



Chertsey School Annual Plan

2026

Together we grow, learn, and celebrate as Chertsey CHAMPS

Chertsey School – Key Priorities for 2026

In 2026 Chertsey School will focus on strengthening teaching and learning for all ākonga while providing targeted support for those who need acceleration.

- **Strengthening classroom teaching and assessment practices** – building staff capability in assessment for learning and preparing for the SMART assessment tool aligned with the refreshed New Zealand Curriculum. This will strengthen Tier 1 teaching across the kura.
- **Accelerating literacy learning** – implementing structured literacy Tier 2 and Tier 3 interventions delivered by trained Teacher Aides / LATs through Literacy Connections.
- **Accelerating numeracy learning** – implementing the Spring Into Maths approach to support numeracy development through Tier 1 classroom practice and Tier 2 targeted support.
- **Strengthening inclusive practice** – developing staff capability to support students with ADHD and other neurodiverse learning needs through professional learning and consistent classroom strategies.
- **Supporting strong transitions** – ensuring clear and supportive pathways for ākonga and whānau entering, moving within, and transitioning from Chertsey School.

Together these priorities support our strategic goal of providing innovative, inclusive education where every learner can grow, achieve and thrive as a Chertsey CHAMP.

Together we grow, learn, and celebrate as Chertsey CHAMPS

Strategic Goal (9a):

Innovative education that fosters growth, meaningful connections, and uplifts the learning journey for every student

Starting point (9e):

Include details if what has been done previously, previous years performance, unmet targets

Annual Targets (9a):
Informed by the strategic actions

Annual Target One 1.1

Success (9d): What we expect to see at the end of the year

All kaiako are competent and confident engaging with assessment for learning practices

All kaiako will be using assessment for learning practices within the classroom. Assessment will be strengths based, accurate, illustrating where ākonga are working, progress made, and inform their next steps in learning. Kaiako will feel confident and be competent with assessment for learning. Kaiako will understand the requirements of assessment according to the new NZ Curriculum

Annual Target Two 1.2

Accelerate the learning of students whose needs have not yet been met in reading, writing and mathematics through a **tiered support approach**. Chertsey School will implement a tiered approach to learning support, strengthening Tier 1 classroom teaching while providing targeted Tier 2 and Tier 3 interventions in literacy and mathematics.

- Targeted intervention programmes in literacy and mathematics are well planned and implemented.
- Teacher aides trained as **Literacy Assistant Teachers (LATs)** deliver structured literacy interventions.
- Spring Into Maths strategies support targeted numeracy acceleration.
- Learner progress is regularly monitored through assessment and class profiles.
- Priority learners receiving Tier 2 and Tier 3 interventions demonstrate accelerated progress in literacy and mathematics.

Describe how the annual targets and actions give effect to Te Tiriti o Waitangi (9g):

Strong partnerships with school community and Māori whānau.
The use of Te Reo Māori.
Practices that acknowledge a holistic view of ākonga and maintain mana.
Culturally responsive teaching practice

Describe how the annual targets &/or actions support student progress (literacy/numeracy/students whose needs have not been met) (9f):

Planned, targeted learning support.
Close monitoring of teaching and learning.
Regular reflection on progress, strengths based.
Adapted classroom programmes - high differentiation in reading, writing, and maths.

Strategic goal: Innovative education that fosters growth, meaningful connections, and uplifts the learning journey for every student

Annual Target: 1.1 All kaiako are competent and confident engaging with assessment for learning practices

| Action (9b) | Resources (9c) | Evidence/Measures of success (9d) | Timeframe | Personnel | Mid year review: Achieved ✓ Working towards → Next Steps |
|--|---|--|-----------|--|---|
| Engage in PLD focused on assessment practices aligned with the refreshed New Zealand Curriculum. | <p>Mathematics & Statistics PLD (MOE led)</p> <p>Structured Literacy professional learning</p> <p>Staff meeting time</p> <p>Curriculum refresh guidance</p> | <p>Teachers demonstrating consistent use of assessment for learning strategies</p> <p>Assessment information informing planning and next learning steps</p> <p>Teacher confidence with curriculum-aligned assessment practices</p> | Ongoing | Principal Kaiako LATs | |
| Engage in PLD for teachers to understand the new curriculum for Literacy & Maths | <p>Mathematics & Statistics PLD MOE led</p> | <p>PLD Plan</p> <p>Review of PLD</p> <p>Principal Board Reports</p> <p>Kaiako observations</p> <p>Kaiako feedback</p> | Ongoing | Principal Kaiako Teacher Aides / LATs Learning Support Coordinator (LSC) | |
| Professional learning for staff on the SMART assessment tool , preparing for national implementation in 2027. | <p>SMART assessment guidance (PLD provider: IMPACTED)</p> <p>Staff meeting time</p> <p>Ministry information and resources</p> | <p>Staff understand the purpose and structure of the SMART assessment tool</p> <p>Teachers begin exploring how SMART can support assessment practices</p> <p>Assessment approaches align with the expectations of the refreshed curriculum</p> | Term 2-4 | Principal Kaiako LATs | |

