

# Annual Implementation Plan 2026



<p><b>Summary of the plan</b></p> <p>Our vision for our students (as per our strategic plan) is that our students will learn to tell God’s story through S.T.E.A.M. (Science - Technology - Engineering - Arts - Mathematics). This year we will continue striving towards this vision with learning goals that focus on our students’ special character, our localised STEAM curriculum, literacy and tikanga Māori.</p>
<p><b>Where we are currently at:</b></p> <p>In 2025 we introduced an intentional focus on stewardship, specifically as it pertains to the Creation mandate (Genesis 1:28) and making the most of the gifts and opportunities God blesses us with (Matthew 25:14-30), we continued to develop a STEAM-focused curriculum (<i>e.g. Renew School became the first school in Whangārei to achieve the WasteWise Rākau Award; our Year 10 technology students built a rain shelter for our community in the car park</i>), we worked on improving students’ writing through the development of vocabulary (<i>e-asTTle results show a general improvement in Y7-10 students’ writing over the year</i>), and all staff and students created and recited their pepeha.</p> <p>Our primary students’ achievement in numeracy continues to improve, and most students who have participated in the CAA Literacy and CAA Numeracy have been successful in achieving these standards . Most primary staff have completed the government’s Structured Literacy professional learning and they are working on implementing new literacy requirements.</p> <p>Regulation 9(1)(e)</p>
<p><b>How will our targets and actions give effect to Te Tiriti o Waitangi:</b></p> <p>Māori has a rich heritage in the spread of the gospel in Aotearoa and matauranga Māori have many S.T.E.A.M. examples that our students can learn from and build on. 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.</p> <p>Regulation 9(1)(g)</p>

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<b>Strategic Goal 1</b> Develop our culture of discipleship to create disciples who can disciple others.  <a href="#">Regulation 9(1)(a)</a>				
<b>Annual Target/Goal:</b> Students and staff will develop a <b>stewardship rubric</b> to help us know how we are progressing towards being good stewards of God’s world, the gifts God has given us, and the learning opportunities we are presented with. 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.  <a href="#">Regulation 9(1)(a)</a>				
<b>What do we expect to see by the end of the year?</b> (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.) <a href="#">Regulation 9(1)(d)</a> 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 using a rubric they have developed.				
<b>Actions</b> <i>Detail the key actions you'll take this year to reach your annual target listed above</i>  <a href="#">Regulation 9(1)(b)</a>	<b>Who is Responsible</b>  <a href="#">Regulation 9(1)(c)</a>	<b>Resources Required</b>  <a href="#">Regulation 9(1)(c)</a>	<b>Timeframe</b> <i>This is optional however is useful to help with your planning</i>	<b>How will you measure success?</b> <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>  <a href="#">Regulation 9(1)(d)</a>
Develop a stewardship rubric.	Principal, AP Primary, AP Secondary, Homeroom Teachers	Class time.	Completed by the end of Term 1, 2026.	Rubric shared with the Renew School stakeholders and publicly visible around the school.
Implement the stewardship rubric.	Principal, AP Primary, AP Secondary, All Staff	Timetable reflection time.	Implemented by the end of Term 2, 2026.	Rubrics will be completed for individual reflection (both students and staff), class-wide and staff reflection, and summarised results to be presented to Renew School stakeholders.
Evaluate the effectiveness of the stewardship rubric..	Principal, AP Primary, AP Secondary, Homeroom Teachers	Class time, meeting time.	Completed by the end of Term 3, 2026.	A reviewed rubric to be shared with the Renew School stakeholders and publicly visible around the school.

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<b>Strategic Goal 2</b> Development of a STEAM-focused curriculum.  Regulation 9(1)(a)				
<b>Annual Target/Goal:</b> Students design and build a bike and scooter shelter.  Regulation 9(1)(a)				
<b>What do we expect to see by the end of the year?</b> (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) A bike and scooter shelter.				
<b>Actions</b> <i>Detail the key actions you'll take this year to reach your annual target listed above</i>  Regulation 9(1)(b)	<b>Who is Responsible</b>  Regulation 9(1)(c)	<b>Resources Required</b>  Regulation 9(1)(c)	<b>Timeframe</b> <i>This is optional however is useful to help with your planning</i>	<b>How will you measure success?</b> <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 unit plan that will enable Year 9 / 10 students to design and build a bike and scooter shelter for students and staff at Renew School.	AP Secondary, Technology Teacher	Staffing.	Completed end of Term 1, 2026.	Unit plan presented to AP Secondary. AP Secondary to share plans with the principal, and the principal to share plans with the BOT.
Year 9 / 10 students design and build the shelter by consulting with all stakeholders (i.e. students, staff and the proprietor).	AP Secondary, Technology Teacher	Staffing, funding (secured in 2025) for tools and materials, timetabled class time.	Completed by the end of Term 3, 2026.	Bike and scooter shelter to be officially unveiled for use at the end of Term 3, 2026.

