



# **Te Rito Harakeke - Marshland School Strategic Goals and Annual Plan 2026**

**Notice, Recognise and Respond to Ensure  
Success for Every Child**



# Success for every child

- Every child / tamariki see themselves as a learner
- Success can be interpreted differently for every child / tamariki
- Incorporating social and emotional success, as well as academic success
- Reflecting inclusion and cultural diversity
- Founded on Marshland MANA values and expectations
- Caters for inclusion and diverse child / tamariki needs, strengths and interests
- Acknowledges and respects culture, identity and language
- Recognising every child / tamariki on their own learning journey.

## Strategic Plan

### Underpinned by...

#### Our Vision

Success for every child

#### Our Culture

Progressive and Inspiring  
Inclusive and Nurturing  
Community Connected

#### Our Values - Marshland MANA

Manaakitanga - Respect and Care

Ako - Learner

Ngātahi - Together

Aumangea - Resilient



## 1. LEARNING

### Enhance teaching and a culture of learning

#### Strategic Initiatives include:

- Implement Te Mātaiaho - NZ Curriculum refresh, with a priority on concept-based inquiry.
- Review School-wide math practices
- Review Assessment and reporting overviews.

Tamariki are effectively taught and engaged in rich curriculum learning and kaiako / teachers notice, recognise and respond to ensure their success.

## 2. CAPABILITY

### Foster self-regulation and wellbeing

#### Strategic Initiatives include:

- Enhance student well-being and self-regulation in the classroom.
- Enhance student well-being through P.E., Sport, Health and positive play in the playground.

Tamariki develop capability and confidence to respond to change and contribute in ways that enhance their MANA and wellbeing.

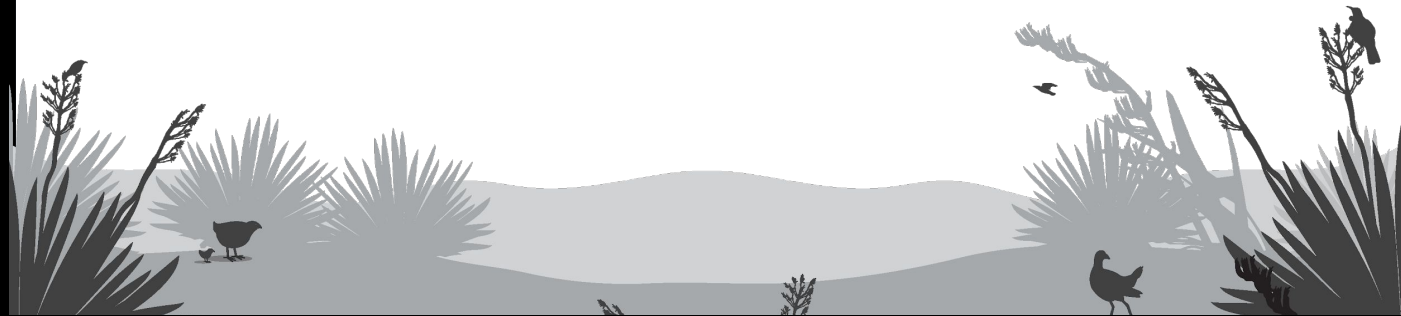
## 3. BELONGING

### Strengthen inclusive practice and cultural competency

#### Strategic Initiatives include:

- Enhance school wide systems for supporting diverse learners.
- Strengthen partnerships and cultural competency, including Te Reo me ngā Tikanga Māori.

Tamariki celebrate diversity and are valued in ways that enhances their MANA and sense of belonging.



Goal	Strategic Initiative	Priorities Term 1	Priorities Term 2	Priorities Term 3	Priorities Term 4	Success
<b>LEARNING</b>  Enhance teaching and a culture of learning	<b>1.1</b> Strengthening concept-based inquiry whilst implementing the NZ Curriculum refresh.	Review current knowledge of implementing concept-based inquiry (CBI). Review effectiveness of current CBI practices.	Gather baseline data on student understandings of concepts and analyse planning to develop student conceptual understanding. Develop concept rubrics to show progression across the school.	Refine CBI practice based on baseline data.	Gather data to measure growth of conceptual understanding to review CBI teaching and learning. Form CBI overview for 2027.	Tamariki are effectively taught and engaged in rich curriculum learning and teachers notice, recognise and respond to ensure their success
	<b>1.2</b> Review School-wide math practices	Developing a framework and process for review	Data gathering for the review process.	Analyse data from schoolwide review.	Refine schoolwide Maths practices and set goals for 2027.	
	<b>1.3</b> Review Assessment and reporting overviews.	Review the whole year by week 4 to share with whanau through website and newsletter.	Implement new overview, and reflect on process.	Implement new overview, and reflect on process.	Implement new overview, and reflect on process, making changes if needed for the following year.	
<b>CAPABILITY</b>  Foster self-regulation and wellbeing	<b>2.1</b> Enhance student well-being and self-regulation in the classroom.	Provide positive school wide initiatives throughout the year to support well-being				Tamariki develop capability and confidence to change and contribute in ways that enhance their MANA and wellbeing
	<b>2.2</b> Enhance student well-being through P.E., Sport, Health and positive play in the playground.	Collect data from tamariki about Marshland School culture and well-being	Develop and implement MANA lessons throughout the school to enhance student wellbeing based on areas identified through Wellbeing @ Schools data.	Share data with staff regarding culture survey, identify key concerns and develop a plan to address these areas.	Review school values, self-regulation and well-being.	
	Implement and develop revised P.E., and Health 2026 school plan	Revise and enhance teaching practice in targeted areas as identified in survey	Review, consult and develop NEW Health and P.E. Curriculum			
<b>BELONGING</b>  Strengthen inclusive practice and cultural competency	<b>3.1</b> Enhance school wide systems for supporting diverse learners	Review school wide systems for diverse learners	Implementation of Te Kāhui support Monitoring the outcomes of support	Utilise Te Ara Tūhura expertise and connections, maintain relationships to expose staff to Tikanga and Te Ao Māori learning that other schools have expertise in.	Review the success of Te Kāhui support	Tamariki celebrate diversity and are valued in ways that enhances their MANA and sense of belonging
	<b>3.2</b> Strengthen partnerships and cultural competency, including Te Reo me ngā Tikanga Māori.	Measure success of school-wide programme for Te Reo me ona Tikanga Māori. See how it's being utilised and how often. Staff to reflect.	Provide more opportunities for our whānau to connect and provide their expertise in Te Reo Māori me ona Tikanga.	Use consistent measuring tools to annually check progress of Te Reo Māori for tamariki from years 1-8. Goal is for each area to be learning within their phase over the next four years.	Utilise targeted PD to build confidence in Te Reo Māori for staff	

