



BULLS SCHOOL 2026

Our Values

P

Whanaugatanga
Positivity



R

Manaakitanga
Respect



I

Pono
Integrity



D

Mana Motuhake
Determination



E

Whakamana
Excellence



Vision:

To create collaborative, connected and lifelong learners in an innovative community school environment.

Mission

To nurture strong relationships, support hauora, and provide a responsive curriculum that empowers learners, and reflects whānau and community aspirations.

Whakataukī

Ma te huruhuru, ka rere te manu. – We prepare, nurture, and support our tamariki so they can soar.

OUR STRATEGIC GOALS

RESPONSIVE CONNECTIONS

Whakawhanaungatanga that strengthens learning and belonging

- *Strong relationships between learners, whānau, staff, and the wider community*
- *Whānau voice meaningfully included in learning journeys*
- *Culturally sustaining partnerships with iwi and community*
- *Attendance – 80% of students are present for 90% of the time.*

MAURI ORA

Well-being of our learners

- *Safe and inclusive learning environments that support hauora*
- *Practices that nurture identity, belonging, and emotional regulation*
- *Staff and learners are supported to sustain their wellbeing*

RESPONSIVE CURRICULUM

A curriculum that reflects our learners, our community, and meets national priorities.

- *Implements the refreshed Literacy & Mathematics Curriculum, with a focus on structured, explicit teaching and clear progress outcomes*
- *Uses data, learner voice, and whānau aspirations to shape learning that is relevant and meaningful*
- *Supports teachers with professional learning to confidently plan and teach responsively*
- *Curriculum reflects the aspirations of our school community*

ANNUAL IMPLEMENTATION PLAN

RESPONSIVE CONNECTIONS

Whakawhanaungatanga that strengthens learning and belonging

Annual Goal	Target	Action	Success Indicator	Responsibility
<p>1. Empower whānau to be active partners in their child's learning by providing accessible, meaningful learner information that supports shared understanding of progress, strengths, and next learning steps.</p>	<p>By the end of Term 4, 2026, all kaiako are using the student management system to record and monitor learner progress and attendance and at least 70–80% of whānau have accessed their child's learner profile and engaged with shared learning information.</p>	<p>Implement and set up the new student management system across the school, ensuring all learner profiles are created and accessible.</p> <p>Provide professional learning and support for kaiako to effectively use the system for recording achievement, wellbeing, and progress data.</p> <p>Establish consistent schoolwide expectations for entering and updating learner information and assessment data.</p> <p>Support whānau onboarding and access to the platform through information sessions, guides, and direct support where needed.</p> <p>Use the system to share regular learning updates, goals, and next steps with ākonga and whānau.</p> <p>Ensure the system is used as a key communication tool between home and school, strengthening partnerships in</p>	<p>Implement and embed a student management system ensuring it is used consistently by all kaiako to record learner progress, wellbeing, and achievement data.</p> <p>At least 70% of whānau actively access the system during the year to engage with their child's learning information.</p> <p>The system supports regular communication between school and home, strengthening partnerships in supporting student learning.</p>	<ul style="list-style-type: none"> ● Senior Leadership ● Kaiako ● Kaiawhina ● HERO Personnel ● BOT (Budgeting for subscription, support for PLD, including TOD) ● Whānau – connecting to the SMS

		<p>supporting learning.</p> <p>Monitor usage and engagement to identify and support whānau who may need assistance accessing the platform.</p>		
2. Improve Student Attendance and Engagement	<p>Increase the proportion of ākonga attending 90% or more of the time to 70% by the end of Term 4, 2026.</p> <p>Reduce chronic absenteeism (<70% attendance) by 20% from 2025 baseline.</p>	<p>-Monitor attendance weekly and follow up proactively with at-risk learners.</p> <p>Develop attendance action plans for students below 85% attendance.</p> <p>Partner with iwi and community agencies to address barriers such as transport, hauora, and whānau support.</p> <p>Recognise and celebrate excellent and improved attendance to motivate learners.</p> <p>Attendance Officer (Jen) to oversee attendance tracking and follow-up.</p> <p>Ensure all MOE requirements regarding attendance are met consistently.</p>	<p>At least 70% of ākonga attend 90% or more of the time.</p> <p>Chronic absenteeism (<70%) reduced by 20% from the 2025 baseline.</p>	<ul style="list-style-type: none"> ● Senior Leadership ● Kaiako ● Attendance Officer ● Attendance Service ● BOT

