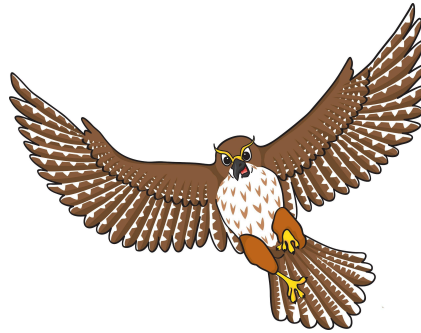




Pokeno School

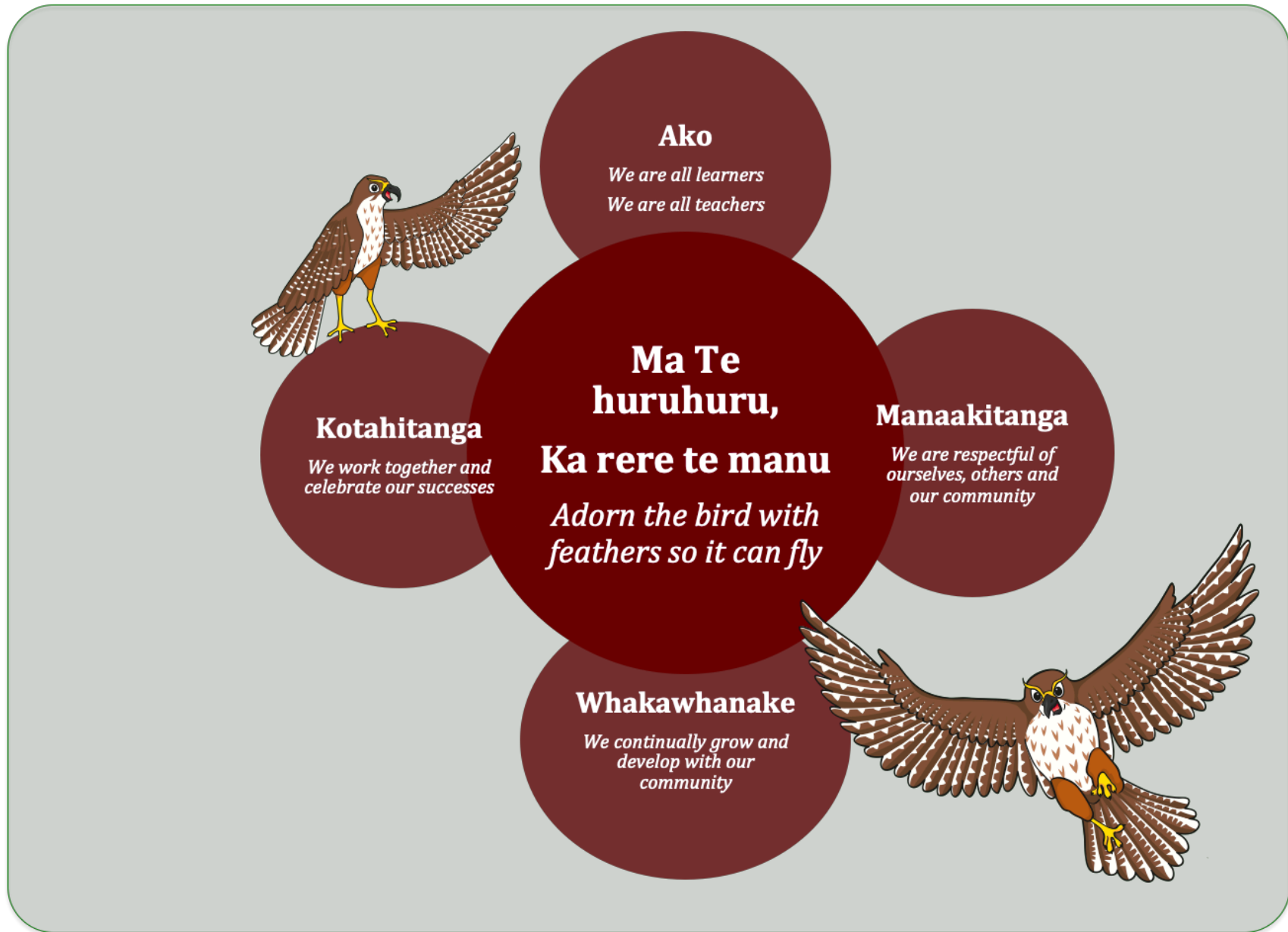


Strategic Plan

2025 - 2026

Ma Te huruhuru, Ka rere Te manu - Adorn the bird with feathers so it can fly

Our Vision & Values



Pokeno School Strategic Plan 2025 - 2026

Vision

Ma Te huruhuru, Ka rere Te manu - Adorn the bird with feathers so it can fly

Values

Ako

Kotahitanga

Manaakitanga

Whakawhanake

Strategic Goals	Expected Outcome	Measure of Success
<p><i>Embed differentiated teaching practices that promote accelerated learning and make a difference for all learners/ākonga.</i></p> <p style="text-align: right;"><i>(NELP 1, 3)</i></p>	<ul style="list-style-type: none"> ● Improved ākonga/learner engagement ● Enhanced ākonga/learner achievement ● Reduced achievement gaps ● Increased teacher effectiveness ● Positive teaching & learning experiences ● Greater inclusivity 	<ul style="list-style-type: none"> ● Student achievement data ● Student voice data
<p><i>Strengthen collaborative partnerships with whānau, iwi, and external organisations to enhance cultural, academic, and social success for Pokeno School ākonga</i></p> <p style="text-align: right;"><i>(NELP 1, 2, 3)</i></p>	<ul style="list-style-type: none"> ● Enhanced Academic Achievement ● Engaged Community Involvement ● Diverse Learning Opportunities ● Sustainable Growth and Development ● Equity and Inclusion 	<ul style="list-style-type: none"> ● Student achievement data ● Student voice data ● Parent & Community engagement data
<p><i>Establish an inclusive setting that fosters a sense of safety, respect, and value among learners, staff, and whānau.</i></p> <p style="text-align: right;"><i>(NELP 1, 2)</i></p>	<ul style="list-style-type: none"> ● A Culture of Respect ● Enhanced holistic wellbeing ● Strengthened Whānau Engagement ● Empowering ākonga/learner Voice ● Promoting Diversity and Inclusion ● Continuous Improvement and Evaluation 	<ul style="list-style-type: none"> ● Mitey pre and ongoing data ● Student voice data ● PB4L Behaviour data ● Student achievement data ● Whānau voice data
