Taradale Primary School: *Annual Plan 2026*

Strategic Priority 1: Equity and Excellence
Maintain high levels of achievement while continually striving to enhance learning outcomes for all, with a focus on promoting equity and excellence across our diverse Learning Community

Structured Literacy professional learning
Ensure that all students, regardless of background or ability, develop strong literacy skills, which are essential for academic success and lifelong learning.

Who		Success Criteria
Blair Literacy team Senior Leaders Kirsty Tatere	**Term 1** ● **Continue building confidence to use and implement the updated English Curriculum** - English Unit plans shared with teams for planning - collaborative planning sessions to ensure alignment with the curriculum - Using unit plans for Writing first - Team PGC's to focus on writing, building teacher knowledge of what is in the writing curriculum - Teacher Only Day with Kirsty Tatere focusing on writing (Week 6) - Share and unpack the rubrics from MOE to support making OTJ's using the new descriptors ● **Teacher Only Day** (Kirsty Tatere - Liz Kane Literacy) - Focus on Writing (based on our needs from our kaiako survey) - Professional Growth Team Goals established. - Continue to embed ongoing coaching/mentoring to support consistent practice across teams ● **MOE Structured Literacy PLD 3-day workshop** - Haley and Sarah attending (Week 8) ● **Resources** - Teams/kaiāwhina to review key resources needed - Replenishing of decodables - Develop a long-term resource plan to ensure sustainability ● **MOE Year 0-2 Staffing to support Tier 2/3 learners in Team Tahi** - Blair and Gayl - Ensure targeted interventions are aligned with assessment data and tracked for effectiveness - Blair/Gayl to liaise with Lynley/Team Tahi on which tamariki to include (used 20 week Phonics Check) - Blair/Gayl…continue with Freedom Literacy PLD ● **WOW (Watching Others Work) (move to Term 2)** - Kaiako to use CRT to visit/observe in an area they choose, however observations in Writing will be encouraged. ● **Literacy Curriculum Team** - Re-establish our goals based on the needs of our kura (Dibels assessment / Ochre/Syntax project for planning / Unit plans?) ● **Schoolwide Priority Groups shared with kaimahi** - Each kaiako to select 3 target learners in Reading and Writing, and identify an intervention to accelerate their progress (shared and reviewed at Team hui)	**- Curriculum Hui (English / Maths) held in Weeks 3, 6, and 9** Effective, streamlined planning templates for English created (Blair) Phonics Check - review what the data is telling us…SLE support from Gayl/Blair - **School-wide PLD plan for Structured Literacy developed and implemented** (Blair) - **MOE Structured Literacy PLD 3-day workshops completed** Haley and Sarah Reflection and reporting back to staff after workshops **- PGC's on Writing** Team minutes to reflect professional discussions - **Resource priorities identified and actioned** Each team identifies key resource priorities Blair develops and implements a purchasing plan based on team priorities - **MOE Year 0-2 staffing support in Team Tahi** Learners identified and grouped (3 groups) Progress monitored every 5-6 weeks (learners added/removed as needed) - **Schoolwide Targets (refer to Priority groups)** Each kaiako to have 3 target learners in Reading and Writing Interventions and progress monitored 2-3 times a term - **WOW (Watching Others Work) sessions** Re-share WOW expectations around CRT time. Writing observations to be encouraged Reflection sheet developed - linked to PGC - **Literacy Curriculum Team** Goals established and shared with kaimahi

