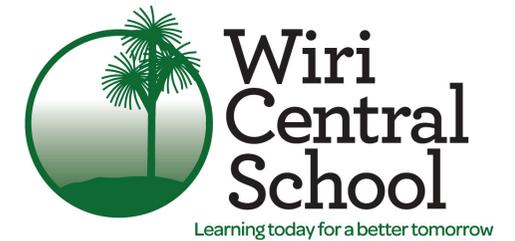


2026 Annual Plan

Mā whero mā pango e oti ai te mahi.

‘By working together we will accomplish all things’



Leadership	Curriculum Teaching and Learning	Parents, Whānau and Community
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Strategic Goals	Annual Targets	Key Actions and Outcomes	Tracking and Evaluation																
<p>Improving attendance and engagement</p> <p>Empowerment through language, culture, values and identity:</p> <ul style="list-style-type: none"> Incorporating use of home languages and culture into the school curriculum Maintaining whānau participation in school Cultivate student engagement and agency in their own learning Honouring Te Tiriti <p>Building social/emotional capacity:</p> <ul style="list-style-type: none"> Prioritise learning through consistently applying the Wiri Whānau Way Increased knowledge and understanding of neurodiversity, trauma informed and child protection practices 	<p>ATTENDANCE</p> <p>2025 students achieving 90+% attendance - 44% 2026 target -60%</p> <p>36 classroom target students currently achieving 80-89% attendance (irregular attendance in 2025) to achieve 90+% attendance in 2026</p> <p>2025 number of students with chronic attendance (70% or less) - 12% (42) 2026 target -no more than 8%</p> <p>READING</p> <table border="1"> <tr> <td>Previous results & 2026 targets</td> <td>24 %</td> <td>25 %</td> <td>26 %</td> </tr> <tr> <td>English</td> <td>47</td> <td>51</td> <td>60</td> </tr> <tr> <td>Fofoa i Vaoese</td> <td>66</td> <td>59</td> <td>65</td> </tr> <tr> <td>Mōkai Āwhina</td> <td>65</td> <td>50</td> <td>60</td> </tr> </table>	Previous results & 2026 targets	24 %	25 %	26 %	English	47	51	60	Fofoa i Vaoese	66	59	65	Mōkai Āwhina	65	50	60	<p>Build shared understanding of Attendance Management Plan (AMP) with staff, students and whānau. Implement AMP consistently including introduction of individualised attendance plans for students/whānau requiring additional support. Support teachers to access useful eTAP reports and regularly use these to monitor progress and/or identify concerns. Share data frequently with students and whānau (visual reports), make target students known.</p> <p>Monitor attendance in rōpū meetings and implement strategies to address student attendance. Develop strong learning focused relationships with whānau including face to face conversation. Continue to implement attendance incentives - class awards for attendance, whānau tokens, term celebrations for 90+% and 100%, visual tracking of class/rōpū attendance, sharing and celebrating successes.</p> <p>Plan and implement whānau engagement opportunities each term -schoolwide and rōpū. Plan and implement “hands on” learning that is of interest to students. Build on student interests and understanding and support teacher wellbeing to enable motivating delivery. Participate in authentic learning opportunities within the local community/care for the community.</p>	
Previous results & 2026 targets	24 %	25 %	26 %																
English	47	51	60																
Fofoa i Vaoese	66	59	65																
Mōkai Āwhina	65	50	60																

- Foster an inclusive classroom and school environment

2026 Targets

14 Year 3 (Piwakawaka) students who are achieving below expectation in February to be working at Gold (RtR level) by the end of the year (Year 3 expectation)

6 Year 8 (Toroa) students who are achieving below expectation in February to be proficient in the Year 8 expectation by the end of the year

2 Year 4 (MĀ) students who are achieving below expectation in February to be working at Kete Pā by the end of the year (Te Tau 4 expectation)

WRITING

Previous results & 2026 targets	24 %	25 %	26 %
English	38	45	55
Fofoa i Vaoese	62	54	65
Mōkai Āwhina	53	34	50

2026 Targets

4 Year 2 (Pūkeko) students who are achieving below expectation in February to be proficient in the Year 2 expectation by the end of the year

8 Year 6 (Tūi) students who are achieving below expectation in February to be proficient in the Year 6 expectation by the end of the year

Continue to build connections with mana whenua/local iwi through participating in meaningful opportunities for engagement. Strengthen the use of te reo Māori schoolwide and support teacher participation in te reo Māori PD. Promote use of home languages at school, students' languages are visible in the classroom environment. Classrooms reflect the cultural identities of students. Celebrate cultural language weeks and invite whānau to participate.

Create an inclusive learning environment that fosters participation and success for all students. Teachers develop strong learning focused relationships with students. Sharing learning data with students, teaching self assessment and active reflection (AfL). Building shared understanding of AfL and consistent practice schoolwide through regular engagement with the Teacher Capabilities Matrix.