<p><i>Collaboratively work with the Ministry of Education and whānau to ensure the redevelopment of the school meets the needs of all learners.</i></p> <p style="text-align: right;"><i>(NELP 2)</i></p>	<ul style="list-style-type: none"> ● Availability of Necessary Learning Spaces ● Availability of Necessary Amenities ● Resource Allocation Efficiency 	<ul style="list-style-type: none"> ● School facilities and resources accommodate school growth ● Stage 2 & 2a of MOE master plan complete ● Stage 3 of MOE master plan commenced

Strategic Goal: Embed differentiated teaching practices that promote accelerated learning and make a difference for all learners/ākonga.

Annual Goal	Actions	Responsibility
<ul style="list-style-type: none"> ● Provide targeted professional development for teachers focused on strategies for differentiation in numeracy, aligned with the Pokeno Curriculum and the refreshed New Zealand Curriculum (NZC). 	<ul style="list-style-type: none"> ● Assessment of Current Knowledge and Skills ● Develop and Implement Professional Development Plan ● Implement Formative Assessment Practices ● Provision of Resources & Support 	<ul style="list-style-type: none"> ● Maths Lead / Deputy Principal
<ul style="list-style-type: none"> ● Analyse ākonga achievement data to identify patterns, and areas for improvement related to differentiated instruction in Reading, Writing and Mathematics. 	<ul style="list-style-type: none"> ● Identify Knowledge and Skill Gaps ● Cultivate a culture of continuous improvement ● Professional Development 	<ul style="list-style-type: none"> ● AP / DP
<ul style="list-style-type: none"> ● Foster collaboration among teachers through professional learning communities (PLCs) or collaborative team meetings (CTMs) focused on sharing best practices. 	<ul style="list-style-type: none"> ● Establish and Implement a Collaborative Framework using the spiral of inquiry to guide discussions: ● Evaluation and Continuous Improvement ● Integration with Professional Development 	<ul style="list-style-type: none"> ● AP / DP

Strategic Goal: Strengthen collaborative partnerships with whānau, iwi, and external organisations to enhance cultural, academic, and social success for Pokeno School ākonga

