Strategic Plan 2026-2028

NEW WINDSOR SCHOOL
Be the best you can be
E eke ki tōu anō pito mata



NEW WINDSOR SCHOOL
Strategic Plan 2025-2028

Our Values

- **Confident**
  Ngākau titikaha
- **Collaborative**
  Mahi tahi
- **Creative**
  Auahatanga
- **Respectful**
  Whai koha
- **Responsible**
  Kawe haepapa
- **Resilient**
  Manawaroa

Our Vision

To be the best you can be
E eke ki tōu anō pito mata

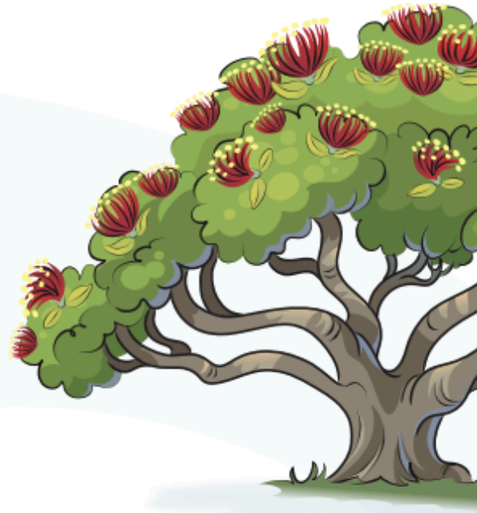
- **Equity and Excellence**
  - *A progressive, high performing education environment realising the potential of every student.*
- **Realising the potential of every student**
  - *Valuing Te Tiriti cultures and voice in our approach to engagement and learning is essential.*
  - *Connections to culture enrich the learning of every student and strengthens all of our work.*

Our Guiding Principle

We recognise, celebrate and value the cultural diversity within our school community and in the broader, surrounding community.

We will encourage our children and staff to acknowledge and respect Tikanga Māori, capturing the spirit and intent of Te Tiriti o Waitangi.

Our Strategic Pou



Curriculum

Establishing a knowledge-rich curriculum grounded in the science of learning. Our curriculum will be designed to ensure all students have access to key knowledge and skills that promote deep understanding across all subjects.

Structured Approach to Literacy and Numeracy

Implementing evidence-based instruction in literacy and mathematics. We will introduce proven methodologies to enhance students' literacy and numeracy skills.

Assessment and Reporting

Implementing consistent modes of monitoring student progress and achievement. We aim to create transparent, data-driven systems to track and support student growth effectively.

Use of Data

Using data and evidence to drive consistent improvement in achievement. By analysing student data, we will continuously refine our teaching strategies to promote better outcomes.

- **Learn - Ako**
  Access and engage with existing knowledge
- **Create - Hanga**
  Combine existing knowledge with original ideas in new and imaginative ways to create a unique outcome
- **Share - Toha Toha**
  Connecting and collaborating with others and building new knowledge

** National Education Learning Priorities: NELP is statutory documents enabled by the Education and Training Act 2020 that set out the Government's priorities for education.*



NEW WINDSOR SCHOOL

To be the best you can be

E eke ki tōu anō pito mata

New Windsor School Story



2024

National Curriculum Refresh 2024

- Mathematics
- Reading
- Writing

Curriculum Refresh 2025

- Mathematics
- Reading
- Writing

TIER 1 SELF REGULATION PROGRAMME (whole school)

- this is a social skills programme
- Physical
- Emotional
- Cognitive
- 8 skills for success

MoE Relationships and Sexuality Education

- Accepting Diversity
- Evaluating teaching practices
- Visual reference

MAC

- Maori Achievement Collaborative
- Unteaching Racism
- Unconcious Bias
- Leadership

2023

KETE HONO SCHOOLTALK

- Learning Management System
- Rich record of learning
- Visibility
- Collaboration
- Strengthen Home-School partnerships

DATA DEVELOPING Evaluative Capacity

LOCAL CURRICULUM Aotearoa Histories

- Te Kawerau a Maki
- Maori Achievement Collaboration
- The New Windsor School History
- Mana Whenua Enhancing Relationships

ASSESSMENT FOR LEARNING

- Formative practice
- Summative practice

2022

STRUCTURED LITERACY Teacher Effectiveness

LEARNER AGENCY

WHAT HOW WHY

WHY IS IT IMPORTANT?

WELLBEING Te Whare Tapa Whā

- MITEY
- SKODEL
- PAUSE, BREATH, SMILE

CONCEPT Curriculum

INTERGRATED Curriculum

REVIEW AND REFINE

PERFORMANCE - GROWTH

- Coaching
- Spiral of Inquiry

TEACHER EFFECTIVENESS

DMIC (DEVELOPING MATHEMATICAL INQUIRY COMMUNITIES)

1+3=4

MATHS PLD TEACHER EFFECTIVENESS

LEARNING PIT Staff/Students



TEACHING AS INQUIRY

Learn Think Create

2021

CURRICULUM REDESIGN

Research - Vision - Practice

THE NEW WINDSOR WAY

Distance Learning/COVID-19



What LEARNING MATTERS

- Learn
- Create
- Share

Joined the LYNFIELD KAHUI AKO

Reengagement with the AKO HIKO TRUST

THE NEW WINDSOR WAY LEARNING PROFILE

Creative Responsible Collaborative Respectful Resilient Confident

To be the best we can be

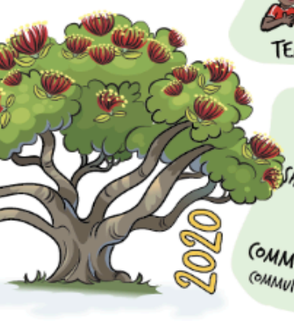
LEADERSHIP and SCHOOL organisation Restructure

Pōtiki Junior Waenga Middle Matāmua Senior

COMMUNITY CONSULTATION SWOT ANALYSIS SHARED VOICE

COMMUNITY HUB COMMUNITY RELATIONSHIP/PARTNERSHIPS

2020



Rātā Fale Rātā

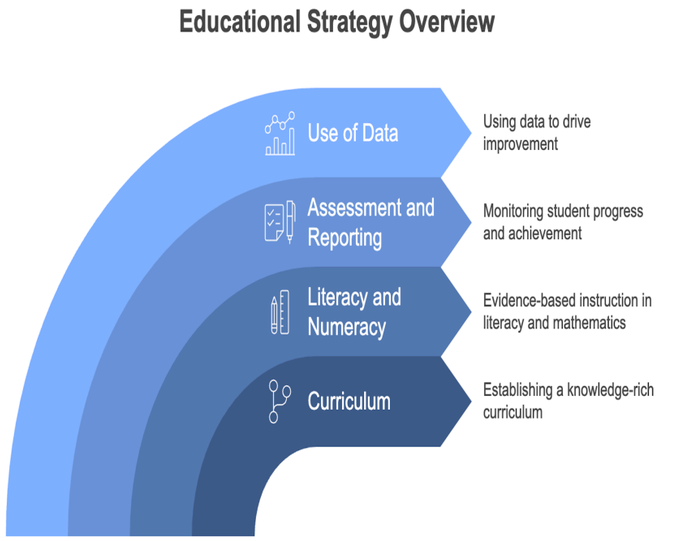
Kōwhai Fale Kōwhai

Totara Fale Totara

Kauri Fale Kauri

EFFECTIVE TEAM FUNCTIONING





Introduction

This strategic plan contains the aims, purposes and objectives of New Windsor School.

This strategic plan is deemed to contain the aim of achieving, meeting and following the National Education Guidelines.

Our foundation policy for teaching, learning and assessment is *The New Zealand Curriculum.*

- The policies, procedures and day-to-day practice of the school will reflect the cultural diversity of New Zealand and particular attention will be given to the place of Māori students. The culturally diverse nature of our school will be reflected in the teaching and learning programmes.
- The school will undertake to promote Tikanga Māori and Te Reo Māori across teaching and learning programmes. Parental requests for teaching and learning in Te Reo and based around Tikanga Māori will be actioned by offering the students enrolment in Te Whanau Puawaitanga - our Te Reo Maori/English dual language classrooms.

Presiding Members Report 2025

2025 has been a year of growth, positive development, and collective achievement for New Windsor School. Across learning, wellbeing, and property development, the school has continued to build on firm foundations while embracing new opportunities that support our ākonga to thrive academically, socially, and culturally.

Learning, Curriculum & Achievement

Learning and achievement were strengthened through a coherent and well-aligned curriculum focus. The completion of Structured Literacy marked an important milestone, with consistent practice now embedded across classrooms to support strong foundations in reading and writing. Mathematics teaching and learning were further enhanced through the implementation of Numicon resources, refreshed curriculum PLD days, and targeted ALiM (Accelerating Learning in Mathematics) support. Together, these initiatives built shared understanding and teacher capability, while Tier 1 self-regulation approaches and Tier 2 reading support ensured learners received timely, responsive, and equitable support. Opportunities such as Mau Rākau sessions in Room 18 provided culturally grounded pathways that supported confidence, discipline, physical development, and connection to te ao Māori.

In October 2025, the Government released the third iteration of the national curriculum. In response, the Senior Leadership Team developed a clear implementation timeline to support the phased integration of the updated curriculum into existing teaching and learning programmes. This approach ensures staff are well supported to engage with the changes, alignment with current effective practice is maintained, and curriculum delivery remains coherent, manageable, and responsive to the needs of our learners.

Student Wellbeing & Enrichment

A continued emphasis on student wellbeing underpinned school life throughout the year. Learners benefited from a wide range of experiences that promoted hauora, leadership, and enjoyment of learning. ACES PE lessons supported physical confidence and teamwork, while initiatives such as Travelwise Leaders training and Road Safety Week fostered independence, responsibility, and student leadership. Whole-school events including the Healthy Eating Magic Show, Chess Open Day, Fun Run, Book Week, Pizza Fridays, and a Trip to the Movies strengthened engagement and a sense of belonging across the school community.

Cultural & Community Events

Cultural identity and community connection remained central to school life. Eid Celebrations and Matariki Hautapu provided opportunities to acknowledge and value the diverse cultures within our kura and to strengthen shared understanding and respect. The visit from Kamehameha Schools (Hawai'i) to Te Whānau Puāwaitanga further enriched cultural learning, strengthening relationships and affirming indigenous connections through language, culture, tikanga, and whakawhanaungatanga.

Property, Grounds & Resources

Significant investment in property, grounds, and resources ensured learning environments were safe, functional, and future-focused. Key improvements included upgraded auditorium lighting, switchboard upgrades across the school, and a major roofing project covering multiple teaching blocks. Learning and play spaces were enhanced through new decking in Rooms 16–18, a sandpit upgrade, and new landscaping across the carpark and classroom areas. Active transport and play were supported through the purchase of scooter and bike fleets and the completion of the bike track. Sustainability and outdoor learning were further strengthened with the installation of the OKE Garden. The replacement of bifold doors in Rooms 1–5 improved accessibility, comfort, and overall classroom functionality.

Leadership, Staffing & Governance

Leadership and governance remained focused on capability, safety, and continuity. A newly elected Board commenced its governance role in 2025 following a managed succession plan initiated in 2024, ensuring continuity alongside new perspectives. All staff completed First Aid certification, reinforcing shared responsibility for student safety and wellbeing, alongside a comprehensive School Health and Safety review to ensure robust systems and practices remained in place. Minimal staff turnover contributed to stability across the school, supporting consistent delivery of classroom programmes and co-curricular opportunities.

School-wide Experiences – School Production

A highlight of the year was the 2025 School Production, which reflected creativity, collaboration, and strong community involvement. Learners across year levels participated with confidence, developing performance skills, teamwork, and self-belief through drama, music, and movement. The production provided an inclusive platform for student participation and demonstrated the positive relationships between students, staff, and whānau that underpin school life.

The Board acknowledges and thanks the school leadership team, staff, whānau, and wider community for their continued support and partnership. Together, we remain committed to providing a learning environment where achievement is strengthened, culture is valued, and every learner is supported to be the best they can be.

Leah Ropati
Presiding Member



List of all school board members

Board Members Names	Election
Leah Ropati - Parent Representative. Presiding Member	19 September 2025
Lisa Harland - Principal	Ongoing
Selah Hart - Parent Representative, Te Whānau Puāwaitanga Representative	19 September 2025
Phonderly Siohane - Staff Representative	19 September 2025

Anna Gilbert - Parent Representative	19 September 2025
Nikita Thakkar - Parent Representative	19 September 2025
Akbar Hossain - Parent Representative	19 September 2025
Altamash Mulla - Parent Representative	19 September 2025
Dave Emery - Parent Representative	19 September 2025

Giving Effect to Te Tiriti o Waitangi

New Windsor School acknowledges our role and responsibility in honouring and actively giving effect to Te Tiriti o Waitangi. Under the Education and Training Act 2020, one of the primary objectives of our Board is to ensure that Te Tiriti o Waitangi is meaningfully embedded in our school's governance, policies, planning, and everyday practice.

In 2025, the Government signalled and progressed amendments to education legislation that reframed how boards are required to reference and enact their Tiriti obligations. While aspects of the statutory wording were clarified and adjusted, our Board considered these developments carefully and released a position statement affirming that New Windsor School will continue to honour and uphold Te Tiriti o Waitangi in both spirit and practice. Our commitment is grounded not only in legislation, but in our moral and relational responsibility to tangata whenua and to our diverse community. We remain steadfast in ensuring equitable outcomes for Māori learners and in sustaining authentic partnerships with whānau and mana whenua.

Governance Commitment to Te Tiriti Principles

In giving effect to Te Tiriti o Waitangi, the Board explicitly upholds the principles of **Partnership, Protection and Participation**.

- **Partnership:** We work creating relationship with mana whenua, Te Kawerau ā Maki, and with Māori whānau to inform strategic direction, curriculum design and cultural practice. Engagement moves beyond consultation toward shared voice and collaborative shaping of priorities.
- **Protection:** The Board safeguards te reo Māori, tikanga Māori and mātauranga Māori by resourcing professional learning, supporting bilingual provision, and ensuring cultural practice is visible and sustained across the kura.
- **Participation:** We are committed to ensuring Māori learners and whānau participate fully and successfully in all aspects of school life, with equitable access to leadership opportunities, cultural expression and academic success.