MAURI ORA

Well-being of our learners

Annual Goal	Target	Action	Success Indicator	Responsibility
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<p>1. Embed and develop emotional Regulation and Positive Behaviour Practices</p>	<p>Ākonga develop and consistently use strategies for emotional regulation, resilience, and positive behaviour, resulting in reduced behaviour incidents and improved self-regulation.</p>	<p>Continue PLD and implementation of the Mana Potential wellbeing framework across all staff.</p> <p>Conduct daily check-ins and implement strategies to support emotional regulation in classrooms.</p> <p>Ensure staff use Mana Potential Behaviour Plans for priority learners.</p> <p>Maintain single-year group classes where possible to reduce teacher:student ratios.</p> <p>Provide Kaiawhina support for both learning and behaviour needs.</p> <p>Conduct the NZCER Wellbeing Survey in Term 3 to monitor student emotional health.</p> <p>Implement Wairua Wednesday, using <i>Mental Health Education and Hauora for Primary Schools</i> resources to build wellbeing strategies schoolwide.</p> <p>Continue engagement with the HAL team for PLD and ongoing support.</p> <p>SLT focus on school wide behaviour (Teaching Sprints) in classes and in the playground.</p>	<p>Reduction in behaviour incidents compared to 2025 baseline.</p> <p>Improved self-regulation evidenced in Guidance data.</p> <p>Reduction in aggressive behaviours (ETaP): Currently 6% of ākonga have >10 ETaP records for aggressive behaviour. Aim to reduce both the number of incidents and number of students by 50%.</p> <p>Positive trends in NZCER Wellbeing Survey, reflecting increased emotional regulation and resilience.</p>	<ul style="list-style-type: none"> ● Senior Leadership ● Kaiako ● Kaiawhina ● BOT (Resourcing – PLD budgeting and support, resources and subscriptions to support embedding new knowledge) ● SENCO ● RTLB ● HAL
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RESPONSIVE CURRICULUM

A curriculum that reflects our learners, our community, and meets national priorities.

Annual Goal	Target	Action	Success Indicators	Responsibility
1. Increase the number of students achieving at or above the expected curriculum level in writing.	<p>Increase Māori students at/above from 50% to 64%.</p> <p>Increase boys at/above from 51% to 63%.</p> <p>Increase Pasifika learners at/above from 54% to 69%.</p>	<p>1. Identify and Track Priority Learners</p> <ul style="list-style-type: none"> Identify Māori learners, boys, and Pasifika learners achieving below expectation in writing. Monitor and review progress in hub hui, staff hui and at SL Hui <p>2. Strengthen Explicit Writing Instruction</p> <ul style="list-style-type: none"> Implement consistent, explicit teaching of writing across the school. Focus on sentence structure, vocabulary development, planning, and editing. Use modelled, shared, and guided writing to support developing writers.. <p>3. Increase Engagement in Writing</p> <ul style="list-style-type: none"> Provide high-interest and authentic writing contexts, particularly to engage boys. Allow student choice of topics and integrate writing across the curriculum. 	<p>By the end of 2026:</p> <p>~ 70% of learners At/Above in writing. (Currently 60% learners At / Above)</p> <p>~ Narrow gender gap by 10%. (Currently Male 50% Well Below / Below VS Female 34% Well Below / Below)</p> <p>~ the proportion of Māori learners achieving at or above expectation in writing will increase from 50% (25 students) to at least 64% (32 students).</p>	<ul style="list-style-type: none"> Senior Leadership Kaiako Kaiawhina BOT (Providing personnel to support learners and learning programmes, Funding for PLD for Kaimahi and kaiawhina, Staffing .14 FTTE to match MOE funding for SLA, Budgeting for Resources and learning aides to support teaching and learning) Leader of Learning - Jen SLA - Jen RTL

		<ul style="list-style-type: none"> ● Provide regular opportunities for students to publish and share their writing. ● Increase engagement through Writer's Toolbox YRs 4-6, Scribo YRs 7-8 <p>4. Embed Culturally Responsive Practices</p> <ul style="list-style-type: none"> ● Incorporate te ao Māori and Pasifika perspectives into writing programmes. ● Use culturally relevant texts, stories, and contexts to support engagement and identity. Create opportunities for students to write about their culture, language, and experiences. <p>5. Strengthen Oral Language to Support Writing</p> <ul style="list-style-type: none"> ● Provide structured opportunities for discussion, storytelling, and oral rehearsal before writing. ● Explicitly develop vocabulary and language structures to support written expression. <p>6. Use Data and Teacher Inquiry to Improve Practice</p> <ul style="list-style-type: none"> ● Regularly analyse writing data by gender, ethnicity, and year level. ● Use team discussions to evaluate teaching strategies and identify approaches that accelerate progress. ● SLA Teacher support 		
Annual Goal	Target	Action	Success Indicators	Responsibility

