

Our Strategic Plan for 2026



Mā whero mā pango kia oti te mahi -

When we work together, we will be successful

Purpose >

Aims >

Initiatives >



Success >

Empowering >

Activate students' joy for learning

- Ensure ākonga are empowered learners
- Embed core and local Curriculum
- Visionary and courageous leadership to ensure ākonga have high aspirations and outcomes

Empowered confident learners

Connected >

Cultivate a collective responsibility for our school's Future

- Strengthen a positive school culture
- Strengthen connections with iwi to build culturally responsive practice
- Nurture reciprocal relationships with our community that provide a diverse voice to grow the school
- Enhance Targeted Support for Diverse Needs

Our community/whānau are invested in our School

Lifelong learners.

Collaborate to achieve to the best educational outcomes for students

- Strengthen and embed our collaborative pedagogy (practice of teaching)
- Use data effectively to raise achievement
- Kaiako to share their learnings on how best to teach in a collaborative environment

Ākonga and Kaiako will develop their own unique learning pathway

Annual Plan 2026

Goal 1: Activate students' joy for learning					
Ensure students are empowered learners		Measures: School-Wide Assessment Data, Mid-Year Review, Teacher Obs			
Key Actions	Accountable	Responsible	Resources	Timeframe	Success Outcome
Create shared understanding of progressions across the school and explicitly discuss with ākongā how and when they are making progress.	SLT	Hub Leaders	NZC Local Curriculum Connected Time	Ongoing- termly review	Students can articulate their learning journey Māori and Pacific learners/ākongā outcomes are enhanced through systematic and sustained school processes, practices and actions.
Kaiako reflect on best assessment practice through their Professional Growth Cycle to improve progress and achievement	DP	Teachers	Timetabled CRT Connected Time SoD Termly coaching/mentoring	Term 1	Outcomes for learners with diverse needs are enhanced through systematic and sustained school processes, practices and actions.
Create an environment where students want to attend school	Principal	Teachers		Ongoing- termly review	Attendance data increases

Embed core and Local Curriculum		Measures: Mid-Year Review, Teacher observations & feedback			
Key Actions	Accountable	Responsible	Resources	Timeframe	Success Outcome
Curriculum Teams to upskill kaiako to implement NZC	Principal	Curriculum Leads	Ministry resources Teacher Only Days x 2 Connecting Meetings	Ongoing- termly review	Teacher reflections show increased confidence and capabilities to implement Te Mataiaho
All Curriculum Area team to have a focus on best practice for teaching science	Principal	Curriculum Lead	NZC Connecting meetings	Term 4	LC supports and guides students to have agency over their learning
Implement CPSC that integrates all learning areas, including Te Reo, Tikanga Māori, significant historical events (local area and Aotearoa) and supports Māori learners to achieve success with a strong, secure sense of their cultural identity.	Hub Leaders	Teachers	School History Local Curriculum Ngāti Toa website	Term 1	Māori learners are consistently well supported to achieve success with a strong, secure sense of their cultural identity.

Visionary and courageous leadership to ensure ākongā have high aspirations and outcomes		Measures: Mid Year Review, PGC discussions			
Key Actions	Accountable	Responsible	Resources	Timeframe	Success Outcome
Laura Snowden facilitates leadership development for school leaders to create and sustain a culture of relational trust, ongoing, capacity building and a culturally-responsive approach.	Principal	Leadership Team	Budget for 2026 sessions Release for HL	Term 1	Leaders in the school are able to show increase in confidence and capability as leaders The school has sustainable, high levels of professional capability across the staff and collective capacity to continually improve outcomes for all learners
Foster opportunities for leadership across kaiako and ākongā	Principal	Leadership Team	Curriculum Teams PLD readings Student Leaders Days Student leadership roles Units Mentors Student Leader roles DP/AP to attend WRPPA conference	Term 1	Staff can identify actions that have supported and guided them Staff can identify actions that have supported and guided students

Goal 2: Cultivate a collective responsibility for our school's future

Strengthen a positive school culture		Measures: PB4L SET assessment, Kahui Ako wellbeing survey			
Key Actions	Accountable	Responsible	Resources	Timeframe	Success Outcome
Develop a Pastoral Team to Implement and promote positive learning behaviour	Pastoral Lead	Pastoral Team	Zones PLD PB4L resources Kiva resources Connecting meeting Student/staff survey	Ongoing- termly review	<p>Students and staff have a consistent understanding of expectations</p> <p>All kaiako and tamariki can articulate what the model is, how it is used and the impact on well-being.</p> <p>Behaviours, areas and times are identified and actions put in place for continuous safety improvement</p>
Zones of Regulation PLD	Principal	DP	Zones PLD resources RTLB	Ongoing- termly review	
Wellbeing model for school is implemented	DP	Leadership Team/Hauora Team	Connecting Time Printing costs	Term 2	
Behaviour data is used to eliminate racism, stigma, bullying and any form of discrimination.	DP	PB4L team Teachers	KiVa KiVa Survey Meeting Time	Term 1	

