


**Teamwork**  
is working together  
and playing your part.



**Integrity**  
is doing or saying the  
right thing even if it's hard.  
It is being honest with  
yourself and others.



**Kindness**  
is being helpful,  
caring and considering  
other people.



**Ako**  
is being a teacher  
and a learner.



**Strategic  
Goals**

**Ko Wai  
Mātou  
Our People**

Tamariki are strong in  
their identity and  
relationships and are  
happy, strong and  
thriving at school.

**Nō Hea  
Mātou  
Our Place**

Tamariki have a sense  
of kaitiakitanga and  
belonging.

**O Mātou  
Akoranga  
Our Learning**

Tamariki are achieving,  
engaged, life long  
learners experiencing a  
diverse curriculum,  
responsive to needs.

## Achievement: Targets 2026.

We carried out an Analysis of Variance against end of year achievement data in 2025. This has aided in the formulation of year level targets 2026.

<https://www.legislation.govt.nz/regulation/public/2023/0155/latest/LMS858884.html>

Year	Reading	Writing	Maths
1	85%	85%	90%
2	80%	90%	90%
3	85%	88%	88%
4	84%	90%	82%
5*	89%	78%	86%
6	92%	92%	88%

## Annual Plan Tracker: Key

We use an Annual Plan tracker to monitor progress on goals. This is particularly in the areas of Team Achievement Targets for Attendance, Wellbeing & Literacy & Numeracy initiatives.

A 'traffic light' system is used for other broader goals.

The above time -progress measurements are detailed in operational plans.

Key:



To work on



In Progress



Achieved/Achieving

Ko wai mātou - Our people  
Tamariki are strong in their identity and relationships and are happy, strong and thriving at school

Key:




To work on



In Progress



Achieved/Achieving

Initiatives	Actions	Who is leading this initiative	When	Tracking As at	Review, Evaluation, Next Steps
<p><b>Attendance</b></p> <p>Main Goal: 80% of students to attend regularly (for more than 90% of the time)</p>	<p>1.1 Evaluate attendance trends &amp; patterns using the ERO Model. Create an action plan for 2026.</p> 	<p>Louise Seaton</p>	<p>Evaluate using model term 2, 2025</p>		
	<p>1.2 Communicate the benefits of regular attendance to parents, teachers via newsletters, personal emails and Attendance Support Plans. Reminders on Seesaw. Attendance recorded on Achievement Reports.</p>				
	<p>1.3 Consult and work with whanau to raise children's attendance rates particularly those in the Chronic Category (Serious Concerns), through a variety of avenues: STAR Response, written feedback, one to one, at community events. Refer to Piki te Mauri/Attendance Service for support.</p>				
	<p>1.4 Continue the positive relationship with local iwi to strengthen support for this attendance category where appropriate.</p>				



To work on



In Progress

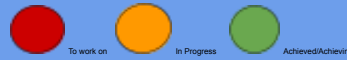


Achieved/Achieving



Initiatives	Actions	Who is leading this initiative	When	Tracking	Review, Evaluation, Next Steps
<b>Professional Development Overview</b>  Includes TAs & Admin team	<b>1.1 Evaluate current PLD using the ERO Model. Create an action plan.</b>	SLT	Term 4, 2025, Term 1, 2026.		
	<b>1.2 Across School PLD: Assessment PLD-MoE-Evaluation Associates</b> <ul style="list-style-type: none"> <li>Revisit, confirm, or amend the assessment rubric scores submitted with your PLD application</li> <li>Clarify the reporting requirements, overall teacher judgement and review of assessment practices.</li> </ul>	Vidisha			
	<b>1.3 Teacher Specific PLD: Maths Acceleration Program MoE : Eval Associates</b> Focus on building capability, including: <ul style="list-style-type: none"> <li>Diagnostic capability and adaptive practice</li> <li>Examine student work samples</li> <li>Use formative assessment to inform acceleration plans</li> </ul>	Jason Vidisha			
	<b>1.4. Teacher Specific PLD: Structured Literacy (BSLA) MoE PLD - LC</b> <ul style="list-style-type: none"> <li>Continue PLD focus of Tier 2: Years 1-3</li> <li>Widen Senior Leadership (SL) program to a Literacy Hub</li> <li>Refine the Parent Readers Program</li> </ul>	Debs Sarah as SL			
	<b>1.5. Across School PLD: Neurodivergent Learners</b> Consult with experts to provide PLD in these areas for both Teachers & TAs. <ul style="list-style-type: none"> <li>ADHD</li> <li>Autistic Spectrum Disorders</li> </ul>	SENCOS RTLb			
	<b>1.6. Other second-phase development</b> <ul style="list-style-type: none"> <li>ELL PLD for TAs specific</li> <li>Artificial intelligence -Across staff</li> <li>ENROL &amp; Office Manager PLD &amp; Networking</li> <li>PB4L Tier 2</li> </ul>	SLT Joyce			