<p>2. Accelerate reading progress for students currently identified as achieving below expectation</p>	<p>~ Boys males make up around 64% of the students below expectation</p> <p>~ NZ Māori Learners 60% of Māori students currently below expectation move to “Working Within” or higher.</p>	<p>1. Targeted Teaching and Monitoring</p> <p>Identify priority learners (Māori and boys below expectation) and track them on a school acceleration register. Teachers set specific reading goals for each priority learner. Regular monitoring of progress.</p> <p>2. Structured Literacy and Explicit Reading Instruction</p> <p>Implement structured literacy approaches to strengthen decoding, fluency, and comprehension. Provide additional guided reading sessions for priority learners. (SLA). Use short, frequent practice opportunities e.g. Fluency Folders</p> <p>3. High-Interest and Culturally Relevant Texts</p> <p>Increase access to high-interest reading materials, particularly topics that engage boys. Include texts that reflect Māori perspectives, culture, and identity, local stories, pūrākau, and contexts relevant to students’ lives.</p> <p>4. Strengthening Cultural Responsiveness</p> <p>5. Whānau Engagement</p> <p>Share reading goals with whānau and caregivers. Provide practical ideas for supporting reading at home.</p> <p>6. Increased Opportunities for Reading</p> <p>Provide daily opportunities for independent and</p>	<p>By the end of 2026:</p> <p>~ the proportion of ākonga achieving at or above the expected curriculum level in reading will increase from 63% (90 students) to at least 72% (102 students).</p> <p>~ the proportion of Māori learners achieving at or above the expected curriculum level in reading will increase from 56% (28 students) to at least 68% (34 students).</p> <p>~ the proportion of boys achieving at or above the expected curriculum level in reading will increase from 63% (50 students) to at least 72% (57 students).</p>	<ul style="list-style-type: none"> ● Senior Leadership ● Kaiako ● Kaiawhina ● BOT (Providing personnel to support learners and learning programmes, Funding for PLD for Kaimahi and kaiawhina, Staffing .14 FTTE to match MOE funding for SLA, Budgeting for Resources and learning aides to support teaching and learning) ● Leader of Learning – Jen ● SLA – Jen ● RTLB
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		supported reading. Use digital literacy tools and audiobooks to support engagement.		
		<p>7. Teacher Professional Learning</p> <p>Strengthen teacher capability in: structured literacy, culturally responsive practice, effective reading instruction for boys.</p> <p>Use data discussions in team meetings to share successful strategies and monitor progress</p>		
Annual Goal	Target	Action	Success Indicators	Responsibility
<p>3. Increase the number of students achieving at or above expected curriculum level in mathematics.</p>	<p>Increase from 69% (98 students) to 78% (~111 students).</p> <p>Increase boys at/above expectation from 69% (55 students) to 78% (62 students).</p> <p>Increase Pasifika learners at/above expectation from 61% (8 students) to 77% (10 students).</p> <p>Year 3 has 53% of students below expectation.</p>	<p>1. Identify and Track Priority Learners Maintain a register of Year 0–2 Māori, boys, and Pasifika learners below expectation. Set individual goals and track progress.</p> <p>2. Targeted Small-Group Instruction Provide explicit, structured maths instruction in small groups or one-to-one for priority learners. Utilising MOE Maths acceleration FTTE .13 and MAP YR 7–8.</p> <p>3. Strengthen Oral Language & Mathematical Talk Use discussions, manipulatives, and reasoning tasks to develop vocabulary and problem-solving skills.</p> <p>4. Use Culturally Relevant and Engaging Contexts Embed Māori and Pasifika contexts and student-relevant examples in maths tasks to increase engagement, especially for boys.</p> <p>5. Daily Numeracy Practice & Play-Based Learning</p>	<p>By the end of 2026:</p> <p>~Ākonga achieving at or above expected curriculum level in mathematics will increase from 69% (98 students) to at least 78% (111 students).</p> <p>~ 74% of Māori learners will achieve at or above expected level in mathematics, up from 60% in 2025</p> <p>~ 78% of boys will achieve at or above expected level in mathematics, up from 69% in 2025.</p> <p>~ Year 3 identified as below expectation will receive targeted teaching and intervention to move at least 50% of them to At or Above by Term 4 2026.</p>	<ul style="list-style-type: none"> ● Senior Leadership ● Kaiako ● Kaiawhina ● BOT (Providing personnel to support learners and learning programmes, Funding for PLD for Kaimahi and kaiawhina, Staffing .13 FTTE to match MOE funding for MAP, Budgeting for Resources and learning aides to support teaching and learning) ● Leader of Learning – Jo ● MAP (Maths Acceleration)

Provide hands-on and interactive maths opportunities daily to reinforce concepts. Integrate maths across curriculum areas.

6. Teacher Capability & Whānau Engagement
Provide PLD for effective early maths instruction and collaborate with whānau to support learning at home.

Programme YR 0-6 and YR 7-8)