# GOAL 1: Learning Success Measures

Enhance teaching and a culture of learning

Initiative targets identified in annual plan

Initiatives	Tool Measures	Baseline Measures Term 1	Mid-point Measures Term 2	End-point Measures Term 4
<p><b>Implement Te Mātaiaho - NZ Curriculum refresh, with a priority on concept-based inquiry.</b></p>	<ol style="list-style-type: none"> <li>1. Kaiako / teacher concept-based curriculum planning analysed with reference to established criteria.</li> <li>2. Sample of tamariki learning examples and posts analysed for quality.</li> <li>3. Consultation and feedback with tamariki, parents and whānau (including tangata whenua through Whānau Hui) related to curriculum learning.</li> </ol>	<p>Planning gathered and analysed to identify areas for school-wide development.</p> <p>Evidence captured of school-wide learning focus and number of quality posts aligned to reviewed reporting expectations.</p> <p>Kaiako / teacher feedback to show shifts in competency and confidence.</p>	<p>Planning gathered and analysed to support targeted development and refinement.</p> <p>Evidence captured of school-wide learning focus and number of quality posts supported by feedback have increased.</p> <p>Year 7-8 tamariki provide feedback on learning and consulted on future learning opportunities.</p> <p>Kaiako / teacher feedback to show shifts in competency and confidence.</p>	<p>School-wide planning shows consistency and quality improvement from baseline.</p> <p>Evidence captured of school-wide learning focus and number of quality posts supported by feedback</p> <p>Year 5-8 tamariki provide feedback on learning and consulted on future learning opportunities, including feedback from parents and whānau.</p> <p>Kaiako / teacher feedback to high level of sustained competency and confidence.</p>
<p><b>Review School-wide math practices</b></p>				

**Tamariki are effectively taught and engaged in rich curriculum learning and Kaiako / teachers notice, recognise and respond to ensure their success**

**REPORTING - LEARNING Strategic Leadership Professional GROWTH Outcomes annual report to Board Term 2 and 4.**

<p><b>Review assessment and reporting overview.</b></p>	<ol style="list-style-type: none"> <li>1. We will have development and implemented a new overview through consultation with TL, staff, students and whānau.</li> </ol>	<p>We have developed new assessment and reporting overviews which have been shared with whanau through our website and newsletter. These are also shared with the board through the principal.</p>	<p>Teacher/student/whānau feedback has been gathered on the implementation of the new overviews.</p>	<p>Teacher/student/whānau feedback has been gathered and any changes made for the following year.</p>
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**REPORTING - TEAM LEADER Professional GROWTH Outcomes annual report to Board Term 2 and 4. Progress and achievement analysis to Board Term 2 and 4.**

# GOAL 2: Capability Success Measures

Foster self-regulation and wellbeing

Initiative targets identified in annual plan

Initiatives

Tool Measures

Baseline Measures Term 1

Mid-point Measures Term 2

End-point Measures Term 4

**Enhance student well-being and self-regulation in the classroom.**

1. Kaiako reflection using Well-being survey taken from tamariki and feedback related to MANA values.
2. Walk-through evidence (Tiered Fidelity Inventory) - Ministry of Education to show progress between measure points.

Tamariki Well-being survey, reflection and feedback supports positive positive MANA.

Data collected from Peer Mediators, behaviour data through Hero posts.

Tamariki Well-being survey, reflection to show progress across the year.

Walk-through evidence using TFI identifying areas for school-wide development.

Data collected from Senior weekly reflections and Kaiako feedback through survey.

Walk-through evidence using TFI supporting sustainable change and progress from baseline.

**REPORTING - POSITIVE WELLBEING Strategic Leadership Professional GROWTH Outcomes annual report to Board Term 2 and 4.**

**Enhance student well-being through P.E., Sport, Health and positive play in the playground.**

1. Evidence of equipment booking data for P.E. lessons displaying an increase in frequency.
2. Evidence of sport participation data to show involvement of tamariki.
3. Wellbeing tamariki survey to show progress between measure points.
4. Collect data on participation numbers in PALS.

Analysis of equipment bookings to identify school-wide support.

Analysis of equipment bookings to identify targeted support.

Analysis of equipment bookings to identify targeted support and progress from baseline.

Wellbeing Learning tamariki, survey indicating areas for school-wide development.

Analysis of sport participation across Yrs 5-8.

Wellbeing tamariki, survey to show progress across the year.

Kori kaihautu to track participation levels across the year during PALS Sessions

Kori kaihautu to track participation levels across the year during PALS Sessions

**REPORTING - HEALTH, PE and SPORT Strategic Leadership Professional GROWTH Outcomes annual report to Board Term 2 and 4.**

**Tamariki develop capability and confidence to respond to change and contribute in ways that enhance their MANA and wellbeing**

# GOAL 3: Belonging Success Measures

Strengthen inclusive practice and cultural competency

Initiative targets identified in annual plan

Initiatives

Tool Measures

Baseline Measures Term 1

Mid-point Measures Term 2

End-point Measures Term 4

**Enhance school-wide systems for supporting diverse learners.**

1. Kaiako / teacher feedback on uptake of support, needs and successes
2. Intervention data analysing student outcomes from support

Review 2025 data, including number of requested for support, teachers and hubs and outcomes of support (closures, escalations).

Survey individual kaiako / teachers at the completion of each in school support request to identify successes and next steps.

Survey all kaiako / teachers to measure uptake of in school support and identify needs.

Survey individual kaiako / teachers at the completion of each in school support request to identify successes and next steps.

Analyse intervention data to identify student outcomes from in school supports.

**REPORTING - INCLUSION Strategic Leadership Professional GROWTH Outcomes annual report to Board Term 2 and 4.**

**Strengthen partnerships and cultural competency, including Te Reo me ngā Tikanga Māori.**

1. Feedback to staff the kanohi te kanohi conversations and goals from Māori Whānau Hui to support whānau interests and aspirations.
2. Evidence of tamariki, kaimahi / staff feedback and survey data (including Te Reo and Te Ao Māori @ Marshland). This includes staff teaching reflections.
3. NZCER Te Reo Māori online assessment tool to show staff progress in use of Te Reo Māori.

Analysis of Māori Whānau Hui and Learning Conference Feedback to identify areas for school-wide development.

Push out NZCER to years 4-8 to see where each year level should be targeting with Te Reo levels. Analyse baseline data from tamariki, kaiako / teacher survey to identify actions for development.

NZCER online kaimahi / staff assessment to identify areas of strength for kaimahi / staff development from 2024.

Identify action items that we can address based on the whānau hui feedback.

