



James Street School Annual Plan

January 2026 - December 2026

We Love to Learn

Kei te Aroha Mātou Ki te Mātauranga

Statement on Giving Effect to Te Tiriti o Waitangi

This statement outlines how James Street School honors its obligations to **Te Tiriti o Waitangi**, moving beyond mere summary to demonstrate a commitment to decolonising practices, equitable outcomes, and authentic partnerships with tangata whenua.

Under **Section 127 of the Education and Training Act**, the paramount objective is:

The core duty is to ensure every student attains their highest possible standard in educational achievement.

One of the supporting objectives to achieve the above, boards must:

- Give effect to Te Tiriti o Waitangi (ensure policies reflect Māori perspectives).

1. Kāwanatanga (Article One): Governance and Strategic Planning

The Board of Trustees ensures that school governance reflects the dual heritage of Aotearoa New Zealand.

- Our Strategic Plan explicitly includes a goal for Māori achieving success as Māori. We monitor the progress of our Māori learners as a priority cohort to ensure equitable outcomes.
- Our strategic and annual plans, alongside our Analysis of Variance (AOV), explicitly reflect our obligations to Te Tiriti o Waitangi
- We actively seek and encourage Māori representation on the Board of Trustees to ensure the make up of the board is reflective of the make up of our school community.
- We will co-opt members if no Māori representatives are duly elected.
- The Board will receive regular reports on Māori student achievement and the effectiveness of strategies designed to improve their educational situation.

2. Tino Rangatiratanga (Article Two): Self-Determination and Active Protection

- We will actively protect te reo Māori and me ōna tikanga with a focus on Ngāti Awa reo.
- We normalise Te Reo Māori and tikanga through daily Integration: Staff and students use te reo Māori daily for greetings, introductions, and instructions, with a focus on correct pronunciation.
- Signage, newsletters, reports, and digital platforms consistently feature te reo Māori, kīwaha, and whakataukī/whakatauākī.
- Use of Māori iconography throughout the school
- We invest in quality professional development to upskill teachers in te ao Māori and ensure they meet the Tātaiako cultural competencies.
- We are committed to strengthening our relationship with Ngāti Awa.
- Our curriculum is responsive to local tikanga, histories, and stories, developed through consultation with Ngāti Awa to ensure we reflect the specific context of the land on which the school stands.
- We engage with whānau in their own spaces (such as marae or community events) and ensure that school-whānau interactions are reciprocal rather than one-way.

- We will hold regular whānau hui that move beyond "reporting to" and focus on "designing with."
- We promote self-determination by giving whānau and iwi a genuine voice in our curriculum design.
- We ensure Māori students see themselves and their identity reflected in their learning environment, allowing them to be Māori in all contexts.
- We ensure Māori students are totally prepared to interact within te ao Māori.

3. Ōritetanga (Article Three): Equity and Success as Māori

Our commitment focuses on achieving equitable outcomes and ensuring Māori students enjoy educational success as Māori.

- We invest in our staff through professional development aligned with *Tātaiako*. Staff are supported in their journey of te reo proficiency and their understanding of the history of Aotearoa dispelling myths and raising up indigenous knowledge and practice.
- Culturally Responsive Pedagogy: We utilise frameworks such as Ako (reciprocal learning) and Wānanga (rich knowledge sharing) to create cooperative learning environments.
- We define success broadly, incorporating cultural distinctiveness and participation in te ao Māori alongside universal academic skills.

4. Te Ritenga Māori (Article Four): Protection of Beliefs and Customs

We provide a safe environment for Māori practices and religious freedom.

- Manaakitanga: We show integrity and respect toward Māori beliefs and language through the appropriate use of karakia, inoi. We follow appropriate Ngāti Awa tikanga for pōhiri, whakatau, ensuring Māori students see their culture validated in formal school proceedings.
- We maintain environments where students feel secure to express their values, such as understanding the tapu nature of the head and respecting local protocols regarding food and seating.

Annual Plan 2026

Key - [Blue text](#) is from the 2025 ERO Review Report

1 Strategic Goal: Clearer curriculum: Establishing a [knowledge-rich curriculum](#) grounded in the [science of learning](#)
Implementing evidence-based instruction in literacy and maths

Annual Target/Goal:
Establish a knowledge-rich curriculum grounded in the science of learning to improve student outcomes, particularly in literacy and numeracy, and addressing the areas for development identified in the 2025 ERO review and internal self-reviews

What do we expect to see by the end of the year?

