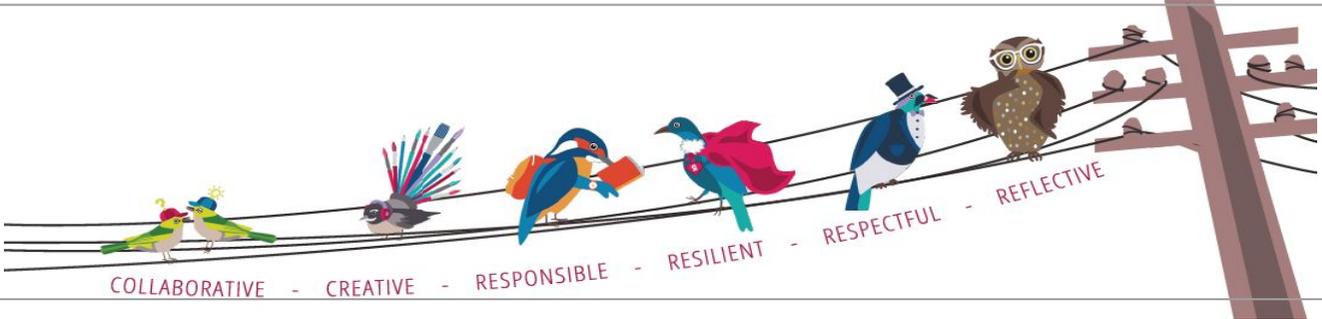


MEADOWBANK SCHOOL'S STRATEGY 2026

<p>Vision</p>	<p style="text-align: center;">Embracing today, Shaping our tomorrow</p> <p style="text-align: center;"><i>Mā te tiro whakamuri, e mārama ai te haerenga whakamua ki te anamatā; 'look to the past to understand your journey into the future'.</i></p>			
<p>Values</p>	 <p style="text-align: center;">COLLABORATIVE - CREATIVE - RESPONSIBLE - RESILIENT - RESPECTFUL - REFLECTIVE</p>			
<p>Aspirations</p>	<ul style="list-style-type: none"> ● Our students are thriving and confident, reaching their full potential through rich learning opportunities. ● Our students are critical thinkers and creative problem solvers who courageously take action, positively contributing to the world around them. ● Our community is connected and inclusive; our collaborative relationships strengthen the wellbeing of all. 			
<p>Strategic Objectives:</p>	<p>Maximising achievement through:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px;"> <p>Learning and Achievement (Education)</p> <ul style="list-style-type: none"> ● Develop and empower our teachers to deliver a stimulating, well-balanced education that reflects our aspirations and values. ● Challenge and support all our students to reach their potential through authentic rich learning experiences. </td> <td style="width: 50%; padding: 5px;"> <p>Community and Culture (Partnerships)</p> <ul style="list-style-type: none"> ● Develop and maintain positive partnerships with parents, whānau and wider community with the purpose of enriching teaching and learning. ● Acknowledge and embrace community diversity in all aspects of our school. </td> </tr> </table>		<p>Learning and Achievement (Education)</p> <ul style="list-style-type: none"> ● Develop and empower our teachers to deliver a stimulating, well-balanced education that reflects our aspirations and values. ● Challenge and support all our students to reach their potential through authentic rich learning experiences. 	<p>Community and Culture (Partnerships)</p> <ul style="list-style-type: none"> ● Develop and maintain positive partnerships with parents, whānau and wider community with the purpose of enriching teaching and learning. ● Acknowledge and embrace community diversity in all aspects of our school.
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<p>Specific Curriculum Implementation Goals:</p>	<p>Maths - To embed curriculum progress made over the last few years, to ensure that it is most effectively supporting and extending all learners.</p> <p>English - To ensure consistent curriculum delivery across the school aligned to pedagogical practice in the new curriculum.</p> <p>Wider curriculum - To understand the new curriculum, and prepare for 2027 implementation with key personnel.</p> <p>Assessment - To incorporate new assessment tools (SMART, year 2 checks etc) into regular review cycle, both individually and as a school.</p> <p>Reporting and Partnerships - To increase the visibility of learning and progress so that parents can be actively informed and involved.</p>			
<p>Drivers / Initiatives</p>	<ol style="list-style-type: none"> 1. Curriculum: aligned with MBS schemes and plan for implementation and embedding. 2. Practice / pedagogy: enables the consistent delivery of the new curriculum across the school. 3. Assessment: implement new assessment tools to inform teaching programmes 	<ol style="list-style-type: none"> 1. Te ao Māori views/perspectives reflected in the school's governance and practices as relevant. 2. Learning Communication provides parents/whānau with regular updates on their child's class programme and learning. 3. Reporting aligns with government requirements whilst reflecting our school context. 4. Attendance: attendance strategy implemented and clearly articulated to community 		

