



**Pokeno School**

# Strategic Plan

2026-2027



*Mā te huruhuru, ka rere te manu*  
*Adorn the bird with feathers so it can fly*

## Our Vision & Values

### Ako

*We are all learners  
We are all teachers*



### Kotahitanga

*We work together and  
celebrate our successes*

## Mā Te huruhuru, Ka rere te manu

*Adorn the bird with  
feathers so it can fly*

### Manaakitanga

*We are respectful of  
ourselves, others,  
and our community*



### Kotahitanga

*We work together and  
celebrate our successes.*

### Whakawhanake

*We continually grow  
and develop with  
our community*



## Pokeno School Strategic Plan 2026 - 2027

Strategic Goals	Expected Outcome	Measure of Success
<p><b>Strategic Goal Ako:</b> <i>Future teachers delivering future learning needs.</i></p> <p>NELP 1, 2 &amp; 6</p>	<p>Structured literacy practices are implemented consistently across Years 1–8.</p> <p>Teaching practice is informed by evidence, inquiry and shared professional learning.</p> <p>Priority learners experience accelerated literacy progress.</p> <p>Literacy assessment and moderation practices are consistent across teams.</p>	<p>Increased proportion of learners achieving At or Above curriculum expectations in literacy.</p> <p>Identified priority learners demonstrate accelerated progress within the school year.</p> <p>Literacy moderation across teams shows improved consistency in teacher judgements.</p> <p>Teacher inquiries provide evidence of changes in practice that positively impact literacy progress.</p>
<p><b>Strategic Goal Manaakitanga:</b> <i>A resilient, respectful and evolving culture.</i></p> <p>NELP 1, 3</p>	<p>Learners demonstrate increasing ownership of behaviour and school values.</p> <p>Positive behaviour expectations are consistently understood and applied across the school.</p> <p>School culture reflects respectful relationships and a strong sense of belonging.</p> <p>Learners actively care for and take responsibility for the physical environment.</p>	<p>Reduction in behavioural and pastoral incidents recorded in HERO.</p> <p>Decrease in active supervision interventions required during break times.</p> <p>Student voice indicates a stronger understanding and application of school values.</p> <p>Reduction in costs associated with damage, repair and replacement.</p>
<p><b>Strategic Goal Kotahitanga:</b> <i>Engaged Whānau and Community</i></p>	<p>Whānau participation in school learning and consultation increases.</p>	<p>Increased participation in whānau hui, learning celebrations and school events.</p>

<p><i>NELP 4</i></p>	<p>Communication between school and community is clear, responsive and trusted.</p> <p>Partnerships with iwi, community groups and local organisations support learning opportunities for students.</p> <p>Students experience a strong sense of connection between school, whānau and community.</p>	<p>Whānau feedback through surveys indicates increased engagement and confidence in school communication.</p> <p>Increased number of partnerships with iwi, local organisations and businesses supporting learning.</p> <p>Improvement in overall student attendance rates.</p>
<p><b><i>Strategic Goal Whakawhanake:</i></b> <i>An infrastructure that enables all learners to thrive</i></p> <p><i>NELP 5 &amp; 6</i></p>	<p>Leadership capability is strengthened through distributed leadership across the school.</p> <p>Professional learning is aligned with strategic priorities and teacher inquiry.</p> <p>School systems and processes support sustainable growth and organisational consistency.</p> <p>Staff capability continues to grow to support future focused learning.</p>	<p>Leadership roles and responsibilities are clearly defined and embedded across teams.</p> <p>Teacher inquiry evidence demonstrates changes in practice and impact on learner outcomes.</p> <p>Professional learning programmes align with school priorities and strategic goals.</p> <p>Staff feedback indicates improved clarity and effectiveness of school systems and processes.</p>



**Strategic Goal Ako:** Future teachers delivering future learning needs.

**Ako Annual Goals:**

1. Increase the proportion of learners achieving At or Above expectations in literacy through consistent implementation of structured literacy and differentiated instruction aligned with the gazetted New Zealand Curriculum.
2. Strengthen Professional Learning Communities through the Spiral of Inquiry to ensure teaching practices measurably accelerate literacy progress for priority learners.
3. Strengthen curriculum coherence and assessment alignment to ensure accurate, consistent literacy progress tracking across Years 1–8.

