North Street School Charter 2026

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About North Street School:

North Street School (NSS) is a full primary school in Feilding, Manawatu, located 20 km from Palmerston North and Massey University. We provide education for students from New Entrant through to Year 8. Our school has a roll of approximately 370 students, with 52% identifying as Māori, 8% as Pasifika, 3% as other, and 37% as European.

Our school is organised into six teaching teams, encompassing 19 classrooms, including eight Māori immersion classes catering to students from Years 1 to 8. We also have a dedicated Technology Centre for Years 5–8, with specialized woodwork and science classes.

At NSS, student well-being is at the heart of what we do. We foster a culture of respect and care, building strong relationships with students, whānau, and the wider community. We take great pride in our close connections with our Māori community and Iwi, embracing Te Reo Māori and Te Ao Māori across all aspects of school life.

North Street School Charter 2026

VISION

Our “VISION” is “A North Street Student is a Positive, Connected, Engaged, Explorer of their own Learning.”

MISSION STATEMENT

Akongia mō āpōpō.
‘Learning for tomorrow’.

The school motto calls us to look to the future and to have learning as our focus.

NATIONAL EDUCATION AND LEARNING PRIORITIES

Learners at the centre
Barrier free access
Quality teaching and leadership
Future of learning and work
World class inclusive public education

WE VALUE:

Empowering learners to lead their own learning to reach their full potential.
Inclusion, confidence, self-efficacy and success for all.
Community Engagement.
Key Competency Attributes.
Well-rounded and capable students, able to be positive citizens in society.
Safe and caring learning environments where students are included as part of the learning process.
Culturally responsive teaching practices.

SCHOOL VALUES:

North Street School is led by the REACH values. This is integrated within our vision, NZC, Inquiry focus and is also evidenced through the Key Competencies.
Respect: Whakaute
Excellence: Hiranga Ake
Acceptance: Ngāwaritia
Creativity: Hinengaro Auaha
Honesty: Whakawhirinaki

North Street School Reach Values

	Respect Whakaute	*"I share my ideas"* *"I ask others to join in with my learning"* *"I talk about my learning"* *"I include others"*	**Key Competency: Participating & Contributing**		**Question** To be able to evaluate, not always accept answers as being right Stimulating wonder, awe, contemplation Seek to know more, gain knowledge
	Excellence Hiranga Ake	*"I am keen to learn"* *"I have a can-do attitude"* *"I can set my own goals"* *"I can make a plan to help with my learning"* *"I set myself high standards"*	**Key Competency: Managing Self**		**Reflection** Feedback/ feed forward/next steps Looking at myself-how did I get here? Changes I can make-behaviour, attitude
	Acceptance Ngāwaritia	*"I love challenges"* *"I try to lead others and show the way"* *"I search for people I can follow to be an even better learner"* *"I can learn by working hard on my own"*	**Key Competency: Managing Self**		**Resilience** Never give up Risk takers Not being afraid to fail Bounce back
	Creativity Hinengaro Auaha	*"I think creatively"* *"I think about all the possibilities"* *"I show my thinking using language and symbols"* *"I share my thinking and learning in words and numbers"*	**Key Competency: Thinking**		**Curiosity** *'I wonder?'* - having wonderings Taking risks Safe environment Exploring developing imagination Problem solve Challenges - seek new knowledge
	Honesty Whakawhirinaki	*"I tell the truth"* *"I show honest endeavour"* *"I am honest to myself and my learning"* *"I am self-aware"* *"I am responsible for my own thoughts and actions"*	**Key Competency: Thinking**		**Mindful** Self-aware Think about thinking Actions and behaviour Consider others around you Consider surroundings

CULTURAL DIVERSITY AND MĀORI DIMENSION

The Board and staff at North Street School are continually working towards developing and maintaining an ethos that reflects New Zealand's cultural diversity and in particular, the unique position of Māori as Tangata Whenua.

We achieve this through:

- School policy and curriculum delivery
- Leadership from senior management and our Māori Curriculum Team
- Whānau Engagement
- Programmes in Tikanga, Te Reo and Kapa Haka
- Staff development through
  - partnership with local iwi
  - Akatea
- Culturally Responsive Pedagogy

The principles of Te Mātaiaho, Ka Hikitia and Tātaiako are interwoven throughout teaching and learning and are implicit within the REACH Values. We respect and value the support and knowledge that our whānau bring with them as part of our school.

In 2026: 52% of NSS students identified as Māori.

NORTH STREET SCHOOL STRATEGIC PLAN 2025-2028

Improving Student's Learning and Achievement	Delivering a Quality Learning Environment	School Organisation and Structure

• **Curriculum Access & Achievement**
  ○ Ensure all students successfully access *Te Mātaiaho*, evidenced by achievement in Reading, Writing, and Mathematics.
 	
• **Curriculum Support Programmes**
  ○ PLD in Mathematics with Cognition.
  ○ Identify and support target and priority learners in Literacy and Numeracy.
  ○ Appoint structured literacy facilitators.
  ○ Provide STEAM opportunities in Science, Technology, Engineering, Mathematics, and Art.
  ○ Implement new curriculum with enabling and extension opportunities.
 	
• **Inquiry & Key Competencies**
  ○ Drive student and teacher inquiry through Aotearoa Histories.
  ○ Combine and implement the 'Backpack for Learning' framework and school values to enhance students' key learning principles.
	Learning Programmes & Teaching Delivery
	• Review and develop whole-school behaviour management through PB4L, values, KCs, mission, and vision.
	• Develop Tier 2 PB4L interventions to support students.
	• Integrate and reflect on technology use in learning.
	• Foster collaborative teaching and best practice with Curriculum Leads.
	
	Community & Cultural Engagement
	• Strengthen family and whānau partnerships, embracing cultural diversity (*Whakawhanaungatanga*).
	• Develop a cultural narrative linked to *whenua* and local *tikanga* (*Whakawhanaungatanga*).
	
	Enrichment & Digital Competency
	• Provide enrichment in Sport, Arts, Music, Dance, Pacifica, Technology, and Culture.
	• Upskill students and staff in digital competency, including AI
		Property
		• Action the 5 - 10 year property plan.
		• Develop outdoor learning spaces, adding new equipment to the senior playground and *Air Time* basketball hoops to courts
		• Cover court between RT and Tam; replace/paint concrete.
		• Install PB4L signage/posters schoolwide, tailored to year levels.
		• Develop innovative learning environments based on research.
		• Implement cyclical maintenance (painting, replacing orange aluminium windows and doors).
		• Invest in furniture for modern learning environments.
		• Transform the library into a modern learning hub with STEAM areas.
		• Renovate the admin block and hall (update doors, glaze/tint windows, modernise PE shed).
		• New Pool fencing.
		
