



Maraekakaho School Strategic Plan 2025 – 26

[Section 7 Legislation to be covered](#)

Vision Statement: Making a difference for ourselves and others for the future Refer Regulation 7 (a)

[Our Vision](#)

Our vision revolves around our personal growth for the betterment of our community. We are dedicated to making a difference by embodying the values of Respect, Aroha, Bravery, and Responsibility, which builds our mana. Our vision ties seamlessly into the Refreshed Curriculum, serving as the driver of our strategic direction. Mātaurangi Kaupapa is at the heart of our vision, as we recognise and commit to the fundamental Mātaiaho principles of

1. Give effect to Te Tiriti o Waitangi,
2. Hold a broad view of ākongā success,
3. Hold high expectations for all ākongā.

Mission: Maraekakaho students will form a love of learning, become risk takers, experience success, have confidence to be themselves, be kind and caring. They will leave Maraekakaho socially and emotionally well-rounded, be connected to their rural environment and have the skills and broad knowledge base to be able to adapt to an ever-changing world.

Values: We will make a difference and building our Mana by showing:

- Respect
- Bravery
- Aroha
- Responsibility

Through **Engaging our Learners, Connecting to our Community, Promoting Well-being and being Culturally responsive** we will deepen our commitment to the curriculum principles, Te Tiriti o Waitangi, and a broad view of ākongā success. We hold our expectations high and our aspirations even higher. We envision a future where our young people stand tall, embodying New Zealand's collective vision for a flourishing society. Our vision aligns with the responsibilities entrusted to us by the Education Act 2020 and the National Education Learner priorities.

"Our Vision" helps to prepare our learners for their future pathways—both within our New Zealand context and in the broader global arena. Our celebration of individual cultural identities and the rich tapestry of our diverse learners (Mātainuku) forms the very fabric of our vision, making a difference for ourselves and others.

Guided by our vision, we believe that engaged learners and effective pedagogy across the learning phases, will empower ākongā to embrace their differences to become confident capable learners. Our commitment to literacy, mathematics, and te matauranga Māori is an ongoing development reflected in this strategic plan. (Mātaipū) (Mātairea). This breadth of our localised curriculum enriches our ākongā's learning journey, nurturing their holistic growth as they explore the world around them.

Within our school, the concepts of key competencies become more than just educational ideals; they are pathways to empowerment and lifelong success. Our focus on fostering essential skills empowers ākongā to become confident navigators of their own learning, ready to seize opportunities and contribute meaningfully to our community as they head toward their next stage of learning. Our Year 8 profile reflects the capabilities our community want for their ākongā as they move into their next stage in education.

Summary of the information used to develop this plan/How did you create this plan Refer Regulation 7 (c)

Crafting our school's strategic goals was a blend of data analysis, staff discussion and community engagement. Our goals were anchored in a comprehensive understanding of our school's needs and the requirements of the NELPs, Mātaiaho curriculum, the Education act and the Board's primary objectives. Community consultation, surveys, and individual meetings with whānau have highlighted the key themes and aspirations of parents, students, and staff. These goals aren't just outcomes; they're the community's sentiments given shape. Our strategic goals embody a shared vision, breathing life into a school building that authentically belongs to its community.

Strategic Goals <small>Refer Regulations 7(1)(b)</small>	Board Primary Objectives Met <i>Section 127</i> <small>Refer Regulations 7(1)(b)</small>	Education Requirements Met	WHAT Expected Results <small>Refer Regulations 7(g)</small>	HOW How will we achieve or make progress towards our strategic goals? <small>Refer Regulations 7(e), 7(f)</small>	HOW WILL WE KNOW How will you measure success? <small>Refer Regulations 7(g)</small>
	<i>These are set out in</i>	<i>This includes National</i>	Rationale The rationale for implementing	Term by Term Plan: Detailed Breakdown Term 1	<i>The Key Competencies & Agency</i>



Engaging our Learners

To promote equitable and excellent outcomes for all students through quality teaching and learning opportunities, and positive relationships. (NELP Obj 1 and 2 # 1 – 4)

Annual Goal:

Successfully implement the revised Mathematics curriculum for Years 0–8 by the end of 2026 ensuring teachers are fully equipped to teach to the new standards and assessment practices.