**Ako Annual Goal 1:** *Increase the proportion of learners achieving At or Above expectations in literacy through consistent implementation of structured literacy and differentiated instruction aligned with the gazetted New Zealand Curriculum.*

**Actions**

**Strengthen instructional consistency in structured literacy across Years 1–8 to reduce achievement variance between classrooms and accelerate progress for learners below expectation.**

- Conduct termly structured literacy walkthroughs to monitor fidelity of implementation.
- Moderate literacy assessments across teams to reduce inter-class variance.
- Track acceleration rates for identified priority learners each term.

**Protect teacher capacity to deliver high-quality literacy instruction by streamlining assessment, planning, and moderation processes, ensuring increased time is directed toward targeted literacy intervention.**

- Systematically review assessment and planning processes and streamline at least two areas by mid-year to increase time available for targeted literacy instruction.
- Implement shared literacy planning templates across teams.
- Monitor teacher workload and instructional time allocation through staff voice surveys.

**Strengthen inclusive literacy practices to accelerate progress for ESOL and neurodiverse learners, reducing disparity in literacy achievement across identified priority groups.**

- Provide targeted PLD on structured literacy adaptations for diverse learners.
- Track progress of ESOL and neurodiverse priority learners each term.

- Systematically review classroom scaffolds and accessibility supports to ensure consistency and effectiveness across teams.

**Ensure coordinated and sustainable resourcing to maintain high-quality structured literacy implementation and accelerate progress for priority learners.**

- Align resourcing to support structured literacy implementation across all teams, including KRT and Kārearea contracts.
- Protect funding for professional learning that strengthens structured literacy delivery and is embedded through teacher inquiry cycles.
- Ensure literacy resources, including decodable texts and intervention materials, are sufficient to support double exposure and differentiated instruction.
- Monitor the impact of literacy-focused resourcing decisions to ensure they are contributing to acceleration for priority learners.

**Ako Annual Goal 2:** *Strengthen Professional Learning Communities through the Spiral of Inquiry to ensure teaching practices measurably accelerate literacy progress for priority learners.*

**Actions**

**Embed structured literacy improvement within team inquiry cycles to strengthen collective teacher practice.**

- Use the Spiral of Inquiry framework to identify priority literacy learners and define clear acceleration goals within each team.
- Collect and analyse literacy evidence throughout the inquiry cycle to monitor the impact of teaching practices.
- Share inquiry findings across teams to strengthen collective professional learning and reduce variation in literacy practice.

**Strengthen collaborative professional learning to build teacher capability in structured literacy instruction.**

- Facilitate regular Professional Learning Community meetings focused on analysing literacy data and instructional strategies.
- Use collaborative planning and moderation to strengthen shared understanding of effective structured literacy practice.
- Provide opportunities for teachers to observe, model, and reflect on effective literacy teaching approaches.

**Use literacy data to guide inquiry and ensure teaching practice is responsive to priority learner needs.**

- Analyse literacy achievement and progress data within PLCs to identify learners requiring targeted acceleration.
- Track progress of priority learners across inquiry cycles to evaluate the effectiveness of instructional strategies.
- Use evidence from inquiry cycles to refine literacy teaching practices and inform future planning.

**Strengthen professional reflection and leadership within PLCs to sustain ongoing literacy improvement.**

- Support team leaders to guide inquiry conversations focused on literacy acceleration and priority learners.
- Encourage teachers to share effective strategies and emerging practices across teams.
- Document inquiry outcomes to inform school-wide literacy improvement and professional learning priorities.

**Ako Annual Goal 3:** *Strengthen curriculum coherence and assessment alignment to ensure accurate, consistent literacy progress tracking across Years 1–8.*

**Actions**

**Strengthen alignment between the Pokeno Curriculum and the gazetted New Zealand Curriculum to ensure clear literacy expectations across all year levels.**

- Review literacy progressions across Years 1–8 to ensure they align with the gazetted New Zealand Curriculum and the Pokeno Curriculum.
- Clarify year level expectations for literacy achievement and progress to support consistent teacher decision making.
- Share agreed literacy expectations across teams to strengthen coherence in planning and teaching practice.

