

Garston School's Annual Implementation Plan

References to Regulations in this document refer to the [Education \(School Planning and Reporting\) Regulations 2023](#).

2026

Summary of the plan

At Garston School, we are committed to strengthening our assessment practices to ensure we effectively monitor student progress, respond to learner needs, and strengthen engagement with whānau. Building on the Structured Literacy and Structured Mathematics journey that began in 2025, we are continuing to refine our assessment systems to ensure they provide clear, reliable information about student learning and achievement.

Teachers will use consistent, evidence-based assessment tools aligned with our Structured Literacy iDeaL approach and the Oxford Mathematics programme to track progress across the curriculum. Assessment data will be gathered regularly, analysed each term, and used to guide targeted teaching and support for learners. This approach will allow us to identify students requiring acceleration, monitor progress over time, and celebrate student achievement.

Success will be measured through improved consistency in assessment practices across the school, clear tracking of student progress against curriculum expectations, and evidence of accelerated progress for students identified as needing additional support in literacy and mathematics.

These programmes provide a structured and sequential approach to teaching that supports all learners, particularly within our composite classroom setting where a wide range of learning needs are present. By strengthening our assessment practices, teachers will be better equipped to respond to those needs and ensure all students have opportunities to succeed.

Alongside improved assessment practice, Garston School recognises that regular attendance is essential for learning success. In 2026 we will continue to strengthen our focus on attendance through clear monitoring systems and proactive engagement with families. The implementation of the Positive Behaviour for Learning (PB4L) framework will support a positive and inclusive school culture where students feel safe, valued, and motivated to attend and participate in learning.

Attendance data will be reviewed regularly to identify patterns, provide early support for students at risk of irregular attendance, and work collaboratively with whānau to remove barriers to participation. Success will be measured through improved rates of

regular attendance, reduced unexplained absences, and increased student engagement in learning.

Garston School's vision is to foster an environment where every student can grow, learn, and develop within a positive and caring community. Our commitment to strong assessment practices, structured teaching approaches, and positive wellbeing frameworks supports the development of the whole child—academically, socially, and emotionally. Underpinned by our core values of respect, integrity, and community, we aim to create a learning environment where students feel connected, supported, and empowered to achieve success.

Through these initiatives, Garston School will continue to strengthen learning outcomes for students while building meaningful partnerships with whānau and the wider community.

**Where we are currently at:
Student Achievement Data 2025**

Analysis:

Writing

At the end of Term One, 15 students were working within their curriculum level band either consolidating their knowledge or proficient at meeting the expectation. 7 students were below. At the end of Term Four, 15 students are working within their curriculum level either consolidating their knowledge or proficient at meeting the expectation. One student is exceeding, and 10 are developing or emergent (below).

Reading

At the end of Term One, 18 students were working within their curriculum level either consolidating their knowledge or proficient at meeting the expectation. 4 students were below. At the end of Term Four, 19 students are working within their curriculum level either consolidating their knowledge or proficient at meeting the expectation. 7 are developing or emergent (below).

Maths

At the end of Term One, 21 students were working within their curriculum level band either consolidating their knowledge or proficient at meeting the expectation. 1 student was below. At the end of Term Four, 18 students are working within their curriculum level either consolidating their knowledge or proficiency at meeting the expectation. 5 are exceeding their year level expectation. 3 are developing or

emergent (below).

While our progress has at least doubled, we have had students join us throughout the year as New Entrants or arrived from other schools which we do not hold Term One data for. As a New Entrant, many have not completed a full year of schooling which can impact upon results. We expect that the data will continue on an upwards trajectory for 2026 with confidence in teaching, clear assessment guidelines and continued PLD.

Regulation 9(1)(e)

How our targets and actions give effect to Te Tiriti o Waitangi

In partnership with our community, we will strengthen practices that reflect the cultural identity, language, and heritage of Aotearoa New Zealand. The principles of Partnership, Protection, and Participation under Te Tiriti o Waitangi will guide our decision-making, teaching, and learning. We are committed to ensuring all learners experience success, with a focus on supporting Māori and Pasifika students to achieve and thrive as themselves.

This will be demonstrated through our core values:

Whanaungatanga – Relationships

- Build and strengthen partnerships with Māori whānau and the wider community.
- Seek guidance from local mana whenua to inform culturally responsive practice.

Aroha – Belonging and Respect

- Foster an inclusive environment where cultural identity is recognised and valued.
- Integrate *te reo Māori* and *tikanga Māori* across teaching programmes and school practices.

