

Paremata School Annual Report 2026

Mission Statement

Mā te whai pānga mai a ngā mātua me te hāpori, e rite ai wā tātou tamariki mō te paeako tawhiti

With the involvement of parents and community our children will be prepared for lifelong learning.

Mā roto atu I ngā whakaakoranga hiranga me ngā tūhae wheiako whai kounga.

Through excellent teaching and a range of high-quality learning experiences.

Ka whai uara, ka whakautea te tuakiri me te mana o ia tamaiti.

The individuality and dignity of each child will be valued and respected.

Paremata School Values

Whakaute- Respect

Tuakiri -Identity

Aroha - Empathy

Kia Ngangahau te Ako- Active Learning

Manahau- Resilience

Ngakau Mohio Ki te Ae Whanua-Global Awareness

2026 Goals

Goal #1 Whānaungatanga

Having a culture that demonstrates and values whānaungatanga through equitable access, inclusion, and compassion.

Goal #2 Kaitiakitanga

Demonstrating Kaitiakitanga through sustainable practice, responsibly managing resources, protecting our environment and investing in the future of the school community.

Goal # 3 Whakamanawa

For students to demonstrate whakamanawa, being encouraged and developed in positive curiosity, in exploring and discovering possible futures.

Goal #4 Mahitahi

To develop self and group awareness in the spirit of tautoko, (support) mahitahi (collaboration) and ako (learning).

Goal #5 Matauranga

To apply the school motto of Whakapono Kia koe (Self Belief) and Attitude determines Altitude Taking responsibility to develop an attitude that broadens perspective and builds resilience towards attending school regularly which leads to positive learning.

Goal # 6 Turangawaewae

For students of Paremata School to develop a strong sense of turangawaewae (belonging) that celebrates all identities equally, based on mutual respect, understanding, acceptance and support.

Te Mātalaho Curriculum

**This is
integrated into
all that we do at
Paremata School**

PAREMATA SCHOOL STRATEGIC PLAN 2026
Statement of National Education and Learning Priorities

LEARNERS AT THE CENTRE	BARRIER FREE ACCESS	QUALITY TEACHING AND LEADERSHIP	FUTURE OF LEARNING AND WORK	WORLD CLASS INCLUSIVE PUBLIC EDUCATION
<p>Learners with their whānau are at the centre of education</p> <p>Ensure students are attending school regularly up to and beyond the 80%</p> <p>Weekly communication with Whanau over school events and happenings</p> <p>Teachers sharing classroom information with whanau</p> <p>Open door policy at all times with teachers available to meet families outside designated formal interviews.</p>	<p>Great education opportunities and outcomes are within reach for every learner</p> <p>Assessment data to inform deliberate acts of teaching</p> <p>Equity and opportunity available for all learners inclusive practice is the school's ethos.</p> <p>Accelerated Literacy for struggling readers</p> <p>Specialized programmes for Dyslexic students</p> <p>Speech Language programmes for special needs</p> <p>ORS pupils</p> <p>EOTC outings are encouraged in all classes</p> <p>Ensuring the use of Te Reo and Tikanga Maori is prevalent in class and around the school.</p>	<p>Quality teaching and leadership make the difference for learners and their whānau</p> <p>Using an integrated Curriculum lens, Student Voice and our Teaching as Inquiry model is prevalent.</p> <p>Continue to develop our skills in delivering quality structured literacy and structured mathematics teaching.</p> <p>Ensuring the use of Te Reo and Tikanga Maori is prevalent in class and around the school.</p> <p>Ensure equity with our moderate and high needs learners that they are not disadvantaged in classroom programmes or any assessment tasks. Support will be provided so they are set up to succeed.</p> <p>Whanau will be invited in at any time to discuss their tamariki's learning</p>	<p>Learning that is relevant to the lives of New Zealanders today and throughout their lives</p> <p>Local curriculum that is real, inclusive and in context to our demographic and school community.</p> <p>Each student is given opportunity to access and participate within the NZ curriculum positively at their Year level.</p> <p>Engage with the local industries to support classroom programmes and EOTC outings</p>	<p>New Zealand education is trusted and sustainable</p> <p>Ensure school programmes are robustly equitable and are available for all learners to succeed.</p> <p>Develop and sustain a school culture that is inclusive and welcoming so families and people from outside agencies feel a sense of belonging and are treated as active participants in the school community.</p>

