

**Mahere Rautaki Hukihuki – Strategic Plan 2026 – 2028
and Year One Annual Plan 2026**

For

Murupara Area School



3 Year Strategic Plan

Goal: Improve Attendance, Engagement and ultimately Academic Achievement (40% plus improvement)

How: By ensuring our school is a safe, inclusive, and welcoming environment, socially, emotionally, and physically, where all students and staff feel safe, supported, and nurtured, underpinned by **Trauma-Informed Practice and Wellbeing integration**

Lead Responsibility: Principal (Driving Strategy and Accountability). Key Resource: Jase Williams, Kimiora Insley

Time Frame: 3 Years (Year 1 Foundation, Year 2: Consolidation, Year 3: Sustainability)

Overarching Outcome: A demonstrable shift in school culture, characterised by staff and student voice and how they feel, **Success Criteria:** Improved attendance, proactive staff and student engagement and improved academic progress.

Strategic Plan

Time Frame	Key Action Area	Specific Actions Required	Lead/Support	Resources	Success Metrics / Outcome Measurement
3 years	Trauma Informed Practice	Embed Trauma Informed Practice. Lead Facilitator? Jase Williams available for 2026 year Jan 23 rd 16th March 11th May, 12 th May, 11 th August: Refer TIP notes attached	Principal / Jase Williams, SLT	Jase Williams Lead Facilitator	Attendance (attendance data) Engagement (wellbeing surveys, Classroom observations) Academic Achievement (Data)
3 Years	Wellbeing Integration	Wellbeing integration across the Curriculum. Movement and well-being practices into daily classroom routines e.g. brain boosts.	Principal/Kimiora Insley	Kimiora Insley Sport BOP. PLD Facilitator	95% staff buy in. Staff feedback indicates understanding that movement and well-being strategies re-engage learners and creates inclusive movement rich environments
3 Years	Curriculum Refresh (2026)	Strategic Focus 2026: Curriculum Excellence & Statutory Alignment "Our primary objective for 2026 is the full implementation of the mandated Te Mātaiaho (Refreshed NZ Curriculum) for English and Mathematics & Statistics across Years 1–10. We are committed to moving beyond compliance by focusing on instructional coherence and systemic	Principal, Junior and Secondary DPs, Hub Leaders	To ensure coherence and pedagogical consistency , MAS will utilise official MoE Learning Kits and Tāhūrangi Teaching Sequences . Our data analysis will be driven by the SMART assessment	To ensure high-quality, consistent delivery of the New Zealand Curriculum , by end of 2026 , all English and Mathematics programs for Years 1–10 will be fully

		consistency. Through a rigorous review of our pedagogical practice , we will ensure that explicit teaching and the 'Science of Learning' are embedded in every classroom, ensuring equitable progress for all learners against the new National Progress Outcomes		tool/ E AsTTle ensuring all student progress is measured against the national 5-point scale	documented through comprehensive Unit Plans and detailed Lesson Plans. These resources will be actively implemented by staff to ensure a 'guaranteed and viable curriculum' for all learners. Success will be measured by staff engagement in collaborative planning and the evidence of these plans in classroom practice.
3 Years	Data Analysis	Data Analysis Skill Development (The "What, So What, Now What" Cycle)	Principal/SLT/ MOE Advisors	MOE Advisors	Teachers understand WHAT?" (Diagnosis) and Vision Setting- What is happening? NOW WHAT?" (Action Planning and Targeted Intervention)- What does this mean? SO WHAT?" (Impact and Accountability)- What is the measurable impact?
3 Years	Attendance Management Plan	Engage with ākonga, teachers, whānau, community, and iwi to improve student attendance.	Principal/Julie Tumarae/Weka Kirk	MOE Advisor, Julie Tumarae, Pauline Teddy, Attendance Services	Staff trained in early identification and tiered support for attendance concerns. 95% of staff confirm understanding of the new AMP, the four absence thresholds, and the SMS action-recording process.

