



Annual Plan 2026

Context

| Statement of Variance 2025 Data | | | | | | | | | | | | |
|--------------------------------------------------------------------------------|--------------|------|------|-------|------|------|----------|------|------|------------------|------|------|
| End of Year Literacy and Numeracy Data (Source - EOY Achievement Data Reports) | | | | | | | | | | | | |
| | Whole School | | | Māori | | | Pasifika | | | Pakeha and Asian | | |
| | 2023 | 2024 | 2025 | 2023 | 2024 | 2025 | 2023 | 2024 | 2025 | 2023 | 2024 | 2025 |
| Reading (within or beyond) | 73% | 70% | 74% | 69% | 63% | 71% | 81% | 100% | 100% | 84% | 84% | 76% |
| Writing (within or beyond) | 50% | 54% | 61% | 51% | 48% | 56% | 45% | 100% | 100% | 61% | 65% | 70% |
| Maths (within or beyond) | 61% | 67% | 64% | 52% | 64% | 54% | 81% | 100% | 100% | 76% | 79% | 79% |

| Truancy/Attendance (Source - Every Day Matters Attendance MOE Reports and SMS) | | | | | | | | | | | |
|--------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------|-------|-------------------------|-------|-------|-------------------------|-------|-------|-------------------------|------|-------|
| Term 1 Daily Attendance | | | Term 2 Daily Attendance | | | Term 3 Daily Attendance | | | Term 4 Daily Attendance | | |
| 2023 | 2024 | 2025 | 2023 | 2024 | 2025 | 2023 | 2024 | 2025 | 2023 | 2024 | 2025 |
| 85.1% | 87% | 91.2% | 87.7% | 85.5% | 88.8% | 87.0% | 86.5% | 87.5% | 86.3% | 89% | 89.5% |
| 2023 Avg Reg. | Average % of our students who attended 90% (regular) or more of the school year = 47%, Daily attendance % rate for the year = 86.5% | | | | | | | | | | |
| 2024 Avg Reg. | Average % of our students who attended 90% (regular) or more of the school year = 50%, Daily attendance % rate for the year = 87% | | | | | | | | | | |
| 2025 Avg Reg. | Average % of our students who attended 90% (regular) or more of the school year = 56%, Daily attendance % rate for the year = 89.3% | | | | | | | | | | |

| School-Wide Behaviour (Source - EOY Behaviour Reports via SMS) | | | | | | | | | | | |
|----------------------------------------------------------------|------|------|----------------------------------|------|------|-------------------------|------|------|-------------------------------------|------|------|
| Average Majors per term | | | Average Repeated Minors per term | | | Average Minors per term | | | Average Behaviour Incident per term | | |
| 2023 | 2024 | 2025 | 2023 | 2024 | 2025 | 2023 | 2024 | 2025 | 2023 | 2024 | 2025 |
| 21.5 | 26.5 | 16 | 28.5 | 41 | 22.5 | 28 | 31.5 | 17.5 | 80.5 | 99 | 56 |

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| 2026 - ANNUAL TARGETS/GOALS | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| LEARNING: AKO | LEADING: PONO | HAUORA: MANA |
| <p>Our goal is to improve whole school achievement in each core curricula area:</p> <ul style="list-style-type: none"> Reading - 80% within or beyond Writing - 65% within or beyond Maths - 70% within or beyond | <p>Our goal is to improve daily attendance rates to 90% or more as well as lift regular attendance by 5% each year until we reach 90% of the student cohort.</p> | <p>Our goal is to efficiently implement or maintain effective interventions and strategies that foster or enhance PB4L-SW, Huakina Mai, and Restorative Practices.</p> |
| <p>To measure the progress and outcome of these targets we will use:</p> <ol style="list-style-type: none"> Achievement data: Mid-Year and End of Year Team and School Moderation Planning and Reviews Behaviour data reports and PB4L team behaviour reviews | | |

| STRATEGIC AIM 1 : LEARNING | | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|------------|---------|
| <i>Provide a comprehensive and student-centered education that fosters academic excellence, critical thinking, and a passion for learning</i> | | | |
| ANNUAL PLAN - 2026 : AKO | | | |
| Our goal is to improve whole school achievement in each core curricula area by: Reading 80% (within or beyond) - Writing 65% (within or beyond) - Maths 70% (within or beyond) | | | |
| Actions: Planning and Implementation | Responsible | Time Frame | Outcome |
| Target Identification Protocol Analyze student data to pinpoint the specific 10% of "borderline" students best positioned to move from <i>Below</i> to <i>Within</i> expectations. | SLT | Ongoing | |
| Mid-Year Pulse Check Conduct a targeted mid-year review of the identified priority students to catch slippage and adjust interventions before the EOY data entry. | SLT | Mid-Year | |