PAREMATA SCHOOL STRATEGIC PLAN 2026

Goal	Target	Key Actions	Measurement	Responsibility	Self Review/ Progress
<p>2026</p> <p>Goal #1</p> <p>Whānaungatanga</p> <p>Having a culture that demonstrates and values whānaungatanga through equitable access, inclusion, and compassion.</p>	<p>To encourage Whānaungatanga creating shared experiences and working together providing people with a sense of belonging. It comes with rights and obligations, which serve to strengthen each member of that whānau or group.</p>	<p>Remain focused on providing student voice/agency within classrooms. Students encouraged to speak up and share vision for the school.</p> <p>Children will be encouraged to share their learning with their teachers, parents and peers Tuakana teina</p> <p>Modelling values, acknowledging specifically when values are used, providing effective feedback. Teaching learning theories (Habits of Mind, De Bono’s hats, Multiple Intelligences and more)</p>	<p>School community work together with staff to support children’s learning at school and home. Students have large role in setting the school direction Positive school culture in the class and the playground.</p> <p>classroom programmes (unit plans/ authentic learning, scaffolding to succeed, targeted next steps, providing challenges, extension and enrichment, clear achievable goals Positive environment</p>	<p><i>Principal Senior management team leaders and teaching staff</i></p>	

<p>2026</p> <p>Goal #2 Kaitiakitanga Demonstrating Kaitiakitanga through sustainable practice, responsibly managing resources, protecting our environment and investing in the future of the school community.</p>	<p>Teachers to promote Kaitiakitanga concepts through an integrated Te Mātaiaho curriculum</p> <p>The Māori concept of Kaitiakitanga relates to the protection and guardianship of the environment. This includes the land, sea and sky</p>	<p>Teachers to promote Kaitiakitanga environmental concepts through an integrated curriculum</p> <p>Use the Te Mātaiaho Curriculum in classroom programmes and the school environment as a learning resource to learn about sustainability, children learn to grow and harvest food as part of the school curriculum, recycle and upcycle.</p> <p>Continue to provide funding for the development of our Ki Waho and Enviroschools programme.</p> <p>Integrate Environmental Studies in curriculum inquiry.</p> <p>'Kaitiaki' means guardian and this can include an individual or a group. 'Tanga' also means conservation and protection.</p>	<p>Kaitiakitanga concepts are evident in classroom learning</p> <p>The Ki Waho environmental group is fully operational</p> <p>School recycling is efficient and our rubbish is kept to a minimum</p> <p>Evidence of upcycling in environmental studies and topic work is visible in school.</p>	<p><i>Principal Senior management Team leaders and teaching staff</i></p> <p><i>Principal Curriculum leaders and teaching staff</i></p>	
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PAREMATA SCHOOL STRATEGIC PLAN 2026

Goal	Target	Key Actions	Measurement	Responsibility	Self Review/ Progress
<p>2026</p> <p>Goal # 3</p> <p>Whakamanawa</p> <p>For students to demonstrate whakamanawa, being encouraged and developed in positive curiosity, in exploring and discovering possible futures.</p> <p>Support the empowerment of tamariki and whānau to reach their full potential.</p> <p>Whakamanawa highlights words like encouragement, inspiring and instilling confidence to achieve and freedom. The concept is about supporting tamariki and whānau.</p>	<p>Children are also empowered when the Te Mātaiaho curriculum programme enables them to explore learning with teachers intentional in providing meaningful, enjoyable and appropriate activities to extend their learning.</p> <p>Cultural awareness and cultural competencies will be expected in all programme delivery.</p>	<p>The principle of empowerment whakamana encourages teachers and leaders in early childhood education settings to recognise the mana of the children and families they work with</p> <p>Consider how teachers' approach to learning and care might enhance this mana.</p> <p>Children will be empowered, respected and trusted to pursue their individual interests and intentions in relation to learning activity and involved in decision-making around their care and learning.</p> <p>Children are also empowered when the curricular programme enables them to explore learning in a variety of activities and teachers are intentional in providing meaningful, enjoyable and appropriate activities to extend their learning.</p> <p>Allow pupils opportunities to come up with new initiatives for school</p>	<p>Increase in Levels of student engagement in school decision making</p> <p>Feedback to the BOT is valued and worthwhile to strategic planning</p> <p>Our special children continue to thrive in our school environment and have plenty of EOTC opportunities Clubs are self - managed and all children are enjoying themselves</p> <p>School wide programmes are all running successfully with high engagement.</p>	<p><i>Principal Senior Management</i></p> <p><i>All Staff</i></p> <p><i>Principal</i></p> <p><i>All Staff</i></p> <p><i>Board of Trustees</i></p>	

