, consideration will be given to establishing a baseline for how students are progressing and achieving against the new 2025 Maths and English Curriculum expectations. We are mindful that our end of year 2026 data may look different to previous years due to the increase in learning objectives and higher expectations.

### **Overall writing achievement in the school:**

**2025 data has dipped slightly by 4% with 73% of our tamariki writing above or at the expected level for their age compared with 77% in 2024, 71% in 2023, 72% in 2022, 78% in 2021. 27% were well below or below the expected level this year compared with 23% in 2024, 29% in 2023 and 27% 2022.** Most of this latter group of tamariki are below-21% rather than being well below- 6% in 2025.

Although this continues to be the curriculum area that is hardest to lift, in terms of the new curriculum expectations we are pleased that it hasn't decreased by more. We have continued to work extremely hard in this area in 2025, building on from the mahi in previous years with class teachers doing their best to cater and support our increasing list of target writers in the classroom setting. We were able to have Tier 2 intervention groups running this year following a Structured Literacy approach across our school. This has made a huge difference to our target tamariki and their confidence to write. 9/28 (32%) of our target writers have shifted from either below to at age expectation or well below to below age expectation in 2025.

Teachers have also been carefully monitoring 3 target writers as part of our ERO focus around: designing a sustainable model for ongoing support for identified groups of learners not making expected progress. Teachers have implemented and tried different teaching strategies around the children's goals for writing to see if this makes an impact or accelerates the rate of progress for that learner.

### **Overall maths achievement in the school:**

**Our Maths achievement levels have decreased in 2025 with 80% of our tamariki at or above the expected level for their age in 2025 compared with 90% in 2024.** Although Maths has always been consistently strong over the past 8 years this decrease is to be expected with the introduction and implementation of the new 2024 Maths curriculum in 2025.

67% of our tamariki are **at** the expected level for their age in 2025 (58% in 2024) and 13% (32% in 2024) are **above** the expected level in 2025.

20% of our ākoka are **below or well below the expected level (this was 10% in 2024)**. 5 children (4%) are **well below** the expected level and 22 (16%) are **below** the expected level for their age in 2025.

Numbers of students who are **below** or **well below** in Maths are reasonably consistent across the year levels. Yr.1, 2, 3, 4 and 6 all have children **well below**. All of our cohorts have a range of 1-5 tamariki who are **below** the expected level for their age. All classes have the majority of the class **at** or **above** the level expected in Maths, Yr.0- 1- **75%** at or above, Yr. 2- **79%**, Yr. 3- **77%**, Yr. 4- **78%**, Yr. 5- **95%** and Yr. 6- **76%**.

It is good to see the consistency of strong achievement across the school in Maths. A noticeable difference with the introduction of the new 2024 maths curriculum is there are more children **at** the expected level and less children **above** the expected level in 2025. Partnering with *The Learner First* Maths professional development team is making a difference to our teacher's confidence in teaching Maths. This mahi is centered around building teacher capability encouraging a culture of building teacher knowledge, noticing and responsiveness to the needs of the tamariki.

Statement of Variance- PDF as attached

### **Annual Target/Goal: Engaged learners experiencing success and making progress in Literacy and Mathematics.**

- **Student achievement in Writing and Maths will show a clear improvement from Term One baseline data to Term Four end of year data. The percentage of students working successfully at or above their expected curriculum level will have increased. (Proficient and exceeding)**
- **Empowered Learners experiencing a rich broad curriculum.**
- **Strong community partnerships for our tamariki centered around belonging and wellbeing.**

*Regulation 9(1)(e)*

**How will our targets and actions give effect to Te Tiriti o Waitangi:**

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- Staff knowing who all our Māori tamariki are and their whānau, including knowing their whakapapa and stories.
- The introduction of Mihi whakatau each term at kura to welcome new whānau and tamariki.
- Monitoring all our Māori ākoka achievement and progress, including ensuring Māori achieve success as Māori.
- Monitoring all our Māori ākoka achievement and progress, ensuring there is support in place to help those Māori learners that are not making the expected progress in mana enhancing ways. Tier 2 and 3 interventions if appropriate.
- All tamariki involved with Kapa Haka. A third Kapa Haka group established for the Māori tamariki- An idea of a Māori enrichment programme designed with whānau support for Māori.
- Providing lots of opportunities through our broad, rich curriculum for our Māori tamariki to lead and innovate in Kapa Haka, The Arts, Design Thinking, Sports, Enviroschools, Library, Matariki and our Junior enrichment programme (Ka Hikitia) and Senior enrichment programme (Whakarangatira).
- Our mid and end of the year reporting to whānau report template includes strengths and celebrations of our tamariki and pepeha before reporting on Maths, Reading and Writing achievement. We have student voice reflected in most parts of our report format.

