

ANNUAL IMPLEMENTATION PLAN

2026



**Dargaville
Primary School**

Mō te katoa - Each for all

Vision & Values

Empowering learners through quality education in an inclusive environment.

TAKIWIRA VALUES



School Culture - Tikanga

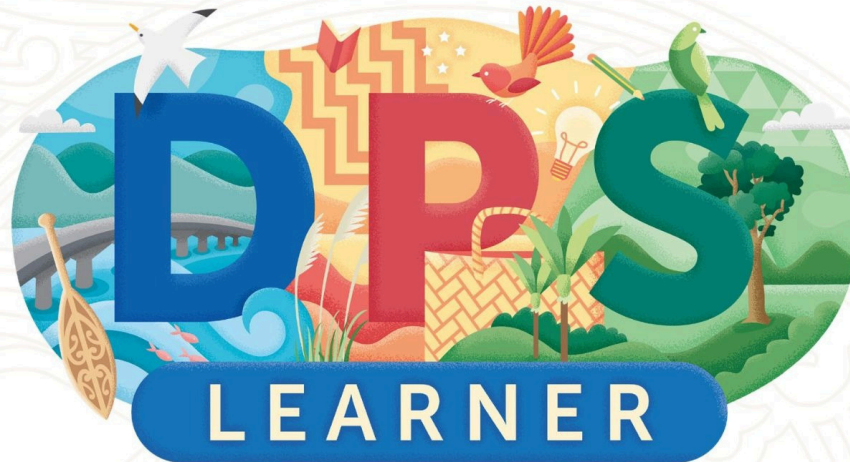
Value and nurture our multi-cultural heritage within the school and community.

Create culturally appropriate context for student learning for; Tikanga - culture, Te Reo Māori - Language, Ako - shared learning, Whanaungatanga - building relationships and interactions, Manaakitangi - caring respecting self, each other, community.

Valuing cultural knowledge and identity, recognition of the Treaty of Waitangi.



**Dargaville
Primary School**
Mō te katoa - Each for all



**Drives
Awa**

Creative
Curious
Proud
Actively Engaged



**Prepares
Kete**

Risk Taker
Culturally Aware
Problem Solver
Goal Setting



**Strengthens
Maunga**

Service
Communicator
Kaitiaki
Ownership

MOE Priorities

Increase Community Engagement

Strengthen partnerships with parents and whānau by increasing opportunities for them to engage with and understand their child's learning, while celebrating and sharing the quality learning taking place at DPS.

Attendance:
Promote and support regular school attendance to achieve the national target of 80% of students attending more than 90% of the school term by 2030.

Structured Literacy:
To support our tamariki with their reading, writing and oral language success.

Structured Numeracy:
Lift student achievement in mathematics by implementing and embedding a structured mathematics programme (Numicon) that supports clear learning progressions and explicit teaching.

2026 Actions

- Implement our Attendance management Plan
- Clear roles and steps are defined for addressing attendance concerns
- Increase engagement with Attendance Services
- Track attendance for individual students and have a clear record of steps taken to address attendance concerns

- Establish explicit daily timetabling of Structured Literacy Lessons in Yr 0-4
- Ensure consistent use of structured literacy resources and routines across classrooms.
- Monitor implementation through team planning and leadership support.
- Use assessment data to identify students needing additional support and to guide targeted teaching.
- Implement early intervention and small group support for students below expected levels.

- Provide professional learning and development (PLD) for teachers in the effective use of Numicon and structured mathematics approaches.
- Use school assessment tools to track student progress in mathematics.
- Analyse data regularly to identify students needing additional support or extension.
- Establish consistent classroom routines and explicit teaching practices using Numicon across relevant year levels.

Success Measure by End of 2026

- By the end of 2026, attendance monitoring systems are consistently implemented across the school, attendance concerns are responded to promptly, and regular attendance rates show measurable improvement.

- - All teachers Year 0-4 have the BSLA micro-credential.
- - Explicit timetabling of Structured Literacy Lessons
- -Phonics screening tests are implemented at 20 weeks and 40 weeks
- -80% of all students are at or above in reading and writing.

- Student progress in mathematics is regularly monitored and used to inform teaching.
- Student achievement in mathematics shows measurable improvement from the 2025 baseline.
- Students demonstrate increased confidence and engagement in mathematics learning.

DPS Goals

Increase Community Engagement

Strengthen partnerships with parents and whānau by increasing opportunities for them to engage with and understand their child's learning, while celebrating and sharing the quality learning taking place at DPS.

Assessment and Reporting
To support our kaiako with monitoring student progress and using these results to inform future practice and communicate with whānau

Schooltalk
To improve learner agency, formative assessment and collaborative practices.

DPS Learner Profile
To embed the dispositions and attributes we aim to instil in our students.

2026 Actions

- Assessment and aromatawai PLD with Cognition education.
 - SMART assessment PLD
- Phonics assessment additional release to support implementation
- Updated reports sent home twice yearly, according to the 2026 reporting guidelines
 - Survey to monitor change in teachers feelings towards assessment practices.