[Section 127](#) of the Education and Training Act 2020.

Education Learning Priorities, education strategies or plans and curriculum statements.

NELP Priorities: 1, 2, 3, 4, 5, 6

Te Mātaiaho

The Literacy and Communication and Maths Strategy

[Learning support strategy](#)

the 2025 Mathematics curriculum focuses on improving student outcomes by enhancing teacher knowledge and consistency. The curriculum's structured approach, alongside targeted professional development, will address gaps in teaching and learning, fostering stronger mathematical foundations across all year levels.

Initiative 1

Unpack the refreshed Mathematics curriculum at each year level and make connections to the supporting resources

Key Objectives:

1. **Teacher Professional Development:**
 - **Support:** Provide external professional learning and development (PLD) if available, especially on the [Science of Learning and Explicit Teaching methods](#).
2. **Reflective Team Meetings Professional Growth Cycle:**
 - **Outcome:** Teachers critically assess their practice and make data-informed adjustments based on student progress and feedback.
3. **Ongoing Staff Meetings for Curriculum Reinforcement:**
 - **Focus:** Use these meetings to address any gaps, highlight successful teaching methods, and ensure consistent application of the new curriculum across all year levels.
4. **Assessment and Progress Tracking:**
 - **Outcome:** Tailor teaching plans based on assessment data to meet student needs and inform future instructional decisions. Regularly review this data in staff meetings.
 - Tailored Tracking of Target Students within Teams to be reported to BOT
5. **Collaboration and Resource Sharing:**
 - **Outcome:** Ensure consistent delivery of curriculum content across classrooms and year levels, fostering a unified approach to mathematics teaching.
6. **Community Engagement:**
 - **Outcome:** Increase community understanding

- **MOE lead Teacher only day 30/1 to support implementation of refreshed curriculum**
- Year 7/8 target students enrolled in MAP online mathematics support programme initiated by MOE. 4 half hour sessions a week
- Class teacher to complete online PLD
- Year 0 - 6 Tier 2 Mathematics support from MOE with staffing
- Reinforce [explicit teaching strategies](#) and their use as part of PGC
- Training on the *Science of Learning* for better understanding of student learning processes and retention strategies
- Become familiar with the structured year-by-year teaching guide and the Knowledge/Practice structure
- Junior team to move to Maths No Problem resource to align with the rest of the school

- **Staff Meetings every other week:**
- Focus on unpacking explicit teaching and collaborative lesson planning
- Review **School-wide long term plan** using Maths No Problem and Numicon resources scope and sequence to ensure coverage across the curriculum
- Set up a framework for collecting baseline data on students' math skills using formative assessment.
- **Reflective Team Meeting 1:**
- Teachers share initial plans, resources, and set goals for implementing the new curriculum
- Discussions on how to incorporate reflective practices into their daily teaching
- **Assessment**
- Identify target students from data collected end of 2025
- New SMART Assessment tool being introduced for Year 3 – 8
- SM to learn how to use it and introduce to teaching staff
- End of Term report on Target students at a team level.

Term 2

- **Staff Meetings:**
- Focus on developing intervention strategies for students needing extra support
- Observation of Maths teaching practice based around explicit teaching skills.
- **Mid-Year Assessment** of student progress
- SMART assessment window
- Number Knowledge A
- MNP/Numicon end of unit milestones
- OTJ made
- Team analysis of data. Classroom needs analysis are created and target children are identified
- End of Term report on Target students at a team level
- Track student progress on HERO

Term 3

- **TLF Maths facilitator hui**
- **Teacher Only Day (TOD)**
- In-depth sessions addressing any challenges from Term 1 and 2, focusing on

- An approach to developing thinking dispositions and student ownership of learning is developed.

Staff will be able to display an understanding of the new Knowledge and Practices structure of the refreshed curriculum.