*Regulation 9(1)(g)*

## Information on teaching and learning strategies:

We will continue to work on building phonological, phonemic knowledge and grammar in all our students, particularly supporting our children who struggle with this aspect of literacy through a Structured Literacy approach. We teach Liz Kane's The Code Spelling approach throughout the school, monitoring progress and achievement through regular assessment. We are curious to continue monitoring how our tamariki embed this knowledge in their overall writing in 2026. (Schonell spelling assessment in Term 1 and 4 for our Year 2-6 tamariki to determine this, writing samples from Term 1 and 4 as well as close monitoring for our Junior tamariki) We want to sustain a focus on strengthening home-school partnerships for increased participation and contribution by whānau and parents for the benefit of learners, especially those of our target tamariki in Mathematics and Structured Literacy. We will hold a parent/whānau information hui on Maths and provide regular support/information for our parents/whānau of our tamariki that will have Tier 2/3 Structured Literacy Intervention.

**Māori learners-** We will continue to closely monitor the achievement and progress of our Māori learners. In Maths, we have 6 tamariki across our kura that will need close monitoring and extra support to help them to accelerate their progress in 2026. In Writing, we have a cohort of Māori students who are in Year 3, 4 and 5. We will be working hard to support these students who have been identified as below or well below to make shifts in their writing achievement in 2026. Almost all these tamariki have already received Tier 2 Intervention support previously so we are reviewing what the best plan will be. Ensuring we look after the wellbeing of these tamariki is paramount. Six Māori students have been identified from our 2025 data as being **below** or **well below the expected level** in Reading. We are continuing to develop and fine tune a programme for in class support as well as provide Tier 2 Structured Literacy Intervention that will help our Māori students to continue to progress in 2026. All of these tamariki were identified as target learners last year and they received some form of intervention or targeted reading teaching, so we know we need to continue trying different approaches and strategies.

**Boys in Writing- Overall in 2025, girls continue to do slightly better than boys in writing achievement in 2025, by 5%. 25% of girls are either below or well below their expected level in writing compared to 30 % of the boys in 2025. (17% of girls below or well below the expected level in writing in 2024 compared to 30 % of the boys)**

11% of girls are **above the expected level** in 2025 compared with 23% in 2024, 26% in 2023, 27% of girls in 2022, 31% in 2021. 64% of the girls are **at** their expected level this year compared with 60% in 2024, 54% in 2023, 50% in 2022, 54% in 2021.

**So, by the end of 2025 - 75% of girls were at or above the expected level for their age** (83% in 2024, 80% in 2023, 77% in 2022, 85% in 2021).

13% of our boys were **above the expected level** in 2025 compared with 13% in 2024, 12% in 2023 and 2022, 19% in 2021.

57% achieved **at** the expected level this year. (58% in 2024, 49% in 2023, 55% in 2022, 52% at the level in 2021).

Therefore 70% of the boys were **at or above the expected level for their age** in 2025 compared with 70% in 2024, 61% in 2023, 67.6% in 2022, 71% in 2021. It is really pleasing to see that this data has been maintained with the introduction of the new 2024 English curriculum.

We have worked really hard over the years to address the achievement gap between boys and girls in writing. The boy's data continues to improve which means that the initiatives and strategies we have been trying are working. In 2026 we think continuing to improve the way boys feel about writing is the key to making a shift in this area. Building the boys' confidence through spelling, grammar and handwriting through a structured literacy approach removes barriers for them so that they feel more confident in their writing ability. Planning through the use of a graphic organizer such as T.I.D.E. format has been successful for our boys this year as has providing Science contexts for writing topics such as explanations. Poetry has also been a really successful genre for engaging our boys. We have also found free choice writing and writing mileage through sustained silent writing have been impactful. We also think that the 10 effective writing norms and assessment for learning mahi we have developed as a school is having an impact on raising our boy's writing achievement. In particular, being explicit with sharing and reflecting on the learning intentions, building success criteria, the use of exemplars (good examples of writing) and opportunities to self-assess, including writing goals. In 2026, we want to continue working on these questions: *What do we mean by feedback and assessment for all? How should this look across our kura? What form should daily writing look like? What are our expectations of what daily writing should be? What is acceptable? Planning is strong- How are we consistently teaching the rest of the writing process: Planning, Drafting, Revising and Editing?*

**Girls in Maths-** In 2025 the boys are again achieving more successfully in Maths than the girls with 21% of the boys **above the expected level** compared to 7 % of the girls. In 2025 there are 72% of girls **at** the expected level compared with 62% of boys. In 2024 there were 71% of girls **at** the expected level compared with 39% of boys in 2024. In 2023 there were 62% of girls **at** the expected level compared with 51% of boys. In 2022 the percentages of boys and girls **at** the level were very similar- 52% of the boys and 54.3% and in 2021- 54% of the boys and 53% of the girls.