This commitment is embedded within Board decision-making, policy development and strategic planning processes.

Tikanga Māori and Local Curriculum Integration

In 2023, we refreshed our localised curriculum to ensure that it authentically reflects local tikanga Māori and supports the holistic development of all our ākonga — academically, culturally, socially, and spiritually. This redevelopment included significant investment in professional learning, particularly focused on the implementation of Aotearoa New Zealand's Histories, strengthening staff capability to teach our shared histories with integrity and cultural responsiveness.

In 2024, we began integrating Te Mātaiaho, ensuring alignment with the national curriculum refresh while reinforcing our enduring commitment to Te Tiriti o Waitangi. Our approach centres on mātauranga Māori, local narratives, and culturally sustaining pedagogy so that te ao Māori is visible, valued, and woven throughout teaching and learning.

Te Whānau Puāwaitanga continues to flourish, with planning underway for a third class in response to strong whānau interest and growing enrolments. Deliberate pathway planning is also strengthening transitions to **Kowhai Intermediate** and onward to **Western Springs College**, ensuring continuity of identity, language, and learning.

In addition, the Principal and Deputy Principal have been liaising with **Pasadena Intermediate** to support whānau choice by strengthening access to a second bilingual pathway. One student has also enrolled at **Kelston Intermediate**, demonstrating that bilingual and culturally grounded pathways remain viable and valued options beyond our kura. We continue to work collaboratively to ensure that tamariki transitioning to intermediate experience cultural continuity and strong pastoral support.

Celebrating Te Ao Māori and Tikanga

Matariki and Hautapu were celebrated in 2025 alongside our wider school whānau and in partnership with our Community Hub, fostering kotahitanga and a shared sense of belonging. Weekly waiata sessions were held across the school, ensuring that tamariki regularly engaged with te ao Māori through waiata and haka. These practices were visible in assemblies and community events, strengthening cultural pride and affirming identity for our learners.

Protection of Te Reo Māori

In 2023, we collaborated with Te Mete Lowman to develop a personalised school karakia in consultation with mana whenua, **Te Kawerau ā Maki**, ensuring authenticity and connection to the whenua and people of our rohe. This partnership reflects our respect for local tikanga and our commitment to grounded, place-based practice.

Three staff members were engaged in Te Reo Māori professional learning through the Tūtaki online platform, strengthening internal capability and contributing to the revitalisation of te reo Māori within our kura. Throughout 2025, we continued embedding tikanga and normalising te reo Māori across teaching and learning programmes. Bilingual signage has been expanded, with all new signage reflecting both English and te reo Māori. The naming of spaces and learning areas increasingly reflects te reo Māori, reinforcing visibility, status, and everyday use.

To further demonstrate our commitment, in 2026 we have invested time and staffing resources into building teacher capability in te reo Māori, te ao Māori and tikanga. One of our kaiako models a weekly lesson for staff, providing practical strategies, correct pronunciation, and culturally grounded approaches that can be transferred into classroom programmes. This deliberate approach supports consistency across the school and builds confidence so that te ao Māori is embedded authentically, not treated as an add-on.

Through structured modelling, collaborative reflection and ongoing professional learning, we are strengthening staff understanding and ensuring that tikanga and te reo Māori are visible, valued and normalised in everyday practice. This investment supports our commitment to honouring Te Tiriti o Waitangi and ensures that all learners see their culture reflected and respected within our kura.

Parent Hui and Engagement with Te Whānau Puāwaitanga

Throughout 2025, regular hui have been held with whānau, nurturing strong engagement and partnership within Te Whānau Puāwaitanga. These hui have strengthened relationships, enabling parents and caregivers to be active contributors to their tamariki's bilingual education journey. Attendance has remained high, and whānau have confidently shared aspirations, insights, and whakaaro that inform programme development.

Planning is underway for a Noho Marae in 2026, with venue options currently being explored. This experience will further deepen cultural understanding, strengthen relationships, and provide authentic learning grounded in tikanga Māori.

The strategic plan for Te Whānau Puāwaitanga was developed in partnership with both whānau and kaiako, ensuring that the direction of the unit reflects shared aspirations for strong cultural identity, high-quality teaching and learning, and the continued growth of te reo Māori and tikanga within the kura.

MiTA (Māori Immersion Teaching Allowance)

Four staff members receive the Māori Immersion Teaching Allowance (MiTA), recognising their proficiency and commitment to using te reo Māori across both bilingual and mainstream settings. This investment strengthens the integrity of our bilingual provision and ensures that culturally responsive pedagogy is sustained and developed across the kura.

We have made every reasonable effort to provide meaningful instruction in tikanga Māori and te reo Māori across the school, reflecting our belief that this is foundational — not optional — learning within Aotearoa.

Achieving Equitable Outcomes for Māori Students

We are encouraged by the progress made by our Māori ākonga in reading, writing, and mathematics, where reliable and moderated data is available. Several learners have demonstrated accelerated progress. While our Māori cohort remains small, and therefore statistically sensitive, individual learner growth stories affirm the effectiveness of culturally responsive and relational approaches.

The Board maintains active oversight of Māori learner success as a standing governance priority. Achievement and engagement data for Māori learners is reported and reviewed regularly, alongside qualitative evidence including learner voice, whānau feedback and indicators of belonging and cultural identity.

While our Māori cohort is small and therefore statistically sensitive, individual learner progress is closely tracked and triangulated through moderated assessment, attendance data and pastoral insights. Where disparity is identified, targeted strategies are implemented and monitored.

Providing Opportunities to Appreciate Te Tiriti o Waitangi and Te Reo Māori

All students engage in learning modules aligned with our curriculum implementation plan, explicitly incorporating understanding of Te Tiriti o Waitangi and the learning of te reo Māori. Experiences such as Hautapu and the ongoing growth of Te Whānau Puāwaitanga reflect increasing confidence and capability among both kaiako and ākonga in te ao Māori.

We are proud of the progress made during 2025 and remain committed to deepening this mahi in the year ahead.

Resourcing Through the Culturally Responsive Unit Awarded to Ruka Rangi

Ruka Rangi's expertise and deep knowledge of te ao Māori continues to strengthen culturally responsive practice across the kura. His experience in te reo Māori, tikanga and mātauranga Māori supports the ongoing growth of staff capability and ensures that cultural practice is authentic and grounded.

Ruka works alongside kaiako to build confidence and competence in te reo Māori and culturally responsive pedagogy. He supports the development and organisation of Te Reo Māori resources, ensuring they are accessible, purposeful and meaningfully integrated into daily classroom practice. Through modelling, guidance and collaborative support, he helps embed tikanga and te ao Māori consistently across year levels.

Ruka also liaises with external facilitators and works in partnership with the senior leadership team to ensure cultural initiatives align with strategic priorities and continue to give authentic effect to Te Tiriti o Waitangi across the school.

Ongoing Organisation of Te Reo Māori Resources

Maria Laxa, Deputy Principal, works closely with the Kaiārahi Reo (Learning Assistant) to strengthen the development and sustainability of te reo Māori resources across the kura. She supports the systematic cataloguing of existing materials, identifies areas for growth, and sources high-quality, culturally authentic resources to ensure alignment with curriculum goals and whānau aspirations. The focus remains on strengthening language acquisition and deepening understanding of te ao Māori for both kaiako and ākonga.

These resources are intentionally embedded within everyday teaching and learning programmes, rather than positioned as supplementary additions. This approach ensures that te reo Māori and tikanga are integral to the learning experience across year levels. Ongoing feedback from kaiako and ākonga informs refinement of the resource base, supporting continuous improvement and responsiveness to learner needs.

Kapa Haka

Kapa Haka continues to be a vibrant expression of cultural pride within our kura. Participation remains strong, with students demonstrating growing confidence in performance, pronunciation and understanding of tikanga. Tamariki from a wide range of cultural backgrounds choose to be part of Kapa Haka, reflecting the inclusive and welcoming nature of the group. Kapa Haka not only strengthens cultural identity for Māori learners but also enriches the cultural capability of all tamariki, fostering respect, kotahitanga and a shared celebration of Aotearoa's unique heritage.

Employment Policy

Statement of Compliance with Employment Policy, Including EEO Policy 2025

The New Windsor School Board is committed to its role as a good employer and ensures compliance with all employment-related policies and legal requirements, in alignment with the Public Service Act 2020 and the Education and Training Act 2020. The Board takes all reasonable steps to foster working relationships built on trust, confidence, and good faith, treating employees fairly in all aspects of their employment. We adhere to all relevant employment contracts for both teaching and non-teaching staff.

In 2025, New Windsor School employed seven new staff members in a mix of fixed-term and permanent roles. . The school's recruitment policy was followed rigorously, including thorough reference checks and qualifications verifications, ensuring that the most suitable candidates were appointed. While the school's Equal Employment Opportunities (EEO) policies were in place, they were not specifically invoked during these appointments as the number and type of applicants did not require them. As per school policy, the Principal holds the delegation for appointments, so the Board was not directly involved in the recruitment process.

Flexible work agreements have been implemented for staff who requested them, supporting a positive work-life balance. Currently, two staff members are working part-time hours to accommodate their personal and family needs, demonstrating the school's commitment to flexibility and well-being.

New Windsor School is proud to confirm that it meets all EEO requirements. The school has developed and implemented robust personnel procedures to ensure the fair and proper treatment of all employees, in line with policy and procedural frameworks. Our procedures were reviewed in 2023, and we can confidently report compliance with all applicable requirements, alongside the identification of best practices in managing personnel matters.

As a good employer, New Windsor School complies with the conditions stipulated in the employment contracts of all staff. We ensure that all employees and job applicants are treated fairly based on their skills, qualifications, and abilities, without bias or discrimination.

Reporting on the Principles of Being a Good Employer

1. Obligations to Provide Good and Safe Working Conditions
    - New Windsor School fosters a safe, inclusive, and supportive work environment for all employees. We ensure compliance with health and safety standards, provide necessary resources, and offer flexible work arrangements where applicable to support staff well-being.
2. Equal Employment Opportunities Programme
    - The EEO programme is designed to promote fairness and equality in all employment practices. It ensures that individuals are not discriminated against based on race, gender, age, disability, or any other grounds. Staff have access to information regarding the EEO policy and are provided with opportunities to discuss related concerns.
3. Impartial Selection of Qualified Persons for Appointment
    - The recruitment process at New Windsor School follows a transparent and equitable framework. This includes conducting fair interviews, verifying qualifications, and appointing candidates based on merit. All appointments are made following a clear process that ensures impartiality and fairness.
4. Recognition of the Aims and Aspirations of Māori
    - The Board is committed to recognising and supporting the aspirations of Māori staff and students. This includes promoting culturally responsive practices and ensuring that Māori employees have opportunities for growth and development. Through initiatives like Te Whānau Puāwaitanga and collaboration with local iwi, we actively encourage Māori involvement in the education service.
5. Enhancement of Individual Employees' Abilities
    - Professional development is a key priority at New Windsor School. All staff members are encouraged to participate in ongoing learning and development opportunities, including training in new pedagogies and culturally responsive practices, to enhance their professional abilities.
6. Recognition of Employment Requirements of Women
    - The school ensures gender equity in all aspects of employment. We offer flexible work arrangements, maternity leave, and leadership opportunities for women to ensure that their specific needs and contributions are acknowledged and supported.
7. Recognition of Employment Requirements of Persons with Disabilities
    - New Windsor School is committed to supporting staff with disabilities by making reasonable accommodations, providing accessible workspaces, and ensuring an inclusive environment where all staff members can thrive.

Reporting on Equal Employment Opportunities (EEO) Programme/Policy

EEO Programme/Policy	YES	NO
Does New Windsor School operate an EEO programme/policy?	Yes	
Has this policy or programme been made available to staff?	Yes	
Does the EEO programme/policy include training to raise awareness of issues impacting EEO?	Yes	
Has the EEO programme/policy appointed someone to coordinate compliance?	Yes	
Does the EEO programme/policy provide for regular reporting on compliance and achievements?	Yes	
Does the EEO programme/policy set priorities and objectives?	Yes	

The Board of New Windsor School affirms that it complies with the principle of being a good employer and meets the requirements outlined in the Education and Training Act 2020, Section 597. Our commitment to providing a safe, equitable, and inclusive workplace continues to be central to our employment policies and practices. We strive to foster an environment where all employees can thrive, free from discrimination, and where their contributions are valued based on merit and ability.

Kiwisport Report 2025

In 2025, the Kiwisport funding was allocated to support the Waitakere Sports Programme, which benefited all students at New Windsor School. The Waitakere Sports Programme provided a comprehensive range of physical activities and sports coaching, ensuring that every child had the opportunity to participate in organized sports, regardless of their skill level or experience.

The programme focused on developing fundamental movement skills, promoting teamwork, and encouraging a lifelong love of physical activity. Through structured sessions led by experienced coaches, students were introduced to various sports, improving their physical fitness, coordination, and understanding of the importance of health and well-being. The programme also fostered a sense of community and inclusivity, as all students, regardless of ability, could engage in these activities and develop their confidence in a supportive environment.

By investing in the Waitakere Sports Programme, New Windsor School ensured that students received high-quality physical education, contributing to their overall development and well-being. The programme's success was evident in the increased participation in school sports events and the positive feedback from students and parents alike.