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<b>Strategic Goal 3</b> Improve student achievement in writing across the school.  <a href="#">Regulation 9(1)(a)</a>				
<b>Annual Target/Goal:</b> Develop and implement a writing model across the school that enables students to use proper sentence structure in all learning areas.  <a href="#">Regulation 9(1)(a)</a>				
<b>What do we expect to see by the end of the year?</b> (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.) <a href="#">Regulation 9(1)(d)</a>				
<a href="#">Students' literacy achievement measured via internal and external assessment tools (PAT Reading Vocabulary, e-asTTle and SMART) demonstrates the development of proper sentence structure.</a>				
<b>Actions</b> <i>Detail the key actions you'll take this year to reach your annual target listed above</i>  <a href="#">Regulation 9(1)(b)</a>	<b>Who is Responsible</b>  <a href="#">Regulation 9(1)(c)</a>	<b>Resources Required</b>  <a href="#">Regulation 9(1)(c)</a>	<b>Timeframe</b> <i>This is optional however is useful to help with your planning</i>	<b>How will you measure success?</b> <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>  <a href="#">Regulation 9(1)(d)</a>
<b>The "Universal Five":</b> Agree on 5 core sentence rules (e.g., capital/full stop, no fragments, use of "Because/But/So") to be enforced school-wide.	<a href="#">SLT, HOD English, Literacy Lead, HODs</a>	<a href="#">A "Quick-Reference" cheat sheet for staff and students.</a>	<a href="#">Weeks 1-3, Term 1</a>	<a href="#">Every classroom has the "Universal Five" visible and referenced in lessons.</a>
<b>Staff PLD:</b> Run a "Sentence-Level 101" workshop focusing on immediate strategies like sentence combining and "Scrambled Sentences."	<a href="#">HOD English, Literacy Lead</a>	<a href="#">Staff meeting time; subject-specific sentence examples.</a>	<a href="#">Weeks 4-5, Term 1</a>	<a href="#">SLT to observe implementation via walkthroughs. Staff feedback shows 100% confidence in applying the "Universal Five" to their marking.</a>
<b>In-Class Modeling:</b> Teachers explicitly model "Thinking Aloud" while writing a sentence on the board in their specific subject (e.g., a hypothesis in Science).	<a href="#">All Teaching Staff</a>	<a href="#">Whiteboards, digital displays, subject exemplars.</a>	<a href="#">Weeks 6-10, Term 1</a>	<a href="#">SLT / Peer observations show teachers "live writing" and checking for structure during lessons.</a>
<b>Targeted Interventions:</b> Identify students significantly below expectations and provide small-group "sentence-booster" sessions.	<a href="#">Learning Support (SENCOs), Teacher Aides</a>	<a href="#">Targeted literacy workbooks or software (e.g., StepsWeb or similar).</a>	<a href="#">Weeks 1-5, Term 2</a>	<a href="#">Pre- and post-test data for targeted groups shows 20%+ improvement in structure.</a>

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<b>The "Final Push" Audit:</b> Cross-curricular moderation. Teachers swap books with a different department to check for sentence consistency.	AP Primary, AP Secondary, HODs	Student work samples from at least 3 different subjects.	Weeks 6-8, Term 2	Audit shows 85%+ of students are applying the "Universal Five" across all learning areas.
<b>Review &amp; Reporting:</b> Final evaluation of progress against the implementation goal for the Board of Trustees.	SLT, HOD English, Literacy Lead	PAT/e-asTTle/SMART data; Staff/Student survey results.	Week 9, Term 2	Final report confirms the model is embedded and ready for Term 3 maintenance.

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<b>Strategic Goal 4</b> Develop an understanding of tikanga Māori that reinforces the Renew School special character.				
Regulation 9(1)(a)				
<b>Annual Target/Goal:</b> Students and staff create a school waiata.				
Regulation 9(1)(a)				
<b>What do we expect to see by the end of the year?</b> (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)				
Waiata to be sung at the end-of-year awards’ ceremonies.				
<b>Actions</b> <i>Detail the key actions you'll take this year to reach your annual target listed above</i>	<b>Who is Responsible</b>	<b>Resources Required</b>	<b>Timeframe</b> <i>This is optional however is useful to help with your planning</i>	<b>How will you measure success?</b> <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)
Write lyrics.	Assistant HOD Music, Te Reo Māori teaching staff	Class time, non-contact time	Term 1	Draft lyrics presented to the school community in Week 8, Term 1, 2026. Final lyrics published to the community by Week 1, Term 2, 2026.
Write melody.	Assistant HOD Music, Te Reo Māori teaching staff	Class time, non-contact time	Term 2	Melody written and presented to the community by Week 11 of Term 2.
Learn and practice waiata.	All Staff	Class time	Term 3-4	Waiata to be sung at the end-of-year awards’ ceremonies.