**Therefore, in 2025 83% of boys are at or above the expected level in Maths compared with the 2024 data of 87% of boys being at or above the level expected in Maths.** (85% in 2023, 86.7% in 2022 and 89% in 2021). **79% of the girls are at or above the expected level in 2025 compared with the 2024 data of 92% of girls being at or above the expected level in Maths.** (81% in 2023 and 2022 and 79% of the girls in 2021). It is really pleasing to see that that despite the new 2024 Maths curriculum standards both the boys' and girls' achievement is still high. Although there is a noticeable decrease in the number of boys and girls achieving **above** the expected level for their age.

More girls (21%) are **below or well below** in 2025 compared to the boys (17%) this is the opposite trend to 2024. (13% of boys in 2024 compared with 8% of girls). **Generally** overall both boys and girls are doing well with their Maths. Although as already mentioned above there are less girls **above** the expected level than boys. In 2026 we will investigate ways in which we can support our girls so that we have more girls moving from At to ABOVE the expected level: *What strategies will we try? How do we extend our girls learning in class?*

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Regulation 9(1)(f)

## Strategic Goal: Curriculum Rakatirataka

Ākoka will be supported to set goals and as self-regulated learners, take action to achieve success and progress.

Regulation 9(1)(a)

## Annual Target/Goal: Engaged learners experiencing success and making progress in Literacy and Mathematics.

Student achievement in Writing and Maths will show a clear improvement from Term One baseline data to Term Four end of year data. The percentage of students working successfully at or above their expected curriculum level will have increased. (**Proficient and exceeding**)

Regulation 9(1)(a)

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

1. Teachers knowledge of Assessment for Learning practices will increase.
2. Ākoka are engaged and progressing in writing. Students achieving at or above their expected level 80% or higher in writing across the school in all year levels.
3. Implementing a framework of consistent expectations and progressions for writing (MBS Writing Progressions and English Curriculum) for Year 1-6. This learning will be visible for our tamariki and they will be able to clearly identify and articulate their next learning steps.
4. Our tamariki will feel empowered to know, understand and articulate their next learning steps in Writing.
5. We will review our curriculum delivery plan so that it is aligned with the 2025 NZ mathematics curriculum. This will ensure high quality, **consistent** mathematics practice is evident across the school.
6. We will begin to implement the 2025 NZC Maths progress outcomes and teaching sequence of consistent expectations and progressions in Maths for Year 1-6. This learning will be visible for our tamariki and they will begin to clearly identify and articulate their next learning steps.
7. We have identified that supporting our target tamariki with their Maths in the home should be an area we target in 2026. We want to sustain a focus on strengthening home-school partnerships for increased participation and contribution by whānau and parents for the benefit of learners in Maths and also Structured Literacy.

Regulation 9(1)(d)

<b>Actions</b> <i>[Detail the key actions you'll take this year to reach your annual target listed above.]</i>	<b>Who is Responsible?</b>	<b>Resources Required</b>	<b>Timeframe</b> <i>[This is optional but is useful to help with your planning.]</i>	<b>How will you measure success?</b> <i>[Think about what you expect to see at the end of the year and detail the measurements you'll use to check on your progress. You'll want to reference the success measures from your strategic plan template.]</i>
<p>Regulation 9(1)(b)</p> <p>Increase teacher knowledge of effective pedagogy and assessment for learning practices.</p> <p>*Continue streamlining our Assessment practices and developing consistency with our current assessment schedule.</p> <p>*Continue to make more use of exemplars and self and peer assessment in the classroom.</p> <p>*Continue to explore chapters about Assessment from Clarity in the Classroom as a staff and make use of Principles of Assessment MOE resources.</p> <p>*Align our curriculum delivery plan with the October 2025 NZ English and Maths curricula.</p>	<p>Regulation 9(1)(c)</p> <p>-Principal -Deputy Principals Literacy/Numeracy Lead Teachers -Class Teachers</p>	<p>Regulation 9(1)(c)</p> <p>Staff P.D. and discussions about Assessment For Learning and <i>Clarity in the Classroom</i> by Michael Absolum. Access support from MOE or other outside providers.</p> <p>Purchase resources for areas of need for Literacy and Numeracy.</p> <p>Release for teacher observations and coaching.</p>	<p>T1-4</p>	<p>Regulation 9(1)(d)</p> <p>Our kaiako will be teaching and assessing consistently across the school. Their knowledge of the essential pedagogies and assessment for learning practices will have increased.</p> <p>Staff Survey in Term 4. Observation Indicators Review Term 4.</p>

