

An aerial photograph of Paparore School, showing its various buildings, a large green field, a basketball court, and a playground. The school is situated next to a large body of water, with a road and trees in the foreground and background. The image is framed by a green border with decorative elements in the corners.

Paparore School

Annual Implementation Plan 2026

Annual Plan 2026

Goal 1	Objectives	Timeline/ Responsibility	2026 Success Measures
To enrich learning and teaching programmes to improve student achievement. [NELPS: Priorities 2, 4, 6]]	1. Implement LLLL across all classrooms; monitor fidelity of delivery.	Term 1-4 Literacy Leads / Classroom Teachers	Lesson Observations and student data show consistent LLLL practices
	2. Implement PR1ME across all classrooms; track student numeracy growth.	Term 1-4 Maths Leads / Classroom Teachers	Assessment data shows improved numeracy outcomes; teachers report programme effectiveness
	3. Staff PLD in AfL, with focus on actionable Feedback & Feed Forward.	Term 1-2 Principal / Lead Teachers	All teachers demonstrate AfL strategies; student self-assessment evident in portfolios.
	4. Integrate AfL practices into LLLL & PR1ME lessons.	Term 2-4 Classroom Teachers	Students can articulate learning goals and next steps; progress tracking updated regularly.
	5. Embed digital tools to support inquiry-based learning and STEM projects.	Term 2-4 Classroom Teachers	Student engagement in STEM/Inquiry evident; digital portfolios showcase learning.



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Goal 2	Objectives	Timeline / Responsibility	2025 Intended Outcomes
Nurturing ākonga by building hauora, resilience, and attendance [NELPS: Priorities 1&2]	1.Review and update PB4L procedures; provide staff PLD.	Term 1 Principal, PB4L Lead	Behaviour incidents decrease; positive reinforcement consistent across school.
	2.Launch Hauora initiative in classrooms; link to curriculum and values.	Term 1–4 Wellbeing Lead, Classroom Teachers	Students demonstrate self-regulation and resilience; feedback from students and whānau positive.
	3. Track student attendance weekly; identify at-risk learners.	Term 1–4 Admin Staff, Principal	Attendance rates improve compared to 2025 baseline; targeted whānau interventions implemented.
	4.Develop attendance incentive programme linked to PB4L values.	Term 2 Principal / PB4L Lead	Increased student attendance; engagement in incentive programme.
	5.Provide whānau workshops on supporting wellbeing and regular school attendance.	Term 2 Principal / DP's	Whānau participation; improved engagement and attendance.



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Goal 3	Objectives	Timeline / Responsibility	2026 Success Measures
To embrace Te Ao Māori & the cultural identities of all our learners NELPS: Priorities 1,2,3,4,5,6	1. Provide PLD for staff in te reo Māori and tikanga Māori.	Term 1&2 Cultural Lead, PLD Providers	Staff can use te reo and tikanga authentically; classroom integration evident.
	2. Embed local histories and pūrākau in literacy, inquiry, and inquiry-based projects.	Term 2-4 Classroom Teachers	Students demonstrate understanding of local culture in projects and portfolios.
	3. Strengthen partnerships with iwi, hapū, and marae for learning programmes.	Term 1-4 Principal / Cultural Lead	Number of marae visits and cultural events; positive feedback from whānau and community.
	4. Celebrate cultural identity through kapa haka, events, and student-led activities.	Term 2&4 Cultural Lead / Classroom Teachers	High participation; student confidence and pride in identity visible.
	Ensure AfL and PB4L practices are culturally responsive.	Term 2-4 Classroom Teachers	Feedback and behaviour systems reflect students' cultural contexts.



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School-Wide Enablers

Enabler	Action	Timeline/ Responsibility	2026 Success Measures
1. Professional Learning & Development	Staff attend LLLL, PR1ME, AfL, PB4L, te reo/tikanga PLD sessions.	Term 1-4 Literacy Leads / Principal	All staff complete PLD; classroom practice reflects learning.
2. Student Leadership	Develop student leaders to promote values, wellbeing, and attendance.	Term 2-4 PB4L Leads / Classroom Teachers	Student-led initiatives evident; student voice informs school practices.
3. Community & Whānau Engagement	Regular newsletters, workshops, and whānau meetings to support learning, attendance, and cultural initiatives.	Term 1-4 Principal / Teachers	Increased whānau participation; positive feedback from community.
4. Data & Monitoring	Track literacy, numeracy, AfL, behaviour, wellbeing, attendance, and cultural engagement.	Term 1-4 Classroom Principal / DPs	Data used to inform teaching; progress monitored and reported to Board.
<div>Annual Targets for 2026</div> <ul style="list-style-type: none">• Literacy: 80% of students meet or exceed expected curriculum levels in LLLL-based assessments.• Numeracy: 80% of students meet or exceed expected curriculum levels in PR1ME assessments.• Attendance: Increase overall school attendance to 80% (or above).• Wellbeing: 90% of students report positive wellbeing in surveys and portfolios.• Cultural Identity: 100% of students engage in at least one cultural programme, event, or marae activity.• Behaviour: PB4L systems: Collate data to form a baseline for continuing years			