Year One Annual Plan

Action Key: ■ Not Started ■ Actioned and Ongoing ■ Action is Complete

Time Frame	Key Action Area	Specific Actions Required	Lead/Support	Resources	Success Metrics / Outcome Measurement	Action Status			
						T.1	T.2	T.3	T.4
Q1 (Jan-Feb, March)	Planning & Foundational PL	1. Establish Baseline Data: Administer baseline staff and student well-being surveys (e.g., climate survey) and analyse the previous year's attendance and academic data.	Principal / Data Lead	Existing data, Survey tools	Attendance/Engagement: Baseline average daily attendance (ADA) and chronic absenteeism rate established.				
	Trauma Informed Practice	2. Initial Professional Learning (PL): Conduct whole-staff PL focused on Trauma-Informed Practice (TIP) and Strength-Based Approaches to well-being.	Principal / Jase Williams	Jase Williams PLD facilitator, Session materials on TIP core principles.	95% staff attendance at PL. Staff feedback indicates a clear understanding of core TIP concepts.				
	Wellbeing integration across the Curriculum	3. Initial Professional Learning. (PL): Conduct whole school PL focused on Wellbeing integration across the Curriculum. Movement and well-being practices into daily classroom routines e.g. brain boosts.	Principal/Kimiora Insley	Kimiora Insley Sport BOP. PLD Facilitator	60% of staff implementing brain boosts. Staff feedback indicates understanding that movement and well-being strategies re=engage learners and creates inclusive movement rich environments				
	Attendance Management Plan Compliance and Public Access	4. Initial Professional Learning. (PL): Conduct whole school PL focused on Attendance Management Plan focusing on the correct processes for recording and escalating absences within the new SMS system. Baseline is 27% regular attendance as at Term 4 2025 Attendance Target is 58% regular attendance by end of Term 4 2026.	Principal / Julie Tumarae and Weka Kirk Julie Tumarae	Final AMP document, SMS usage guides, PL feedback forms. School Website	Staff trained in early identification and tiered support for attendance concerns. 95% of staff confirm understanding of the new AMP, the four absence thresholds, and the SMS action-recording process.				

		5. Publish AMP Online: Publish the final, Board-approved Attendance Management Plan on the school's public website before Term 1, 2026.			AMP is publicly accessible and meets the MoE publishing requirement by the start of Term 1, 2026.				
	Curriculum Refresh (2026)	<p>6. Curriculum Development Update: MOE Collaboration & Leadership</p> <p>Focus: Implementation of Refreshed English and Mathematics Curriculum (Years 1–10)</p> <p>1. External Consultation (MOE) Formal consultation with MOE Curriculum Advisers to establish a robust implementation roadmap for the Refreshed Curriculum.</p> <p>2. Internal Leadership: "Change Agents"</p> <p>Two staff members in Junior School to act as Change Agents/Curriculum Leads (selected for their pedagogical expertise and their ability to mentor colleagues) Change agents will serve as the "bridge" between the MOE advisers and MAS classroom teachers, ensuring that the new plans are practical and impactful.</p> <p>3. Strategy Planning Session (March)</p> <p>A foundational planning meeting is set for the first week of March to develop a comprehensive Learning Plan for the Change Agents themselves. This plan will outline their professional development, their release time for mentoring, and the specific milestones for the Y1–10 curriculum rollout.</p>	MOE Curriculum Advisers, MAS Staff	MoE Learning Kits and Tāhūrangi Teaching Sequences. Smart Tool	MOE Curriculum Adviser and identified Change agents complete Learning Plan outlining their professional development, their release time for mentoring, and the specific milestones for the Y1–10 curriculum rollout				
	Data Analysis	<p>7. Whole School PLD Data Analysis Skill Development (The "What, So What, Now What" Cycle)</p> <p>What? Case studies. What is happening</p> <p>Now What One example of basic data and use it to brainstorm one small, immediate change they can make in their classroom</p> <p>So What?- Case studies What difference does it make?</p>	Principal/ SLT/Staff MOE Curriculum Advisers	MOE Advisors Case studies	Teachers able to articulate WHAT? What is happening? - case studies NOW WHAT? (How do we get there?) stage. It moves staff from reading data to acting on it SO WHAT? What difference does it make?				