		Health & Safety
		• Ensure students are healthy, connected, and supported.
		• Promote active and healthy lifestyles for *tamariki*.
		• Provide teachers with adequate learning and admin support for systems and processes
		• Implement performance management through the

	. ● **Special Education Provision** ○ Support students with special needs to progress in the Curriculum and fully participate in school and community life. ● **Māori Student Achievement** ○ Implement NSS Māori Strategic Plan across the curriculum. ○ Review Māori Student Achievement Data Termly to improve engagement and success as Māori. ○ Develop and implement *Kauwhatatanga* initiatives. ● **Student Achievement Goals** ○ Focus on accelerating achievement in Mathematics and Literacy. ○ Priority focus on Attendance management plan		professional growth cycle. ● Conduct yearly arborist maintenance for trees. ● Update pool fencing and surroundings. *Finance* ● Allocate budgets for resources, professional development, and operational costs. ● Maintain sustainable funding to support the school's strategic direction. *Evaluation* ● Maintain ongoing review of curriculum and programmes. ● Review the professional growth cycle to meet teacher and learner needs. ● Regularly evaluate school values and vision for relevance. *Community Engagement* ● Strengthen educational awareness through regular updates and termly Whānau hui.

	2026		
Tangata	**Students, staff and whanau, thrive in an inclusive learning environment and culture.**	**Targeted Support & Inclusive Development** • Cohorts of students at risk of not thriving are identified and supported through innovative, tailored initiatives to enhance their learning and wellbeing. • All stakeholders, including whānau, iwi, staff, and students, play an active role in the development and planning of learning, the school environment, and culture. • Establish and maintain an authentic, sustainable partnership with mana whenua to ensure their voices, values, and aspirations are embedded in the school's direction (1.1 Kāhui Ako A/C).	
Ako	**A pedagogically rich curriculum informs the learning programmes of all students.**	**Cultural Competencies & Localised Curriculum** • Cultural competencies guide the development of a localised curriculum, ensuring Te Tiriti o Waitangi principles are meaningfully and authentically integrated across all learning areas. • The Professional Learning Plan (PLP) is designed and implemented to support teachers in understanding and contributing to the development of the new curriculum. • Kaitiaki with deep knowledge of our ākonga lead strategies to improve teaching practice, strengthen relationships, and build the capabilities of others.	
Whenua	**The local physical environment, and community, enhance learning, and honours the bi-cultural context of NSS**	**Authentic Learning & Community Integration** • Learning programmes incorporate the local environment in meaningful ways, providing authentic, place-based learning experiences (eg, native walkway planting). • Strong partnerships with local communities, iwi, and hapū are developed to enrich student learning and strengthen cultural connections. • The school environment will increasingly reflect Aotearoa's bi-cultural heritage, with initiatives such as the development of Pou in partnership with iwi.	

NORTH STREET SCHOOL ANNUAL PLAN 2026

Teaching and Learning

All students will successfully engage with the New Zealand Curriculum – Te Mātaiaho, as demonstrated by their achievement in Reading, Writing, and Mathematics in relation to Curriculum Levels.

Curriculum Support Initiatives:

- Professional Learning and Development (PLD) in Mathematics with Cognition. Structured literacy PD for new teachers
- MOE funded PD around assessment
- Identification and targeted support for priority learners in Literacy and Numeracy.
- Implementation of Structured Literacy with two dedicated teachers-Staff PD
- Provision of specialized learning in Hard Materials, Science, Technology, and Art.
- Integration of Aotearoa Histories into student and teacher inquiries.
- Combine and implement the 'Backpack for Learning' framework and school values to enhance students' key learning principles.

Special Education Support:

- Ensuring students with special needs receive the necessary support to make progress within the New Zealand Curriculum, enabling full participation in school and community life.

Māori Student Achievement:

- Promoting Māori student engagement and success as Māori through an annual review of Māori Student Achievement Data.
- Development and implementation of **Kauwhatatanga**, incorporating local narratives into learning.

Professional Development

Learning Programmes and Teaching Delivery

- Review and develop whole-school behaviour management and philosophy through **PB4L**, provide PD with new teachers.
- Further develop **Tier 2 PB4L interventions** to support student engagement in both classroom and school settings.
- Focus on key curriculum areas, including **Literacy, Mathematics, Te Ao Māori, Digital Technology, and AI development**.
- Strengthen and implement the '**Backpack for Learning**' framework to enhance student learning capabilities.
- Ensure technologies are actively integrated into teaching and learning, with ongoing reflection on their effectiveness.
- Promote a **collaborative teaching culture**, where educators share best practices through **ongoing year-level partnerships and fortnightly meetings**.
- Continue developing staff and student proficiency in **ICT**, supporting both teaching and communication between home and school.
- **Whakawhanaungatanga:** Strengthen and promote partnerships with families and whānau, recognising and celebrating the cultural diversity of the school community.
- Provide **enrichment opportunities** in Sport, the Arts, Technology, and Culture.
- Continue to develop a **cultural narrative** that connects learning to the whenua and local tikanga.
- Engage **specialist educators** to deliver high-quality

	Student Achievement Goals: ● A focused effort on accelerating progress in Mathematics. ● Supporting **Tumuaki** and **kaiako** to develop proficiency in essential pedagogies from Te Mātaiaho. ● Fostering **curious, confident, and connected ākonga** who attend regularly and experience mana-enhancing learning opportunities. ● Ensuring that ākonga feel empowered, visible, and actively engaged in their own learning. **School-Wide Initiatives:** ● **PB4L:** Celebration days such as Multicultural Kai/Dress Day. ● **Pasifika Programme:** Continue working with Sio. Pacifica mentor and dance/movement coach. ● **Kāhui Ako Collaboration:** Continue collaborating with School Principals and Iwi to develop local narratives and highlight good practise. ● Provide ākonga with opportunities that support them to feel empowered and achieve success. ● Ākonga feedback indicates they feel visible in their own learning.	programs across various curriculum areas. ● Support **kaiako** in demonstrating knowledge of **Te Ao Māori** through termly inquiries into Aotearoa Histories

NORTH STREET SCHOOL MĀORI PLAN 2026

"Te Reo Māori is like our learners: precious. We need to nurture and nourish our learners so they can grow and be prepared for what the future has in store. Every child has the right to walk in both worlds in Aotearoa, and our Te Reo Māori programme opens doors and encourages students to experience success."

Reading: 2025 82.4% Māori are At or Above, 17.6% Māori are Below or Well below the expected curriculum level.
Writing: 2025 73.7% Māori are At or Above, 26.3% Māori are below/well below the expected curriculum level.
Maths: 2025 82.9% Māori are At or Above, 17.1% Māori are below/well below the expected curriculum level.
Targets 2026
Māori students below/well below school wide in all curriculum areas.

