



2026 Strategic plan

Strategic Goal 1 - Teaching and Learning

- To improve outcomes of equity and excellence for all learners with priority for those learners underachieving or at risk.

Strategic Goal 2 - Community Engagement

- The school is part of an educationally powerful partnership with its staff, community, whānau, and local iwi.

Achievement Targets (End of 2026)

Area	EOY 2025	Target 2026	EOY 2025 Priority Group Māori	Priority Group Target Māori
Reading	61% At or Exc	75%	52% At or Exc	70%
Writing	53% At or Exc	70%	53% At or Exc	70%
Maths	52% At or Exc	70%	56% At or Exc	70%

What do we want to see by the end of the Year

- At least 70% of learners achieving at/above expectations
- Reduced disparity for Māori learners across all areas
- Evidence of accelerated

1. High-Quality teaching

Annual Target: Ensure 100% consistency in effective teaching practice across the school

What do we expect to see by the end of the year?

- All classrooms reflect consistent, high quality instruction
- Teachers confidently apply structured approaches
- Reduced variability between classrooms

Actions	Who is Responsible	Resources Required	Timeframe
Implement structured Literacy and Mathematics school wide BSLA, SCRIBO, Wilkieway-Aotearoa maths with fidelity Align all teaching to agreed instructional practices	Principal	PLD Funding/MOE	Term 1 BSLA, Wilkie way Term 2 SCRIBO
Set out and define clear teaching expectations In every classroom, we will see: <ul style="list-style-type: none"> • Explicit teaching (model → guided → independent practice) • Structured lesson design aligned to agreed programmes (BSLA, SCRIBO, Wilkieway Maths) • Daily review and practice of prior learning • Clear learning intentions and success criteria • High levels of student engagement and active participation • Ongoing checking for understanding and responsive teaching 	Teachers Principal	PLD	Term 1- Set out expectations, monitor during walk throughs Term 2- Observations- feedback on expectations Term 3- Walk throughs Term 4-Observation
Implement a Tight Monitoring & Feedback Cycle Walkthroughs (Weekly/Fortnightly) <ul style="list-style-type: none"> • Short, focused observations aligned to non-negotiables • Immediate feedback provided to teachers Observations (Termly) <ul style="list-style-type: none"> • Deeper observation of teaching practice • Linked to appraisal and professional growth Coaching (Ongoing from Term 1/2) <ul style="list-style-type: none"> • Targeted support for teachers based on need • Focus on improving instructional practice 	DP Principal	Monitoring time	Term 1-Walkthroughs, Coaching Term 2-Observations, Coaching Term 3- walkthroughs Term 4- Observations

2. Government priority
To fully implement the Year 0–8 English and Mathematics curriculum using evidence-based teaching practices. *Regulation 9(1)(a)*

Annual Target: All teachers will implement the Year 0–8 English and Mathematics curriculum using evidence-based teaching practices in literacy and numeracy.

What do we expect to see by the end of the year?

- 100% of teachers are implementing agreed curriculum plans and evidence-based practices.
- Teaching programmes reflect structured literacy and structured mathematics approaches.
- Student progress data shows measurable improvement in literacy and numeracy across the year.
- An increased percentage of students are achieving at or above expected curriculum levels compared to the previous year.

Action	Who is Responsible	Resources Required	Timeframe
Develop and implement clear Year 0–8 curriculum plans for English and Mathematics	Teachers Principal	NA	Term 1- Trial Term 2- collective decision
Monitor student progress regularly and use data to inform teaching and provide targeted support where needed.	Teachers Principal	NA	Beg of Term 1 identify priority learners Term 1 week 7 identify students for maths support Term 2: Mid-year data review and adjustment of interventions Term 4: End-of-year analysis including acceleration and disparity Board reporting includes progress toward targets and next steps

3. Government priority
Smarter Assessment and Reporting: Implement consistent approaches to monitoring student progress and achievement. *Regulation 9(1)(a)*

Annual Target:

All teachers will consistently use agreed assessment tools and reporting processes to monitor student progress and achievement

What do we expect to see by the end of the year?

