

# Piopio Primary 2026 Annual Implementation Plan

## Summary of the plan

Our goals of growing outstanding tamariki, nurturing our love of our place in the world and empowering curious learners continue to be our goals for 2026. There have, and there are many, Ministry of Education's changes and priorities that as a kura we must implement in 2026. The goals in our Strategic Plan 2026 continue to be our focus and will support the directives from the Ministry of Education. The goals reflect our communities desire of how and what we want our tamariki to learn in a place of physical and emotional safety, that is inclusive and caters for differing needs, and all tamariki achieve their highest educational standard.

In 2026 we are working on:

- Teachers participating in professional learning for literacy and mathematics that supports tamariki to understand, discuss and set their learning goals.
- Teachers will be confident using the new SMART tool to assess their tamariki in reading, writing, and mathematics for students in Years 3 to 6.
- Tamariki will be able to share their progress and achievement in reading, writing and mathematics with their peers.
- Student data will be used to identify students who require interventions in literacy.
- Hero, our Student Management System, will track student progress and achievement using a range of assessments
- Consult with whānau and the wider Piopio community to identify new goals and aspirations they have for their tamariki
- The regular attendance rate will be improved with regular communication with whānau about their child's attendance.

## Where we are at currently:

In 2025, many of our teachers participated in Liz Kane Structured Literacy PLD. This learning enabled teachers to change their approach in how they taught literacy. The whole class approach allowed more tamariki to achieve success in literacy. This was linked to the teacher's Professional Growth Cycle, which included teacher observations with individual feedback. We had improvement across 3 terms in the rate of regular attendance compared to 2024. This enabled more students to have consistent structured instruction in literacy and mathematics.

We introduced a new student management system- Hero. This change meant we were able to communicate with our community more regularly about student learning. The change meant instead of just reporting twice a year, we now share 6 learning stories throughout the year and publish a mid-year and end of year report. On Hero, some student data and completing scope and sequence was done. Due to changes to the refreshed curriculum at the end of 2025, the scope and sequence was more difficult to complete.

Due to continual changes to the English and mathematics learning areas of the NZ Curriculum staff continue to make adjustments to their understanding, so they can support tamariki to make the expected progress for their year group. Our 2025 end of year data report reflected our achievement against the refreshed expectations in literacy and mathematics. The significant progress made from mid year to end of year reflected the changes to classroom teaching and learning. It was also pleasing to see the gap between gender and ethnicity was not as wide as it had been in previous years.

The introduction of a specialist literacy teacher and the role of our SENCO has supported tamariki who need further support or an individual learning plan. This has become vitally important as more students begin school with diverse needs. This continues to evolve and our group of teacher aides are timetabled to target the needs of tamariki who require their assistance.

Our school gardens are becoming a learning space that motivates and gives a context for learning that is developing future focused tamariki. The addition of a glasshouse and new garden beds has grown the potential for learning in science. Our 2025 ERO review identified we have a strength in being inclusive of everyone at Piopio Primary School and engage in meaningful learning experiences that reflect local contexts, with strong integration of the school's rural and farming character, alongside te reo Māori, tikanga Māori and te ao Māori.

Our 2026 concept is:

### **Growing capable learners in a changing world**

*Ehara nō tātou te whenua, engari nō ngā uri whakatipu*

*The land does not belong to us; it belongs to future generations*

This concept supports the rural community we live in and develops awareness in the world around us.

### 2025 Statement of Variance

*Regulation 9(1)(e)*

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

In 2026, our cultural leader will be supporting all staff when planning school events, EOTC (Education Outside the Classroom) to support whānau to be engaged and understand our learning journey. Examples (but not limited to) of this are whole school trips that have cultural importance e.g marae visits, Matariki celebration and kapa haka performances.

