Parkside Christian SDA School Annual Implementation Plan 2026

Strategic Goal 1: Special Character

Annual Target/Goal:
Deep and meaningful integration of NZ Seventh day Adventist curriculum and Te Mātaiaho

What do we expect to see by the end of the year?
(What expectations do you have for this target for this year? What evidence will you see?

Integration of New Zealand Seventh day Adventist Curriculum Framework and Te Mataiaho

Actions	Who is Responsible	Resources Required	Timeframe	How will you measure success?
Provide Teaching For Transformation training for all teachers to deepen Adventist World view teaching	Proprietors Leadership Teaching Staff	Teaching For Transformation Modules Funding for professional development and release time	Term 1-4	Unpacking of modules and aligning with current curriculum planning Progressively include Teaching For Transformation across the curriculum
Include chaplain in preference enrolment interviews with prospective families	Board Leadership Chaplain	Chaplaincy time	Term 1-4	Improved student and community spiritual development and visible faith formation Stronger church-school-community synergy Increased confidence in spiritual leadership Connect the church and the community









Strategic Goal 2: Curriculum

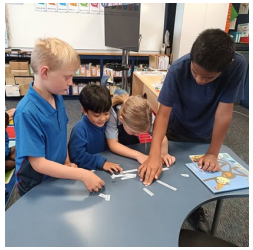
Annual Target/Goal:
Provide akonga with relevant, refreshed teaching and learning programmes which we have developed based on Te Mataiaho for full implementation by 2028 with our community

What do we expect to see by the end of the year?
(What expectations do you have for this target for this year? What evidence will you see?

Tangata whenua satisfaction that the teaching and learning programmes has been co-designed with them
We have a developing relationship with tangata whenua to ensure we can reflect their aspirations for our school and give effect to Te Tiriti o Waitangi and its principals in our school curriculum

Actions	Who is Responsible	Resources Required	Timeframe	How will you measure success?
Unpack implementation resources for English Phase 3 Review changes made to the English Curriculum	Leadership Teaching Staff	PLD Budget Te Mataiaho Curriculum Document English refresh Document (English Phases 1- 3)	Term 1-4	Kaiako feedback on year by year implementation in English phases 1-3 Professional Growth Cycle which identifies current focus, progress, new learning and next steps
Unpack implementation resources for draft learning areas: science, social science, and health and physical education	PLD Providers Leadership Teaching Staff	Implementation Resources Checklists and guides for leadership	Term 2-4	Kaiako developing understanding of refreshed learning areas will be reflected in the school curriculum planning






Strategic Goal: 3 Student Achievement

Annual Target/Goal:
Education opportunities and outcomes are within reach for every learner

What do we expect to see by the end of the year?
(What expectations do you have for this target for this year? What evidence will you see?

Reduce barriers to education for all, including Maori and Pacific learners, disabled learners and those with learning support needs
Continue to build on Structured Literacy Approach

Actions	Who is Responsible	Resources Required	Timeframe	How will you measure success?
School-wide goal setting	Leadership Teaching Staff	Assessment materials	Term 1 Term 4	Students are making expected progress and those students with additional learning needs are developing confidence and making progress
Quality assessment practice PLD	Leadership Teaching Staff	PLD	Term 1-4	Staff are using assessment tools confidently and using results to inform planning and student needs
Extra funding support for ESOL students	Board Leadership	RTLB Funding support	Term 1-4	Students will make steady, expected progress

Strategic Goal: 4 Community Partnerships

Annual Target/Goal:
Promote community connections in order to build community partnerships with parents, church and wider community which enhance ownership, invites voice and encourages service

What do we expect to see by the end of the year?
(What expectations do you have for this target for this year? What evidence will you see?

Stronger church-school-community synergy

Actions	Who is Responsible	Resources Required	Timeframe	How will you measure success?
Work with whanau and Pacific families to identify and understand barriers that may prevent learners from participating or remaining engaged in school and work to address them	Leadership Teaching Staff	Attendance Reports Annual attendance Plan	Term 1-4	Māori and Pasifika students are engaged in their learning and are achieving educational success with pride in their unique identity, language and culture Termly attendance rates will improve in comparison to last year's rates and will show increased progress in alignment with Government attendance rates expectations. Curriculum reflect local tikanga Māori, mātauranga Māori and tea o Māori
Stronger church-school-community synergy	Leadership Teaching Staff Community Chaplain	Chaplaincy Time	Term 1-4	Connection between the church, community and the school





