Pirinoa School Annual Plan 2026

Targets/Results: (How will we measure success?) What has been our impact? What has changed?

Most students identified as "Below" or "Well Below" curriculum expectations in February baseline data will achieve **more than one year's progress** in [Literacy/Numeracy] by the end of Term 4, as measured by the SMART assessment tool. Teaching and learning supports for these students are identified early and supports put in place to ensure the greatest chance of academic progress for those with differentiated learning needs.

All students identified as "At" or "Above" curriculum expectations in February baseline testing will maintain or exceed their relative curriculum position through to the end-of-year SMART reporting cycle.

To ensure regular attendance so that a minimum of **80% of the total student body** achieves an attendance rate of **90% or higher** (Regular Attendance) throughout the academic year.

Goal 1:	**Ensure quality structured literacy approaches are being run across the school**		
Initiatives	**Actions**	**Progress**	**Impact**
BSLA	Teacher PD offered and completed by all staff, either whole staff or specific PD to different teachers as per their needs.		
	Current programmes are reviewed to ensure we are teaching the scope and sequence of BSLA		
	Oral language skills are developed through appropriate questioning and time to respond and more formalised speeches are offered		
	Regular phonics, spelling, morphology and syntax sessions taught across the school regularly four times per week.		
	Junior decodable texts only include words explicitly used after the vocabulary has been taught to students to read and write through phonics.		

Assessment, Reporting and Teaching	Work alongside curriculum advisors (MOE) to unpack how to teach NZC in multi-level classrooms.		
	Use SMART (Student Monitoring, Reporting and Assessment Tool) to identify next steps after start of Term 2 testing		
	Priority students identified based on school end of year 2025 for additional support.		
	Moderation opportunities to enhance teacher practices and judgements to enhance assessment accuracy.		
	Students identified as below curriculum level to work with specialist Teacher Aide.		
	Teacher PD for senior room teacher/s to use the Scribo writing improvement to accelerate senior students' writing progress.		
Goal 2:	**Ensure quality Mathematics and Statistics programmes are being delivered to all students**		
Developing PGC practices	Develop PGC template and process alongside staff.		
	Teachers will set professional growth cycle goals linked to professional learning and development in the implementation of the new Mathematics and Statistics curriculum/Literacy.		
Numicon and Prime	Numicon and Prime programmes, resources and PD are found and utilised.		
	Observations of these programmes at other schools to ensure best practice and pedagogy at Pirinoa School		
	Current programmes are reviewed to ensure we are teaching the scope and sequence of Prime and Numicon		
	Audit mathematics materials in classrooms to ensure the level of resources are appropriate across the school and purchase additional materials as needed.		
Assessment, Reporting and	Moderation opportunities to enhance teacher practices and		

Teaching	judgements to enhance assessment accuracy.		
	Priority students identified based on end of year 2025 achievement data for additional support.		
	Use SMART to identify students' next steps after testing at the start of Term 2 after testing.		
	Students identified as below curriculum level to work with specialist Teacher Aide.		
	Work with a Cognition facilitator (MOE funded PLD) to strengthen schoolwide assessment practices in Terms 1 and 2		
	Work alongside curriculum advisors (MOE) to unpack how to teach NZC in multi-level classrooms.		
Goal 3:	**Hands on learning opportunities planned for and implemented. EOTC opportunities are integrated into the school curriculum to develop curiosity, engagement and leadership for all the ākonga.**		
STEAM	STEAM opportunities for all students including increased digital technology opportunities for all students. This will include robotics and coding, 3D printing and CAD (computer aided design) and mechanical, engineering and electrical skills focus through working with Electric Vehicles.		
Engaging with outside supports	Work with Enviroschools to reconnect with the Enviroschools kaupapa and reinstate the main sustainability principles to enhance the school environment and students outlook.		
	Complete field trips with Ruamahanga Farm to develop understanding of local ecosystems and integrate the learning explicit into students' English, Visual and Performing Arts curriculum.		
	Plan and engage in learning opportunities with the opportunities provided by the Ruamahanga River Restoration Trust.		
	Work with Mountains to Sea facilitators to build on from the 2025 work around exploring and investigating the local water		

	catchment and wetland areas.		
	Engage with the Wairarapa Dark Sky Project. Once the meter is installed at the school, students can monitor and learn more about data gained from this monitoring process.		
	House of Science kits utilised to support learning opportunities.		
EOTC	EOTC (Education Outside the Classroom) processes and practices are compliant by ensuring Pirinoa School uses the EONZ guidelines and toolkit. These are shared with staff and appropriate professional development to be provided.		
Leadership and Service	Leadership opportunities and responsibilities are identified and organised for students.		
	Students are involved in service projects towards the school and community throughout the school year.		