Total: $6,235.56

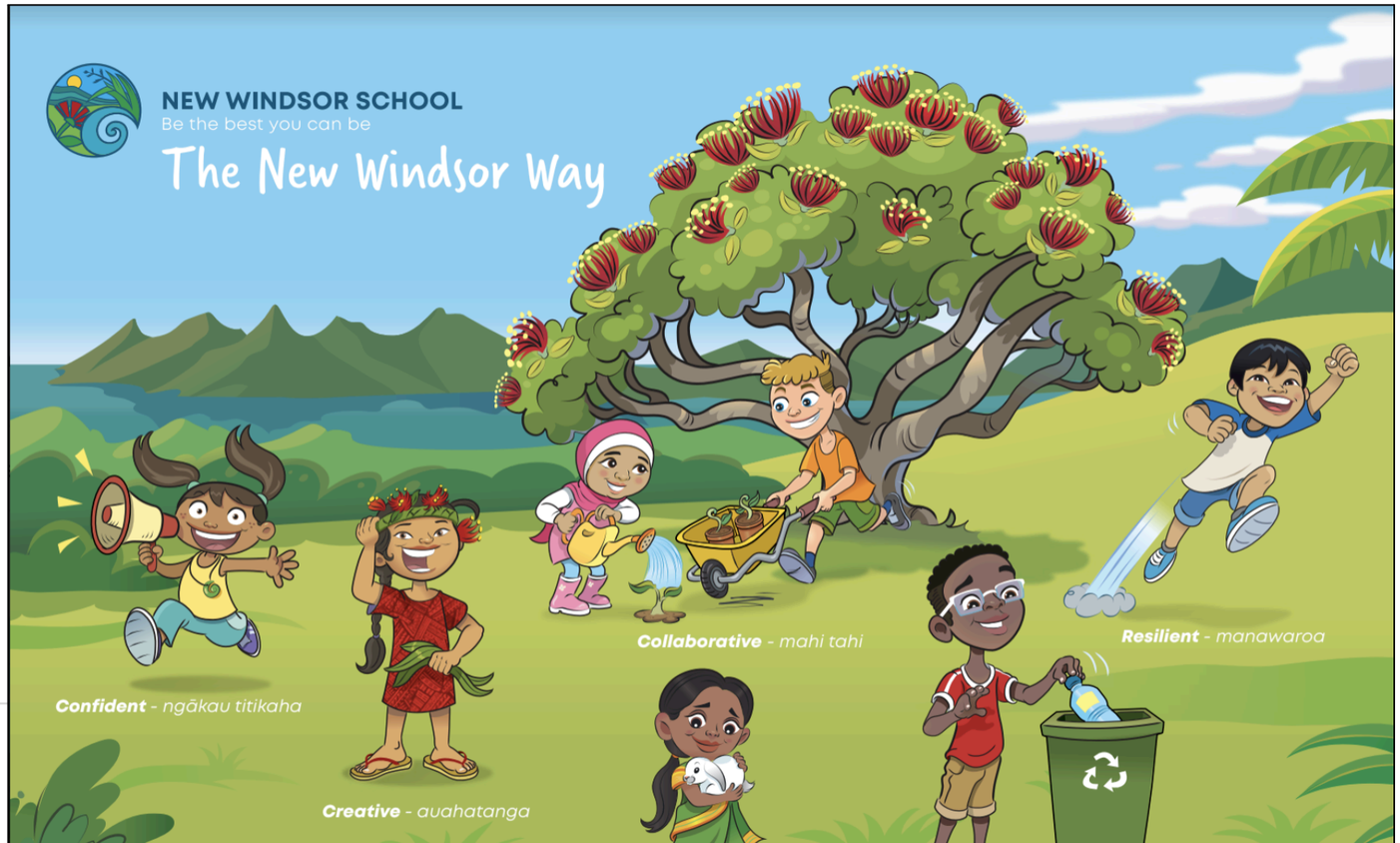
School Description

Established in 1958, New Windsor School has been a proud and enduring part of its community for more than 67 years. Situated just 10 kilometres from central Auckland, nestled between Mount Albert, Blockhouse Bay, Mt Roskill and Avondale, the school serves whānau within one of the most culturally diverse communities in Aotearoa. The richness of this diversity is a defining strength of the kura. Language, culture and identity are affirmed and celebrated, creating an inclusive environment where every child is recognised and valued. With approximately 440 ākonga from Years 0–6, the school reflects the vibrant multicultural character of the wider Lynfield community and remains deeply committed to ensuring equitable and excellent outcomes for all learners.

New Windsor School provides strong and connected learning pathways for its students. Upon completion of Year 6, ākonga transition to local intermediate options including Wesley Intermediate, Mt Roskill Intermediate and Blockhouse Bay Intermediate, with secondary pathways to Avondale College and Lynfield College, alongside a number of faith-based schooling options across the isthmus. The Ministry of Education anticipates future growth for the area and an enrolment zone has been implemented to manage this sustainably. While the current roll remains stable, paused Kāinga Ora developments and broader changes within the construction sector have influenced local housing patterns and enrolment trends.

The school is unwavering in its commitment to excellence in literacy and numeracy while also providing a rich and balanced curriculum that includes Te Reo Māori, the Digital Curriculum and STEAM learning. As an early adopter of Structured Literacy since 2022, the kura has embedded evidence-based practice to strengthen foundational skills and ensure consistency of teaching across year levels. This strong platform positions the school well for the national curriculum refresh. From 2026, implementation will require the use of updated English, Te Reo Rangatira, Mathematics and Statistics, and Pāngarau curricula, alongside strengthened assessment and aromatawai expectations including the Phonics Check, Hihira Weteoro, twice-yearly assessments for Years 3–8 in reading, writing and mathematics, and the use of nationally specified tools. Subsequent phases through 2027 and 2028 will introduce refreshed content across Science, Social Sciences, Health and Physical Education, The Arts, Technology and Learning Languages. The knowledge-rich and carefully sequenced curriculum aligns closely with the school's existing direction, supporting the development of strong foundational knowledge alongside higher-order thinking skills such as problem solving, collaboration and critical thinking.

Over recent years, significant investment through 5YA funding has modernised learning environments across the school, including the refurbishment of twelve classrooms, additional renovations completed in 2024, roofing replacement, toilet remediation and electrical upgrades. Teaching and learning primarily occurs within well-resourced single-cell classrooms, with three Year 5–6 classes operating within innovative learning environments. The kura has



also prioritised equitable access to digital technology. All classrooms operate as digital learning environments, with school-owned chromebooks available from Year 3, individual access for senior students and shared iPad access for younger learners. This intentional integration of technology ensures that learning remains relevant, engaging and responsive to the demands of a rapidly changing world. In 2025, the Board progressed several significant capital projects, including the reroofing of three-quarters of the school using 5YA funding, installation of a new junior sandpit funded by the Board, development of a bike and pump track funded by the Board, and replacement of the bifold doors in Rooms 1–5 supported through Ministry of Education supplementary funding.

New Windsor School works in close partnership with its community, grounding its programmes in the New Zealand Curriculum while embracing contemporary pedagogy and research-informed practice. The school rejoined the Ako Hiko cluster and was confirmed within the Lynfield Kāhui Ako in 2020. Although the Kāhui Ako formally concluded in January 2026, collaborative relationships remain strong and continue to support shared curriculum implementation initiatives. In 2025, the kura welcomed the allocation of a 0.8 Learning Support Co-ordinator entitlement, with the appointment confirmed in November, further strengthening provision for learners requiring additional support.

At its heart, New Windsor School is a community of learners committed to seeing the whole child flourish. High expectations for learning and behaviour are upheld, success is celebrated in multiple ways, and strong partnerships between home and school are nurtured with care and respect. Through this Strategic Plan, the kura reaffirms its commitment to delivering high-quality, equitable education so that every learner is empowered to grow with confidence and to be the best they can be.

Principal: Lisa Harland

Signature: Lisa Harland

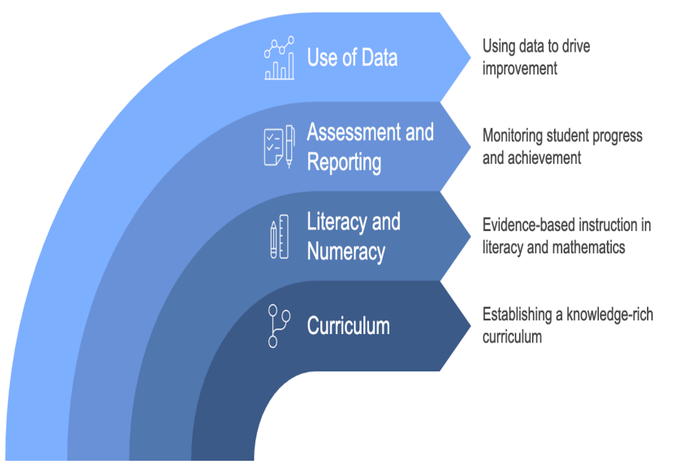
Date: Thursday 19 February 2026

Board Presiding Member (Chairperson): Leah Ropati

Signature: Leah Ropati

Date: 24 February 2026

Annual Plan Implementation



Goal One: *Curriculum*

Establishing a knowledge-rich curriculum grounded in the sciences of learning. Our curriculum will be designed to ensure all students have access to key knowledge and skills that promote deep understanding across all subjects.

- **Use of Data**
- **Assessment and Reporting**
- **Literacy and Numeracy**
- **Curriculum**

This means we:

- *We have a common goal that every student achieves at least one year of learning growth each year for every year of attending school.*
- *Support staff to help them to differentiate support so every student realises their potential.*

Goal	Actions to achieve targets	Who	Date	Budget	Measure of Success	Commentary
National Education Policy: 1, 2, 3, 5						
Use of Data						
Build evaluative capacity for staff *Staff are able to analyse achievement data, identify target learners and the impact of teaching and learning*	• *To modify and develop our systems of assessing our effectiveness as teachers* • *Can students discuss their learning levels, next steps in learning and how they will get there?* • *How well can teachers discuss their journeys to assist priority students in raising their levels of achievement?* • *100% of teachers are able to assess, decide and report on single assessment data back against the New Zealand Curriculum.* • *Teachers are able to assess, decide and plan a programme of intervention to lift student achievement for students identified as at 'risk' of not achieving*	Principal Deputy Principal-coordinating the programme Team Leaders Teachers	2026	*Team Meeting* *Staff Meeting* *Deputy Principal time working with eTap and SchoolTalk*	• *100% of staff are able to analyse achievement data, identify target learners and the impact of teaching and learning*	

	• *Teachers are able to discuss raising student achievement through targeted intervention plans for students identified as at risk of not achieving* • *Increase visibility and integration of formative assessment, values and competencies within teaching and learning programmes.*					
Build evaluative capacity for staff *Assessment practices are consistent across the kura*	• *To modify and develop our systems of assessing our effectiveness as teachers* • *Can students discuss their learning levels, next steps in learning and how they will get there?* • *How well can teachers discuss their journeys to assist priority students in raising their levels of achievement?* • *100% of teachers are able to assess, decide and report on single assessment data against the New Zealand Curriculum - Literacy Learning Progressions etc.* • *Assessments will be completed using a range of valid and reliable tools* • *Integration of the new 20 week and 40 week assessment into the testing schedule in the Junior School (Potiki).* • *Set and monitor targets for all students. Integrate rigorous moderation processes against the New Zealand Curriculum.* • *Assessments will be completed using a range of valid and reliable tools* • *The school assessment guidelines and annual assessment timetable and staff professional development will continue to guide this work* • *Provision of intensive instruction through interventions / small withdrawal groups / individual instruction and groups operated by paraprofessionals, teachers, Lead teachers Maths & Reading /AP's.*	Principal Deputy Principal-coordinating the programme and consulting with SchoolTalk/AFL facilitator Team Leaders Teachers	2026	*Team Meeting* *Staff Meeting* *Deputy Principal time working with eTap and SchoolTalk*	• *Assessment practices are consistent across the kura* • *Embedded use of SchoolTalk and data analysis - target groups are norm expectation* • *Embedded use of New Windsor Assessment for Learning Framework* • *100% of Teaching Staff using SchoolTalk to analyse the gaps of learning progressions and create a lesson plan in response to the gap.* • *100% of Teaching Staff using SchoolTalk to analyse the gaps of learning progressions and create a lesson plan in response to the gap.*	

Build evaluative capacity for staff *Development of SchoolTalk to increase co-construction in learning*	• *To modify and develop our systems of assessing our effectiveness as teachers* • *Developing and leveraging local curriculum to support authentic student learning, including teaching across curriculum areas. Encourage students to use prior knowledge across all contexts including digital context to create new knowledge.* • *Learning is co-constructed - so students know where their next learning steps are and understand where they are heading and the purpose of the learning* • *PLD and research will assist in supporting change in teacher practice* • *Embed SchoolTalk efficiently - Maths, Writing, Reading.* • *Embed SchoolTalk in Maths, Term 1, Writing Term 2, Reading Term 3 and Learner Profile Term 4* • *Digital fluency and cybersmart practices embedded in teaching and learning* • *Teachers and Whānau work together in creating digital citizens* • *Improvements in teaching and learning practices are identified and diffused throughout the school*	ICT Leaders SchoolTalk Pilot Teachers Deputy Principal - Teaching and Learning Principal	2026	Pilot Teachers and Team Leaders released to work with SchooTalk and AFL Facilitators Regionally allocated PLD funding approved for 60 hours to implement AFL and SchoolTalk Budget for Subscriptions Teachers released to observe SchoolTalk and AFL in action.	• 100% of Teachers using SchoolTalk to report to their parents of where students • 80% of students to be using School Talk to identify their next learning steps • 100% of Teachers to use School Talk's gap analysis to report where their students are at. They are able to design learning that is differentiated, authentic and relevant to the students - based on where they are currently at. • 80% *ākonga* are able to identify their goals and next steps using the New Windsor Self-Assessment Rubric • *100% of Teaching Staff using SchoolTalk to analyse the gaps of learning progressions and create a lesson plan to analyse the gap.* • *80% of ākonga are able to use SchoolTalk and New Windsor Self-Assessment rubric to identify their goals and their next steps.*	
Literacy and Numeracy						

