



Annual Plan 2026

School Vision:

Quality Teaching, Quality Learning

School Mission Statement:

Aim high, do your best, be resilient, have fun.

School Motto Statement:

Aim high, do your best, be resilient, have fun.

Presiding Board Member: Jenny Doak

Strategic Goal 1: Enhance teacher capacity and capability in core subject teaching practice

Board, Community, and Stakeholder Rationale for Prioritisation	Tiriti of Wāitangi links	Strategic Actions	How We Will Measure Success / Gather Evidence
<ul style="list-style-type: none"> Community feedback emphasised the importance of teachers having both the time and access to high-quality professional development. We are committed to continuous improvement through professional growth, in line with our vision of <i>Quality Teaching, Quality Learning</i>. This priority was developed in consultation with staff and reflects our aspiration to deliver best practice. Our teaching philosophy is grounded in the values of <i>whanaungatanga, kotahitanga, whakapapa, ako, wānanga, and kaupapa</i>. 	<ul style="list-style-type: none"> Honouring the principles of the Treaty of Waitangi — <i>partnership, protection, and participation</i> — is central to our work. We build teacher capability and capacity in core subject areas to ensure our practice remains current, effective, and culturally responsive. Our teaching approach is grounded in six key Māori values — <i>whanaungatanga, kotahitanga, whakapapa, ako, wānanga, and kaupapa</i> — which guide how we teach, learn, and connect as a learning community. 	<ul style="list-style-type: none"> Seek professional development support through Ministry Allocate regular time within the school calendar for teachers to engage in quality professional development. Collaborate with staff to identify and access relevant, high-quality professional learning opportunities aligned with school goals. Promote a culture of continuous professional growth aligned with the vision of <i>Quality Teaching, Quality Learning</i>. Embed the school's core values (<i>whanaungatanga, kotahitanga, whakapapa, ako, wānanga, kaupapa</i>) in all teaching and learning practices. Engage the community and stakeholders in ongoing conversations about professional development priorities 	<ul style="list-style-type: none"> Longitudinal data for mid and end of year data collection points, and reporting periods. These data points act as a barometer to evaluate progress or identify any decline. Integrated curriculum assessment data. Teacher's feedback on quality and implementation of programmes and impact it is having on learning. Facilitator of professional development feedback on our understanding of the development delivered. Annual performance appraisals include professional growth goals linked to school priorities; peer observations indicate ongoing reflective practice.

Strategic Goal 2: Deepen staff understanding of tikanga Māori, te ao Māori, and te reo Māori.

Board, Community, and Stakeholder Rationale for Prioritisation	Tiriti of Wāitangi links	Strategic Actions	How We Will Measure Success / Gather Evidence
<ul style="list-style-type: none"> ● Recognising te reo Māori as Aotearoa’s first language, we aim to offer high-quality language and cultural experiences. ● This commitment supports equity for priority learners and honours our responsibilities under Te Tiriti o Waitangi. ● We also have a noted disparity in our tangata whenua core subject achievement data which we aspire to reduce in pursuit of equitable outcomes. 	<ul style="list-style-type: none"> ● Te reo Māori is Aotearoa’s first language. ● Providing quality Māori language, culture and tikanga experiences align with providing equity for priority learners while honouring aspects of the Tiriti o Waitangi. 	<ul style="list-style-type: none"> ● Support staff progression in teaching and delivery of te reo Māori. ● Ensure senior students achieve at Level 2 of the school <i>te reo Māori</i> curriculum. ● Increase integration of <i>mātauranga Māori</i> across all learning areas. ● Maintain and grow whānau contributions to our integrated curriculum. ● Provide ongoing instruction in both <i>te reo</i> and <i>tikanga Māori</i>. 	<ul style="list-style-type: none"> ● Te reo Māori learning daily is linked to the learning objectives with teachers using catalogued resources to support teaching. ● End-of-year assessment data shows 80% or more of senior students meeting Level 2 learning outcomes. ● Curriculum plans and classroom observations show <i>mātauranga Māori</i> content embedded in at least 80% of units. ● At least one curriculum co-design hui with whānau held annually; increased whānau attendance and feedback from the previous year. ● Weekly timetables and lesson plans reflect dedicated <i>te reo</i> and <i>tikanga Māori</i> instruction; student voice surveys show increased confidence in both areas.