Connect with kaiako to see what resources/ support may be missing. Utilise our Kāhui Ako for experts and support.

Poutama Reo to be completed

Walk-through evidence of Te Reo me ona Tikanga Maori and development, including visuals evidence in learning hubs. Use Ahurea Kaihautū to support with creation of resources.

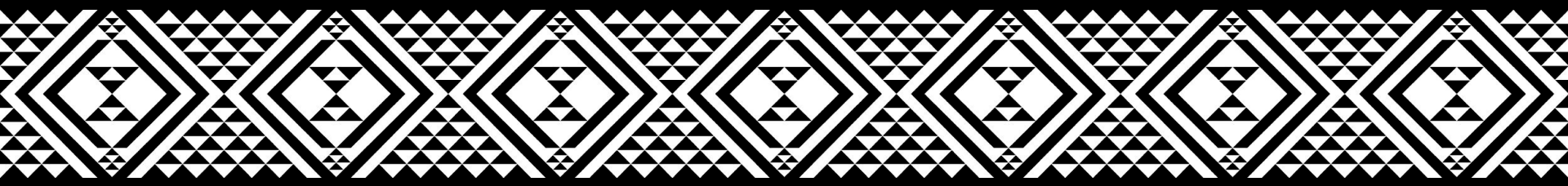
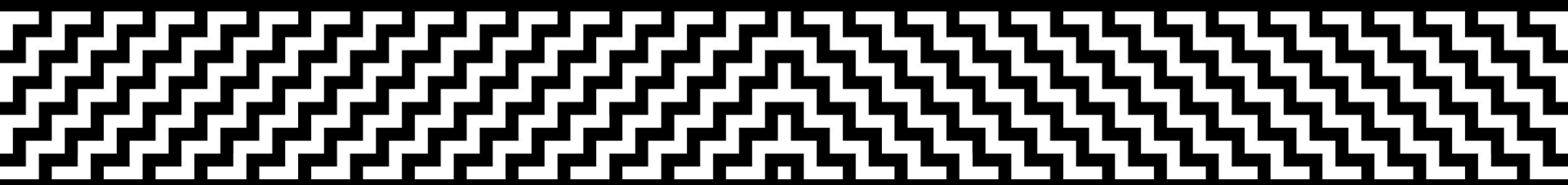
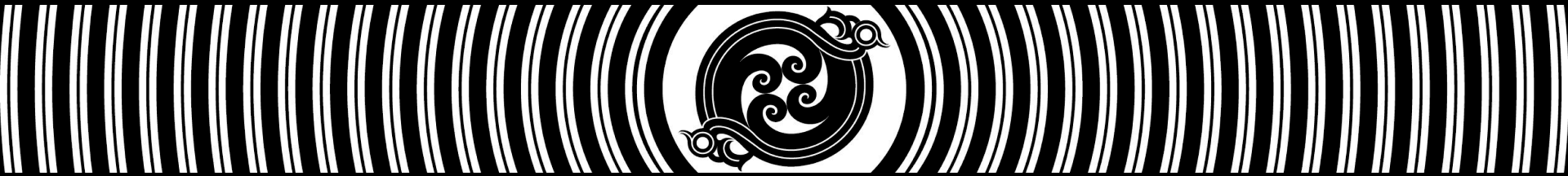
Reach out to whānau again through a survey or conversation to see how we are going on our goals.

Meet with tamariki from each hub to gather voice on how they feel they are progressing in Te Reo. Identify next steps and analyse data.

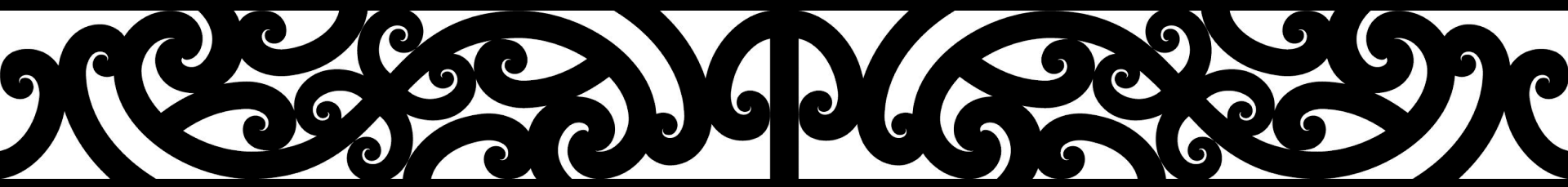
Staff sharing of resources, reflection on mahi to be shared at a staff meeting. Update our Te Ao Māori website to support this kaupapa.

**Tamariki celebrate diversity and are valued in ways that enhances their MANA and sense of belonging**

**REPORTING - CULTURE AND PARTNERSHIP Strategic Leadership Professional GROWTH Outcomes annual report to Board Term 2 and 4.**



**2026 Annual Plan**



**Strategic Initiative 1.1 - LEARNING - Enhance teaching and a culture of learning - Implement Te Mātaiaho - NZ Curriculum refresh, with a priority on concept-based inquiry.**

Actions	Term Timeline	Lead Accountability Overall - DP and Learning Strategic Leader					Resources	Annual Targets Using Strategic Measures
		Kōtuku Leaders	Learning Team Leaders	Strategy Leaders	Teaching Staff	Other Staff		
Use <b>Professional GROWTH Outcomes</b> process with a detailed action plan to support school development, including the gathering and analysing data/evidence to support progress reporting across the following areas:	Term 1 Term 2 Term 4						Tools and support materials provided by the Ministry.	<b>REPORTING - LEARNING Strategic Leadership Professional GROWTH Outcomes annual report to Board Term 2 and 4.</b>
<b>1.11 - Implement Te Mātaiaho - NZ curriculum refresh</b> domains following Ministry planned timelines and develop staff understanding in areas under development.	Ongoing						Strategic Learning Leader release 0.1 FTTE (5 days a term)	<b>1. Kaiako / teacher concept-based curriculum planning analysed with reference to established criteria</b> <ul style="list-style-type: none"> <li>Minimum of 15% shift across criteria from beginning to end 2026 related to concept-based planning, teaching and learning.</li> </ul>
<b>1.12 - Review current knowledge and practices of concept-based inquiry</b>	Term 1 Term 2						\$8,401 funded for STEM	<b>2.. Students can clearly articulate their understanding of key concepts at an age appropriate level.</b> <ul style="list-style-type: none"> <li>At least 80% of students will be able to share their understanding at an age appropriate level.</li> </ul>
<b>1.13 - Seek whānau voice to identify and reflect on contexts for learning</b> , including reviewing schoolwide concepts and contexts selected.	Term 4						Learning Team annual budgets \$21,175	<b>3. Consultation with tamariki, kaimahi / staff, parents and whānau and feedback related to curriculum learning.</b> <ul style="list-style-type: none"> <li>Kaimahi / staff feedback show minimum 20% shift in confidence and competence teaching concept-based curriculum.</li> </ul>
<b>1.14 - Develop and use student friendly rubrics to measure conceptual understanding at age appropriate levels.</b>	Term 1-4						Te Ara Tūhura and Manaiaikalani resources and Teacher Summit.	<b>4. Curriculum implementation target?</b> <ul style="list-style-type: none"> <li></li> </ul>
<b>1.15 - Adjust unit design and pedagogy based on moderation findings.</b>	Term 3						Staff meetings when relevant to identified goals and actions.	
<b>1.16 - Develop Concept-Based Inquiry Overview for 2027</b>	Term 4							
<b>1.17 - Lesson Observations:</b> Observe Kaiako Concept-Based Inquiry lessons	Term 2 Term 3							
<b>1.18 - Develop clear criteria for reviewing current Concept-Based Inquiry practice.</b>	Term 1 Term 2							

