



**Hamilton**

Seventh-day Adventist® School

*Educating for Eternity*

# ANNUAL IMPLEMENTATION PLAN

**2026**

# ANNUAL IMPLEMENTATION PLAN

- STRATEGIC PLAN OVERVIEW
- WHAT WERE OUR OUTCOMES? (STATEMENT OF VARIANCE)
- HOW WILL OUR TARGETS AND ACTIONS GIVE EFFECT TO TE TIRITI O WAITANGI
- ANNUAL GOAL/TARGET

# HAMSDA STRATEGIC PLAN 2024-26 OVERVIEW

## Mātaipū

Learners at the centre

1. Create a vibrant kura environment that represents our Special Character, Vision, Values, and community
2. Implement the Discipleship framework for tamariki and their whānau
3. Provide non-teaching spaces to enhance the experience of staff and our wider community

**A thriving Kura that reflects our Special Character, Vision, Values, and Community**

## Mātaurangi

Barrier Free Access

1. Apply the principles of Te Tiriti o Waitangi at all levels of kura operation
2. Explore and implement the Knowledge & Practice progression framework
3. Ensure that all akonga have access to learning support (Universal, Targeted, Specialist)

**A confident Kura that gives effect to Te Tiriti o Waitangi and ensures all akonga are valued and supported**

## Mātauranga

Quality Teaching and Leadership

1. Introduce the Teaching for Transformation Framework (Complete the first 8 modules)
2. Review and refine current Teaching and Learning practices to align with the refreshed Curriculum
3. Build leadership capacity, capability, and opportunity

**High expectation Kaitiaki and confident learners who are EMPOWERED to lead and take ownership of their learning**



## OUR DEEP HOPE

Our students will encounter the heart of God, as they walk in a growing relationship with Him and with others, that inspires them to make a positive impact for His kingdom.

# WHAT WERE OUR OUTCOMES? (STATEMENT OF VARIANCE)

<p><b>Strategic Aim</b></p>	<p>A confident Kura that gives effect to Te Tiriti o Waitangi and ensures all akonga are valued and supported.</p>	<p><b>Annual Aim</b></p>	<p>Ensure that all akonga have access to learning support (Universal, Targeted, Specialist)</p>
<p><b>Target</b></p>	<p>Ensure that all akonga have access to learning support (Universal, Targeted, Specialist)</p> <ul style="list-style-type: none"> <li>• <b>Reading Target</b> - 82% At or Above</li> <li>• <b>Writing Target</b> - 85% At or Above</li> <li>• <b>Math Target</b> - 85% At or Above</li> </ul>	<p><b>Baseline Data</b></p>	<p><u>Reading</u> 9 students who are tracking below 5 students who are tracking well-below</p> <p><u>Writing</u> 10 students who are tracking below 5 students who are tracking well-below</p> <p><u>Math</u> 8 students who are tracking below 4 students who are tracking well-below</p>
<p><b>Actions</b> <i>What do we do?</i></p>	<p><b>Outcomes</b> <i>What happened?</i></p>	<p><b>Reasons for variance</b> <i>Why did it happen?</i></p>	<p><b>Evaluation</b> <i>Where to next?</i></p>
<ul style="list-style-type: none"> <li>• Students set goals for using progressions in kids speak</li> <li>• PLD in researched methods on how to engage students in learning that supports teacher inquiry</li> <li>• Tracking of target student progress</li> <li>• Staff meetings that focus on student achievement and collaborative problem-solving to support at-risk learners</li> <li>• Implement writing initiatives such as Buddy Writing and Structured Literacy (BSLA)</li> <li>• Support teachers to wrap inquiry around target students</li> <li>• Engage with families whose attendance is at a critical level</li> <li>• ESOL funding and support to ensure that learners have the necessary support needed to progress</li> </ul>	<p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>• 75% of all students ended the year At or Above their expected Curriculum Levels</li> <li>• 61% of students tracking Below or Well-below are ESOL learners</li> <li>• 71% Maori &amp; 78% Pacific students At or Above</li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>• 70% of all students ended the year At or Above their expected Curriculum Levels</li> <li>• 65% of students tracking Below or Well-below are ESOL learners</li> <li>• 64% Maori &amp; 61% Pacific students At or Above</li> </ul> <p><b>Math:</b></p> <ul style="list-style-type: none"> <li>• 74% of all students ended the year At or Above their expected Curriculum Levels</li> <li>• 53% of target students accelerated their progress</li> <li>• 57% Maori &amp; 61% Pacific students At or Above</li> </ul>	<ul style="list-style-type: none"> <li>• Changes to the curriculum progressions have moved the expectations of what students need to achieve at different Curriculum Phases</li> <li>• The data is based on Assessment gathered at the end of Term 3, rather than in Term 4</li> <li>• Our ESOL learner intake has increased over the last few years</li> <li>• With the many changes that have been taking place in the Curriculum, teachers are building their understanding of what those changes translate to their teaching and learning programmes</li> <li>•</li> </ul>	<p>Continue strengthening interventions (ESOL).</p> <p>Learning Support Coordinator to equip staff in gathering information to support targeted actions.</p> <p>Inquire into proven practices that accelerate student progress.</p> <p>Ongoing tracking of target students and wrap around inquiry.</p> <p>Continued PLD and Implementation of Learning Phases 1, 2 and 3</p>