Strategic Goal 3: Understand, develop and implement our new school curriculum refresh.

Board, Community, and Stakeholder Rationale for Prioritisation	Tiriti of Wāitangi links	Strategic Actions	How We Will Measure Success / Gather Evidence
<ul style="list-style-type: none"> • The Ministry of Education’s comprehensive curriculum redesign is a key mandate and will provide the foundation for all learning at Netherby School. • This refreshed curriculum will continue to reflect our local context and community voice, while prioritising knowledge building, ākonga identity, culture, and language. 	<ul style="list-style-type: none"> • Our commitment to genuine partnership and community input ensures our curriculum honours and values ākonga identity, uniqueness, and diversity by celebrating their language, culture, and identity. 	<ul style="list-style-type: none"> • Support staff progression in the teaching and delivery of <i>Te Mātaiaho</i> and the literacy and maths curriculum in 2026. • Engage staff in professional development focused on unpacking <i>Te Mātaiaho</i> and associated curricula • Allocate sufficient time in staff and syndicate meetings to discuss the curriculum refresh. • Collaborate with staff to develop Netherby School curriculum statements underpinned by <i>Te Mātaiaho</i>. • Build staff understanding and use of SMART assessment practices to evaluate learning progress and identify next learning steps. • Engage with Impact Education professional development to facilitate and enhance staff understanding and implementation of 	<ul style="list-style-type: none"> • All teaching staff demonstrate competent understanding of progress outcomes, phases of learning, and Te Mataiaho Contents and Whakapapa • A refreshed school curriculum with statements that reflect our local context and align with <i>Te Mātaiaho</i> is developed and implemented. • Assessment tools aligned to the refreshed curriculum are implemented to inform teaching practice and guide next steps. • Longitudinal, mid-year, and end-of-year assessment data are collected and reported based on the new progress outcomes. • Student learning placements and reports use refreshed descriptors consistent with the updated curriculum and capabilities • Teachers evaluate themselves against their AGP to establish understanding and to gauge development progress in revised curriculum.

		<p>curriculum.</p> <ul style="list-style-type: none"> • Staff give effect to their AGPs and metrics to establish their understand of Te Mataiho and reading and maths curriculum • Teachers engage in syndicates, peers and individually in collaborative inquiry around formative, and summative assessment, and moderation as well as utilising various assessment tools, SMART, Dibels, phonics checks. 	
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Strategic Goal 4: Partner with whānau and agencies to improve student attendance to 80% of children attending 90% of the time.			
Board, Community, and Stakeholder Rationale for Prioritisation	Tiriti of Wāitangi links	Strategic Actions	How We Will Measure Success / Gather Evidence
<ul style="list-style-type: none"> • Improving attendance is a national priority and crucial for better educational outcomes. Achieving this target will require sustained community collaboration and support, especially for tamariki Māori disproportionately affected by low attendance. 	<ul style="list-style-type: none"> • A number of our children with poor attendance identify as Māori. To improve attendance we will need to foster partnerships conducive to improving participation. 	<ul style="list-style-type: none"> • See attendance action plan 	<ul style="list-style-type: none"> • Attendance consistently meeting or exceeding the 80/90 goal • Stronger home-school-agency collaboration • Tailored attendance support for priority learners • Strong partnerships between school and community