Manaakitanga – Care and Support

- Provide authentic opportunities for students to engage in cultural learning experiences such as waiata and Matariki.
- Use consultation and ongoing review with whānau to strengthen culturally responsive programmes.

Ako – Teaching and Learning

- Align practice with Ka Hikitia – Ka Hāpaitia Strategy to support improved outcomes for Māori learners.
- Continue to build staff cultural capability and confidence.
- Set, monitor, and review achievement targets for priority learners to support equitable progress and success.

Regulation 9(1)(g)

STRATEGIC GOAL: All akonga will have the opportunity to achieve their highest potential in Structured Literacy and Mathematics

ANNUAL GOAL: To fully implement a consistent, evidence based Structured Literacy and Mathematics approach across Years 1 to 8, aligned with the refreshed New Zealand Curriculum and Ministry of Education requirements.

ANNUAL TARGET : Use 2025 data to contrast and compare with 2026 to create targets of 75% achieving at or above.

ACTIONS	RESPONSIBILITY OF	RESOURCES	MEASURING SUCCESS	MONITOR/REVIEW
Deliver a minimum of 60 minutes daily in Structured Reading, Writing and Mathematics instruction in every classroom	Principal, classroom teacher	Tahurangi, iDeal platform, Oxford platform	All teachers consistently implement structured lessons	Term planning review and observations
Provide ongoing professional learning to strengthen teacher capability in Structured Approaches	Principal	MOE Oxford iDeal Mrs Priestley SM	PLD reflections, notes, Professional Growth Cycle	Ongoing
Monitor programme fidelity through classroom observations and planning reviews	Principal	Planning in drive, Tahurangi, Oxford, iDeal, Mrs Priestley, PGC	Classroom observations, planning reviews	Each term
Use targeted teaching groups to accelerate progress for students below curriculum	Principal, LSC, Teacher Aide, classroom teacher	Tier intervention (iDeal), Oxford activities, manipulatives	Pre and post data	T2, T3, T4

STRATEGIC GOAL: That all ākonga will be given the opportunity to achieve academic success in a supportive learning environment.

ANNUAL GOAL: To strengthen assessment systems and reporting processes to ensure adequate tracking of student progress and clear communication with whānau

ANNUAL TARGET : Use assessment data to inform teaching and reporting to ensure that targets (75% at or above) are being met

ACTIONS	RESPONSIBILITY OF	RESOURCES	MEASURING SUCCESS	MONITOR/REVIEW
Implement a clear school wide assessment schedule for Literacy and Mathematics	Principal	Tahurangi, MOE, iDeal, Oxford; PLD via Evaluation Associates	Teacher feedback and engagement	End Term 3 (Due to changes in assessment during 2026)
Use data to inform planning, targeted teaching and intervention	Classroom teacher, LSC, RTLB	Assessments, pre and post tests, OTJ, moderation, tracking sheets, planning	Progress and student achievement, engagement, planning is evident, data is used to guide planning and teaching	End Term 1, 2, 3 & 4
Moderate student work to ensure consistency and reliability of teacher judgements	Principal, classroom teacher(s)	Assessment - PAT or SMART,, samples of work (writing)	Consistent teacher judgement throughout the school, conversations	Twice a year pre Term 2 & 4 reports
Provide twice yearly plain language reports to parents identifying achievement, next steps	Principal, classroom teacher(s)	Evaluation Associates PLD, reporting template and progressions MOE	Whānau report increased understanding of their child's progress & achievement (conversations/dialogue)	Twice yearly conferences

STRATEGIC GOAL: That all ākonga will be given the opportunity to achieve academic success in a supportive learning environment.

ANNUAL GOAL: To improve and sustain regular student attendance in line with national expectations, to support engagement and achievement.

ANNUAL TARGET : 80% or above attendance

ACTIONS	RESPONSIBILITY OF	RESOURCES	MEASURING SUCCESS	MONITOR/REVIEW
Communicate clear expectations to families	Principal	Attendance plan, attendance codes, newsletter	Reduction in unjustified absence. Clear communication process between home and school, Every Day Counts data	Each Term
Monitor attendance weekly and identify patterns early	Principal, school administrator	Hero, Every Day Counts	Correct data entry into SMS, reduction in unjustified absences	Each week
Engage proactively with whānau where attendance is at risk of dropping below 90%	Principal	Attendance plan, policy;	Increase percentage of students attending 80% or more of the time. Stronger partnership with families in support (conversations, attendance data)	As necessary