- Learning spaces are welcoming, inclusive, and culturally responsive, ensuring all students and staff feel safe, valued, and supported.
- Create immersive, culturally responsive spaces with Te Reo Māori visuals, signage.
- Students deepen their engagement with mātauranga Māori, including whakapapa, pūrākau, and tikanga, embedding these concepts into all learning areas seen in whakairo/Pou

Tangata

He Uri Whai Oranga
(Seekers of Well-being)

- Strengthen Physical and Emotional Well-being
- Learning spaces are welcoming, inclusive, and culturally responsive, ensuring all students and staff feel safe, valued, and supported.
- Well-being initiatives, including hauora practices, mindfulness, and positive relationships, concept of Mauri are embedded into daily routines.
- Māori role models promoted to support and enhance Māori learners in particular Māori boys.
- Mau Rakau for hinengaro and Hauora
- Matariki and Community Engagement aim to establish strong home-school partnerships where parents, whānau, and communities are involved and supported in students' learning.

All Māori learners have unlimited potential and a cultural advantage as Māori. They are inherently capable of achieving success while

Ako

He Uri Whai Mātauranga
(Seekers of Knowledge)

- Strengthening Mātauranga Māori in Learning through Pepeha, Karakia, Waiata, Maori history, programmes etc
- Students deepen their engagement with mātauranga Māori, including whakapapa, pūrākau, and tikanga, embedding these concepts into all learning areas.
- Māori worldviews and knowledge are woven into the curriculum, ensuring culturally responsive teaching and learning.
- Students, staff, and whānau actively learn and use Te Reo Māori, enhancing classroom environments and creating culturally responsive learning spaces.
- Scaffold Te Aho Arataki Marau curriculum guidelines and learning te reo Māori within an English medium school.
- Focus on Maori History (Te takanga o te wā), Tiriti o Waitangi and its impact on NZ. Strengthen the cultural narrative

Whenua

He Uri Whai Tukuihotanga
(Champions of Cultural Identity)

- Enhance Language Revitalisation and Intergenerational Transmission
- Te Reo Māori is valued and prioritised as a living language within the school environment, ensuring its ongoing revitalisation.
- Students, staff, and whānau actively learn and use Te Reo Māori, enhancing classroom environments and creating culturally responsive learning spaces.
- Strengthen and maintain a healthy cultural partnership alongside iwi, hapū, and whānau initiatives, to nurture shared success and cultural identity. Biannual Marae visits
- Create immersive, culturally responsive spaces with Te Reo Māori visuals, signage, and materials. Incorporate kapa haka, waiata, and karakia.
- Promote inclusivity through tuakana-teina, empowering all learners to embrace and develop Te Reo Māori.

	embracing their identity. Māori learners have the right to live and learn as tangata whenua of Aotearoa, with mana motuhake, and should be supported in ways that affirm and strengthen their cultural heritage and aspirations.	by integrating Aotearoa New Zealand Histories into learning experiences, supporting the curriculum refresh. • Contextualise these histories with iwi and hapū perspectives, ensuring local cultural knowledge and connections are incorporated into the curriculum. • Term 1 - Tino Rangatiratanga me te Kawanatanga • Term 2 - Whakapapa me te Whanaungatanga • Term 3 - Tūrangawaewae me te Kaitiakitanga • Term 4 - Kowhiringa Ohaoha me te Whai Oranga *Engage in reciprocal learning and exemplary modelling of innovation, leading to the effective creation, development, and delivery of high-quality, authentic learning contexts and practices for teachers and students.*	• Kaupapa Māori initiatives are embedded within the narrative of our school, ensuring that Māori culture, values, and perspectives are integrated into every aspect of our learning environment. *Promote the development and implementation of strategies, plans, and policies that support Māori learners' potential and ensure their educational success. These initiatives should affirm their cultural identity, empower their learning journey, and create an environment where they thrive academically while maintaining strong connections to their Māori heritage and values.* *Promote an understanding of Aotearoa New Zealand's cultural heritage, using Te Tiriti o Waitangi as the foundation, to ensure learners develop a deep connection to the history, identity, and values that shape the nation.*

NORTH STREET SCHOOL eLEARNING PLAN 2026

"To enhance responsive digital ako that empowers our ākonga to navigate and succeed in both the physical and digital worlds."

Professional Development

- **Culture & Development:** Foster a safe, collaborative eLearning culture through experimentation, reflection, and best practice sharing.
- **ICT Leadership:** New Era ICT is the main provider 2026.
- **Google Tools:** Continue Google Docs use and explore Google Apps where appropriate.
- **Office 365:** Expand Microsoft App use in senior learning team.
- **AI:** Encourage staff participation in AI workshops.
- **Device Integration:** Enhance learning through effective device use.
- **Data & Analysis:** Continue eTAP training for data-driven insights.
- **Curriculum Integration:** Embed eLearning in curriculum planning.
- **Digital Technologies:** Utilise technology for collaborative, high-order teaching.
- **Internet Safety:** Strengthen Hapara Dashboard use for safe student internet access.
- **EdTech Exploration:** Identify and share effective learning apps, focusing on Maths.
- **ICT PLD:** Provide training on ICT basics, promote local PLD, and offer Hapara sessions.

Teaching and Learning

- **Student Learning & Reflection:** Technologies enable critical reflection, self-management, and community sharing.
- **Technology Integration:** Students use tech for ongoing learning, curation, and peer reflection.
- **Google Apps for Education:** Exploration encouraged.
- **Office 365:** Explore working in multi-platform environments.
- **Curriculum & Tech:** Integrated for, higher-order, collaborative learning.
- **Infrastructure Updates:** Upcoming N4L upgrade to meet 21st-century capabilities.
- **SMS Utilisation:** Actively supports admin, assessment, and learning needs.
- **Learning Environments:** Blend virtual and physical spaces with a mix of BYOD and school-owned devices.
- **1:1 Device Goal:** Maintain 1:1 coverage (Years 5–8) and transition toward 1:2 (Years 3–4); funding is secured. Students will receive a Chromebook in Phase 2 to use through to Year 8. Students retain the device permanently when they depart North Street School.
- **eLearning Investment:** Continued support for digital initiatives.
- **Teacher Capability Development:**
  - Computational thinking for digital technologies
  - Digital outcome design & development
  - Materials and process-based design
  - Design & visual communication

Strategic Direction and Leadership

- **Strategic Vision & Leadership:** Clear vision, strategic plan, and policies that integrate technology to enhance teaching and learning, with strong staff and community engagement.
- **Integrated Technology Practices:** Technology use is embedded across school practices, supported by leadership, modelling, and mentoring.
- **Professional Inquiry & Growth:**
  - Online Professional Inquiry and Teacher Growth Cycle document and reflect on how technology improves teaching and student learning.
  - Ongoing PLD focuses on implementing the Digital Curriculum.
  - External PLD opportunities include AI PLD, and Google Education.
- **Community & Resource Utilisation:** Staff utilise local community digital resources, including library-based programmes and shared digital tools.
- **Investment in eLearning:** Active investment in eLearning initiatives, software licences, and educational apps to boost student engagement and learning.
- **Cyber Safety & Digital Fluency:**
  - Promotion of cyber safety programmes.
  - Alignment of Core Education resources with the Digital Curriculum.
  - PLD on effective use of iPad and Chromebook apps in the classroom.

