

# RENWICK SCHOOL

## ANNUAL IMPLEMENTATION PLAN



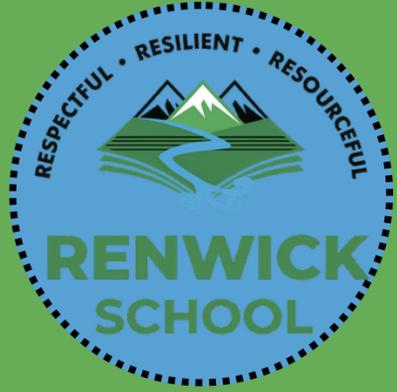
### The Narrative to this plan:

In 2025, the final year of our Strategic Plan, we undertook comprehensive community and staff engagement to inform the development of our next Strategic Plan. The data and feedback gathered through this consultation process provided a clear picture of the school's current context, strengths, and priorities.

Analysis of this information identified several consistent themes, which were shared with our community as part of our commitment to transparency and partnership.

Subsequently, the Minister of Education advised that New Zealand schools were to continue with their existing Strategic Plans. Given that consultation had already been completed, analysed, and reported back to our community, it was both appropriate and responsible to ensure that the voice of our community meaningfully informed our planning.

Accordingly, our 2026 Annual Plan has been structured to reflect the key priorities identified through consultation, while closely aligning with the intent and requirements of our current Strategic Plan. This approach ensures continuity, honours community voice, and demonstrates our commitment to evidence-informed decision making.



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### Strategic Plan Goal One: Qualification (delivery of knowledge, skills, and competencies)

#### 1A. New English & Mathematics curriculum:

Strengthen understanding and teaching of the revised curriculum for all staff and students to accelerate learning

(Government priority - increased attendance & participation and improved education programmes & achievement)

#### Action:

Strengthen understanding and teaching of the revised curriculum for all staff and students to accelerate learning.  
Co-construct school wide documentation in Maths and English.  
Support staff with a new SMART assessment tool and reporting to whanau.

#### Who:

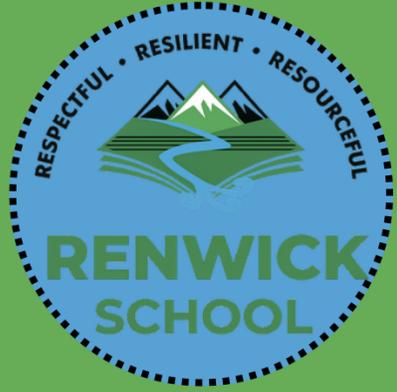
All staff  
All students (with the exception of students who already have learnt all sounds)  
Principal  
Board

#### Timeframe:

2026

#### Measure:

- 100% of teaching staff participate in structured professional learning on the revised English and Mathematics curriculum.
- All teachers demonstrate curriculum alignment in planning and overviews documentation by end of Term 2.



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### Strategic Plan Goal One: Qualification (delivery of knowledge, skills, and competencies)

#### 1B. Integrate Inquiry Learning:

Implement Inquiry learning units.

(Government priority - increased attendance & participation and improved education programmes & achievement)

#### Action:

- Capitalize on the skills and spaces of Renwick School to maximise learning opportunities for all students.
- Create project-based Inquiry learning for Y7/8 to support transition to college.

#### Who:

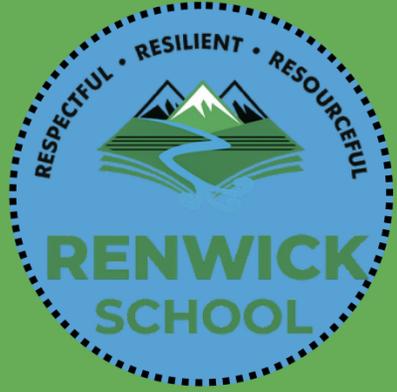
All staff  
All students  
Kaitiaki staff  
Principal  
Board

#### Timeframe:

2026

#### Measure:

- Teacher engagement and confidence in inquiry-based teaching (survey or self-report).
- Use of cross-curricular integration – e.g., STEAM linked to literacy, numeracy, or social sciences.
- Student Engagement Survey BOY for Year 7/8 students



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### Strategic Plan Goal Two: Socialisation (values)

#### 2a. (PB4L Focus):

To reflect and enhance our school-wide approach to behaviour.