1. **Curriculum Coherence:** The school will have **planned and sequenced programs** in place that reflect both the national knowledge-rich curriculum and the specific needs of the school community.
2. **Improved Reporting:** Teachers will be using **progress markers** to provide parents with clearer achievement data for Year 0-10 English and Maths,
3. Success will be measured through a combination of internal and external evaluations:
4. **Data Analysis:** Evaluation of **achievement and progress data** in Year 0-10 Maths and English to ensure "greater use of data" is informing decision-making.
5. **Schema Formation:** Students will demonstrate **cognitive automaticity** in foundational skills (like decoding in reading or basic facts in maths), as evidenced by classroom observations and internal assessments
6. Implementation of High Impact Teaching Practice HTP strategies around structured literacy
7. Three inschool HTP coaches selected and trained so they can support all other teachers at JSS

Actions <i>[Detail the key actions you'll take this year to reach your annual target listed above.]</i>	Who is Responsible?	Resources Required	Timeframe <i>[This is optional but is useful to help with your planning.]</i>	How will you measure success? <i>[Think about what you expect to see at the end of the year and detail the measurements you'll use to check on your progress. You'll want to reference the success measures from your strategic plan template.]</i>
1.1 Mathematics - Teachers to be comfortable with their chosen mathematics resources, Numicon and Oxford.	Jadene Wilde - Snr Team Leader Nic Jones - Jnr	Oxford digital Oxford workbooks Numicon	Terms 1 - 4	1. Teachers share strategies, successes, and challenges openly (recorded in Team min).

<p>1.2 Mathematics - Use Numicon and Oxford alongside the curriculum to understand how they support a Structured Maths Programme. This will result in reduced variability in maths teaching and resourcing across the school.</p>	<p>All staff</p> <p>Jadene Wilde - Snr Team Leader Nic Jones - Jnr</p> <p>SLT</p>	<p>Oxford digital Oxford workbooks Classroom resources to support implementing the teaching and learning</p> <p>Numicon</p>	<p>Term 1-4</p> <p>Topic start and end</p> <p>Term 3/4</p>	<ol style="list-style-type: none"> 1. Teachers are implementing programmes with fidelity across all classrooms - Maths is being taught following the scope and sequence at the correct curriculum level in all rooms. Nic and Jadene to monitor and share back to SLT termly. 2. Pre & post test will identify gaps, area of need and will also be able to identify teaching fidelity 3. Further PLD from Evaluation Associates
<p>1.3 Mathematics - review of the "Structured approaches to Maths: Teaching & planning guidance" document.</p> <ol style="list-style-type: none"> 1. Review the 2026 implementation of Oxford and Numicon as an Explicit Teaching approach 2. Plan a comprehensive Teaching and Learning Programme in Maths including Positive Relationships with Maths, Rich tasks and Communication in Mathematics and Statistics 	<p>SLT / Whole Staff</p>	<p>Review is timetable for term 4</p>	<p>Term 4</p>	<ol style="list-style-type: none"> 1. Assessment data 2. Anecdotal evidence from team minutes 3. Student voice
<p>1.4 Reading <i>In 2025 less than half of learners met or exceeded the expected curriculum level.</i></p> <ol style="list-style-type: none"> 1. Consolidation of BSLA school wide-BSLA is an integrated evidence based classroom structured literacy approach 	<p>SLT</p> <p>BSLA Facilitator - Nic BSLA Literacy leader - Ana</p>	<p>BSLA resources</p> <p>New readings and access to relevant texts, to increase engagement.</p>		<ol style="list-style-type: none"> 1. SMART assessment in Reading 2. BSLA assessments

<p>1.5 Reading <i>Improve Reading Fluency and Accuracy through a school wide focus on curriculum practices of Decoding, Fluency and Developing Confident Readers</i></p> <ol style="list-style-type: none"> 1. Targeted small group reading for students at Yr 4-6 2. Analysis of Oral Narrative in Yrs 1-3. Targeted strategies for groups/ individuals at risk 	<p>Ana</p> <p>Yr 4-6 Teachers</p> <p>Yr 1-3 Teachers, Nic, Carla Knott Speech Language Therapist</p>		<p>Termly</p>	<p>Oral Reading Fluency Assessment - Dibels Yrs 4-6 results showing improvement</p> <p>Oral Narrative Assessments Connected Texts Assessments</p>
<p>1.6 Writing <i>SMART tool implementation to gain a deeper understanding of writing needs across the school.</i></p> <p>Analysis of data after first assessment round to identify teacher need and student support</p>	<p>Ana</p> <p>SLT</p>	<p>Team Leaders RTL</p>	<p>Term 2 & 4</p>	<p>SMART tool</p>
<p>1.7 Te aka Mātauranga - Science of Learning Develop knowledge of (HITP) Plan implementation timeline for 2026/2027 for James Street School</p>	<p>SLT Three inschool coaches Whole Staff</p>	<p>HITP Trainers Teacher Only Day</p>	<p>April onward</p>	<p>SLT/Coaches will have knowledge of how to implement an HITP pedagogy</p> <p>A plan created for implementation</p>

2 Strategic Goal: Smarter assessment and reporting: Implementing consistent modes of monitoring student progress and achievement.