LEARNING AND ACHIEVEMENT 2026

Strategic Objectives:

1. Empower our teachers to deliver a stimulating, inspiring and well-rounded education that reflects our aspirations and values.
2. Challenge and support all our students to reach their potential through authentic rich learning experiences.

Specific Implementation Goals:

- Maths - To embed the curriculum progress made over the last few years to ensure that it is most effectively supporting and extending all learners.
- English - To dive deeper into current practice to ensure we are consistent across the school and align practice to the new curriculum.
- Wider Curriculum - To spend the year understanding the new curriculum, preparing for 2027 implementation with just key personnel.
- Assessment - To incorporate new assessment tools (SMART, year 2 checks etc) into regular review cycle, both individually and as a school.
- Reporting and Partnerships - To increase the visibility of learning and progress so that parents can be actively informed and involved.

INITIATIVES	OUTPUTS /ACTIVITIES	1 YEAR OUTCOMES	3 YEAR OUTCOMES
Curriculum - Maths and English curricular alignment - Science, Technology, Social Sciences, and Health and P.E curricular	Revised Maths and English (October 2025) curricula implemented and reflected in all documentation e.g. scheme, overviews, weekly planning) Familiarise with content and develop schemes of work for implementation 2027	Teacher knowledge and confidence in the core content of the Maths and English curricula is consolidated. School curriculum documents and schemes are aligned to the new NZ curricula. High-impact instructional practices across the school are more consistent. The school is ready for implement the wider required curriculum areas in 2027.	Teachers are knowledgeable and confident with Maths and English curricula content to implement into all levels of planning, teaching Structured and balanced schemes across the school are documented with a clear learning pathways with rich learning experiences. Consistency of practice is evident across the school e.g. Baseline practice, planning, deliver, use of resources. Responsive professional learning and inquiry in response to learner's needs. .Professional development programme supports new staff and beginning teachers,
Assessment tools implemented across YO-6	Review assessment practices and new tools to reflect changes in curriculum. Additional refinements to assessment as initiatives arrive.	New assessment tools are implemented and are beginning to inform wider assessment and reporting. Collection and initial use of assessment data is used to inform individual and school progress in core areas.. Targeted professional learning supports the immediate implementation of the new assessment and reporting expectations	Assessment practices and expectations align with new curriculum. Assessment and reporting approaches are optimised to inform practice and student progress. Professional development is used to support implementation and practice.
Key Metrics	Board review cycle and school practices set out comprehensive and regular monitoring, including;		
	<ul style="list-style-type: none"> • Achievement Reports - PAT analysis, mid/ end of year reviews • Staff survey results - to measure targets / engagement • Mid-year teacher feedback on strategic plan implementation • Moderation of assessment data across school 	<ul style="list-style-type: none"> • Principal / RAG Reports - Reported against targets • Data from student led conferences - measured for engagement • Raising achievement plans 	