Strengthen connections with iwi and build culturally responsive practice		Measures: PAT Te Reo assessment, Anecdotal observations			
Key Actions	Accountable	Responsible	Resources	Timeframe	Success Outcome
Empower and support whānau groups to collect their voice- 'holistic approach to education'	Principal	Te Ao Maori Lead	Whānau Hui Prep time Catering costs	Term 2	<p>Increase the%of whānau that attend the meeting</p> <p>Increase in the use of Te Reo across the kura and ākonga and kaiako understanding of Tikanga</p> <p>Community consultation & Communication/Engagement Plan developed</p>
Maintain and strengthen relationship with local Iwi	Principal	Te Ao Maori Lead	Time	Ongoing- termly review	

Nurture reciprocal relationships with our community that provide a diverse voice to grow the school		Measures: Community Survey, Increase % of whānau attending school events			
Key Actions	Accountable	Responsible	Resources	Timeframe	Success Outcome
Create purposeful opportunities for our diverse school community to engage and partner in school life	Principal	Hub Leaders	Home and School committee NZC Production budget	Ongoing- termly review	A diverse range of voices are captured through purposeful partnerships, ensuring all community groups are actively represented in school life Community consultation & Communication/Engagement Plan developed Increased % of whānau satisfaction with CPS Learners consistently demonstrate a strong sense of belonging and connection to the school
Actively seek feedback from identified groups in the community	Board	Principal	Time Strategic planning consultation Meetings/Huis Engagement and Communication costs SMS (Hero) provider costs Consultation tools	Ongoing- termly review	

Enhance Targeted Support for Diverse Needs		Measures: IEP progress reviews, ELL progress data (OTJs), and Staff Professional Growth Cycle (PGC) reflections.			
Key Actions	Accountable	Responsible	Resources	Timeframe	Success Outcome
Employ dedicated SENCO, ELL teacher to provide specialised support	Principal	Principal	Staffing & budget	Term 1	Diverse learners receive consistent, expert support; ELL students show accelerated progress Students have a secure sense of belonging and improved readiness for learning.
Maintain School Counsellor services to support student wellbeing and emotional regulation	Principal	Principal	External agencies	Term 1	
Implement a tiered support system for ELL and neurodiverse learners to streamline staff workload and accelerate student outcomes	SENCO/ELL Teacher	Hub Leaders/Teachers	Release time / Learning Support funding School visits Targeted and Tailored PLD	Term 2	Priority learners meet individual goals; progress is monitored and accelerated

Goal 3: Collaborate to achieve to the best educational outcomes for students					
Strengthen and embed our collaborative pedagogy		Measures: Collaborative Rubric, Teacher reflections			
Key Actions	Accountable	Responsible	Resources	Timeframe	Success Outcome
Embed and refine the Spirals of Inquiry & Professional Growth Cycle	Principal	DP	Team CRT days Connecting meetings Hub meeting Readings	Ongoing- termly review	Teachers reflect on practice and make improvements to cater to student needs There will be a shared vision and consistency of expectations for collaborative teaching and learning
Provide support to enable teachers to collaborate effectively	Principal	Leadership Team	Hub meeting Reflection during connecting time Sharing of best practice Teacher only days CPS ways	Ongoing- termly review	Teachers are consistently using effective teaching strategies and practices in adaptive ways to promote equitable and excellent learner outcomes

Analyse and interpret student data effectively to raise achievement		Measures: Teacher observations, Collaborative Rubric			
Key Actions	Accountable	Responsible	Resources	Timeframe	Success Outcome
Develop effective processes for collecting and analysing student achievement data.	DP	Teachers	Data PLD for DP/AP Connecting Time Appropriate assessments CRT Hero SMS set up costs	Term 2	Students can identify their next learning step and explain why Teachers have a shared understanding of assessment and why/when to use it
Students able to articulate their learning journey	Hub Leaders	Teachers	Explicit teaching time Time to share data with akonga	Ongoing- termly review	Build staff capacity through professional development on data literacy and interpretation.
Ensure equitable access to learning opportunities	Principal	Teachers	Linking to other PD Connecting time IEPs release Target students - doc and actions ELL - teachers Priority learners- awareness	Term 1	Learners are effectively supported and have agency in their learning