Mathematics

We see effective Mathematics teaching and assessment in our classrooms which will always include;

- Explicit instruction
- Structured inquiry
- Surface practice
- Deep practice

We will also see

- Our planning changes to use Year levels instead of curriculum levels with Progress outcomes at the end of 6 months and each year
- All children working towards the progress outcomes at the end of each year
- An understanding of the 5 core areas of learning that are the same throughout all years
- High expectations in the classrooms, using mistakes as building blocks
- Teaching to the programme structure for each year level
- Tier 2 groups to support students who need extra assistance reaching the goals at their year level
- Language that moves to grouping/patterns and counting, and away from Numeracy language
- Numicon and Maths No Problems scope and sequence implemented and utilised in classes
- Assessment is refreshed to align with the year levels of the curriculum/Year levels and the Government's education policies
- Continued development of students Basic facts knowledge to support their ability to find solutions to problems
- Children able to explain What they did, How they did it and why they did it that way
- Children develop an understanding of how we Think, Talk and Act like a mathematician
- Comparative eAstle data completed at the start and end of Year 7/8 and Year 0-6 Maths interventions
- Juniors use MME assessment and see progress at Mid and end points
- Year 3 - 8 use PAT Term 1 and SMART tool Term 2 and 4 to assess progress

				<p>and support for the curriculum changes, fostering a partnership between school and home.</p>		<ul style="list-style-type: none"> • problem areas (e.g., difficult concepts) • Provide additional PLD on advanced curriculum content and specific teaching practices. • Reflective Team Meeting 2: • Review progress on curriculum implementation and share strategies for improvement • Teachers refine teaching practices based on classroom experiences and feedback. • Staff Meetings: • Continue collaborative planning and problem-solving around explicit teaching techniques and progress. • Assessment • Team analysis of data. Classroom needs analysis are created and target children are identified • End of Term report on Target students at team level <p>Term 4</p> <ul style="list-style-type: none"> • Staff Meetings: Analyse end-of-year data to plan for the next academic year, focusing on curriculum adjustments. • Community Engagement: Host an information session for parents and caregivers to discuss assessment results and future curriculum goals. • End of Year Assessment of student progress <ul style="list-style-type: none"> • SMART assessment window • Number Knowledge A • MNP/Numicon end of unit milestones • OTJ made • Team analysis of data • End of year report on Target students at a team level • Track student progress on HERO 		
						<p>TLF Mathematics</p> <ul style="list-style-type: none"> • <i>Rob Proffit-White TLF Maths PLD with Havelock North Cluster</i> <ul style="list-style-type: none"> ◦ <i>School representatives attend one session per term and feedback to staff</i> ◦ <i>TLF webinar sessions take place after school for all staff to attend</i> • Unpack 5 core areas of learning that are the same throughout all years Work with children how we Think, Talk and Act like a mathematician Start to use rich routines of; MoveNprove RevisitNRetain discussNdefend recordNreason Use Teacher Guidance section of curriculum to develop a collective understanding of the most effective methods of teaching mathematics 		
Term by Term Plan: Detailed Breakdown								

Annual Goal:

To successfully implement the revised English curriculum for Years 0–6 by the end of 2026, ensuring that staff are proficient in teaching, assessing progress, and using reflective practices to improve student outcomes.

- Initiative 2**
- Monitor BSLA structured literacy Year 0 - 8 across the school and
 - Utilise Colourful semantics resource to support formative assessment of writing across the school

- Term 1:**
- *Colourful semantics approach uses as a formative assessment of writing*
 - *Explore PIE (Persuade, Inform and Entertain) writing planning across the school linked to Science, Social Science and Technology curriculum areas and experiences*
 - *Setting up Agility with Sound in Senior school to support Tier 2 a students*
 - *New Year 7/8 teachers enrolled in BLSA Cohort 5 programme*
 - *SENCO released to support target students across the school with 10 week interventions*
 - *Connecting writing to Science and Social sciences learning*
 - *Moving away from teaching in ability groups and moving to Tiered groups where Tier 2 children are seen every day. Tier 3 children are on IEPs*

Continue implementation of BSLA across the school.