Increase staff knowledge and implementation of student engagement practices with PD in child protection, trauma informed practices and neurodiversity. Investigate how teachers' practice supports adaptation for active participation by all learners..

Implement WWW procedures consistently and proactively schoolwide

- Expectations and values regularly discussed (with students and whānau) and displayed
- WWW lessons are planned and taught, and target identified class/rōpū/schoolwide needs
- Consistent use of incident records and follow up with students and whānau
- Development of individual behaviour plans as required
- Classroom and playground reward systems implemented. Regular sharing of successes with students and whānau
- Social/emotional coaching of students by teachers
- Regular rōpū monitoring

Raising student achievement

Language for Literacy

Build teacher knowledge of reading and writing approaches to enable consistent implementation:

- Model strategies utilising external expertise
- Coaching - external expert, LoL and curriculum leader implementing regular observations and feedback cycles - focused on strategy implementation
- Planning connected to data/needs

Build capacity of LoLs to coach teachers

Maths

Build teacher knowledge of mathematical approaches to enable consistent implementation:

- Model strategies utilising external expertise
- Coaching - external expert, LoL and curriculum leader implementing regular observations and feedback cycles - focused on strategy implementation
- Planning connected to data/needs

Build capacity of LoLs to coach teachers

Integrated Inquiry

Strengthen integration of Literacy

2 Year 3 (FiV) students who are achieving below expectation in February to be proficient in the Year 3 expectation by the end of the year

MATHS

Previous results & 2026 targets	24 %	25 %	26 %
English	47	57	65
Fofoa i Vaoese	71	65	75
Mōkai Āwhina	76	64	75

2025 Targets

8 Year 4 (Pīwakawaka) students who are achieving below expectation in February to be proficient in the Year 4 expectation by the end of the year

6 Year 7 (Toroa) students who are achieving at below expectation in February to be proficient in the Year 7 expectation by the end of the year

Continue to engage external, expert facilitator (Charlene Mataio) to develop shared understanding of the English curriculum and support implementation of consistent structured literacy approaches schoolwide. Continue to develop students' oral language as the foundation for literacy learning - writing focus in term 1 and reading focus later in the year. Use coaching cycles with teachers to set and monitor achievement of mini goals - regular (weekly) LoL monitoring including cycles of observation and OTL conversations. Embed modelled writing (using school planning template, daily writing/mileage, student engagement through interesting contexts, turn and talk, planned opportunities to talk supported by speaking frames). Make clear links to AFL to support improved teacher feedback and student self assessment.

Participate in MOE funded PD to develop shared understanding of the Maths curriculum (day 3 and 4). Engage external, expert facilitator (Fiona Fox) to support more consistent implementation of Mathematical approaches through coaching cycles - focus on one rōpū at a time (1-2 terms). Provide internal maths workshops for teachers (2/term) with a focus on identified areas of need (using equipment effectively, teaching place value, developing maths talk). Use coaching cycles with teachers to set and monitor achievement of mini goals - regular (weekly) LoL monitoring including cycles of observation and OTL conversations.

Support further consistency of teaching practice schoolwide through:

- regular engagement and unpacking of revised English and Maths curriculum documents
- developing shared understanding of school essence statements
- using standardised school planning templates and processes

Revise standardised planning documents to meet latest curriculum changes. Become familiar with the

<p>and Maths into Inquiry topics</p> <p>Building Teacher Capacity in Assessment Build teacher knowledge to ensure greater consistency in schoolwide assessments:</p> <ul style="list-style-type: none"> ● Administration ● Interpretation, marking and moderation ● Analysis of results (class, group, individual) ● Informed planning <p>Refine data collection systems to effectively identify student needs at class/rōpū/schoolwide levels</p> <p>New Zealand Curriculum Unpack and build knowledge of the English, Maths, Te Reo Rangatira and Pāngarau learning areas</p> <ul style="list-style-type: none"> ● Consistently implement schoolwide planning requirements ● Develop understanding of available assessment tools and criteria <p>Introduce refreshed national curricula learning areas as required in 2027 and 2028</p>		<p>refreshed national curriculum learning areas.</p> <p>Strengthen teacher knowledge of assessment practices:</p> <ul style="list-style-type: none"> → Sharing learning data with students, teaching self assessment and active reflection (AfL). → Become familiar with new assessment tools including Phonics Checks, Hihiri Weteoro, SMART. → Consistent and accurate implementation of assessment tools → Regular moderation of assessment data in rōpū and schoolwide → Analysis of data to inform future planning - using eTAP to monitor and track student progress in relation to targets <p>Implement contexts for learning that are motivating and relevant to learners and connected to the local community. Planned provision of hands-on learning experiences to support development of key competencies, concepts and skills and to extend oral language. Continue to provide opportunities for staff to learn about our local history and embed this within local curriculum/Integrated Inquiry (use Te Poutukeka e Ruia te Hā).</p>	
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