PAREMATA SCHOOL STRATEGIC PLAN 2026

Goal	Target	Key Actions	Measurement	Responsibility	Self Review/ Progress
<p>2026 Goal #4 Mahitahi To develop self and group awareness in the spirit of tautoko, (support) mahitahi (collaboration) and ako (learning).</p> <p>Mahitahi engenders collaborating with collective responsibility, accountability and commitment to support and care for each other throughout all endeavours.</p>	<p>In all aspects of the school, we will endeavor to provide positive care and support in all programme delivery at Paremata School.</p>	<p>Welcoming visitors and whanau/families and staff New Families meetings Greeting family/whanau /children Senior children on office duty Buddy classes/systems Powhiri to welcome staff and new families Farewells All staff/support staff are acknowledged and valued. Dealing with issues immediately and communicating clearly and respectfully with families. Embracing individuality identifying barriers to learning Planning and adapting programmes according to needs. Support for children’s needs Community response to issues and needs Outside agency support</p>	<p>High levels of community engagement in school events</p> <p>Feedback from parents is positive and they feel their input with their child’s education is valued.</p> <p>Outside agencies are able to play an integral role at school and their input is valued.</p> <p>NPDL competencies relating to Mahitahi are clearly evident in classrooms and around the school</p>	<p>Principal</p> <p>All Staff</p> <p>Board of Trustees</p>	

<p>2026 Goal #5 Matauranga To apply the school motto of Whakapono Kia koe (Self Belief) and Attitude determines Altitude.</p> <p>Taking responsibility to develop an attitude that broadens perspective and builds resilience towards attending school regularly which leads to positive learning.</p>	<p>To apply the school motto of Whakapono Kia koe (Self Belief) and Attitude determines Altitude in all school wide programmes and celebrate hard mahi and achievement</p> <p>Further develop our structured literacy and maths programmes developing consistency with the use of the Maths No Problem syllabus.</p>	<p>Mātauranga Māori is a body of knowledge encapsulating these specific life experiences that form the basis of our identity, language, cultural practices and value systems.</p> <p>Professional Development for staff in Maths and Writing</p> <p>Accelerated Literacy and Maths programmes up and running successfully across the school</p> <p>Review and update our writing implementation programme.</p>	<p>School community work together with staff to support children’s learning at school and at home</p> <p>Students have large role in setting the school direction</p> <p>Positive school culture in the class and the playground.</p> <p>Great classroom programs (unit plans/ authentic learning, scaffolding to succeed, targeted next steps, providing challenges, extension and enrichment, clear achievable goals</p> <p>Positive environment</p> <p>Reflective practice - why are we doing things and what is working / not working</p>	<p><i>BOT Principal and all staff.</i></p>	
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<p>2026 Goal # 6 Turangawaewae For students of Paremata School to develop a strong sense of turangawaewae (belonging) that celebrates all identities equally, based on mutual respect, understanding, acceptance and support.</p>	<p>To ensure Māori and Pacific cultures continue to thrive in the school</p> <p>Turangawaewae are places where we feel especially empowered and connected. They are our foundation, our place in the world, our home.</p> <p>To continuing celebrating cultural milestones and increase levels of Global Citizenship awareness at Paremata School</p> <p>Reintroduce school wide student led fundraising</p>	<p>Develop a full school Kapa Haka group to welcome manuhiri to our kura at our termly mini whakatau. And our Matariki celebrations.</p> <p>School acknowledges and celebrates a variety of cultural milestones such as Ramadan, Ede, The Festival of Colour, the Chinese new year, and Matariki. Bastille Day, Children’s Day (Japan)</p> <p>Further develop Year 7/8 Languages programme with French, Japanese, German, Dutch, Māori and Spanish</p> <p>Promote growing the vegetable garden outside Room 17 and caretakers shed</p> <p>Continue composting and recycling throughout the school Using the school’s Jump rope competition students to fundraise</p>	<p>Levels of student engagement and number of public performances carries out during the school year</p> <p>Increased awareness and cultural interaction across the school in global and national events.</p> <p>Range of languages offered at school.</p> <p>Composting and enviroschools committee meeting regularly with student voice evident.</p>	<p><i>Principal and all teaching staff</i></p>	
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2025 Analysis of Variance