	Communications		
	Digital Citizenship & Cyber Safety Practices We aim to maintain a dynamic Digital Citizenship environment that adapts to new technologies. Our approach includes: • **Policy Development:** A framework addressing online safety, ethical behaviour, and the responsible use of generative AI. • **Curriculum Integration:** Lessons on data privacy, cyberbullying, and digital wellness are developing into student learning. • **Responsive Updates:** The policy is reviewed to counter evolving online threats. • **Community Engagement:** We provide targeted professional development for staff and guidance for families to support safe internet use at home.	**Digital Communication & Community Engagement** We are actively using digital technologies to strengthen the partnership between school and home. Our multi-platform communication strategy ensures information is transparent, accessible, and timely. We utilise a range of integrated platforms to reach our broad community: • **School-Wide News:** The School Website, Facebook, and Skool Loop for updates and alerts. • **Student Learning & Team Updates:** Class Dojo and Team/School Facebook pages to showcase student progress and educational content. This system ensures that every family, regardless of their preferred platform, remains connected to their child's learning journey.	**Promoting Digital Citizenship to Parents and the Community:** A concerted effort to communicate and educate parents and the broader community on the principles of Digital Citizenship. Through multiple channels such as emails, text messages, surveys, Skool Loop, the school website, Facebook, and Messenger, the school fosters strong partnerships with families, encouraging them to actively participate in their children's digital education and cyber safety. Information is tailored to help parents understand emerging digital trends, risks, and ways to support responsible online behaviour at home.
	Teachers could: • Model responsible digital behaviour using email, social media, and digital tools ethically. • Teach lessons on privacy, safety, and responsible online behaviour. • Lead discussions on cyberbullying prevention and being an upstander. • Use case studies and role-playing to practise ethical online behaviour. Students could: • Create digital citizenship projects on online safety and privacy. • Participate in digital wellness challenges like "Digital Detox Week" to reduce screen time. • Raise awareness about cyberbullying and privacy through peer-led campaigns.	Teachers could: • Post regular updates on platforms like Facebook or Class Dojo to share student progress and classroom activities. • Host virtual parent-teacher meetings using Zoom or Team Facebook for real-time communication and feedback. • Share school news and reminders on the school website or Skool Loop to keep parents informed. Students could: • Share learning projects on Class Dojo or the school Facebook page to showcase achievements. • Document and reflect on learning allowing parents to stay updated and engage with student progress. • Engage in supervised online discussions about managing digital stress and supporting others.	Teachers could: • Organise workshops/webinars for parents on Digital Citizenship and cyber safety via Zoom or the school website. • Send emails/texts with tips and resources on promoting responsible online behaviour and supporting digital education at home. Students could: • Create and share Digital Citizenship projects (e.g., infographics or videos) with parents. • Participate in cyber safety surveys and share results with families through Skool Loop to engage them in digital discussions.

Reading Achievement 2025 Analysis of Variance

Curriculum Area	Reading	
Focus	• All students are successfully able to access the New Zealand Curriculum as evidenced by achievement in relation to the expected Curriculum Levels in Reading. • Self-review to inform individual and school wide growth and development. • Provision of Professional Learning and Development. • Deliberate action and change to support our target learners.	
Baseline Data	• 2024 84.1% Whole School students were At or Above. • 2024 82.9% Māori were At or Above. • 2024 72.7% Pasifika were At or Above. • 2024 57.1% Year 7 students were At or Above. • 2024 81.6% Year 3 students were At or Above.	• 2025 83% Whole School students were At or Above. • 2025 82.4% Māori were At or Above. • 2025 71.9% Pasifika were At or Above. • 2025 76.7% Year 8 students were At or Above. • 2025 80% Year 4 students were At or Above.
Targets	• Whole School students are an area of focus as 15.9% identified as being below/well below the expected Curriculum Level. • 2024 Māori students are an area of focus as 17.1% identified as being Below/Well below the expected Curriculum Level. • 2024 Pasifika students are an area of focus as 27.3% identified as being Below/Well below the expected Curriculum Level. • 2024 Year 3 students to be a target focus group as 18.4% identified as being Below/Well below the expected Curriculum Level. • 2024 Year 7 students to be a target focus group as 42.9% identified as being Below/Well below the expected Curriculum Level. • 80% of these students to be achieving at or above the expected Curriculum Level.	
Responsibility	SMT, Literacy / Writing PLD Team, Literacy Leader, School Team Leaders, Teachers, P4C Leader, LSC, RTLit, RTLB, Students	

Specific Actions	Expected Outcome	Analysis of Variance	
• Analyse Term 1 PAT/STAR data to inform planning and teaching focus areas. • Use reading assessments based on student needs (Benchmarks or Probe). • Teach learning qualities to develop a growth mindset. • Deliver weekly P4C lessons to enhance reading comprehension. • Implement the Professional Growth Cycle for teacher reflection and improvement. • Apply learning from the NSS Backpack learning qualities. • Link teaching practices to the Teaching Standards. • Follow the NSS appraisal process and Annual Targets.	• Targets focus on the achievement of priority learners (students achieving below or well below their expected curriculum level). • Reading comprehension will improve through higher order thinking in P4C lessons. • Student achievement data is analysed, and action plans are developed.	• Maintain data reporting system for staff to track Target/Priority learners. • Conduct conferences and prepare reports. • Discuss progress and strategies in team meetings. • Regularly update the SMS system. • Integrate assessment data into class planning. • Complete and analyse Running Records to inform next steps.	• 80% of Whole School students to be achieving at or above the expected Curriculum Level. 2025 Whole school data 83% At or Above. Positive outcome – 83% At or Above, as this is 3% above / below expectation in 2025. • 2024 Māori students are an area of focus as 17.1% identified as being Below/Well below the expected Curriculum Level. Positive outcome – 82.4% At or Above, as this is 2.4% above expectation for Māori in 2025.