#### Action:

- Review the Behaviour Expectations with staff to ensure this is a living document. Staff to embed Behaviour Expectations daily.
- Develop a kete of teaching resources to support staff to explicitly teach the expectations from the matrix.
- Termly ask staff to identify teaching focuses based on behavioural data, with the aim of a 'data focused theme' each term.
- Introduce a think tank hui to gain staff and support staff voice on what is working well for them with the processes in place in the Renwick School Behaviour Plan. Ask staff to come with two solutions to any issues they may have with implementing the plan. Ask; what we should...

Keep doing?  
Stop doing?  
Start doing?

At least twice a year, share with staff the SMS data in a way that enables the school to review school wide behaviour trends, plan targeted interventions or strategies based on the data and assess the effectiveness of the interventions.

#### Who:

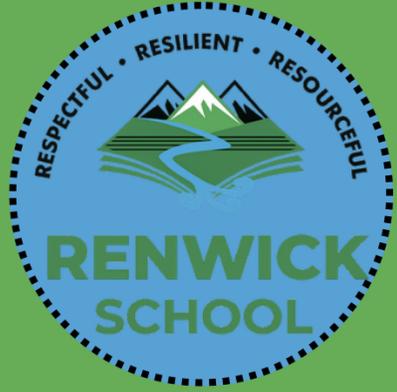
PB4L lead teacher  
PB4L staff team  
All staff  
All students

#### Timeframe:

2026

#### Measure:

- Updated Behaviour Expectation for staff to deliver and include in classroom programmes.
- PB4L team to create lessons/programmes for staff to use across the school.
- Go through term data and establish an agreement to teach the expectations that the data is showing.
- PB4L staff team to termly check in with staff and gather the data from:  
Keep doing?  
Stop doing?  
Start doing?



# RENWICK SCHOOL

## ANNUAL IMPLEMENTATION PLAN



### Strategic Plan Goal Two: Socialisation (values)

#### 2b. Programmes & leadership:

Offer opportunities to provide learning for students to excel; Clubs, leadership, the Arts, and attendance.

(Government priority - increased attendance & participation and improved education programmes & achievement)

#### Action:

- Term 2 & 3 offer a variety of Clubs, leadership opportunities, with the aim to support academic success and attendance data.
- Ensure staff are providing robust options and activities that are what the students wish to pursue.
- Identify new opportunities, learning and socially, throughout the week to encourage and increase attendance.

#### Who:

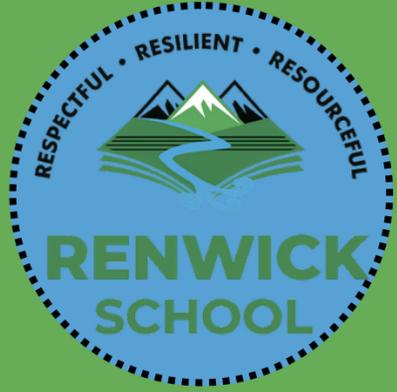
Staff and students  
of Y3-8  
Community

#### Timeframe:

2026

#### Measure:

- Staff to generate Clubs learning and leadership opportunities for our Y5-8 students.
- Staff to understand more about student attendance, led by senior management, to identify what opportunities, events and classroom programmes which generate the best attendance.



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### Strategic Plan Goal Three: Subjectation (development of the individual's self-determination, autonomy, and critical thinking)

#### 3 a. Reflection & sharing Time:

Offer regular opportunities for students to reflect & share their learning experiences, discuss their personal growth, and explore their own values and identities.