# HOW WILL OUR ACTIONS AND TARGETS GIVE EFFECT TO TE TIRITI O WAITANGI?

Actions	Description
<b>Strategic Plan</b>	<ul style="list-style-type: none"><li>• Actively seek out the aspirations of all cultures represented within the school<ul style="list-style-type: none"><li>◦ Feedback from Community consultation and annual hui</li><li>◦ Feedback from discussions with whānau through Parent-Teacher interviews, surveys, seesaw messages</li></ul></li><li>• Celebrate the cultural diversity of our school through learning focuses and cultural celebrations<ul style="list-style-type: none"><li>◦ ANZH Curriculum focuses</li><li>◦ Cultural Evening</li><li>◦ Peer support to reduce language barriers</li><li>◦ Translation of messages/documents to optimize clear communication</li></ul></li><li>• Have high expectations for all learners and work towards reducing barriers that impact achievement and school attendance<ul style="list-style-type: none"><li>◦ Review data and identify trends that need addressing</li><li>◦ Identify possible barriers and work towards reducing them</li><li>◦ Access external support (RTL &amp; MOE) to ensure equitable opportunities for all tamariki</li></ul></li></ul>
<b>Monitoring Achievement and Progress</b>	<ul style="list-style-type: none"><li>• At-risk students are identified<ul style="list-style-type: none"><li>◦ These students' progress is closely tracked and reported on regularly</li><li>◦ Targeted interventions are put in place to support acceleration</li><li>◦ Referrals to SENCO for further support where necessary</li></ul></li><li>• Cultural Group (including Maori and Pasifika) outcomes are reported to the school board<ul style="list-style-type: none"><li>◦ Data is used to inform targeted actions</li><li>◦ Trends are identified and staff work towards shifting these trends</li><li>◦ Regular discussion of targeted actions take place in staff meetings</li><li>◦ These are reported to the Board once each term</li></ul></li><li>• Assessment for Learning<ul style="list-style-type: none"><li>◦ Data is used to inform planning</li></ul></li></ul>

## Professional Development

- Work closely with the Curriculum Lead to unpack curriculum changes
  - Implement Structured Literacy and Numeracy
  - Incorporate ANZH curriculum
  - Embed the Knowledge & Practice framework
- Work closely with our Christian Schools Network to support implementation of refreshed curriculum
  - Building teachers' capability and confidence in incorporating these changes
  - Networking with other kaiako in similar cohorts
  - TOD for Math PLD on refreshed curriculum with other schools

## School Board

- Composition of School Board
  - The makeup of our Board members reflects the diversity in our community
- Implementing the Mandatory Requirements
  - Attendance Management Plan - Implementation and ongoing review
  - Assessment and Monitoring - Ensure staff are using good assessment information to report of progress
- Allocating funds to reduce barriers and allocate spending based on reliable data
  - Using attendance data to target at risk families for support in attending school regularly