- Reflective Team Meeting 1:**
- *Teachers share their initial thoughts on integrating the curriculum, discussing challenges and collaborative strategies.*
 - *Focus on establishing clear success criteria and student goals.*

- Staff Meetings every two weeks**
- *Review lesson planning, reinforce explicit teaching, and discuss initial assessments of student progress.*
 - *Professional Learning*
 - *Senior team teacher to access and participate in MOE structured literacy professional development.*

- Term 2:**
- Mid-Year Assessment:**
- *BSLA Connected text (decoding) , if reading higher than Mahuri use PROBE Yr 1 - 3*
 - *Year 3 - 8 SMART tool during the assessment window*
 - *Track student progress on HERO*
 - *Use data to review teaching practices and identify gaps.*

- Staff Meetings:**
- *Regularly review assessment data and collaborate on adjusting teaching plans to meet individual student needs.*
 - *Discuss ongoing reflection of teaching strategies, focusing on reading*

Staff will be able to display an understanding of the English refreshed New Zealand Curriculum,

- Structured Literacy**
- *Focusing on a tiered approach to BSLA*
 - *Ensuring BSLA is embedded across the school and structures in place to meet the needs of Tier 1, 2 and 3*
 - *An improvement in the PAT Vocabulary results*
 - *Implement new SMART assessment tool Term 2 and Term 4 and see progress*
 - *Revision of teacher planning to ensure it is effective and works to the BSLA scope and sequence*
 - *Literacy leader to monitor BLSA school-wide and work with Tier 2 students*
 - *Assessments done at the beginning and end of these interventions to measure progress and decide if Tier 3 intervention is needed*
 - *Retain Reflex screening to be done by RTLB across the school in response to SENCO's hunch regarding children learning gaps*

				<p>comprehension and writing fluency.</p> <p>Term 3:</p> <ul style="list-style-type: none"> Revisit curriculum challenges, focusing on deeper exploration of the explicit teaching practices and science-based strategies for literacy improvement. Address complex curriculum content and focus on progressions within the structured literacy sequence. <p>Staff Meetings:</p> <ul style="list-style-type: none"> Continue bi-weekly meetings to fine-tune explicit teaching, lesson sequencing, and reflect on mid-year assessment data Teachers assess progress, refine teaching strategies, and discuss what has been successful. <p>Term 4:</p> <p>Year-End Assessment:</p> <ul style="list-style-type: none"> BSLA Connected text (decoding). if reading higher than Mahuri use PROBE Yr 1 - 3 Year 3 - 8 SMART tool assessment during the allocated window Checking off goals from scratch Use this data for final reflections on the year's success and identify priorities for the next year <p>Staff Meetings:</p> <ul style="list-style-type: none"> Analyse assessment outcomes and prepare reports for parents. Collaborate on curriculum adjustments for the following year. Community Engagement: Share final results with parents, explaining student progress and how the curriculum is shaping learning 	
<p>Strategic Goals Refer Regulations 7(1)(b)</p> 	<p>Board Primary Objectives Met <u>Section 127</u> Refer Regulations 7(1)(b)</p>	<p>Education Requirements Met</p>	<p>WHAT Expected Results Refer Regulations 7(g)</p>	<p>HOW How will we achieve or make progress towards our strategic goals? Refer Regulations 7(e), 7(f)</p>	<p>HOW WILL WE KNOW How will you measure success? Refer Regulations 7(g)</p>
<p>Connecting to our community To maximise the unique rural</p>	<p>These are set out in <u>Section 127</u> of the Education and Training Act 2020.</p>	<p>This includes National Education Learning Priorities, education strategies or plans</p>	<p>Rationale This goal seeks to foster a school culture that values consistent attendance, thereby contributing to the long-term</p>	<p>Term 1 Establish baseline attendance data, set individual and class goals, and initiate parent and student communication about attendance importance.</p>	<ul style="list-style-type: none"> MKK Attendance plan created in 2025 and implemented 2026. Uploaded to website Continuing to Work with MOE and bus contractors around ensuring our students get to school safely Students with social or emotional needs

context of the Maraekakaho community to support learning, and provide opportunities to gain an understanding of the world around us. (NELP Obj 1 # 2)

Annual Goal:

To increase the percentage of students attending school regularly (90% or more of the time) to meet or exceed the New Zealand Ministry of Education target. By the end of this school year, our aim is to raise regular attendance to [specific percentage], supporting improved student engagement and learning outcomes.

and curriculum statements.

educational success of our students and meeting national attendance benchmarks.