(Government priority - increased attendance & participation and improved education programmes & achievement)

#### Action:

- Regular timetable times to reflect on who we are? Include PB4L initiatives; behaviour plan, behaviour matrix, reward systems and other.
- Support and grow students with reflection of their learning and ways to capture this on their Hero posts.

#### Who:

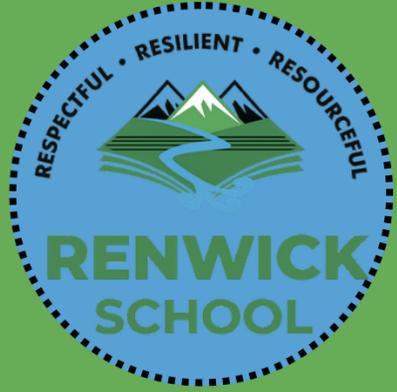
All staff  
PB4L staff team  
Students

#### Timeframe:

2026

#### Measure:

- Students record progress, achievements and other celebrations per term on Hero as part of real-time reporting with the aim of increasing articulation about their learning, the difference with their learning and increasing ICT skills when adding reflections.



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## ANNUAL IMPLEMENTATION PLAN



### Strategic Plan Goal Three: Subjectation (development of the individual's self-determination, autonomy, and critical thinking)

#### 3 b. Inclusive practices for our different cultural tamariki:

Start to align learning against the revised Social Sciences. Provide opportunities for Kapa Haka and other cultural opportunities.

(Government priority - increased attendance & participation and improved education programmes & achievement)

#### Action:

- Through our overall year's theme 'Power of the Connection' includes learning from the Social Science curriculum.
- Provide opportunities for involvement in the community through visits and visitors.
- Look to introduce new cultural support personnel and opportunities.

#### Who:

All staff  
All students

#### Timeframe:

2026

#### Measure:

- Senior management look at the revised Social Sciences curriculum and begin to embed new learning.
- Support two staff to lead Kapa Haka and Pasifika for students to attend at Taiopenga and Pasifica Festival.



# Renwick School Learning Targets for English

## -Reading

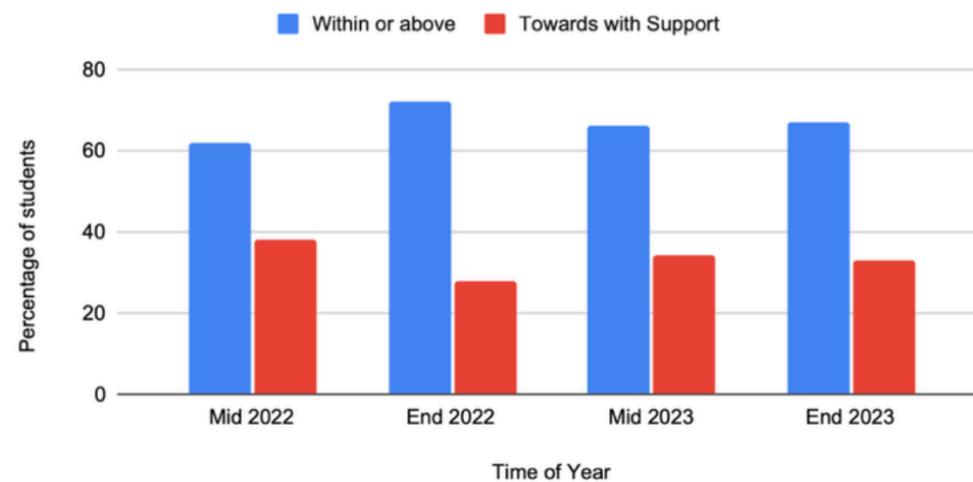


**Strategic Goal: That student progress and development is accelerated with curriculum targets set for reading, writing and mathematics in relation to the revised New Zealand Curriculum**