• Include Target Students in daily planning documents for regular review and discussion. • Provide extra TA support during Literacy time. • Implement Structured Literacy (LLLL) for Years 1-4. • Engage RTLB for targeted student and staff support. • Use Decodable Texts school-wide. • Implement *Mahi by Mahi*. • Complete 6-Year Nets to guide next steps in consultation with RR teachers. • Run reading workshops in collaboration classes to strengthen reading-writing connections. • Explicitly teach 'The Code.' • Set and track SMART goals with students. • Utilise online reading resources: StepsWeb, Study Ladder, LLLL apps, Lexia, Bookmaker app. • Implement AVAILLL and CSI Reading Programmes. • Use *The Writing Book* by Sheena Cameron & Louise Dempsey. • Structured Literacy PLD • 20/40 Week Phonics Check • Explore Diebels as an assessment tool • Phase 1 to focus on developing Oral Language skills eg, vocab knowledge	• Data is used to inform next steps, guide deliberate acts of teaching, and improve standards. • Online programmes are set up to strengthen literacy at home and build connections between home and school.	• Document informal observation notes. • Encourage student reflections. • Provide ongoing PLD for staff in key areas: assessment, inquiry, and growth mindset. • Utilise decodable texts in literacy instruction. • Implement cross-school literacy training with Liz Kane. • Share professional readings with staff.	• 2024 Pasifika students are an area of focus as 27.3% identified as being Below/Well below the expected Curriculum Level. Negative outcome – 71.9% At or Above as this is 8.1% below expectation for Pasifika in 2025. However, in the 2025 T1 vs T4 data, the Pasifika data went from 53.1% At or Above to 71.9% indicating an improvement of 18.8%. • 2024 Year 3 students to be a target focus group as 18.4% identified as being Below/Well below the expected Curriculum Level. Positive outcome – 80% At or Above, as this is the expectation for Year 4 in 2025. • 2024 Year 7 students to be a target focus group as 42.9% identified as being Below/Well below the expected Curriculum Level. Negative outcome – 76.7% At or Above, as this is 3.3% above / below expectation for Year 8 in 2025. However, in the 2025 T1 vs T4 data, the Year 8 data went from 43.3% At or Above to 76.7% indicating an improvement of 33.4%. • Māori students are a continued area of focus. • Pasifika students are a continued area of focus. • 80% of these students to be achieving at or above the expected Curriculum Level.

Writing Achievement 2025 Analysis of Variance

Curriculum Area	Writing
Focus	• All students are successfully able to access the New Zealand Curriculum as evidenced by achievement in relation to the expected Curriculum Levels in Writing. • Self-review to inform individual and school wide growth and development. • Provision of Professional Learning and Development. • Deliberate action and change to support our target learners.
Baseline Data	• 2024 76.3% Whole School students were At or Above. • 2024 70.4% Māori were At or Above. • 2024 66.7% Pasifika were At or Above. • 2024 72.8% Year 7 students were At or Above. • 2024 62% Year 6 students were At or Above. • 2024 73.3% Year 5 students were At or Above. • 2024 62.9% Year 4 students were At or Above. • 2025 76.7% Whole School students were At or Above. • 2025 73.7% Māori were At or Above. • 2025 64.5% Pasifika were At or Above. • 2025 65% Year 8 students were At or Above. • 2025 78.5% Year 7 students were At or Above. • 2025 66% Year 6 students were At or Above. • 2025 72% Year 5 students were At or Above.
Targets	• Whole School students are an area of focus as 23.7% identified as being below/well below the expected Curriculum Level. • 2024 Māori students are an area of focus as 29.6% identified as being Below/Well below the expected Curriculum Level. • 2024 Pasifika students are an area of focus as 33.3% identified as being Below/Well below the expected Curriculum Level. • 2024 Year 4 students to be a target focus group as 37.1% identified as being Below/Well below the expected Curriculum Level. • 2024 Year 5 students to be a target focus group as 26.7% identified as being Below/Well below the expected Curriculum Level. • 2024 Year 6 students to be a target focus group as 38% identified as being Below/Well below the expected Curriculum Level. • 2024 Year 7 students to be a target focus group as 27.2% identified as being Below/Well below the expected Curriculum Level. • 80% of these students to be achieving at or above the expected Curriculum Level.
Responsibility	SMT, Literacy / Writing PLD Team, Literacy Leader, School Team Leaders, Teachers, P4C Leader, LSC, RTLit, RTLB, Students

Specific Actions	Expected Outcome	Analysis of Variance	
• Plan deliberately and collaborate to improve students' spelling, punctuation, and writing organisation. • Strengthen school-wide writing assessment moderation for greater consistency and reliability. • Implement the Professional Growth Cycle to support teacher reflection and practice improvement. • Align teaching with the Teaching Standards. • Ensure target students are included in daily planning, with regular review and discussion.	• Deliver direct teaching to target writing groups to accelerate progress. • Focus achievement targets on priority learners (Below or Well Below expected levels). • Develop students' ability to give meaningful peer	• Purchase reading and phonics apps to enhance literacy support for priority learners. • RTLit provided targeted interventions to support struggling students.	• 80% of Whole School students to be achieving at or above the expected Curriculum Level. 2025 Whole school data 76.7% At or Above. Negative outcome, as this is 3.3% below expectation in 2025. However, in the 2025 T1 vs T4 data, the Whole School data went from 57.2% At or Above to 76.7% indicating an improvement of 19.5%.