**Strengthen assessment consistency to improve the reliability of literacy progress judgments.**

- Establish agreed school wide literacy assessment expectations and schedules across Years 1–8.
- Strengthen cross team moderation processes to ensure greater consistency in teacher judgments of literacy achievement.
- Use moderation outcomes to refine assessment practices and strengthen shared understanding of literacy progress.

**Improve the tracking and monitoring of literacy progress for priority learners.**

- Develop clear systems to track literacy progress for priority learners across the year.
- Review literacy progress data each term to identify acceleration, progress trends, and areas requiring additional support.
- Share progress information with teachers and leaders to inform instructional planning and intervention decisions.

**Strengthen reporting processes to ensure literacy progress is clearly communicated and used to inform improvement.**

- Refine school reporting processes to ensure literacy progress is communicated clearly to teachers, leaders, and whānau.
- Use literacy progress data to inform school wide planning and evaluation of literacy initiatives.
- Continue to explore emerging assessment tools that may strengthen literacy progress tracking and reporting.



**Strategic Goal Manaakitanga: A resilient, respectful and evolving culture.**

**Manaakitanga Annual Goals:**

1. Strengthen learner capability to demonstrate the Pokeno values through positive behaviour, self regulation and peer support.
2. Strengthen consistent behaviour expectations and transitions across the school to support learner wellbeing and engagement.
3. Embed the Pokeno values and local curriculum across all aspects of school life.
4. Strengthen teacher capability and confidence to model and deliver the Pokeno Way.

**Manaakitanga Annual Goal 1:** *Strengthen learner capability to demonstrate the Pokeno values through positive behaviour, self regulation and peer support.*

**Actions**

**Develop learner capability to use PB4L and Mitey strategies to manage conflict and solve problems independently.**

- Explicitly teach PB4L and Mitey strategies across Years 1–8 to support emotional regulation and problem solving.
- Monitor behavioural and pastoral incidents through HERO to track changes in learner independence.
- Track the reduction of teacher mediated behavioural interventions during active supervision.

**Establish a school wide peer mediation approach to strengthen learner leadership and shared responsibility.**

- Design and implement a peer mediation programme appropriate for junior and senior learners.
- Train selected student leaders to support peer problem solving in supervised settings.
- Monitor the use and effectiveness of peer mediation through student voice and incident data.

**Manaakitanga Annual Goal 2:** *Strengthen consistent behaviour expectations and transitions across the school to support learner wellbeing and engagement.*

**Actions**

**Strengthen transition processes to support learners entering and moving through the school.**

- Review and refine transition procedures for new entrant learners and their whānau.
- Develop consistent transition practices between year levels and teams.
- Gather teacher and whānau feedback to evaluate the effectiveness of transition processes.

**Strengthen PB4L systems beyond the junior years to ensure consistent expectations across the school.**

- Review PB4L practices across Years 3–8 to ensure they build on junior school foundations.
- Provide professional learning to strengthen teacher confidence in implementing PB4L practices.
- Track changes in behavioural data and classroom disruption trends across year levels.

**Manaakitanga Annual Goal 3: *Embed the Pokeno values and local curriculum across all aspects of school life.***

***Actions***

**Strengthen the visibility of school values within curriculum, environment and daily practices.**

- Integrate the Pokeno values within classroom programmes and school wide learning experiences.
- Increase opportunities for learners to demonstrate values through leadership, service and collaborative learning.
- Gather student voice to monitor how visible and meaningful the school values are within daily learning.

**Ensure the curriculum reflects and celebrates the cultures of the Pokeno community.**

- Review curriculum programmes to ensure cultural representation and relevance.
- Strengthen opportunities for whānau voice and community engagement in learning.
- Monitor levels of learner engagement through student voice and participation.

**Manaakitanga Annual Goal 4: *Strengthen teacher capability and confidence to model and deliver the Pokeno Way.***

***Actions***

**Build teacher confidence in implementing Mitey, PB4L and the Pokeno values within classroom practice.**

- Provide professional learning to strengthen understanding of the Pokeno Way and culturally responsive practice.
- Use collaborative reflection within teams to share strategies that strengthen classroom culture and learner engagement.
- Monitor teacher confidence and wellbeing through staff voice surveys.

