



Plimmerton School - Te Kura ō Taupō: Annual Plan (2026)

Vision - "Fostering pride, belonging, and empathy, we develop confident, successful learners."

““Mā te whakahī, te tūrangawaewae, me te aroha, ka pūāwai te ākongā.”

Strategies to support giving effect to <u>Te Tiriti o Waitangi</u>	Ka Hikitia - The Maori Education Strategy
<p>Strengthening our active relationships with our local iwi. All curriculum areas will be developed with a mātauranga Māori lens, A school curriculum that reflects the aspirations of our Māori community. Taking all reasonable steps to make instruction available in Tikanga Māori and te reo Māori. Relationships to support learners' language, culture and identity enhance learner outcomes.</p>	<p>Te Whānau - Education provision responds to learners within the context of their whānau Te Tangata - Māori are free from racism, discrimination and stigma in education. Te Kanorautanga - Māori are diverse and need to be understood in the context of their diverse aspirations & lived experiences. Te Tuakiritanga - Identity, language and culture matter for Māori learners. Te Rangatiratanga - Māori exercise their authority and agency in education.</p>

GOALS			
Core Curriculum	Mathematics and Statistics	Literacy	Māori Student Achievement
	Focus on Statistics and Gender Equality	Embedding Literacy	“Te Tuakiritanga”
	<p>Goal: 85% of Year 1-3 students and 80% of year 4-8 students achieving ‘at or above’ the curriculum levels. Targeted action: Addressing the 2025 "Statistics" weakness through school-wide PLD Gender focus: Implement “Maths for Girls” engagement strategies in the Year 5-8 area of the school and maintain gender grouped acceleration Professional Development Focus Transition to a new curriculum and whole class teaching, while catering to the needs of all our learners. Embed <i>Numicon</i>(Years 1-4) and <i>Maths No Problem</i> (Years 5-8) with high quality manipulatives.</p>	<p>Goal: 80% of all students achieve ‘at or above’ in writing; Improve Year 1 reading data to reach 85% by EOY Targeted action: Partner with Learning Matters (Jill Symonds) for 1 year PLD focusing on writing Establish a Literacy Committee to lead school wide PLD and curriculum development Focus: While transitioning to whole class teaching ensure that all learners are catered for within the classroom Intervention: Implement the LMIT(Learning Matters Intervention Teaching) for Tier 3 students in Years 1-6</p>	<p>Goal: To eliminate the achievement gap, ensuring 80% of Māori students achieve ‘at or above’ in core areas. Targeted action: SLT to investigate Māori learner data and audit the schools current approach. Use findings to ensure all planning includes allowances for Māori to improve in writing, reading and maths and to inform the 2027-2029 strategic plan. Engagement: Term 2 and 3 staff meetings to design learning pathways</p>