Kaiako to share their learnings on how to best teach in a collaborative environment		Measures: Collaborative Rubric			
Key Actions	Accountable	Responsible	Resources	Timeframe	Success Outcome
Staff collaborate and share successes that improve student outcomes and reduce teacher workload.	DP	Teachers	Opportunities to share /learn best practise Staff only day Connecting meeting	Term 3	Teachers show a shift in progress on the collaboration rubric
Embed collaborative ways of Teaching and Learning at CPS	Principal	Teachers	Opportunities to share /learn best practise Staff only day Connecting meeting	Ongoing- termly review	A shared understanding of collaboration across the school Thornburg spaces are in place and used correctly

2026 Student Achievement Targets

Student Achievement

2026 Target for Reading is 90% or more of students at Churton Park School will be at Proficient or Exceeding.

- Students in each year level have been targeted to make accelerated progress in this curriculum area
- 35% of the school at Exceeding

2026 Target for Writing is 85% or more of students at Churton Park School will be at Proficient or Exceeding.

- Students in each year level have been targeted to make accelerated progress in this curriculum area
- 25% of the school at Exceeding

2026 Target for Maths is 85% or more of students at Churton Park School will be at Proficient or Exceeding.

- Students in each year level have been targeted to make accelerated progress in this curriculum area
- More 15% of school from Proficient to Exceeding

Strategic Plan 2026 Measures

Initiatives	Goal 1: Activate students' joy for learning			
	Baseline Measures	Midpoint Measures	Endpoint Measures	Success Statement
Ensure students are empowered learners	Term 1 School wide data & OTJs	Mid Year School wide data & OTJs	End of Year School wide data & OTJs	Students can articulate their learning journey
	Attendance data T1	Attendance data T2	Attendance data T4	Percentage of students regularly attending school increases
Embed core and Local Curriculum	Teacher observations	Teacher observations	Teacher observations	Outcomes for learners with diverse needs are enhanced through systematic and sustained school processes, practices and actions.
	School wide Assessments		School wide Assessments	
Visionary and courageous leadership to ensure ākongā have high aspirations and outcomes	Leaders (kaiako & ākongā) voice		Leaders (kaiako & ākongā) voice	Leaders in the school are able to show increase in confidence and capability as leaders
	Unit Leaders action plans	Unit leaders meeting with principal	Unit Leaders board reports	

Initiatives	Goal 2: Cultivate a collective responsibility for our school's future			
	Baseline Measures	Midpoint Measures	Endpoint Measures	Success Statement
Strengthen a positive school culture	SET Assessment	SET Assessment	SET Assessment	Students and staff have a consistent understanding of expectations
	KA wellbeing survey		KA wellbeing survey	

Strengthen connections with iwi to build culturally responsive practice	PAT Te Reo Poutama Reo & Ka Hikitia	Community Survey	PAT Te Reo Poutama Reo & Ka Hikitia	Community consultation & Communication/Engagement Plan developed
Nurture reciprocal relationships with our community that provide a diverse voice to grow the school	Strategic Plan Consultation Number of whānau attending school events	Community Survey Number of whānau attending school events	Strategic Plan Consultation Number of whānau attending school events	Community consultation & Communication/Engagement Plan developed
Enhance Targeted Support for Diverse Needs	ELL progress data (OTJs)	ELL progress data (OTJs),	IEP progress reviews, ELL progress data (OTJs), and Staff Professional Growth Cycle (PGC) reflections.	Priority learners meet individual goals; progress is monitored and accelerated

Initiatives	Goal 3: Collaborate to achieve to the best educational outcomes for students			
	Baseline Measures	Midpoint Measures	Endpoint Measures	Success Statement
Strengthen and embed our collaborative pedagogy (practice of teaching)	Collaborative Rubric- Hubs Teacher reflections- PGC	Collaborative Rubric- Hubs Teacher reflections-PGC	Collaborative Rubric- Hubs Teacher reflections-PGC	A shared vision and consistency of expectations for collaborative teaching and learning
Analysis and interpret student data effectively to raise achievement	School wide data	School wide data	School wide data	Students can identify their next learning step and explain why

Statement of Variance 2025

STRATEGIC AIM: Enable our students' enjoyment for learning
All students are able to access the New Zealand Curriculum as evidenced by achievement to the Churton Park School expectation of achievement

ANNUAL TARGET 1:

2025 Target for Reading is 90% or more of students at Churton Park School will achieve at or above the relevant curriculum level.

