

Mayfield School (2912) Annual Implementation Plan 2026



Strategic Goal 1

Manaakitanga: Develop effective teaching, assessment and monitoring practices that respect cultural identity and engage all learners.

Annual Target:

- 80% of year 4, 5 and 6 **students (2026)** achieving below their expected level in writing at the end of 2025 will make more than one years progress and will be achieving at their expected level or above in the NZC by the end of 2026.

Baseline Data (quantitative data) from Curriculum Level OTJ reporting 2025.

Whole School data - all students as at EOY 2025

	Working Toward	Achieving	Exceeding	Total Achieving/Exceeding
Mathematics	24.72%	67.42%	7.87%	75.29%
Reading	27.78%	63.33%	8.89%	72.22%
Writing	49.44%	44.94%	5.62%	50.56%

Analysis of assessment results (qualitative data):

From analysis of the data, the following cohorts of most concern have been identified for targeted attention for 2026.

Cohorts of concern - % of Students achieving At or Above in **writing** - as at the end of 2025

Yr 4 - 20%, Yr 5 - 56%, Yr 6 - 15.36%

Transience of our student roll is an ongoing issue, with new students being inducted throughout the year, and families relocating due to family pressures or housing. Transience for 2025 was 28%.

We will continue our focus on the teaching of emotional literacy to develop student skills such as self regulation. Staff development will continue on PB4L Tier 1, trauma informed approaches, becoming competent in working with the three R's when supporting students who are dysregulated - Regulate - Relate - Reason, and to use the restorative conversation script prompts in our interactions with students.

Cycle of Regular Self-Review				
Term 1: Week 4 - Target students identified based on 2025 data. Week 5 – Writing Moderation Week 9 - Report to BoT on targets for 2026 Week 9 - Learning Maps updated	Term 2: Week 5 - Parent Hui Week 8 - Learning Maps updated	Term 3: Week 9 – Writing Moderation Week 9 - Learning Maps updated	Term 4: Week 9 - Learning Maps updated Week 9 - Summary report to BoT on targets for 2026	
Implementation What will we do?			Monitoring and Evaluation How will we know we are succeeding?	
What needs to be done to reach our goal and achieve our objective?	Resources	By who? By when?	What do we expect to see during the year, and at the end of the year, and what are the measurements we'll use to check on our progress.	Monitoring
Identify target students from EOY data - writing: Analysis of OTJ data (Hero) and teacher evaluations.	Staff meeting. Learning Maps.	Teachers / DP /SENCo/ Principal - Week 5 Term 1.	Learning maps are completed and updated each term. Supplementary supports identified, implemented, and recorded.	Learning Maps updated at the end of each term.
Develop and implement writing programmes that target student needs and	Sharing of best practice.	Teachers / SENCo /	Teachers have identified and implemented strategies and teaching practices to raise achievement in writing.	Term 2

strengths, including BSLA training for yrs 1-6 teachers and teacher aides, and delivery of tier 2 SLS.	ASL's and WSL support from Kahui Ako. SLS specialist teacher BSLA teacher kits Release	Principal / SLS specialist Throughout 2026	Teachers and teacher aides are effectively implementing the BSLA approach in their classroom.	
Conduct goal setting meetings with students and parents to share learning goals and engage parents in their child's learning.	Learning Maps IEPs	Teachers Term 1 - week 5	Parents engaged in their child's learning and know/understand their child's learning goals.	
Review and strengthen the use of the Learning Maps to monitor and track student progress, and formulate next steps for individuals and groups.	Learning Maps	SLT Teachers Term 1 Term 3	Completed evaluation and next steps in Learning Maps	
Tracking and progress meetings led by Literacy Lead to discuss writing and maths progress of target students and impact of strategies. Tracking of BSLA approach.	Learning Maps Tracking sheets SLS specialist	SLS specialist Literacy Lead SLS specialist - termly	All teachers focused on discussing target students' progress. SLT is aware of strengths and areas for development. Updated Learning Maps Tracking conversations Tracking meeting minutes	
Continue to implement new practice from Better Start Literacy (BSLA) PLD in the	Appraisal Connector - reflections.	All teachers	Teachers have developed a deeper understanding of the stages of their spirals inquiries. Tracking conversations.	