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<p>*Align our curriculum delivery plan with the 2025 NZ English curriculum this will ensure high quality, consistent Literacy practice is evident across the school.</p>	<p>Principal -Deputy Principals -Literacy Lead Teachers -Class Teachers</p>	<p>NZ English Curriculum and supporting documents. Staff time/meetings throughout the year. Purchase resources for areas of need for Literacy.</p>	<p>T1-4</p>	<p>We will have a curriculum delivery plan that reflects the revised NZ English Curriculum. Confident teachers delivering high quality, consistent practice across the school.</p>
<p>*Continue building teachers confidence in using our Writing progressions and making these more visible in the classroom. Ensure that these align with the 2025 English Curriculum.</p>	<p>Principal -Deputy Principals -Literacy Lead Teachers -Class Teachers</p>	<p>Staff P.D. and sessions at Staff hui.  Release for teacher observations and coaching.</p>	<p>T1-4</p>	<p>We will be implementing our Writing progressions and the NZ English Curriculum successfully across the school.  Our tamariki will feel empowered to know, understand and articulate their next learning steps in Writing.  Our Writing achievement will have increased to be as good as our Reading and Maths achievement.</p>
<p><i>Raise our students' abilities, particularly our struggling writers to write with confidence and enjoyment, and to improve spelling, punctuation and grammar throughout the school.</i></p> <p>*We will continue on with our School Wide Inquiry Around Instructional Writing continuing building teachers' knowledge and levels of proficiency/confidence in 2026. *Kaiako will continue monitoring the progress of a small group of target writers, developing an action plan aligned with our writing progressions and the 2025 English Curriculum.</p>	<p>Principal -Deputy Principals -Literacy Lead Teachers -Class Teachers</p>	<p>Writing/Structured Literacy P.D. courses as available.  Purchase resources for areas of need for Literacy including: Murray Gadd resources: <i>Under achievement is not Inevitable: Working Effectively with Struggling Writers, Building Young Writers: Engaging and Motivating Year 4-8 Students in Writing, Grammar Project.</i>  Interventions for identified target cohorts.  Resources and support for monitoring target writers.  Research ways of reducing cognitive load and supporting target writers in class.</p>	<p>T1-4</p>	<p>Intervention Report to the Board.  Target Writers report to the Board/Whānau.  Reflections from teachers on the effectiveness of monitoring target writers and targeted actions.  End of Year Student Achievement Reporting- Writing will show the effectiveness and impact of our writing curriculum.</p>
<p><i>Strengthen teaching, learning and assessment practices in Maths to improve achievement levels for all learners.</i></p> <p>*Continue working with The Learner First (TLF) to help to raise the confidence of our teachers in the teaching of Mathematics and their content knowledge of Mathematics, Curriculum delivery as well as assessment practices.  *Align our curriculum delivery plan with the refreshed NZ 2025 Mathematics curriculum this will</p>	<p>-Principal -Numeracy Lead Teachers -Class Teachers</p>	<p>Professional Development for all class teachers through the MOE and The Learner First/Rob Proffitt-White.  NZ Maths Curriculum resources and supporting documents.  Staff hui to work on: Implementing 2025 Maths curriculum, assessment practices across the school, delivery plan. Goal: <i>We want clarity of how Maths assessment looks across the school. Ensuring we have clear guidelines for frequency and what is it that we want to know?</i>  Staff time/meetings throughout the year.  Lead Numeracy Teachers helping with the review of Maths teaching and assessment in the school and supporting staff with understanding the 2025 Maths curriculum.</p>	<p>T1-4</p>	<p>We will have a curriculum delivery plan that reflects the revised NZ Maths Curriculum.  Confident teachers delivering high quality, consistent Maths practice across the school.  Teachers developing confidence with the Maths phases and explicit teaching steps which will be visible for our tamariki and they will be able to begin to identify and articulate their next learning steps.  Review of Assessment in Maths at Macandrew Bay School.</p>