LEARNING & ACHIEVEMENT - Annual Plan 2026

Output	Activity	Timef	Who	Baseline Measure/Current State	Target / Measurement / Milestone	Resources
Revised Maths and English (October 2025) curricula implemented.	English <ul style="list-style-type: none"> Review and refine best practice documentation to be used in scheme. In house PLD on effective writing practice to address identified gaps in writing achievement Improve attitudes and engagement towards writing in Phase 2 PLD with Louise Dempsey on oral language, listening and presenting strands of the English curriculum. 	2026	SLT/ TL	Current scheme documentation articulates best practice in maths, not yet complete for writing. Currently e-asttle writing attitudes and engagement are lower than writing achievement -a trend mirrored nationally E-Asttle writing and engagement surveys indicate these scores are lower than our achievement data - this is aligned with national norms. Observations in 2025 to undertake baseline practice. Strength in pedagogy with alignment and sequencing to be documented in scheme.	Increased writing achievement and engagement. Increased achievement levels in PAT listening comprehension. Curriculum 2025 scheme of work / scope and sequence implemented. PD for identified gaps in teacher knowledge or student achievement across the school. Writers Festival and authentic publishing opportunities.	English Budget PLD Budget
	Maths /The Learner First (TLF) <ul style="list-style-type: none"> Leads to attend termly PD days PD for inducting new staff and beginning teachers Staff meetings / PD for staff focussing on connecting mathematical strands 	Termly	TLF leads / SLT / new staff	Currently all TL's attend Current practice to engaged with TLF facilitator to induct new staff and co teach 2024/5 Pd focussed has focussed on Numeracy	Termly TLF meetings and sharing back with staff at staff meetings Continue with induction programme Termly staff meetings	Relief Teachers
	Scope and Sequence and Scheme: <ul style="list-style-type: none"> Documentation - English and Maths to be updated and implemented to reflect Oct 25 updates of the curriculum 	Term 1 and ongoing review	SLT / TL	Staff are currently using the 2024 Maths & English curriculums for planning and programme delivery with a confidence rating of 98% for Maths and 78% for English Phase 1 scope and sequence is secure, Phase 2 is mostly secure, but some supporting documents required to ensure consistency of practice across all year levels. Reading scope and sequence linked to structured literacy.	Transition from 2024 to 2025 document Balance teacher confidence so English is as confident as Maths Increase teacher confidence rating for english to match maths - 98%, targeting additional support for new teachers and Beginning teachers. Reading scope and sequence for Phase 2 documented.	SLT time
	Induction: <ul style="list-style-type: none"> Induct new staff specifically in curriculum progress made over the last few years 	Term 1	SLT / New staff	Induction programme - teacher confidence surveys	New staff report comparable levels on teacher confidence survey.	TLF lead and SLT
	Review and clarify homework expectations for all year levels. <ul style="list-style-type: none"> Communicate homework expectations Review expectations 	Term 1 Term 2	SLT with teachers	Homework is expected from students but current delivery and importance is inconsistent between classes	Teachers report higher homework uptake Parent feedback is demonstrates progress	Time
Revised Science, Technology, Social Sciences and Health and P.E	Understand implications for current practice e.g. Concept based curriculum, timetabling, resourcing, learning pathways	Termly	SLT, TL	Team Leads to start unpacking the Social Sciences Curriculum and implications	Review and revise Concept curriculum model and its role with new curriculum Schemes of work for 2027 developed	PD Budget / Specialist Subject Budgets
	Provide feedback to MOE on draft statements	Term 1	SLT, TL and Specialist teachers	Specialist teachers starting to unpack Curriculum changes in Science, Technology and Health and P.E	Feedback given to development of new curriculum	
Assessment: Review assessment practices and new tools to reflect changes in curriculum.	NZCER Professional Development - PAT data analysis and teacher workshop	Term 1	NZCER / SLT /Y3-6	Currently using formative and standardised assessment tools that align with 2007 curriculum.	Refine assessment overviews to reflect new practices and build continuity across Y0-6.	Assessment/P D Budget
	Essential progress markers are used for each year level	2026	SLT / teachers	Currently awaiting for their release in Nov 2025.	Essential progress markers are evident in assessment and reporting	
	SMART Tool and year 2 checks professional development and implementation	2026	SLT / teachers	No SMART tool currently	SMART tool implemented	
	SLT to reflect PAT analysis(at a classroom level back) to teachers to measure progress and learning	Term 1	SLT / teachers	PAT data is used high level and as a data point, teachers use some data to inform planning and teaching	PD with NZCER on ustlising PAT data in more detail, building on PD from 2024.	
Additional refinements to assessment as initiatives arrive.	Teacher Only Day - curriculum/assessment	Term 2 Term 4	SLT / teachers	Existing assessment tools now not fit for purpose.	Formative and summative assessment tools align with phases of learning and are used consistently to support teachers to form OTJ	
	BOY assessment data used to identify baseline against new curriculum expectations	Term 1	SLT / TL	2025 BOY scale scores provide a baseline level for children	Scale scores at BOY 2026 show average to above average level of progress	Assessment Budget

