



Brookby School Annual Plan 2026

Our strategic plan, **underpinned by our Te Ara Brookby Values** of whanaungatanga, Mana, Ako and Manaakitanga, guides how we will support ākonga success and achievement. It reflects the values, voices and aspirations of our school community and is **supported by our vision**; At Brookby, we embrace our unique, rural learning environment and promote a culture that inspires personal excellence. We provide a wide range of challenges and opportunities for all our students and empower them with the knowledge and skills they need to be confident, connected and actively involved lifelong learners.

Brookby School is **committed to Te Tiriti o Waitangi**. We acknowledge Ngāi Tai ki Tāmaki as mana whenua and value relationships with iwi and whānau. We recognise Te Tiriti by incorporating it into all aspects of Brookby, including governance, structure and practices. At Brookby, we will give effect to Te Tiriti through;

Our Goals		
Curriculum	Culture	Connection
Design a Brookby Curriculum that reflects Te Mātaiaho.	Create a supportive environment where we value and respond to the needs and aspirations of our learners.	Foster a learning community that is well-connected and informed.
Our Initiatives		
<ul style="list-style-type: none"> Staff develop their knowledge and understanding of the new Curriculum within the Brookby School context. Staff develop their knowledge and understanding of new assessment and reporting tools and approaches. Expect progress for all ākonga. 	<ul style="list-style-type: none"> Implement the Attendance procedure to encourage high attendance rates. Implement a PLG system that reflects the 2026 Teaching Standards. Demonstrate a commitment to hauora 	<ul style="list-style-type: none"> Ensure Māori learners' success by the whole school valuing tikanga Foster strong partnerships with home, school and wider community to support learning. Communicate and report in clear language with the community.

Goal 1 – Curriculum and Assessment - Design a Brookby Curriculum that reflects Te Mātaiaho.

Annual Target/Goal – We will grow understanding, awareness and confidence in teaching and assessing using the Te Mātaiaho curriculum and related pedagogical approaches.				
Initiative	Actions	Who is Responsible	Allocation of Resources	Measures of Success
Staff develop their knowledge and understanding of the new Curriculum within the Brookby School context.	<ul style="list-style-type: none"> ● Te Ara Brookby Literacy and Maths are developed and implemented. ● Kaiako develop coaching goals focused on implementing Te Ara Brookby Literacy with a writing focus. ● Engage in PLD (Staff meetings & Teacher Only Days) focused on Te Mātaiaho, Structured Literacy, Structured Maths, and assessment. ● Engage in writing PLD to link Te Mātaiaho, iDeal and Seven Steps to Writing Success. ● Use Ministry PLD and resourcing to support teaching and learning. ● Continue to participate in Healthy Active Learning PLD, with a facilitator, to support Kaiako knowledge and confidence, providing a wide range of challenges and opportunities for regular physical education lessons. 	All staff led by Mel	Time for PLD, review and development. Resources to support teaching and learning. iDeal memberships Ministry-funded Structured Maths resources	<ul style="list-style-type: none"> ● Te Ara Brookby Literacy & Numeracy plan developed, implemented and reviewed. ● New curriculum with links to iDeal, Pr1me and Seven Steps to Writing Success is evident in planning and classrooms. ● Programmes and approaches in the classroom reflect Structured Literacy, maths and Te Mātaiaho. ● Relevant PLD is planned for and provided during Staff Meetings and Teacher Only Days. ● Kaiako coaching documentation reflects a goal-focused teaching writing that reflects Structured Literacy and Te Mātaiaho. ● Healthy Active Learning PLD sessions with a focus on supporting the teaching of Physical Education lessons. This includes facilitator support, modelling and observations. ● Classroom programmes reflect a range of physical education lessons.
Staff develop their knowledge and understanding of new assessment and reporting tools and approaches.	<ul style="list-style-type: none"> ● Develop knowledge of the Te Mātaiaho phase progress markers, rubrics and progress descriptors. ● Engage in PLD focussed on new assessment tools, assessment resources within Te Mātaiaho. ● Develop an understanding of using new tools to support teaching and learning, OTJs and reporting. ● Use tools to write reports using a new 2026 format. ● Develop an understanding of how Te Mātaiaho and the new tools and resources align with iDeal and Pr1me resources. 	All staff led by Wayne and Mel	Time for PLD, review and development. Time/\$ to develop new reporting template with EDGE (SMS)	<ul style="list-style-type: none"> ● New assessment tools used to collect, collate and analyse achievement data at Mid and End of Year. ● T1 & T4 achievement data comparison in literacy and maths. ● Ministry guidelines and progress markers used to support and enhance consistency across schools. ● Teachers use new assessment tools to support teaching and learning. ● Teachers use assessment tools to support their OTJ and reporting writing. ● Teachers confidently complete report writing using the new format.
Expect progress for all ākonga.	<ul style="list-style-type: none"> ● Explicit teaching and high-leverage teaching practices are evident in all classrooms. ● Classroom programmes implement Whole class/Tier 1 instruction for all practices in Reading, Writing and Maths. ● Tier 2 boost and/or stretch groups are evident in programmes. ● Ensure we meet the expectations related to teaching the core subjects (Reading, Writing, Maths) each day. ● 80% of ākonga achieve proficient or above descriptors in Reading, Writing and Maths at the end of the year. 	All staff led by Mel & Wayne	Time for PLD, review and development. Healthy Active Learning PLD Resources to support teaching and learning.	<ul style="list-style-type: none"> ● Kaiako planning shows tier 1 teaching using iDeal and Pr1me planning references. ● Planning checks and planned discussions around meeting expectations related to the teaching of core subjects ● Observations to inform coaching conversations. ● Identified needs are supported by timetables, resources, small group and individual support through SENCO, LSC and Learning Assistants.