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| Writing Resource Toolkit Resource every classroom with an identified set of scaffolding tools and equipment to support struggling writers. | SLT | Term 1 | |
| Borderline Moderation Collaboratively moderate work samples of students on the cusp of achieving 'within' to ensure consistency and validity. | Team Leads | Ongoing | |
| Maths Maintenance Blitz Dedicate the start of every maths lesson to basic fact fluency to reduce cognitive load and improve confidence for ākongā | Teachers | Ongoing | |
| Priority Learner Conferences Track target students to review their specific next steps and increase their ownership of the data. | Teachers | Ongoing | |
| Reading Mileage Audit Monitor and increase the daily "eyes-on-text" volume for priority readers to ensure they are getting sufficient practice time. | Teachers | Ongoing | |
| Targeted Home Support Engage the families of target students with a single, high-impact activity they can easily do at home to reinforce classroom learning. | Teachers | Ongoing | |
| Actions: Consolidation and Reflection | Responsible | Time Frame | Outcome |
| Review with Staff | Principal | Mid-Year | |
| Review with SLT | Principal | End of each term | |
| Review with BoT | Principal | Term 4 | |

STRATEGIC AIM 2 : LEADING

Develop strong leadership skills among both students and staff, promoting a sense of responsibility, initiative, and collaboration within the school community

ANNUAL PLAN - 2026 : PONO

Our goal is to improve daily attendance rates to 90% or more as well as lift regular attendance by 5% each year until we reach 90% of the student cohort.

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| Actions: Planning and Implementation | Responsible | Time Frame | Outcome |
| Incentivize Early Arrival: Create high-engagement morning routines to reduce elective lateness and boost daily attendance. | Team Leads | Term 1 | |
| Targeted Mentorship: Focus staff intervention on students who are just below the threshold of regular attendance. | SLT | Ongoing | |
| Supportive Re-entry: Remove social and academic barriers for students returning from an absence to prevent "avoidance spirals." | Team Leads | Ongoing | |

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| Progress-Based Recognition: Shift the culture from rewarding "perfect" attendance to celebrating incremental improvement and consistency. | Team Leads | Ongoing | |
| Staff Data Alignment: Maintain momentum by regularly sharing progress and "wins" with the teaching team to keep goals visible. | Team Leads | Ongoing | |
| Actions: Consolidation and Reflection | Responsible | Time Frame | Outcome |
| Review with Staff | Principal | Mid-Year | |
| Review with SLT | Principal | End of each term | |
| Review with BoT | Principal | Term 4 | |

STRATEGIC AIM 3 : HAUORA

Create a supportive and nurturing school environment that prioritises the physical, emotional, and social well-being of students and staff

ANNUAL PLAN - 2026 : MANA

Our goal is to efficiently implement or maintain effective interventions and strategies that foster or enhance PB4L-SW, Huakina Mai, and Restorative Practices.

| Actions: Planning and Implementation | Responsible | Time Frame | Outcome |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|------------|---------|
| Evidence-Based Maintenance: Analyze and replicate the specific behavioral successes from the previous year to ensure winning strategies become permanent habits. | SLT | Ongoing | |
| Relational Visibility: Embed a culture of peer-led observation focused exclusively on identifying and sharing mana-enhancing teaching practices. | SLT | Ongoing | |
| Proactive Restorative Normalization: Transition restorative practices from a reactive conflict-resolution tool to a preventative, weekly classroom ritual for building connection. | Teachers | Ongoing | |
| Collaborative Framework Evolution: Revitalize school-wide expectations by integrating student voice, ensuring the behavior matrix remains culturally responsive and relevant. | SLT | Term 1 | |
| Strategic Whānau Connection: Shift the narrative of school-home communication toward a high-frequency, values-based model that celebrates student success. | Teachers | Ongoing | |
| Cultural Continuity & Induction: Safeguard the school's progress by explicitly inducting new staff and students into the core philosophies and practical "how-to" | SLT | Term 1 | |

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| of your behavioral frameworks and processes. | | | |
| Actions: Consolidation and Reflection | Responsible | Time Frame | Outcome |
| Review with Staff | Principal | Mid-Year | |
| Review with SLT | Principal | End of each term | |
| Review with BoT | Principal | Term 4 | |