Strategic goal: Innovative education that fosters growth, meaningful connections, and uplifts the learning journey for every student

Annual Target: 1.2 Accelerate the learning of those students whose needs have not yet been met in reading, writing, and maths (*teams to specify)

| Action (9b) | Resources (9c) | Evidence/Measures of success (9d) | Timeframe | Personnel | Mid year review: Achieved ✓ Working towards ➡ Next Steps |
|---|--|---|-----------|--|---|
| Implement Structured Literacy Tier 2 and Tier 3 interventions for students whose literacy needs have not yet been met. Teacher aides will be trained through Literacy Connections and will deliver interventions as Literacy Assistant Teachers (LATs) . | Literacy Connections training Structured Literacy intervention resources Ministry staffing allocation for LAT intervention Assessment tools and progress monitoring | Teacher aides trained as LATs Structured literacy intervention groups operating Learner progress monitored through structured literacy assessments Improved decoding, encoding and reading fluency for targeted learners | Term 1-4 | Principal Kaiako Teacher Aides / LATs Learning Support Coordinator (LSC) | |
| Implement Spring Into Maths Tier 2 and Tier 3 intervention approach to accelerate numeracy learning for identified students. | Spring Into Maths PLD Maths intervention resources Assessment tools Release time for planning | Teachers implementing Spring Into Maths strategies Targeted numeracy intervention groups established Student progress tracked through assessment and class profiles Improved engagement and confidence in mathematics | Term 1-4 | Principal Kaiako Teacher Aides / LATs Learning Support Coordinator (LSC) | |
| Kaiako to identify those students needs have not yet been met through a class profile | Time Class profile template | Class profiles completed Those with needs who have not yet been met have been identified throughout the year | By week 3 | Kaiako | |
| The Learning Support Coordinator will oversee planning, resourcing and monitoring of literacy and mathematics intervention programmes. | Planning meetings Assessment data Intervention schedules | Interventions well coordinated Regular review of targeted learner progress Teacher aides supported to deliver effective intervention programmes | Ongoing | LSC Teacher Aides / LATs | |

Target Mapping 2026

| Annual Targets | Term One | | | | | | | | | | Term Two | | | | | | | | | | Term Three | | | | | | | | | | Term Four | | | | | | | | | |
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| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| TARGET 1.1 All kaiako are competent and confident engaging with assessment for learning practices | Engage in PLD for assessment for learning practices | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | Use HERO as a reporting tool and ensure goals are aligned to the new curriculum | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Review the assessment tools | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | Develop an assessment framework according to new curriculum requirements | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | | One staff meeting per term around moderation of assessment | | | | | | | | | | | | | | | | | | | |
| TARGET 1.2: Accelerate the learning of those students who needs have not yet been met in reading, writing, and maths (*teams to specify) | Structured Literacy LAT interventions (Term 1-4) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Spring Into Maths Tier 1 & 2 intervention (Term 1-4) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Action plans | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | targeted learner review in staff hui | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | | Allow time for kaiako to meet with TAs every second week to review action plans | | | | | | | | | | | | | | | | | | | |

Strategic Goal: Innovative education that fosters growth, meaningful connections, and uplifts the learning journey for every student

Strategic Goal (9a):

An inclusive environment that celebrates diversity and nurtures every student

Starting point (9e):

Include details if what has been done previously, previous years performance, unmet targets

Annual Targets (9a):
Informed by the strategic actions

Annual Target One 2.1

Success (9d): What we expect to see at the end of the year

Strengthen the transition process through whānau and community

Clear processes in place for transition to, within, and beyond school.
Transition processes that support ākonga and whānau.
Whānau who are clear and confident to engage with the enrollment process.
Community who understand what Chertsey School is about.

Annual Target Two 2.2

Strengthen staff capability to support **students with ADHD and other neurodiverse learning needs** through professional learning and the implementation of inclusive classroom strategies.