	Term 2 ● **Continue building confidence to use and implement the updated English Curriculum** - Extra Curriculum Hui (Week 3, 6, 9) - Regular check-ins and collaborative planning sessions to ensure alignment with the curriculum - **Curriculum hui to incorporate 'moderation' sessions using the MOE rubrics** ● **School-wide PLD, including our kaiāwhina** (Kirsty Tatere - Liz Kane Literacy) - **Week 4** - Focus on Writing - Each Team to have a block of PLD with Kirsty to tailor specific writing PLD to each team - ● **Resources** - Replenishing of decodables - Action resource plan - ● **MOE Year 0-2 Staffing to support Tier 2/3 learners in Team Tahi** - Continued targeted interventions, aligned with assessment data and tracked for effectiveness - Gayl/Blair to progress monitor tamariki and change groups when needed ● **WOW (Watching Others Work)** - Kaiako to use CRT to visit/observe in an area they choose, however observations in Writing will be encouraged. ● **Literacy Curriculum Team** - Review goals based on the needs of our kura - Curriculum Day to work on goals ● **Mid Year data review (Reading / Writing)** - Priority groups and Targets reviewed - Successes / next steps / actions	**- Curriculum Hui (English / Maths) held in Weeks 3, 6, and 9** Effective, streamlined planning templates for English implemented - **Exemplars of Writing to help kaiako make OTJ's in Writing** Use rubrics from MOE - **School-wide PLD plan for Structured Literacy implemented** (Blair) - **Resource priorities identified and actioned** Purchasing plan actioned - **MOE Year 0-2 staffing support in Team Tahi** Progress monitored every 5-6 weeks (learners added/removed as needed) - **Tier 2 and Tier 3 support in Team Rua/Toru** Allocate kaiāwhina support and impact monitored Orthographic Mapping (Year 5/6) - **WOW (Watching Others Work) sessions established** Re-share WOW expectations around CRT time. Writing observations to be encouraged Reflection sheet developed - linked to PGC -**Mid-Year Data** Analyse, review and share. Actions for Term 3 and 4 - **Schoolwide Targets (refer to Priority groups)** -Target learners in Reading and Writing - regularly discussed and monitored at Team hui What's working, what other interventions are available to accelerate the learning of those that need it?
	Term 3 ● **Continue building confidence to use and implement the updated English Curriculum** - Extra Curriculum Hui (Week 3, 6, 9) - Regular check-ins and collaborative planning sessions to ensure alignment with the curriculum - **Curriculum hui to incorporate 'moderation' sessions using the MOE rubrics** ● **School-wide PLD, including our kaiāwhina** (Kirsty Tatere - Liz Kane Literacy) Teacher Only Day **- Week 6** - Focus on Writing - Embed ongoing coaching/mentoring to support consistent practice across teams ● **Resources** - Replenishing of decodables - Action resource plan ● **MOE Year 0-2 Staffing to support Tier 2/3 learners in Team Tahi** - Continued targeted interventions, aligned with assessment data and tracked for effectiveness ● **WOW (Watching Others Work)** - Kaiako to use CRT to visit/observe in an area they choose, however observations in Writing will be encouraged. ● **Literacy Curriculum Team** - Review goals based on the needs of our kura	**Curriculum Hui (English / Maths) held in Weeks 3, 6, and 9** Effective, streamlined planning templates for English implemented Align our Assessment practises / tools Moderation using MOE rubrics - **School-wide PLD plan for Structured Literacy implemented** (Blair) - **Resource priorities identified and actioned** Purchasing plan actioned - **MOE Year 0-2 staffing support in Team Tahi** Progress monitored every 5-6 weeks (learners added/removed as needed) - **Tier 2 and Tier 3 support in Team Rua/Toru** Allocate kaiāwhina support and impact monitored Orthographic Mapping (Year 5/6) - **WOW (Watching Others Work) sessions** CRT time to be used by kaiako to observe others in action - **Schoolwide Targets (refer to Priority groups)** -Target learners in Reading and Writing - regularly discussed and monitored at Team hui What's working, what other interventions are available to accelerate the learning of those that need it?

	- Curriculum Day to work on goals - Schoolwide Targets and Priority Groups ● **Schoolwide Priority Groups shared with kaimahi** - Target learners in Reading and Writing - regularly discussed and monitored at Team hui	
	Term 4 ● Moderation and support in making OTJ's for EOY reporting ● Data collection / analysis against our Priority groups ● Establish PLD plan 2027	**- Review of our current Priority groups**…where was progress made and why? What needs to be our focus for 2027 and how? - **Establish PLD plan for 2027**…based on current needs - Making OTJ's - Kaiako feel confident to make these, using the MOE rubrics and evidence from a range of sources/asessment

Maths

To develop teachers' maths content and pedagogical content knowledge enabling aligned, consistent and sustainable practices in the effective teaching and learning of mathematics.