Annual Plan

Strategic Goal 1A: Enhance teacher capacity and capability in core subject teaching practice			
Focus	Annual actions for meeting strategic objectives	Personnel	Time Frame + Resourcing
<p>Curriculum Refresh familiarity late 2025 version:</p>	<p>Literacy:</p> <ul style="list-style-type: none"> ● Attend the two whole school teacher-only days and two staff meetings for professional development delivered by Impact Education to begin understanding the latest curriculum refresh. ● Spend time reading, discussing and becoming familiar with the phases and progress outcomes specifically for the year groups taught. ● Use progress outcomes in planning. ● Start developing lessons based on the curriculum that target middle bands and adapt the learning for remedial and extension purposes. ● Align and utilize our main school programmes of BSLA, Story ways and Helen Walls resources to give effect to the progress outcomes. ● Expand and draw upon other quality resources such as Sheena Cameron and Louise Dempsey resources to create breadth and width of resources to teach the curriculum. ● Continue to visit teachers on CRT days to learn from and provide feedback to teachers in our school and beyond for professional development and ideas on how to give effect to the curriculum refresh. ● Be proactive in learning, experimenting and reflecting on practice to give effect to the curriculum. 	<p>Syndicate leader to ensure literacy is a school ongoing focus.</p> <p>Principal to seek professional development opportunities.</p> <p>Principal to ensure literacy and maths online with the refresh is reflected in AGP</p>	<p>Time for observations.</p> <p>Staff meetings allocated time for development.</p> <p>Cohort 7 Impact education support.</p>

	<ul style="list-style-type: none"> • Collaborative and contribute to the literacy statement and the Netherby School curriculum as it is developed in line with the refresh. 		
Measurable outcomes:	<ul style="list-style-type: none"> ❖ An improved confidence and knowledge in delivering literacy with competence and assurance ❖ A programme which has coherence and is delivered as the resource intends by all staff ❖ A clear understanding and evidence of using BSLA, Story Ways and Helen Walls resources in practice. ❖ Staff who deliver education aligned with progress and phase outcomes ❖ Lessons pitched to the year group with evidence of adaptive teaching to cater for all. ❖ The full curriculum refreshed taught by the end of 2026 (beginners) ❖ Continue to embed the refreshed curriculum 2027 (competent) ❖ Consolidation of the refreshed curriculum by 2028 (expert) ❖ Use evaluation metrics in AGP to appraise and gauge understanding of the revisions. 		
Analysis of Variance 2026:			
Analysis of Variance 2027:			
Analysis of Variance 2028:	Only if necessary.		

Strategic Goal 1B: Enhance teacher capacity and capability in core subject teaching practice			
Focus	Annual actions for meeting strategic objectives	Personnel	Time Frame + Resourcing

<p>Curriculum Refresh familiarity late 2025 version:</p>	<p>Numeracy</p> <ul style="list-style-type: none"> ● Attend staff meetings for professional development delivered by numeracy lead teachers to begin understanding the latest curriculum refresh. ● Spend time reading, discussing and becoming familiar with the phases and progress outcomes specifically for the year groups taught. ● Use progress outcomes in planning. ● Start developing lessons based on the curriculum that target middle bands and adapt the learning for remedial and extension purposes. ● Align and utilize our main school programmes of Numicon, talk moves and group norms in teaching. ● Expand and draw upon other quality resources such as Figure it Outs and other resources to create breadth and width of resources to teach the curriculum, as well as adding inquiry and in-depth learning opportunities. ● Continue to visit teachers on CRT days to learn from and provide feedback to teachers in our school and beyond for professional development and ideas on how to give effect to the curriculum refresh. ● Be proactive in learning, experimenting and reflecting on practice to give effect to the curriculum. ● Collaborative and contribute to the numeracy statement and the Netherby School curriculum as it is developed in line with the refresh. 	<p>Syndicate leader to ensure literacy is a school ongoing focus.</p> <p>Principal to seek professional development opportunities.</p> <p>Principal to ensure maths refresh is reflected in AGP</p>	<p>Time for observations.</p> <p>Staff meetings allocated time for development.</p>
<p>Measurable outcomes:</p>	<ul style="list-style-type: none"> ❖ Staff who are very familiar with the progress outcomes and phase of the year group they teach. ❖ Staff who can plan or select a middle of the road lesson cater for the majority while adapting the lesson for extension and remedial purposes. ❖ Delivery of a programme which has coherence and is delivered by all staff as the Numicon resource intends. ❖ Staff who deliver education aligned with progress and phase outcomes 		