## Special Character

- Imago Dei - value of each student
  - We believe that every student is created in the image of God and is of immense value
  - We have high expectations of behaviour that create an environment where students are encouraged to be reflective of their choices
  - Our theology of inclusion informs our policies and practices
  - Each individual belongs here
- Teaching for Transformation Framework
  - Informs what we do
    - Creation - What is the Ideal?
    - Fall - How has the ideal been distorted?
    - Redemption - How should we respond to the distortion?
    - Restoration - What is our future hope and how do we move towards it?
  - The purpose of the Framework is to communicate the heart of God - the flourishing of humanity

# ANNUAL GOAL 2026...

<b>Goal 1</b>	Further enhancing the integration of the Adventist Special Character of our School			
<b>Annual Target</b>	A thriving Kura that reflects our Special Character, Vision, Values, and Community			
<b>Anticipated Outcomes</b>	Our students will be invited to play their part in shaping the Christ-centered culture of our school			
<b>Actions</b>	<b>Who is Responsible?</b>	<b>Resources Required</b>	<b>Timeframe</b>	<b>How will we measure success?</b>
Teacher Only Day to support the implementation of Tft	<ul style="list-style-type: none"> <li>• Shaun</li> <li>• Adventist Education NZ Office (AENZ)</li> </ul>	Tft PLD Subscription	Term 1 & Term 2	<ul style="list-style-type: none"> <li>• The engagement of staff and students in the Tft Framework</li> <li>• Achievement of the Tft Implementation “Commit to Try’s”</li> </ul>
Staff meeting PLD and reflection	<ul style="list-style-type: none"> <li>• Teachers</li> <li>• Principal</li> </ul>	Tft Modules	Term 1 & Term 2	<ul style="list-style-type: none"> <li>• Time allocated in Staff Meetings to share experiences and reflect on actions</li> <li>• Staff engagement and the development of their Storyboard</li> </ul>
Participating in a Formational Learning Experience (FLEx)	<ul style="list-style-type: none"> <li>• Principal</li> <li>• Teachers and staff</li> </ul>	Tft Modules and resources	Term 3 & 4	<ul style="list-style-type: none"> <li>• A learning unit will culminate in an experience that engages our community</li> <li>• Real work for Real people that meets a Real need</li> </ul>
Building an understanding of the Tft Framework with our school community	<ul style="list-style-type: none"> <li>• Principal</li> <li>• Senior Leadership Team</li> <li>• Teachers and staff</li> </ul>	Storyboards Newsletters	Ongoing	<ul style="list-style-type: none"> <li>• The Tft language will be heard around the school by staff and students alike</li> <li>• The Tft core practices will be modelled by the Principal and Senior Leadership Team</li> </ul>