- Provide in-house PD/Coaching to meet the individual needs of teachers
- ST is used to lead the conversations at Student-Teacher-Parent Conferences
- Student check-ins/surveys to assess our measures
- Small Pilot Group of Parents onboarded

- Dispositions are unpacked each term and classes co-construct what success at each stage looks like.
- Publication of the profile dispositions each term to promote discussion and involvement at home

Success Measure by End of 2026

- Updated reports sent home twice yearly, according to the 2026 reporting guidelines
- Teachers feel confident using the SMART assessment and/or Phonics assessment
- Teachers feel like they have a deeper understanding of assessment practices that inform their teaching

- All staff can competently use SchoolTalk to plan and assess for all learning
- Year 5 & 6 students can access their learning via the ST Calendar, verbalise what they are learning and their next steps, self-assess and upload evidence against progressions
- Year 3 & 4 students can access their learning via the ST Calendar

- Teachers and students have a shared understanding of the learning dispositions that we explicitly value at DPS.
- - Students have completed a self assessment of where they feel they sit on the DPS Learner Profile Rubric.

Goal: Assessment and Reporting

To support our kaiako with monitoring student progress and using these results to inform future practice and communicate with whānau

Actions:	Who:	Success Measure:
<ul style="list-style-type: none">• Assessment and aromatawai PLD with Cognition education.• SMART assessment PLD• Phonics assessment additional release to support implementation• Updated reports sent home twice yearly, according to the 2026 reporting guidelines• Survey to monitor change in teachers feelings towards assessment practices.	Nicole Anne All staff Nicole	<ul style="list-style-type: none">• Updated reports sent home twice yearly, according to the 2026 reporting guidelines• Teachers feel confident using the SMART assessment and/or Phonics assessment• Teachers feel like they have a deeper understanding of assessment practices that inform their teaching

Goal: Skool Talk

To improve learner agency, formative assessment and collaborative practices.

Actions:	Who:	Success Measure:
<ul style="list-style-type: none">• Provide in-house PD/Coaching to meet the individual needs of teachers• ST is used to lead the conversations at Student-Teacher-Parent Conferences• Student check-ins/surveys to assess our measures• Small Pilot Group of Parents onboarded	Nicole Senior Teachers	<ul style="list-style-type: none">• All staff can competently use SchoolTalk to plan and assess for all learning• Year 5 & 6 students can access their learning via the ST Calendar, verbalise what they are learning and their next steps, self-assess and upload evidence against progressions• Year 3 & 4 students can access their learning via the ST Calendar

Goal: Learner Profile
To embed the dispositions and attributes we aim to instil in our students.

Actions:	Who:	Success Measure:
<ul style="list-style-type: none"> Dispositions are unpacked each term and classes co-construct what success at each stage looks like. Publication of the profile dispositions each term to promote discussion and involvement at home 	<p align="center">All staff Anne</p>	<ul style="list-style-type: none"> Teachers and students have a shared understanding of the learning dispositions that we explicitly value at DPS. - Students have completed a self assessment of where they feel they sit on the DPS Learner Profile Rubric.

Goal: Attendance
Promote and support regular school attendance to achieve the national target of 80% of students attending more than 90% of the school term by 2030.

Actions:	Who:	Success Measure:
<ul style="list-style-type: none"> Implement our Attendance management Plan Clear roles and steps are defined for addressing attendance concerns Increase engagement with Attendance Services Track attendance for individual students and have a clear record of steps taken to address attendance concerns 	<p align="center">Karah</p>	<ul style="list-style-type: none"> By the end of 2026, attendance monitoring systems are consistently implemented across the school, attendance concerns are responded to promptly, and regular attendance rates show measurable improvement.

Goal: Structured Literacy
To support our tamariki with their reading, writing and oral language success.

Actions:	Who:	Success Measure:
<ul style="list-style-type: none"> • Establish explicit daily timetabling of Structured Literacy Lessons in Yr 0-4 • Ensure consistent use of structured literacy resources and routines across classrooms. • Monitor implementation through team planning and leadership support. • Ensure all teachers up to Yr4 have BSLA PLD and support with in school • Implement early intervention and small group support for students below expected levels. 	<p align="center">All Staff</p> <p align="center">Siobhan Nicole</p> <p align="center">Siobhan</p> <p align="center">Di/Jenny</p>	<ul style="list-style-type: none"> • - All teachers Year 0-4 have the BSLA micro-credential. • - Explicit timetabling of Structured Literacy Lessons • -Phonics screening tests are implemented at 20 weeks and 40 weeks • -80% of all students are at or above in reading and writing.

Goal: Numeracy
Lift student achievement in mathematics by implementing and embedding a structured mathematics programme (Numicon) that supports clear learning progressions and explicit teaching.

Actions:	Who:	Success Measure:
<ul style="list-style-type: none"> • Provide professional learning and development (PLD) for teachers in the effective use of Numicon and structured mathematics approaches. • Use school assessment tools to track student progress in mathematics. • Analyse data regularly to identify students needing additional support or extension. • Establish consistent classroom routines and explicit teaching practices using Numicon across relevant year levels. Teachers share their timetable each term to team leaders 	<p align="center">All Staff</p> <p align="center">Siobhan Nicole</p> <p align="center">Siobhan</p> <p align="center">Di/Jenny</p>	<ul style="list-style-type: none"> • Student progress in mathematics is regularly monitored and used to inform teaching. • Student achievement in mathematics shows measurable improvement from the 2025 baseline. • Students demonstrate increased confidence and engagement in mathematics learning. • Team leaders note the classes' timetabling for Mathematics. (Each class has an hour of Math a day)