PARAPARAUMU BEACH SCHOOL'S STRATEGIC PLAN 2026 - 2028 including ANNUAL PLAN FOR 2026

Our Vision	Together we are lifelong CREST learners
Our Motto	CARING, SHARING, PREPARING
Our Values - CREST -	Curiosity. Respect. Excellence. Self Management. Team Work Pātaitai. Manaakitanga. Hiranga. Rangatiratanga. Mahi Tahi

STRATEGIC GOALS

GOAL 1: GROWING COMMUNITY - Everyone in our school community feels engaged and valued	**GOAL 2: BUILDING GROWTH MINDSET** Our school community embraces challenges with perseverance and growth mindset	**GOAL 3: ACHIEVING PERSONAL EXCELLENCE-** Our school community challenges, encourages and supports each other to achieve excellence across the curriculum and beyond
1.1 Our school works in close partnership with whānau on all matters that affect student wellbeing and learning. 1.2 Te Ao Māori is acknowledged, celebrated and integrated into learning programmes, school processes and practice. 1.3 Our school is a diverse and inclusive community.	2.1 Students are confident, self-managing learners who demonstrate initiative, growth mindset, and active citizenship within their school and community. 2.2 Our school promotes wellbeing, healthy relationships, and physical activity.	3.1 Our school teaching practices and systems work in partnership with whānau to identify and support each student's needs, abilities and interests. 3.2 Our school encourages and supports the excellence of our kaiako with access to quality professional development, promoting their individual growth as well as the school's strategic priorities. 3.3 Our school community embraces and champions our CREST values.

ANNUAL PLAN FOR 2026

GOAL 1: GROWING COMMUNITY - Everyone in our school community feels engaged and valued				
	Key Outcomes	**Initiatives to meet Key Outcome**	**Who will lead this**	**Measurement**
1.1 Our school works in close partnership with whānau on all matters that affect student wellbeing and learning *Links to CREST values of RESPECT, EXCELLENCE and TEAMWORK*	1.1a COMMUNICATION & PARENT PARTNERSHIP Whānau experience communication and parent education at PBS as clear, purposeful and empowering, enabling them to understand school processes, support learning at home, and engage as genuine partners.	• Use parent feedback and HERO engagement data to evaluate communication effectiveness, not just frequency • Strengthen HERO as the single, trusted platform for communications, learning updates, reporting and attendance information • Update PBS Comms and Engagement plan to reflect expectations to identify “must-read” vs “informational” communications, and reduce duplication and message overload 2025 PBS Comms and Engagement Plan • Provide parent education opportunities reflective of parent interest and teacher identified needs. (NB Balance face-to-face opportunities with accessible alternatives e.g. summaries, shared resources, recordings where appropriate)	Senior Leadership team	Baseline: 2025 survey feedback Mid: 2026 Survey End: 2027 Survey
	1.1b REPORTING PROGRESS & ACHIEVEMENT (consistency & confidence) Reporting is consistent, evidence-based, and clearly understood by staff,	• Develop teachers’ understanding of 2026 national achievement descriptors to build confidence in assigning these with accuracy in areas of Literacy and Mathematics • Review the structure and purpose of learning conferences to ensure open, strengths-based conversations	Senior leadership Team leaders Curriculum Leaders	

	students, and whānau			
1.2 Te Ao Māori is acknowledged, celebrated and integrated into learning programmes, school processes and practice. *Links to CREST values of CURIOSITY RESPECT, and TEAMWORK*	1.2a STAFF PRACTICE (depth & consistency) Staff demonstrate growing confidence and consistency in culturally responsive practice.	• Shift PLD focus from awareness to classroom application • Develop shared PBS expectations for te reo Māori and tikanga (age-appropriate and sustainable) • Support staff to reflect on and strengthen culturally responsive teaching practices	All Teachers Leader of Te Ao Māori	Baseline: staff/student surveys or focus groups End: Evidence of consistent practice
	1.2b WHANAU MAORI ENGAGEMENT & STUDENT LEADERSHIP Whānau Māori feel welcomed, heard, and actively involved, with students taking leadership roles.	• Increase whānau Māori voice in planning and reflection • Maintain meaningful cultural events grounded in whakawhanaungatanga • Support student leadership in pōwhiri, events, and tikanga	Leader of Te Ao Māori All Teachers	Baseline: Survey Whānau Māori, Student voice Mid: 2026 Survey End: 2027 Survey
1.3 Our school is a diverse and inclusive community. *Links to CREST values of CURIOSITY*	1.3a DIVERSITY AT PBS All students, staff and whānau experience a strong	• Clearly articulate (on the school website) what inclusion looks like at PBS • Strengthen support for neurodivergent learners and families, with emphasis on strengthening partnerships • Continue to celebrate cultural diversity through authentic/specific learning opportunities	Senior Leadership Team All staff	Baseline: 2025 survey feedback Mid: 2026 Survey