**Strengthen shared responsibility for maintaining a positive and respectful learning environment.**

- Monitor trends in behavioural incidents and pastoral posts in HERO.
- Track reductions in damage, repair and replacement costs across the school environment.
- Celebrate examples of learner leadership and positive culture through school communications.



**Strategic Goal Kotahitanga: Engaged Whānau and Community**

**Kotahitanga Annual Goals:**

1. Strengthen relationships and communication with whānau.
2. Increase whānau participation in school learning and decision making.
3. Strengthen partnerships with iwi, local organisations and businesses.
4. Strengthen shared responsibility for student wellbeing and attendance.

**Kotahitanga Annual Goal 1: Strengthen relationships and communication with whānau.**

*Actions*

**Develop clear, transparent communication systems that build trust and understanding.**

- Review and communicate the school complaints and concerns process so whānau know how to raise issues constructively.
- Ensure school communication platforms provide timely and accessible information about learning, events and opportunities for involvement.
- Provide multiple opportunities for whānau voice through surveys, hui and informal feedback opportunities.
- Support staff to respond to whānau concerns using restorative and mana enhancing approaches.
- Monitor engagement with communication platforms and identify whānau who may require alternative communication approaches.

**Kotahitanga Annual Goal 2: Increase whānau participation in school learning and decision making.**

*Actions*

**Create meaningful opportunities for whānau to participate in school life and support learning.**

- Host regular whānau hui that focus on learning, wellbeing and school priorities.
- Provide workshops that help whānau understand curriculum changes, learning programmes and ways to support learning at home.
- Strengthen student led conferences to ensure learners and whānau engage in meaningful conversations about progress and next steps.
- Invite whānau to participate in cultural events, curriculum experiences and celebrations of learning.
- Monitor attendance and engagement at school events and identify strategies to increase participation.

**Kotahitanga Annual Goal 3:** Strengthen partnerships with iwi, local organisations and businesses.

***Actions***

**Develop mutually beneficial relationships with local iwi, businesses and community organisations.**

- Engage with local iwi to strengthen cultural partnerships and support the development of culturally responsive practices.
- Develop partnerships with local businesses that support learning opportunities, events and school initiatives.
- Create opportunities for community members to contribute expertise, knowledge and resources to learning programmes.
- Acknowledge and celebrate community partnerships within school communications and events.

**Kotahitanga Annual Goal 4:** Strengthen shared responsibility for student wellbeing and attendance.

***Actions***

**Work collaboratively with whānau and community partners to improve student attendance, wellbeing and engagement in learning.**

- Share clear expectations and information about attendance and the importance of regular school attendance.
- Work alongside whānau to identify barriers to attendance and develop supportive strategies.
- Partner with external agencies where needed to support learners and their families.
- Celebrate improved attendance and engagement with learners and whānau.



**Strategic Goal Whakawhanake: An infrastructure that enables all learners to thrive**

**Whakawhanake Annual Goals:**

1. Strengthen leadership capability and distributed leadership across the school to support sustainable improvement in teaching, learning and school systems.
2. Strengthen professional capability across the school through coherent professional learning aligned with school priorities and inquiry.
3. Strengthen school systems and organisational practices to support sustainable growth and future-focused learning environments.

**Whakawhanake Annual Goal 1:** Strengthen leadership capability and distributed leadership across the school to support sustainable improvement in teaching, learning and school systems.

*Actions*

**Develop and support distributed leadership structures that build leadership capability across teams.**

- Establish clearly defined curriculum and learning leadership roles aligned to school priorities.
- Provide leadership development opportunities for team leaders and curriculum leaders through mentoring, coaching and professional learning.
- Include leadership inquiry within the Professional Growth Cycle to support evidence informed decision making.
- Review leadership structures annually to ensure they remain responsive to roll growth and organisational needs.

**Whakawhanake Annual Goal 2:** Strengthen professional capability across the school through coherent professional learning aligned with school priorities and inquiry.