• Apply NSS Backpack learning qualities to enhance student learning. • Increase the frequency of team-based writing moderation. • Use formative data to guide and track the progress of target students. • Continue integrating digital devices to support and engage learners. • Explore effective writing apps to boost student motivation. • Provide additional TA support during Literacy sessions. • Expand the use of Google Docs for collaborative writing and feedback. • Review NSS progressions against NZ Curriculum levels for alignment. • Teach students how to provide meaningful peer feedback. • Utilise RTLB support for identified student groups and staff. • Implement explicit instruction in spelling using "The Code." • Strengthen internal evaluation through PLD, encouraging teachers to take risks, adapt strategies, and engage Māori and male students in writing. • Provide PLD on student self-reflection, the writing process, and NSS Explorer Backpack learning qualities. • Develop PLD strategies to enhance student agency, engagement, and participation, making writing more meaningful for Māori learners. • Continue the Writer's Tool Box with Phase 3. • Introduce the Writer's Tool Box to Phase 2. • Introduce the Writer's Tool Box trains to Phase 1.	feedback, recorded on Google Docs. • Strengthen the spelling programme to improve accuracy and spelling ages. • Provide written feedback to teachers to guide next instructional steps. • Improve writing skills for target students through structured interventions. • Enhance teaching practices in writing by upskilling teachers through PLD. • Implement targeted writing strategies to meet student needs. • Regularly review and refine teaching approaches for effectiveness. • Ensure validity of Overall Teacher Judgments (OTJs) through moderation. • Implement curriculum support programmes for additional student assistance. • Utilise online literacy programmes to reinforce learning at home. • Set achievement targets, review progress, and adjust budgets for future PLD.	• Conducted school-wide moderation to ensure consistency and accuracy in assessments. • Collected and analyzed writing data to strengthen overall teacher judgments and inform instruction. • Literacy leads and teams reviewed target students and teaching practices to improve outcomes. • Used P4C lessons to develop sentence structures and improve written expression. • PLD on Growth Mindset and mindfulness fostered positive dispositions toward writing and learning. • Introduced the Writer's Tool Box to Year 7/8. • Continued developing Writing CAAP Plan.	• 2024 Māori students are an area of focus as 29.6% identified as being Below/Well below the expected Curriculum Level. Negative outcome – 73.7% At or Above, as this is 6.3% below expectation in 2025. However, in the 2025 T1 vs T4 data, the Māori data went from 52.4% At or Above to 73.7% indicating an improvement of 21.3%. • 2024 Pasifika students are an area of focus as 33.3% identified as being Below/Well below the expected Curriculum Level. Negative outcome – 64.5% At or Above, as this is 15.5% below expectation in 2025. However, in the 2025 T1 vs T4 data, the Pasifika data went from 48.4% At or Above to 64.5% indicating an improvement of 16.1%. • 2024 Year 4 students to be a target focus group as 37.1% identified as being Below/Well below the expected Curriculum Level. Negative outcome – 72% Year 5 At or Above, as this is 8% below expectation in 2025. However, in the 2025 T1 vs T4 data, the Year 5 data went from 48% At or Above to 72% indicating an improvement of 24%. • 2024 Year 5 students to be a target focus group as 26.7% identified as being Below/Well below the expected Curriculum Level. Negative outcome – 66 %Year 6 At or Above, as this is 14% below expectation in 2025. However, in the 2025 T1 vs T4 data, the Year 6 data went from 53.3% At or Above to 66% indicating an improvement of 12.7%. • 2024 Year 6 students to be a target focus group as 38% identified as being Below/Well below the expected Curriculum Level. Negative outcome – 78.5% Year 7 At or Above, as this is 1.5% below expectation in 2025. However, in the 2025 T1 vs T4 data, the Year 7 data went from 45.2% At or Above to 78.5% indicating an improvement of 33.3%.

			• 2024 Year 7 students to be a target focus group as 27.2% identified as being Below/Well below the expected Curriculum Level. Negative outcome – 65% Year 8 At or Above, as this is 15% below expectation in 2025. However, in the 2025 T1 vs T4 data, the Year 8 data went from 33.3% At or Above to 65% indicating an improvement of 31.7%. • Māori students are a continued area of focus. • Pasifika students are a continued area of focus. • 80% of these students to be achieving at or above the expected Curriculum Level.

Mathematics Achievement 2025 Analysis of Variance

Curriculum Area	Mathematics	
Focus	• All students are successfully able to access the New Zealand Curriculum as evidenced by achievement in relation to the expected Curriculum Levels in Maths. • Self-review to inform individual and school wide growth and development. • Provision of Professional Learning and Development – whole school focus 2024 • Deliberate action and change to support our target learners.	
Baseline Data	• 2024 81.8% Whole School students were At or Above. • 2024 80.3% Māori were At or Above. • 2024 70.6% Pasifika were At or Above. • 2024 69.5% Year 7 students were At or Above. • 2024 79.2% Year 4 students were At or Above.	• 2025 85 % Whole School students were At or Above. • 2025 82.9% Māori were At or Above. • 2025 83.8% Pasifika were At or Above. • 2025 66.1% Year 8 students were At or Above. • 2025 89.8% Year 5 students were At or Above.
Targets	• Whole School students are an area of focus as 18.2% identified as being below/well below the expected Curriculum Level. • 2024 Māori students are an area of focus as 19.7% identified as being Below/Well below the expected Curriculum Level. • 2024 Pasifika students are an area of focus as 29.4% identified as being Below/Well below the expected Curriculum Level. • 2024 Year 4 students to be a target focus group as 20.8% identified as being Below/Well below the expected Curriculum Level. • 2024 Year 7 students to be a target focus group as 30.5% identified as being Below/Well below the expected Curriculum Level. • 80% of these students to be achieving at or above the expected Curriculum Level.	
Responsibility	SMT, Mathematics Leader, Team Leaders, Teachers, LSC, RTLB, Students	

Specific Actions	Expected Outcome	Analysis of Variance	
• Target students identified in daily planning documents, reviewed and discussed regularly. • Set clear expectations for Mathematics delivery and assessment. • Maths PLD Leaders conduct observations to ensure effective programmes. • Align teaching with the Teaching Standards. • Staff meetings focus on one of the three curriculum areas as PLD for all staff. • Integrate NSS backpack learning qualities into teaching. • Deliver weekly P4C lessons to enhance thinking and problem-solving skills. • Make Maths more meaningful for Māori and Pasifika students. • Foster motivation and engagement through open-	• Develop and implement action plans to accelerate Maths progress. • Provide ongoing PLD on school-wide Maths expectations. • Deliver direct teaching to target groups throughout the year. • Focus targets on priority learners (students Below or Well Below expected levels). • Strengthen student-	• Continue implementing the CAAP plan for Maths to ensure consistency and progress in teaching and learning. • Strengthen teacher practice in Maths pedagogy by improving dispositions and supporting change through PLD and Coaching. • Monitor and track the progress of target students, ensuring	• 80% of Whole School students to be achieving at or above the expected Curriculum Level. 2025 Whole school data 85% At or Above. Positive outcome, as this is 5% above expectation. • 2024 Māori students are an area of focus as 19.7% identified as being Below/Well below the expected Curriculum Level. Positive outcome – 82.9% At or Above, as this is 2.9% above expectation in 2025. • 2024 Pasifika students are an area of focus as 29.4% identified as being Below/Well below the expected Curriculum Level.