Key Objectives:

1. **Increase Awareness** – Raise awareness among students, whānau, and staff about the importance of regular attendance in contributing to student success and well-being.
2. **Identify and Address Barriers** – Actively identify and address barriers to attendance, such as health, transport, or family-related issues, by connecting students and whānau with available support services.
3. **Monitor and Support** – Implement regular attendance monitoring and provide targeted support for students with attendance below 90%.
4. **Celebrate Success** – Recognise and celebrate improvements in attendance through term-based milestones and incentives that motivate students and acknowledge whānau support.

- **Launch an Attendance Awareness Campaign** – Hold assemblies, distribute newsletters, and set up posters to communicate the importance of regular attendance to students, whānau, and staff.
- **Create Individual Attendance Plans** – Identify students with attendance below 80% from the previous year and create individualised support plans in partnership with families.
- **Establish Attendance Teams** – Form a team that includes teachers, support staff, and whānau representatives focused on monitoring and improving attendance, meeting regularly to track progress.

Term 2

Implement targeted interventions for students below 80% attendance; aim to increase school-wide regular attendance by [percentage] from Term 1

- **Engage Whānau with Open Evenings** – Host evenings or events where whānau can learn more about the impact of attendance on learning, discuss barriers, and access support services.
- **Weekly Attendance Check-ins** – Teachers or attendance officers can check in weekly with students below 80% attendance to offer encouragement and assess ongoing challenges.
- **Peer Mentor Programmes** – Implement peer mentoring where students with strong attendance records support and encourage peers to attend regularly.
- **Celebrate Small Wins** – Recognise classrooms or students who improve their attendance with certificates, mentions in assemblies, or whānau communication to build momentum.

Term 3

Sustain improvements and engage students in peer-led attendance initiatives; school-wide regular attendance to reach [target percentage].

- **Student-Led Attendance Initiatives** – Empower student leaders to run attendance-themed activities, such as competitions or “attendance weeks,” to encourage their peers.
- **Introduce Attendance Incentives** – Provide incentives like a movie day, extra recess, or certificates for students who meet individual and class attendance goals.
- **Regular Attendance Data Sharing** – Share attendance data with the whole school, showing progress and recognising improvement while maintaining confidentiality.
- **Whānau Feedback Survey** – Gather feedback from whānau on attendance support efforts to refine approaches and strengthen the home-school connection

Term 4

Evaluate progress, celebrate achievements, and set foundations for attendance continuity into the next year.

- **End-of-Year Attendance Celebration** – Host a celebration event for students and whānau who reached or improved attendance goals, reinforcing the value of attendance.

- referred to our SWIS worker, who is in once a week, to support with any identified issues. Parental consent is gained first
- Systems in place for parents to notify school of students absent and followed up by admin staff
- HERO platform utilised to support parents reporting absences easily and admin following up on absences
- Analyse HERO attendance data and report to the board at each meeting
- Analyse MOE termly attendance data in relation to new codes and action any needed interventions
- Continue to build relationships with family and whānau, having conversations with them regarding continued absences of their children if they are not meeting national criteria
- Prompt and continual communication to families if major illness enters the school and ensuring
 - Health and safety measures are followed at school
 - Pandemic plan in place
- Teachers developing an inclusive teaching environment so children feel welcomed and comfortable at school
 - Teaching for positive behaviour PB4L self-assessment tool teachers to complete
 - New curriculum initiatives regarding knowing your learner
- Community engagement opportunities
 - Sports
 - Market Day
 - Matariki
 - Parent conferences
 - Sharing of learning
- Learning in our community
 - Year 8 students pounamu carving with Aaron Grieves
 - New students walk down to the river to get their river stone
 - Community Matariki evening - karakia, waiata, hangi
 - Science learning about ecosystems at the river and
- New school uniform compulsory after a year of implementation to further build a sense of togetherness and belonging for the children and their families