yr 1-3 classes, and phonics PLD. Share and implement best practice in writing for yr 4-6, including phonics teaching. Source PLD in IDEal structured literacy approach for yr 4-6 teachers. Writing moderation	Staff meetings Spirals of Inquiry framework. ASLs. Better Start PLD	 Term 1, week 5 Term 3, week 5	Meeting minutes. Reflections on AC include next steps in their practice. Writing programmes further developed and implemented, and shared in staff meeting. Moderation of writing provides consistency of OTJs, and analysis of next steps.	
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<p>Strategic Goal 2 Manaakitanga: Develop effective teaching, assessment and monitoring practices that respect cultural identity and engage all learners. Annual Target: Implement the refreshed (Oct 2025) English and Maths Curriculum.</p>				
<p style="text-align: center;">Implementation What will we do?</p>			<p style="text-align: center;">Monitoring and Evaluation How will we know we are succeeding?</p>	
<p>What needs to be done to reach our goal and achieve our objective?</p>	<p>Resources</p>	<p>By who? By when?</p>	<p>What do we expect to see during the year, and at the end of the year, and what are the measurements we'll use to check on our progress.</p>	<p>Monitoring</p>
<p>Staff continue to investigate the new English and Maths documents and develop their knowledge and understanding of the refreshed curriculum.</p>	<p>New Maths and English curriculum documents</p>	<p>Maths lead / SLT. Literacy lead / RTLB Liaison / SLS teacher - ongoing throughout the year.</p>	<ul style="list-style-type: none"> Teachers are confident in their understanding of the new curriculum documents, and the change from phases to year levels in the curriculum. 	

			<ul style="list-style-type: none"> • Staff will complete BSLA or IDEal training appropriate to their role, and will be implementing the programmes with fidelity. • Teachers are planning their english and maths programmes based on the new curriculum. • The refreshed curriculum is evident in maths programmes and assessment of maths 	
Develop and implement maths programmes, in line with the refreshed maths curriculum, and supported by Maths No Problem resources, that target student needs and strengths.	Maths No Problem Textbooks and workbooks; Curriculum Staff Only Days x 2;	Maths Lead SLT	Maths No Problem PLD completed and new learning implemented. Mathematics teaching approaches have been shared and best practice developed and implemented, including planning formats and assessment tools.	
Staff will continue to develop their expertise in the use of the Maths No Problem resource, and implement this in their maths programme planning.	MNP resources. MNP PLD workshops (online / face to face)	Maths lead All teachers MNP trainers	<ul style="list-style-type: none"> • MNP resources have been fully investigated and implemented in our maths programmes. • Training opportunities have been accessed and completed. 	

Strategic Goal 2

Manaakitanga: Develop effective teaching, assessment and monitoring practices that respect cultural identity and engage all learners.

Annual Targets:

- Develop evaluative processes within the school including our assessment, monitoring and reporting procedures, based on the new assessment and reporting guidelines from the MoE.

Implementation
What will we do?

Monitoring and Evaluation
How will we know we are succeeding?

What needs to be done to reach our goal and achieve our objective?	Resources	By who? By when?	What do we expect to see during the year, and at the end of the year, and what are the measurements we'll use to check on our progress.	Monitoring
Review and update our assessment and reporting procedures, informed by best practice and MoE mandated procedures..	MoE funded PLD - Assessment	SLT / teachers Evaluation Associates - Assessment PLD	All teachers participating fully in the assessment PLD; Agreed assessment and reporting programme, that includes agreed assessment tools, recording systems, reporting formats, and timing of assessments and reporting. All teachers implementing the Assessment and Reporting Programme with fidelity.	
Data analysis staff meetings held to deep dive into our data.	Staff meetings	SLT Curriculum Leads Termly	Will be able to report on progress, and information gathered and changes in programmes are reflected in teaching and planning	
Use the ERO SIF as part of our ongoing tracking and monitoring of progress and improvement.	ERO SIF ERO partner	SLT BoT Staff ERO Partner	Areas for improvement identified. Evidence shows we are achieving 'embedding' and /or 'excelling' in the SIF core domains.	
Maximise the use of Hero (SMS) to collect, collate, analyse and report data.	Hero PLD	SLT Curriculum leads	All assessment data is able to be entered in Hero and effectively used to inform teaching, next steps for learning, and reporting to parents.	

Strategic Goal 2

Whakawhanaungatanga: Develop powerful, inclusive, responsive and reciprocal partnerships that support tamariki and their whanau's identity, self-belief, engagement and educational achievement.

Annual Target:

Implement the Attendance Management Plan (AMP) to increase the number of students attending school 90% or more, and to increase student engagement in learning.