# ANNUAL GOAL 2026 ...

<p><b>Goal 2</b></p>	<p>1) Ensure that all akonga have continued access to learning support (Universal, Targeted, Specialist) 2) Increase Regular attendance rate to 80% using Attendance Management Plan</p>			
<p><b>Annual Target</b></p>	<p>A confident Kura that gives effect to Te Tiriti o Waitangi and ensures all akonga are valued and supported.</p>			
<p><b>Anticipated Outcomes</b></p>	<p>Shift in students that are tracking at/above</p>	<p><b>Reading:</b> 2025 - 75% at/above Target - 80% at/above</p>	<p><b>Writing:</b> 2025 - 70% at/above Target - 80% at/above</p>	<p><b>Math:</b> 2025 - 74 at/above Target - 80% at/above</p>
<p><b>Actions</b></p>	<p><b>Who is Responsible?</b></p>	<p><b>Resources Required</b></p>	<p><b>Timeframe</b></p>	<p><b>How will we measure success?</b></p>
<p>Universal Support</p> <ul style="list-style-type: none"> <li>Ensure that all students are engaged in learning, being challenged, and are making progress</li> <li>Keep track of student attendance using Attendance Management Plan</li> </ul>	<ul style="list-style-type: none"> <li>Teachers</li> <li>SLT</li> <li>Principal</li> </ul>	<ul style="list-style-type: none"> <li>According to budget for different learning areas</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing</li> <li>Check-in at the middle of each term</li> </ul>	<ul style="list-style-type: none"> <li>All students are engaged in learning and experience challenge in their learning</li> <li>All students are making progress</li> <li>Students attendance is above 90%</li> </ul>
<p>Targeted Support</p> <ul style="list-style-type: none"> <li>Identify students that need targeted support to lift progress (ESOL, Students Tracking Below)</li> <li>Wrap inquiry around these students</li> <li>Meet with families whose attendance is below 90% by the end of March to discuss interventions</li> </ul>	<ul style="list-style-type: none"> <li>Teachers</li> <li>SLT</li> <li>Principal</li> </ul>	<ul style="list-style-type: none"> <li>Teacher aide support</li> <li>RTLB</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing</li> <li>Check-in at the middle of each term</li> </ul>	<ul style="list-style-type: none"> <li>ESOL students are receiving targeted support to boost their language proficiency</li> <li>Targeted students have been identified</li> <li>Targeted students progress is reported to the school board</li> <li>Students with irregular attendance shift to regular</li> </ul>
<p>Specialist Support</p> <ul style="list-style-type: none"> <li>Build IEPs for students with diverse needs (Neurodiverse learners, at risk learners) <ul style="list-style-type: none"> <li>Consultation with Whānau and</li> <li>Support of SENCO and RTLB</li> </ul> </li> <li>Attendance Management Plan Intervention - consider specialised support for Chronic absence</li> </ul>	<ul style="list-style-type: none"> <li>SENCO</li> <li>Teachers</li> </ul>	<ul style="list-style-type: none"> <li>RTLB</li> <li>Whānau engagement</li> <li>Ministry Support</li> </ul>	<ul style="list-style-type: none"> <li>Prior to each funding round</li> <li>Responsive to need</li> </ul>	<ul style="list-style-type: none"> <li>Students who are on RTLB interventions have an IEP in place</li> <li>Parents are engaged in the strategies being developed and work in partnership with school</li> <li>Parents engaged and external support invited to shift attendance trend</li> </ul>

# ANNUAL GOAL 2026 ...

<b>Goal 3</b>	Embed Structured Teaching and Learning practices and implement Phases of Learning.			
<b>Annual Target</b>	High expectation Kaitiaki and confident learners who are EMPOWERED to lead and take ownership of their learning.			
<b>Anticipated Outcomes</b>	Staff and community a greater understanding of the changes in the curriculum and how that impacts their teaching and learning programs			
<b>Actions</b>	<b>Who is Responsible?</b>	<b>Resources Required</b>	<b>Timeframe</b>	<b>How will we measure success?</b>
Review the school curriculum document <ul style="list-style-type: none"> <li>Continue to ensure 1 hour a day of R, W, M</li> <li>Support the incorporation of Structured Literacy and Numeracy</li> <li>Use the Phases of Learning to inform Student Progress</li> </ul>	<ul style="list-style-type: none"> <li>Principal</li> <li>Curriculum Lead</li> <li>Senior Leadership</li> <li>WST</li> <li>AST</li> </ul>	<ul style="list-style-type: none"> <li>New Curriculum framework</li> <li>Cost of transport to meetings</li> <li>MOE materials provided on website</li> </ul>	<ul style="list-style-type: none"> <li>Term 1</li> </ul>	<ul style="list-style-type: none"> <li>Staff continue to build their understanding of the changes in the Curriculum</li> <li>Staff will be familiar with the Knowledge/Practice framework</li> <li>Students will be engaged in Reading, Writing, and Math for 1 hour a day</li> </ul>
Support and equip staff in implementing the changes of Curriculum <ul style="list-style-type: none"> <li>Staff Meetings</li> <li>Teacher Only Days</li> </ul>	<ul style="list-style-type: none"> <li>Principal</li> <li>Curriculum Lead</li> <li>Senior Leadership</li> </ul>	<ul style="list-style-type: none"> <li>Cost of Kai</li> <li>Cost of printing</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing throughout the year</li> </ul>	<ul style="list-style-type: none"> <li>Staff will be familiar with the common practice model</li> <li>Staff will be using the Knowledge/Practice framework in their teaching</li> <li>Our local curriculum will be modified as needed</li> </ul>
Report to Community on student progress using the Phases for Learning <ul style="list-style-type: none"> <li>Build and understanding of the learning progressions within the 3 phases</li> <li>Review and use assessment to create OTJ's to inform parents of student progress</li> </ul>	<ul style="list-style-type: none"> <li>Principal</li> <li>Literacy Specialist</li> <li>Senior Leadership</li> </ul>	<ul style="list-style-type: none"> <li>MOE materials provided on website</li> <li>Collegial check-ins with other Principals</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing throughout the year</li> </ul>	<ul style="list-style-type: none"> <li>Staff will have a growing understanding of the Phases of learning</li> <li>Our team have reviewed what we are currently doing and what the gaps are</li> <li>Reporting that communicates where students sit within the learning phases</li> </ul>

