PARAPARAUMU SCHOOL ANNUAL IMPLEMENTATION PLAN FOR 2026

Summary of the plan

The 2026 Implementation Plan is based around our Charter's 3 strategic goals.

1. **Learning:** Every student is supported to become a lifelong learner with the motivation and purpose of achieving personal excellence.
2. **Student Wellbeing:** Individual learning needs and differences are embraced to support every student, irrespective of their unique situation.
3. **Partnerships with community:** Our curriculum is relevant and engaging, it reflects our community's expectations and aspirations and engages the support of families, whānau, marae and wider communities.

Where we are currently at:

We have completed our third and final year of Mathematics professional development. On analysing our Overall Teacher Judgment data, we have identified reading as our curriculum area focus for this year. We will be looking at how we assess students reading ability and strategies for how we teach Reading.
Our reporting to parent's procedures will need to be adapted to meet the new requirements. We will also be looking at the Ministries new SMART tool with a view to using it with our students from 2027. We will be using the PAT tool in 2026.

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

Our 2026 Implementation Plan will honour and give effect to Te Tiriti o Waitangi by increasing our engagement with whanau in both formal and informal settings.
Part of this engagement will be looking for opportunities to gather input from whānau on what we do.
Gathering data around teaching and learning will enable us to examine what we do well and also where we may need to improve. Included in this will be how we promote and live Māori values such as manaakitanga, aroha and kotahitanga.

Strategic Goal 1

Learning: Every student is supported to become a lifelong learner with the motivation and purpose of achieving personal excellence.

Annual Targets/Goals:

1 Achievement Target. Reading Curriculum area. TBA. Reading PATs will be used to gather data.

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2 New requirements for reporting to parents will be implemented for our mid and end of year reporting of student achievement.
- New reporting procedures will be implemented. These will include the 5 new progress indicators and using the new sets of progress markers. It will also include the 5 common components that will be used to report to parents.

3 SMART Tool.
- The new SMART assessment tool will be explored this year with a view to potentially using from 2027. We will be using the PAT tool for gathering school wide data in maths, reading and writing in 2026.

4 Continue to embed the Maths and English curriculum statements.
- Work will continue and build on what we did in 2025 with a view to embedding these documents into our practice by the end of 2026.

What do we expect to see by the end of the year?
- As a result of this target, we would expect to see a positive shift in student progress and achievement in the identified area. Assessment data will show a clear and concise picture of our target student data including trends and shifts in student achievement.
- Our reporting to parents' procedures will be implemented in 2026. These will have been adapted to include all the new requirements from the Ministry of Education.
- An examination of the new SMART will have occurred. A decision as to whether this assessment tool will be adopted from 2027 will be made.
- The English and Maths curriculums will be embedded into our teaching. Learning and assessment practices.

Actions	Who is Responsible	Resources Required	Timeframe	Success indicators.
Reading Target PAT Reading testing will occur at two points during the year. Results and the comparisons of data sets will occur Staff share strategies from their reading practice/programmes. • Staff meetings • Syndicate meetings. • Between classes.	Whole staff Whole staff	N/A Possible purchasing of resources	PAT testing Time 1 term 1. Time 2 Term 3. Ongoing throughout the year.	When comparing time 1 and time 2 PAT tests, progress will have occurred in students Reading scores/stanines and ability. The extent of the progress will have been measured. Staff will have shared their best practice/strategies with each other. These will have been trialed in classrooms with feedback sessions happening to gauge their effectiveness. Staff will have increased their teacher's toolbox with regard to their reading practice.
Reporting to Parents New requirements for reporting to parents will be unpacked. These include. • 5 Progress Descriptors.	Whole staff	Ministry Webinars may be provided.	Terms 1 and 2	Staff will have a thorough understanding of the new reporting procedures and will be using them to report to parents on our two reporting points this year.

- Progress Markers. - 5 Common components for reporting to parents.				
Adapt our reporting templates and procedures to reflect the changes to reporting to parents.	A smaller working group will be formed to lead this work stream.	e-Tap our will be contacted to help us develop the new visual representation of progress over time component of our new reports.	Terms 1 and 2	Our reporting templates and reporting procedures will have been adapted to meet the new requirements for reporting to parents.
Communicating these changes to our parent community.	Leadership team.	N/A	Term 2	Parents will have a full understanding of the new reporting requirements. They will be able to see a clear picture of their child's progress and achievement.
Maths and English Curriculum. Stock take of where we are at with the implementation of both documents.	Whole staff	N/A	Term 1	Stock take will have taken place. Where to next steps will have been identified.
Staff take part in Ministry PLD	Whole staff	Possible Ministry funded PLD	TBA	Staff will have attended the PLD. Learnings will be applied as implementation is continuing.

Ian Stevens' formative assessment tests will be examined to see if these can be used as a vehicle for gathering formative data on students' progress.	Whole staff	Ian Stevens advisor.	Term 1 and 2	An examination of Ian' s assessement tests will have occurred. A decision will be made as to whether they are fit for purpose. If so, they will be adopted and used by teachers.
SMART assessment tool. An unpacking of the ministry SMART tool will occur. We want to ascertain 3 things • Does it fit our needs. • Is the assessment information reliable. • Is the information accurate	Whole staff.	Ministry provided webinars about the implementation of the SMART assessment tool.	Terms 1-3	The SMART assessment tool will have been comprehensively unpacked and measured against the 3 descriptors listed. If the tool meets our need a decision will be made as to whether we use it from 2027. NB: In 2026 we will be using the PAT (Progressive Achievement Tests) tests for reading and writing and maths. A decision will be made at the end of the year as to whether this tool will continue being used in 2027.

