Annual Plan 2026

Pukeoware School Vision: Empowering life-long learners

Student Learning and Achievement

Strategic Goal 1: Pukeoware Learners' attaining a high level of academic achievement.

Strategic Initiatives	Strategies for Achieving Goals 2026	Who?	When?	Indicators of progress
Increase achievement in mathematics, with particular focus on the Year 5 cohort of 2026.	• Patricipate in any mathematics professional development offered by the Ministry in 2026. • Continue to implement the Maths No Problem professional development through classroom teaching. • Attend the Waiuku Schools' Mathematics professional development days. • Fund an additional mathematics teacher daily to support the Maths No Problem being taught specifically to each year level individually. • Regular discussions and success sharing of mathematics teaching and strategies at team meetings. • Apply targeted actions focussing on mathematics achievement; maintaining the focus through each classrooms' **Learner Achievement Plan,** at regular intervals (mid and end of each term) to show evidence of progress. • Teacher reflection on effectiveness of the teaching and learning: Increase the use of evaluative questions for deeper level thinking & deeper level reflections on mathematics teaching practice. • Sharing teacher practice – Termly observations of peer teaching – providing positive and constructive feedback. • Integration of MOE mathematics assessment tools schoolwide • Celebration and extra mathematics opportunities for all students during Maths Week in 2026. • Initiate Miharo Mathematician awards in fortnightly assemblies	Lead teacher/Teachers Teachers. Board SLT/Teachers SLT/Teachers SLT/Teachers Teachers SLT within Lead Teacher SLT/Teachers SLT/Teachers	T1 - 4 T1 - 4 T1 – 4 T1 – 4 Termly Termly Termly As available Term 3 T1-4	End of 2026 Data will show that 90% or more of all learners will be achieving at the required standard. The disparity between Year 5 cohort data and the rest of the school will have narrowed considerably to be within 10% Teachers applying strategies and ideas modelled by peers and learnt through professional development Teachers sharing successes and challenges with peers and leadership to strengthen team abilities Children sharing a love of mathematics and celebrating success

	• Every mathematics teacher has this strategic goal as one of their individual Professional Growth Cycle goals, which formal evaluation and leader feedback provided. • A Parent Maths afternoon to teach and share how to incorporate mathematics at home		T1	Effective self-reflection and data analysis by teachers Parents feeling confident to incorporate maths into home lives and homework

Teaching Excellence

Strategic Goal 2: **Pukeoware Learners' have access to quality teaching and learning.**

Strategic Initiatives	Strategies for Achieving Goals 2026	Who?	When?	Indicators of progress
Focus upon implementation of the New Zealand English and Mathematics curriculums, and the SMART Tool	• Immerse teachers in all MOE English and Mathematics Professional Development made available • Learn about, and utilise MOE SMART TOOL • Explore the use of AI for lesson planning and unit planning to support the implementation of new curriculum. • Continued discussions and sharing good practice to support school-wide achievement. • Observations of other teachers within school and visits to other schools. • Honour the Te Tirirti o Waitangi.	SLT All teachers SLT All teachers	All Year	Evaluation of Pukeoware progress of NZC English and Mathematics development plan for staff. Teachers having increased clarity and confidence in delivering the NZC.

Student Culture

Strategic Goal 3: **Enhancing Pukeoware students' sense of identity, culture and well-being in a safe environment.**

Strategic Initiatives	Strategies for Achieving Goals 2026	Who?	When?	Indicators of progress
Encourage wairua within our students: students feeling confident in their own identity.	• Regular discussion, sharing and promoting of the Pukeoware Pride Project. • Progress the delivery of the **Mitey** programme school-wide: stepped progression of learning in mental health education. • Integrating the Mitey programme throughout the curriculum.	SLT/Teachers DP Teachers	All year T1 – 4	**Students:** • Showing increased outward pride at their progress and achievements • Further developing a sense of inner confidence and emotional self-awareness

	• Increase student leadership opportunities and capacity – Head Students and House Captains, as well as other senior students • New initiatives to increase engagement and enhance academic outcomes – STEM workshop, Extension opportunities, school choir • Further develop relationships and home-school partnership/communication. • Strengthen Kapa Haka leadership opportunities.	DP/Principal SLT/Teachers Teachers	T1 – 4 All Year	• Showing increased desire to lead, and having a larger range of skills to do so • Having further opportunities to pursue areas of interest and talents • Greater triangulation between home and school to celebrate student's success and areas of development • Stronger voice in leading through Tuakana/Teina, and greater involvement in decision making

Pukeoware achievement Targets for 2026:

READING	WRITING	MATHS
2025 Reading Data (Proficient or Exceeding Expectations) • **80% All Students** • **78% Girls** • **82% Boys** • **80% Maaori**	**2025 Writing Data** (Proficient or Exceeding Expectations) • **75% All Students** • **82% Girls** • **72% Boys** • **75% Maaori**	**2025 Maths Data** (Proficient or Exceeding Expectations) • **74% All Students** • **70% Girls** • **78% Boys** • **70% Maaori**
- To move 15 of the 31 students 'PROGRESSING TOWARDS' or 'NEEDING SUPPORT' in Reading expectations at the end of 2025 to being 'Proficient' or 'Exceeding Expectations' by the end of 2026. - To move 5 of the 10 Maaori students 'PROGRESSING TOWARDS' or 'NEEDING SUPPORT' in Reading expectations at the end of 2025 to being Proficient or Exceeding Expectations by the end of 2026.	- To move 18 of the 37 students 'PROGRESSING TOWARDS' or 'NEEDING SUPPORT' in Writing expectations at the end of 2025 to being 'Proficient' or 'Exceeding Expectations' by the end of 2026. - To move 5 of the 10 Maaori students 'PROGRESSING TOWARDS' or 'NEEDING SUPPORT' in Writing expectations at the end of 2025 to being Proficient or Exceeding Expectations by the end of 2026.	- To move 20 of the 41 students 'PROGRESSING TOWARDS' or 'NEEDING SUPPORT' in Maths expectations at the end of 2025 to being Proficient or Exceeding Expectations by the end of 2026. - To move 7 of the 13 Maaori students 'PROGRESSING TOWARDS' or 'NEEDING SUPPORT' in Maths expectations at the end of 2025 to being Proficient or Exceeding Expectations by the end of 2026.