All children who are Below or just At the expected year group phase levels will continue to be monitored in 2026



Paremata School
Attitude determines Altitude Whakapono kia koe

Student Achievement Targets in Reading

	Annual Target 2025	End of 2025
Year 1/2	<p>These 13 Year 1 and 2 students will improve their reading by learning to read, blend and segment sounds using a structured literacy approach to progress towards reading at their expected level by the end of Term 4, 2025.</p> <p>Year 1: All single letter phonemes and beginning of digraphs/vowel blends. Year 2: Set 6-7 as per literacy map with a focus on being able to fluently read a range of words containing both single letter sounds & a range of digraphs and more complex phonemes e.g. igh, ar and ou.</p>	<p>As of Term 4 end, most Year 1 students are working within or above the required standard. Two students (1 boy, 1 girl) are still working towards. Both students have other factors contributing to their learning (suspected ADHD, trauma, absenteeism). Both are still receiving some 1:1 TA support and targeted small group literacy support in class.</p> <p>As of Term 4 end, most students are working within the standard with the exception of 1 boy. He is receiving 1:1 literacy support and has been all year. He is working below in all learning areas. Half of the students above, even if they have reached the required level, are still being monitored and receiving additional support.</p>
Year 3/4	<p>A target group of six year three and four students will improve their ability to decode and their reading comprehension in order to progress towards level two (or higher) of the curriculum as appropriate for their peer group.</p>	<p>These students received ongoing support through their classroom programme as well as receiving additional reading support outside the classroom. As a result, these students have made steady progress in their comprehension skills. One student is now reading within level two as expected for their age. All six students have made progress in their decoding and comprehension skills and are now working within level two of the curriculum. Their achievement is still slightly lower than expected for their age group. As such they will continue to need monitoring next year.</p>
Year 5/6	<p>To raise the comprehension level of 6 target students currently working towards expectation in Year 5 & 6.</p>	<p>As at the end of Term 4, all students have made pleasing personal progress, however some still remain below expectation. One boy remains working below expectations at the end of year 5. The other year 5 boy is now working at expectation. Two years 6 students (one boy and one girl) remain working below expectation. Attendance proves to be an important factor in achievement and may</p>



		be contributing to the continued low achieved of 1-2 of the students. Two year 6 students are now achieving at expectation
Year 7/8	Our target group for 2025 is students that we are putting in extra support to help them to progress towards level four (or higher) of the curriculum as appropriate for their peer group.	Of all the students who were identified on these lists, one student is still below, one student is working towards, and the rest have made progress and are working within. An area of focus this year has been reading vocabulary. We have continued to monitor one student to ensure his progress continues in 2026. Comprehension continues to be a focus.

2025 Analysis of Variance

Student Achievement Targets in Writing

	Annual Target 2025	End of 2025
Year 1/2	To improve student achievement in Writing for a target group Year 1 and 2 students. This group will improve their writing by developing ideas and content with particular attention to handwriting/letter formation, creating a sentence (understanding of a noun (who) and verb (do), simple surface features such as capitalisation, full stops and spelling attempts to maintain their expected level of writing.	As of Term 4 end, most Year 1 students are working within or above the required standard. Two students (1 boy, 1 girl) are still working towards. Both students have other factors contributing to their learning (suspected ADHD, trauma, absenteeism). Both are still receiving some 1:1 TA support and targeted small group literacy support in class. As of Term 4 end, most students are working within the standard with the exception of 1 boy. He is receiving 1:1 literacy support and has been all year. He is working below in all learning areas. Half of the students above, even if they have reached the required level, are still being monitored and receiving additional support.
Year 3/4	Year 3 A target group of four year three students will improve their application of surface features	Year 3 Throughout 2023 all four students received ongoing support through their classroom programme, however one student moved to another school part way through the year. The three students who remained at Paremata School have made steady progress and are now working