PARTNERSHIPS 2026

Strategic Objective:

1. Develop and maintain positive partnerships with parents, whānau and wider community with the purpose of enriching teaching and learning.
2. Acknowledge and embrace community diversity in all aspects of our school.

INITIATIVES	OUTPUTS/ACTIVITIES	1 YEAR OUTCOMES	3 YEAR OUTCOMES
<p>Learning Communication provides parents/whānau with regular updates on their child's class programme and learning.</p>	<p>Learning communication and reporting is relevant, timely and concise</p> <ul style="list-style-type: none"> - Team newsletters - NewsFeed expectations reiterated and adhered to - Format for communicating Next Learning Steps reviewed and implemented - Guidance for informing parents of children requiring additional support - New parent documentation reviewed - Extra optional work for families at home 	<p>Whānau communication is consistent across the school and reflects learning outcomes as well as showcasing wider school programmes.</p>	<p>Learning communication is proactive and personalised, ensuring parents/whānau receive regular, meaningful, and actionable insights into their child's classroom programme and specific learning journey, thereby strengthening the home-school partnership.</p>
<p>Reporting aligns with ministry requirements whilst reflecting our school context.</p>	<p>Reporting to parents is clear and concise</p> <ul style="list-style-type: none"> - New report template - Framework for parent-teacher interviews established 	<p>Establish reporting templates for clear and supportive communication regarding student progress</p>	<p>Parents/whānau clearly understand their child's progress (academic, social, and emotional) as presented in formal reports, and feel equipped with specific information to support learning at home.</p>
<p>Te ao Māori views/perspectives reflected in the school's governance and practices as relevant.</p>	<p>Te reo Māori, tikanga, and Māori worldviews are reflected in school policies and practices.</p> <ul style="list-style-type: none"> - Teachers continue to upskill through weekly lessons - EOY Te Urungi - te reo Māori PAT - Celebrate Matariki, te wiki o te reo Māori, matatini, kaitahi, hui, cultural celebration event - Murals around school celebrate and acknowledge diversity 	<p>Continue to drive the implementation of te ao Māori, te reo Māori, and mātauranga Māori integration through targeted professional learning and curriculum mapping.</p>	<p>All aspects of te ao Māori, including te reo Māori and mātauranga Māori are authentically embedded into school systems and programmes, reflecting a bicultural environment. Māori identity, language, and culture recognised as integral to the school's vision and planning.</p>
<p>Attendance</p>	<p>Regularly monitor attendance, analysing trends and communicating expectations.</p> <ul style="list-style-type: none"> - Attendance strategy implemented and clearly articulated to community 	<p>Average termly 'regular attendance' increases</p>	<p>Attendance rates meet the government's goal of 80% of students regularly attending school.</p>
<p>Key Metrics</p>	<p>Board review cycle and school practices set out comprehensive and regular monitoring, including;</p> <ul style="list-style-type: none"> • Community survey • Feedback from whānau Māori at termly hui 	<ul style="list-style-type: none"> • Mid-year teacher feedback on strategic plan implementation • Everyday Matters attendance reports 	