## Strategic Initiative 1.2 - LEARNING - Enhance teaching and a culture of learning - Review School-wide math practices

Actions	Term Timeline	Lead Accountability Overall - Principal, DP and Team Leaders					Resources	Annual Targets Using Strategic Measures
		Kōtuku Leaders	Learning Team Leaders	Strategy Leaders	Teaching Staff	Other Staff		
Use <b>Professional GROWTH Outcomes</b> process with a detailed action plan to support school development, including the gathering and analysing data/evidence to support progress reporting across the following areas:							Strategic Learning Leader release 0.1 FTTE (5 days a term)	
<b>1.21 - Work with Team Leaders and teachers to review our current Maths practices.</b>	T2							
<b>1.22 - Lesson Observations:</b> Observe Kaiako Maths lessons	T2							
<b>1.23 - Analyse data from teacher review and observation of Maths lessons.</b>	T3							
<b>1.24 - Review Maths through gathering feedback from teachers, students and whānau.</b>	T4							
<b>1.25 - After reviewing feedback make decisions for School wide approach to Maths for the following year.</b>	T4							

## Strategic Initiative 1.3 - LEARNING - Enhance teaching and a culture of learning - Review Assessment and reporting

overviews.

Actions	Term Timeline	Lead Accountability Overall - Principal, DP and Team Leaders					Resources	Annual Targets Using Strategic Measures
		Kōtuku Leaders	Learning Team Leaders	Strategy Leaders	Teaching Staff	Other Staff		
Use <b>Professional GROWTH Outcomes</b> process with a detailed action plan to support school development, including the gathering and analysing data/evidence to support progress reporting across the following areas:	Term 1 Term 2 Term 3						Kōtuku meeting with Team Leaders throughout the year.	<b>1. We will have development and implemented a new overview through consultation with TL, staff, students and whānau.</b> We will have developed through consultation and new assessment and reporting overview which is embedded with staff and shared with whānau and the board.
1.31 - Work with Team Leaders and teachers to review our assessment overview.	Term 1					Google forms and in class discussions to gather feedback in Terms 2 and 4.		
1.32 - Align our reviewed assessment overview with our reporting to whānau overview.	Term 1							
1.34 - Review overviews through gathering feedback from teachers, students and whānau.	Term 2							
1.35 - Review overviews through gathering feedback from teachers, students and whānau.	Term 4							
1.36 - After reviewing feedback make decisions for both overviews for the following year.	Term 4							

# Strategic Initiative 2.1 - CAPABILITY - Foster self-regulation and wellbeing - Strengthen MANA values, tamariki self-regulation and wellbeing

Actions	Term Timeline	Lead Accountability Overall - DP and Positive Wellbeing Strategic Leader					Resources	Annual Targets Using Strategic Measures
		Kōtuku Leaders	Learning Team Leaders	Strategy Leaders	Teaching Staff	Other Staff		
Use <b>Professional GROWTH Outcomes</b> process with a detailed action plan to support school development, including the gathering and analysing data/evidence to support progress reporting across the following areas:	Term 1 Term 2 Term 4						Strategic Positive Wellbeing Leader release 0.06 FTTE (3 days a term)	<b>REPORTING - POSITIVE WELLBEING Strategic Leadership Professional GROWTH Outcomes annual report to Board Term 2 and 4.</b>
<b>2.11 - Develop MANA Well-being Model</b> aligning with the MANA values matrix to ensure they do not contradict. Expand the MANA definitions and expectations to include reference to well-being teaching and domains.	Term 2						MANA wellbeing model and tools.	<b>1. Tamariki / kaimahi reflection using Wellbeing @ Schools survey (every 2-years) and feedback related to MANA values.</b>
<b>2.12 - Provide Kaiako with resources, support and planning to enhance teaching of MANA values within the classroom.</b> Positive Well-being Drive.	Term 2						Wellbeing@Schools survey analysis from 2025.	<ul style="list-style-type: none"> <li>Obvious shifts in identified targeted areas from when 2025 survey. Evidenced and feedback gathered using school developed survey with similar questions to focus area.</li> </ul>
<b>2.13 - Continue to engage with Ministry PB4L programme,</b> to support positive behaviour for tamariki. This will include increasing opportunities for teachers to engage in behaviour management content throughout the school year.	Term 1-4						Teaching for Positive Behaviour Resources, case studies and IYT resources to support.	<b>2. Observation data to show progress between measure points.</b>
<b>2.14 - Enhance house system, organise and lead school-wide house events, opportunities and initiatives</b> to promote social / emotional connections across the school.	Term 1-4						Ministry PB4L engagement.	<ul style="list-style-type: none"> <li>Evidence of wellbeing strategies and explicit teaching being implemented school-wide - evidenced from observation and planning analysed using established criteria.</li> </ul>
<b>2.15 - Provide leadership Hoa Kaihautū Year 8 leaders in collaboration with Senior TAs</b> and lead tamariki initiatives.	Term 1-4						RTLB Support. Peer support funding.	<b>3. Walk-through evidence (Tiered Fidelity Inventory) - Ministry of Education to show progress between measure points.</b>
								<ul style="list-style-type: none"> <li>Minimum 10% shift or more to achieve 90% on the point scale using Universal Positive Behaviour for Learning Tiered Fidelity Inventory Report, supported by kaimahi / staff and tamariki reflection / feedback.</li> </ul>

# Strategic Initiative 2.2 - CAPABILITY - Foster self-regulation and wellbeing - Enhance student well-being through P.E, Sport, Health and Positive Play in the playground