Literacy - The New Zealand Curriculum **Collaborate and develop a shared understanding of the curriculum refresh** *Staff are engaged in Structured Literacy PLD*	• ***Years 0-6 English learning area** content available here: English learning area (Years 0-6)* • *Implementation of a Tier 3 Structured Literacy Programme for 'at risk' learners utilising MOE funding.* • *Facilitator to support Mataamua team in implementing structured literacy approach from Term 1* • *Implementation of Years 0-2 School entry assessment* • *Implementation of phonics checks at 20 and 40 weeks, Term 1* • *Implementation of skills check at the end of yr 2* • *Ongoing testing - Year 3-8 Twice yearly – either e-asTTle/PAT* • *Trial SMART tool assessment as part of the PLD Assessment Centrally funded PLD contract* • *Shared structured literacy planning across the school* • *Linking structured literacy with our Spiral of Inquiry approach* • *Professional learning and development involves active and direct engagement of teachers, particularly in practising and researching new teaching methods* • *Teachers will be encouraged to host colleagues/other practitioners in classrooms and share practice/open classrooms* • *Collaboration and sharing of our journey with other schools in our cluster to share our successes* • *Sharing the structured literacy pedagogy with the community explaining why and how we are doing it* • *Teachers who understand all the components of* • *structured literacy and are able to confidently apply the tools of a structured literacy approach in their classroom.* • *Teachers who keep abreast of the latest research.* • *Inclusivity is demonstrated in their classroom so all* • *ethnicities, and cultural beliefs are welcome and valued.* • *Barriers that may be identified are addressed involving the team, the school, the community and external support agencies.* • *Learning is centred around the whole child and is strength based so enjoyment and engagement is paramount. Learning is linked across curriculum areas, ākonga culture and interests.*	Principal Deputy Principals Assistant Principal Literacy Leader Team Leaders Teachers Learning Assistants	Ongoing	*Release time as required* *PLD through staff meetings* *Decodable texts*	• *Reading data initially in the Pōtiki school will begin to show improvement with students scoring higher reading scores* • *Writing data initially in the Pōtiki school will begin to show improvement with students scoring higher writing scores particularly in spelling* • *Increase in student engagement, confidence and self esteem in reading* and writing • *Actively include class ethnicities/cultural beliefs when choosing books to read to ākonga, stories to tell ākonga, topics to write on, etc.* • *Each teacher has a structured literacy kit and set of Sunshine decodable texts*	
Literacy - Te Marautanga o Aotearoa **Collaborate and develop a shared understanding of the curriculum refresh**	• ***Years 0-6 Te Reo Rangatira wāhanga ako** content available here: Te Reo Rangatira wāhanga ako (Years 0-6)* • *Unpacking the curriculum and comparing to current practice. Compare the refreshed curriculum with current literacy teaching practices, identifying opportunities for integration and areas requiring change.* • *Register for Literacy PLD (Rangaranga Reo ā-Tā PLD opens for enrolments in Term 3, 2025)*	Deputy Principal (Maria) Kaihautū Marautanga | Māori Medium-Curriculum Lead	Ongoing	*Term 1 2026 –Registration for Rangaranga Reo ā-Tā PLD Curriculum Familiarisation Workshops will be scheduled throughout the year (PLD Budget*	• *70% of Te Whānau Puāwaitanga students achieving at expected literacy levels in dual language programme.* • *Increased staff capability in*	

Staff are engaged in Dual Language Programme - both in NZC and Marautanga.	• *Curriculum Familiarisation Workshops (engage in the workshops offered by Kaihautū Marautanga | Maori Medium-Curriculum Lead) to unpack key elements such as the Whenu (strands), Toi Mokopuna (learning outcomes), and Tohu Ako (teaching indicators).* • *Curriculum Literacy Training: Provide training on how to use foundational literacy assessments for junior students (e.g., end of Year 2) aligned with curriculum goals.* • *Strengthening Te Reo Māori: Support kaiako in strengthening their knowledge and use of Te Reo Rangatira, focusing on culturally responsive approaches to literacy teaching.* • *Roll out culturally aligned literacy resources that support both Te Reo Rangatira and foundational literacy - use Kauwahatareo* • *Embed the Whare Tapa Whā framework in literacy teaching to holistically address ākonga needs (taha wairua, taha whānau, taha hinengaro, taha tinana).* • *Develop classroom practices that integrate real-life, culturally relevant contexts into literacy lessons to enhance engagement and relatability.* • *Introduce assistive and digital technologies that enhance accessibility and provide diverse pathways for ākonga to engage with literacy learning.*	Te Whānau Puāwaitanga Kaiako Leadership Team Kaiārahi i te reo		*for releases if needed)* *Implementation of culturally aligned literacy resources integrated (use of kauwhatareo resource*	*using Te Reo Rangatira and foundational literacy assessments.* • *Integration of Whare Tapa Whā into literacy instruction, enhancing holistic student wellbeing.* • *Increased use of culturally relevant literacy practices and real-life contexts in teaching.* • *Successful enrolment and participation in Rangaranga Reo ā-Tā PLD.* • *Uptake and integration of Kauwhatareo resources into classroom practice.* • *Student engagement and confidence in literacy activities showing positive growth.* • *Whānau engagement and participation in literacy-focused hui and information evenings.*	

Mathematics - The New Zealand Curriculum **Collaborate and develop a shared understanding of the curriculum refresh** *Staff are engaged in Maths*	• ***Years 0-8 Mathematics and Statistics learning area*** *content available here: Maths learning area (Years 0-8)* • *Unpacking the curriculum and comparing to current practice, utilising planning templates.* • *Create guidelines for Mixed Maths Diet planning and teaching practice across all teams.* • *Register for maths PLD (Rangaranga Pāngarau PLD opens for enrolments in Term 1, 2025)* • *Roll out Numicon resources within the Potiki Team, ensuring all staff understand its purpose, effective use, and how it aligns with broader curriculum goals.* • *Upskilling staff on a foundational skills check for the end of Yr 2.* • *Map out a timeline with clear milestones for the transition, including professional learning and resource integration.* • *Provide ongoing PLD focused on integrating numeracy in real-life contexts that are culturally relevant and responsive.* • *Integrate technology that aligns with the curriculum to provide ākonga with varied and accessible ways to engage with mathematics.* • *Collaboration and networking at SLT level with other schools to share practices around moving practices towards the new Maths curriculum.* • *Maths Integrated into Teachers Spiral of Inquiries* • *Spring into maths - continue to embed and and establish leadership with in the Learning Assistant Team to drive the programme*	Deputy Principal (Maria) Management Team Team Leaders Curriculum Lead Teachers in Potiki and Mataamua teams Learning Assistants (Spring into Maths)	*Ongoing*	*PLD Funding Allocation (Regionally Allocated PLD)* *MoE Resource Budget for Numicon* *Release Time for Teachers to attend training and workshops* *Technology Budget (for digital maths tools)* *Whānau Engagement Budget (for information evenings and open days)*	• *75% of Pasifika students working at or above expected curriculum level in Mathematics* • *Improved staff confidence in delivering problem-solving and numeracy in real-life contexts.* • *Successful uptake and trial of Numicon in Potiki Team with visible outcomes.* • *Regular participation in collaborative Maths PLD sessions, leading to increasingly effective, culturally responsive maths programmes and content.* • *Increased use of digital and assistive technologies for numeracy engagement.* • *Spring into Maths programme successfully embedded and led by Learning Assistants.* • *Positive feedback from whānau on mathematics curriculum and learning support initiatives.*	

Mathematics - Te Marautanga o Aotearoa **Collaborate and develop a shared understanding of the curriculum refresh** *Staff are engaged in Dual Language Programme - both in NZC and Marautanga.*	• ***Years 0-8 Pāngarau wāhanga ako*** *content available here: Pāngarau wāhanga ako (Years 0-8)* • *Unpacking the curriculum and comparing to current practice.* • *Discuss the phases (Tūārere 1–5) and their implications for teaching at various year levels.* • *Build teacher capacity in integrating mātauranga Māori into mathematics lessons* • *Curriculum Familiarisation Workshops (engage in the workshops offered by Kaihautū Marautanga | Maori Medium-Curriculum Lead) to unpack key objectives such as He Tangata, He Uri Whakaheke, He Puna Kōrero, and He Ākonga.* • *Mathematical Literacy Focus: Deepen understanding of te reo pāngarau and the importance of mathematical communication in te ao Māori and te ao pāngarau.* • *Integration of pāngarau with real-life contexts, emphasising culturally relevant applications.* • *Investigate resources that align with the Tūārere phases, such as tools for patterns, fractions, and statistical investigations including integrate technology that complements pāngrau investigations e.g. pattern for recognition, data visualisation, probability experiments - ensure teachers are trained on how to use these effectively.* • *Whānau and Mana Whenua Engagement: Hold hui to share the refreshed curriculum focus areas and gather input on how mathematics can be contextualised for mokopuna.* • *Collaborate with mana whenua to incorporate local tikanga and mātauranga Māori into pāngarau lessons.* • *Toi Māori in Pāngarau: Explore connections between mathematical concepts and toi Māori (e.g., patterns, reflections, and translations in kōwhaiwhai designs).* • *Integrate 4 of the key curriculum principles in planning.* ***He Tangata:*** *Focus on real-life applications of mathematics relevant to mokopuna and their communities.* ***He Uri Whakaheke:*** *Honour the legacy of pāngarau thinking passed down through generations.* ***He Puna Kōrero:*** *Develop mathematical language to express reasoning and communicate findings effectively.* ***He Ākonga:*** *Encourage persistence and reflective learning to deepen mathematical understanding.*	*Deputy Principal (Maria)* *Principal and Leadership Team* *Kaihautū Marautanga | Māori Medium-Curriculum Lead* *Te Whānau Puāwaitanga Kaiako* *Mathematics and Statistics Lead Teachers* *Whānau and Mana Whenua Representatives* *Learning Assistants (supporting mathematical literacy and intervention programmes)* *Kaiārahi i te reo*	*Ongoing* *Initial teacher training on the Tūārere phases* ***Mid-year 2026*** *– Whānau hui for curriculum engagement and contextualisation* ***Throughout 2026*** *– Implementation of culturally responsive mathematical literacy and resource integration* ***End of 2026*** *– Evaluation of implementation and curriculum alignment progress*	*PLD Funding Allocation (Regionally Allocated PLD for Pāngarau)* *Curriculum Development Funds (for integrating mātauranga Māori and cultural resources)* *Resource Budget (for tools aligning with Tūārere phases, statistical tools, and technology)* *Release Time for Teachers (for training and curriculum workshops)* *Technology Budget (for assistive and digital tools in mathematical learning)* *Whānau and Mana Whenua Engagement Budget (to facilitate community collaboration and curriculum contextualisation)*	• *75% of Te Whānau Puāwaitanga students achieving at expected curriculum levels in Pāngarau.* • *Increased teacher confidence in integrating mātauranga Māori into mathematics lessons.* • *Successful participation in Curriculum Familiarisation Workshops, ensuring all teachers can apply He Tangata, He Uri Whakaheke, He Puna Kōrero, and He Ākonga principles.* • *Development and use of culturally aligned mathematical resources in classrooms.* • *Whānau and mana whenua engagement sessions successfully held, with increased input on contextualised maths learning for mokopuna.* • *Integration of technology and Toi Māori elements (e.g., kōwhaiwhai patterns, data visualisation, probability experiments) into lessons.*	

					• *Positive feedback from ākonga on their engagement with Pāngarau learning.*	
Curriculum						
Collaborate and develop a shared understanding of the curriculum refresh, implementing *Te Mātaiaho* - Maths, Reading, Writing	• *Implementation of Te Mātaiaho - The Refreshed New Zealand Curriculum - October 2025* • *Assessment PLD Contract 6 months of centrally funded resourcing*	*TWP Kaiako's* *Principal* *Deputy Principal*	*Ongoing throughout the year*	*Fixed Asset Budget* *Meeting times* *Release time*	• *Teaching staff understand the background of Te Mātaiaho and have clarity around implementation plans at NWS* • *Te Mātaiaho continuing implementation. Key vision, principles and practices*	

Variance Report 2025

Strategic Goal 1:Curriculum – Implementing a Structured, Evidence-Based Approach to Literacy, Assessment, and Use of Data

Annual Target/Goal: 75% of male students (127 students) will be working at or above their expected curriculum level.

Actions	What did we achieve?	Evidence	Reasons for any differences (variances) between the target and the outcomes	Planning for next year – where to next?

Action 1 Review target students and set goals	• Target male students were identified early using SchoolTalk and structured data analysis processes. • Teachers used Spirals of Inquiry and mid-year data to set clear, progression-based goals aligned to the Literacy Learning Progressions. • Targeted interventions were implemented for male students identified as Below or Well Below, with a strong focus on decoding, fluency, and comprehension. • Progress was monitored regularly through formative assessment and team data discussions.	• End-of-year data shows 67% of male students (109 students) working at or above expectation, an improvement from 60% (102 students) at mid-year. • SchoolTalk data and student goal-setting records. • Spirals of Inquiry documentation and team notes.	• While steady progress was made, the target of 75% was not met. • A small group of male students remained Below expectation due to ongoing gaps in reading comprehension, particularly inference and deeper meaning-making. • Several students entered the school during the year with limited English language proficiency, impacting acceleration within the available timeframe. • Curriculum changes required teachers to adjust planning and assessment practices mid-year, affecting consistency for some learners.	• Strengthen explicit teaching of comprehension strategies, with a particular focus on inference and critical thinking for Years 3–6. • Increase the use of culturally responsive and high-interest texts to further engage male learners. • Implement more frequent (bi-weekly) progress tracking for identified male cohorts using SchoolTalk. • Strengthen home–school partnerships through targeted whānau literacy workshops and take-home reading supports. • Further refine curriculum pathways aligned to Te Mātaiaho to ensure clarity, coherence, and consistency across year levels. • Develop differentiated strategies to target high-potential male readers. • Establish clearer curriculum pathways grounded in the science of learning - review the English Curriculum ensuring coverages and understanding of Mātaiaho. • Strengthen data-driven goal-setting and progress monitoring using regular assessment tools. Utilise SchoolTalk and moderation so that achievement is closely monitored. • Y4 - 6 Teachers to utilise PAT Tests to inform next to steps. • Develop Literacy Pathway for New Windsor ākonga.
Action 2 Provide professional learning and development for Years 0–6 teachers	• Teachers engaged in sustained Structured Literacy PLD, resulting in improved consistency of practice across classrooms. • Teachers continued in-class coaching and mentoring, while senior teachers strengthened their understanding of code-based instruction. • Teacher confidence in foundational literacy instruction increased, as evidenced through classroom walkthroughs and planning discussions.	• Teacher participation records in PLD and Teacher Only Days. • Classroom observations and walkthrough notes (DP and Principals) • Teacher feedback surveys.	• PLD had a strong impact on foundational reading skills, particularly in Years 0–3. • Less emphasis was placed on extending comprehension for more advanced readers, limiting acceleration for some Year 4–6 male students. • Variability remained in how consistently PLD strategies were embedded across teams. Teacher feedback that SL PLD became repetitive - same content.	• Continue Structured Literacy PLD with a stronger emphasis on comprehension and knowledge-building - including the development of Literacy programme in the Year 4 - 6. • Align literacy PLD more explicitly with the refreshed English Curriculum and Te Mātaiaho. • Developing leadership pathways for literacy lead teachers to support consistency across teams. • Use SchoolTalk more deliberately to track progress against refreshed learning progressions. • Expand teacher coaching to embed PLD strategies into daily practice.