	<p>such as appropriate capitalization, punctuation, as well as correct letter formation and spelling</p> <p>Year 4</p> <p>A target group of six year four students will improve their application of surface features such as appropriate capitalization and punctuation, as well as independently adding more detail to their writing.</p>	<p>between Level one and early level two according to our assessment criteria. This is slightly below the expected level for their age group but not significantly. They will continue to need some support next year.</p> <p>Year 4 Throughout 2023, all students have continued to receive support as part of their classroom teaching programme. All six students have improved their application of surface features such as appropriate capitalization, punctuation, as well as correct letter formation and spelling. They are all now working within level two of the curriculum, writing more detail and using more language features as appropriate for each genre. One student is still working at the lower end of level two in assessed pieces and will therefore need ongoing monitoring and support next year.</p>
Year 5/6	<p>To move a target group of students one sub level to be working within their expected year level. The focus will be on transferring spelling skills into writing, using more advanced vocabulary and increasing stamina during writing. This group of students will continue to develop their use of surface features and use a variety of sentence structures to add detail to their writing.</p>	<p>All students made strong progress and are all now achieving at expectation for the age at the end of 2025. One student will be attending a new school in 2025, and the remaining 5 students will continue to be monitored for continued progress in 2026. The introduction of PAT writing assessment made for a more explicit analysis of the students' writing achievement.</p>
Year 7/8	<p>We have a target group of 8 year 7 students, and 10 year 8 students to help to improve the deeper (quality) of their ideas and improve their surface features in writing.</p>	<p>The students have all made progress and are now working within where they should be. Four students have made progress but are still working towards phase three, year 7%.</p>



2025 Analysis of Variance

Student Achievement Targets in Mathematics

	Annual Target 2025	End of 2025
Year 1/2	To improve student achievement in Maths for the following target group of year 1 and 2 students. The target group will improve their numeracy by developing their understanding of number knowledge and addition and subtraction strategies to progress towards being at their expected level in mathematics.	As of Term 4 end, the 3 xYear 1 students specified were still working below the requirements of their year level. 2 out of the 3 students are working towards in all areas and may have other contributing factors affecting their learning. The 3rd child (Year 2 girl) is receiving small group maths support once a week. Half of the students above, even if they have reached the required level, are still being monitored and receiving additional support.
Year 3/4	<p>Year 3</p> <p>A target group of four year three students will improve their understanding and application of Number patterns within 100, addition and subtraction, working towards achieving level two (or higher) of the curriculum as appropriate for their year group.</p> <p>Year 4</p> <p>A target group of five year four students will improve their understanding and application of Number patterns within 100, addition and subtraction, working towards achieving level two (or higher) of the curriculum as appropriate for their year group.</p>	<p>Year 3 Throughout 2023 all four students received ongoing support through their classroom programme. All students have made steady progress and are now working within level two of the curriculum. While this is the expected level for their age group, it is anticipated that all three will need continued support to maintain their progress.</p> <p>Year 4 Throughout 2023 all five students received ongoing support through their classroom programme. Four of these students have made steady progress and are now achieving comfortably within level two. The fifth student has made little progress and is still working within the early stages of level two. This is still lower for all students than expected for their age group. As such they will continue to need support and monitoring next year</p>

Year 5/6	<p>To improve student achievement in maths for a select group of 6, year 5 & 6, students. Students need to build their place value and times table knowledge in order to work to solve addition, subtraction, multiplication and division problems at their expected year level.</p>	<p>As at the end of 2025, 5 out of 6 students have made progress in their maths achievement. One student still remains at a similar level of understanding as they were at the beginning of the year showing little to no movement in their mathematical understanding. There are motivation, self esteem and diversity issues to consider when working with this child. Two year 5 students are now working at expectation while the remaining 3 year 5 students continue to work below expectation. The introduction of the new Math curriculum has allowed gaps to be more readily highlighted but also requires a lot more in terms of age appropriate achievement. 5 out of 6 of these students have all made pleasing progress that will continue to be built upon in 2026.</p>
Year 7/8	<p>We have a group of 7 year 7 students and 10 year 8 students that need to be boosted in mathematics to achieve phase three of the curriculum. These students that we have targeted need to improve their number knowledge, and work with sound strategies when solving word problems in mathematics.</p>	<p>Of all the students on the list as working below achievement, they have all moved, apart from two students who are now working towards their targeted year level.</p>