

## 2026 ANNUAL IMPLEMENTATION PLAN

1. Improve teaching pedagogy to enhance all staff and student learning outcomes.
2. Significantly improve Regular Attendance towards the 2030 National Target.
3. Implement PB4L (Positive Behaviour for Learning) Framework and establish core school values.
4. Evaluation and enhance the Special Character teaching curriculum and its integration with school life.

<b>Strategic Goal 1</b>	Improve teaching pedagogy to enhance all staff and student learning outcomes.			
<b>Focus</b>	<i>Embedding the Professional Growth Cycle (PGC) and Practice Analysis Conversations (PACs) to ensure consistent, high-impact instruction.</i>			
<b>Phase 1: Understanding, Planning &amp; PGC Implementation</b>				
<b>Actions</b>	<b>Who is Responsible</b>	<b>What do you expect to see</b>	<b>Timeframe</b>	<b>How will success be measured</b>
1.1 <b>Establish a consistent pedagogical framework</b> (e.g., explicit instruction/Science of Learning) and train Lead Teachers for English and Mathematics on its application alongside the refreshed curriculum content.	Principal, Senior Leadership Team (SLT), HODs	<p><b>Within 6 months we will focus on:</b></p> <p><b>Framework Endorsement:</b> Lead Teachers have completed Ministry of Education (MoE) professional learning and development (PLD) and have presented a finalised implementation plan for the new framework to both the Board and the school staff.</p> <p><b>Resource Readiness:</b> Specialised release time has been successfully utilised by Lead Teachers to align the new instructional framework with the refreshed English and Mathematics curriculum content in preparation for classroom roll-out.</p>	<b>2026 Term 1-2</b> Ministry of Education (MoE) PLD/Support. Dedicated release time for Lead Teachers.	Lead Teachers complete accredited MoE PLD and present a comprehensive implementation plan for the new pedagogical framework to the Board and staff.

		<p><b>Within 12 months we will focus on:</b></p> <p><b>Pilot Implementation &amp; Feedback:</b> Mathematics staff have successfully moved through the pilot phase of the Practice Analysis Conversations (PACs), completing at least two video-based analysis sessions that confirm their teaching practice aligns with the new instructional framework.</p>		
<p>1.2 <b>Set up school-wide tracking documents</b> to track target students for <b>Reading, Writing, and Mathematics</b>. Define clear criteria for identifying target students (e.g., lowest 20% in specific domain, specific student groups).</p>	<p>SLT, Curriculum Leads, Assessment Coordinator</p>	<p><b>Within 6 Months expect to see:</b></p> <p><b>Standardized Templates:</b> Digital or paper-based tracking templates have been developed and standardized across the school, featuring clear fields for Reading, Writing, and Mathematics data.</p> <p><b>Identified Cohorts:</b> Baseline data for the 2026 academic year has been populated into these documents, and target students have been officially identified based on the "lowest 20%" or specific student group criteria.</p> <p><b>Within 12 Months expect to see:</b></p> <p><b>Instructional Integration:</b> Tracking documents are fully operational within classroom planning, with evidence that teachers are using this data to differentiate instruction</p>	<p><b>2026 Term 1-2</b> Dedicated time for data analysis meetings. Standardised tracking templates (digital/paper).</p>	<p>Tracking documents are created, populated with baseline data for target students in Reading, Writing, and Mathematics, and operational for use in classroom planning by the end of Term 2.</p>

		for identified target learners during their daily lessons.		
1.3 <b>Pilot video analysis and Practice Analysis Conversations (PACs)</b> within the PGC for <b>Mathematics</b> staff only, focusing on the consistent delivery of the new pedagogical framework.	SLT, Mathematics HOD/Lead Teacher, All Mathematics Staff	<p><b>Within 6 Months expect to see:</b></p> <p><b>Technical &amp; Theoretical Readiness:</b> All Mathematics staff have completed training on PGC/PAC protocols and are proficient in using the selected video technology or software.</p> <p><b>Resource Allocation:</b> Dedicated release time has been scheduled and utilized for Mathematics staff to conduct the initial rounds of peer or lead-teacher observations.</p> <p><b>Within 12 Months expect to see:</b></p> <p><b>Pilot Completion:</b> 100% of Mathematics staff have successfully completed at least two PACs using video analysis, with documented evidence that the feedback provided aligns directly with the school's new instructional framework.</p>	<b>Term 3-4</b> Training on PGC/PACs and video technology/software are ded	All Mathematics staff successfully complete at least two PACs using video analysis, and documentation confirms feedback aligns with the instructional framework.