Annual Target/Goal:
Provide clear, consistent information about student progress in reading, writing, maths

What do we expect to see by the end of the year?

1. A decision to meet the new twice-yearly assessment requirements using SMART, e-asTTie or PATs.
2. Teachers are using SMART (the Student Monitoring, Assessment and Reporting Tool), a new assessment tool that has been developed to support the refreshed curriculum. The 2026 assessment windows are:
 - Term 2: 20 April – 22 May 2026
 - Term 4: 12 October – 13 November 2026
3. Providing a clear picture for principals, kaiako, parents, and whānau of each student's progress against the new curriculum, enabling more effective support for each learner's individual journey

Actions	Who is Responsible?	Resources Required	Timeframe	How will you measure success?
<p>2.1 SMART Assessment Tool Explore the site SMART before assessments begin: English-medium: familiarisation.smart.education.govt.nz/pages/fam-nzc</p>	SLT		Term 1	Knowledge of the SMART tool
<p>2.2 SMART Assessment Tool Investigate the SMART support and resources available</p>	SLT	<p>MOE PLD Assessment & Aromatawai PLD – Professional Learning & Development SMART – Overview and access</p>	TERM 1 & 2	Participate in PLD Implement assessment rounds in Term 2 & 4
<p>2.3 Data collection A cohesive approach to assessment tools and data collection</p>			Term 4	Year overview that schedules and carries out assessments to identify progress and inform practise

3 Strategic Goal: Stronger learning support: Targeting effective learning support interventions for children with additional needs

Recommendations from ERO: *This section is about how well the school supports all learners to make sufficient progress.*

- The school is developing good quality planning to increase the rate of progress for all groups of students.
- The school has to some extent improved achievement and progress for those learners most at risk of not achieving since the previous review.
- The school has to some extent extended achievement and progress for learners working at or above curriculum levels since the previous review.
- The school is making progress towards meeting Government reading, writing and mathematics targets for 2030 and agrees this will need to be a key strategic priority.

Annual Target/Goal:

Refine and enhance our established cohesive, data-informed support system that ensures students with additional needs receive timely, targeted, and effective literacy and mathematics interventions

What do we expect to see by the end of the year?

1. Consistent, high-quality literacy and mathematics assessment data that is analysed at teacher, syndicate, and whole-school levels.
2. Planning and learning programmes responding to the learning needs of students with additional needs
3. Individualized small group support provided. Support provided for students most at risk of not achieving

Actions	Who is Responsible?	Resources Required	Timeframe	How will you measure success?
<p>3.1 Science of Learning strategies are beginning to be evident in planning and teaching across the school</p>	<p>SLT In-school Leads</p>	<p>Professional Development Lorraine Hammond and Shaping Minds</p>	<p>April onward</p>	<ol style="list-style-type: none"> 1. ORS, ICS, ELL students will have an individualised learning plan 2. Tier 2 students receiving support from external agencies will have an individualised learning plan 3. The register is current and students identified as Urgent have supports actioned
<p>3.2 Te Aka Mātauranga Engagement with Te Aka Mātauranga <i>Links to 1.7</i></p>	<p>All staff</p>	<p>Lead coaches</p>		<p>Coaches and SLT have an understanding of HITP and some practices are implemented throughout the school</p>
<p>3.3 Assessments Use of SMART tool and BSLA, Maths milestone assessments</p>	<p>All staff</p>	<p>SMART Tool training</p>	<p>Term 1 - 4</p>	<p>Teachers develop their use of assessment information to adjust teaching practices to ensure ongoing improvement in teaching and student progress.</p>

3.4 Data review and identification Syndicate Leaders, SENCo's and LSC review of learning data identify students for Tier 2 & 3 support and continue to update the JSS Learning Support Register	Team leaders SENCo - Nat, Ana LSC - Sally		Termly	Leaders review and improve school assessment processes and systems in literacy and mathematics to ensure student achievement data is accurate, reliable and can be confidently used to inform next steps
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4 Strategic Goal: Greater use of data: Using high-performing data and evidence to inform decision-making.
 Improving its approach and the reliability of its practices to accurately find out about achievement against the curriculum.