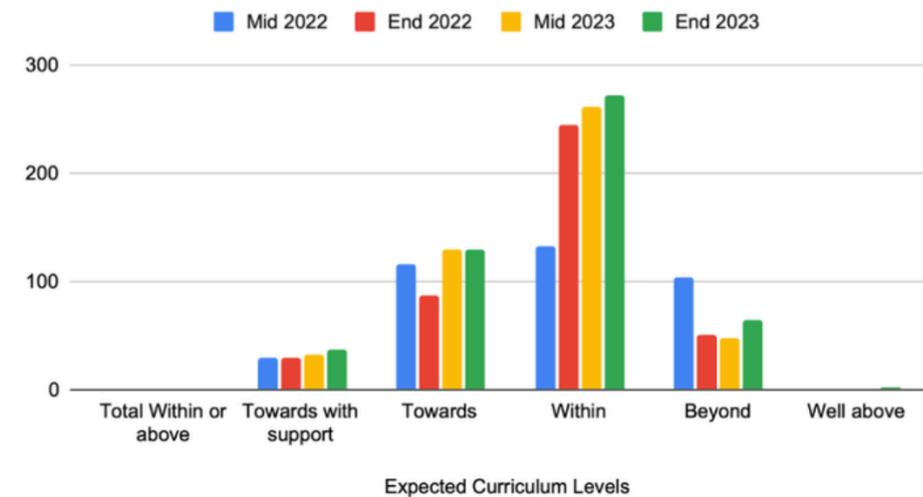
**Annual Aim: Equity - All learners make expected progress and all priority learners make accelerated progress in reading.**

### Analysis Comment:

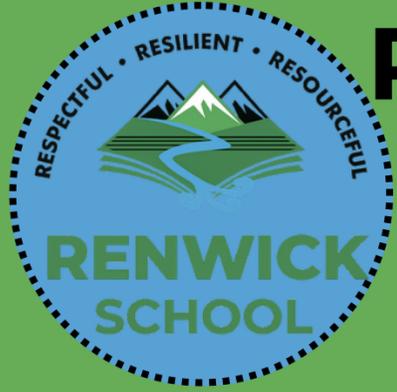
**Percentage Within and Above / Towards with Support  
READING Whole School**



**Whole School Reading 2022 / 2023 Whole School**



**Whilst there are children identified as needing intervention, some of whom are E.S.O.L, ORRS., Dyslexic, being taught in Te Reo, the school is offering programmes involving Structured Literacy groups, Toe by Toe and Steps Web which are supporting students who require the extra learning.**



# Renwick School Learning Targets for English

## -Reading



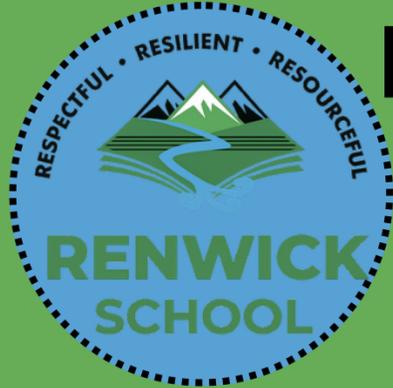
**Target: A group of students from year levels 2 to 6 will make accelerated progress with the aim of achieving the year level at or above outlined in the New Zealand Curriculum by December 2026.**

### **Actions:**

- Implemented programmes of learning, supported with MOE funding, to support our Tier 2 students.
- Structured Literacy across all classrooms of the schools.
- Regular Instructional reading lessons in older classes using guided, shared, reciprocal, Book Club, Literacy Circle approaches..
- Students knowing where they are at, what their next steps are?
- Sharing ideas and resources at Whanau meetings.
- Good variety of instructional readers and on-line resources for older readers and decodable readers and resources in Junior School.
- Vicki, Ainsley and Cheryl provide support for Dyslexic students using Toe by Toe, and Steps Web.
- Integration of Literacy with other curriculum areas.
- Teachers are expected to carry out regular assessing and monitoring. Y2 - 8 include the SMART tool. 20 and 40 weeks phonic assessment carried out.
- The library is attractive and set out in a user-friendly way.