*Actions*

**Align professional learning and development with strategic priorities and teacher inquiry.**

- Align all PLD programmes to school priorities, including structured literacy, curriculum implementation and inclusive practices.
- Use the Spiral of Inquiry to guide teacher professional learning and evaluation of impact on learner outcomes.
- Strengthen collaboration across teams through shared planning, moderation and professional learning discussions.
- Monitor the impact of professional learning through student achievement data, teacher inquiry evidence and staff voice.

**Whakawhanake Annual Goal 3:** Strengthen school systems and organisational practices to support sustainable growth and future focused learning environments.

### ***Actions***

#### **Develop systems and processes that support effective school operation during ongoing roll growth.**

- Review and refine school systems, documentation and procedures to support consistency as the school grows.
- Strengthen induction processes for new staff to support understanding of the Pokeno curriculum and school expectations.
- Ensure planning for staffing, learning spaces and resourcing aligns with projected roll growth.
- Monitor the effectiveness of school systems through leadership review and staff feedback.



# Annual Plan Student Achievement Targets for 2026

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## 2026 Student Achievement Target: Reading

**Ministry of Education Aim:** To have 80% of all students achieving 'At' or 'Above' their expected curriculum level in Reading by December 2030, aligning with the New Zealand Government's national literacy goal.

**Pokeno School 2025 Target:** To increase the proportion of students achieving 'At' or 'Above' expectations in Reading to at least 78% by the end of 2025, with a strong focus on early intervention, structured literacy approaches, and targeted support for students Below and Well Below expectations.

### 2025 Baseline Data

Judgement	End Year 3	End Year 4	End Year 5	End Year 6	End Year 7	Totals
Well above	1				2	3
Above	5	4	4		9	22
At	48	60	62	42	16	228
Below	12	9	13	15	4	53
Well below	11	6	10	6	4	39
<b>TOTAL</b>	<b>77</b>	<b>79</b>	<b>89</b>	<b>63</b>	<b>35</b>	<b>345</b>

### Whole School Achievement Data:

At the end of 2025, 73.34% of students were achieving At or Above expectation in reading, approaching the school target of 75%. This reflects steady improvement alongside significant roll growth and increased learner diversity, with the majority of learners now meeting curriculum expectations.

### Gender Achievement Data:

A gender disparity is evident, with 70.52% of boys and 76.78% of girls achieving At or Above expectation. While achievement for both groups has improved, boys remain overrepresented in the Below and Well Below categories, particularly in the middle and senior year levels.

### Learners of Māori descent Achievement Data:

In 2024, 62.74% (51 students) of Māori learners were achieving At or Above expectation. In 2025, 54.67% (75 students) achieved At or Above expectation. This

### 2026 Reading Foci:

#### Focus 1: Strengthen Consistency of Structured Literacy Practice Across the School

- Implement agreed structured literacy expectations across Years 1–8, with classroom walkthroughs and leadership monitoring twice per term.
- Use PLD learning to strengthen explicit teaching of decoding, fluency, vocabulary, and comprehension, with team reflections documented through Spiral of Inquiry cycles.
- By Term 4, demonstrate consistent practice across all teams through moderation samples and shared planning documentation.

#### Focus 2: Accelerate Progress for Priority Learners

- Reduce the proportion of students Below and Well Below expectation from 26.66% to under 22% by the end of 2026.
- Track Māori learners, English Language Learners, and students with identified learning needs through termly Spiral of Inquiry check points to monitor acceleration.
- Provide targeted Tier 2 intervention for identified Year 3–6 learners, with progress reviewed every 5–7 weeks.

#### Focus 3: Strengthen Engagement and Extend Capable Readers

- Increase the proportion of students achieving Above expectation from 7.25% to at least 10% by the end of 2026.

shift reflects changes in cohort size and increased learner diversity, while targeted interventions and culturally responsive practices continue to support progress. Māori learners remain a priority group for acceleration to ensure equitable outcomes across the school.

**Year Level Data:**

Achievement patterns vary across cohorts and must be considered within the context of increasing enrolments, a growing number of new learners, and a rise in students with English language learning needs. The introduction of refreshed curriculum expectations and evolving assessment and testing practices has also influenced achievement patterns and or the rigour of teachers' OTJs.