Who		**Success Criteria**
Keriana Lynley Becs Emma Principals	**Term 1** ● PAT Testing (Year 3 - 6) and Analysis ● Workshop 1: Wednesday, March 25, 2026 (TLF team only, not all teachers). Key findings to be shared back. ● Teams Hui recap of workshop 1 ● Curriculum Hui (Week 3, 6, 9): Unpacking the new Maths Curriculum and Maths No Problem resource. ● Maths team to attend MOE Curriculum Connectors PL (Week 7) ● Teachers will attend a Maths No Problem PD session, participate in a webinar, or view a recording. ● Data and Analysis ● Year 5 & 6 Maths Extension (Otago Problem Solving) ● Maths Acceleration Programme (MAP) group.	● Attendance at workshops and online learning. ● Review of data to form next steps ● Initial observations conducted to identify areas of focus. ● Engagement in Curriculum Hui discussions.
	Term 2 ● Workshop Term 2: Tuesday, June 09, 2026 (TLF team only, not all teachers). Key findings to be shared back. ● Curriculum Hui (Wks 1, 3, 6, 9) ● Teams Hui recap of workshop 2 ● Maths No Problem - Kaiako (Observe model lessons/ reflections/ Staff Hui) ● Year 5 & 6 Maths Extension ● Maths Acceleration Programme (MAP) group.	● Observations provide insights into best practices. ● Teams engage in WOW sessions and provide peer feedback. ● Mid-year data review informs strategy adjustments. ● Continued exploration and integration of new curriculum elements.
	Term 3 ● Workshop Term 3: Monday, July 27, 2026 ● Teams Hui recap of workshop 3 ● Teacher Only Day (Kahui Ako TLF Maths PLD): Tuesday 12th August 2025 – Focus on unpacking the new Maths curriculum. ● WOW (Watching others work) - (Taking place during CRT) ● Year 5 & 6 Maths Extension ● Maths Acceleration Programme (MAP) group.	● Increased confidence in Maths No Problem implementation. ● Peer-led WOW sessions drive best practice sharing.
	Term 4 ● Workshop Term 4: Tuesday, November 10, 2026 ● Teams Hui recap of workshop 4 ● Review of 2025 and planning for 2026 ● Year 5 & 6 Maths Extension ● Maths Acceleration Programme (MAP) group.	Close Achievement Gaps: Focus on lifting more students from "Developing/Consolidating" to "Proficient" in all subjects, particularly Writing and Maths. **Schoolwide Targets (refer to Priority groups)** -Target learners in Maths - regularly discussed and monitored at Team hui What's working, what other interventions are available to accelerate the learning of those that need it?

PB4L professional learning Encourage positive behaviour for academic success by implementing evidence-based strategies to support our tamariki in developing social, emotional, and behavioural skills that contribute to a more equitable learning experience.		
Who		**Success Criteria**
PB4L Team	**Term 1: Continuing to Implement Our School-Wide Reward System and Supporting Initiatives** ● Continue promoting our 3R's reward bands, which are linked to Class Dojo points. ● Set up a timeline for school-wide focuses on each value, repeated over the year. ● Promote our focus school-wide value (e.g. Respect) via Assemblies, certificates, team events, Hero posts, newsletter communication ● Using video modeling to teach desired behaviours via Hero ● Create a digital copy of our PB4L Matrix with hyperlinks to video models for classroom teaching/modelling ● Fortnightly communication updates with whānau in the newsletter ● Behaviour is tracked and monitored by Minor/Major issues ● Once termly PB4L Hui for the PB4L team ● New PB4L Certificates introduced for us in school assemblies	● Students, staff know our 3Rs. ● Regular updates within our school newsletter ● The 3Rs are visibly displayed in our classrooms. ● Established behavior expectations align with the 3Rs for different school settings, including classrooms, the library, the office, and the playground. ● ClassDojo is used as part of our school-wide reward system. ● Behaviour tracking systems are in place and regularly reviewed ● PB4L Hui are minuted with actions followed up regularly
PB4L Team	**Term 2: Continuing to Implement Our School-Wide Reward System and Supporting Initiatives** ● Continue organising and reviewing our new system for supplying PB4L certificates for school assemblies ● Review and monitor dojo usage and how tamariki across the school are tracking with receiving wristbands ● Continue promoting our 3R's reward bands, which are linked to Class Dojo points ● Feedback from kaiako and tamariki about class dojo ● Continue to promote our focus school-wide value (e.g. Respect) via Assemblies, certificates, team events, Hero posts, newsletter communication ● Using video modeling to teach desired behaviours via Hero - creating new and improved video models involving a larger pool of staff and tamariki ● Support classroom teaching and learning about our desired behaviours through use of our digital PB4L Matrix with video models ● Continue fortnightly communication updates with whānau in the newsletter ● Behaviour is tracked and monitored by Minor/Major issues ● Once termly PB4L Hui for the PB4L team	● Students, staff know our 3Rs. ● Regular updates within our school newsletter ● The 3Rs are visibly displayed in our classrooms. ● Established behavior expectations align with the 3Rs for different school settings, including classrooms, the library, the office, and the playground. ● ClassDojo is used as part of our school-wide reward system. ● Behaviour tracking systems are in place and regularly reviewed ● PB4L Hui are minuted with actions followed up regularly
PB4L Team	**Term 3: Continuing to Implement Our School-Wide Reward System and Supporting Initiatives** ● Once termly PB4L Hui for the PB4L team ● Continue fortnightly communication updates with whānau in the newsletter ● Behaviour is tracked and monitored by Minor/Major issues ● Begin reviewing our Reward system - what next after 3 wristbands are achieved? ● Check on the progress of creating video models to support behaviour - where are the gaps in teaching the desired behaviours on our behaviour matrix?	● Students, staff know our 3Rs. ● Regular updates within our school newsletter ● The 3Rs are visibly displayed in our classrooms. ● Established behavior expectations align with the 3Rs for different school settings, including classrooms, the library, the office, and the playground. ● ClassDojo is used as part of our school-wide reward system. ● Behaviour tracking systems are in place and regularly reviewed ● PB4L Hui are minuted with actions followed up regularly
PB4L Team	**Term 4: Continuing to Implement Our School-Wide Reward System and Supporting Initiatives** ● Once termly PB4L Hui for the PB4L team ● Continue fortnightly communication updates with whānau in the newsletter ● Behaviour is tracked and monitored by Minor/Major issues ● Looking at our model for Tier 2 and 3 behaviour support - documenting and reviewing our current systems ● Confirm and begin organising our new schools-wide reward system	● Students, staff know our 3Rs. ● Regular updates within our school newsletter ● The 3Rs are visibly displayed in our classrooms. ● Established behavior expectations align with the 3Rs for different school settings, including classrooms, the library, the office, and the playground. ● ClassDojo is used as part of our school-wide reward system. ● Behaviour tracking systems are in place and regularly reviewed ● PB4L Hui are minuted with actions followed up regularly