### **Next Steps:**

- Improve understanding of pedagogy and implementation of Structured Literacy throughout school.
- Implementation of The Code for phonological awareness and spelling programme across the school.
- Build up stock of decodables to cater for older students who still need them.
- Explicitly teach oral language skills - not just newstelling or speeches
- Explore the link between correct articulation and reading achievement.
- Source Structured Literacy PD for staff who have not received any formal training eg relievers
- All staff to be proactive in learning about the Science of Reading, Structured Literacy, Scopes and sequences.
- Fully implement the new English Curriculum and ensure coverage of Reading in daily programmes as directed by MoE.
- Plan and support ICS learners
- Assessment - EasTTle. Discuss and implement as a staff the new guidance from MOE of Reading assessment requirements.
- Participate in the new SMART tool assessment.
- Include the use of Dibels as assessment
- Consider our Reading programme - are we reaching the needs of all our tamariki? Are we including whanau enough with information about Reading?
- Allocate a staff member to oversee and participate in the Tier 2 & 3 learning.



# Renwick School Learning Targets for English

## -Writing



**Strategic Goal: That student progress and development is accelerated with curriculum targets set for reading, writing and mathematics in relation to the revised New Zealand Curriculum**

**Annual Aim: Equity - All learners make expected progress and all priority learners make accelerated progress in reading.**