				• Provide leadership development pathways for lead literacy teachers. • Continue to utilise SchoolTalk for progress tracking against the refresh curriculum learning progressions. • Develop PD sessions targeting teacher adaptability to diverse student needs - utilise RTLB workshops.
Action 3 Resources ordered and available	• Decodable texts were used effectively to support phonics-based instruction, particularly in the junior school. • An increase in achievement going from 60% (102 students) and 67% (109 students).	• Classroom observations. • Student progress in phonics and reading assessments. • End-of-year achievement data from 60% (102 students) and 67% (109 students).	• While decodable texts supported foundational skills, older students required texts with greater complexity to support comprehension and engagement.	• Expand the range of texts available for Years 4–6, including texts that support higher-level comprehension. • Ensure all classrooms have access to complete Structured Literacy resource packs.
Action 4 Three-tier intervention approach	• A clearly defined three-tier literacy intervention model was implemented to support male students working Below and Well Below expectation. • Tier 3 Structured Literacy support was delivered during Term 2 for 28 students identified through Sunshine Placement Assessment data at the end of Term 1. • The programme provided a 'double dose' of structured literacy, aligned with classroom scope and sequence, ensuring consistency between intervention and classroom instruction. • Instruction was delivered in small groups of 3–4 students, enabling highly targeted teaching based on individual learner profiles. • Four students made sufficient accelerated progress to discontinue Tier 3 support and successfully transition back to Tier 1 classroom instruction within the term.	• Sunshine Placement Assessment data (pre- and post-intervention). • Tier 3 Literacy Programme Board Report, Term 2 2025. • Student progress data showing gains in: 1. Letter-sound knowledge (e.g. students moving from as low as 1/8 to 8/8 known sounds) 2. Tricky word recognition (several students achieving full mastery by end of term) 3. Early decoding and blending skills.	• While the Tier 3 programme demonstrated strong impact for students with foundational decoding needs, many students required longer-term intervention to consolidate blending and develop fluency. • Attendance variability and timetable interruptions (e.g. school events, staffing changes) affected continuity for some learners. • The wide range of learner needs — from students with no phonemic awareness to those nearing readiness for Set 2 — meant progress rates varied across individuals. • As a result, while a number of students made accelerated progress, not all were able to exit intervention within the term.	• Continue Tier 3 Structured Literacy support for students still below benchmark, with refined grouping based on specific learning needs. • Strengthen explicit instruction in phonemic blending and decoding fluency, identified as ongoing areas of need. • Introduce systematic follow-up monitoring for students exiting Tier 3 to ensure gains are sustained. Further strengthen integration between Tier 3 intervention and classroom programmes to maximise acceleration. • Increase whānau engagement by providing take-home practice materials to support consolidation of learning. • Utilise digital tools for real-time intervention tracking - SchoolTalk
Action 5	• 100% of Teachers use SchoolTalk for planning, reporting and marking progress. • Teachers used data more effectively to pinpoint and address gaps in student	• SchoolTalk reading progressions and tracking data. • Spirals of Inquiry documentation and team meeting records.	• While data use improved, variability remained in teachers' confidence analysing deeper comprehension data, particularly for senior male	• Continue with data analysis and changing structure of staff hui to ensure this is done more regularly to tie with planning. Team Meeting notes to include data discussion around specific barriers to progress and possible solutions

Build evaluative capacity through SchoolTalk	learning progressions - Staff meetings and discussion around learning progressions - moderation starting to happen. • Teachers engaged in regular 5 week data analysis cycles using SchoolTalk, Spirals of Inquiry, and solutions-focused conversations to monitor the progress of male students in reading. • Data discussions increasingly focused on identifying specific barriers to progress (e.g. decoding, fluency, comprehension) and adjusting teaching responses accordingly. • Leaders and team leaders strengthened consistency in how reading data was interpreted and used to inform next steps.	• Mid-year to end-year shift showing an increase from 60% to 67% of male students working at or above expectation. •	learners. Developing assessment and data literacy. • The pace of curriculum change required staff to adapt assessment and planning practices mid-year. • Data analysis practices varied across teaching teams.	• Leaders and team leaders strengthened consistency in how reading data was interpreted and used to inform next steps. • Strengthen consistency of evaluative practice across teams. • Use SchoolTalk more explicitly to track comprehension-focused progress for male students. • Continued PLD in SchoolTalk (formative assessments throughout the year to ensure accuracy in the marking of learning progressions) • Use SchoolTalk data - gap analysis to drive consistent improvement in achievement. • Support teachers with ongoing PLD in data analysis and usage.
Action 6 ELL training for vocabulary acquisition	• Staff deepened their understanding of English Language Learning Progressions (ELLP) and the impact of language acquisition on reading outcomes for male learners. • Reading instruction increasingly included vocabulary development and oral language scaffolds for boys learning English as an additional language.	• ELLP-informed reporting and SchoolTalk data. • Classroom observations and planning documentation. • Reading data showing progress in decoding for ELL male students, with slower acceleration in comprehension.	• Some male students new to English required extended time to build the oral language and vocabulary needed to access curriculum-phase comprehension.	• Further develop a coherent, schoolwide ELL programme aligned with reading instruction. Continue and implement a decided ELL programme (e.g. English Planet, Stepwebs or Reading Eggs). Staff Training to be organised. Align ELL programmes with a knowledge-rich curriculum focus. • Strengthen links between ELL strategies and comprehension teaching. • Expand vocabulary acquisition support. • Continue to use SchoolTalk to mark ELLP progressions so that goals are clear. Monitor ELL outcomes using consistent progress data - utilise SchoolTalk • Provide targeted interventions for ELL funded learners in comprehension. • Align ELL programmes with a knowledge-rich curriculum focus. • Visit other schools with successful ELL programmes
Action 7	• Attendance strategies were implemented to support improved regular attendance for priority male students.	• Tier 3 Literacy Programme report noting attendance as a factor affecting programme delivery. • School attendance records.	• Irregular attendance for some male students limited the continuity and impact of reading interventions,	• Continue targeted attendance support for male students at risk of disengagement.

Attendance plan to increase regular attendance and reading mileage	• Increased attendance supported greater consistency in classroom reading instruction and intervention participation. • Attendance was monitored for male students receiving Tier 3 reading support. • Attendance data highlighted that irregular attendance impacted continuity of intervention for some learners.	Decrease to 52% from 54%.	particularly for those requiring sustained Tier 2 or Tier 3 support. A change in personnel responsible for attendance support during the year required a period of transition and role clarification. This impacted the consistency and timing of attendance-related follow-up for some priority learners. • As a result, attendance interventions were not always implemented with the same intensity or continuity across the year, which reduced opportunities for sustained acceleration in reading.	• Strengthen alignment between attendance monitoring and literacy acceleration planning. • Continue with attendance intervention
Action 8 Development of Dual Language Programme and Marautanga delivery – Te Reo Rangatira	• Male students in Te Whānau Puāwaitanga were supported through bilingual reading instruction aligned to Te Marautanga o Aotearoa and structured literacy principles. • Foundational reading skills continued to strengthen through culturally responsive contexts. • Kaiako attended Te Reo Rangatira PLD with Kia Atamai • Consistent use of He Reo Matatini on SchoolTalk and used this to mark the tamariki against the progression. •	• Classroom observations and programme documentation. • PAT Te Reo Maori Assessments showed (100%) 15 students made progress for Y4 - 6 • Students are working towards expected levels in He Reo Matatini.	• Progress in reading comprehension in Te Reo Māori requires sustained focus on oral language and vocabulary development. • Resource availability limited - resources to be easily accessible.	• Investigate the use of Hihiria Wetero • Implement Te Reo Assessments that align with Te Reo Rangatira • Continue strengthening Marautanga-aligned reading instruction. • Support smooth transitions between bilingual and English-medium pathways for male learners. • Build whānau partnerships to support language acquisition. • Track biweekly progress.
Action 9 Support home and school partnerships – whānau engagement	• Whānau information evenings and open days supported families to understand how reading is taught and how they can support reading at home. • Literacy a subject on Pasifika Talanoa and TWP Hui. • Guidance and resources were provided to support reading mileage for Y1–Y4 male students.	• Whānau engagement records and feedback. • Teacher observations of increased home reading engagement for some learners. •	• Whānau engagement varied, with some families requiring additional support to establish consistent home reading routines.	• Embed whānau engagement more systematically into literacy planning. • Provide targeted support for whānau of priority male learners.
Action 10	• Tuakana–teina reading opportunities were implemented to increase reading mileage and	• Teacher observations and student engagement feedback.	• Implementation varied across teams due to timetabling and staffing constraints.	• Formalise tuakana–teina reading structures to ensure consistency and sustainability across the school.

Tuakana-Teina for reading mileage	confidence for younger male students. • Older students modelled reading behaviours and supported engagement. • System change with all Pōtiki and Mataamua classes			
Action 11 Utilise Ako Hiko PLD in comprehension	• Participation in Ako Hiko PLD clusterwise annually • Lead Teacher attended meeting • Leaders and teachers engaged in Ako Hiko professional learning focused on analysing reading data and identifying priority areas for improvement. • Through this work, reading comprehension in Years 4–6 was identified as an area requiring further strengthening, particularly for male learners. • Insights from Ako Hiko data analysis informed professional discussions and supported greater clarity about next steps for teaching and intervention. Team Leaders used Edpotential to identify next steps.	• Ako Hiko data analysis sessions and shared reflections. • Leadership and team meeting notes identifying reading comprehension as a focus area. • End-of-year reading data indicating progress in decoding and fluency, with comprehension remaining an area for further acceleration.	• T-shape Literacy and explicit teaching of comprehension, an area to work on specifically on local and global Inference, multimodal text and presence of culture in texts sets an area to work on. • The need for PLD on T-shape Literacy and how this fits into Year 4 - 6 programme. • While Ako Hiko PLD strengthened teachers' understanding of the data and highlighted comprehension needs, there was limited time within the year to fully embed new comprehension-focused approaches, particularly in the context of wider curriculum and assessment changes. • As a result, the impact of this work was more evident in improved diagnostic clarity than in accelerated achievement outcomes within the reporting period.	• Build on Ako Hiko insights by implementing more explicit, schoolwide approaches to teaching reading comprehension in Years 4–6. • Strengthen consistency of comprehension instruction for male learners through targeted PLD and shared practice. Use SchoolTalk to track comprehension-specific progress more deliberately and evaluate the impact of teaching responses. • Strengthen Year 4 - 6 programme

Strategic Goal 2: Curriculum – Implementing a Structured, Evidence-Based Approach to Literacy, Assessment, and Use of Data

Annual Target/Goal: 75% of students (256 students) will be working at or above their expected curriculum level in writing.

Actions	What did we achieve?	Evidence	Reasons for any differences (variances) between the target and the outcomes	Planning for next year – where to next?

Action 1 Review target students and set goals	• 60% of students (200 students) achieved at/above. • Writing data was analysed mid-year and end-of-year using SchoolTalk and agreed assessment tools to identify students working below expectation. • Teachers used progressions and moderation to set writing goals for target learners, with a focus on sentence structure, idea development, and clarity of expression. • Writing goals were increasingly linked to curriculum progress steps rather than broad curriculum levels. • Writing PD with our SL facilitator on hink Self Regulated Strategy Development Writing 'ThinkSRSD • AFL practices evident in the observations •	• SchoolTalk writing progressions and end-of-year achievement data. • Team moderation records and planning documentation. Outcome • Reduction in well below/below students of 99 students to 93students. • End-of-year data shows 60% of students (200 students) working at or above expectation, compared with 61% at mid-year. • The target of 75% was not met.	• Writing progress was affected by multiple curriculum and assessment changes during the year, requiring teachers to adjust expectations, planning, and reporting practices. • Writing places high cognitive and language demands on learners, particularly students with English as an additional language, contributing to slower acceleration for some groups. • Greater clarity around year-level expectations resulted in more accurate identification of students working below expectation.	• Continue with AFL practices especially rubrics and success criteria. • Build coaching conversations into regular writing lessons. • Align goal-setting with Te Mātaiaho writing strategies. • Track progress biweekly with data reviews. • Y4 - 6 Teachers to use easTTle reports to inform teaching and next to steps. • Y4-6 teachers to consistently use the Code spelling programme and morphology to assist spelling • Continue the implementation of SRSD as part of the Literacy Programme development in Year 4 - 6 • Strengthen clarity and consistency around writing expectations using refreshed curriculum progressions. • Prioritise explicit teaching of sentence structure, vocabulary, and text cohesion across year levels.
Action 2 Development of Dual Language Programme and Marautanga delivery – Te Reo Rangatira	• Writing programmes within Te Whānau Puāwaitanga continued to develop through Te Marautanga o Aotearoa, supporting learners to express ideas and identity through language. • Writing contexts were culturally grounded and connected to oral language development, strengthening engagement and belonging.	• Student writing assessments and classroom observations. • Programme documentation and planning. • Mainstream data collected	• Mainstream data only collected. • Learning new curriculum - Mārautanga. • Writing progress in bilingual settings requires extended time to develop vocabulary, syntax, and confidence across languages. • Alignment between Marautanga expectations and reporting frameworks continued to evolve.	• Continue to work on Marautanga • Align bilingual practices with AFL rubrics. • Track outcomes using SchoolTalk - upload Marautanga curriculum. • Share programme successes with whānau. • Writing progress in bilingual settings requires extended time to develop vocabulary, syntax, and confidence across languages. • Alignment between Marautanga expectations and reporting frameworks continued to evolve. • Change the system to allow Te Reo Māori into Year 4 - 6 classrooms.
Action 3	• A more consistent Assessment for Learning framework for writing was developed and embedded across the school. New Windsor Self-Assessment rubrics displayed in classroom.	• Student goal-setting records, regular progress monitoring reports. • Books have evidence of AFL practices - writing assessments and rubric-aligned feedback.	• Teachers required further time and support to use rubrics diagnostically rather than descriptively. • SRSD not implemented - connection wasn't clear to AFL.	• Consistent use of AFL across the classrooms through teacher ownership and input in the New Windsor Self-assessment. • Strengthen moderation and shared analysis of writing samples.