- **Teacher Reflection Sessions** – Organise sessions where teachers reflect on what has worked and what can be improved in attendance initiatives, preparing for the following year.
- **Create Student Attendance Ambassadors** – Appoint student ambassadors who have improved their attendance to promote regular attendance next year, serving as role models.
- **Set Attendance Goals for Next Year** – Work with staff and whānau to set preliminary attendance goals for the next year, integrating feedback and data to inform strategies.

Annual Plan Roll-out

Strategic Priority	2025	2026
 <p>Educationally Powerful Learning</p> <p>To promote equitable and excellent outcomes for all students through quality teaching and learning opportunities, and positive relationships</p> <p>Annual Goal: Successfully implement the revised Mathematics curriculum for Years 0–8 by the end of 2026, ensuring teachers are fully equipped to teach to the new standards and assessment practices</p>	<p>Mathematics</p> <p>Gain an understanding of the layout of the refreshed curriculum, with a focus on the Mathematics and Statistic aspect</p> <ul style="list-style-type: none"> • Teachers to become familiar with the expectations for the Year level(s) they are teaching and how they differ from the previous curriculum • Order and organise Mathematics resources provided by government. Unpack the scope and sequence for each • Attend PLD to support introduction of refreshed curriculum and how resources are integrated into the teaching of it • Review and align our assessment practices with the refreshed curriculum 	<p>Mathematics</p> <p>Gain an understanding of the new layout of the refreshed curriculum</p> <ul style="list-style-type: none"> • Teachers to become familiar with the expectations for the Year level(s) they are teaching and how they differ from the previous curriculum • Order and organise Mathematics resources provided by government. Unpack the scope and sequence for each • Attend PLD to support introduction of refreshed curriculum and how resources are integrated into the teaching of it • Review and align our assessment practices with the refreshed curriculum
<p>Annual Goal: To successfully implement the revised English curriculum for Years 0–8 by the end of 2026, ensuring that staff are proficient in teaching, assessing progress, and using reflective practices to improve student outcomes.</p>	<p>Structured Literacy</p> <ul style="list-style-type: none"> • Monitor the embedding of Structured literacy practices in Year 1 – 3 • Year 4 - 8 teachers, Senior leadership and classroom support staff train in BSLA completing micro-credential from Canterbury University • Develop a consistent approach to the teaching of structured Literacy across the school • <i>Refresh our English curriculum to align with the phases of learning</i> • Review and align our assessment practices with the refreshed curriculum • Whanau literacy evening to share what BSLA and structured literacy is 	<p>Structured Literacy</p> <ul style="list-style-type: none"> • Monitor Structured literacy practices school-wide • Develop a consistent approach to teaching BSLA structured Literacy across the school • Create a SW LTP for writing based around our Inquiry topics in Science, Social Sciences, Technology and the Arts • Utilise the Colourful Semantics resource to support students self assessing their writing against our HERO goals and identifying the next steps • Teachers to monitor goals throughout the year • <i>Unpack the refreshed English aspect of the curriculum with support of MOE with a focus on writing</i> • Review and align our assessment practices with the refreshed curriculum Whanau literacy evening to share what BSLA and structured literacy is • Utilise the new SMART assessment tool in Year 3 - 8 for mid year and end of year assessment
 <p>Connecting to our community</p> <p>To maximise the unique rural context of the Maraekakaho community to support learning, and provide opportunities to gain</p>	<ul style="list-style-type: none"> • Market Day T1 <ul style="list-style-type: none"> ◦ Year 7/8 children setting up a stall, selling products they have made ◦ Child create a video to thank the Market Day sponsors • Meet the teacher/Community barbeque Term 1 • PB4L SET completed and set goals going forward from this • Parent conferences 	<ul style="list-style-type: none"> • Unpack the Knowledge requirements at each year level of the refreshed Science, Technology and Social Sciences curriculum • Year 7/8 overnight camp at school to start the year, having two days of outdoor activities in the community • Market Day T1 <ul style="list-style-type: none"> ◦ Year 7/8 children setting up a stall, selling products they have made ◦ Child create a video to thank the Market Day sponsors • Parent conferences Term 1 and Term 3

