

Pomaria School Annual Implementation Plan for Literacy 2026

Strategic Goal	Initiatives	Measures	Actions	Accountable	Responsible	Forecast Start Date	Forecast Completion Date
1. IMPROVING ATTENDANCE: To create a school environment where every learner feels valued, supported, and motivated to attend school regularly.	To establish communication with whānau via digital platforms to build awareness, engagement and purpose around being at school around reading and writing programs.	Whānau engagement and increased knowledge of what learners are doing at school in literacy. We would hope to see a lift in attendance as a result.	- Bi-termly Class Dojo posts and Facebook notices where learners are sharing a glimpse of learning process regarding Literacy. Term 1, Week 6 Whānau information evening to share changes around curriculum, goal-setting, assessment and reporting.	Literacy Team	All teachers	Term 1	Ongoing
2. MATHEMATICS SUCCESS: To implement a structured schoolwide approach to teaching mathematics that ensures the success of all learners.	To support the explicit teaching of mathematical vocabulary across Phase 1 and Phase 2 of the Mathematics and Statistics Curriculum	There is evidence of explicit teaching of vocabulary according to curriculum/Pr1me resource found in teachers' environment, planning and practice.	In consultation with Maths Team, to determine what consistency looks like around expectations regarding planning for explicit teaching of maths vocabulary schoolwide.	Literacy Team/ Mathematics Team	All teachers	Term 1	Ongoing
3. LITERACY ACHIEVEMENT: To achieve equitable and excellent literacy achievement for all learners using a structured literacy approach.	To lift the achievement of all learners through a targeted Writing Gap Analysis. To begin to develop teachers' content knowledge around the new English Curriculum, assessment and reporting processes. To implement a structured phonics program (BSLA) through the school.	Midyear data shows shifts of learners due to Gap Analysis process. Teachers become more aware of the new curriculum and are supported to understand the new assessment/reporting processes by the end of the year. To send at least 2 cohorts of teachers through the BSLA program throughout the year. To train up TAs in the BSLA program.	To review data through regular Gap Analysis Hui. Conducting Wānanga Tahī conversations to support teacher reflective practice and the Checking in phase of the Action Research (spiral of inquiry) process. Assessment - Phonics checks - Whānau engagement - BSLA Assessment Training teacher aides in BSLA Implementing PAT assessment for Reading Comp (Y3-6) and Writing (Y5/6)	Literacy Team	All Teachers	Term 1	Ongoing and reviewable year-long

Pomaria School Annual Implementation Plan for Maths 2026

Strategic Goal	Initiatives	Measures	Actions	Accountable	Responsible	Forecast Start Date	Forecast Completion Date
1. IMPROVING ATTENDANCE: To create a school environment where every learner feels valued, supported, and motivated to attend school regularly.	Integrating interactive and gamified learning experiences to boost student confidence in mathematics	- All learners to be exposed to maths games	Maths games to purchased and distrubed to teachers		Math team	Term 1 2026	End of term 1
		- Student voice about the games.				Term 1	Ongoing
2. MATHEMATICS SUCCESS: To implement a structured schoolwide approach to teaching mathematics that ensures the success of all learners.	- Using updated overview and PR1ME as a supplementary resource	- Teahers using overview to plan and progress throughout the year. - Prime resource supports explicit teaching	- Have page links in overview to updated PR1ME resources.	All Teachers	Maths Team	Term 1 - 4	Ongoing
	Align CCD and new math curriculum	- Having a CCD that is easy to understand and follow with linked resources - Incorporating the CCD into daily/weekly planning for an effective and structured Maths approach to show progression	- Create from scratch a new CCD using the indicators from the new curriculum. (Break down indicators to ensure clarity and consistency across the school) - Resource the CCD with new links, Tahurangi, ARBS and PR1ME. - Ensure the development of the new CCD is ahead of the overveiw, this will be a 2 year process as we move across the even and odd years.	All teachers	Maths Team	Term 1 - 4	Ongoing
	- Ensure teachers have a clear understanding of the indicators and progressing across the phases and at each year level.	- Increased confidence of teachers triangulating data and making accurate OTJs	- Continued PLD around the new curriculum with both external and internal experts. - Link CCD to overview and overview to CCD.	Maths Team & SMT	Maths Team	Ongoing	End of 2026
	- Use materials/resources to support teaching and learning effectively	Learners becoming competent at using resources during problem solving and independent activities.	- Provide classrooms with resources to allow them to be able to teach lessons effectively.	Maths Team & SMT	Maths Team	Ongoing	End of 2026