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<p>ensure high quality, consistent mathematics practice is evident across the school. This will also better inform next teaching and learning steps in Mathematics.</p> <p>*Parent Education evening/sharing of how we teach Maths is planned for 2026.</p>		<p>Hold a Parent education information evening on the revised Maths curriculum and how we teach maths at Macandrew Bay School in Term 3.</p>		<p>Feedback from our Parent Information hui held in Term 3.</p>
<p><i>Raise our students' abilities and confidence in Mathematics, particularly supporting our target Maths tamariki with accelerating their Maths achievement and supporting our tamariki that require extension.</i></p> <p>* Continue to support our hard to move tail target Maths tamariki within our classes as well as consider how we can provide Tier 2 intervention for our oldest Target Maths learners.</p> <p>*Consider how we can set up an extension group for Maths or support this in the classroom setting.</p> <p>*Research ways in which we can support tamariki that are at the expected level for Mathematics to move them to above the expected level. (Including our Girls)</p> <p>*Develop effective norms for Maths teaching and learning with our staff including norms for supporting target students in class.</p> <p>*Identify areas of Maths that our target students need support with and track this throughout the year.</p>	<p>Principal -Numeracy Lead Teachers -Class Teachers</p>	<p>The Learner First Resources- (Rich routines that activate the Knows and Practices of the curriculum. Challenging tasks that spark deep thought and curiosity.</p> <p>Ongoing/Mid-term assessment- develop resources on how to support our target tamariki at both school and at home. ( provide simple games and explanations of concepts)</p> <p>Research ways in which we can support girls that are at the expected level for Mathematics to move them to above the expected level.</p> <p>Effective Norms for Macandrew Bay Maths developed with staff supported by Maths Lead Teachers.</p>	<p>T1-4</p>	<p>Our tamariki will be able to clearly identify their strengths and with support identify the areas they need to work on to ensure they make progress and achieve.</p> <p>Our struggling maths tamariki will have made accelerated progress and increased their knowledge of the foundational maths skills including basic facts, patterning and place value.</p> <p>End of Year Maths Student Achievement Reporting and data showing cohorts improving.</p>

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<b>Strategic Goal: Curriculum Rakatirataka</b> Ākoka will experience a rich, broad curriculum that is engaging, motivating, fosters creativity, innovation and a lifelong passion for learning.				
<b>Annual Target/Goal: Empowered Learners experiencing a rich broad curriculum.</b> <i>Regulation 9(1)(a)</i>				
<b>What do we expect to see by the end of the year?</b> <ol style="list-style-type: none"> <li>1. Our tamariki will continue to set the direction of learning through their wonderings, use of driving questions and the Tūhura Design Thinking framework.</li> <li>2. The Tūhura Design Thinking framework will be embedded across the school and our tamariki will be confident in articulating each step of the process.</li> <li>3. Ākoka will continue to become proficient users of digital tools, through the implementation of our Digital Fluency Skills map. Using these tools will open up new and exciting possibilities and opportunities across the curriculum.</li> <li>4. Our tamariki will continue to thrive and be excited by the varied learning opportunities that our rich broad curriculum offers. They will be empowered learners who will know their strengths and be able to identify their next learning steps. They will have a sound understanding of the process they need to follow to achieve success and progress.</li> <li>5. Tamariki will be engaged in cognitively challenging and purposeful learning opportunities in each of the learning areas of The New Zealand Curriculum in our kura.</li> <li>6. Empowered students who are confident in leading others. Their leadership skills will have developed through a wide range of opportunities from our rich broad curriculum.</li> <li>7. 90% attendance for all ākoka- engaged learners who feel good about their learning success and progress.</li> </ol> <i>Regulation 9(1)(d)</i>				
Actions <i>[Detail the key actions you'll take this year to reach your annual target listed above.]</i>	Who is Responsible?	Resources Required	Timeframe <i>[This is optional but is useful to help with your planning.]</i>	How will you measure success? <i>[Think about what you expect to see at the end of the year and detail the measurements you'll use to check on your progress. You'll want to reference the success measures from your strategic plan template.]</i>
<i>Regulation 9(1)(b)</i>	<i>Regulation 9(1)(c)</i>	<i>Regulation 9(1)(c)</i>		<i>Regulation 9(1)(d)</i>
<p>The students' ideas and interests will form the framework for our Integrated Learning Topics.</p> <p>Getting students ideas/voice in other curriculum areas- not just from integrated learning. (Reading, Writing and Maths).</p>	-Principal -Class Teachers	<p>Curriculum Resources purchased as needed to support learning programmes.</p> <p>Ideas gathered from the tamariki at the end of each year and driving questions and Tūhura Design Thinking Framework.</p> <p>Ideas from our tamariki about what will help support them with Reading, Writing and Maths learning.</p>	T1-4	<p>Students will be engaged and motivated to learn as they investigate topics that interest them related to our driving questions.</p> <p>Tūhura Review, Student achievement Reporting and student voice review in Curriculum Areas: Technology, Health, Science and Social Sciences, Digital Skills Review, End of Year Student Achievement reports (updates to the Board)</p> <p>Reflections from tamariki in their mid and end of year reports.</p>
<p>Continuing to build both staff and ākoka knowledge of each step of our Tūhura Design Thinking framework.</p> <p>Ākoka will be able to clearly articulate what each step means.</p>	-Principal -Lead Teachers -Class Teachers - PLD facilitator	<p>Our school Inquiry Tūhura learning planning template on Shared google docs.</p> <p>Iain Cook-Bonney- Lead Facilitator for Learning Architects -staff PD each term. (funding)</p> <p>Visiting experts from our community and wider Dunedin and international communities on a range of learning related topics.</p>	T1- 4	<p>The Tūhura Design Thinking framework will be embedded across the school and our tamariki will be able to confidently articulate each step of the process.</p> <p>Evaluation of the Tūhura Design framework- updates throughout the year to the Board</p>
<p>Use STEAM/PBL learning, Inquiry learning and digital tools effectively to develop our students into 21<sup>st</sup> Century learners and thinkers.</p> <p>Continue working on our Digital Fluency Skills map in 2026.</p>	-Principal -Lead Teachers -Class Teachers	<p>Iain Cook-Bonney- Lead Facilitator for Learning Architects (as part of ongoing staff PD)</p> <p>Funding for STEAM/PBL/ Thinking Skills resources.</p> <p>Discussions with staff and whānau about what success and progress looks like.</p>	T1- 4	<p>Review our Digital Fluency skills map for our school.</p> <p>Review whether our tamariki know what to do to achieve success and progress their learning. E.g. can they set goals and know how to achieve these, refine these and reflect on their goals. (End of year school reports)</p>