<p>an understanding of the world around us</p> <p>Annual Goal: To increase the percentage of students attending school regularly (90% or more of the time) to meet or exceed the New Zealand Ministry of Education target. By the end of this school year, our aim is to raise regular attendance to [specific percentage], supporting improved student engagement and learning outcomes.</p>		<ul style="list-style-type: none"> ● PB4L SET completed and set goals going forward from this ● Parent conferences
	<ul style="list-style-type: none"> ● Science/Technology Learning about the local dairy farming sector and understand process of 'Grass to Glass' Term 2 ● Whanau literacy evening - BSLA and structured literacy ● MKKs Got Talent Term 2 	<ul style="list-style-type: none"> ● Science/Technology Learning about the river ecosystems and how to support the management of newly planted trees around it ● Whanau literacy evening to share what BSLA and structured literacy is ● Year 7/8 ski camp
	<ul style="list-style-type: none"> ● School production Term 3 ● MKK Trophy sports tournament involving other full primary schools ● Parent conferences 	<ul style="list-style-type: none"> ● MKK Trophy sports tournament involving other full primary schools ● Other clusters sports events ● Parent conferences Term 1 and 3
	<ul style="list-style-type: none"> ● Pet Day ● Kapa Haka 	<ul style="list-style-type: none"> ● Pet Day ● Kapa Haka ● Year 5/6 camp at Wakarara

Goals Based on 2025 End of Year data

<p>Overarching Goal: To accelerate student progress in reading, writing and mathematics, ensuring a higher proportion of students consistently meet or exceed expectation, with a specific focus on identified year levels and students requiring support.</p>	
<p>Mathematics - Key Observations End of year</p> <ul style="list-style-type: none"> ● 9% achieving above expectation for their year level ● 52% achieving at or above expectation for their year level ● 18 children needing targeted support to make accelerated progress in 2026 	<p>Targets and Interventions:</p> <ul style="list-style-type: none"> ● Year 2, 4 and 8 are target year groups ● Year 0 - 6 MAP programme for targeted learners ● Year 7/8 MAP programme for targeted learner
<p>Reading - Key Observations End of year</p> <ul style="list-style-type: none"> ● 20% achieving above expectation for their year level ● 65% achieving at or above expectation for their year level ● 16 children needing targeted support to make accelerated progress in 2026 	<p>Targets and Interventions:</p> <ul style="list-style-type: none"> ● Year 2 and 4 students are target groups as well as Year 4, 7 and 8 boys ● Continued focused intervention with BSLA for students in Years 2 - 4, Tier 2, who are Needing support to help them build foundational reading skills and achieve proficiency. From Term 3 Jen is working with a targeted Explorers group every morning <p>Review Support Provisions: Evaluate the effectiveness of current support programs for students identified as Needs Support</p>
<p>Writing - Key Observations End of year</p> <ul style="list-style-type: none"> ● 6% achieving above expectation for their year level ● 50% achieving at or above expectation for their year level ● 16 children needing support targeted support to make accelerated progress in 2026 	<p>Targets and Interventions:</p> <ul style="list-style-type: none"> ● Year 2 and 4 are target year groups ● Continued focused writing intervention program for students in Years 1-3 to build foundational skills and shift them from Towards Expectation to Proficiently within ● Introduce Colourful Semantics programme school-wide with a focus on writing for a purpose with constant formative assessment ● Review Support Provisions: Evaluate the effectiveness of current support programs for students identified as Needs Support