Q2 (Mar-Jun)	Routine Integration & Active Learning	1. Rollout Daily Routines: All staff introduce and embed simple daily well-being practices: Brain Boosts, 2-minute Mindfulness/Breathing exercises, and quick movement breaks into their classroom routines.	Classroom Teachers (Monitored by Principal)	Prepared 'Brain Boost' bank (digital/physical cards).	Engagement: 90% of classrooms implementing movement/mindfulness daily (monitored via spot-checks/checklists). Qualitative feedback shows routines are accepted by students.				
	Integration of Trauma-Informed Practice (TIP)	2. All staff apply trauma informed practices	Classroom Teachers and Teacher Aids	Refer TIP_ foundational session materials	Engagement/Inclusivity: Student/staff well-being survey data (Mid-Year) shows a 10% increase				
	Curriculum Refresh (2026)	<p>The” Learning Phase</p> <p>National Alignment: Bi-weekly check-ins with MOE Curriculum Advisers to interpret "The Understand, Know, Do" framework.</p> <p>Pedagogical Leadership: Undertake coaching training to learn how to give feedback to colleagues.</p> <p>Resource Mastery: Audit all existing school units against the refreshed curriculum requirements.</p> <p>(The "Doing" Phase)</p> <p>What the Change Agents will deliver to the staff.</p> <ul style="list-style-type: none"> Phase 1 (March): The Blueprint <p>Audit the School Lesson and Unit Plan" template to ensure it works for both primary and secondary contexts.</p> <p>Present the "Year 1-10 Roadmap" at Staff Meeting in March.</p> <ul style="list-style-type: none"> Phase 2 (April/May): Collaborative Design <p>Change Agents lead "Planning Huddles" where teachers co-write their first refreshed Unit Plan.</p> <p>A "Model Classroom" is created where other staff can observe a refreshed lesson in action.</p>	Principal/SLT, MOE Curriculum Advisers, MAS staff	<p>Know/Do Framework</p> <p>Shadow coaching resources</p> <p>MAS lesson and Unit Plans</p>	Timeframe: Phase 1 to 3 completed March to June				

		<ul style="list-style-type: none"> Phase 3 (June): Quality Assurance <p>Conduct a "Check-and-Connect" with every Y1–10 teacher to ensure plans are being used and understood.</p>							
	Embedding the The "What, So What, Now What" Cycle)	Data analysis process embedded into classroom practice,	Classroom Teachers and Teacher Aids	MOE Advisors, SLT	Data analysis moves from a reporting obligation to the basis instructional planning and resource allocation, demonstrating a clear link between action and impact.				
	Feedback	3. Mid-Point Feedback: Collect initial feedback from staff on implementation challenges and successes, specifically regarding the application of TIP and wellbeing integration in routines.	Principal	Quick online feedback form	Staff report confidence in applying new practices. Classroom observations indicate that 100% of classrooms are embedding TIP and movement practices. Observations record reduction of minor/moderate disruptive incidents in classrooms from baseline.				
Q3 (Jul-Sep)	Inquiry Cycles	1.. Inquiry Cycles: Facilitate small professional learning groups (PLGs) for staff to refine their use of the new strategies and share best practices	Principal / PLG Leaders	Collaboration time, Digital sharing platform (e.g., shared drive).	Staff-led inquiry reports demonstrate an intentional modification of practice based on student need and TIP principles .				
	Attendance	2. Mid-Year Data Review: Review attendance and early academic data against Q1 baseline.	Principal	Data analysis reports	Attendance: Increased Achievement of +10 % compared to Q1 baseline.				
	Curriculum Refresh Embedding and Refining. The	Implement "In-Class Coaching": Move beyond meetings. Change Agents spend time in classrooms—as "critical	Principal/SLT, MOE Curriculum Advisors, MAS staff	Coaching, resource folder of Lesson plans and units., Student	1. Walk throughs show 100%				