Annual Target/Goal:
 Improve approach and reliability of our practices to accurately find out about achievement against the curriculum

What do we expect to see by the end of the year?

1. Teachers develop their use of assessment information to adjust teaching practices to ensure ongoing improvement in teaching and student progress.
2. Leaders review and improve school assessment processes and systems in literacy and mathematics to ensure student achievement data is accurate, reliable and can be confidently used to inform next steps
3. Leaders report to the school Board on the achievement of all learners in literacy and mathematics and the acceleration of target learners in **reading** and for some groups of learners

Actions	Who is Responsible?	Resources Required	Timeframe	How will you measure success?
Review and evaluate the impact of teaching, learning and assessment practices in literacy and mathematics and use this information to support further improvement	SLT		Term 4	Achievement data
4.1 Data and Evidence Team Leaders provide guided analysis of ongoing assessment data in Literacy and Maths <i>Linking with Strategic Goal 3</i>	Team Leaders	Ongoing collaboration with our Structured Literacy and Mathematics assessment providers	Term 1 - 4	<ol style="list-style-type: none"> 1. Identify adaptations to planning 2. Teacher reflections 3. Anecdotal evidence from team minutes
4.2 Reporting Leaders will report assessment data to the BOT <i>Linking with Strategic Goal 2</i>	Team Leaders		Twice yearly inline with the new Progression Monitoring	Assessment data is presented and recorded within the Board minutes

<p>4.3 Reporting Assessment information specific to reading fluency and progress will be shared with the BOT <i>Linking to Strategic Goal 1.5</i></p>	<p>Literacy Lead</p>	<p>Oral Reading Fluency assessment</p>	<p>Twice yearly inline with the new Progression Monitoring</p>	<p>Assessment data is presented and recorded within the Board minutes</p>
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5 Strategic Goal: Strategic Goal: Attendance

Annual Target/Goal:

Maintain a focus on increasing attendance to meet the government attendance target of 80% regular attendance

What do we expect to see by the end of the year?

1. To move the school from its current 56% regular attendance (term 4 2025 data) to the 80% target by the end of 2026.
2. Consistently share communication to the community around attendance
3. Collation of strategies that work to improve attendance at JSS

Actions <i>[Detail the key actions you'll take this year to reach your annual target listed above.]</i>	Who is Responsible?	Resources Required	Timeframe <i>[This is optional but is useful to help with your planning.]</i>	How will you measure success? <i>[Think about what you expect to see at the end of the year and detail the measurements you'll use to check on your progress. You'll want to reference the success measures from your strategic plan template.]</i>
5.1 Notifying Complete an Attendance Management Plan and publish it on the school website	LSC	STAR in school - MOE	Term 1	Attendance Management Plan is on website Updated Attendance Management Plan in alignment with STAR
5.2 Review trends Regularly review attendance trends at a class level and take responsive action	All staff	eTAP data LSC	Monthly (every second meeting)	Active communication with home recorded on eTAP by class teacher resulting in improved attendance or support provided for whanau and child
5.3 Review attendance strategies: JSS School Attendance Flow Chart Share with the school's community to improve regular attendance rates	SLT What strategies work to get students to school? How do we know that it does?	Data analysis, identify trends including relevant research and diversity construct, construct a plan outlying roles and actions for all concerned.	Every six months	Review identifies and highlights the needs both systematically and individually, research suggests.....Attendance management plan reflects this information and all parties know their roles and responsibilities - review progress (reductions) every 3/6 months.

<p>5.4 Areas for Improvement Identify areas for improvement and share with the schools community to improve regular attendance rates</p>	<p>LSC Truancy Services</p>	<p>STAR in school (MOE) Truancy Services</p>	<p>Once a year</p>	<p>Written review will be shared with BOT</p>
<p>5.6 Attendance Register Use the register to identify students who move from chronic to moderate, moderate to irregular and irregular to regular</p>	<p>LSC</p>	<p>School Register</p>	<p>Termly</p>	<p>Data is shared with SLT & BOT of students in each category showing a decrease in chronic and moderate attendance</p>

6 Strategic Goal: Māori tamariki are engaged in their learning and are achieving educational success as Māori

Annual Target/Goal:
To give effect to Te Tiriti o Waitangi so that Māori ākonga have improved outcomes and achievements

What do we expect to see by the end of the year?

