

Annual Implementation Plan 2025



Summary of the plan

This year we will continue to refine and improve our assessment practices at Renew School, specifically to improve literacy and numeracy achievement for all ākonga. We want to develop a common language for parents, students and teachers that intentionally make conversations about learning 'normal' in our community. We will use our special character, a STEAM curriculum, literacy and tikanga Māori as contexts for these learning conversations.

Where we are currently at:

After consulting with the Renew School community, i.e. parents, students, and staff, it has been decided that we want to give specific focus to our school vision, i.e. disciple and train a generation with a focus to impact society for the Kingdom of God, summarised by the tagline, 'Telling God's story through S.T.E.A.M.'. Many of our strategic goals flow out of this.

Furthermore, our primary students' achievement in numeracy has gradually been improving, and the foundation that has been laid is enabling students in Years 9 and 10 with acceptable levels of success in the recently introduced numeracy standards. Through the analysis of writing assessment data, we have identified a need to develop and implement literacy assessment analysis, and we also want to implement strategies to inform future planning practice and investigate the role Structured Literacy can play in laying a solid foundation for students' future progress in literacy. Consultation with our Māori whānau has shown that we need to do more to develop an understanding of tikanga Māori that reinforces the Renew School special character.

Regulation 9(1)(e)

How will our targets and actions give effect to Te Tiriti o Waitangi:

Māori has a rich heritage in the spread of the gospel in Aotearoa. Local iwi in Northland has clear stories that show God has prepared Māori for the message of the gospel prior to its arrival, and that Māori took the message of the gospel to Māori across Aotearoa. Therefore, Renew School is making an intentional effort to collaborate with our Māori community to ensure that mātauranga Māori, tikanga Māori and te ao Māori are appropriately included and considered as we try to improve how our special character is lived out, we interact with the environment, develop our ability to use digital tools responsibly, and improve students' literacy in both English and Te Reo Māori. We know this will improve outcomes for all students, including our Māori ākonga.

Regulation 9(1)(g)

Annual Implementation Plan 2025

Strategic Goal 1 Develop our culture of discipleship to create disciples who can disciple others.				
Regulation 9(1)(a)				
Annual Target/Goal: Students and staff will develop a 'stewardship' mindset. Biblical stewardship is the responsible and careful management of everything God has entrusted to us, recognizing that all resources, including time, talents, and possessions, ultimately belong to Him and are to be used for His glory, seeking first His Kingdom and His righteousness, and the betterment of His creation.				
Regulation 9(1)(a)				
What do we expect to see by the end of the year? (What expectations do you have for this target for this year? What evidence will you see? This can flow on from the expectations listed in your strategic plan for the full 3-years.)				
Regulation 9(1)(d) Students can not only articulate in a developmentally appropriate way what stewardship is but can demonstrate evidence of how they are practising stewardship around Renew School and in the community.				
Actions <i>Detail the key actions you'll take this year to reach your annual target listed above</i> Regulation 9(1)(b)	Who is Responsible Regulation 9(1)(c)	Resources Required Regulation 9(1)(c)	Timeframe <i>This is optional however is useful to help with your planning</i>	How will you measure success? <i>Think about what you expect to see at the end of the year and detail the measurements you'll use to check on your progress. You'll want to reference the success measures from your strategic plan template.</i> Regulation 9(1)(d)
Create a 'Christian service' period in the timetable.	AP Secondary / Timetabler	Staffing (teacher release)	Completed prior to the start of Term 1, 2025.	Timetable operational.
Create a draft Christian service curriculum for Years 9-11.	AP Secondary	Staffing (including teacher release), funding for planned Christian service activities	Termly review at the start and end of each term	A draft Christian service curriculum scheme published by the middle of Term 4, 2025.
Create a draft stewardship programme for Years 1-11.	AP Primary, AP Secondary	Meeting time, staffing (including possible release)	Fortnightly reminders and discussion during departmental and all staff meetings	A draft stewardship curriculum published by the middle of Term 4, 2025.