	goal for the second half of the year is to ensure the new curriculum becomes the MAS way	<p>friends"—to help teachers tweak the delivery of the new plans.</p> <p>A Resource Folder Create a shared digital folder of "exemplary" lesson plans and student work samples, so teachers don't have to reinvent the wheel.</p> <p>Conduct Student "Voice" Surveys: interview students from Years 1, 5, and 9 to ask: "<i>What are you learning in Math/English? How do you know if you're successful?</i>" This provides evidence if the planning is reaching the students.</p> <p>Moderation Workshops: Lead staff through "cross-syndicate moderation." For example, have a Year 6 teacher and a Year 9 teacher look at the same piece of writing to ensure the curriculum progression is seamless.</p>		Voice surveys. Moderation workshops	<p>alignment to Unit Plans.</p> <p>2. Staff Competency All staff have received at least one coaching "check-in."</p> <p>3. Student Interviews More than 90% can articulate their learning goals.</p> <p>4. Moderation:5High correlation in marking across Y1-10.</p>				
Q4 (Oct-Dec)	Evaluation, Review, and Forward Planning	1. Final Data Collection: Administer final student/staff well-being surveys. Collate final attendance data for the year. Collate end-of-year academic achievement data.	Principal / Data Lead	End-of-year data sets	Academic Achievement: Increase)				
		2. Annual Review Report: Write a comprehensive report summarizing the impact on attendance, engagement, and academic achievement, using all collected data, specifically addressing how Trauma-Informed Practice contributed to the outcomes. Present findings to the Board of Trustees/Whānau.	Principal	Annual report template	Engagement: 10% improvement in student well-being survey scores related to "feeling supported and nurtured" compared to baseline.				
		3. Plan for Embedding (Year 2): Based on the review, develop the plan for Year 2, focusing on sustaining successful TIP-aligned routines and addressing areas that need further development.	Principal	Year 2 Action Plan template	Clear, measurable goals established for Year 2 implementation, with explicit links to deepening Trauma-Informed Practice.				

Summary of Success Metrics:

Outcome	Success Metric (Measurable Indicators)	Frequency of Measurement
Improved Attendance	1. Increase in Average Daily Attendance (ADA): Target is a 58% as at end of Term 4 2026. Baseline is 27% regular attendance as at Term 4 2025	Quarterly / End-of-Year

Outcome	Success Metric (Measurable Indicators)	Frequency of Measurement
Target is 58% by end of Term 4 2026 Quantitative Qualitative		
	2. Decrease in Chronic Absenteeism: Target is a 5% reduction in the number of students chronically absent (absent for 10% or more of school days).	Quarterly / End-of-Year
Improved Engagement (TIP Focused)	1. Student/Staff Survey Data: 10% improvement in survey responses regarding "feeling safe, supported, and nurtured" compared to the baseline, with specific attention to safety and choice metrics .	Q1 (Baseline), Q3 (Mid-Year), Q4 (Final)
	2. Staff Observation Data: Increased use (e.g., 50% adoption rate) of embedded movement and well-being practices in classroom observations, with fidelity to TIP principles (e.g., predictability, peer support) .	Quarterly
Improved Academic Achievement	1. Student Progress: Increase in the percentage of students meeting or exceeding curriculum expectations in Literacy/Numeracy, particularly those with previously low engagement. Below level: Decrease by 10%–15% (Structured planning and "Change Agent" coaching specifically catch students who were below the level) At the level: Increase by 5 to 10% (This group should grow as students move up from "Below" and as core teaching becomes more consistent across all classrooms.) Above the level: increase by 3 to 5% (Clear unit plans allow high achievers to move faster.)	End-of-Year
	2: NCEA level 1 Literacy pass rate exceeds national average.	End of Year

Notes for Trauma Informed Practice

Friday 23rd January - Staff Only Day

Monday 15th March - Meet with Teams

Monday 11th May & Tuesday 12th May - 1-1s with Kaiako (and teacher aides if time allows)

Tuesday 11th August - Leadership Team - looking at policies and procedures, etc / Staff Meeting re: Q&A / Whānau Hui in the evening