	- Assessment: Implement online PAT's and upskill teachers from Year 3-6 to use and analyse the assessment tool.	- Data from PAT's will be analysed and used to inform teaching and learning. - Use beginning and end of the year for comparative data - monitoring shifts in learning.	- Trial PAT assessment beforehand in order provide support for Year 3-6 teachers to undertake assessment. - PLD for analysing PAT assessment.	Year 3-6 teachers	Vaine & Vic	End of Term 1	
	- Update Maths Frameworks to align with new curriculum and reporting expectations	Liaise with etap about aligning new curriculum and frameworks.	Provide frameworks and curriculum indicators to etap.		Clayton	Ongoing	Ongoing
	- External facilitator provided by MoE to assist with Maths curriculum	- Choose expert to facilitate Maths PLD (Craig or Gail) - Improved teacher curriculum and content knowledge	- Inquire about effective structured approaches to teach mathematics	Management	Vic	Term 1: Week 7	End of term
3. LITERACY ACHIEVEMENT: To achieve equitable and excellent literacy achievement for all learners using a structured literacy approach.	- Schoolwide Maths Gap Analysis	- Observation and Feedback; Evaluation of Data - monitoring and tracking; Group/Peer/Self reflection - Wānanga Tahī; - Use current and new assessment practices to triangulate data - Are there shifts in our schoolwide data? Is there more engagement in Maths? Do they enjoy Maths? - Teacher and learner feedback. Are there improvements in learners' ability to explain reasoning, use mathematical strategies and apply learning to new problems? - Evaluate the implementation of PR1ME - most effective way to use PR1ME resource, follow PR1ME chapters vs School overview and CCD. - Evaluate the effectiveness of the online Maths Pro resource and how to utilise it to reinforce lessons and skills taught.	- Action Research driven in PLG's. Data and 'opportunities' identified with possible actions to drive. Reporting back as a leadership team. - Review a sample of assessments to ensure they reflect curriculum standards. - PLD for staff to use resource. - Collect qualitative data through classroom observations and teacher feedback on resource effectiveness. Teachers becoming more familiar with new curriculum - Developed a phased approach with Pilot/Core group to trial implementation of PR1ME to ensure smooth roll out for rest of the school. Teachers from across all levels of the school to trial in Term 1.	PLG Leaders/Management	PLG Leaders Assessment & Maths Team	Term 1	Ongoing
				Maths & Assessment Leads			
				Math team	Core team/PR1ME pilot group	Term 1	Ongoing

			<ul style="list-style-type: none"> - 1 term ahead of the rest of the school with the chapters focussed on Number strand, this will allow the core team to guide PLD and the implementation school-wide. - PLD session week 11 to prepare all teachers for full implementation in Term 2 				
	<ul style="list-style-type: none"> - Implement mathematically rich task problem-solving pedagogy to align with new curriculum and PRIME Maths resources 	<ul style="list-style-type: none"> - Learners making connections to real world situations - GAP analysis. - Data from PAT tests 	<ul style="list-style-type: none"> - Implementing lessons from Dr Craig 	<ul style="list-style-type: none"> - All teachers 	<ul style="list-style-type: none"> - Maths Team 	<ul style="list-style-type: none"> Term 1 2026 Term 1 	<ul style="list-style-type: none"> End of term 1 Ongoing