RESPECT, and TEAMWORK	sense of belonging and inclusion.	• Gather student voice on belonging, safety, and inclusion		End: 2027 Survey

<u>GOAL 2:</u> BUILDING GROWTH MINDSET - Our school community embraces challenges with perseverance and growth mindset				
	Key Outcomes	**Initiatives to meet Key Outcome**	**Who will lead this**	**Measurement**
2.1 Students are confident, self-managing learners who demonstrate initiative, growth mindset, and active citizenship within their school and community. *Links to all CREST values*	2.1a ACTIVE LEARNERS & CITIZENS Learner confidence, growth mindset, and responsible participation are developed through explicit teaching, shared language, and authentic opportunities for leadership and contribution.	• Embed reflection into classroom practice and reporting • Strengthen student understanding of growth mindset and effort through regular classroom discussion and celebration • Increase student involvement in identifying and responding to real school/community issues • Strengthen tuakana–teina relationships across phases • Support student leadership that has visible impact	All Teachers	Baseline/Mid & End: Parent/Staff/Student surveys, Syndicate reports to the Board (termly)

2.2 Our school promotes wellbeing, healthy relationships, and physical activity *Links to all CREST values*	2.2a HEALTHY BODIES AND MINDS Wellbeing is supported through intentional systems and shared language.	• Extend trauma-informed practice across all year levels • Embed emotional regulation and relationship skills into everyday practice	Senior Leadership Team Health/PE curric. Lead All teachers	

<u>GOAL 3:</u> ACHIEVING PERSONAL EXCELLENCE- Our school community challenges, encourages and supports each other to achieve excellence across the curriculum and beyond

	Key Outcomes	**Initiatives to meet Key Outcome**	**Who will lead this**	**Measurement**
3.1 Our school teaching practices and systems work in partnership with whānau to identify and support each student's needs, abilities and interests. *Links to CREST values of EXCELLENCE and SELF*	3.1a RAISING STUDENT ACHIEVEMENT At least 85% of students will be "at" or "above" expectation in Reading, Writing and Maths in End of Year achievement data	• Teaching decisions are informed by evidence. All teachers will be involved in achievement data analysis and discourse to identify needs and barriers to learning • Align assessment tools tightly with teaching responses	Senior Leadership All teachers Curriculum Leads	Baseline: Annual reports to the Board on achievement Annual Analysis of Variance Mid year report data End year report data

MANAGEMENT				
3.2 Our school encourages and supports the excellence of our kaiako with access to quality professional development, promoting their individual growth as well as the school's strategic priorities. *Links to CREST values of EXCELLENCE and TEAM WORK*	3.2a DEVELOPING STAFF KNOWLEDGE Staff will have the knowledge they need to carry out their roles with confidence and success	• Consolidate learning from previous PLD rather than introducing multiple new initiatives • Use internal expertise and coaching to strengthen practice • Protect staff wellbeing by prioritising coherence and sustainability	Vicki W Curriculum Leads	Baseline: Staff surveys Mid & End: Updates in Principal Board reports
3.3 Our school community embraces and champions our CREST values. *Links to all CREST values*	3.3a CREST FOR ALL Knowledge of the school's CREST values extends beyond the classroom walls	• Increase CREST visibility in the school environment e.g. murals • Make CREST connections explicit in learning, leadership, and citizenship	Sarah C All Teachers	Baseline: 2025 survey feedback Mid: 2026 Survey End: 2027 Survey