ended problems. • Maintain CAAP plan expectations for Mathematics delivery and assessment. • Teach learning qualities to develop a growth mindset. • Ensure a school-wide expectation of weekly rich Maths tasks. • Facilitate Maths workshops for collaboration classes. • Guide students in setting SMART Goals. • Utilize online Maths resources (e-ako, Numicon, Prodigy, Study Ladder, Seesaw). • Use PAT data to inform curriculum coverage and enhance teacher capability. • Develop and measure positive learning dispositions consistently. • Strengthen digital capability across the school. • Implement the Professional Growth Cycle to support teacher reflection and improvement. • Deploy new Chromebooks to enhance digital learning.	teacher conversations to enhance learning. • Foster positive learning dispositions. • Tailor Maths strategies to meet identified needs. • Support parents in understanding the Maths programme. • Improve outcomes for target students. • Enhance effective teaching practices each term. • Ensure validity of OTJs through regular moderation. • Expand eLearning opportunities in Mathematics. • Support teachers in integrating digital tools into lessons. • Implement inquiry-based Maths lessons. • Raise achievement for priority students. • Review and refine Maths teaching approaches. • Utilise online programmes to strengthen home-school Maths connections.	interventions are effective and responsive. • Integrate eLearning opportunities into teaching to enhance engagement and support diverse learning needs. • Parenting programmes were not implemented but remain an area for future development. • Share professional readings with staff to encourage best practices and ongoing professional growth.	Positive outcome – 83.8% At or Above, as this is 3.8% above expectation in 2025. • 2024 Year 4 students to be a target focus group as 20.8% identified as being Below/Well below the expected Curriculum Level. Positive outcome –89.8% Year 5 At or Above, as this is 9.8% above expectation in 2025. • 2024 Year 7 students to be a target focus group as 30.5% identified as being Below/Well below the expected Curriculum Level. Negative outcome – 66.1% Year 8 At or Above, as this is 13.9% below expectation in 2025. However, in the 2025 T1 vs T4 data, the Year 8 student data went from 40.7% At or Above to 66.1% indicating an improvement of 25.4% • Māori students are a continued area of focus. • Pasifika students are a continued area of focus. • 80% of these students to be achieving at or above the expected Curriculum Level.

New Zealand Curriculum Reading Targets 2026

Strategic Goals

- **Student Achievement:** All students effectively access the New Zealand Curriculum, as demonstrated by achievement in relation to NZC levels in Writing.
- **Self-Review:** Ongoing self-review informs both individual and school-wide growth and development.
- **Professional Development:** The school ensures the provision of high-quality Professional Learning and Development.
- **Targeted Support:** Strategic actions and targeted interventions support priority and target learners.

Annual Aims

- Professional Development: The school ensures the provision of high-quality Professional Learning and Development.
- Provide Literacy Support through Teacher Aides for Years 1-4.
- Implement a Multi-Sensory Learning Programme for Years 1-4.
- Deliver targeted support and intervention for special needs students.
- Promote inclusive practices across the school.
- Establish a schoolwide Phase structure to oversee and implement action plans.
- Raise student achievement in literacy, focusing on those below the expected Curriculum Level.
- Continue to develop teacher knowledge of Structured Literacy practices by attending PLD opportunities.

Target

- Whole School students are an area of focus as 15.9% identified as being below/well below the expected Curriculum Level.
- 2024 Māori students are an area of focus as 17.1% identified as being Below/Well below the expected Curriculum Level.
- 2024 Pasifika students are an area of focus as 27.3% identified as being Below/Well below the expected Curriculum Level.
- 2024 Year 3 students to be a target focus group as 23.1% identified as being Below/Well below the expected Curriculum Level.
- 2024 Year 7 students to be a target focus group as 25.7% identified as being Below/Well below the expected Curriculum Level.
- 80% of these students to be achieving at or above the expected Curriculum Level.

Cohort Data

Level in 2025	Above	At	Below	Well Below	Percentages of children At or Above
Year 4	32.5%	47.5%	20%	6%	80%
Year 5	26%	48%	20%	6%	74%
Year 6	6.4%	66%	19.1%	8.5%	72.4%

Baseline Data - End 2025

Whole school 56.4% At 26.6% Above = 83%
Male 55.2% At 26.4% Above = 81.6%
Female 57.5% At 26.8% Above = 84.3%
Māori 58.6% At 23.8% Above = 82.4%
Māori Male 57.8% At 22.2% Above = 80%
Māori Female 59.3% At 25.3% Above = 84.6%
Pasifika 59.4% At 12.5% Above = 71.9%

Specific Actions

- **Term 1 PAT/Star data analysed,** and next steps formulated for planning and teaching focus areas.
- **Teaching of learning qualities**, focusing on the NSS backpack to support a growth mindset.
- **Teachers using Structured Literacy** practices to improve reading skills.
- **Target students identified** in daily planning documents.

Led by

- Senior Management Team
- PLD Provider in Maths
- Literacy Leaders
- Schoolwide Curriculum Leaders
- Teachers
- Learning Support Coordinator (LSC)
- Resource Teacher of Learning/Behaviour (RTLB)
- Students

Budget

$5000.00 Literacy

$5000.00 Duffy

Time Frame

Terms 1 – 4

• **Using Decodable Texts schoolwide** to support reading development. • **Reading workshops for collaboration classes,** continuing to build stronger links between reading and writing for students to experience literacy as a connected whole. • **Explicit teaching of 'The Code.'** • **SMART Goals used** in conjunction with students to set clear learning targets. • **Use of online reading resources** – Steps Web, Studyladder, LLLL apps, Bookmaker app. • **AVAILLL Reading Programme.** • **CSI Reading Programme.** • **The Writing Book,** Sheena Cameron & Louise Dempsey. • **New Chromebooks purchased** to support digital learning. • **New resources purchased** to enrich learning experiences. • **Requested PLD provided** to support teacher development in Structured Literacy. • **Phase Leaders** help to remove barriers, track the progress of Priority/Target learners, and share best practise across year levels. • **Structured Literacy PLD** provided. • **Structured Literacy Intervention** implemented. • **20/40 Week Phonic Checks**			

New Zealand Curriculum Writing Targets 2026

Strategic Goals

- **Student Achievement:** All students effectively access the New Zealand Curriculum, as demonstrated by achievement in relation to NZC levels in Writing.
- **Self-Review:** Ongoing self-review informs both individual and school-wide growth and development.
- **Professional Development:** The school ensures the provision of high-quality Professional Learning and Development.
- **Targeted Support:** Strategic actions and targeted interventions support priority and target learners.

Annual Aims

- Professional Development: The school ensures the provision of high-quality Professional Learning and Development.
- Provide Literacy Support through Teacher Aides for Years 1-4.
- Implement a Multi-Sensory Learning Programme for Years 1-4.
- Deliver targeted support and intervention for special needs students.
- Promote inclusive practices across the school.
- Establish a schoolwide Phase structure to oversee and implement action plans.
- Raise student achievement in literacy, focusing on those below the expected Curriculum Level.
- Develop Structured Literacy practices

Target

- Whole School students are an area of focus as 23.7% identified as being below/well below the expected Curriculum Level.
- 2024 Māori students are an area of focus as 29.6% identified as being Below/Well below the expected Curriculum Level.
- 2024 Pasifika students are an area of focus as 33.3% identified as being Below/Well below the expected Curriculum Level.
- 2024 Year 4 students to be a target focus group as 37.1% identified as being Below/Well below the expected Curriculum Level.
- 2024 Year 5 students to be a target focus group as 26.7% identified as being Below/Well below the expected Curriculum Level.
- 2024 Year 6 students to be a target focus group as 38% identified as being Below/Well below the expected Curriculum Level.
- 2024 Year 7 students to be a target focus group as 27.2% identified as being Below/Well below the expected Curriculum Level.
- 80% of these students to be achieving at or above the expected Curriculum Level.