Strategic Priority 2: <u>Cultural Responsiveness</u>

Empower tamariki by valuing their cultures and identities, incorporating Te Tiriti o Waitangi principles, and fostering an inclusive environment that promotes respect and understanding across our kura

Te Tiriti o Waitangi professional learning & Whānau Māori and Community Engagement

Enhance our understanding of the principles of the Te Tiriti o Waitangi and how we are honouring Treaty in our kura

Provide opportunities for high quality engagement. Tracking and monitoring the achievement of our Māori ākonga. Work together with Māori

Who	When?	Success Criteria
Principals & Dan	**Term 1** ● Mihi whakatau to be held during our first week back at kura to welcome our new tamariki, new kaimahi, and their whānau. ● Hāngī cooker is used for whānau hui.Tikanga taught throughout this process. ● Kaimahi continue to learn a new waiata, which will could be incorporated into future Mihi Whakatau. ● Māori whānau hui to take place in Week 7. ● Kapa haka available schoolwide for ākonga. ● Kaiako continue to develop and share their Mihimihi and/or Pepeha. ● Staff Meeting: PLD - CRRP and Te Tiriti o Waitangi. ● Explore funding and providers for New uniforms for Kapa Haka performance group.	● Kaiako learn about article two and four of Te Tiriti o Waitangi and reflect on how they can honour and authentically enact this within their classrooms ● Mihi whakatau takes place for new ākonga and new kaiako. Opportunities for tamariki to take on roles such as kaikaranga and kaikōrero. ● Karakia / whakatauki is in place for use in staff hui, kapa haka and classrooms ● Māori whānau hui occur each term. Kaiako are encouraged to attend these hui. ● Hangi resources acquired tikanga is taught and a clear action plan for how to lay a hāngi ● Kapa haka is made available for all tamariki with opportunities to perform at various times throughout the school year. ● Pilot groups of tamariki have the opportunity to grow their own mara kai. ● Poroporoaki opportunities are explored with a ceremony held for our year 6 tamariki in term 4. ● Kaiako develop and share their mihimihi and/or pepeha. ● Increase use of Te Reo Māori through everyday use, included in assemblies, whakataukī, Te Wiki o Te Reo Māori and Mahuru Māori.
	Term 2 ● Mihi whakatau to be held during the last week of Term 1 to welcome our new tamariki, new kaimahi, and their whānau. ● Hāngī cooker is used for Y6 camp fundraiser. The Year 6 tamariki are part of the ringawera. Tikanga taught throughout this process. ● Māori whānau hui. ● Explore opportunities for a marae visit. ● Continue with the pilot group of tamariki growing their own mara kai. ● Kaiako continue to develop and share their mihimihi and/or pepeha with opportunities to share them. ● Purchase new uniforms for Kapa Haka performance group.	
	Term 3 ● Mihi whakatau to be held during the last week of Term 2 to welcome our new tamariki, new kaimahi, and their whānau. ● Māori whānau hui. ● Hāngī cooker is used for celebrations. ● Prepare and host our Matariki celebration. ● Explore opportunities to organise a 'poroporoaki' ceremony for our Year 6 ākonga in Term 4 ● Poroporoaki with opportunities to share them. ● Continue with the pilot group of tamariki growing their mara kai. ● Celebrate Mahuru Māori - Increase use of Te Reo Māori.	
	Term 4 ● A Marae visit or visit to Ōtātara Pā to reconnect with Ngāti Parau kōrero, providing tamariki and kaimahi with opportunities to engage in rich, culturally meaningful learning experiences beyond the classroom. This visit aims to strengthen our kura's relationship with mana whenua and deepen our collective understanding of local history, whakapapa, and tikanga. ● Māori whānau hui. ● Hangi cooker is used. ● Celebrate Te Wiki o Te Reo Māori - Increase use of Te Reo Māori. ● Poroporoaki ceremony for our Year 6 ākonga. ● Kapa Haka-In school performance. Mass rōpu for the Cultural Evening. ● Kaiako continue to develop and share their mihimihi and/or pepeha with opportunities to share them. ● Continue with the pilot group of tamariki growing their own vegetables with a view to expand this program.	