Students in each year level have been targeted to make accelerated progress in this curriculum area

BASELINE DATA:

Analysis of school wide reading data in reading shows achievement has been steady since 2022

KEY IMPROVEMENT STRATEGIES:

- Quick 60 programme
- Literacy PLD
- Close monitoring of targeted students
- Phonics programme
- ELL teacher
- Book Clubs
- Chapter Chats
- 1:1 reading with ELL/target students
- Building oral language
- Interest reading groups
- Integrated reading across curriculum
- Inference workshops

- Collaboration - teacher in a coaching role
- Regular monitoring meetings/professional discussions re progress of students
- Monitoring termly by Leadership Team as part of End Of Term Analysis
- Termly OTJ data shared with Board of Trustees
- Language Experiences including Learning Through Play
- Identifying books that are personalised to interests for targeted students
- RTLit applications for students with needs

Results

Whole School: 84% Achieved or Above

Variance

- Change to New curriculum and implementing structured literacy
- Difficulty in accessing quality and timely PLD for the New Curriculum and structured literacy
- Increased number of students with high learning and behavioural needs without funding or support
- Large ELL numbers in classes
- Phonics awareness inconsistent across the school
- Parents not having time to support at home
- Increase in learners with dyslexia

Next Steps

- Fully embed the Structured Literacy approach school-wide, ensuring that the "gaps" identified in 2025 are addressed through Tier 2 and Tier 3 interventions.
- Deliver targeted Neurodiversity Professional Development for all staff, specifically focusing on supporting dyslexic learners who were identified as a growing priority group in 2025.
- Use the newly appointed SENCO and increased hours for Specialist ELL teacher to provide high-level oversight and tracking of priority learners to ensure progress is accelerated.

STRATEGIC AIM: Enable our students' enjoyment for learning

All students are able to access the New Zealand Curriculum as evidenced by achievement to the Churton Park School expectation of achievement

ANNUAL TARGET 2:

2025 Target for Writing is 87% or more of students at Churton Park School will achieve at or above the relevant curriculum level.

Students in each year level have been targeted to make accelerated progress in this curriculum area

BASELINE DATA:

Analysis of school wide reading data in reading shows achievement has been steady since 2023

KEY IMPROVEMENT STRATEGIES:

- Literacy PLD
- Close monitoring of targeted students
- Targeted ELL teacher
- ICT to support learners
- Fine motor skill development
- Targeted phonics groups
- Collaboration - teacher in a coaching role
- Small accelerated writing groups
- Experience based writing activities
- Integrated across curriculum areas
- Oral language focus
- Writing PLD and resources
- Regular monitoring meetings/professional discussions re progress of students
- Monitoring termly by Leadership Team as part of End Of Term Analysis
- Termly OTJ data shared with Board of Trustees
- Language Experiences including Learning Through Play

- Giving choice in writing, as well as personalising writing topics for students

Results

Whole School: 75 % Achieved or Above

Variance

- Change to New curriculum and implementing structured literacy
- Difficulty in accessing quality and timely PLD for the New Curriculum for staff
- Increased number of students with high learning and behavioural needs without funding or support
- Large ELL numbers in classes
- Phonics awareness inconsistent across the school
- Increase in learners with dyslexia

Next Steps

- Moderate School-Wide Writing to ensure consistent teacher judgment across collaborative hubs.
- Share best practices in collaborative teaching, specifically targeting the engagement of male and Māori/Pasifika learners as noted in 2025 data.
- Strengthen Data Literacy—train teachers to use data effectively to plan differentiated lessons that move students from "Proficient" to "Exceeding."

STRATEGIC AIM: Enable our students' enjoyment for learning

All students are able to access the New Zealand Curriculum as evidenced by achievement to the Churton Park School expectation of achievement

ANNUAL TARGET 3:

2025 Target for Maths is 90% or more of students at Churton Park School will achieve at or above the relevant curriculum level.

Students in each year level have been targeted to make accelerated progress in this curriculum area

BASELINE DATA:

Analysis of school wide data in maths shows achievement has been steady since 2022 as been between

KEY IMPROVEMENT STRATEGIES:

- Identified gaps in student knowledge and developed targeted maths lessons, closely monitored their progress
- Used the maths norms to build capabilities and the growth mindset
- Math mindset and rich tasks
- Collaboration - teacher in a coaching role
- Using equipment to make maths visual
- One-to-one work with a teacher aide to develop a sense of number
- Differentiated maths writing - pictures, word, numbers, symbols
- Regular monitoring meetings/professional discussions re progress of students
- Professional development as required
- Making maths more engaging
- Monitoring termly by Leadership Team as part of End Of Term Analysis
- Termly OTJ data shared with Board of Trustees

Results

Whole School: 79% Achieved or Above

Variance

Next Steps

- Combine the Maths No Problem resources with the New 2026 NZ Maths Curriculum

- Change to New curriculum and implementing Maths No Problem
- Difficulty in accessing quality and timely PLD for the New Curriculum for staff
- Increased number of students with high learning and behavioural needs without funding or support
- Large ELL numbers in classes

implementation to ensure a robust, visual, and equipment-based approach to number sense.

- Implement a Tiered Support Model where support time is strategically rostered to support students requiring one-to-one assistance.
- Continue the Maths Norms initiative to cultivate a growth mindset, ensuring that the "disruptions" noted in 2025 do not lead to student disengagement.