PARTNERSHIPS - Annual Plan 2026

Initiatives	Activity	Timeframe	Who	Baseline Measure/Current State	Target / Measurement / Milestone	Resources
Learning communication is relevant and timely	Team newsletters reviewed for consistency and explicit learning focus	Pre Term 1	SLT/TLS	2025 community survey 68.1% of parents/whānau agree or strongly agree that they feel well informed about their child's progress at school. 2025 community survey 72.9% of parents/whānau agree or strongly agree that teachers proactively collaborate with parents to help achieve success.	75% of parents/whānau agree or strongly agree that they feel well informed about their child's progress at school. 75% of parents/whānau agree or strongly agree that teachers proactively collaborate with parents to help achieve success. 100% of teaching teams consistently adhere to a documented school-wide communication schedule It is clear from the content of communications listed (newsletters, meet the teacher slides, reports etc) that learning communication has increased.	
	NewsFeed expectations reiterated, monitored and oriented closer to learning	Term 1	Class Teacher			
	Format for communicating Next Learning Steps reviewed and implemented	Term 1	SLT/TLS			
	Refined guidance for informing parents of children requiring additional support established and implemented across school	Ongoing	SLT/Class teacher/ Booster			
	New parent documentation reviewed and updated to explicitly state school expectations regarding homework, engagement, behaviour. Delivered through: <ul style="list-style-type: none"> - New parent info pack - New Entrant Parent Evening - Meet the Teacher - Newsletter reminders 	Ongoing	SLT			
	Extra guidance and curated activities distributed to families if they choose to do more homework than is required. <ul style="list-style-type: none"> - Workbook options - Extra resources 	Term 2	SLT			
Reporting to parents is clear and concise	New report template developed in line with ministry requirements	End Term 1	SLT	Current reports are aligned to new curriculum but do not use the exact language that will be required. Parent interviews have become more targeted and streamlined	75% of parents/whānau agree or strongly agree that they feel well informed about their child's progress at school.	SMS Budget
	Framework for parent-teacher interviews updated to ensure consistent messaging relating to new curriculum.	Term 1/ Term 3	SLT			
Te reo Māori, tikanga, and Māori worldviews are reflected in school policies and practices	Teachers continue to upskill through weekly lessons with te reo Māori specialist in Te Reo & Kapa Haka,	Ongoing	Māori Lead	2024 community survey 91.6% of parents/whānau agree or strongly agree that Meadowbank School recognises and celebrates all cultures. 2024 community survey 82.2% of parents/whānau agree or strongly agree that Meadowbank School honours the Treaty of Waitangi and effectively promotes te reo and tikanga Māori.	95% of parents/whānau agree or strongly agree that Meadowbank School recognises and celebrates all cultures. 90% of parents/whānau agree or strongly agree that Meadowbank School honours the Treaty of Waitangi and effectively promotes te reo and tikanga Māori. Staff surveys indicate that over 90% of teaching staff feel confident, supported, and adequately resourced (e.g. PD, resources) to integrate te reo Māori and mātauranga Māori into their daily classroom practice.	Māori budget
	EOY Te Urungi - te reo Māori PAT assessment conducted, tikanga practices, e.g. karakia, pōwhiri,	Term 4	Māori Lead			
	Celebrate Matariki, te wiki o te reo Māori, matatini, kaitahi, hui, cultural celebration event	Ongoing	Māori Lead			
	Murals around school celebrate and acknowledge diversity	Complete by end of year	SLT/Art Leads			
Attendance	Attendance strategy implemented and clearly articulated to community	Ongoing	SLT	Regular attendance stats for 2025: <ul style="list-style-type: none"> - Term 1: 85% (compared to 83% in 2024) - Term 2: 79% (76% in 2024) - Term 3: 73% (66% in 2024) - Term 4: 82% (77% in 2024) 	Increase attendance rates across each of the terms - greater than 2025 <ul style="list-style-type: none"> - Term 1 85% + - Term 2 80%+ - Term 3 80% + - Term 4 82%+ 	