Strategic Priority 3: <u>Inclusive Education</u>
Prioritise inclusive education by fostering a learning environment that embraces diversity, strengthens cultural understanding, supports well-being, and empowers every student to reach their full potential, ensuring our kura is a place where all ākonga feel valued and supported

Attendance
To improve overall student attendance by identifying and supporting tamariki and their whānau who are at risk of poor attendance, ensuring every child is engaged, valued, and supported to be present and ready to learn.

Who	When?	Success Criteria
Senior Leadership Team Office Team Classroom Teachers	**Daily Monitoring** ● Classroom teachers record attendance twice daily in the Student Management System (SMS) at the beginning of the morning session and again after lunch. ● The office team follows up unexplained absences with phone calls to caregivers between 9:15am and 9:30am. ● If no response is received, a follow-up call is made before 11:00am and all contact attempts are recorded in the SMS. **Weekly Monitoring** ● Senior leaders and office staff review attendance patterns across the kura, identifying tamariki who may be beginning to show patterns of absence, lateness, or partial attendance. ● Classroom teachers make early contact with whānau where attendance concerns begin to emerge to provide support and strengthen engagement. **Fortnightly Data Analysis** ● Attendance data is analysed fortnightly by year level, ethnicity, and gender to identify emerging trends or equity gaps. ● Senior leaders review attendance tiers and identify students who may require additional support or early intervention. **STAR Attendance Response** *(Tiered Approach)* **Tier 1 - Universal Support** ● Promote a positive culture around attendance through PB4L, classroom routines, and clear expectations that every day at kura matters. ● Celebrate regular attendance through classroom acknowledgement and schoolwide messaging. **Tier 2 - Early Concern** *(5 - 9 days absent)* ● A formal notification is sent to whānau and a follow-up phone call is made. ● Classroom teachers and senior leaders work with whānau to identify any emerging barriers and provide in-school supports. **Tier 3 - Moderate Concern** *(10 - 14 days absent)* ● Escalated communication and a formal meeting with whānau is organised. • An Attendance Support Plan is developed with clear strategies and agreed actions to support improved attendance. **Tier 4 – Chronic Absence** *(15+ days absent)* ● A formal warning notice may be issued. ● Referral to the Attendance Service and a multi-agency meeting may be arranged where required. These processes align with the Ministry of Education Stepped Attendance Response (STAR) framework. **Early Intervention and Student Support** ● Pastoral care check-ins are used to support tamariki where patterns of lateness, partial attendance, or disengagement begin	Overall kura attendance improves compared to the equivalent term in the previous year. ● At least 85% of students achieve regular attendance (above 90%) across the year. ● The number of students identified as chronically absent (below 70%) remains below 5%. ● A reduction in unjustified absences year on year. ● Increased engagement with whānau where attendance concerns are identified. ● Positive shifts in student engagement and readiness to learn are evident through teacher observations and pastoral monitoring. These targets align with the attendance goals set within the Taradale Primary School Attendance Management Plan.

	to appear. ● The kura works collaboratively with whānau and external agencies to remove barriers to attendance where possible. ● Access to supports such as breakfast club, public health nurses, and the second-hand uniform shop are provided where appropriate. **Communication and Whānau Engagement** ● Maintain open and supportive communication with whānau regarding attendance expectations and any concerns that arise. ● Attendance expectations are shared with new families during enrolment. ● Where needed, culturally responsive approaches are used to strengthen engagement with whānau and community. **Reporting and Monitoring** ● The Principal provides a termly attendance report to the Board of Trustees outlining attendance trends, intervention outcomes, and recommendations for improvement. ● Attendance data is reviewed regularly to identify improvements and areas requiring further support.	