Annual Goal	Actions	Responsibility
<ul style="list-style-type: none"> ● Build Enduring Partnerships with Whānau and Iwi to Enhance Ākonga Success 	<ul style="list-style-type: none"> ● Partner with iwi and whānau to embed te ao Māori perspectives into curriculum design and school culture. ● Develop learning opportunities that reflect local histories, traditions, and mātauranga Māori. ● Establish regular hui to ensure whānau voice is actively shaping school initiatives and decision-making. 	<ul style="list-style-type: none"> ● Cultural Lead / AP
<ul style="list-style-type: none"> ● Strengthen Partnerships with Whānau and Iwi to Support Regular Attendance 	<ul style="list-style-type: none"> ● Co-develop attendance strategies with whānau ensuring culturally responsive approaches ● Implement community-led initiatives ● Monitor and analyse attendance data 	<ul style="list-style-type: none"> ● AP / DP

Strategic Goal: Create an inclusive environment where learners, staff, and whānau feel safe, respected, and valued.

Annual Goal	Actions	Responsibility
<ul style="list-style-type: none"> Support the mental well-being of ākonga/learners and staff through Mitey Education 	<ul style="list-style-type: none"> Embed a Sustainable Well-being Framework for Staff and Ākonga Enhance the Induction and Support for New Staff Strengthen Mitey Implementation and Ongoing Professional Learning 	<ul style="list-style-type: none"> Mitey Lead / Senior Leadership Team
<ul style="list-style-type: none"> Strengthen cultural inclusivity and collaborative practices across the school to ensure all learners, staff, and whānau feel a strong sense of belonging and value within the school community. 	<ul style="list-style-type: none"> Establish a School-Wide Inclusive Practices Review Strengthen Cultural Representation in School Environments Develop a Collaborative Approach to Inclusive Leadership Enhance Cultural and Inclusive Events to Deepen Community Engagement 	<ul style="list-style-type: none"> Senior Leadership Team

Strategic Goal: Collaboratively work with the Ministry of Education and whānau to ensure the redevelopment of the school meets the needs of all learners.

Annual Goal	Actions	Responsibility
<ul style="list-style-type: none"> Collaborate with the Ministry of Education in implementing the master plan for a total of 600 ākonga/learners. 	<ul style="list-style-type: none"> Attend and engage in regular meetings with MOE. Attend and engage in meetings with MoE and consultants to review the planning and design process of Stages 3 and 4. 	<ul style="list-style-type: none"> Principal / MOE
<ul style="list-style-type: none"> Engage with the Ministry of Education on the planning of a new school in Pokeno. 	<ul style="list-style-type: none"> Attend regular meetings with the MoE Capital Works team to review progress on the planning of a new school in Pokeno. 	<ul style="list-style-type: none"> Principal / MOE



Student Achievement Targets for 2025

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2025 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 2025 Target: To increase the proportion of students achieving 'At' or 'Above' expectations in mathematics to 70% by the end of 2025, ensuring targeted intervention for students who were below their curriculum expectation at the end of 2024.

2024 Baseline Data

TOTAL	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	2024 TOTALS
Above	0	8	21	30	11	7	4	81 (16.63%)
At	68	36	38	28	27	16	4	217 (44.56%)
Below	16	34	19	31	14	12	20	146 (29.98%)
Well Below	0	0	3	1	21	7	11	43 (8.83%)
% At & Above	80.95%	56.41%	72.84%					

Whole School Achievement Data:

2024 end of year data for Years 1-7 indicated 189 learners who were below their expected NZC level.

Gender Achievement Data:

2024 end of year data for Years 1-7 showed that there is a gender disparity of 0.47%. With 61.28% of boys 'At' or 'Above' expectation and 60.81% of our girls.

Learners of Māori descent Achievement Data:

114 Māori learners, 49 (43%) are below and 16 (14%) are well below expected curriculum levels, meaning 57% are not meeting expectations. This is a 25.47% disparity with children who identify as NZ/European and not meeting their current curriculum expectation.

2025 Mathematics Foci:

Focus 1: Strengthen Support for Students Below Expectations

- Implement Maths! No Problem interventions such as pre-teaching key concepts and using structured CPA (Concrete-Pictorial-Abstract) approaches to ensure deep understanding.
- Use Spiral of Inquiry cycles to investigate why these students are not progressing and adapt teaching accordingly.
- Targeted intervention for 2025 Year 6 learners, where the highest proportion (28.77%) of students are well below expectations.