Develop Assessment for Learning Framework	• Teachers increasingly use of success criteria, provide feedback, and inform next teaching steps.	• Performance management documentation and planning samples.	• Curriculum changes increased the cognitive demand of writing tasks, impacting achievement rates.	• Build teacher capability to use assessment data to inform precise instructional responses. • Tie AFL practices with SchoolTalk - embedding marking and formative assessments. • Regular moderation - biweekly in teams - changes the staff hui system.
Action 4 School-wide assessment and moderation with cluster schools	• Continued to use AI in the easTTle writing moderation to remove bias • Ako Hiko Leader and Literacy lead attendance in cluster wide moderation - Engagement with cluster moderation strengthened shared understanding of curriculum expectations. • School-wide moderation processes continued, supporting consistency and reliability of writing judgments. • Kahui Ako PLD on Literacy and new curriculum attendance by staff	• Moderation records and assessment timetable reviews. • Performance management documentation.	• Moderation confirmed that writing expectations under the refreshed curriculum are more demanding, particularly in relation to structure, coherence, and vocabulary. • Implementation of the new curriculum has affected teacher judgement - unpacking of new expectations.	• Continue regular moderation cycles with a stronger focus on progression and next steps. • Use moderation outcomes to inform targeted PLD. • Consistent moderation meetings - scheduled into staff meetings and increase the frequency of moderation
Action 5 Parent evening to strengthen home–school partnerships	• Structured Literacy Evening for Y0 - 3 • Whānau Conferences • TWP Hui • Pasifikia Talanoa • Literacy Pathway developed	• Whānau Conferences attendance - 83% • Literacy Pathway booklet • Teacher observations	• Whānau engagement with writing support was more variable than for reading, reflecting the complexity of writing development.	• Strengthen targeted communication for families of priority learners. • Curriculum Evening once refresh curriculum is confirmed
Action 6 Build evaluative capacity through two-week data analysis and SchoolTalk	• 100% of Teachers using SchoolTalk for planning, reporting and marking progress. • Teachers used data more effectively to pinpoint and address gaps in student learning progressions - Staff meetings and discussion around learning progressions - moderation starting to happen. • Teachers engaged in regular data analysis cycles using SchoolTalk to track writing progress and identify learners at risk.	• Data tracking via SchoolTalk and Spirals of Inquiry records. • Team Meeting documentation	• Provide time to do this - lock time to make sure that this practice is embedded • Teachers required further support to translate writing data into targeted teaching actions, particularly at the sentence and text-structure level.	• Change of Staff Hui schedule • Strengthen evaluative capability around writing-specific data. • Use SchoolTalk more deliberately to track progress over time.

	• Data discussions increasingly focused on patterns of need and instructional response.			
Action 7 ELL Programme development	• 100% of Teachers use ELLP progressions on SchoolTalk to mark their ELL learners • Writing programmes increasingly acknowledged the role of oral language, vocabulary, and sentence structure for multilingual learners. • Teachers incorporated language-rich strategies into writing instruction. • ELLP auditor April visit - process in enrolment was highlight along with inclusive environment	• ELLP Auditor report • ELLP-informed planning and assessment. • Student writing samples.	• Writing demands high levels of language control, and many ELL learners required extended time to meet curriculum expectations. • New person transitioning into ELL Co-ordinator role	• Further integrate ELL strategies within writing instruction. • Provide targeted PLD focused on supporting multilingual writers. • ELL Co-ordinator to visit other schools for programme development • Continuing to work with teachers on the use of the ELLP Pathway resources, to further upskill them • In ELL strategies to support language acquisition and the use of support resources to include in • Ensuring that highlighting reflects teacher practice - that the indicators highlighted have been explicitly taught and learners have been given adequate opportunities to consolidate their learning.
Action 8 Attendance Plan to increase attendance	• Focused attendance strategies, including daily follow-ups and whānau engagement, improved attendance outcomes.	• 8 chronically absent students transitioned to regular attendance. • Attendance Liaison tracked 10–25 truant students daily, increasing family reporting of absences. • Positive feedback from MOE Truancy flyer and follow-ups.	• Some families prioritised overseas travel over attendance, causing gaps. • Whānau engagement with attendance letters was mixed, with some resistance to interventions. • Sustained attendance improvements remain a challenge for a subset of chronic absences.	• Expand attendance liaison roles to include proactive outreach and ongoing engagement. • Use MOE-provided attendance data to target chronic absenteeism with graduated support plans. • Strengthen communication with whānau by co-developing attendance action plans. • Embed attendance monitoring into home-school partnerships to build accountability. • Develop clear messaging about the impact of absences on learning through newsletters and hui. • Introduce incentives that reward class-wide attendance to foster a community-based approach.
Action 9 Development of Writing Programme aligned to Te Mātaiaho and Common Practice Model	• Clarity Educaiton continue work with new teachers and Year 4 - 6 teachers on the Code, DiBELS, and SRSD • Handwriting Programme developed and shared with the staff • Development work began to align the writing programme with Te Mātaiaho and the Common Practice Model. • PLD on the spelling/code programme supported transcription skills.	• PLD records and planning documentation. • Student writing assessments. • SchoolTalk Planning • Classroom Observations by SLT	• Pivot away from Common Practice Model as the new refresh curriculum came out • Programme development was ongoing, limiting full implementation and measurable impact within the year.	• Complete and embed the refreshed writing programme. • Strengthen coherence across transcription, sentence construction, and text-level writing. • Implement SRSD in a consistent way • Consistency of writing programme and editing expectations across the school.

	• Teachers unpacked the English Overview into a yearly plan			
Action 10 Attendance Plan	• Attendance was monitored for students identified as at risk in writing.	• Attendance went from 54% to 52% • Attendance records and teacher observations.	• Irregular attendance limited continuity of writing instruction for some learners. • A change in personnel responsible for attendance support during the year required a transition period, impacting the consistency of attendance interventions.	• Release teacher to take writing groups for Year 4 - 6. Work on spelling and sentence structure. • Strengthen alignment between attendance monitoring and learning support planning. • Ensure clarity and continuity of roles within attendance interventions.

Strategic Goal 3: Curriculum – Establishing a Knowledge-Rich Curriculum Grounded in the Science of Learning

Annual Target/Goal: 75% of Pasifika students (62 students) working at or above their expected curriculum level in mathematics.

Actions	**What did we achieve?**	**Evidence**	**Reasons for any differences (variances) between the target and the outcomes**	**Planning for next year – where to next?**
Action 1 Review target students and set goals	• Pasifika students requiring acceleration in mathematics were identified using mid-year assessment data and SchoolTalk learning progressions. • Teachers set specific goals aligned to mathematical progressions, focusing on number sense, mathematical language, and problem-solving. • Coaching conversations supported teachers to reflect on the impact of their teaching practice on Pasifika learners. • Student Survey done for Pasifika students - unpacking feedback given by teachers	• SchoolTalk mathematics progressions and assessment data - 62% of Pasifika students (39 students) working at or above expectation - significant improvement from mid-year (47% - 28 students) • Student goal-setting records and planning documentation.	• While strong progress was made, some students required longer timeframes to consolidate foundational mathematical understanding. • Variability in mathematical language proficiency impacted access to problem-solving tasks. • Changing curriculum had impacted on teachers' judgement of expectation and planning halfway through the year.	• Strengthen early identification and targeted goal-setting for Pasifika learners in mathematics. • Continue focusing on number knowledge and mathematical language development. • Analyse the feedback and reflect on the changes in the classroom. • Focus interventions on problem-solving and reasoning tasks for both groups. • Pilot peer mentoring programmes to support Māori and Pasifika learners. • Introduce small-group problem-solving workshops. • Conduct biweekly reviews to monitor student progress. • Develop bilingual resources for whānau support.

Action 2 Professional learning and development in mathematics (DMIC, Numicon, Prime)	• Y0 - 3 team watched Numicon webinars • Team Lead and DP attended Numicon workshops • Prime books were used as independent tasks in Year 4 - 6 • Team Lead provided ICS for new teachers • ALIM - DP and Team Lead attended workshops • Feedback from the staff about Maths Programme and monitoring of implementation • PLD strengthened teacher understanding of culturally responsive mathematics teaching and the importance of discourse and collaboration. • Teachers worked to align mathematical inquiry approaches with the refreshed curriculum - development of Year Overview • TOD - MoE provided by Craig Hansen	• PLD attendance records and planning documentation. • Classroom observations by Team Leader and team reflections.	• Teachers were at different stages of confidence embedding DMIC pedagogy consistently. • Curriculum changes required teachers to adjust established practices, affecting consistency of implementation. • Confusion around when knowledge was taught - connection between knowledge and conceptual starters • Different implementation across the school.	• Focus on reviewing programme to reflect the new curriculum • Strengthen coherence between inquiry, explicit teaching, knowledge and assessment. • Implementation of twice a year assessments • Continue to develop real-world examples linked to cultural contexts.
Action 3 Review and strengthen assessment practice and moderation	○ • Assessment practices were reviewed to ensure closer alignment with learning progressions and curriculum expectations. • Moderation conversations supported greater consistency in teacher judgments.	• SchoolTalk assessment records. • Moderation documentation and assessment timetable reviews.	• Transitional assessment practices during curriculum change reduced consistency early in the year. • Increased clarity of expectations resulted in more accurate identification of students working below expectation. • Confusion around expectation of students above - having to achieve every progress outcomes in every year level.	• Refine assessment schedules and tools to ensure consistency. • Continue moderation with a focus on progression and next teaching steps. • Programme to include AFL practices/formative assessments • Consider having curriculum nights for 2026 • Develop culturally tailored workshops for diverse whānau groups. • Provide multilingual resources for home use. • Align workshops with problem-solving goals.

Action 4 Three tier approach	A structured three-tier approach to mathematics support was implemented to accelerate progress for Pasifika students requiring additional support. • **Tier 1 (Universal classroom instruction):** Pasifika students accessed high-quality classroom mathematics programmes aligned to the refreshed curriculum expectations. Teachers used structured resources, including Numicon, to strengthen conceptual understanding, number knowledge, and mathematical language. Classroom programmes emphasised explicit teaching, collaborative learning, and opportunities for oral mathematical discourse. • **Tier 2 (Targeted small-group support):** Students identified through assessment data as working below expectation received targeted small-group support within the classroom and through short-term interventions. These supports focused on developing foundational number understanding, mathematical vocabulary, and confidence, with adjustments made based on ongoing progress monitoring. • **Tier 3 (Intensive intervention – ALiM):** Pasifika students requiring intensive support participated in the ALiM (Accelerating Learning in Mathematics) programme. ALiM provided structured, small-group instruction that targeted specific gaps while also strengthening learner confidence and engagement in mathematics.	• End of Year Maths Report (ALiM Impact Summary). • Student assessment data and intervention records. • Teacher observations and learner voice. Key outcomes from the ALiM programme included: • Improved student confidence and engagement, with average mathematical disposition scores increasing from 2 to 4 (on a 1–5 scale). • 75% of students showing progress of six months or more, and 63% achieving a year or more of academic growth. • Positive impacts linked to targeted support, small-group collaboration, and deliberate attention to oral language and ELL needs.	• While ALiM demonstrated strong impact, it operated with limited capacity, meaning not all Pasifika students requiring acceleration could access Tier 3 support within the year. • Inconsistent attendance for some learners affected continuity of intervention and progress. • Ongoing curriculum change required teachers to adjust pedagogy and resources mid-year, impacting consistency across tiers.	• Transition from ALiM to the Maths Acceleration Programme (MAP) in 2026, providing a structured 12-week intervention model with increased staffing allocation and the ability to run multiple cycles per year. • Strengthen coherence across tiers through schoolwide use of Numicon as the core mathematics resource. • Continue to prioritise mathematical language development and learner dispositions as key levers for acceleration, particularly for Pasifika learners. • Strengthen follow-up monitoring for students exiting Tier 2 and Tier 3 interventions to ensure gains are sustained.