*The kapa haka roopu will practice weekly while the remainder of the kura learn te Reo Māori and develop understanding of Te Ao Māori.*

## Piopio Primary 2026 Annual Implementation Plan

*We believe the continued strengthening of relationships, staff understanding, and implementing our 2026 collaborative plan will give effect to Te Tiriti o Waitangi while meeting our goals of; grow outstanding tamariki, nurture our love of our place in the world, and empower curious learners.*

*Regulation 9(1)(g)*

### **Information on teaching and learning strategies:**

In 2026 all classes will be planning their teaching and learning using data gathered from observations, assessments as per Piopio Primary's assessment schedule and assessments introduced during 2026 to be used for literacy and mathematics. Assessment for Learning pedagogy will support teachers to be instructional and learning to meet the needs of all learners using a whole class approach to teaching.

In mathematics, teachers of years 4 to 6 tamariki will continue to use Prime mathematics and for years 0-3 teachers will be using Numicon to support the teaching and learning of the refreshed mathematics learning area. They will follow the updated scope and sequence that was introduced at the end of 2025. There will be 2 teachers only days held to assist teachers understanding and ability to implement the new curriculum.

In literacy, all classes will be taught using a structured literacy approach. This will be supported by most teachers having participated in Liz Kane Structured Literacy PLD. A specialist structured literacy tier 3 teacher will teach tamariki who require additional support in literacy. These students will have been identified using the phonics assessment in weeks 20 and 40. An application for increased structured literacy professional learning will be completed for 2 teachers. This will further cement the progress and achievement for all students in literacy. All class timetables will reflect 10 hours a week of reading and writing teaching, and 5 hours weekly of mathematics teaching and learning.

A dedicated SENCO (special education needs coordinator) will work with teachers, whānau, and outside agencies to develop individual education plans. Individual students will have specific goals to achieve. The Piopio Primary collaborative plan is used and developed school wide to meet the learning needs of all tamariki. This includes the classroom release time. It will integrate all curriculum learning areas, key capabilities, and values while giving tamariki opportunities to apply their instructional learning in real contexts that are meaningful to them. This includes Te Ao Māori.

*Regulation 9(1)(f)*

## Piopio Primary 2026 Annual Implementation Plan

<p><b>Strategic Goal:</b>  <i>Objective 1: Every student at Piopio Primary can achieve their highest educational standard &amp; we are a physically safe place to be.</i>  <b>Strategic goal 1: Grow outstanding tamariki</b>  <i>Regulation 9(1)(a)</i></p>				
<p><b>Annual Target/Goal:</b>  <b>Teachers in years 3-6 will be using the SMART tool twice a year to assess students' progress and achievement in reading, writing &amp; mathematics</b>  <i>Regulation 9(1)(a)</i></p>				
<p><b>What do we expect to see by the end of the year?</b>  <b>Teachers and students will be using this information to set, measure, and evaluate their own learning goals in relation to refreshed learning areas of English and mathematics of the New Zealand Curriculum</b>  <i>Regulation 9(1)(d)</i></p>				
<b>Actions</b> <i>Regulation 9(1)(b)</i>	<b>Who is Responsible?</b> <i>Regulation 9(1)(c)</i>	<b>Resources Required</b> <i>Regulation 9(1)(c)</i>	<b>Timeframe</b>	<b>How will you measure success?</b> <i>Regulation 9(1)(d)</i>
Use 6 months of MOE funded professional learning to learn about the SMART tool.	Principal Year 3 to 6 teachers	Select a Ministry of Education facilitator	Terms 1 and 2	A facilitator works with the school for the funded 6 months, and teachers have the knowledge to use the tool as intended.
Complete SMART modules and required tasks.	Principal, Senior Leaders	Check devices compatible to complete assessments online, if not a decision to be made to use the paper option. Assign user status Chromebook or paper	Term 1	All students complete the SMART assessment using the most user-friendly option. Teachers have access to the SMART tool
Analyse SMART report data for next learning steps, tamariki set goals with their teachers	Year 3-6 teachers Principal	The initial SMART report following the student completing the assessment reading, writing & mathematics The MOE analysed report (6 weeks after the assessment) Goal structure in Hero	All year	Teachers will be able to use both sets of data to have a learning conversation with tamariki. The data will then be used to set goal and success criteria for achieving the goal
Report assessment data to whānau	Year 3 to 6 teachers	Updated mid and end of year report template to be accessed from Hero	Terms 2 & 4	Students' mid and end of year reports will include SMART assessment data, which the tamariki can confidently discuss with parents