	<ul style="list-style-type: none"> ❖ The full curriculum refreshed taught by the end of 2026 (beginners) ❖ Continue to embed the refreshed curriculum 2027 (competent) ❖ Consolidation of the the refreshed curriculum by 2028 (expert) ❖ Use evaluation metrics in AGP to appraise and gauge understanding of the revisions.
Analysis of Variance 2026:	
Analysis of Variance 2027:	
Analysis of Variance 2028:	Only if necessary.

Strategic Aim 1C Continue to build teacher capacity and capability in structured literacy approaches			
Focus	Annual actions for meeting strategic objectives	Personnel	Time Frame + Resourcing
BSLA and consolidation	<ul style="list-style-type: none"> ● BSLA - selected staff ● Seek and apply for professional development (cohort 7) for selected teachers who have not engaged in the programme ● Attend online and in person BSLA courses and professional development ● Apply for BSLA training for the last two remaining teacher aides. 	<p>6 teachers and 2 teacher aides</p> <p>Selected staff full time teaching staff</p>	<p>2026</p> <p>BSLA applications Ministry funded</p>
Measurable			

outcomes:	<ul style="list-style-type: none"> ❖ New staff understand the structured literacy approaches and deliberately employ this in class ❖ Clear evidence of structured literacy and BSLA being employed across the school. ❖ Improved learning outcomes for children targeted in BSLA and CAAPs
BSLA and structured literacy links to NELP Barrier Free Education 4.1, 4.2 and Quality Teaching Leadership 6.1 and 6.2	
Analysis of Variance 2026:	

Strategic Goal 2: Deepen staff understanding of tikanga Māori, te ao Māori, and te reo Māori.			
Focus	Annual actions for meeting strategic objectives	Personnel	Time Frame + Resourcing
Te reo Māori	<ul style="list-style-type: none"> ● All staff to become familiar with our new te reo curriculum ● Staff sit down and determine which area of level 1 and level 2 they will teach in each year group. ● Teacher to explain the catalogue system that has been developed aligning many useful school resources with the objectives of the te reo Māori levels. ● Set aside 10 - 15 minutes daily to teach them the objectives to ensure a little but often approach. This must be timetabled. ● Add ideas, resources and internet links as timely to the cataloged resources bank to support other teachers with choice of resources 		Professional development time in staff meeting for both teachers and teacher aides
Measurable outcomes:	<ul style="list-style-type: none"> ❖ Children achieving and meeting the selected objectives for each year group assigned ❖ Evidence of daily teaching in the class timetable. 		

	<ul style="list-style-type: none"> ❖ Teachers have upskilled and capable of teaching the objective at their year level. ❖ Evidence of mastery of level 1 and capability in children speaking level 2 by the end of Yr.6
Analysis of Variance 2026:	

Strategic Aim 1D Build teacher understanding, capacity and capability in SMART assessment			
Focus	Annual actions for meeting strategic objectives	Personnel	Time Frame + Resourcing
<i>In school led professional development On SMART and utilising Impact Education and Patricia Stubbings</i>	<ul style="list-style-type: none"> ● Attend various professional developments around SMART delivered by both Impact Education, Trisha Stubbings and in house discovery ● Spend staff meeting time going over the standardised tool, how it works and aligns with the curriculum phases. ● Select the most suitable assessment topic to our context and children’s lived experiences where possible. ● Spend syndicate time moderating to ensure consistency of marking if possible ● Engage in a collaborative inquiry to improve understanding of SMART and assessment purpose in general. 	Principal All teachers	Time
<i>Measurable Outcomes</i>	<ul style="list-style-type: none"> ● Staff using SMART tool to assess where students are currently achieving and determine next steps of learning 		

