BUNNYTHORPE SCHOOL

ANNUAL PLAN 2026

STRATEGIC GOAL 1	**<u>Community</u>: Strengthen wider community partnerships that support the school's unique rural village setting and environmental goals.**
Annual Target/Goal - 2026	We will continue to strengthen bonds and build new partnerships, using resources within and outside of our school community.

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

1. Bunnythorpe School is the centre of the community. It is welcoming of any and all.
2. Using local resources - environment and people.
3. Specific stakeholders, depending on the task/event/procedure are fully informed.
4. All cultures are celebrated for their uniqueness.
5. Kaiako build on their knowledge of Te Reo and meaningfully incorporate this into the environment

Actions	Specific Tasks/Actions	Resources Required
Regular, scheduled interactions and events that include whānau, Bunnythorpe and wider Community. Visitors are invited in to share skills. Celebrate our volunteers	• Anzac Day representation • Matariki for the community to attend. • Inviting a wider community to our events - production, Gala Day and other fundraising events. • School disco opened up to community children. (PTA) • Connect more frequently and develop programme through Sports Manawatu for Bush Days and Active Play. • Maintain our connection with the Kahui Ako schools • Maintain our connection with Kainui Cluster schools • Utilise volunteers to assist in maintaining and running the school…eg. Library, working bee events, student reading programme.	People and time
Ensure whānau are informed in a timely manner. Whānau are included in the shaping of our school and curriculum. Wider communities are informed of and invited to events	• Regular communication 3-ways to our Whānau. • Regular Facebook posts and social media exposure. • Annual consultation re curriculum • continue - start - stop • Using the community centre for production and other events as needed. • Adopt the new regulations for reporting to parents - student achievement and progress indicators and whànau comments.	• Regular access to internet for uploading posts • **Office Admin to be trained in Google Sites to upload newsletters and information to school website.** • Time from staff outside school hours to connect with community and whānau.
Ensure we celebrate world cultures to build student understanding. Work to ensure that our plans, policies, and local curriculum reflect local tikanga Māori, mātauranga Māori and te ao Māori.	• Connect to Te Araroa walkers - visitors book / maps / flags. • Celebrate all the cultures in our school. • Kapa Haka tutor - continue with this as a priority in learning • Kainui Kapa Haka Festival • Weekly sessions of Waiata/games • Noho Marae - plan for this to take place in 2026	• Space to celebrate diversity • Every 2nd week Kapa haka sessions • Teachers to be creative with their choice of games and activities.
Ensure that tikanga, in all situations, is upheld and language	• Maintain relationships with Ngati Kauwhata (through ongoing Kahui Ako connections)	• Attend meetings and PLD opportunities.

is used with growing confidence.	• Learn the cluster song. • Learn the songs and stories of the Rangitane Iwi.	
Our local iwi Ngati Kauwhata are regularly consulted with with regards to our local history. Their inclusion, and consultation throughout the year is paramount. Uphold the Māori culture and people as the tangata whenua. Continue to develop teacher capabilities in te Reo, normalising the use of the language at our school.	• Continue the practice of having Whakatauki weekly into our practice - using the one in the newsletter, and bring these into the classroom.	• Opportunities to consult with Pania and Anaru from Ngati Kauwhata. • Access to meaningful Whakatauki (Kat)

STRATEGIC GOAL 2	**<u>Environment</u>:** Create a safe, sustainable and inclusive environment where positive relationships, hauora and diversity is valued.
Annual Target/Goal - 2026	To begin the development of permanent playground structures that include diversity and culture.

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

1. Indoor learning spaces are attractive and stimulating.
2. All students feel safe, able to express emotion, have a voice within the school.
3. Bunnythorpe School has the most up to date systems to guide the running of the school.
4. All students are using devices in a safe and responsible way.
5. School grounds are an attractive, inviting, and safe environment.
6. All cultures are celebrated.
7. Healthy eating choices and wellbeing is promoted.

Actions	Specific Tasks/Actions	Resources Required
Student work is displayed and regularly changed/updated. Ensure signage is in Te reo as well as English. Incorporate a balance of art that represents tikanga and culture.	• Regular inclusion of te reo in our classrooms, in our interactions, and on our walls - bilingual displays • Continue to balance art representing all cultures including te Ao Māori. • School Signage on roads. - finalise this. - enhance our own signage on-site.	• Connect where we can with local artists • • Money or donated • PNCC input for location
Student choice is strong within the classroom/their learning/the outside environment Discuss learning outcomes and work towards agreed goals. Positive Behaviour for Learning	• Passion project learning - Friday is possibility for this. • Continue Pae Tapu and further develop our pepeha. • Continue to work with Learning Coaches who work alongside students with diverse needs for choice and positive behaviour.	• • • Developed programmes for Learning Coaches to follow.
Regular review of school policies and procedures - all BOT members take part in reviewing and responding to Principal or PM. Work to ensure that our plans, policies, and local curriculum reflect local tikanga Māori, mātauranga Māori and te ao Māori	• All BOT members will review the policies in line with school docs timeframe. • BOT members to be active in governing and maintaining our school environment and culture. • Consult with Iwi so we understand what we need to achieve here. • Ensure Attendance Plan is in place, on our website and communicated with whànau.	• Time to discuss policies within the BOT meetings • Human Resources - BOT members time to complete this task. • Human Resources - Pania, Anaru, Pa Ronald.