## Piopio Primary 2026 Annual Implementation Plan

<p><b>Strategic Goal:</b></p> <p>Objective 2: Te Tiriti o Waitangi, Piopio Primary is a physically and emotionally safe place to be, we are inclusive of and caters for students with differing needs Strategic Goal 2: Nurture our love of our place in the world</p> <p>Regulation 9(1)(a)</p>				
<p><b>Annual Target/Goal:</b></p> <p>Continue to engage with the community to ensure high levels of attendance and so that strategic direction is shared with the development of the 2027-29 Strategic plan.</p> <p>Regulation 9(1)(a)</p>				
<p><b>What do we expect to see by the end of the year?</b></p> <p>Piopio Primary will have a regular attendance rate of 62%</p> <p>Regulation 9(1)(d)</p>				
Actions	Who is Responsible?	Resources Required	Timeframe	How will you measure success?
<i>Regulation 9(1)(b)</i>	<i>Regulation 9(1)(c)</i>	<i>Regulation 9(1)(c)</i>		<i>Regulation 9(1)(d)</i>
Share the attendance management plan with the community	Principal Board	The approved Attendance Management Plan is on the school website for the community to read	January 2026	Whānau can access attendance plan on school website and understand what we are wanting to achieve
Regular updates on attendance shared with whānau	Principal Teachers	Hero app School newsletter- create a dedicated section in the newsletter	All year	Whānau can understand attendance of their tamariki and what codes mean
Use STAR to manage attendance if student's attendance is below 70% refer to the attendance service	Principal Office manager	Hero-SMS attendance data Attendance service MOE Term attendance report	All year	Chronic absences are reduced and a higher percentage of students are recording regular attendance rates
Present attendance prizes to tamariki for 90+% attendance at school hui	Principal Office manager	Data sourced from Hero (SMS)	All year (at the end/beginning of each term)	Students are attending regularly motivated by the term prize

## Piopio Primary 2026 Annual Implementation Plan

<p><b>Strategic Goal:</b> Objective 3: Te Tiriti o Waitangi, Piopio Primary is a physically and emotionally safe place to be, we are inclusive of and caters for students with differing needs.</p> <p><b>Strategic Goal 3: Empower curious learners</b></p> <p>Regulation 9(1)(a)</p>				
<p><b>Annual Target/Goal:</b> A culture of inquiry, risk-taking, and resilience inspires learners to develop their mathematical knowledge and capability</p> <p>Regulation 9(1)(a)</p>				
<p><b>What do we expect to see by the end of the year?</b> 70% of all tamariki will be consolidating, proficient or exceeding expectations in mathematics and statistics</p> <p>Regulation 9(1)(d)</p>				
Actions	Who is Responsible?	Resources Required	Timeframe	How will you measure success?
Regulation 9(1)(b)	Regulation 9(1)(c)	Regulation 9(1)(c)		Regulation 9(1)(d)
Teachers will participate in specific professional learning	Principal Senior Leadership team Maths team	MOE approved facilitators for 2 Teacher Only Days review webinars of TOD Workshops for Prime and Numicon for specific teams	Term 1 & Term 4 All year	All teachers will have greater knowledge of the new Mathematics & statistics learning area of the NZ Curriculum
All classes will have several Rich learning tasks each week for tamariki to solve	Maths team Principal Teachers	Tahurangi- use resources supplied on the MOE website that give students opportunities to solve rich problems Mathematical equipment to solve problems Figure it out books and similar	All year	Students will use a range of strategies and knowledge to solve problems. They will be able to discuss how they solved the problem
explicit planning following school structure to support teaching to meet the expectations of the student's year	Maths team Principal Teachers	MOE planning resources including templates to support explicit teaching Prime & Numicon resources will be part of a rich maths learning programme	All year	Consistent teaching and planning will be observable across the school