Analysis of Variance 2026			

Strategic Aim 2: Continue with building teachers' knowledge in tikanga and te reo Māori.			
Focus	Annual actions for meeting strategic objectives	Personnel	Time Frame + Resourcing
Te reo Māori and Tikanga	<ul style="list-style-type: none"> Engage regularly through within teachers and resource teachers of Māori to build te reo lessons pitched at each teacher's level to build te reo pronunciation in line with our school curriculum and tikanga knowledge. Teachers attend Te Huka Tai Trust professional development at Hakatere Marae. Teachers and staff engage in Te Puna o te reo Māori courses. Including wānanga at Arowhenua Marae. Teacher upskilled in poi, kapa haka, Matariki and other tikanga activities through hands on experiences through Te Huka Tai Trust Teachers well versed and fluent in language necessary to deliver level one and two of the school wide Māori language programme. Work with the metaphors of Wananga, Ako, Whakapapa, Whanaungatanga, Kaupapa and Kotahitanga to develop understanding of relationships, power sharing, culture, interactivity and student potential through a Māori lens Keep school's Māori educational plan underpinned by Ka Hikitia and the Whakapapa and essential pedagogies of Te Mātaiaho. 	Phil - promotion of courses Monitoring Māori language programme Resourcing resource of te reo Māori Staff attending opportunities	Time and using the catalogued

Measurable outcomes:	<ul style="list-style-type: none"> ❖ Evidence of improved te reo Māori in our tamariki across the school as evidenced in assessment ❖ Improved confidence and ability of teachers to deliver te reo Māori ❖ A continually updated Māori education plan that highlights the additional efforts to improve outcomes for Māori learners (equity added). ❖ Teachers pedagogy underpinned by the metaphors of Wananga, Ako, Whakapapa, Whanaungatanga, Kaupapa and Kotahitanga (could be aligned to Te Mātaiaho essential pedagogies). ❖ Some teaching staff have attended and completed Te ahu o te reo Māori ki Ngāi Tahu level 1 ❖ Some teachers to have attended and completed Te ahu o te reo Māori ki Ngāi Tahu level 2 and beyond ❖ Ultimately, an improvement in core learning subjects with our children who identity as Māori
NELP Links - Learners at the Centre 1.3, 2.2, 2.3, 2.4, 2.5, and Quality Teaching and Learning 5.1, 5.2 6.2 and 6.3.	
Analysis of Variance 2026:	

Strategic Aim 4: Focus on working together with the community and agencies to improve attendance to reach 80% of children attending school 90% of the time.			
Focus	Annual actions for meeting strategic objectives	Personnel	Time Frame + Resourcing
	<ul style="list-style-type: none"> ● Develop attendance plan ● Continue to vigilantly follow up absences daily and record reasons of absence ● Analyze the attendance data in week 5 and 10 of each term ● Based on the analysis make decision around sending level 1, 2 or 3 letters to parents/caregivers ● Letters designed which highlight the risks associated with frequent absence, balanced with offer of support and someone to 	Office Administrator Principal Truancy Officer SWIS Bus service All staff	Time to manage all of this.