	The Year 7/8 Senior Experience	Science: 'Hands On, Minds On'	Technology Centre	Te Reo Maori and Kapa Haka	The Arts	Environmental Education
<p>Enrichment and Specialist Programmes</p>	<p>Toastmasters Leadership Course (10 weeks)</p> <p>-Communication: focus on impromptu speaking, prepared speeches, and active listening</p> <p>-Meeting procedures: Training in taking minutes, chairing formal meetings and timekeeping</p> <p>Universal Leadership Model</p> <p>Move away from a select few leaders; every year 8 students lead a school-wide portfolio (e.g. Tech Team, Student Council, Student tutors, whānau leaders)</p> <p>Self- Management Projects</p>	<p>Science Journals: Standardised journals introduced from Year 1 to 8</p> <p>- Years 1-4: focus on 'Notice, Wonder, Draw'</p> <p>- Years 5-8 focus on 'Hypothesise, Test, Analyse, Conclude'</p> <p>Science Extravaganza</p> <p>Held in term 2. Students act as 'Science Experts', teaching concepts, completing demonstrations and showcasing experiments</p> <p>Resources:</p> <p>Use of House of Science Kits to ensure every class has the equipment for weekly practical sessions.</p>	<p>High-Engagement Pedagogy: Transition to a project-based curriculum where students learn specialised technical skills (e.g., laser cutting, advanced joinery, electronics, or sustainable textiles) through hands-on creation.</p> <p>Critical Thinking & Problem Solving:</p> <p>Students must document their "Design Process" in their, focusing on prototyping, testing, and "failing forward" to improve their final product.</p> <p>Collaborative Team Planning:</p> <p>Staff collaborate to brainstorm, plan, and timetable integrated units that link Technology.</p>	<p>Te Reo: Implementation of Te Reo Maori Curriculum with structured daily sessions. Normalising mihi, karakia and classroom commands</p> <p>Kapa Haka:</p> <p>Weekly sessions for all students, with a Performance Ropu for those wishing to extend. Prepare for the local Polyfest/Kapa Haka festival.</p> <p>To review and develop the kapa haka programme across the school.</p>	<p>School-wide focus on the Arts curriculum in term 3: Year 5-8 production or showcase</p>	<p>Focus: Look into our local environment (School and Plimmerton) and how we can improve our impact on this.</p>

	<p>Use the science fair and the leadership project as high stakes projects where students must stick to criteria, milestones and deadlines to build 'Executive Function'</p> <p>High Performance Opportunities</p> <p>Academic: Participation in Mathswell, Epro8, Literacy Quiz, Otago Problem Solving and Science Fair</p> <p>Sport: National level representation at AIMS Games</p> <p>Culture: Kapa Haka leadership and performing arts</p>		<p>Regular "Design Sprints" for staff to ensure the equipment and projects connect to the NZ Curriculum.</p> <p>Environment & Facility Upgrade:</p> <p>- Classroom & Buildings: Systematic upgrade of the physical spaces to create an "Maker-Space" aesthetic—modern, clean, and inspiring.</p> <p>-Equipment:</p> <p>Investment in tools and machinery to ensure students are working with relevant technology.</p> <p>Outdoor Integration: Developing the Technology Gardens as a living classroom (e.g., sustainable food technology, outdoor construction projects, and kaitiakitanga-led landscaping).</p>			
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Communication and Reporting	Reporting and Data	
	<p>New Reporting System: Use Hero reporting platform to report to whānau</p> <p>Student agency PAT whānau graphs shared at Teacher Whānau Hui</p> <p>Parent communication loop</p> <ul style="list-style-type: none"> - School newsletter: Sent out fortnightly featuring student led content - Syndicate newsletter: beginning of each term- focus on term ahead - Classroom emails: Week 4 and Week 8 teacher updates 	

Environment and Support	Learning Support Room (The Hub)	Student Culture	Classroom and School Environment
	<p>Purpose: A high spec, calming environment for Tier 2 learners and neurodiverse students</p> <p>Action: Staff the room with the LSC (Rebecca Courtney) Focus on the 12 week Maths/Literacy Acceleration programmes</p>	<p>Goal To create a positive student culture based on inclusion, empathy, understanding and kindness.</p> <p>Action Connect teachers, students, management, and whānau with a shared vision to create a positive student culture within our school</p>	<p>Goal: Create calm, predictable and inclusive spaces.</p> <p>Action: Classes: Create clear and clean spaces that are filled with current student work</p> <p>Environment: Continue native planting around the school to foster Kaitiakitanga. Continue with murals and updating playground and fields</p>

EOTC (Education outside the classroom)	Camps and Trips	
	<p>Focus: Create a clear pathway/progression as students move through the school</p> <p>Year 1/2: Day trips exploring the local environment</p> <p>Year 3/4: 1 night sleepover/noho focussing on building independence, self- management and participation</p> <p>Year 5/6: 3 night camp focussing on building resilience, self-management, and participation</p> <p>Year 7/8: 2 night camp focussing on team building, self-management, and collaboration</p>	