Action 5 Build evaluative capacity through data analysis and SchoolTalk	• 100% of Teachers using SchoolTalk for planning, reporting and marking progress. • Teachers used data more effectively to pinpoint and address gaps in student learning progressions - Staff meetings and discussion around learning progressions - moderation starting to happen. • Teachers engaged in regular data analysis cycles using SchoolTalk to track writing progress and identify learners at risk. • Data discussions increasingly focused on patterns of need and instructional response.	• SchoolTalk data and team meeting documentation. • Student assessment records.	• Provide time to do this - lock time to make sure that this practice is embedded • Teachers required further support to translate data insights into targeted instructional changes, particularly for complex problem-solving.	• Change of Staff Hui schedule • Strengthen evaluative capability around maths-specific data. • Use SchoolTalk more deliberately to track progress over time.
Action 6 Attendance plan to support learning continuity (Mathematics – Pasifika Students)	• Attendance was monitored for Pasifika students receiving targeted mathematics support, including those participating in the ALiM programme. • Attendance patterns were considered alongside achievement and engagement data to understand factors influencing progress in mathematics. • Through the ALiM programme, it was evident that regular attendance supported stronger engagement, confidence, and continuity of learning for participating students.	• Attendance records for students receiving Tier 2 and Tier 3 mathematics support. • End of Year Maths Report identifying attendance as a contributing factor to successful outcomes in ALiM, alongside collaborative small-group work and targeted support.	• Irregular attendance for some Pasifika students limited continuity of mathematics instruction and reduced opportunities to sustain accelerated progress. • A change in personnel responsible for attendance support during the year required a transition period, which impacted the consistency and timeliness of attendance-related follow-up for some learners. • As a result, attendance support was not always able to be aligned closely enough with mathematics intervention planning.	• Strengthen alignment between attendance monitoring and mathematics acceleration planning, particularly for students receiving Tier 2 and Tier 3 support. • Ensure clarity and continuity of roles within attendance support systems to enable timely and consistent follow-up. • Use attendance data more deliberately alongside achievement data to inform decisions about entry, exit, and intensity of mathematics interventions.
Action 7 Dual Language Programme and Marautanga delivery – Pāngarau	• Pasifika learners in bilingual settings engaged in pāngarau learning aligned to Te Marautanga o Aotearoa. • Mathematical learning was supported through culturally responsive contexts and language-rich instruction. • Trial of Pangarau assessments and programme • bilingual problem-solving projects in Years 4–6. Develop	• Achievement data 2 Pasifika students achieved at year level expectations • Assessment data and programme documentation from Te Whānau Puāwaitanga. • Classroom observations.	• Lack of vocabulary by learners - Developing mathematical language across languages requires extended time and consistent exposure. • Emphasis was primarily on basic operations rather than application tasks.	• Increase Te Reo Māori in Year 4 - 6 • Develop the Maths programme to include the Marautanga redesign. • Evaluate the dual-language program's effectiveness through SchoolTalk. • Continue strengthening pāngarau delivery and alignment with English-medium mathematics expectations.

	culturally relevant tasks linked to real-world maths contexts. • Met with MoE Curriculum Lead - Jackie Meha			• Support smooth transitions between programmes.
Action 8 Tuakana-Teina Maths Workshops with Tamariki	• Tuakana–teina approaches were used to support mathematics learning, with older or more confident students supporting younger learners through modelling, discussion, and shared problem-solving. • These approaches supported Pasifika learners by strengthening mathematical language, confidence, and engagement through relational and collaborative learning contexts. • Teachers intentionally used tuakana–teina structures to increase opportunities for oral mathematical discourse and peer explanation, aligning with DMIC pedagogy.	• Student assessment data and classroom observations. • Links to DMIC classroom practice and collaborative problem-solving.	• Inconsistent implication across the classrooms • Implementation of tuakana–teina varied across classes and teams, depending on timetabling, staffing, and classroom structures. • While tuakana–teina supported engagement and confidence, it was not always consistently linked to explicit teaching of targeted mathematical concepts, limiting measurable acceleration for some learners.	• Strengthen teacher guidance so tuakana–teina interactions are deliberately focused on key mathematical concepts and language. • Continue to use tuakana–teina as a culturally sustaining approach that supports Pasifika learners' confidence, participation, and sense of belonging in mathematics.
Action 9 Development of Mathematics Programme aligned to Te Mātaiaho and the Common Practice Model	• Work began on reviewing and reshaping the school's mathematics programme to align with Te Mātaiaho: the refreshed New Zealand Curriculum. • Teachers engaged in professional learning and collaborative planning to strengthen understanding of the progression of mathematical concepts, with particular attention to number knowledge, mathematical reasoning, and the role of oral mathematical discourse. • Existing approaches, including DMIC pedagogy, Numicon, and structured small-group instruction, were reviewed to ensure alignment with emerging curriculum expectations. • Staff Survey on Maths Programme • TOD with Craig Hansen - MoE provided	• Mathematics planning documentation and curriculum review notes. • Professional learning records and team meeting documentation. • Classroom observations	• Development of the mathematics programme occurred alongside ongoing curriculum and assessment changes, which required teachers to adjust established practices during the year. • As a result, the programme was still in a developmental phase, and full consistency of implementation across the school was not yet achieved. • The focus on programme design and alignment limited the extent to which immediate acceleration could be measured within the reporting period.	• Finalise and document the school mathematics programme, clearly outlining scope, sequence, and expectations at each year level. • Strengthen alignment between the assessment practices, and intervention approaches (Tier 1–3). • Review the Maths programme to align with the new curriculum. • Continue targeted professional learning to support consistent implementation and evaluate impact on learner outcomes, particularly for Pasifika students.

Strategic Goal 4: Attendance: Engagement, Wellbeing and Belonging

Annual Target/Goal: 70% of ākonga (322 students) attend school regularly (according to MoE definition).

Actions	What did we achieve?	Evidence	Reasons for any differences (variances) between the target and the outcomes	Planning for next year – where to next?
Action 1 Promotion of attendance (rewards, certificates, newsletters)	• Attendance was promoted through positive reinforcement strategies, including certificates, classroom recognition, and regular messaging in newsletters. • Increased attendance for Pasifika students through culturally relevant engagement strategies. • 12% reduction in chronic absenteeism among Pasifika students. • 100% published in the newsletter • Class competition on attendance	School communications and recognition practices. • Student engagement and wellbeing survey data. **Outcome:** At the end of Term 4, 2025: • 52% of students (211 students) were attending school regularly (above 90% attendance) • 28% (116 students) had irregular attendance (80–90%) • 10% (42 students) were moderately absent (70–80%) • 10% (40 students) were chronically absent (below 70%)	• While promotional strategies supported awareness, they were not sufficient on their own to shift attendance patterns for students experiencing persistent or complex barriers to regular attendance. • A transition in the attendance leadership role in Term 3, with a new staff member stepping into the position, required a period of induction and handover. This impacted the consistency and momentum of attendance interventions during that time.	• Continue positive attendance messaging alongside more targeted and responsive supports for priority learners - track the rate termly. • Correlate this with priority groups • Use digital platforms to promote attendance initiatives. • Prizegiving award possibly for attendance throughout the year • Incorporate student voice in the design of rewards.
Action 2	• Weekly attendance tracking was undertaken using MoE eTap data and reviewed regularly.	• EDM Term 4 Attendance data showing attendance variation across the term, with highest attendance mid-term	• Seasonal factors and end-of-year patterns continued to impact attendance, with a decline	• Tracking tools were effective but required better integration with external agency data.

Attendance Plan – weekly tracking and Kāhui Ako collaboration	• Attendance trends were analysed to identify patterns by day, week, year level, and student group. • Collaboration with Kāhui Ako schools supported shared learning around attendance approaches - Kahui Ako Attendance Steering Group • Engage MoE in support • System of communication developed and employed a community member to contact families. • Collaborate with Kahui Ako schools for shared strategies. • Partner with MOE to enhance intervention processes	and lower attendance toward the end of Term 4. • Attendance trend data across the last five terms.	noted in the final weeks of Term 4. • Monitoring improved visibility of issues but did not consistently translate into earlier or more intensive intervention for all students.	• Standardise tracking tools for real-time attendance updates. • Use digital dashboards to monitor attendance trends. • Develop weekly attendance reports for staff and families. • Utilise STAR - MOE response to attendance • Evaluate tracking impact quarterly to refine strategies. • Strengthen alignment between attendance monitoring and wellbeing and learning support systems.
Action 3 Relationships with external agencies (MoE, ACES, Oranga Tamariki)	• The school continued to work with external agencies to support students experiencing significant attendance challenges. • ACES referrals, engagement with an ACES Specialist Liaison, and access to MoE Regional Response funding supported targeted attendance interventions.	• Records of agency engagement and referrals. • Attendance data showing sustained levels of moderate and chronic absence for a small but significant group of learners.	• Many attendance barriers were complex and outside the immediate control of the school, requiring sustained, multi-agency responses over time - Agency interventions were effective but limited in scale. Referral delays reduced the timeliness of support. • When students move schools, lack of communications between ACES area agencies.	• Strengthen earlier identification and referral processes. • Continue coordinated work with external agencies to support families and reduce persistent absence - create relationship with ACES. Meetings at least once a term. Strengthen partnerships with agencies to expedite referrals. • Tracking system in which akonga are referred to ACES. • Share attendance data to inform interventions. • Develop structured referral and follow-up processes. • Track agency outcomes through regular reviews. • Evaluate agency impact on attendance improvements termly. • Expand collaboration to address broader family barriers.
Action 4 Continuing engaging curriculum and learning opportunities	• The school prioritised engaging, inclusive, and culturally responsive curriculum experiences aligned with the New Windsor Way. • Teachers focused on strengthening student engagement and sense of belonging as key levers for attendance. • Fun Events organised throughout the activity - Trips, Magic Shows…etc.	• Student engagement and wellbeing survey data - Pulse results show that Year 4 - 6 students are 8.1 out of 10 average. • Classroom observations.	• While curriculum engagement supported many learners, attendance barriers for some students were primarily linked to health, family circumstances, and external factors.	• Continue strengthening engagement through curriculum and wellbeing practices. • More explicitly connect engagement strategies with attendance support planning. • Discuss with whānau on a better support system.

Action 5 Consistent use of wellbeing and engagement data	• Implementation of Pulse into Year 4 - 6 - system was user friendly for students. Students enjoyed giving gratitude and short survey. • Wellbeing and engagement data were used in team meetings to inform discussions about student support and attendance. • Real life data sent to the teachers meant that teachers/staff can respond to issues in a timely manner (3 students had wellbeing concerns that was addressed)	• Team meeting documentation. • Wellbeing survey data (Pulse)	• Teams varied in confidence using wellbeing data to inform targeted attendance responses. • Implementation was not consistent across Year 4 - 6.	• Data analysed by the PB4L team and Year 4 - 6. • Correlation of attendance data to wellbeing data • Strengthen shared understanding of how wellbeing, engagement, and attendance data inform intervention planning.
Action 6 Student voice surveys – unpacking the link to attendance	• Student voice surveys provided insight into students' experiences of school, belonging, and engagement. Pulse survey highlighted the importance of relationships and feeling safe and connected at school.	• Student voice and wellbeing survey data. • Student Voice showed the preferred awards is class rewards - free time.	• While student voice informed understanding, translating insights into improved attendance required coordinated system-level responses - perhaps an anonymous survey.	• Use student voice more deliberately to co-design attendance and engagement supports with learners and whānau.
Action 7 PLD on neurodiversity and social/emotional regulation	• Principal attended Conference and learnt social/emotion regulation • Tier 1 Programme developed and taught in the classroom.	• PLD records. • Classroom and playground observations. • Teacher Planning	• Changes in practice take time to translate into sustained improvements in attendance for students with complex needs. • Ensure fidelity of programme across the classrooms	• Development of Tier 2 programme • Consistency and accountability systems for teaching developed. • Continue PLD focused on inclusive, regulation-informed practice. • Align PLD more explicitly with attendance and engagement goals.
Action 8 Restorative Practice refresh	• Staff focused on maintaining positive relationships and a strong sense of belonging. Tier I programme training • New staff and Student Teachers orientated in restorative practice	• Classroom and playground observations. • Teacher Planning • PB4L records	• Unable to happen with PLD due to staffing shortage • Restorative approaches supported engagement but could not fully mitigate external factors influencing attendance.	• Continue embedding restorative practices as part of a whole-school attendance and wellbeing strategy. • Send staff to restorative practice workshops

Strategic Targets 2026

Reading Goal: *Accelerate progress for our male students so that 75% of our male students (127 students) will be working Proficient and Exceeding expectations for their time at school.*
Mathematics Goal: *Accelerate progress for our Pasifika students so that 75% of our Pasifika students (46 students) will be working Proficient and Exceeding expectations for their time at school.*
Writing Goal: *Accelerate progress for all students so that 75% of students (256 students) will be working Proficient and Exceeding expectations for their time at school.*
Attendance Goal: *65% of akōnga (279 students) attend school regularly (according to MoE definition).*

2026 Target Setting - Reading Goal		
NELP 2	**Objective 2: Barrier Free Access** Great education opportunities and outcomes are within reach for every learner • Priority 4: Ensure every learner/ākonga gains sound foundation skills, including language, literacy and numeracy	
End of 2025 (Actual Data)	67% of male students (109 students) were working **at or above expectation** in reading.	
Annual Target	*Accelerate progress for our male students so that 75% of our male students (127 students) will be working Proficient and Exceeding expectations for their time at school.*	
2025 Actual Data	***Male = 163 students***	
Well Below	10% (16 students)	
Below	23% (38 students)	
At	64% (105 students)	
Above	3% (4 students)	
Professional Learning	• *Continued implementation of Structured Literacy across all year levels.* • *Implement in the Mātaiaho English Curriculum Development* • *SchoolTalk to use Learning Progressions and strengthen evaluative capabilities* • *Year 4 - 6 to continue with T-shape with Local Histories Curriculum focus/cultural context/different perspectives. T-shape focusing on critical thinking and reading comprehension skills* • *Year 4 - 6 to continue with Liz Kane The Code.* • *Strengthen Assessment for Learning Practice* • *Increase use of moderation, unpacking progressions and sharing teacher practices* • *Development of Te Whānau Puāwaitanga curriculum to reflect Mauratanga including aromatawai* • *Te Whānau Puāwaitanga Aromatawai 12 month PLD MoE* • *Assement PLD MoE 6 months for staff* • *Solutions-focused Coaching refresh* • *Teaching English as Second Language PLD - develop the programme* • *Ako Hiko PLD opportunities - Reading Pillars and Reading Fluency Intensive*	