1. Māori students see themselves, their whānau, hapū and iwi reflected in the teaching content and environment, and are able to be Māori in all learning contexts
2. Provide opportunities for students to be knowledgeable & confident in te ao Māori
3. James Street School TRM plan is in place and promotes conversational Māori
4. Local curriculum taught has a focus on relevant Ngāti Awa histories, important land sites and tīpuna
5. A respectful, reciprocal relationship is developed and nurtured with Ngāti Awa ensuring they have the opportunity to contribute to the school as they see fit
6. Sharing information with whānau about their child's achievement and how to support them with learning.
7. At least one goal that has a focus on improving Māori student's achievement

Actions	Who is Responsible?	Resources Required	Timeframe	How will you measure success?
6.1 Share TRM matrix with staff, other practitioners of TRM and the iwi until we have comprehensive guidelines for teachers to implement in the classrooms	Principal TRM committee Teaching staff		April & beyond	<ol style="list-style-type: none"> 1. Matrix is completed 2. Teachers receive PD on delivering TRM 3. Spoken TRM is increased among students and staff
6.2 Work with the school community and Ngāti Awa to co-design school priorities and monitor strategies that guide the school's future direction.	Principal TRM committee Teaching staff		April & beyond	<ol style="list-style-type: none"> 1. Build a relationship with a team of Ngāti Awa who can support us meeting at least once a term 2. Implemented into the local curriculum relevant stories with the reasoning why
6.3 Introduce at least two new learning opportunities from te ao Māori for the students	TRM committee	People resources from the community		<ol style="list-style-type: none"> 1. Opportunities are provided with input from staff, whānau and iwi
6.4 Report to the whānau, hapū and iwi about Māori student achievement	Principal		At least twice a year	<ol style="list-style-type: none"> 1. Reports are included in board reports, newsletters and the school website

7 Strategic Goal: Improved student wellbeing, engagement and educational achievement

Annual Target/Goal:

Refine the behaviour management system at James Street School so that it provides a clear pathway for student success and a safe, predictable environment for learning

What do we expect to see by the end of the year?

1. Clearly defined consequences for major and minor incidents, prioritising physical safety and adherence to classroom rules
2. The system is to be understood by staff, students and whānau and implemented consistently at school
3. Increased teacher understanding and confidence in managing incidents through a clearly defined system
4. Improved documentation of incidents so it can be used for reporting to staff, board and parents
5. Data used to identify areas of concern so it can be addressed and a measurable reduction in issues deemed important to teachers, whānau and students
6. Collaboration among staff to share evidence-based strategies to improve behaviour within the school
7. A refreshed set of school values that are visible in every classroom and other specific areas of the school
8. A refreshed Teaching Matrix
9. A safer, respectful school environment for all of the school community.

Actions	Who is Responsible?	Resources Required	Timeframe	How will you measure success?
7.1 Thorough consultation with the whānau, community and Ngāti Awa to determine school values that are relevant for our stakeholders	SLT		April onwards	Values are decided upon and are seen, heard and articulated throughout the school
7.2 Develop the Teaching Matrix that aligns to the refreshed values	SLT GGL team		May	Matrix has been developed and is being implemented across the school as part of daily practice
7.3 Data collection and use: Our data recording systems are reviewed and refined and serves its purpose in reporting to all stakeholders and used to make improvements	SLT GGL team Teaching staff		July	Data is available to all stakeholders and provides information to guide changes and direction

<p>7.4 Schoolwide Behavioural System Review: Refine the current behaviour management system so it is fit for purpose</p>	<p>SLT GGL team Teaching staff</p>	<p>PB4L Framework RTLb liaison support</p>	<p>Sept</p>	<ol style="list-style-type: none"> 1. All staff are knowledgeable of the system 2. Less incidents of inappropriate behaviour in and out of the classroom 3. Consistency when dealing with non-compliance
<p>7.6 Accurate & consistent data collection serves its purpose in reporting to all stakeholders so it can be used to make improvements</p>	<p>SLT GGL team Teaching staff</p>		<p>July</p>	<p>Information is available and useful to inform and make improvements</p>
<p>7.7 Refine the current behaviour management system so that it supports learning environments where students can learn, be successful and are safe</p>	<p>SLT GGL team Teaching staff</p>		<p>Sept</p>	<ol style="list-style-type: none"> 1. All staff are knowledgeable of the system 2. Less incidents of inappropriate behaviour in and out of the classroom 3. Consistency when dealing with non-compliance 4. Respectful spaces
<p>7.8 Teaching staff undertaking a refresher around child protection and abuse recognition.</p>	<p>All teaching staff</p>		<p>May</p>	<p>All teaching staff can explain how to recognise abuse in our students and what steps they should take thereafter.</p>