



MARTINBOROUGH
SCHOOL

Martinborough School

Annual Plan

2026

MoE Number 2906



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The 2026 major focus for Martinborough School is: Quality effective teaching and learning, with specific focus on:

- **Structured Literacy - teachers making the teaching of the technical aspects of literacy clear and explicit – following a structured plan to achieve success.**
- **Numeracy – Implementation of PR1ME Maths**
- **Numeracy – the first 36 months. An important time to ensure basics are embedded and able to be developed.**
- **Learning needs to become more relevant and purposeful to the students, with explicit links and connections made –Local curriculum development reflects our local region and environment.**
- **High Leverage Teaching Practices are a focus for change**
- **Maintain and improve on our 4B learning duties in implementing Te Reo and Tikanga into our classes, and school.**
- **Syndicate define learning journeys specific to their age groups. Reading, Writing and Maths are a priority and need explicit instruction. Other curriculum areas also require specific instruction. Identification of age band purpose within syndicates will be important to define relevant teaching approaches.**
- **Integration needs to be highlighted and clarified – all curriculum areas allow for the further development of reading, writing, and maths skills.**
- **Students understanding what they are learning and why, as well as what their next steps in skill development are.**

2026 Annual Plan – AKORANGA—LEARNING

STRATEGIC PLAN			ANNUAL PLAN	
Goal 1	What success looks like in 2026	How we will know we've achieved it	Priorities for 2026	Actions
<p>To support every child to succeed in developing foundation skills and capabilities, including language, literacy and numeracy.</p> <p>To support staff in their growth and development as education professionals</p>	<p>Every child is developing academically, socially and emotionally towards their own full potential.</p> <p>We have equitable learning outcomes across our diverse student population.</p> <p>Every child feels successful and motivated to learn.</p> <p>Coaching systems support teacher development</p>	<p>Increasing percentage of children who meet or exceed curriculum expectations for their age group in literacy and numeracy as they progress through the school.</p> <p>Year-on-year progression in children with additional needs towards meeting the goals set out in their Individual Education Plan.</p> <p>Increased equity in learning outcomes by ethnicity as children progress through the school.</p> <p>Teachers observe increased engagement and motivation for specifically identified children.</p> <p>Accelerated progress is achieved for specifically identified children</p> <p>Professional discussions target individual teacher skill improvement, and identified next steps</p>	<p>Consolidate the teaching and learning of Structured Literacy across the school.</p> <p>Introduce a school wide approach to numeracy, showing clear progressions of achievement between all levels</p> <p>Develop an effective Tikanga and Te reo approach within the school which aligns with the expectations of a Level 4B School.</p> <p>Strengthening our assessment practices so that they are consistent across the school, and capturing the right information</p> <p>Ensure students are tracked and supported – making appropriate progress</p>	<p>The iDeaL approach is monitored regularly, including termly coaching and observations of 'said' approach.</p> <p>Investigate PR1ME Maths a suitable tool to use as a school wide approach. Effective teaching practices are still required to get the most out of the tool.</p> <p>He Kakahu – Our curriculum into achieving 4B status of Te Ao Maori is introduced and implemented. Regular Staff PD sessions are held. Regular monitoring of class approaches are made.</p> <p>Use the Professional Growth Cycle to develop teacher capacity in using observation and assessment for learning.</p> <p>Professional Development provided for Syndicate leaders, coaches and DP to support teacher development.</p> <p>Assessment PD has been awarded – to start in Term 2</p> <p>TAs are provided with development to help with teaching requirements</p>

2026 Annual Plan – HAUORA—WELLBEING				
STRATEGIC PLAN			ANNUAL PLAN	
Goal 2	What success looks like in 2026	How we will know we've achieved it	Priorities for 2026	Actions
To protect and promote the wellbeing of our school community.	<p>Staff and children feel safe to be themselves, and have a sense of belonging.</p> <p>The skills, knowledge and expertise that teachers and teaching assistants contribute are valued and supported.</p> <p>Teachers and teaching assistants feel appropriately equipped and supported to meet the diverse learning needs of our children in a sustainable way.</p> <p>We have a strong school culture around positive behaviour for staff and children.</p>	<p>The cultural practices and identity of children and staff are consistently reflected in school life.</p> <p>Teachers have access to high quality, regular and impactful professional development and/or mentoring.</p> <p>Staff, whānau and children are confident that school processes are effective at reducing and addressing harmful behaviours at school.</p> <p>Teachers observe increased engagement and motivation for specifically identified children.</p> <p>Living the School Values through regular promotion – assemblies, lucky draws, class promotions</p>	<p>School Values are reflected across the school</p> <p>Maintaining work/life satisfaction</p> <p>Support staff so that they are confident and able to meet the needs and potential of all their students</p> <p>Professional Development Priorities</p> <ul style="list-style-type: none"> - Literacy - Numeracy - Te Ao Maori <p>All staff feel valued and supported and that their workload is sustainable.</p> <p>Enhancing the mama of everyone in the school community through the school values</p> <p>Students feel happy and safe and are able to self regulate.</p> <p>Students feeling included and celebrated</p>	<p>SPIRIT Values are promoted as part of daily classroom life. Assemblies and gatherings are utilised to promote the SPIRIT Values.</p> <p>Staff and Syndicate meetings are used to monitor Staff well-being and pressure points.</p> <p>Continue to embed the language and behaviours that show values, with a focus on ākongā being able to confidently verbalise this.</p> <p>Student success is celebrated in public forums – eg Assemblies, class or syndicate meetings, Newsletters, School social media</p> <p>Use wellbeing data from ākongā and staff to improve hauora</p>