Goal 2 - Culture - Create a supportive environment where we value and respond to the needs and aspirations of our learners.

Annual Target/Goal - We will work to create a supportive environment where ākonga (students) and kaiako (teachers) can talk about their learning and next steps.				
Initiative	Actions	Who is Responsible	Allocation of Resources	Measures of Success
Implement the Attendance procedure to encourage high attendance rates.	<ul style="list-style-type: none"> ● Create and implement the STAR Attendance Plan ● Support staff to implement the STAR Attendance Plan ● Highlight attendance weekly with the community ● Celebrate students who have been at school every day. ● Review the STAR Attendance Plan at the end of 2026. ● Communicate with parents as per the STAR Attendance Plan, including proactive beginning-of-the-year reminders. ● SLT meet on a weekly basis focussing on attendance as per the STAR Attendance Plan. 	All staff led by Wayne & Mel	Time for support, review and regular SLT meeting	<ul style="list-style-type: none"> ● Attendance figures are reviewed weekly by SLT. ● Weekly review and follow up with families as needed (and recorded) ● Attendance certificates awarded at the end of each term and year. ● STAR Attendance Plan developed and used. ● Rolls marked according to the STAR Attendance Plan. ● Review the STAR Attendance Plan at the end of 2026. ● Attendance information shared with the community regularly. ● 85% attending regularly (90%+)
Implement a PLG system that reflects the 2026 Teaching Standards.	<ul style="list-style-type: none"> ● Teachers engage with coaching conversations focussed on improving practice and learning outcomes for students. ● Kaiako use videos and rubrics within iDeal to support their improving practice of teaching Structured Literacy. ● Kaiako's coaching goal is focused on teaching writing that reflects the Te Mātaiaaho, iDeal and Seven Steps to Writing Success approaches. ● Engage in PLD focussed on the (new) 2026 Teaching Standards. 	All staff led by Wayne	Time for PLD, review and development. Resources to support teaching and learning.	<ul style="list-style-type: none"> ● Kaiako coaching documentation reflects a goal focused on writing. ● Teaching standards 2026 are reflected in coaching/plg documentation. ● Observations and coaching conversations are documented and reflected upon.
Demonstrate a commitment to hauora	<ul style="list-style-type: none"> ● Make decisions that reflect our commitment to hauora and well-being ● Prioritise the unique needs of ākonga and whānau hauora. ● PB4L shared language, understanding and approach are consistent across the school. ● The Brookby Community demonstrate the Brookby values through their actions in the classroom, playground and at other school events. ● School House system reviewed and changes implemented. 	Mel & Wayne Rebecca (PB4L) Tom (Houses)	Time for PLD, review and development. New point board House flags	<ul style="list-style-type: none"> ● SLT reviews & plans each term to ensure balance. ● Clear organisation and communication ● Whānau voice ● Te Ara Brookby language is used within classrooms, playground and certificates. ● Houses are visually represented around the school (points board, flags, etc.). ● House points are regularly updated and shared ● Student feedback on the new house system at the end of 2026.

Goal 3 - Connection - Foster a learning community that is well-connected and informed.

Annual Target/Goal - As a community, we value and celebrate individual success and achievement.				
Initiative	Actions	Who is Responsible	Allocation of Resources	Measures of Success
Ensure Māori learners' success by the whole school valuing tikanga	<ul style="list-style-type: none"> ● Brookby values relationships and a mana-enhancing /strengths-based approach. ● Continue to build relationships with Ngāi Tai ki Tāmaki (mana whenua). ● Māori students are identified within class and school-wide data, discussions and analysis. ● Weekly Senior and Junior Kapa Haka sessions are led by our Kaiārahi Kapa Haka. ● Kapa Haka Rangatira as part of the student leadership team. ● Cultural performance opportunities across the year. ● Celebrate ākonga progress and success in a range of areas, including leadership, academics, sports, culture, the arts and ākonga's strengths and passions. 	All staff led by Mel & Wayne	Koha & kai when connecting with Ngāi Tai ki Tāmaki Specialist teacher Kapa Haka payment	<ul style="list-style-type: none"> ● Kaiako conversations reflect a strengths-based approach ● Opportunities to visit and connect with Brookby School and Ngāi Tai ki Tāmaki. ● Kapa Haka participation across the school ● Kapa haka leaders/Rangatira are visible across the school ● Kapa Haka performances across the year. ● Staff acknowledging and celebrating ākonga's progress and achievement within class and wider community (assembly, Facebook, email to parents, certificates and end-of-year awards)
Foster strong partnerships with home, school and wider community to support learning.	<ul style="list-style-type: none"> ● Plan community relationship-building events each term. ● Termly fundraising for charities that align with the Brookby Values. ● Opportunities to connect with whānau re: curriculum, learning and opportunities. ● Engage local community resources to enhance students' and whānau engagement. 	All staff led by Mel & Wayne	Time for review and development.	<ul style="list-style-type: none"> ● Events are planned each term. ● Regular emails, newsletters and Facebook posts ● Information evenings are held for the community. ● Whānau information evenings on curriculum & approaches
Communicate and report in clear language with the community.	<ul style="list-style-type: none"> ● Review of formal reporting to align with the new curriculum, progress markers, and descriptors. ● Develop new 2026 written reports that contain the updated Ministry of Education's requirements for reporting. ● Opportunities to connect with whānau re: curriculum, learning and new reporting. 	All staff led by Mel & Wayne	Time for review and development.	<ul style="list-style-type: none"> ● New 2026 reports are developed and used for reporting. ● Reports are understood and valued by the community. ● Whānau information evenings on curriculum, approaches and reporting held across the year. ● Parent feedback and attendance