Annual Implementation Plan 2025

Strategic Goal 2 Development of a STEAM-focused curriculum.				
Regulation 9(1)(a)				
Annual Target/Goal: <ul style="list-style-type: none"> Enviro Group is taking responsibility for continuing the Wastewise Project in reducing school and church waste, aiming for the Rakau award. Introducing a digital citizenship programme for Years 2-10. 				
Regulation 9(1)(a)				
What do we expect to see by the end of the year? (What expectations do you have for this target for this year? What evidence will you see? This can flow on from the expectations listed in your strategic plan for the full 3-years.)				
Regulation 9(1)(d)				
<ul style="list-style-type: none"> A school vision for waste management. A draft digital citizenship curriculum adopted by the start of Term 3. 				
Actions <i>Detail the key actions you'll take this year to reach your annual target listed above</i>	Who is Responsible	Resources Required	Timeframe <i>This is optional however is useful to help with your planning</i>	How will you measure success? <i>Think about what you expect to see at the end of the year and detail the measurements you'll use to check on your progress. You'll want to reference the success measures from your strategic plan template.</i>
Regulation 9(1)(b)	Regulation 9(1)(c)	Regulation 9(1)(c)		Regulation 9(1)(d)
Enviro Group consults with all stakeholders to develop a Renew School vision for the management of waste. Enviro Group meets regularly. Updates given on a termly basis during assembly. Finalising the recycling and sorting of our rubbish with bins complying to government guidelines. Having classroom enviro monitors.	HOD Science; Enviro Group (Primary and Secondary Students)	Liaise with Eco Solutions educator and the Enviro schools NRC Purchase compliance bins including a soft plastic bins.	All year	Reduction in Waste Complete another waste audit to compare with 2024 waste audit. Work with Eco Solutions on a strategy to achieve the Rakau Waste-wise award. Enviro Leaders will report back to School community.
Research possible digital citizenship curricula (checking with sister schools in NZACS network)	Specialist teacher; Primary teachers; Secondary teachers	Release time for research and implementation meetings.	Research and choose a curriculum by the end of Term 2; implement draft programme in Term 3; evaluate effectiveness in Term 4	Age appropriate student mastery of implemented digital citizenship curriculum measured using pre- and post-tests.

Annual Implementation Plan 2025

Strategic Goal 3 Improve student achievement in writing across the school.				
Regulation 9(1)(a)				
Annual Target/Goal: An intentional focus on the improvement of Y4-10 students' vocabulary across learning areas.				
Regulation 9(1)(a)				
What do we expect to see by the end of the year? (What expectations do you have for this target for this year? What evidence will you see? This can flow on from the expectations listed in your strategic plan for the full 3-years.)				
Regulation 9(1)(d) Students' literacy achievement measured via external assessment tools (PAT Reading Vocabulary and e-asTTle) demonstrate the development of a richer vocabulary.				
Actions <i>Detail the key actions you'll take this year to reach your annual target listed above</i>	Who is Responsible	Resources Required	Timeframe <i>This is optional however is useful to help with your planning</i>	How will you measure success? <i>Think about what you expect to see at the end of the year and detail the measurements you'll use to check on your progress. You'll want to reference the success measures from your strategic plan template.</i>
Regulation 9(1)(b)	Regulation 9(1)(c)	Regulation 9(1)(c)		Regulation 9(1)(d)
Benchmark tests, specifically PAT Reading Vocabulary, completed by the end of Term 1, and results analysed.	AP Primary, AP Secondary, Specialist Teacher, HOD Primary Literacy, HOD English, Teachers	Release time to set up, administer, and analyse PAT achievement data.	End of Term 1	PAT tests for every Y4-10 student successfully completed by the end of Term 1. Students results analysed by teachers and HOD's.
Implementation of vocabulary learning strategies based on analysed PAT results and teacher input.	AP Primary, AP Secondary, Specialist Teacher, HOD Primary Literacy, HOD English, Teachers	AP's work with their respective teams to introduce and implement agreed-on strategies.	Term 2 onwards	Departmental and SLT meeting minutes need to reflect regular progress reports.
Measure and analyse progress in Term 4.	AP Primary, AP Secondary, Specialist Teacher, HOD Primary Literacy, HOD English, Teachers	Release time to set up, administer, and analyse PAT achievement data.	Term 4	PAT tests for every Y4-10 student successfully completed by the middle of Term 4. Students results analysed by teachers and HOD's.

Annual Implementation Plan 2025

Strategic Goal 4 Develop an understanding of tikanga Māori that reinforces the Renew School special character.				
Regulation 9(1)(a)				
Annual Target/Goal: All staff and students are able to recite their pepeha.				
Regulation 9(1)(a)				
What do we expect to see by the end of the year? (What expectations do you have for this target for this year? What evidence will you see? This can flow on from the expectations listed in your strategic plan for the full 3-years.)				
Regulation 9(1)(d) Students and staff are able to recite their pepeha in a manner they are comfortable with.				
Actions <i>Detail the key actions you'll take this year to reach your annual target listed above</i>	Who is Responsible	Resources Required	Timeframe <i>This is optional however is useful to help with your planning</i>	How will you measure success? <i>Think about what you expect to see at the end of the year and detail the measurements you'll use to check on your progress. You'll want to reference the success measures from your strategic plan template.</i>
Regulation 9(1)(b)	Regulation 9(1)(c)	Regulation 9(1)(c)		Regulation 9(1)(d)
Create a pepeha framework that supports the special character of Renew School	Te Reo Māori teaching staff	Staff meetings, class time	Term 1	Pepeha framework distributed to staff.
Students and staff complete and start to practice pepeha.	All Staff	Class time, non-contact time	Term 2 - Term 4	Students and staff are able to recite a pepeha / mihi they are comfortable with by the middle of Term 4.