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<p>Continue to explore and foster critical thinking skills through a variety of approaches and purposeful contexts such as Edward de Bono's Six Thinking Hats.</p> <p>Continue ensuring our students develop their understanding of the process they need to follow to achieve success and progress.</p>		<p>Ensuring there are enough devices for purposeful learning within the MOE guidelines.</p>		
<p><i>Our students will experience a diverse and wide-ranging Arts programme.</i></p> <p>Implement our school wide Visual Arts plan.</p> <p>Continue to develop a plan for the other areas of the Arts so we have good coverage and a wide range of The Arts each year.</p> <p>Continue making The Arts a priority area for learning for all our ākoka.</p>	<p>-Principal -Lead Teachers -Class Teachers</p>	<p>Art Auction Funds. \$6,000 per annum from Whānau and School Fundraising. Bring in an artist to work with our tamariki, continuing to ensure their knowledge of The Arts increases.</p> <p>Lead Teachers to develop a School Wide Drama and Dance plan to ensure coverage of a wide range of Art media. (with input from staff, ākoka and whānau)</p>	<p>T1- 4</p>	<p>Curriculum Review of The Arts and completed school wide Arts plan to ensure we have good coverage of all The Arts and ensure this in line with the new draft Arts Curriculum.</p> <p>Student Voice about the Visual Arts as reflected on by ākoka in their end of year report.</p>
<p><i>Strong LEOTC Programmes will enhance a broad range of learning.</i></p> <p>Continue to look for more opportunities to make the most of the expertise in our community and Education Outside the Classroom in our own backyard. (Stream and Drain projects and The Toward a Sustainable Otago Peninsula Community project)</p> <p>Continue to develop a school wide P.E. plan to ensure we have good coverage of P.E. topics and opportunities. Ensure this in line with our community wishes and the new P.E and Health 2025 draft curriculum.</p> <p>Maximise our Bike and Scooter fleet and Bike skills track to increase students fitness and skill levels.</p>	<p>-Principal -Lead Teachers -Class Teachers</p>	<p>Working with our local community and maximising learning opportunities in our own backyard (Mua Upoko)</p> <p>Lead Teacher to work with staff and whānau to develop a School Wide P.E. plan and with skill development to ensure coverage of a wide range of P.E. activities.</p> <p>Payments towards LEOTC activities from our families who wish to contribute.</p> <p>A grant application will be made to Otago Community Trust for Year 6 School Camp costs and parents/whānau will also be asked to contribute a payment. In cases of hardship we can apply for additional financial support for our camps.</p> <p>Whānau and School, The Lion Foundation, DCC contribute money towards swimming lessons with JC Swim School in term 1.</p> <p>Bike Track kept up to date and Bike Maintenance plan in place to ensure bike safety and that bikes are well maintained.</p>	<p>T1- 4</p>	<p>Our tamariki continuing to have high participation levels in Sport and many opportunities to be involved with Education Outside the Classroom.</p> <p>Children share their favourite memories of Camps in their school reports, Seesaw and school newsletter.</p> <p>Completed school wide P.E. plan with identified skill development to ensure we have good coverage of P.E. topics.</p>