Focus 2: Maintain Growth in the "At" Category While Closing the Gap for Struggling Students

- Leverage formative assessment data to identify students at risk of dropping into "Below" and intervene early.
- Increase in-class scaffolding and guided support, ensuring all students can access mathematical reasoning and problem-solving.
- Regularly review student progress through data tracking and moderation.

Year Level Data:

- The highest proportion of students performing *well below* was in our 2024 Year 5 (28.77%) cohort, indicating a significant need for intervention in this cohort.
- Year 6 & Year 7: Lower percentages of students *above* expectation compared to younger cohorts.

Focus 3: Rebuild the "Above" Group Through Extension and Enrichment

- Implement rich problem-solving tasks and mathematical investigations to keep high achievers engaged.
- Introduce peer tutoring, problem-based learning, and external competitions to challenge top students.
- Aim to increase the proportion of students "Above" to at least 20% by the end of 2025.

Focus 4: Equity Considerations: Māori Learner Achievement in Mathematics

- Implement culturally responsive teaching practices, integrating Māori perspectives into mathematics learning.
- Engage whānau through targeted workshops and home-learning support.
- Monitor and evaluate the impact of interventions specific to Māori learners, ensuring equity-focused teaching strategies.
- Proposed Target: Reduce the number of Māori learners below or well below from 57% to 40% by the end of 2025.



Annual Plan Student Achievement Targets for 2025

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2025 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 75% 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.

2024 Baseline Data

	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	2024 TOTALS	
Above	17	30	48	31	16	11	153	44%
At	5	28	18	25	11	8	95	27%
Below	9	5	4	13	10	2	43	12%
Well Below	4	6	21	9	6	10	56	16%
							347	

Whole School Achievement Data:

2024 end of year data for Years 1-7 indicated 44.09% of students were performing Above expectations and 27.38% of students were performing At expectations. This means 71.47% of students are meeting or exceeding expectations, indicating a solid foundation in reading. Currently, 28.53% of students are Below or Well Below we should aim to decrease this to under 20% by the end of 2025 through targeted interventions.

Gender Achievement Data:

2024 end of year data for Years 1-7 showed that there is a gender disparity of 10.43%. With 66.84% of boys 'At' or 'Above' expectation and 77.27% of our girls. The number of boys in the Well Below category is noticeably higher in Years 4, 5, and 7.

Learners of Māori descent Achievement Data:

2025 Reading Foci:

Focus 1: Strengthen Support for Students Below Expectations

- Implement targeted early interventions for students in Years 1-3, focusing on phonemic awareness and decoding strategies.
- Provide PLD for teachers to enhance explicit reading instruction and early identification of struggling readers.
- Ensure all Year 1-3 teachers continue to implement phonics-based instruction consistently.

Focus 2: Targeted Support for Students Below & Well Below

- Develop structured literacy support groups for students in Years 5-8 who are struggling.
- Provide evidence-based interventions, such as Reading Recovery, Dyslexia-friendly programmes, buddy reading initiatives and whānau partnerships for home reading.
- Ensure all students receiving interventions are closely tracked with termly progress reviews.

Focus 3: Focus on Boys' Reading Engagement

- Implement mentorship programmes where older male students or staff model positive reading habits.
- Expand access to high-interest, boy-friendly texts and ensure more diverse, culturally responsive reading materials.

31 (39.75%) are below or well below expected curriculum levels. There is a 21.14% disparity with children who identify as NZ/European and **not** meeting their current curriculum expectation.

Year Level Data:

- Year 4 has a high concentration of students in the Below and Well Below categories, particularly boys.
- Year 5 has a balanced distribution but still has a notable percentage of students Below and Well Below.
- Years 6 and 7 show a decrease in Above performance, which may indicate a need for increased engagement and targeted support at these levels.

- Develop a reading for pleasure initiative with incentives, book clubs, and buddy reading programmes.
- Strengthen cross-curricular literacy, embedding reading comprehension strategies into other subjects.

Focus 4: Strengthen Transitions in Upper Primary (Years 6-7)

- Introduce structured comprehension strategies in upper primary.
- Ensure cross-curricular literacy is embedded, particularly in science, social studies, and inquiry learning.
- Use PAT Reading data to track progress and target intervention.