# ANNUAL GOAL 2026 ...

Goal 4	To future-proof the school's facilities through targeted capital improvements			
Annual Target	A thriving Kura that reflects our Special Character, Vision, Values, and Community			
Anticipated Outcomes	<p>Short Term - Add non-teaching spaces that improve the experience for teachers and support staff</p> <p>Long Term - Add capacity to the school car park to reduce the congestion on Annebrook Rd and enhance safety for parents and students during pick-up and drop-off times.</p>			
Actions	Who is Responsible?	Resources Required	Timeframe	How will we measure success?
<p>Engage with Property Manager to explore options for adding non-teaching spaces:</p> <ul style="list-style-type: none"> <li>• Meet to discuss current pressure points/needs               <ul style="list-style-type: none"> <li>◦ non-teaching spaces needed</li> <li>◦ shed replacement due</li> <li>◦ Car-parking pressures</li> <li>◦ Need for more toilet facilities</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Principal</li> <li>• Presiding Member</li> <li>• Property Committee</li> </ul>	<ul style="list-style-type: none"> <li>• School Building Plans</li> <li>• Current site review on needs</li> <li>• Growth Master Plan</li> </ul>	<ul style="list-style-type: none"> <li>• Term 1</li> </ul>	<ul style="list-style-type: none"> <li>• Buy-in from Property manager</li> <li>• Engagement with builder to draw up plans and determine a time-frame for work to be done</li> </ul>
<p>Explore possible funding models to support capital improvements:</p> <ul style="list-style-type: none"> <li>• Prioritising funding for improving integrated space</li> <li>• Funding models to cover the cost of improvements that exceed the integrated spaces</li> </ul>	<ul style="list-style-type: none"> <li>• Principal</li> <li>• Presiding Member</li> <li>• Property Committee</li> <li>• Director AENZ</li> </ul>	<ul style="list-style-type: none"> <li>• 10 Year Property Plan</li> <li>• Attendance Dues records over the last 5 years</li> </ul>	<ul style="list-style-type: none"> <li>• Term 1</li> </ul>	<ul style="list-style-type: none"> <li>• Commitment to fund the cost of both the re-build of the non-teaching space, as well as erecting a pole shed on different section of the school grounds</li> <li>• Co-operation with AENZ office to support a workable funding model</li> </ul>
<p>Share our vision to future-proof our school's facilities</p> <ul style="list-style-type: none"> <li>• Add capacity to the school car park</li> <li>• Move playground and add a new playground space to improve the existing and aging playground space</li> </ul>	<ul style="list-style-type: none"> <li>• Principal</li> <li>• Presiding Member</li> <li>• Property Committee</li> <li>• Director AENZ</li> </ul>	<ul style="list-style-type: none"> <li>• School Building Plans</li> <li>• Current site review on needs</li> <li>• Growth Master Plan</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing throughout the year</li> </ul>	<ul style="list-style-type: none"> <li>• Development of a plan moving forward to prioritise our vision to future-proof school facilities to ensure that they aren't a barrier to future growth.</li> </ul>