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<p>Our Senior ākoka will play a Leadership role within the school and support the learning of others.</p> <p>Re-establish the PALS programme the and Peer mediator programme by accessing training for our Senior Tamariki.</p>	<ul style="list-style-type: none"> <li>-Principal</li> <li>-DP's</li> <li>-Class Teachers</li> <li>-Librarian</li> <li>-Enviro Schools lead Teacher</li> <li>-Tamariki</li> </ul>	<p>Funding for Enviroschools, Health Team, PALS, EPRo8, Whakarangatira and Garden to Table projects.</p> <p>Buddy classes. (At tuakana/teina approach to foster relationships) Library training for our librarians provided by Katherine.</p> <p>Access training for PALS and provide funding for Peer Mediator training.</p>	<p>T1- 4</p>	<p>Empowered students who are confident in leading others. Their leadership skills will have developed through a wide range of opportunities from our rich broad curriculum.</p> <p>Student reflections in their end of year reports about all the leadership opportunities they have had.</p>
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<b>Strategic Goal: Community Whānaukataka</b> We will provide a safe, inclusive and stimulating learning environment. We will nurture a sense of belonging and connection to our kura and our community. We will celebrate our cultural diversity.				
<b>Annual Target/Goal:</b> Strong community partnerships for our tamariki centered around belonging and wellbeing.				
<b>What do we expect to see by the end of the year?</b> <ol style="list-style-type: none"> <li>Our school values will be embedded and evident in everything that happens at school. Our tamariki will have strong, caring relationships with one another.</li> <li>All staff and ākoka will learn and progress their knowledge of Te Reo and Tikaka/Tikanga.</li> <li>All our tamariki and their whānau will feel included and connected to our kura- they will see themselves and their culture being valued and celebrated.</li> <li>Our community will feel a strong connection to our kura. We will have strong community partnerships centered around learning and wellbeing for our tamariki. There will be a high model of trust and mutual respect between whānau and school.</li> <li>Our kura will be a well maintained and healthy environment and we will continue to ensure we have excellent and up to date amenities which will be enjoyed by the tamariki, staff and our community.</li> <li>90% attendance for all ākoka- engaged learners who feel good about their learning success and progress.</li> </ol>				
Regulation 9(1)(d)				
<b>Actions</b> <i>[Detail the key actions you'll take this year to reach your annual target listed above.]</i>	<b>Who is Responsible?</b>	<b>Resources Required</b>	<b>Timeframe</b> <i>[This is optional but is useful to help with your planning.]</i>	<b>How will you measure success?</b> <i>[Think about what you expect to see at the end of the year and detail the measurements you'll use to check on your progress. You'll want to reference the success measures from your strategic plan template.]</i>
Regulation 9(1)(b)	Regulation 9(1)(c)	Regulation 9(1)(c)		Regulation 9(1)(d)
<p><i>Ensure our school values will be evident in everything that happens at school.</i></p> <p>*Update school values posters to ensure they reflect our new learning around the concept of Rakitirataka. Consolidate learning with staff and tamariki around the three concepts that frame our 6 school values:  <b>Manaakitaka</b>-Respect and Kindness and caring  <b>Kaitiakitaka</b>- Honesty and Responsibility  <b>Rakitirataka</b>- Passion For Learning and Independence</p> <p>*Continue to deepen our understanding of the Articles of Te Tiriti o Waitangi and use these as a frame/model for developing a class treaty.</p>	<p>-Principal -Class Teachers</p>	<p>All staff supporting this kaupapa. Funding for Values posters to be updated.</p> <p>MAC lead teacher to continue to support Kaiako to deepen their understanding of the Articles of Te Tiriti o Waitangi and Rakitirataka. (with support from Tumuaki and MAC Kaihoe Mātauraka)</p>	T1-4	<p>Values posters updated and in classrooms.</p> <p>Seek regular student input about what our values look like/feel like and sound like in our kura.</p> <p>Ākoka/ reflect on our school values in their end of year school reports.</p> <p>Learning about the Articles of Te Tiriti o Waitangi will be on display and each class will have a treaty based on the articles.</p>
<p><i>Build a sense of belonging and connection with our Parent Community through school events and fundraisers.</i></p> <p>*Organise parent/whānau education information workshops for Maths in 2026.</p>	<p>-Principal -Class Teachers -Board -Whānau and School committee</p>	<p>Small budget for kai for events such as Mihi whakatau, Matariki, Whānau Māori rōpū hui.</p> <p>Staff to organise education/ Information hui and resources for parents/whānau in Maths. Continue to support building parents/whānau knowledge of Structured Literacy through weekly comms and newsletter.</p>	T1-4	<p>Successful parent/whānau partnerships and events such as: Mihi whakatau, Whānau Assemblies, Parent/Whānau Classroom information hui, Mid-year interviews, Student Led conferences, Matariki events, fundraisers such as Quiz Night, Discos, Sausage Sizzles, School Fair.</p> <p>Conversations with whānau/students. Feedback from parents/whānau about Maths parent/whānau education hui.</p>