Actions	Term Timeline	Lead Accountability Overall - DP and P.E., Health and Sport Strategic Leader					Resources	Annual Targets Using Strategic Measures
		Kōtuku Leaders	Learning Team Leaders	Strategy Leaders	Teaching Staff	Other Staff		
Use Professional GROWTH Outcomes process with a detailed action plan to support school development, including the gathering and analysing data/evidence to support progress reporting across the following areas:	Term 1 Term 2 Term 4						Strategic P.E., Sport and Wellbeing Leader release 0.12 FTTE (6 days a term)	<p><b>REPORTING - HEALTH, PE and SPORT Strategic Leadership Professional GROWTH Outcomes annual report to Board Term 2 and 4</b></p> <p><b>1. Evidence of equipment booking data for P.E. lessons displaying an increase in frequency.</b></p> <ul style="list-style-type: none"> <li>Minimum 20% increase to achieve 72% of regularly booking (2 or more) weekly P.E. lessons.</li> </ul> <p><b>2. Tamariki and kaiako / teacher survey to show progress between measure points.</b></p> <ul style="list-style-type: none"> <li>Survey conducted with students and teachers focused on student active play and self-regulation in play from teachers and students. Align analysis to behaviour data, teaching wellbeing strategies etc.</li> </ul>
<b>2.21 - Implement revised P.E., and Health 2026 school plan</b> which integrates Health and across curriculum focus.providing support to kaiako / teachers with resources, planning and teaching.	Terms 1-4						Staff meetings when required.  Kiwisport budget funding \$9,704	
<b>2.22 - Wellbeing at Marshland Survey:</b> Survey students in Yr's 3-8 based on data from the wellbeing in schools survey. Term 1 and Term 4	Term 1 Term 4						Sports Uniform budget (school uniform rebate to be confirmed Term 3)	
<b>2.23 - Lesson Observations:</b> Observe Kaiako Physical Education Lessons	Term 2 Term 3						P.E. Asset / Equipment budget \$2,000	
<b>2.24 - Resourcing:</b> Provide Kaiako with targeted resources, support and planning to enhance teaching of Physical Education.	Term 2 Term 3						Kia Kori Waitaha \$3,000	
<b>2.25 - Lead Kori Kaihautū Year 8 leaders</b> to lead games and play modules, and monitor, manage and distribute sporting equipment where appropriate.							Sexuality and Relationships Education (Nest Consulting) funding.	

## Strategic Initiative 3.1 - BELONGING - Strengthen inclusive practice and cultural competency - Enhance school-wide systems for supporting diverse learners

Actions	Term Timeline	Lead Accountability Overall - DP and Inclusion Strategic Leader					Resources	Annual Targets Using Strategic Measures
		Kōtuku Leaders	Learning Team Leaders	Strategy Leaders	Teaching Staff	Other Staff		
Use <b>Professional GROWTH Outcomes</b> process with a detailed action plan to support school development, including the gathering and analysing data/evidence to support progress reporting across the following areas:	Term 1 Term 2 Term 4						Strategic Inclusion Leader release 0.1 FTTE (5 days a term).	<b>REPORTING - INCLUSION Strategic Leadership Professional GROWTH Outcomes annual report to Board Term 2 and 4.</b>
<b>3.11 - Refine and implement the school's Diverse Learning Programme</b> and enhance consistent practice across the school, including interventions for Te Arotahi Tier 3 (Riki) and Te Kāhui Tier 2 and Te Matua Tier 1 (Hanneke) students. Refine the process for seeking support and communicate with teachers Refine the Te Kāhui support to ensure measurable outcomes (eg. RTLB model) Prioritise consistent school-wide systems (eg. IEPs CAPs, Hero recording)	Term 1 -4						Staff meetings when required.  RTLB funding and support  Cathy Andrews (Inclusion Leadership and Induction Support to a maximum of 0.16 (8 days a term in Term 1 and Term 2)	<b>1. Kaiako / teacher survey feedback</b> <ul style="list-style-type: none"> <li>Uptake of in school support (teachers and hubs)</li> <li>Success for teachers of support</li> </ul> <b>2. Intervention data</b> <ul style="list-style-type: none"> <li>Number of referrals (hubs and teachers)</li> <li>Outcomes from in school support (escalations, closures)</li> </ul>
<b>3.12 - Review whole school ELLP systems</b> and timelines for completion of ELLP pathways by teachers	Term 1						ELL funding to support identified students.	
<b>3.13 - Review Diverse Learners Register</b> to ensure clarity of purpose and use	Term 1						Targeted Structured Literacy Intervention (TSLI) - 0.53 (matched by school). Targeted Maths (Year 0-6) 0.24 FTTE and Year 7-8 (\$18,000)	
<b>3.14 - Continue to access opportunities for staff (including TAs) in a range of PLD</b> to support inclusion and neurodiversity for groups of students, including expanding on the partnership project with RTLB. This will include increasing opportunities for students and teachers to engage in the diversity week content throughout the school year.	Term 1-4						Ministry Speech and Language.	
<b>3.15 - Enhance reciprocal opportunities</b> for Piwakawaka engagement and partnership across the school for identified students.	Term 1 -4							

# Strategic Initiative 3.2 - BELONGING - Strengthen inclusive practice and cultural competency - Strengthen partnerships and cultural competency, including Te Reo me ngā Tikanga Māori.

Actions	Term Timeline	Lead Accountability Overall - DP and Culture and Partnerships Strategic Leader					Resources	Annual Targets Using Strategic Measures
		Kōtuku Leaders	Learning Team Leaders	Strategy Leaders	Teaching Staff	Other Staff		
Use <b>Professional GROWTH Outcomes</b> process with a detailed action plan to support school development, including the gathering and analysing data/evidence to support progress reporting across the following areas:	Term 1 Term 2 Term 4						Strategic Culture and Partnership release 0.1 (5 days a term)	<b>REPORTING - CULTURE AND PARTNERSHIPS Strategic Leadership Professional GROWTH Outcomes annual report to Board Term 2 and 4.</b>  <b>1. Māori Whānau Hui feedback to support whānau interests and aspirations.</b> <ul style="list-style-type: none"> <li>Analysis of Māori Whānau Hui showing progress and improvements in engagement and provision.</li> </ul> <b>2. Evidence of tamariki, kaimahi / staff feedback and survey data (including Te Reo and Te Ao Māori @ Marshland).</b> <ul style="list-style-type: none"> <li>Percentage increase in targeted indicators from 2025 survey.</li> </ul> <b>3. Meet with tamariki from each hub to gather voice</b> on how they feel they are progressing in Te Reo. Identify next steps and analyse data.
<b>3.21 - Monitor school-wide Te Reo me ona Tikanga Māori plan</b> and introduce accountability measures across the school to enhance staff and tamariki confidence in day-to-day teaching, including the static visibility of supports in learning spaces.							Kapa Haka Senior(year 5-8) and Junior (Year 1-4) support.	
<b>3.22 - Collaborate with Te Ara Tūhura to enhance</b> Te Ara Tūhura cluster cultural opportunities.							Ngai Tūāhuriri and Tuahiwi Education support.	
<b>3.33 - Strengthen staff / kaimahi Māori cultural competency</b> through meetings, events, routines, assemblies, activities and engagements.							Look at a new Mau Rakau kaiako if possible so support this	
<b>3.34 - Enhance the visibility and support for diverse groups of students</b> across the school through interventions and engagement opportunities (e.g. community groups, cultural events, activities, school-wide initiatives etc).								
<b>3.35 - Lead Ahurea Kaihautū Year 8 leaders</b> to identify school development opportunities, cultural celebrations and engagements.								
<b>3.36 - Strengthen relationship with Ngāi Tūāhuriri</b> , including keeping them up to date with engagements and events.								
<b>3.37 - Further strengthen educational partnerships and relationships across the education sector.</b>								

## CONDITIONS FOR SUCCESS - Strengthen leadership capability and consistency

Actions	Term Timeline	Lead Accountability					Resources
		Kōtuku Leaders	Learning Team Leaders	Strategy Leaders	Teaching Staff	Other Staff	
Use <b>Leadership Appraisal Summaries</b> to evidence progress in leadership development	Term 1 Term 2 Term 4						Strategic Leadership Release (0.48 total)
<b>Focus for Team Leaders</b> - Leading dynamic teams, learning and meetings, ensuring active engagement and accountability							Team Leader Release (0.96 total)
<b>Focus for Strategic Leaders</b> - Leading school change, leading learning and staff development, ensuring active engagement and accountability.							Amira Aman - Leadership Development Programme and DP Appraisal
<b>Focus for Deputy Principals</b> - Leading learning, mentoring and coaching to ensure active engagement and accountability toward annual goals and development.							Riki and Paul ICP - Auckland 16th - 18th September  Leadership PLD, as relevant.
<b>Focus for all school Leaders</b> - Further strengthen educational partnerships and relationships across the education sector to benefit school growth and development.							

# Current Position and 2026 Strategies and achievement targets

This section reviews the school's progress and achievement in Literacy and Mathematics for the 2025 academic year, aligning with our Strategic Goals and Annual Implementation Actions.

In 2025, Marshland School continued its commitment to quality teaching practice, supported by both school-led and provider-led Professional Learning and Development, while navigating the significant changes associated with the national curriculum refresh (*Te Mātaiaho*).

- **Ongoing Focus:** We continued to strengthen pedagogical content knowledge (PCK), explicit teaching, and formative assessment practices in both English and Mathematics. The school-wide focus included a major push on Structured Literacy across all year levels, with a specific provider engaged for expertise.
- **Curriculum Refresh Impact:** 2025 was marked by deep engagement with the draft and emerging *Te Mātaiaho* curriculum documents in English and Mathematics. As a precautionary measure, and in line with national recommendations, we opted to delay changes to reporting terminology and benchmarks until 2026 to retain historical data and allow teachers time to embed the new curriculum content, teaching sequences, and forthcoming assessment tools.
- **Professional Growth Outcomes:** Team Professional Growth Outcomes goals continued to focus on accelerated progress for targeted students, particularly through the embedding of Structured Literacy interventions, and the continued refinement of our school-wide Mathematics programme. Data from critical practice observations and walk-throughs monitored shifts in practice.

## Next Step School Interventions for 2026

1. **Curriculum Implementation:** Continue to embed the refreshed *Te Mātaiaho* curriculum in Reading, Writing, and Mathematics, focusing on deep curriculum content knowledge. This includes embedding the school-wide Maths and Reading Programme, Structured Literacy, and developing the school-wide writing programme.
2. **Assessment Alignment:** Implement and analyse new standardised assessments and assessment frameworks as soon as they are published by the Ministry to align reporting with the curriculum refresh. Review current assessment and reporting overviews to align them and meet MoE requirements.
3. **Targeted Support:** Teams will identify targeted students who are not making expected progress and are working toward expectations, particularly in writing. These students will receive intensive, targeted support, with dedicated resourcing for key Learning Teams (e.g., Year 1-2 TSLs).

## Literacy focus for 2026

After initial discussions with Team Leaders and looking at our end of year 2025 data it was decided that Literacy will be the focus for 2026. There have been whole school and team goals established to focus our planning and team GROWTH processes.

# 2026 Achievement and Progress Targets - Focus is Literacy

## Whole School Achievement Goals

Increase percentage of achieving at or above curriculum level expectations for their age by the end of 2026, according to the following targets:

- **Writing** - Increase all cohorts to achieve 78%, EOY 2025 73% - 411/564
- **Writing Māori** - Increase Māori student cohort to achieve 75%, EOY 2025 69% - 59/86
- **Writing Pasifika** - Increase Pasifika student cohort to achieve 75%, EOY 2025 62% - 13/21
- **Reading** - Increase all cohorts to achieve 86%, EOY 2025 84% - 474/564
- **Reading Māori** - Increase Māori student cohort to achieve 80%, EOY 77% - 67/86
- **Reading Pasifika**- Increase Pasifika student cohort achieve 80%, EOY 71% - 15/21

## Team Achievement Goals to support Whole School Goals

- **Kiwi** - By the end of 2026, the Kiwi Hub our goal is to have 19 of the 24 (79%) children to be at or above curriculum level expectation in writing by the end of 2026, using triangulated evidence.
- **Pūkeko** - The Pūkeko Hub aims to elevate 15 of the 29 students currently working below curriculum level to achieving 'at or above' by the end of 2026. Simultaneously, we are committed to ensuring the 43 students already meeting expectations continue to make steady progress.
- **Kōtare** - By the end of 2026, we will increase the percentage of students working At or Above curriculum expectations in Writing from 79% to 83%, as measured by overall teacher judgment using triangulated evidence.
- **Tūi** - By the end of 2026, Tūi will accelerate 9 out of the 17 children who were working towards in 2025 for writing to be at. We will also focus on the 32/65 children who made limited progress in 2025.
- **Korimako** - By the end of 2026, Korimako will increase the number of students working at/above by 5% in writing (8 students) to meet the school goal.
- **Toroa** - By the end of 2026 Toroa will increase the percentage of students working at or above in writing to 80% (88/109)

# 2026 Attendance Goal

## Overarching attendance objectives and strategic priorities

Te Rito Harakeke - Marshland School prioritises regular student attendance as it is fundamentally linked to student wellbeing, learning engagement, progress and achievement. Consistent attendance ensures students can fully engage with learning opportunities and interact with staff and classmates, all of which are crucial for maintaining learning progress and overall development. This commitment aligns with government priorities regarding compulsory school attendance.

- School-wide Target: 80 percent of students attending school regularly (more than 90% of the time)

Thresholds for concerning attendance.

- ● **Regular attendance / Good:** Over 90% (missing fewer than 5 days across a term).
- ● **Irregular absence:** 80% and up to 90% (absent between 5 and 9 days across a term).
- ● **Moderate absence:** More than 70% and up to 80% (absent between 10 and 14 days across a term).
- ● **Chronic absence:** 70% attendance or less (absent more than 15 days across a term).

# Te Rito Harakeke Values - Marshland MANA

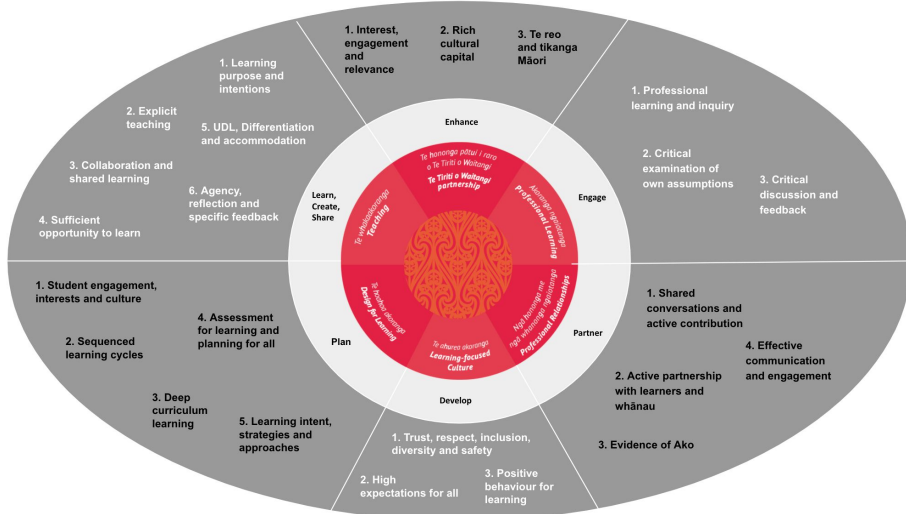
Our school behaviour management policy, procedures and approaches align with PB4L principles and our practices are consistent across the school. We have a strong foundation of positive behaviour approaches and commitment to maintain our positive, supportive school culture and environment.

At Marshland School we support all staff, parents, whānau and tamariki to show **Marshland MANA.**



# Principles of Teaching @ Marshland

Our staff are committed to professional growth and quality teaching practice to provide tamariki with the best possible learning opportunities. Te Rito Harakeke - Marshland School Principles of Teaching are underpinned by the Teaching Council of Aotearoa New Zealand professional code and standards 'Our Code, Our Standards', as well as contemporary research and literature on effective pedagogy. These standards, principles and practices are specifically developed and embedded in staff professional GROWTH Outcomes cycles, professional learning, observation and kaiako / teacher appraisal processes across all levels of the school.



## Learn, Create, Share Learning Model

We collaborate with a cluster of schools in Te Ara Tūhura Cluster and belong to the Manaikalani Outreach programme. This engagement has led to our implementation of the 'Learn, Create, Share' learning model. This learning model is evidenced across the school and underpinned by our Principles of Teaching @ Marshland.

'Learn, Create, Share' places our tamariki at the centre of their learning and leverages digital technology to enhance learning experiences. There is an expectation that tamariki regularly reflect on how well they are doing in relation to the Learn Create Share pedagogy. This pedagogical learning model promotes visible and ubiquitous learning, strong learner agency and connectedness to support knowledge, understanding and competency development.

# Giving effect to Te Tiriti o Waitangi

In 2025, the Board reviewed updates in the Education and Training Amendment Bill (No 2) and confirmed the school's commitment to the principles of Te Tiriti o Waitangi and culturally responsive practice. Under the new obligations, our Board will continue to seek equitable outcomes for Māori students, enhance te reo Māori me ōna tikanga, and integrate Mātauranga Māori into learning programmes, and ensure our policies and practices reflect New Zealand's cultural diversity. These statutory requirements are underpinned by our strategic goals and initiatives. We have engaged in a cluster wide focus with other schools on improving Culturally Responsive Practice, underpinned by Ka Hikitia Education Strategy and key literature, models and resources to support this work.

**Culturally responsive curriculum** - We are working to ensure our curriculum recognises the unique position of Māori within New Zealand society and ensures the relevance of learning through cultural contexts. In 2025 our curriculum acknowledges and integrates the histories, heritages, languages and cultures in learning programmes and provided authentic cultural learning opportunities, audiences and contexts. This is supported through the Aotearoa New Zealand histories curriculum and a school-wide focus on Kaitiakitanga. We are committed to strengthening meaningful engagement of Tuahiwi Rūnanga and Ngāi Tūahuriri, as the Mana Whenua for our school. Our learning begins in 2026 with a strong focus on culture and community, connecting to the school's Cultural Narrative. The cultural narrative and local curriculum focus for concept-based inquiry will provide cultural rich texts and learning experiences for our tamariki.

**Promote cultural values and diversity** - Through our positive environment, strong school values and rich, authentic learning experiences, we endeavour to nurture pride in tamariki cultural identity so that diversity is valued and celebrated by all. This is achieved through the introduction of our MANA values (Manaakitanga, Ako, Ngātahi and Aumangea) and active promotion of these values in day-to-day learning contents, including explicit teaching. This has been extended and developed to include a staff MANA code which supports culturally responsive pedagogy. We will continue to foster cultural celebrations in 2026, teaching and learning to promote understanding and acknowledgement and respect for diversity. This will include Te Wiki o Te Reo Māori, and Kapa Haka celebrations, as well as a Matariki celebration.

**Parent, whānau partnership** - We work to harness the rich cultural capital Māori and tamariki of other cultures bring to the classroom by providing culturally responsive and engaging contexts for learning. This includes acknowledging and accessing the expertise that parents, whānau, hapū and iwi offer. Tamariki, parents and whānau are viewed as partners in their child's learning, with staff introducing informal Kanohi-ki-te-kanohi (Face-to-face) approaches to whānau hui in 2023 which will be extended across 2026 and beyond. These partnership meetings allow us to learn how best to support tamariki learning and ensure Māori achieve success as Māori. This information gained through these engagements has been drawn into 2025-2027 strategic planning and development actions. In addition to this, we now offer multiple learning conference opportunities throughout the year, focused on regularly sharing meaningful learning progress.

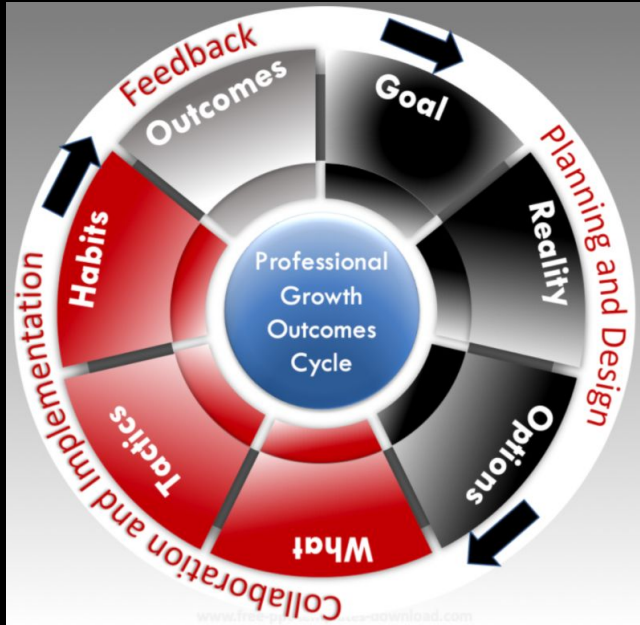
**Planning and reporting** - The Board reviewed key policy documents to support the identification of strategic goals and interventions 2024-2028. This included reflecting National Education and Learning Priorities (NELPs), Ka Hikitia and the Ngāi Tahu Education Strategy. The information gained from whānau hui with Māori tamariki whānau supported the identification of goals.

**Te Reo me ona Tikanga Māori** - Multiple opportunities will be provided throughout the school to enhance staff knowledge, understanding and practice of Te Reo and Tikanga Māori. This will include Te Kupu o te Wiki, Te Wiki o Te Reo Māori, waitata, Karakia, Kapa Haka and the Mau rākau programme. At a classroom level, staff will work to plan, teach and naturally integrate Te Reo and Tikanga Māori in learning programmes daily. Strengthening all staff use, competence and confidence in Te Reo Māori and accessing formalised programmes to support this is a key priority for 2026.

**Engaging Mana Whenua perspectives and support** - We continue to build on our relationship with Mana Whenua through Tuahiwi Education. This includes engagement in Te Ara Tūhura and Tūhono Cultural Festival, events and engagement. This included our Kapa Haka performing at Rehua Marae during Matariki celebrations in 2025.

**Learning progress and achievement** - Annual targets have been set for Māori tamariki, according to general cohort comparisons in 2026. Tamariki learning progress will be reviewed regularly through data analysis at an individual tamariki, class and school level to identify interventions or considerations for acceleration. This includes incorporating cultural considerations and information gained from regular learning conferences and whānau hui engagements.

# Te Rito Harakeke Annual Self-Review and Professional GROWTH Outcomes Cycle



Te Rito Harakeke - Marshland School uses the Professional GROWTH Outcomes cycle as a multi-use self-review model. For example, this model is used to support and review staff or team Professional Growth for appraisal cycles. It is used to support and review specific school interventions to improve student learning in relation to school targets. It is also used to support and review leadership team actions and interventions derived from annual goals. As such, the Professional GROWTH Outcomes model provides the structural link for alignment between the school's Strategic Plan, Annual Intervention Plan and Annual Targets at all levels of the school.

The Professional GROWTH Outcomes model is also used as a coaching model across the school, both individually and collectively, to support evidence-based and practice analysis conversations for professional growth to have a measured impact on student learning outcomes.

# Te Rito Harakeke - Leadership Structure

We promote leadership at all levels of the school to harness the capabilities of all staff to improve school performance and tamariki outcomes. We understand that different leadership approaches and styles are required in different contexts and situations. However, we value distributive and shared leadership across the school, as this ensures we share responsibility and accountability for success.

KŌTUKU TEAM - SENIOR LEADERSHIP	Team Leaders	Kiwi Year 1	Pūkeko Year 2	Kōtare Year 3	Tūi Year 4	Korimako Year 5-6	Toroa Year 7-8
		Ann Gain	Kellie Sim	Samantha Jones	Paula Calvert	Bex Osborn	Carolyn Davies
Dion Stechmann Tumuaki - Principal	Strategic Leaders	LEARNING	P.E., HEALTH and SPORT	POSITIVE WELLBEING	CULTURE AND PARTNERSHIPS	INCLUSION (including English Language Learning)	
Riki Culley Tumuaki tuarua - Deputy Principal		Nathan Chilton	Marcella Wood	Emma Jackson	Jess Bond	Hanneke van den Ende	
Paul Tyson Tumuaki tuarua - Deputy Principal		Lead Professional GROWTH Outcomes across school	Lead Professional GROWTH Outcomes across school	Lead Professional GROWTH Outcomes across school	Lead Professional GROWTH Outcomes across school	Lead Professional GROWTH Outcomes across school	Lead Professional GROWTH Outcomes across school
		<ul style="list-style-type: none"> <li>Lead Te Mātaiaho / curriculum refresh implementation</li> <li>Enhance concept-based inquiry and curriculum development.</li> <li>Promote manaialalani priorities, digital technology and Learn, Create, Share.</li> <li>Lead Literacy and Maths priorities, aligned to the Principles of Teaching @ Marshland.</li> </ul>	<ul style="list-style-type: none"> <li>P.E., P.A. and Health Programme</li> <li>Sport event.</li> <li>planning, coordination and communication.</li> <li>Systems, structures to support explicit teaching.</li> <li>Enhance teaching practice in P.E. and Physical Activity.</li> </ul>	<ul style="list-style-type: none"> <li>Lead school self-regulation and wellbeing model and development initiatives.</li> <li>Enhance the school house programme.</li> <li>Support student leadership and peer support programmes.</li> <li>Support positive environment and MANA.</li> <li>Support school-wide in-class behaviour management.</li> </ul>	<ul style="list-style-type: none"> <li>Strengthen Te Reo, tikanga and Mātauranga Māori.</li> <li>Enhancing Ako partnerships with whānau, Ngāi Tūahuriri and Te Ara Tūhura.</li> <li>Community engagement and communication.</li> </ul>	<ul style="list-style-type: none"> <li>Refine, maintain and promote school-wide systems for pastoral care, diverse learning, attendance and behaviour supports with DP.</li> <li>Lead and develop interventions and inclusive school-wide teaching practice.</li> <li>Coordinate ELL programmes, assessments and funding applications.</li> <li>Engage with Piwakawaka.</li> </ul>	