Cohort Data

Level in 2025	Above	At	Below	Well Below	Percentages of children At or Above
Year 4	0%	69.2%	30.8%	0%	69.2%
Year 5	12%	60%	28%	0%	72%
Year 6	6.4%	59.6%	27.7%	6.4%	66%

Baseline Data - End 2025

Whole school 51.8% At 24.9% Above = 76.7%
Male 50.9% At 22.8% Above = 73.7%
Female 52.7% At 26.9% Above = 79.6%
Māori 53.4% At 19.7% Above = 73.1%
Māori Male 51% At 16.3% Above = 67.3%
Māori Female 55.8% At 23.2% Above = 79%
Pasifika 41.9% At 22.6% Above = 64.5%

Specific Actions	Led by	Budget	Time Frame
• **Deliberate planning and collaboration** to improve student spelling using "The Code," punctuation, and organisation in written language.	• Senior Management Team • PLD Provider in Maths • Literacy Leaders • Schoolwide Curriculum Leaders	$13000.00 Writers Toolbox	Terms 1 – 4

• **Moderation of school-wide writing assessments** (developed in teams) to enhance consistency and reliability of assessment data. • **Target students identified in daily planning documents**, regularly reviewed and discussed. • **Use of TKI Writing Matrices** to assess student writing against NZ Curriculum Levels. • **Weekly P4C sessions** to enhance writing skills. • **Explicit teaching of 'The Code'** to strengthen spelling and literacy foundations. • **Explicit teaching of 'Structured Literacy'** to support systematic literacy development. • **Strengthening internal evaluation through coaching**, empowering teachers to take risks, refine writing instruction, and design engaging activities—particularly for Māori students and boys. • **PLD on student writing reflection and process**, focusing on self-assessment, the writing process, and key learner qualities. • **PLD on strategies to enhance student agency, engagement, and participation in writing**, ensuring writing is meaningful for Māori students. • **New Chromebooks purchased** to support digital learning • **New writing resources acquired** to enrich learning experiences. • **Requested PLD provided** to support teacher development in Structured Literacy. • **Phase Leaders** help to remove barriers, track the progress of Priority/Target learners, and share best practise across year levels. • **Phase 3 Learners** continue to use Writers' Toolbox • **Phase 2 Learners** begin to use Writers' Toolbox	• Teachers • Learning Support Coordinator (LSC) • Resource Teacher of Learning/Behaviour (RTLB) • Students		

New Zealand Curriculum Maths Targets 2026

Strategic Goals

- **Student Achievement:** All students effectively access the New Zealand Curriculum, as demonstrated by achievement in relation to NZC levels in Mathematics.
- **Self-Review:** Ongoing self-review informs both individual and school-wide growth and development.
- **Professional Development:** The school ensures the provision of high-quality Professional Learning and Development.
- **Targeted Support:** Strategic actions and targeted interventions support priority and target learners.

Annual Aims

- Provide support and targeted interventions for students with special needs.
- Foster inclusive practices within the school environment.
- Ensure all teams work collaboratively and remain dedicated to continuous improvement.
- Phase Leaders to implement action plans and identify further professional learning and development (PLD) opportunities in collaboration with the PLD coordinator.
- Enhance student achievement in Mathematics, particularly for those performing below the expected Curriculum Level.

Target

- Whole School students are an area of focus as 18.2% identified as being below/well below the expected Curriculum Level.
- 2024 Māori students are an area of focus as 19.7% identified as being Below/Well below the expected Curriculum Level.
- 2024 Pasifika students are an area of focus as 29.4% identified as being Below/Well below the expected Curriculum Level.
- 2024 Year 4 students to be a target focus group as 20.8% identified as being Below/Well below the expected Curriculum Level.
- 2024 Year 7 students to be a target focus group as 30.5% identified as being Below/Well below the expected Curriculum Level.
- 80% of these students to be achieving at or above the expected Curriculum Level.

Cohort Data

Level in 2025	Above	At	Below	Well Below	Percentages of children At or Above
Year 4	2.5%	80%	17.5%	0%	82.5%
Year 6	0%	76.1%	10.9%	13.0%	76.1%
Year 7	9.5%	71.4%	16.7%	2.4%	80.9%

Baseline Data - End 2025

Whole school 64.9% At 20.1% Above = 85%
Male 67.5% At 18.3% Above = 85.8%
Female 64% At 21.9% Above = 85.9%
Māori 61.3% At 21.6% Above = 82.9%
Māori Male 60.4% At 20.8% Above = 81.2%
Māori Female 62.4% At 22.6% Above = 85%
Pasifika 67.7% At 16.1% Above = 83.8%

Specific Actions

- **Current school-wide focus** MoE funded days for Maths assessment PLD 2026.
- **Dedicated curriculum units** for two curriculum leads (Junior and Senior).
- **Ākonga whai hua (target students)** identified in daily planning documents, regularly reviewed and discussed.
- **Continuation of CAAP plan expectations** for pāngarau (mathematics) teaching, delivery, and assessment.

Led by

- Senior Management Team
- PLD Provider in Maths
- Mathematics Leaders
- Schoolwide Curriculum Leaders
- Teachers
- Learning Support Coordinator (LSC)
- Resource Teacher of Learning/Behaviour (RTLB)
- Students

Budget

$6000.00

Time Frame

Terms 1 – 4

• **Explicit teaching of learning qualities** to foster a whakatipu whakaaro tūwhera (growth mindset). • **Application of learning** related to the NSS backpack. • **Expectation of a weekly mahi whai take (rich task)** implemented schoolwide. • **Exploring strategies** to make pāngarau more meaningful for Māori and Pasifika ākonga. • **Enhancing whakahihiko me te whakauru (motivation and engagement)** through open-ended problem-solving. • **Collaborative pāngarau awheawhe (maths workshops)** for partnership classes. • **Students setting SMART goals** to guide their learning. • **Integration of online pāngarau resources** such as e-ako, Numicon, Prodigy, Studyladder, and Oxford Maths. • **Using PAT data** to inform curriculum coverage, tātari (analyse) kaiako capability, and improve teaching practice. • **Consistent measurement of ngā āhuatanga ako pai (positive learning dispositions)** across the school. • **Strengthening āheinga matihiko (digital capability)** among ākonga and kaiako. • **Purchase of additional rorohiko ā-ringa (Chromebooks)** to support learning. • **Requested PLD provided** to support teacher development in Maths and the new curriculum. • **Curriculum Leaders** help to remove barriers, track the progress of Priority/Target learners, and share best practise across year levels.			

“Akongia mō āpōpō – Learn for Tomorrow “

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