**Analysis Comment:**

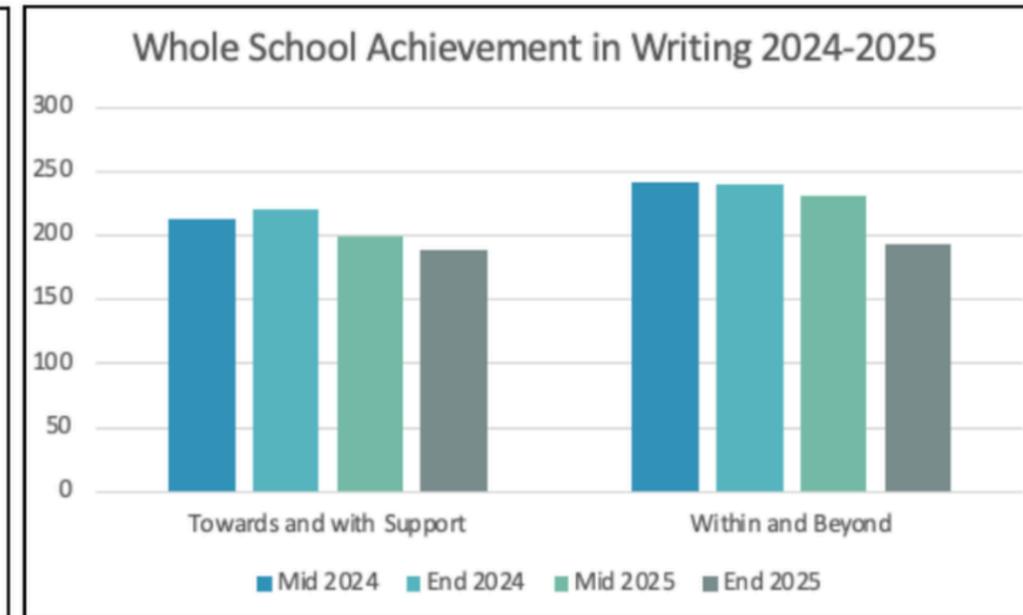
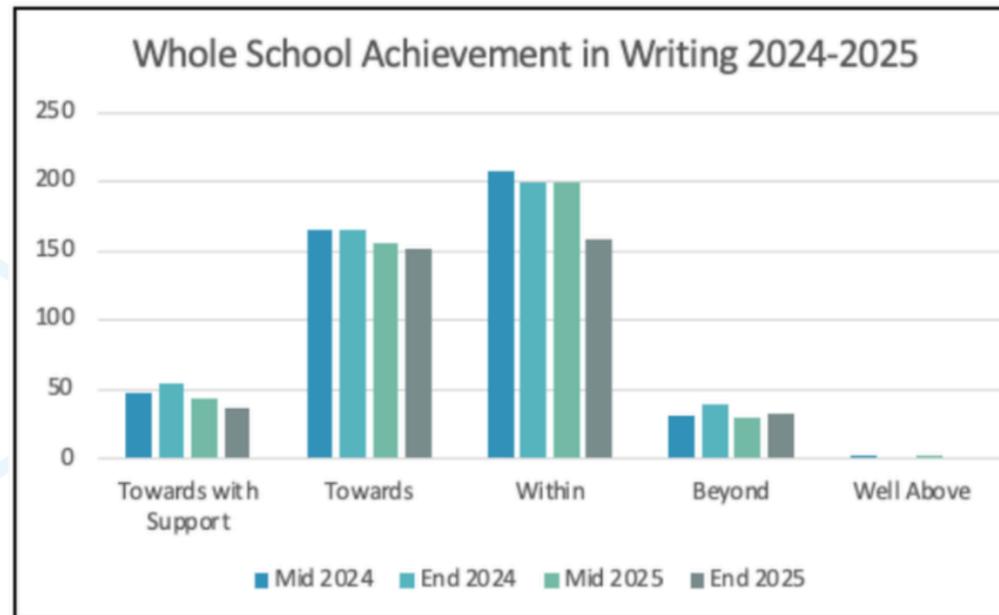
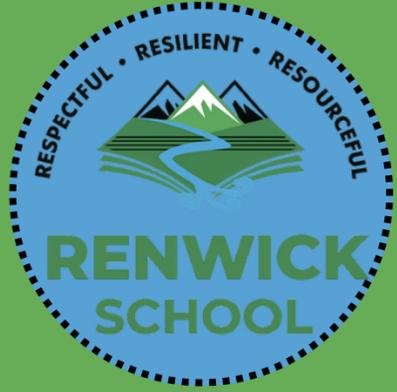


Fig. 1 & 2 show the total number of students and their reported achievements from mid-2024 to end 2025.



# Renwick School Learning Targets for English -Writing



**Target: A group of students from year levels 2 to 6 will make accelerated progress with the aim of achieving the year level at or above outlined in the New Zealand Curriculum by December 2026.**

### **Actions:**

- Structured Literacy groups working on 'The Code' in Pakahukahu and Kaitiaki are being planned and delivered.
- Careful monitoring of Priority Students on Inclusive Ed documents.
- Students know where they are at, what their next steps are.
- Our whole staff writing focus has led to us developing a set of 'Writing Expectations' for all classes to use as a foundation for their writing standards. We have also collectively developed new Writing planning frameworks for our tamariki for each of the genres of writing in the new English Curriculum: Writing to Entertain, Writing to Inform, Writing to Persuade. Implemented in 2026.
- Handwriting expectations updated to reflect 2026 handwriting guidelines.
- Writing moderation carried out across school to develop consistency and knowledge of revised English Curriculum details - where are the changes, what are the year appropriate expectations?
- Across school 'Writing Expectations' developed and visible in all classrooms.
- Expectations that teachers carry out explicit teaching of Writing skills in all classes
- Vicki, Ainsley and Cheryl provide support for Dyslexic students using Toe by Toe and Steps Web
- Integration of Literacy with other curriculum areas in some whanau teams.
- Teachers are expected to carry out regular assessing and monitoring
- Three teachers from across Years 0-4 completed their Structured Literacy training, funded by MoE, in Term 1, 2026.
- Resources in Literacy Teachers Toolkit in Kupe updated.
- Ideas and resources shared across whanau and the whole-school team