	<p>talk to why, while also indicating, continued unjustified absence will result in seeking support from Attendance Services</p> <ul style="list-style-type: none"> • Employ Skool Loop to better enable accurate attendance recordings and communication channels. • Use children’s voices to establish rewards and class incentives for attendance targets. 		
<p>Measurable outcomes:</p>	<ul style="list-style-type: none"> ❖ Improved outcomes - aiming to reach 70% of children attending 90% of the school term/year. ❖ Large percentage of our school population using Skool Loop ❖ Good relationships conducive to supporting our struggling attendees families and children <p><u>Note:</u> We have been subtly pushing for better attendance on marginal calls, but truthfully, are sending kids home daily due to illness and ailments as a result. So, the balance is incredibly difficult, especially when there are health messages, stay home to stop spreading.</p>		
<p>NELP Links - Learners at the Centre 2.1, 2.2, 2.4, Barrier Free Access 3.1, and Quality Teaching and Learning 5.1</p>			
<p>Analysis of Variance 2025:</p>	<p>We have been analysing data every 5 weeks, sending letters, phoning parents, referring to truancy services and more all aimed at tracking and improving attendance for the last few years. When we compared Term 2 data of 2023 to term 2 data of 2024 through Everyday Matters, we found there is neither an improvement or decline. Everything is the same. We have joined an attendance group through Ashburton District Attendance Service. There is a brainstorm of ideas. Two new ideas we will try are the following: Publishing our attendance in our newsletter, and asking for community help to improve it and signalling. We are in this together. Second idea; target 10 children below the 80% mark, but higher than the 70% mark, and incentivise with an award. We just have to decide who should organize and manage these initiatives as it is another layer of administration work that all takes time.</p> <p>A new attendance plan outlining some actions to improve outcomes for 2026 has been designed and advertised on our website.</p> <p>W 2026 Attendance Action Plan Ashburton Netherby School.docx</p>		
<p>Analysis of Variance</p>			

2026:

Targets

To maintain and monitor the achievement levels of all children based on historical achievement from the N/S era from 2014 until 2017 from targeted actions. We also place children who were below in the N/S era as within the curriculum level we would expect them to be in as there's quite a lot of variance in where a child is achieving given there is variance in starting points and ages of children within year groups. The tolerance of curriculum levels is much more suitable in capturing natural variance in learning along with ages and stages.

Historical Position: Reading		
2014 – 2017 Average (WB 18%)		Below – At or Above 82%
NZC2007	1 literacy progression level + below	Within one progression level or at or above normal curriculum level
2018	14%	86%
2019	14%	86%
2020	17%	83%

2021	17%	83%
2022	21%	79%
2023	17%	Below: 23% AT: 48% AB:12%
2024	12%	Below: 13% AT: 69% AB: 6%
2025	NS: 20%	PT: 21% P: 57% EX: 2%

Historical Position: Writing		
2014 – 2017 Average (WB 24%)		Below – At or Above 76%
NZC2007	1 literacy progression level + below	Within one progression level or at or above normal curriculum level
2018	20%	80%
2019	19%	81%

2020	15%	85%		
2021	16.5%	83.5%		
2022	12%	88%		
2023	17%	Below: 16%	AT: 60%	AB: 7%
2024	10%	Below: 22%	AT: 63%	AB: 5%
2025	NS: 29%	PT: 27%	P: 44%	EX: 0%

Historical Position: Maths				
2014 – 2017 Average (WB 18%)		Below – At or Above 82%		
NZC2007	2 curriculum sub levels + below	Within, at or above normal curriculum level		
2018	16%	84%		
2019	17%	83%		
2020	18%	82%		
2021	13%	87%		
2022	9%	91%		
2023	8%	Below: 26%	AT: 58%	AB: 9%
2024	11%	Below: 18%	AT: 67%	AB: 4%

2025	NS: 24%	PT: 27%	P: 48%	EX: 1%
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Our annual targets for specific children are effectively set through our Class Action Plans (CAPs). This is an adapted system established in 2022 to reduce double ups and administratively heavy assessment.

The results and analysis of the CAPs is generated into an annual report to establish the improvement and gains made for these children documented on the CAP, but not in 2025, as there were too many changes and variance to measure to meaningfully provide any sort of report that could actually measure true progress with one curriculum against another.

A big dip in 2025 in results, as expected, but not wanted, for reasons described in the End of Year Assessment Report.