2026 Annual Plan – TE AO MĀORI—MĀORI WORLD VIEW				
STRATEGIC PLAN			ANNUAL PLAN	
Goal 3	What success looks like in 2026	How we will know we've achieved it	Priorities for 2026	Actions
To deepen our connection with Te Ao Māori.	<p>Staff and children learn and practice tikanga and use Te Reo increasingly during the school day.</p> <p>We connect to the aspirations of Ngāti Kahungunu ki Wairarapa and Rangitāne and through immersive experiences in Te Ao Māori.</p>	<p>Attain Level 4b of Te Reo Māori Learning and associated operational funding.</p> <p>Staff and children are confident observing tikanga as part of their life.</p> <p>Staff, children and board members have increased experience of Te Ao Māori in a variety of settings.</p> <p>Local marae is utilised, and accessed to support teaching and learning opportunities</p> <p>Classrooms reflect teaching and learning practices, in alignment of 4b status</p>	<p>Weave Te Ao Māori through all strategic priorities.</p> <p>Ensure Te reo instruction is regular in all classrooms</p>	<p>Create an overview of Te Ao Māori progressions across the school (He Kakahu)</p> <p>Reconnect with mana whenua</p> <p>Ensure kapa haka continues across the school</p> <p>Provide support for teachers to ensure consistent and regular teaching of te reo Māori in every classroom, using the He Kakahu resource</p> <p>Embed ANZH in all curriculum areas (Aotearoa New Zealand Histories)</p> <p>Design and install bilingual signage across the kura.</p>

2026 Annual Plan – MAHI TAHI—WORKING TOGETHER

STRATEGIC PLAN			ANNUAL PLAN	
Goal 4	What success looks like in 2026	How we will know we've achieved it	Priorities for 2026	Actions
To foster collaboration within and between staff and the community.	Relationships within and between staff and the community are mutually respectful and characterised by active listening, transparency and trust.	Input is sought from whānau and other key stakeholders when we make changes to our school.	Consultation is open and transparent with all parties involved.	Student voice is invited and heard through leaders forum
	School communications are streamlined and sustainable for staff and families.	Twice-yearly student reports meet the needs of whānau in communicating literacy, numeracy and competency-based progress of children.	Consistent and collaborative teaching practices across the school	Individual learning needs are identified and discussed with whanau to allow whanau to contribute when and where appropriate.
	Coherence in teaching practice across the school.	The method of teaching (pedagogy) and teaching practices (methodology) in the local curriculum is observable in all classrooms.	Provide opportunities for various voices in the school community to be heard (perspective).	A range of opportunities are provided for the community to engage with the school
	Coherence in collaboration between teachers and teaching assistants.	Teachers and teaching assistants work as a team and this is reflected in children's learning.		
	The school is fully supported by an engaged parent/carers community.	Greater number of community volunteers actively engaged to support the school.		
		Profile of volunteers increasingly reflects our diverse school community.		
		Comprehensive and welcoming experience for new families, particularly at new entrants.		

ĀHUATANGA ŌKIKO—PHYSICAL ENVIRONMENT

STRATEGIC PLAN			ANNUAL PLAN	
Goal 5	What success looks like in 2026	How we will know we've achieved it	Priorities for 2026	Actions
To enhance the functionality and appearance of our school's physical environment, so that we feel proud and inspired to learn.	The physical environment:	Improved classroom, playground and sporting facilities in line with an agreed Master Plan.	Review our 'areas' to include appropriate shade and play facilities.	Design and install bilingual signage across the school
	Welcomes and caters to the needs of our diverse community	Improved physical representation of different cultures (including bilingual signage).	Complete the property work from the 5YA funding, and begin the work for the new round of funding	Investigate 'shade' options that are suitable for 'very high' wind zones.
	Is enjoyed and respected by children	Every child feels that the school environment meets their diverse needs.	Where appropriate, include physical representations of cultures within the school.	Maintain play areas around the school
	Is able to be used creatively by teachers and teaching assistants as a flexible learning resource	Our buildings and play areas are well looked after by children and staff.	Redo 5YA – identifying priorities across the school	Revisit 'maintenance' schedule to ensure school is looking tidy and presentable
	Is well-designed, safe, clean and beautiful			Admin upgrade project to be started in 2026
Promotes and embeds an understanding of, and responds to, sustainability and climate change				Court resurfacing to occur – Round the Vines Fundraising project