### **Next Steps:**

- Implement revised English Curriculum and ensure coverage of Writing in daily programmes as directed by MoE.
- Review new HERO Writing goals, when available.
- Assessment - EastTtle. Discuss and implement as a staff the new guidance from MOE of Reading assessment requirements.
- Structured Literacy Assessments (Years 0-6): All students take part in regular Structured Literacy testing. This involves checking how they are progressing in foundational reading and writing skills (such as decoding, vocabulary, and comprehension) as we move through our literacy program. Are we getting this right, is it enough?
- Ensure whole staff Writing planning and expectation work is carried through into 2026.
- Support staff with Scribo, new Ministry writing tool
- Support staff with new SMART assessment tool



# Renwick School Learning Targets for Mathematics



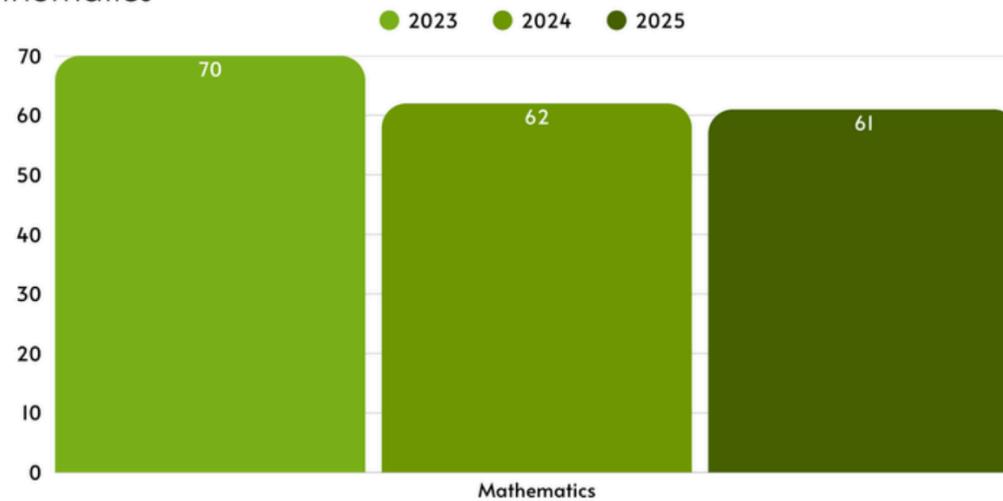
**Strategic Goal: That student progress and development is accelerated with curriculum targets set for reading, writing and mathematics in relation to the revised New Zealand Curriculum**

**Annual Aim: Equity - All learners make expected progress and all priority learners make accelerated progress in Mathematics.**

**Analysis Comment:**

## Year on Year Data

% of Students who are at or above expectation for Mathematics



### Analysis of shift of Maths Results:

This data shows where they are in relation to the expectation for the end of their year level. Some students have moved sublevels even though they have not attained their End of Year level. The percentage of students who are within or above has increased in the mid-year data from 68%, end 2022 to 72% mid 2023. However there was a drop at the end of the 2023 year to 64%. Maori students' attainment increased from 59% at the end of 2022 to 69% mid 2023 and are 60% at the end of 2023. This is still a small increase from 2022. The attainment of within or above for males and females also increased then decreased from midyear to end of year.

Having a unified assessment programme would also help to ensure the data and levels are consistent across the school.

For the Charter Target Students, 15.6% have no change. Therefore 84.4% of these students moved 1 or more levels. Across the school 86.5% have moved 1 or more sublevels from the start of the year.