Strategic Goal 2	Significantly improve Regular Attendance towards the 2030 National Target.			
<b>Phase 1: System Establishment &amp; Awareness</b>				
Actions	Who is Responsible	What do you expect to see	Timeframe	How will success be measured

<p>2.1 Standardise and enforce the <b>Tier 1 (Universal) Stepped Attendance Response (STAR)</b> procedures, including 'first day absence' follow-up, and refine SMS for accurate weekly RA tracking.</p>	<p>SLT, Office Administration, SWIS, Pastoral Care team</p>	<p><b>Within 6 Months expect to see:</b></p> <p><b>Protocol Communication:</b> Clear communication has been sent to all whānau defining "regular attendance" as 90%+ and outlining the new STAR procedures.</p> <p><b>Daily Compliance:</b> School documentation confirms that 100% of unexplained absences are being followed up by the office administration or pastoral team on the very first day of absence.</p> <p><b>Within 12 Months expect to see:</b></p> <p><b>System Accuracy &amp; Growth:</b> The Student Management System (SMS) provides accurate weekly Regular Attendance (RA) tracking, contributing to a measurable increase in the school-wide RA rate to 55%.</p>	<p><b>Term 1</b> Clear communication sent to all whānau defining 'regular attendance' (90%+).</p>	<p>Documentation confirms 100% of unexplained absences are followed up on the first day. RA rate increases to <b>55%</b> by the end of 2026.</p>
<p>2.2 Identify specific barriers to attendance for the current cohort (e.g., transport, health, engagement) through whānau consultation and data analysis.</p>	<p>Principal, SLT, Whānau Support Staff</p>	<p><b>Within 6 Months expect to see:</b></p> <p><b>Active Consultation:</b> The school has conducted consultation hui and utilized surveys to gather direct feedback from whānau regarding the primary obstacles to their children's regular attendance.</p>	<p><b>Term 2-3</b> Consultation hui and targeted data reports.</p>	<p>Summary report produced detailing the top three local barriers to regular attendance.</p>

		<p><b>Data Integration:</b> Targeted data reports from the Student Management System (SMS) are being analyzed alongside whānau feedback to identify trends in "Irregular" (80-90%) and "Chronic" (under 80%) absence categories.</p> <p><b>Within 12 Months expect to see:</b></p> <p><b>Strategic Reporting:</b> A comprehensive summary report is produced detailing the top three local barriers to regular attendance, which will serve as the foundation for targeted Tier 2 and Tier 3 interventions in 2027.</p>		
--	--	---	--	--

<b>Strategic Goal 3</b>		Implement PB4L (Positive Behaviour for Learning) Framework and establish core school values.		
<b>Phase 1: Foundation &amp; Values</b>				
<b>Actions</b>	<b>Who is Responsible</b>	<b>What do you expect to see</b>	<b>Timeframe</b>	<b>How will success be measured</b>
3.1 Engage staff, students, and community in a collaborative process to define Al-Madinah School's three to five core school values.	Principal, Board, SLT, Community Liaison	<p><b>Within 6 Months expect to see:</b></p> <p><b>Active Consultation:</b> The school has conducted consultation hui and utilised surveys to gather direct feedback from whānau regarding the primary obstacles to their children's regular attendance.</p> <p><b>Data Integration:</b> Targeted data reports from the Student Management</p>	<b>Term 1-2</b> Workshops, surveys, and focus groups.	Core school values are approved by the Board and clearly documented and communicated to the school community by the end of Term 2.