- Staff demonstrate increased understanding of ADHD and how it impacts learning, attention and regulation.
- Teachers implement practical classroom strategies to support students with ADHD and other neurodiverse learners.
- Consistent approaches are used across the school to support student engagement, wellbeing and participation.
- Students with additional learning needs experience improved engagement in learning

Describe how the annual targets and actions give effect to Te Tiriti o Waitangi (9g):

Strong partnerships with school community and Māori whānau.
The use of Te Reo Māori.
Māori world values integrated within practices and documentation.
Practices that acknowledge a holistic view of ākonga and maintain mana.
Culturally responsive teaching practice

Describe how the annual targets &/or actions support student progress (*literacy/numeracy/students whose needs have not been met*) (9f):

Ensuring clear pathways to support ākonga as they progress through the kura.
Ensuring ākonga wellbeing with well supported transitions.
Ensuring whānau are well informed and clear around next steps.
Building teacher capability to support neurodiverse learners in the classroom.
Strengthening inclusive practices that support engagement and participation.
Ensuring students with additional learning needs can access the curriculum and experience success

Strategic goal: An inclusive environment that celebrates diversity and nurtures every student

Annual Target: 2.1 Strengthen the transition process through whānau and community

| Action (9b) | Resources (9c) | Evidence/Measures of success (9d) | Timeframe | Personnel | Mid year review: Achieved ✓ Working towards → Next Steps |
|---|---|--|------------|------------------------------|---|
| Seek feedback from whānau about the current transition processes | Time Mode to seek feedback Whānau | Whānau voice collated Recommendations/changes identified | Term one | LSC | |
| Develop a set of questions for whānau on ākonga entry | Time Research | Questions developed Whānau feedback on process/questions | Term Two | Principal | |
| Develop a set of questions for ākonga | Time Research | Questions developed Kaiako feedback Ākonga feedback | Term Two | Principal | |
| Review the current enrollment information | Time Examples of enrollment information collected Ministry advice | Review of enrollment information completed. Recommendations identified. Changes implemented. | Term Three | Principal Administration | |
| Establish a clear process for transitions in and out | Time Research on transition Examples | Transition process developed | Term Four | Principal LSC | |
| Organise a big day out for year 6 students with other year 6 students from neighbouring schools | Time Budget Principals from other kura | Big day out planned Board report inc. numbers of students who participated Ākonga voice | Term Four | Principal Home and School | |

Strategic goal: An inclusive environment that celebrates diversity and nurtures every student

Annual Target: 2.2 Strengthen staff capability to support **students with ADHD and other neurodiverse learning needs** through professional learning and the implementation of inclusive classroom strategies.

| Action (9b) | Resources (9c) | Evidence/Measures of success (9d) | Timeframe | Personnel | Mid year review: Achieved ✓ Working towards → Next Steps |
|--|---|--|--|---|---|
| Staff professional learning on ADHD and neurodiversity delivered by RTLB. | RTLB facilitator Professional learning time Supporting resources for classroom strategies | Staff confidence in supporting students with ADHD increases Strategies implemented across classrooms Improved student engagement and participation | Term 2 (11 May) with ongoing implementation. | Principal Kaiako Teacher Aides / LAT Learning Support Coordinator | |
| Teachers implement classroom strategies to support students with ADHD and other neurodiverse learning needs. | PLD resources Professional reading Collaborative staff discussion | Consistent strategies used across classrooms. Improved engagement and participation of students with ADHD. Teacher reflection and feedback gathered through staff meetings | Term 2-4 | Principal Kaiako Teacher Aides / LAT | |

Target Mapping 2026

| Annual Targets | Term One | | | | | | | | | | Term Two | | | | | | | | | | Term Three | | | | | | | | | | Term Four | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| <p>TARGET: 2.1</p> <p>Strengthen the transition process through whānau and community</p> | Seek feedback from whānau about the current transition processes | | | | | | | | | | Develop a set of questions for whānau | | | | | | | | | | Develop a set of questions for ākonga | | | | | | | | | | Review the current enrollment information | | | | | | | | | | Establish a clear process for transitions in and out | | | | | | | | | | Big Day Out | | | | | | | | | |
| <p>TARGET: 2.2</p> <p>Strengthen staff capability to support students with ADHD and other neurodiverse learning needs through professional learning and the implementation of inclusive classroom strategies</p> | | | | | | | | | | | Staff professional learning on ADHD and neurodiversity delivered by RTLB service. | | | | | | | | | | Teachers implement classroom strategies to support students with ADHD and other neurodiverse learning needs | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

Strategic Goal: An inclusive environment that celebrates diversity and nurtures every student