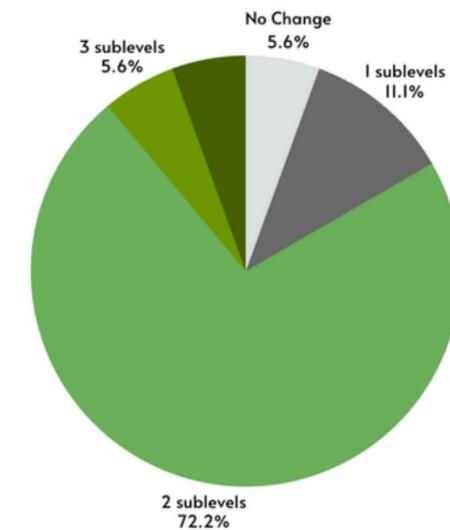
## Target Student Sublevel Shift

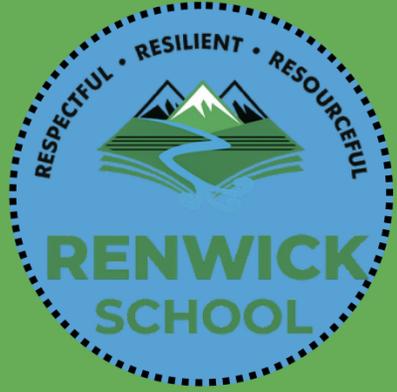
Mathematics: End 2024 - End 2025

### What did we achieve?

- 72% of target students made the expected shift of 2 sublevels or more over a year.
- 11% achieved 3–4 sublevels, showing accelerated progress beyond expectation.

Attendance for the majority (61%) was strong at 91–100%, supporting progress.





# Renwick School Learning Targets for Mathematics



**Target: A group of students from year levels 2 to 6 will make accelerated progress with the aim of achieving the year level at or above outlined in the New Zealand Curriculum by December 2026.**

## **Actions:**

- Implemented new Maths programmes aligned to the curriculum: Staff worked hard to embed Numicon (Years 0–3) and Maths No Problem (Years 4–8). Implementation of MNP/Numicom was deliberately tied to teacher knowledge, existing programmes, and the new curriculum’s Mathematics statements to ensure consistency and coherence across year levels.
- Professional development and collaborative learning: Ongoing PD around the new Maths curriculum, supported by staff and whānau meetings, strengthened teacher confidence and familiarity with the content. This collaborative approach ensured shared understanding and consistency of practice. Planning for 2026 includes a TOD led by Rob Proffitt-White to deepen curriculum knowledge and pedagogy.
- Times Table Rockstar programme: Following PD, Times Table Rockstar was introduced to address gaps in multiplication fluency. Students engaged enthusiastically, and heatmaps provided clear visual evidence of progress that could be shared with parents. This programme may have contributed to the more stable whole-school achievement trend in mathematics (61% at/above in 2025 compared to 62% in 2024 and the 70% in 2023).
- Updating of our Maths Toolkit on Kupe: to align with the new curriculum and also include some refreshed math resources.

## **Next Steps:**

- Strengthen attendance interventions for the small target student group with <90% attendance.
- Increase differentiated support in Y6–Y7, where the largest cohort sits in relation to our target students - this is timely with the new initiative of Math/Pāngarau acceleration funding; a teacher will be taking small, focused groups to support our lower achieving students across Renwick. This teacher will also be receiving PD to upskill.
- Embed consistent use of progress monitoring tools to identify early stagnation - this will come into play as we become upskilled with the new assessment tools which support the new curriculum. Moderation across the school to ensure clear and consistent data will be vital here too.
- Continue culturally responsive strategies to lift Māori and Pasifika achievement, as ethnic comparison data shows persistent gaps.
- Teaching to new staff and a refresher for older staff on how to use HERO correctly when inputting data. Clarity around this is particularly important in 2026 as HERO updates its statements and slides to accommodate the new curriculum.
- Continued PD and support around the new math curriculum and our math programmes - with Rob Proffitt-White
- Keep Maths and Literacy alive in Staff Hui with updates and resources. Give staff confidence in the teaching of Maths again.
- Support staff with new SMART assessment tool