When	***What***	***Who***	***Progress Indicators***
During Term 1 and ongoing	• *Review of the target students finding out which areas need to be focused on. Identify male*	*Management team Team Leaders, Teachers*	*Student assessments* *Student goals*

throughout the year	*students requiring acceleration using assessment data and learning progressions.* ● *Competencies/Assessment Guidelines.* ● *Coaching Conversations to support impact of teaching practice on target students*		
During Term 1 and ongoing throughout the year	● *Set clear, short-cycle reading goals for target learners. Goals to be set using learning progressions with activities aligned to New Windsor*	*Management team* *Team Leaders,* *Teachers*	*Student assessments* *Student goals*
Ongoing throughout the Year	● *Strengthen explicit teaching of reading comprehension, particularly for Years 4–6 through teacher reflection and goal setting* ● *Use coaching conversations and classroom observations to support effective practice.* ● *Plan reading across authentic curriculum contexts to support interest and stamina.*	*DPs* *Team Leaders* *Teachers*	*PG Conversations/Coaching*
Ongoing throughout the Year	● *Ensure consistent use of decodable texts and structured literacy resources across classrooms.*	*Bronwyn*	*Student assessments*
Ongoing throughout the Year	● *Development of Year 4 - 6 Literacy Programme* - *Writing* - *Reading* - *Handwriting* - *Oral Langauge*	*Bronwyn* *Maria*	*Student assessments*
Ongoing throughout the Year	● *Continue with 3 tier approach to interventions*	*Bronwyn,* *Phonderly*	*Student assessments* *Staff performance management programme*
Ongoing throughout the Year	● *Build Evaluative Capacity through 2 week data analysis, solutions-focused framework and Spirals of Inquiry* ● *Build Evaluative capabilities through SchoolTalk*	*Maria, Kish,* *Bronwyn, Jo* *WSLs, Lisa*	*Student assessments* *Staff performance management programme*
Ongoing throughout the Year	● *ELL Training for all staff - develop the ELL Programme*	*Phonderly and Wendy*	*Student assessments* *Staff performance management programme* *Movement in ELL levels*
Ongoing throughout the Year	● *Attendance Plan to increase regular attendance (reading strategies and mileage consistent)*	*Wendy*	*Student assessments* *Staff performance management programme* *8 students going from chronic absence to regular attendance*
Ongoing throughout the Year	● *Development of Dual Language Programme and Marautanga delivery - Te Reo Rangatira*	*Maria, Wendy, Trina, Mary Ann*	*Student assessments* *Staff performance management programme* *Progress in Literacy - 80% of Te Whānau Puāwaitanga achieving at expected level (21 students)*
Ongoing throughout the Year	● *Support Home and School Partnerships - Whānau Information Evening and Open Day Afternoon*	*Leadership Team* *Teachers*	*Student assessments* *Staff performance management programme*

	Community initiative: Supporting Literacy at home for Y1-Y4 students		
Ongoing throughout the Year	• *Strengthen Tuakana–Teina approaches to support reading mileage and engagement.*	*DP* *Teachers*	*Student assessments* *Staff performance management programme*
Ongoing throughout the Year	• *Utilise Ako Hiko PLD in Reading Comprehension - Y4 - 6*	*Robin, Team Leaders* *Teachers*	*Student assessments* *Staff performance management programme*
Term 1 - 2	• *Strengthen learner voice to increase engagement and motivation for male readers.*	*Teachers* *Team Leaders*	*Survey results*

2026 Target Setting - Mathematics		
NELP 2	**Objective 2: Barrier Free Access** Great education opportunities and outcomes are within reach for every learner • Priority 4: Ensure every learner/ākonga gains sound foundation skills, including language, literacy and numeracy	
End of 2025 (Actual Data)	64% of Pasifika students (39 students) working at or above their expected curriculum level in mathematics.	
Annual Target	*Accelerate progress for our Pasifika students so that 75% of our Pasifika students (46 students) will be working Proficient and Exceeding expectations for their time at school.*	
2025 Actual Data	***Pasifika students = 61 students***	
Well Below	13% (8 students)	
Below	23% (14 students)	
At	64% (39 students)	
Above	0% (0 student)	
Professional Learning	• *Build teacher capacity in mathematical concepts and knowledge* • *Strengthen assessment practice and moderation.* • *Developing knowledge teaching into the programme* • *Te Mātaiaho and Common Practice Model PLD* • *Strengthen Assessment for Learning Practice* • *Implement in the Mātaiaho Maths Curriculum Development* • *SchoolTalk to use Learning Progressions and strengthen evaluative capabilities* • *Increase use of moderation, unpacking progressions and sharing teacher practices* • *Development of Te Whānau Puāwaitanga curriculum to reflect Mauratanga including aromatawai* • *Te Whānau Puāwaitanga Aromatawai 12 month PLD MoE* • *Assement PLD MoE 6 months for staff* • *Solutions-focused Coaching refresh* • *Teaching English as Second Language PLD - develop the programme* • *Ako Hiko PLD opportunities - Maths Pillars and Mathematics Fluency Intensive* • *Develop MAPs programme* • *Te Whānau Puāwaitanga Aromatawai 12 month PLD MoE* • *Assement PLD MoE 6 months for staff*	

When	What	Who	Progress Indicators
During Term 1 and ongoing throughout the year	• *Review of the target students finding out which areas need to be focused on.* • *Goals to be set using learning progressions with activities aligned to New Windsor Competencies/Assessment Guidelines.* • *Coaching Conversations to support the impact of teaching practice on target students* • *Identify Pasifika students requiring acceleration using assessment data and learning progressions.*	*Management team Team Leaders, Teachers*	*Student assessments* *Student goals*
Ongoing throughout the year	• *Strengthen explicit teaching of reading comprehension, particularly for Years 4–6 through teacher reflection and goal setting* • *Use coaching conversations and classroom observations to support effective practice.* • *Strengthen consistency of Tier 1 mathematics teaching across classrooms - Mixed Maths Diet*	*Team Leaders Teachers*	*PG Conversations/Coaching*
During Term 1 and ongoing throughout the year	• *Teachers to use Mixed Maths Diet in the classroom. Development of Maths programme tied with Te Mātaiaho - make connections to new curriculum.*	*Joe, Management team. Team Leaders, Teachers*	*Observation of the teaching and learning programme*
One parent night mid-year	• *Host a Parent Evening night and Open Day afternoon to strengthen home and school relationships. Community initiative: Supporting Maths at home for Y0 - 6 students* • *Strengthen whānau engagement in mathematics learning through shared language and resources.*	*Jo, Management team. Team Leaders, Teachers*	*Student assessments* *Student goals*
Ongoing throughout the Year	• *Review the Mathematics assessment practices and support teachers to assess against the learning progressions and curriculum levels.*	*Maria, Joe, Management team. Team Leaders, Teachers*	*Observation of the teaching and learning programme*
Ongoing throughout the Year	• *Build Evaluative Capacity through 2 week data analysis,* • *solutions-focused framework and Spirals of Inquiry.* • *Build Evaluative capabilities through SchoolTalk*	*Maria, Team Leaders*	*Student assessments* *Staff performance management programme*
Ongoing throughout the Year	• *Attendance Plan to encourage regular attendance* *(mathematical strategies consistent)*	*Bronwyn*	*Student assessments* *Staff performance management programme* *8 students to go from chronic absence to regular attendance*
Ongoing throughout the Year	• *Development of Dual Language Programme and Marautanga delivery - Pāngarau*	*Maria, Team Leader, Kaiako*	*Student assessments* *Staff performance management programme* *Progress in Mathematics - 80% of Te Whānau Puāwaitanga achieving at expected level (21 students)*

Ongoing throughout the Year	• *Maintain a three-tier approach to mathematics intervention:* ○ *Tier 1: Mixed Maths Diet* ○ *Tier 2: Targeted small-group support.* ○ *Tier 3: MAPs* • *Strengthen mathematical language development and oral discourse.* • *Continue to refine how intervention gains are sustained back in the classroom programme.* • *Monitor progress closely for students transitioning out of interventions.* • *Continue to refine how intervention gains are sustained back in the classroom programme.*	*Maria, Joe, Bronwyn*	*Student assessments* *Staff performance management programme*
Ongoing throughout the Year	*Development of Maths Programme to tie with Te Mātaiaho*	*Joe, Maria, Team Leaders*	*Student assessments* *Staff performance management programme*

2026 Target Setting - Writing			
NELP 2	**Objective 2: Barrier Free Access** Great education opportunities and outcomes are within reach for every learner • Priority 4: Ensure every learner/ākonga gains sound foundation skills, including language, literacy and numeracy		
End of 2025 (Actual Data)	60% of students (200 students) were working at or above expectation in writing.		
Annual Target	*Accelerate progress for all students so that 75% of students (256 students) will be working Proficient and Exceeding expectations for their time at school.*		
2025 Actual Data	***Whole School = 335 students***		
Well Below	13% (42 students)		
Below	28% (93 students)		
At	59% (199 students)		
Above	0% (1 student)		
Professional Learning	• *Develop Writing Programme - implement SRSD* • *Ensure Handwriting Programme is consistency across New Windsor* • *Implement in the Mātaiaho English Curriculum Development* • *SchoolTalk to use Learning Progressions and strengthen evaluative capabilities* • *Strengthen Assessment for Learning Practice* • *Increase use of moderation, unpacking progressions and sharing teacher practices* • *Development of Te Whānau Puāwaitanga curriculum to reflect Mauratanga including aromatawai* • *Te Whānau Puāwaitanga Aromatawai 12 month PLD MoE* • *Assement PLD MoE 6 months for staff* • *Solutions-focused Coaching refresh* • *Teaching English as Second Language PLD - develop the programme*		

When	What	Who	Progress Indicators
During Term 1 and ongoing throughout the year	• *Review of the target students finding out which areas need to be focused on. Use regular data cycles to identify learners requiring acceleration in writing.* • *Goals to be set using learning progressions with activities aligned to New Windsor Competencies/Assessment Guidelines.*	*Management team Team Leaders, Teachers*	*Student assessments* *Student goals*
Ongoing throughout the Year	• *Develop and implement a consistent school-wide writing programme (SRSD) aligned to Te Mātaiaho.* • *Coaching Conversations to support impact of teaching practice on target students* • *Clarify expectations for sentence structure, language features, and text coherence at each year level.* • *Increase opportunities for purposeful writing across curriculum areas.*	*Bronwyn* *Maria*	*PG Conversations/Coaching* *Class Observations*
Ongoing throughout the Year	• *Strengthen moderation processes to ensure shared understanding of expectations.*	*Bronwyn* *Maria*	*EBJ align amongst staff*
Ongoing throughout the Year	• *Development of Dual Language Programme and Marautanga delivery - Te Reo Rangatira*	*Maria, Team Leader, Kaiako*	*Student assessments* *Staff performance management programme*
Ongoing throughout the year	• *Development of the Assessment for Learning Framework for consistent approach - e.g. Feedback is based on progression year expectations*	*Maria, Team Leaders, Bronwyn*	*Performance management programme* *Student assessments.*
Ongoing throughout the year	• *School-wide assessment and moderation with cluster schools will continue*	*Senior Management Team,* *Team Leaders,* *Teachers, AH Leader*	*School wide assessment timetable reviewed* *Performance management programme*
One parent night mid year	• *Host a Parent Evening night to strengthen home and school relationships.*	*Management team,* *Team Leaders,* *Teachers*	*Student assessments* *Student goals*
Ongoing throughout the Year	• *Build Evaluative Capacity through 2 week data analysis. Build Evaluative Capabilties through SchoolTalk*	*Maria and Team Leaders*	*Student assessments* *Staff performance management programme*
Ongoing throughout the Year	• *ELL Programme development*	*Phonderly, Bronwyn*	*Student assessments* *Staff performance management programme*

Ongoing throughout the Year	• *Development of Writing Programme to tie with Te Mātaiaho - unpacking the progressions year expectations*	*Bronwyn, Maria, Team Leaders*	*Student assessments* *Staff performance management programme*
Ongoing throughout the Year	• *Attendance Plan*	*Bronwyn*	*Student assessments* *Staff performance management programme*

2026 Target Setting - Attendance Goal 4	
NELP 1	**Objective 1: Learners at the Centre** Learners with their whānau are at the centre of education • Priority 1: Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying
End of 2024 (Actual Data)	*By the end of 2025, 52% of students (211 students) were categorised as attending school regularly.*
Annual Target	65% of akōnga (279 students) attend school regularly (according to MoE definition).
2025 Actual Data - 407students	
Regularly Attending	*52% (211 students)*
Irregular Attendance	*28% (114 students)*
Moderately Absent	*10% (41 students)*
Chronically Absent	*10% (41 students)*
Professional Learning	• *ACES Referrals and Meetings* • *ACES Engagement Specialist Liaison* • *MoE Regional Response funding* • *MoE Community Connector Meetings*

When	***What***	***Who***	***Progress Indicators***
Ongoing throughout the year	• *Promotion of Attendance - Rewards, Certificates, Newsletter*	*Bronwyn* *Teachers*	*Student engagement* *Wellbeing Survey*
Ongoing throughout the year	*Attendance Plan* • *Strengthen early identification of attendance concerns through weekly attendance tracking.* • *Weekly Tracking from MOE etap data* • *Networking with Kahui Ako schools*	*Bronwyn*	*Student engagement* *Wellbeing Survey*

	• *Clarify roles and responsibilities within attendance systems to ensure continuity and consistency.*		
Ongoing throughout the year	• *Strengthen alignment between attendance monitoring, wellbeing supports, and learning interventions.*	*Bronwyn*	*Student engagement* *Wellbeing Survey*
Ongoing throughout the year	• *Relationships formed with outside agency - MOE, ACES, Oranga Tamariki*	*Bronwyn*	*Student engagement* *Wellbeing Survey*
Ongoing throughout the year	• *Continuing of exciting curriculum and learning opportunities*	SLT/Team Leaders/ Teachers	*Student engagement* *Wellbeing Survey*
Ongoing throughout the year	• *Consistent use of New Windsor Way and Pulse data in Team Meetings* • *Develop a way to gather data from Y0 - Y3*	Team Leaders	*Student engagement* *Wellbeing Survey*
Ongoing throughout the year	• *Student Voice Surveys - unpacking the tie to attendance.* • *Use student voice and wellbeing data to inform attendance responses.*	DPs and Team Leaders	*Student engagement* *Wellbeing Survey*
Ongoing throughout the year	• *PLD on Neurodiversity and Social/Emotion Regulation*	Whole Staff	*Student engagement* *Wellbeing Survey*
Ongoing throughout the year	• *Restorative Practice Refresh for Staff*	Phonderly	*Student engagement* *Wellbeing Survey*
Ongoing throughout the year	• *Further strengthen proactive communication with whānau around attendance expectations and support.*	Bronwyn	*Student engagement* *Wellbeing Survey*
Ongoing throughout the year	• *Continue to refine systems to ensure smooth transitions when staffing or roles change.*	Bronwyn	*Student engagement* *Wellbeing Survey*