Implementation What will we do?			Monitoring and Evaluation How will we know we are succeeding?	
What needs to be done to reach our goal and achieve our objective?	Resources	By who? By when?	What do we expect to see during the year, and at the end of the year, and what are the measurements we'll use to check on our progress.	Monitoring
Identify at risk students (based on evidence from achievement data and attendance data).	Learning Maps. Hero daily attendance register.	Teachers / WSL / SLT Term 1	-Each teacher will identify their below students related to the Student Achievement Target. -Target students included in tracking. -Target students identified on class Learning Maps (tracking sheets)	
Use the Younger Provision Funding to continue to employ an Attendance Support Liaison person to deliver our AMP.	MoE funding Attendance Support Liaison	Principal / MoE	Funding application is successful, and funding is applied effectively to reduce chronic and moderate non-attendance.	
Develop and implement our whanau engagement plan.	Whanau engagement plan	SLT / BoT	Whanau engagement plan is documented and shared with the school community. Whanau are accessing planned opportunities to engage with their school, and contribute to school life in a positive way. Whānau participate positively as team members to support their tamariki to be safe and successful at school.	
Draft and implement a plan for consultation processes.		David BoT	Effective, timely communication with the school community regarding what's on. Local curriculum informed by community.	

Use Ngā Kawatau to initiate improved consultation processes with local Iwi and our school community.	Ngā Kawatau	David / SLT	Relationships developed with local Iwi, and we have Iwi kaumatua supporting us.	
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Evaluation and next steps :

<p>Strategic Goal 2 Whakawhanaungatanga: Develop powerful, inclusive, responsive and reciprocal partnerships that support tamariki and their whanau's identity, self-belief, engagement and educational achievement.</p> <p>Annual Target: Revisit, refresh and embed our PB4L Tier 1 practices, strategies and systems to maintain sustaining relationships and strengthen our Whakapuāwai approach.</p>				
Implementation What will we do?			Monitoring and Evaluation How will we know we are succeeding?	
Actions - What needs to be done to reach our goal and achieve our objective?	Resources	By who? By when?	What do we expect to see during the year, and at the end of the year, and what are the measurements we'll use to check on our progress.	Monitoring
Revisit, refresh and embed our PB4L Tier 1 practices, strategies and systems that we have developed over the past several years, and	Mayfield School PB4L documentation PB4L books Pause Breath Smile (PBS)	SLT	All staff participating in PLD - PB4L, PBS, SEL. All staff will know and consistently use the agreed practices, strategies and systems that make a difference to behaviour for all students.	

Staff implement new learning in restorative practice.	PB4L Restorative Practice Booklets	SLT All staff	All staff present and participating in the PLD. Staff competently using the restorative conversation script prompts to guide students through the restorative process. Students able to use the restorative conversation framework to work through issues.	
Staff identify skills they need to develop and practice these skills in their class and in the school.	PB4L Restorative Practice Booklets. Trauma Informed Practice Staff meetings	Staff SLT Cultural Leader	Staff are using an interwoven approach combining educational neuroscience, culturally relational pedagogies and restorative practice	
All staff will use Appraisal Connector to reflect on their progress and actions in regard to their PB4L Tier 1 practice, including Restorative Practice development.	InterLead - Appraisal Connector. PB4L Booklets, Restorative Practice Booklets.		Sharing and commenting professionally, providing constructive feedback on reflections, with next steps for their own professional and personal development.	
Evaluation and next steps :				

Strategic Goal 3

Hauora: Improve wellbeing and engagement through understanding and implementation of educational neuroscience, quality pedagogical practices and trauma informed practice.

Annual Target:

Embed trauma-informed and neuro-science aware practices.

Implementation What will we do?			Monitoring and Evaluation How will we know we are succeeding?	
What needs to be done to reach our goal and achieve our objective?	Resources	By who? By when?	What do we expect to see during the year, and at the end of the year, and what are the measurements we'll use to check on our progress.	Monitoring
Access further PLD for all staff on trauma informed practice and the neuroscience of trauma.	PLD providers	David Term 2 - ongoing	Professional growth cycles show a record of PLD. Staff meetings reflect a focus on TIP and neuroscience strategies are embedded.	
Staff supported to implement TIP strategies and restorative practices, via staff meetings, observations, feedback.	Staff PLD meetings	SLT	Staff are effectively using trauma informed practices to support individuals, and whole class, to participate and engage safely. Students beginning to discuss and practise TIP strategies independently.	
Evaluation and next steps :				