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<p><i>All staff and ākoka will learn and progress their knowledge of Te Reo and Tikaka/Tikanga.</i></p> <p>*Continue looking for PD opportunities to support staff progressing and learning Te Reo Māori.</p> <p>*Explore how are we making Te Reo Māori visible in the classroom so it can be seen and heard. <i>How are we going with progressing our Te Reo in the classroom?</i></p> <p>*Begin to discuss and explore important concepts around tikaka with our tamariki and continue developing this area.</p>	<p>-Principal -Lead Teachers -Class Teachers -Support Staff</p>	<p>Purchasing of Scotty Morrison's Books Māori Made Easy for all staff. Working through this together at staff hui. Continuing to look for PD opportunities to support the learning of Te Reo Māori and Tikaka.</p> <p>Māori Achievement Collaborative support and resources including funding to attend hui. Mel Jewiss 2025 PowerPoint.</p> <p>Aotearoa NZ Histories curriculum, Te Wānanaga o Aotearoa, Niho Taniwha by Melanie Riwai-Couch, Otākōu Runanga/Runaka website, Te whare tapu o te ngākau Māori.</p>	<p>T1-4</p>	<p>Staff voice during professional growth conversations and interviews.</p> <p>Staff reflections of how they are going with progressing our Te Reo in the classroom? Self- Assessment.</p> <p>Knowledge of tikaka that our tamariki share.</p>
<p><i>Involve our families from different cultures and encourage them to share aspects of their culture and identity with the school so we are celebrating our cultural diversity.</i></p> <p>*Encourage our tamariki to include their culture and identity when writing and sharing their pepeha.</p> <p>*Continue to make the most of learning opportunities centered around our tamariki and their culture and identity.</p>	<p>-Principal -Lead Teachers -Class Teachers -Support Staff</p>	<p>All staff supporting this kaupapa. Matariki celebration 2026. Celebrations from around the world seen as opportunities to learn about the different cultures we have amongst our whānau in our kura. Exploring different cultural festivals and days.</p> <p>Pepeha and Mihi- Lead teacher to support. Ensure templates and resources are shared and discussed.</p>	<p>T1-4</p>	<p>Conversations with whānau/students.</p>
<p><i>Our school environment ensures the physical, psychological and emotional wellbeing and safety of students, staff and others whom we engage.</i></p> <p>*Plan and review how we teach and support our learners with their wellbeing and resilience.</p>	<p>-Principal -Class Teachers -Support Staff -Board</p>	<p>Health and Safety team. Principal and BOT Attendance monitoring and reports. Well-being resources and programmes such as Weaving Wellbeing- Year 5-6, Mindfulness, Yoga, Movement and fitness, Te Whare Tapa whā resources, PALS, Health Team, Peer Mediators, Enviroschools group, Peace club. Fostering positive classroom practices and regular discussions/sessions, School values programme, Buddy classes (Tuakana-teina approach)</p>	<p>T1-4</p>	<p>Attendance rates- 90% and above.</p> <p>Conversations with whānau/students.</p> <p>Survey tamariki</p>

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<p><i>Continue to Use MOE and Capital Works funding to provide a safe, stimulating innovative learning environment that is also easily accessible and meets the needs of all our students.</i></p> <p>*10YPP to progress as managed by Logic Group:          -Safety Matting to be replaced          -Drainage issues to be remediated          -Heating upgrades          -Flexible Learning Environment upgrades          -Roofing projects- Block 4, 5 and 6</p>	<p>-Principal and Board</p>	<p>5YA Capital Works Funds-. Funding based on our July 1st roll return. (\$143,159 + GST)          10YPP- Projects to progress as managed by Logic Group.</p> <p>Property Committee regularly reviews property and maintenance needs within the school. Maintenance plan developed.</p> <p>Review and refine the school's general maintenance plan, Hazards register as well as cyclical maintenance and painting plan.</p>	<p>T1-4</p>	<p>Hazard Register and Playground Checks</p> <p>General Maintenance Plan</p> <p>Cyclical Maintenance Plan</p> <p>Completed 5YA and 10YPP</p>
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