Strategic Goal 2

Student Wellbeing: Individual learning needs and differences are embraced to support every student, irrespective of their unique situation.

Annual Targets/Goals:
1. To collect data on student voice on teaching and learning, then analyse the information to;
   - Identify what we are doing well.
   - Identify where we could improve.
   - Identify new strategies for implementation.

2. To be part BSEM interschool cluster of schools.

What do we expect to see by the end of the year?
- Students will have had the opportunity to have a voice in the areas of teaching and learning. A needs analysis will have been completed in relation to the 3 points above. Actions will be identified and planned for and implemented

Actions	Who is Responsible	Resources Required	Timeframe	Success indicators.
Ministry provided webinars about the implementation of the SMART assessment tool.	Whole staff	A teaching and learning survey will be developed	End of Term 2	Analysis of the survey responses will have been completed. As a result, actions/strategies will have been developed to support and enhance teaching and learning. These will have been implemented and monitored.
Teaching and learning survey redone in Term 4.	Whole staff	Teaching and Learning survey	Term 4	Analysis of the survey responses will have been completed. Impact from actions/strategies implemented will be measured against the final survey of the year.

Exit Surveys year 8s will occur.	Principal SLT	Year 8 Exit Survey will be developed	Term 4	Principal and SLT will analyse the responses. Findings/implications for school will be shared with the rest of the staff. Any implications for school practices will be considered.
All staff to attend Berry Street Education Model Training days.	Whole staff.	N/A	27th and 28th March 2026.	Staff will have attended the training days. They will have a good working knowledge of the Berry Street Education Model and will be trialing/implementing strategies learnt. .

Strategic Goal 3

Partnerships with community: Our curriculum is relevant and engaging, it reflects our community's expectations and aspirations and engages the support of families, whānau, marae and wider communities.   KIA KORERO

Annual Target/Goal:
1   Consultation will continue to ensure our community is involved in the students learning and what we do reflects their wishes and aspirations.
2   Niho taniwha/Hauora Hub team will regularly meet to plan strategies and events to promote/integrate/weave Te Reo Māori and Tikanga Māori into what we do.

What do we expect to see by the end of the year?
- Our calendar of school events will have been completed with high levels of community involvement. Opportunities for consultation will have taken place. Parents will have had opportunity to engage with the school and be involved in their child's education.
- Niho taniwha team will regularly meet to plan strategies and events to promote/integrate/weave Te Reo Māori and Tikanga Māori into what we do. Consultation will Māori will occur to gather parent voice to ensure our Māori students can experience their learning as Māori.

Actions	Who is Responsible	Resources Required	Timeframe	Success indicators.
Niho Taniwha/Hauroa Hub team will conduct a review of 2025 and set tentative areas of focus for 2026.	Niho Taniwha/Hauora Hub team	N/A	Term 4 2024	Niho Taniwha/Hauora Hub team will have completed the 2024 review. Areas of focus for 2025 will be identified.
Niho taniwha team/Hauora Hub will meet to confirm/add to areas of focus from the 2025 review.	Niho Taniwha/Hauora hub team.	N/A	Term 1 2025	Niho taniwha/Hauora Hub team will have confirmed/added to the areas of focus from the 2025 review. A timetable for implementation will be developed.

Niho taniwha/Hauora Hub team will meet regularly to monitor progress and delivery of programme	Niho Taniwha/Hauora Hub team	N/A	Ongoing terms 1-4	The programme developed will be regularly reviewed to ensure it is kept on track. Any adjustments that need to made will be.
Regular staff/syndicate meetings will occur as the main vehicle used to deliver the PD.	Whole staff.	N/A	Ongoing terms 1-4.	Staff/syndicate meetings will have occurred. Delivery of PD will happen as a result.
Niho taniwha/Hauora Hub team will conduct a review of 2026. Areas of focus will be developed for 2027.	Niho taniwha team.	N/A	Term 4	A review will have occurred and areas of focus will have been identified as a result for 2027.
Engagement/Consultation				
Mihi Whakatau for new families		N/A	Terms 1-4	Parents and Students will feel welcomed and a part of Paraparaumu School.
Kai Korero evening, (replacing the Meet the Teacher BBQ). This involves a meal and various staff doing information hubs of		N/A	Term 1	Parents will have the opportunity to informally meet their child's teacher. Parents will have attended hubs of interest to learn more about what we do in school.

interest for parents to attend.				
Student Led conferences		N/A	Term 2 Student Led Conferences.	Parents will be well informed with regard to their child's learning, progress and achievement.
Whānau Hui for TWK.			Once a term	Te Whānau Kōtuku whanau will be well informed with regard to their child's learning, progress and achievement. Whānau will be consulted on and be in partnership with the school in their child's education.
Community engagement events. Paraparaumu School has a rich tradition of community events. These provide genuine community engagement and relationship building opportunities.	Whole staff. PTA.	Resources will need to be bought for each event.	Throughout the year	Community events will have occurred with high levels of community involvement. Identified areas for consultation will have taken place during the event. Responses collated, analysed and where necessary implemented.

It will also provide occasions where consultation with our community can take place. Bake Sale. Easter Bonnet Parade. Flower Show. PTA Slip and Slide Night. Teddy Bears Picnic. Matariki. School Picnic. Bedtime stories evening. Cultural food event				