# Ko wai mātou - Our people

Tamariki are strong in their identity and relationships and are happy, strong and thriving at school












Initiatives	Actions	Who	When	Tracking	Review, Evaluation, Next Steps
<p>1. Grow mātauranga Māori practices.</p> <p><b>Mātauranga Māori practices.</b></p>	<p>1.1 Continuing to embed best practice - to build children's experiences from mātauranga Māori perspectives. Year progressions.</p> <p>1.2 Build wananga - teacher knowledge &amp; capability Continue to embed and ensure new staff are aware of best practice and this annual plan document.</p> <p>1.3 Consult whānau through a variety of avenues: written feedback, one to one, at community events.</p> <p>1.4 Continue the positive relationship with our local iwi.</p>	Sarah	Terms 1 & 2		
<p>2. Realising the intent of <b>Te Tiriti o Waitangi</b> - Moving from acknowledgement to authentic understanding of Te Tiriti o Waitangi.</p>	<p>3.1 To continue to facilitate and provide staff with opportunities for understanding Te Tiriti through annual celebrations, milestones &amp; events, taonga.</p>	Sarah	Terms 1 & 2		
<p>3. Develop and grow <b>Wellbeing</b> through the Whare Tapa Whā model. <a href="https://mentalhealth.org.nz/te-whare-tapa-wha">https://mentalhealth.org.nz/te-whare-tapa-wha</a></p>	<p>2.1 Develop a student survey around the whare tapa whā model as a major component of a wider picture.</p> <p>2.2 Develop a pathway for co &amp; self- regulation for identified children, with lessons across the school.</p> <p>2.3 Teacher wellbeing survey - NZCER every two years.</p> <p>2.1 Continue to embed and ensure new staff are aware of best practice and this annual plan document.</p> <p>2.2 Moved from Orange to Green. SIF LINK</p>	PB4L Team Senior Leadership Team	Ongoing throughout the year		

<p>4. a) Build <b>collaborative staff practices &amp; relationships.</b></p> <p>4. b) strengthen <b>Home-school partnerships.</b> NELP objective 3.6, 1.2, 2.3</p>	<p>4.1 Building teachers' pathways based on their interests. Encourage networking externally- staff survey</p> <p>4.2 Whole school development - to make sure teacher's needs are being covered in light of new MoE initiatives.</p> <p>4.3 Ensure parents are well-informed about new curriculum programs. Communication is strengthening through revised information and meet teacher evenings Recordings and videos are available for parents</p> <p>4.4 Continue to nurture the partnerships and work with Māori and Pacific whānau to support student learning and whānau engagement.</p> <p>4.5 Align goals between the Home &amp; School Team/Events Crew. Keep up the spirit of whanaungatanga - relationship, kinship, sense of family connection</p>	<p>MNS Lead Team SLT</p>	<p>Ongoing</p>		<p>4.2 MNP, structured Literacy, Reporting, Standardised Testing, Alice Patrick PLD, PB4L, SMS system were foci of whole school development</p>
<p>5. Develop and embed our <b>PB4L</b> practices based on our TIKA values.</p>	<p>5.1 Develop knowledge in Tier 2 &amp; Tier 3</p> <p>5.2 (3) PB4L discussed weekly at syndicate level</p> <p>5.3. Increase teacher capability in the Tier 2 systems through Tier 2 training.</p> <p>5.2 Continued newsletter items to inform the community of our PB4L journey.</p> <ul style="list-style-type: none"> <li>• Continue to collect and analyse behavioural data in teams and as a whole staff.</li> <li>• PB4L staff meetings once a term</li> <li>• Develop consistent systems for approaching recognition of values &amp; behaviours and addressing incidents.</li> <li>• Continue to develop school-wide consistent interventions to support students who require additional support</li> <li>• Continue to use House System</li> </ul>	<p>Ministry PLD PB4L PB4L Lead Team</p>	<p>Terms 2 &amp; 3 &amp; 4</p>		



# Nō Hea Mātou - Our Place

Tamariki have a sense of kaitiakitanga and belonging

Initiatives	Actions	Who	When	Tracking	Progress, Evaluation & