

Merrin School – Ngā Whetū Kohara



Implementation Plan 2025

Vision: For all tamariki to shine



Strategic Roadmap 2025

“Whetū Kohara – For all tamariki to shine”



Goals	Strategic Initiatives	Our Success (What you will see)		
The school provides a curriculum that excites learners, promotes achievement and is aligned with the NZC Te Mataiaho curriculum refresh.	★ Review our curriculum and pedagogy to ensure that it is purposeful, relevant and includes learner voice and choice	<ul style="list-style-type: none">Increased student achievementLearning programmes impacted by student voice and choice		
	★ Implement the refreshed content of NZC – Te Mātaiaho within given time frames building kaiako capability and confidence	<ul style="list-style-type: none">Teachers implementing the new Mathematics and Statistics Curriculum and the new English Curriculum in Years 0–6Teachers implementing Structured Literacy/Numeracy Programmes		
	★ Implement consistent, effective and culturally relevant, assessment practices, that inform teaching and learning and track student progress	<ul style="list-style-type: none">Agreed expectations about pedagogy and assessmentTeam Leaders supporting teachers to meet agreed expectationsMāori experience educational success as Māori		
	★ Enhance our opportunities for leadership, connection and celebration of cultures schoolwide	<ul style="list-style-type: none">Cultures celebrated and integrated into all aspects of school life		
	★ Use specialist teachers and systems to add variety to our curriculum	<ul style="list-style-type: none">Confident, engaged and successful learners who access a range of experiencesVariety in learning opportunities		
The school welcomes, engages and collaborates with our community to improve student achievement.	★ Implement a culturally rich induction process for whānau	<ul style="list-style-type: none">Whānau feel valued and connectedWhānau engage and provide feedback in a way that suits them		
	★ Ensure that whānau feel informed and positive about “the why” to learning programmes and opportunities.	<ul style="list-style-type: none">Whānau are encouraged to be part of our learning programmes and enjoy our new facilitiesWhānau feel supported		
	★ Strengthen attendance communication, monitoring and partnerships	<ul style="list-style-type: none">Valued partnerships with whānau on how to support student learning at home		
	★ Undertake strategic planning cycle to inform 2026–2028 pathway.	<ul style="list-style-type: none">Whānau aspirations are the basis for our school’s future pathway		
The school is a trusted advocate for our community and an advocate for staff, students and whānau	★ Review and improve systems of communication with parents/whānau to promote community engagement	<ul style="list-style-type: none">Māori experience educational success as MāoriLeaders are role models for staff and studentsTe Reo, Mātauranga and Tikanga Māori are embedded and visible across all areas of the schoolStrong partnerships with whānau		
	★ Collaborate with local cluster schools for the benefit of our students, whānau and staff	<ul style="list-style-type: none">Partnerships with local cluster schools to run community events, professional development and resolve issues of mutual concern		
Whanaungatanga Relationships	Manaakitanga Respect	Kaitiakitanga Guardianship	Rangatiratanga Leadership	Ako Learning

Strategic Goal: The school provides a curriculum that excites learners, promotes achievement and is aligned with the NZC Te Mataiaho curriculum refresh.

Outcomes: Review our curriculum and pedagogy to ensure that it is purposeful, relevant and includes learner voice and choice.

Measures: Student Achievement information, staff Professional Learning Goals and observations, Student Voice Survey

NELP 1: Learners at the centre

Priority 2: Have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures.

NELP 3: Quality teaching/leadership

Priority 6: Develop staff to strengthen teaching, leadership and learner support capability across the education workforce

Review our curriculum and pedagogy to ensure that it is purposeful, relevant and includes learner voice and choice

Action	Responsible	Timeline
Priority Learner Plans <ul style="list-style-type: none"> Analyse Term 1 data and Hero information to pinpoint priority learners and those who haven't made sufficient progress. Collaboratively identify trends, gaps, and weaknesses across curriculum areas for targeted students and develop strategies to accelerate their progress in reading, writing, and/or maths. Work with LSC and Team Leaders to develop measurable goals/targeted action for Teacher Aide support 	SLT/Team Leaders and teachers	Ongoing
Student Voice Survey <ul style="list-style-type: none"> <i>Redo student voice survey to gather feedback on curriculum, including how they are finding Structured Literacy and Maths changes?</i> Analyse results and implement targeted changes to curriculum or delivery based on student feedback. Communicate adjustments to the curriculum with the Board of Trustees and families through the BOT report and community newsletter. 	SLT/Team Leaders and teachers	Term Three
Implementation of new team structure <ul style="list-style-type: none"> Facilitated leadership mahi in 2025 led to the formation of two teams across the school for 2025 with the aim to improve cohesion to improve standards in effective teaching and learning. Weekly meetings with team leaders and SLT to ensure continuity. Administration roles created to ensure that mahi is more evenly spread. Curriculum Leadership group formed to promote exciting and engaging curriculum. Further enhanced by one teacher being released in the afternoons in Years 4–6. 	Team Leaders and SLT	Term One
Middle Leaders PLD <ul style="list-style-type: none"> Year 0–4 and Y5–8 leader, alongside Deputy Principal accepted onto PLD programme for 2025. Leadership development focusses on leadership research, circle of inference/influence, using data effectively, etc. Principal to provide mentoring. Learning will be demonstrated via a 'shift in practice' initiative (Leader Inquiry) for each Leader. 	Principal and Team Leaders	Term One
Increased CRT/PRT allocation <ul style="list-style-type: none"> Timetable for staff as per collective agreement. 	Deputy Principal	Term One

Strategic Goal: The school provides a curriculum that excites learners, promotes achievement and is aligned with the NZC Te Mataiaho curriculum refresh.

Outcomes: Review our curriculum and pedagogy to ensure that it is purposeful, relevant and includes learner voice and choice.

Measures: Student Achievement information, staff Professional Learning Goals and observations, Student Voice Survey

NELP 1 : Learners at the centre

Priority 2: Have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures.

NELP 3 : Quality teaching/leadership

Priority 6: Develop staff to strengthen teaching, leadership and learner support capability across the education workforce

Implement the refreshed content of NZC – Te Mātaiaho within given time frames building kaiako capability and confidence

Action	Responsible	Timeline
Structured Literacy <ul style="list-style-type: none"> • Parent information session about Structured Literacy. • Team meetings with Literacy Connections – Year 0–4. • Coaching and feedback with Literacy Connections for Year 0–4 team who have completed training. • Training of Year 0–4 teachers who haven't trained yet. • Teacher Aides 2 day training – online. • Teacher Aides follow up three hour session. • Coaching and feedback for Year 0–4 team who have newly completed training (Phonics/Phonemic Awareness) • Use assessment data to gauge the current temperature, to motivate, to track efficacy of any changes and monitor the progress of your students. • Establish a school wide assessment schedule. • Ensure evidence based assessment tools are used. • Year 3–8 implement the “The Code” as a spelling/phonics programme. 	Deputy Principal and LSC	Term One
Maths <ul style="list-style-type: none"> • Complete Ministry of Education Teacher Only Days (at least Day 1 and 2). Which includes: emphasising knowledge acquisition, explicit teaching, and sequential learning through "Understand, Know, Do," with a focus on number and careful planning. • Begin to use the Refreshed Mathematics and Statistics Curriculum for planning across the school. • Build familiarisation of Oxford Maths resources with Year 5–8 staff and students. • Review the use of supplementary programmes (such as Mathletics) once staff are familiar with what Oxford Maths provides – decide if supplementary programme is required and implement. • Build up supplementary teacher/student resources in alignment with the NZC and Oxford resource to create a bank of shared resources. • Work with an external facilitator (ImpactEd) in Terms 2 & 3 for modelling and coaching professional development. • Parent Information session about Numeracy curriculum and resources and how they are used. • Research the Year 0–3 resources supplied by the MoE. • Order resources and begin familiarisation with them (focus for Year 0–3 is embedding Structured Literacy). 	Deputy Principal – Term One Team Leaders/ Principal – Terms Two–Three	Term One–Three
Te Reo <ul style="list-style-type: none"> • Kaiako to set individual learning goals for Te Reo. • Kaiako complete their annual reo PAT, to measure progress. 	Principal Michaela	Term Two

Strategic Goal: The school provides a curriculum that excites learners, promotes achievement, smooth transitions and a sense of belonging.

Outcomes: Agreed expectations about pedagogy and assessment and Team Leaders supporting teachers to meet the agreed expectations

Measures: Increased consistency in practice and assessment

NELP 1 : Learners at the centre
 Priority 2: Have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures.

NELP 3 : Quality teaching/leadership
 Priority 6: Develop staff to strengthen teaching, leadership and learner support capability across the education workforce

Implement consistent, effective and culturally relevant, assessment practices, that inform teaching and learning and track student progress

Action	Responsible	Timeline
Pedagogy, Planning, and Assessment Framework: <ul style="list-style-type: none"> Continue refreshing the New Zealand Curriculum. Develop criteria for planning by analysing various planning sources, incorporate this into the "One Stop Shop" and facilitate feedback sessions. Review and adjust criteria as needed. Enhance consistency in assessment methods through staff discussions and documentation. Allocate dedicated Team Leader release time for consistency checks and discussions. 	Deputy Principal Principal	Terms One – Four
Assessment <ul style="list-style-type: none"> Review our current assessment and reporting practices to align with the direction from MoE (especially around Structured Literacy requirements). Update assessment and reporting guidelines to include twice-yearly collection – Progress will be tracked yearly Term 1→Term 1 and Term 3→Term 3, Achievement will be tracked 6 monthly. Analyse the benefits and challenges sharing formal assessment information with parents and create and implement a plan if required. 	Deputy Principal	Term One

Strategic Goal: The school welcomes, engages and collaborates with our community to improve student achievement.

Outcomes:

- Implement a culturally rich induction process for whānau
- Ensure that whānau feel informed and positive about ‘the why’ to learning programmes and opportunities
- Strengthen attendance communication, monitoring and partnerships
- Undertake strategic planning cycle to inform 2026–2028 partnerships

Measures:

- Obtain feedback from families in Term 3–4 2026 on the success of the induction programme
- Improved student attendance data
- Strategic plan ready for implementation 2026

NELP 1 : Learners at the centre

Priority 2: Have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures.

NELP 3: Quality teaching and leadership.

Priority 5: Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning

The school welcomes, engages and collaborates with our community to improve student achievement.

Action	Responsible	Timeline
Implement a culturally rich induction process for whānau.	Principal	Term Three
Ensure that whānau feel informed and positive about “the why” to learning programmes and opportunities by:	Deputy	Term One
Providing information evenings on new learning programmes	Principal	Terms
Keeping families informed of teaching and learning and assessment practices via our newsletter.	Principal	Two–Four
Strengthen attendance communication, monitoring and partnerships by: <ul style="list-style-type: none"> Reviewing our internal processes for monitoring attendance and follow up with families Regular reporting to the Board on attendance data Ensuring parents are aware of the importance of regular school attendance and its correlation with achievement. 	SLT	Term One and ongoing
Undertake strategic planning cycle to inform 2026–2028 partnerships.	Principal and Board	Terms Two and Three