- Implement high interest and culturally relevant reading initiatives in all teams, with student voice collected twice yearly to monitor engagement.
- Strengthen comprehension and critical literacy instruction in Years 5–8 through cross curricular reading tasks documented within team Spiral of Inquiry inquiries.

**Focus 4: Regular Progress Monitoring**

- Establish termly tracking of students Below and Well Below to ensure support is effective and responsive.
- Use Running Records (PM Benchmarks), Little Learners Love Literacy and PAT data to refine intervention strategies.
- Communicate with whānau more frequently to support home reading practices.



# Annual Plan Student Achievement Targets for 2026

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## 2026 Student Achievement Target: Writing

**School-Wide Writing Aim:** To have 80% of all students achieve 'At' or 'Above' their expected curriculum level in Writing by December 2030, aligning with the New Zealand Government's national literacy goal and the structured literacy approach to writing instruction.

**2026 Writing Target:** By the end of 2026, at least 70% of students will be achieving At or Above expectations in writing. Targeted interventions will focus on accelerating progress for students currently in the Below and Well Below categories, particularly boys in Years 6-8, to reduce achievement disparities and lift overall writing outcomes.

### 2025 Baseline Data

	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	2025 TOTALS
Well above						7	7
Above			1	1	3	2	7
At	2	39	49	39	23	12	164
Below	17	26	19	37	18	7	124
Well Below	11	11	9	12	20	8	71

### Whole School Writing Achievement Statement

End of 2025 writing data indicates that 48.24% of students are achieving At or Above expectations (44.44% At, 3.80% Above or Well Above). This reflects an improvement from 43.18% in 2024, indicating modest progress.

However, 51.76% of students remain below expectations (33.60% Below, 18.16% Well Below), confirming writing as a priority area for continued acceleration. The reduction in the Well Below cohort suggests early acceleration for some priority learners; however, sustained intervention is required to achieve equitable outcomes.

### Gender Achievement Statement

End of 2025 data shows 38.19% of boys are achieving At or Above expectations compared with 60.00% of girls, resulting in a gender disparity of approximately 21.8

### 2026 Writing Foci:

#### Focus 1: Accelerate Progress for Students Below and Well Below Expectations

##### *Leadership responsibilities*

- maintain a live register of priority learners and review progress every 5 weeks
- allocate learning assistant and intervention support strategically
- provide targeted coaching where acceleration is not evident

##### *Teacher responsibilities*

- deliver targeted small group instruction at least 3 times per week
- conference with priority learners weekly to provide explicit feedback
- set and monitor individual writing goals with students

#### Focus 2: Strengthen Structured Literacy Writing Instruction

##### *Establish non-negotiables across all classrooms*

- daily explicit modelling of sentence construction
- oral rehearsal before writing tasks
- use of structured scaffolds and writing frames
- explicit vocabulary teaching
- cumulative review of previously taught skills

##### *Leadership responsibilities*

percentage points, slightly wider than the 19.72 percentage point disparity identified in 2024.

A total of 61.81% of boys are below expectations compared with 40.00% of girls, with boys significantly overrepresented in the Well Below category. This pattern is most evident in the upper year levels and remains a critical priority for improvement.

#### **Learners of Māori Descent Achievement Data**

In 2025, 33.33% of Māori learners are achieving At expectations, while 66.67% remain below expectations (32.10% Below, 34.57% Well Below). This reflects improvement from 2024, where 74.73% were below expectations; however, inequity remains significant.

