

2026 Annual Implementation Plan



Strategic Goal 1:

Our Teaching and Learning - Deliver quality, consistent teaching practices aligned to the Randwick School Curriculum and Te Mātaiaho.

Annual Goal:

To raise achievement across the curriculum

Initiative	Actions	Leading	Success Measures
To make learning more relevant, engaging and hands-on for students as reflected in the Randwick School Curriculum	<ul style="list-style-type: none"> - Co-construct a 'new' Randwick School Curriculum and implementation plans for maths, reading and writing. - Co-contract Randwick Classroom and Teaching Expectations - Use the coaching habit model to improve teacher collaboration centred around student achievement. Specifically discussing different approaches and their impact on engagement, progress and achievement. 	Board of Trustees (BOT), Senior Leadership Team (SLT) and teachers	<p>Evaluation of the Coaching Habit The Coaching Habit model will be reviewed through collecting teacher voices, each term, to determine the effectiveness of the model.</p> <p>PGC process (observations and discussions). General trends, strengths and areas for development will be gauged as part of the teaching observation processes.</p>
Assessment capability and practice in Mathematics	<ul style="list-style-type: none"> - Implement a consistent Basic Facts programme and assessment model across the Year 3 to 8 cohorts. - Develop a clear and uncomplicated long-term scope and sequence for Numicon. - Reviewing assessment practices in Mathematics and develop appropriate tools to aid teachers in forming overall professional judgments for progress and achievement against year level expectations. - Review and strengthen the moderation process to ensure judgments are consistent across syndicates. - Develop progress indicators/levels for OTJ that reflect new learning phases. 	Ministry of Education (MOE) & SLT	<p>Curriculum coverage and indicators use will be tracked in syndicate-level meetings. Ongoing monitoring of their use will be completed.</p> <p>Tracking documents and minutes will be kept for monitoring meetings.</p> <p>School assessment documentation.</p>

<p>Development the implementation of the Randwick school curriculum plan</p>	<p>- Implement our curriculum plan for the school that outlines:</p> <p><i>Curriculum principles</i> <i>Key competencies</i> <i>Quality teaching</i> <i>Review schedule</i> <i>Learning areas</i></p> <p>Introduce 'The Great NZ Handwriting Challenge' initiative, focused on explicit handwriting teaching to enable children to write easily, leading to better quality writing.</p>	<p>SLT and teachers</p>	<p>Evaluation of work will be presented in ongoing strategic planning updates.</p>
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Randwick School Achievement Targets 2026

<p>Annual Aim: To increase the number of ākonga achieving at or above the year level curriculum expectations for Mathematics</p>	<p>We want to increase all achievements across the school by 5% in reading, writing and mathematics</p> <p>Of the ākonga who are achieving well below, we intend to shift them to at least to below or at expected curriculum levels within the year (accelerated progress).</p>
<p>Baseline data Analysis of the school-wide Reading, Writing and Mathematics achievement data for 2025 showed:</p> <ul style="list-style-type: none"> • 43% of Randwick School children have not met or exceeded year-level curriculum expectations in Reading • 54% of Randwick School children have not met or exceeded year-level curriculum expectations in Writing • 38% of Randwick School children have not met or exceeded year-level curriculum expectations in Mathematics 	

Strategic Goal 2: Raising Achievement

Annual Goal: All ākonga have a strong foundation in literacy and numeracy that opens doors to other learning, enabling them to flourish.

Initiative	Actions	Leading	Success measures
To successfully implement school-wide structured mathematics approaches (Numicon Mathematics) and the refreshed maths curriculum	<ul style="list-style-type: none">- Review assessment data and determine the particular learning needs of target students. Student learning targets will be established from the 2024/25 data. - Staff will review data and, through the syndicate teams, establish learning programmes to support identified students. Ongoing progress reviews will be tracked.- Establish termly review sessions for the implementation of Numicon Mathematics and make required changes or adjustments.- Engage in meaningful Professional Learning and Development, through internal and external sources.	SLT	<p>Implement pre- and post-PLD self-assessment surveys for kaiako to evaluate their knowledge and confidence in implementing Numicon and the new maths curriculum.</p> <p>Increased proficiency in mathematics</p>
Embed quality writing practices across the school.	<ul style="list-style-type: none">-- To track and monitor the writing performance of children.- Further develop consistent practice through the school.- Engage in professional learning and development.- Syndicate and school-wide discussions and reviews of writing practice. - To monitor and ensure classroom environments reflect best practice and enhance literacy learning. Develop assessment tools and processes for topic and inquiry learning.	SLT and teachers	<p>Report to the Board of Trustees on the development and implementation of planning documentation.</p> <p>Student achievement will be tracked.</p>
Continue to provide whole school structured literacy PLD	<ul style="list-style-type: none">-Ensure teachers have the knowledge and skills to implement structured literacy across the school	SLT and PD Provider (BSLA)	

Strategic Goal 3:**Our Connections** - Strengthen and deepen connections with our whanau.**Annual Goal:****Foster a strong, inclusive, and ongoing partnership between the school and whanau**

Initiative	Actions	Who is Responsible?	Success Measures
Engage whānau in our school bullying-free efforts	<ul style="list-style-type: none"> - Enhance communication channels and provide information evenings. - Develop a shared understanding of bullying. 	Teachers and SLT	Parent survey results
Implement Mighty across the Kura (3yrs)	<ul style="list-style-type: none"> - All staff will be attending PLD in the Mighty Programme and implementing this into their classroom programme. 	Teachers and SLT	Continual improvement in behaviour data and schoolwide culture.
Parent/Community information evenings	<ul style="list-style-type: none"> - Provide support through PLD for our cultural leaders - Make Time: Consistently schedule time together, even if it's just a quick phone call, text message, or video chat if distance is a factor. - Share Experiences: Engage in activities that create shared memories and a sense of collective purpose. This could be anything from sharing a meal, attending a local event, joining a social sports team, or working on a common project. Face-to-Face Contact (Kanohi ki te kanohi): Prioritise in-person visits when possible, as this helps build a strong sense of belonging and identity, especially for children and young people (tamariki and rangatahi). Celebrate Together: Use birthdays, holidays, or other special events as opportunities to gather and reinforce family bonds. 	Teachers and SLT	