Teachers use the SMART tool consistently across the school to monitor student progress and achievement

Action	Who is Responsible	Resources Required	Timeframe
Provide PLD for SLT & teachers on using the SMART tool and tracking student progress.	Teachers Principal	SMART tool PLD MOE	Term 1- onboarding Term 2- Trial SMART tool, Term 3-
Implement effective assessment practices to ensure reliable data and informed teaching.	Teachers Principal		Term 1- pupil progress meetings- analyse data, highlight priority students Term 2-mid year review, data meetings Term 3- data meeting-track progress and acceleration, identify priority groups/ individuals Term 4-End of Year impact analysis, data meetings, identify priority groups/ individuals
Provide clear and consistent reports to parents using agreed school-wide reporting practices.	Teachers Principal		Term 2 - mid year report Term 4- end of year report

4. Government priority

Attendance-To promote regular school attendance by monitoring attendance patterns, identifying concerns early, working in partnership with families to address barriers, and supporting students in developing positive attendance habits that contribute to their learning and wellbeing *Regulation 9(1)(a)*

Annual Target: refer to management plan

What do we expect to see by the end of the year?

- Increase percentage of regular attendance

Term 1 2025 Regular 72% Irregular 15% Moderate 7% Chronic 5%

Term 2 2025 Regular 63% Irregular 29% Moderate 5% Chronic 3%

Term 3 2025 Regular 48% Irregular 38% Moderate 9% Chronic 5%

Term 4 2025 Regular 81% Irregular 13% Moderate 3% Chronic 3% 92% of children arriving on time

- Reduction in chronic absenteeism
- Clear link between attendance and achievement gains..

Actions	Who is Responsible	Resources Required	Timeframe
Implement the school Attendance Management Plan <ul style="list-style-type: none"> • Monitor attendance • Identify patterns • Work in partnership with whānau to remove barriers • Use consistent communication systems (HERO) 	Teachers Administrator SLT Students Whānau	Letter templates SMS	Monitor termly Term 1- 4 review everyday matters attendance and action interventions

5. To strengthen communication with whānau using HERO as a consistent, school-wide platform for recording, monitoring, and sharing student information. *Regulation 9(1)(a)*

Annual Target: To implement HERO school wide and used consistently by all staff to support effective assessment, communication with families, and monitoring of student learning, attendance, and wellbeing.

What do we expect to see by the end of the year?

- *Communication with whānau occurs primarily through HERO.*
- *Reporting to families is clear, timely, and accessible through the platform.*
- *Staff demonstrate growing confidence using HERO systems and processes.*

Action	Who is Responsible	Resources Required	Timeframe
Provide PLD and ongoing support for staff to build confidence and consistency when using HERO. Term 2- attendance + communication between school and whānau, reporting, pastoral Term 3-other areas within HERO Term 4-Reporting	Staff, Admin	Staff meeting time Time for admin Call back day	Term 1- HERO Onboarding Term 2-Completing online modules Term 3 Term 4

Set clear expectations for <ul style="list-style-type: none"> • Communication frequency • Reporting quality 			Term 1-2 Class and community communication Reporting to parents Term 3- Term 4- reporting to parents
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6. Government priority
 Develop a clear plan for the implementation of all remaining curriculum areas to ensure a coherent, knowledge-rich curriculum across the school. *Regulation 9(1)(a)*

Annual Target:By the end of the year, a documented implementation plan will be developed for all remaining curriculum areas, including timelines, PLD, and monitoring processes

What do we expect to see by the end of the year?

- Clear progression across all year levels
- Consistent curriculum delivery school-wide
- Teachers understand what to teach and when

Action	Who is Responsible	Resources Required	Timeframe
Unpack each curriculum area to understand key knowledge, skills, and progression expectations across year levels.	Teachers Principal		Term 3-Science Term 4- Social Sciences
Create a staged implementation plan , including PLD, resource allocation, and monitoring processes to support effective rollout	Teachers Principal		Term 4
Begin to develop clear scope and sequence documents for each curriculum area to ensure coherent coverage and progression across the school.	Teachers Principal		Term 4