Have no cell-phones in classrooms. Annual teaching of cyber safety. Ensure we have the most up-to-date protective systems.	● Ensure cell phones are handed in to the Office or Teacher. ● Cyber safety to be included throughout the year. Develop a student digital use policy.	● Continue with Entity as our maintenance and support provider within our budget amount ● ● ● /to update our I-Pads and Chromebooks as per our replacement schedule.
School Grounds Improvements. - play equipemnt Regular inspection of equipment. Regular funding applications for play equipment.	● Continue to work with PTA to enhance our play equipment for all students. ● Maintenence or safety issues reported to Principal or Groundsperson in a timely manner. (on staffroom fridge whiteboard) ● Maintaining new planting and include our students in this by way of our enviro principles and our localised curriculum. ● Balancing our eco-system through our envio practices. gathering and storing seeds etc. ● Communicate with our whānau about our fruit trees and garden regularly through the newsletter.	● Money ● Materials ● Manpower
Ka Ora Ka Ako Healthy School Lunches - Continue to work with Libelle's to ensure students are engaging in the lunches on a regular basis. Included healthy eating and body care as part of the Life Education plan and our RSE programme.	● Engage in regular consultation with Libelle…re food quality. ● Reduce lunch numbers as needed. ● Life Education Bus scheduled for yearly visit ● Deliver RSE programme for yearly delivery of a structured age-related plan.	● Schedule Life Ed for Aug 5/6. ● RSE programme and content understanding by all staff.
Develop tong-term, sustainable relationships with iwi. Seek, consider and respond to the aspirations of the Māori community. ● Our local iwi Ngati Kauwhata are regularly consulted with with regards to our local history. Their inclusion, and consultation throughout the year is paramount. Continue to develop teacher capabilities in te Reo, normalising the use of the language at our school.	● Develop understandings around our local history. ● Looking forward to 2027 for Strategic Plan development	● Human resources. ●

STRATEGIC GOAL 3	**<u>Teaching and Learning</u>:** Support our staff to further develop their teaching and leadership capabilities so they can deliver the National Curriculum with a strong focus on literacy and numeracy, in a vibrant and modern classroom setting.
Annual Target/Goal - 2026	To accelerate the maths achievement of all learners (particularly Māori and Pasifika) in Maths - in line with the new curriculum doc.

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

1. Our local school curriculum actively reflects Te Mātaiaho and our communities' priorities for their tamariki and local tangata whenua priorities for our school.
2. School leaders, kaiako, whānau and ākonga are excited and engaged with their local school curriculum - Kaiako are clear and confident on the learning that matters within our local school curriculum and access and utilise it easily with ākonga.
3. Our local school curriculum will be accessible for everyone to view.
4. Kaiako are clear and confident on the learning that matters within our local school curriculum and access and utilise it easily with ākonga.
5. Have established systems and processes to measure and report on individual and school-wide student progress with respect to our local school curriculum.

Actions	● Specific Tasks/Actions	● Resources Required
We will implement the necessary curriculum refresh changes through the ongoing development of our local school curriculum and relationship with tangata whenua	● Continue to use E-Asttle twice a year for writing. ● Maintain BSLA programme and Structured Literacy practices throughout our school. ● Gather baseline data for Reading, Writing and Numeracy through a mix of Best Practice Assessment Methodology, using our Assessment Schedule ● Begin to explore new SMART tool and make decisions about it validity within our school assessment schedule ● Use new English and Maths curriculum for reporting and assessing as well as teaching and learning opportunities.	● Dibels ● BSLA Assessment Suite ● PAT - Maths - as per Assessment Schedule ● 20 and 40 week Phonics check (MOE requirement from 2026) ● ● Numicon - yrs 0-4 (Oxford Owl online platform for resources) ● Oxford Maths - yrs 4-8 (online testing, maintenance and planning using online platform)
We will build awareness and grow understanding of Te Mātaiaho with kaiako and our school community	● Implement deliberate actions to lift achievement in Literacy and Numeracy with particular attention to students achieving below expected levels and for our Maori and Pacific learners. ● Numicon and Oxford Maths will be our resources. ● Develop LSC role (Principal), using the new Tier system of categorising students. ● Utilise SLT funding (Principal) for Yr 0-6.	● PD in maths through government funded PLD programme.
We will publish our local school curriculum on our website	● Update documentation and links on the school website.	● Access to google sites website. ● Work with Office Manager to improve access to documents.
We will engage in ongoing Ministry of Education professional development opportunities about Te Mātaiaho for school leaders and kaiako	● Attend Kawakawa Kahui Ako PLD. ● Share readings as appropriate with staff throughout the year ● Principal to attend CoP (Community of Practice) group meetings, as well as regularly engage in professional discussions and conferences with colleagues.	● PLD opportunities extended to all staff. ● Clarity in the Classroom will be our shared text for 2026. ● PLD budget for staff and principal.
Tangata whenua satisfaction that the local curriculum has been codesigned with them We will ensure local hapu /iwi will determine the matauranga Māori, te reo Māori, and tikanga included in the local curriculum Taking all reasonable steps to make instruction available in te reo Māori and tikanga Māori Achieve equitable outcomes for Māori students ● ensuring data of Māori students is gathered and reflected upon. Embrace the local history and practices and use this as a teaching tool that underpins our local curriculum. ● seek knowledge of the tikanga of hapū and iwi in our area. Challenge staff to improve the teaching of te reo Māori and tikanga Māori;	Use E-Asttle as a measure for writing. Gather baseline data for Reading, Writing and Numeracy through a mix of Best Practice Assessment Methodology as approved by the MOE. See blue section	● Writing - E-Asttle Exemplars ● BSLA Assessment Suite ● PAT - Maths - as per Assessment Schedule ● 20 and 40 week Phonics check (MOE requirement) ● Numicon - yrs 0-4 (Oxford Owl online platform for resources) ● Oxford Maths - yrs 4-8 (online testing, maintenance and planning using online platform) ● See blue section