Focus 5: Regular Progress Monitoring

- Establish termly tracking of students Below and Well Below to ensure support is effective and responsive.
- Use Running Records and e-asTTle data to refine intervention strategies.
- Communicate with whānau more frequently to support home reading practices.



Annual Plan Student Achievement Targets for 2025

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2025 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.

2025 Writing Target: By the end of 2025, 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.

2024 Baseline Data

	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	2024 TOTALS	
							Students	Percentage
Well above								
Above	1	10	15	4	6	1	37	9.18%
At	26	42	37	18	7	7	137	34%
Below	51	20	15	27	13	11	137	34%
Well Below	0	8	23	24	16	21	92	22.83%
							403	

Whole School Writing Achievement Statement

2024 end-of-year data for Years 2-7 indicates that 9.18% of students are achieving Above expectations, while 34% are At expectations. This means 43.18% of students are meeting or exceeding expectations in writing. However, 34% of students are Below expectations, and a further 22.83% are Well Below, indicating that 56.83% of students require targeted support to accelerate their writing progress.

Gender Achievement Statement

2024 end-of-year writing data for Years 2-7 highlights a significant gender disparity of 19.72%, with 34.51% of boys achieving At or Above expectations, compared to 54.23% of girls. Boys are overrepresented in the Below and Well Below categories, particularly in Years 4, 5, and 7, indicating a critical need for targeted writing support.

Learners of Māori Descent Achievement Statement

2025 Writing Foci:

Focus 1: Targeted Intervention for Below and Well Below Learners

- Implement structured writing interventions for identified priority learners, particularly in Years 6-8.
- Provide Tier 2 and Tier 3 support for Well Below students, including explicit writing instruction, small-group support, and targeted conferencing.
- Strengthen teacher capacity in evidence-based writing strategies, including explicit sentence-level instruction, text structure scaffolding, and the use of writing frames.
- Embed structured literacy approaches in writing, aligned with government mandates, to ensure systematic teaching of spelling, grammar, and sentence construction.

Focus 2: Strengthening Writing Instruction Across All Classrooms

- Implement The Writing Revolution (TWR) and/or other evidence-based frameworks to improve sentence construction, paragraph development, and cohesion in writing.
- Provide targeted PLD (Professional Learning and Development) for teachers on high-impact writing instruction, including explicit vocabulary instruction, text scaffolding, and genre-based writing.
- Use writing progressions and exemplars to ensure consistency in teacher expectations across year levels.

Among Māori learners, 74.73% are Below or Well Below expectations, compared to 28.53% of the overall student population. Additionally, only 2.11% of Māori students are achieving Above expectations, highlighting a need to strengthen extension opportunities while accelerating foundational progress. A disparity of 25.75% exists between Māori learners and NZ European learners in meeting writing expectations.

Year Level Achievement Statement

- **Year 4:** A high concentration of students in the Below and Well Below categories, particularly boys, indicates a need for intensive writing support at this level.
- **Year 5:** While achievement levels are more balanced, targeted interventions will be used to accelerate progress for students Below expectations.
- **Years 6 and 7:** A noticeable decline in Above-level performance suggests that engagement and extension opportunities need to be enhanced to maintain and extend writing proficiency.

- Develop a whole-school approach to writing moderation to ensure accuracy and consistency in assessment and feedback.

Focus 3: Raising Achievement for Boys in Writing

- Implement boy-friendly writing strategies, including topics of high interest, digital writing tools, and multimodal approaches (e.g., incorporating visual and oral storytelling).
- Provide mentoring or peer support programmes, where high-achieving male students model and support writing development for peers.
- Strengthen authentic writing opportunities, such as blogging, publishing, and real-world writing tasks, to increase engagement.
- Review current writing assessment and feedback approaches to ensure they are motivating and constructive for boys.

Focus 4: Embedding Consistent Assessment and Progress Monitoring

- Continue using structured writing assessments aligned with the New Zealand Curriculum to measure progress consistently.
- Embed regular moderation meetings to improve accuracy in teacher judgements.
- Implement data-driven decision-making, ensuring writing progress is reviewed termly and informs the next steps for teaching.
- Align writing goals with other literacy areas, ensuring strong integration between writing, reading, and oral language development.