		<p>System (SMS) are being analyzed alongside whānau feedback to identify trends in "Irregular" (80-90%) and "Chronic" (under 80%) absence categories.</p> <p><b>Within 12 Months expect to see:</b></p> <p><b>Strategic Reporting:</b> A comprehensive summary report is produced detailing the top three local barriers to regular attendance, which will serve as the foundation for targeted Tier 2 and Tier 3 interventions in 2027.</p>		
<p>3.2 Establish the PB4L implementation team and begin core training in the PB4L framework. Develop a draft school-wide behavioural expectations matrix aligned with the new school values.</p>	<p>PB4L Team (SLT lead, Teacher representatives)</p>	<p><b>Within 6 Months expect to see:</b></p> <p><b>Team Mobilisation:</b> The PB4L implementation team, comprising a Senior Leadership Team (SLT) lead and teacher representatives, is fully formed and functional.</p> <p><b>Training Commencement:</b> The team has initiated core training provided by the Ministry of Education (MoE) or an external provider and has established a dedicated meeting schedule.</p> <p><b>Within 12 Months expect to see:</b></p>	<p><b>Term 2-4</b> PB4L training provided by MoE/external provider. Dedicated meeting time.</p>	<p>PB4L team is functional, and the draft matrix of expected behaviours is complete.</p>

		<p><b>Draft Matrix Completion:</b> A comprehensive school-wide behavioural expectations matrix has been drafted, explicitly aligning desired student behaviours with the newly defined core school values.</p>		
--	--	--	--	--

<b>Strategic Goal 4</b>		Evaluation and enhance the Special Character teaching curriculum and its integration with school life.		
<b>Phase 1: Evaluation and Standardisation</b>				
<b>Actions</b>	<b>Who is Responsible</b>	<b>What do you expect to see</b>	<b>Timeframe</b>	<b>How will success be measured</b>
4.1 Conduct an internal evaluation of the Special Character curriculum (Arabic, Urdu, Islamiyat, Qur'aan/Qaaida, Salaah, Taleem), gathering feedback from students, staff, and whānau.	Principal, Special Character Lead, Board	<p><b><i>Within 6 Months expect to see:</i></b></p> <p><b>Comprehensive Data Collection:</b> The school has successfully gathered feedback through internal review documents and surveys from students, staff, and whānau regarding the current Special Character delivery.</p> <p><b>Draft Evaluation Report:</b> A preliminary report is produced that identifies specific strengths and areas for development in curriculum content, resourcing, and teaching delivery.</p> <p><b><i>Within 12 Months expect to see:</i></b></p> <p><b>Strategic Gap Analysis:</b> A finalised evaluation report is presented to the Board, highlighting clear evidence-based priorities for</p>	<b>2026 Term 1-2</b> Internal review documents and surveys.	Evaluation report highlights strengths and areas for development in content, resourcing, and teaching delivery.

		standardising the curriculum in the following year.		
4.2 Standardise the Special Character curriculum outlines (scope and sequence) for all Year 1-13 levels, ensuring clarity and progression across the school.	Special Character Lead, Teachers of Special Character subjects	<p><b><i>Within 6 Months expect to see:</i></b></p> <p><b>Mapping of Current Practice:</b> The Special Character Lead and teachers have mapped out the existing content across all levels (Years 1-13) to identify overlaps and gaps in Arabic, Urdu, Islamiyat, and Qur'aan.</p> <p><b>Drafting of Frameworks:</b> Initial draft "scope and sequence" documents have been created, focusing on ensuring that knowledge and skills in subjects like Salaah and Taleem build logically from one year to the next.</p> <p><b><i>Within 12 Months expect to see:</i></b></p> <p><b>Formal Curriculum Approval:</b> Formal curriculum outlines are fully documented and have been approved by the Principal and the Board Special Character Committee. These outlines now serve as the official standard for teaching and learning across the school.</p>	<b>2026 Term 3-4</b> Dedicated writing time for curriculum documents.	Formal curriculum outlines are documented and approved by the Principal/Board Special Character Committee.