- provide PLD aligned to Structured Literacy contract expectations
- conduct walkthroughs to support consistent practice
- facilitate moderation twice per term

#### *Teacher responsibilities*

- implement explicit, systematic instruction in sentence structure and text organisation
- integrate morphology, grammar, and vocabulary instruction
- use shared scaffolds to ensure consistency across year levels

### **Focus 3: Strengthen Oral Language and ELL Responsive Practice**

#### *Leadership responsibilities*

- provide guidance and resources to support oral language development
- ensure ELL learners are identified and monitored for progress

#### *Teacher responsibilities*

- provide structured talk opportunities before writing
- explicitly teach and revisit vocabulary required for writing tasks
- use sentence frames, visuals, and modelling to scaffold language use
- reduce language load while maintaining cognitive challenge

### **Focus 4: Improve Engagement and Achievement for Boys**

#### *Leadership responsibilities*

- support teachers with strategies that increase engagement and motivation
- monitor gender achievement trends and adjust supports as needed

#### *Teacher responsibilities*

- incorporate high-interest contexts and authentic writing purposes
- provide oral rehearsal and scaffolded planning to support stamina
- use multimodal prompts and storytelling to support idea generation

**Focus 5: Improve Equity Outcomes for Māori Learners**

*Leadership responsibilities*

- ensure culturally responsive practice remains a schoolwide priority
- support whānau engagement and communication around writing progress

*Teacher responsibilities*

- incorporate te ao Māori contexts and culturally meaningful topics
- support student voice and identity in writing
- provide targeted feedback and conferencing for Māori learners



## Annual Plan Student Achievement Targets for 2026

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### 2026 Student Achievement Target: Mathematics

**Ministry of Education Aim:** To have 80% of all students ‘At’ or ‘Above’ their expected curriculum level in Mathematics by December 2030, aligning with the national target set by the New Zealand Government.

**Pokeno School 2026 Target:** To increase the proportion of students achieving ‘At’ or ‘Above’ expectations in mathematics to 75% by the end of 2026, ensuring targeted intervention for students who were below their curriculum expectation at the end of 2025.

#### 2025 Baseline Data

Judgement	End Year 3	End Year 4	End Year 5	End Year 6	End Year 7	Totals
Well above						
Above	1		1		1	3
At	45	61	55	34	17	231
Below	25	15	28	25	16	155
Well below	4	3	5	5	2	23

#### Whole School Achievement Data:

2025 end of year data for Years 1-7 indicated 155 learners who were below their expected NZC level.

#### Gender Achievement Data:

2025 end of year data for Years 1-7 showed that there is a gender disparity of 8%. With 61.28% of boys ‘At’ or ‘Above’ expectation and 60.81% of our girls. Girls are achieving at higher levels than boys, with 61% of girls (118 of 193) achieving at or above expectation compared with 53% of boys (116 of 219).

#### Learners of Māori descent Achievement Data:

#### 2026 Mathematics Foci:

##### Focus 1: Accelerate progress for learners below expectation

- Strengthen Tier 2 and Tier 3 support using Maths No Problem CPA approaches and targeted small group instruction.
- Prioritise Years 3 and 5 learners where foundational gaps are persisting.
- Use short cycle assessment to monitor progress and adjust teaching responsively.

##### Focus 2: Strengthen mathematical understanding through structured teaching

- Consolidate Maths No Problem pedagogy to deepen conceptual understanding and mathematical reasoning.
- Align teaching sequences with the refreshed mathematics curriculum progressions and language.
- Provide PLD and collaborative planning to support consistent structured mathematics practice across teams.

##### Focus 3: Improve equity outcomes for priority learners

- Implement culturally sustaining approaches and whānau engagement strategies to support Māori learners.
- Strengthen language rich mathematics instruction to support ESOL learners and those with additional learning needs.

89 Māori learners, 47 (53%) are below and 8 (9%) are well below expected curriculum levels, meaning 62% of Māori learners are not meeting curriculum expectations in Mathematics. This is a 25% disparity with children who identify as NZ/European and not meeting their current curriculum expectation.

**Year Level Data:**

- The highest proportion of students performing *below* was in our 2025 Year 5 cohort, indicating a significant need for intervention in this cohort.
- 2025 Year 6 & Year 7: 48% of this cohort were *below* their expected curriculum level at the end of 2025.

- Monitor progress of priority groups to ensure accelerated progress and equitable outcomes.

**Focus 4: Rebuild extension and engagement pathways in mathematics**

- Increase opportunities for rich problem solving, investigations, and mathematical challenge.
- Strengthen student discourse, reasoning, and collaborative problem solving.
- Develop extension pathways to grow the proportion of learners achieving above expectation.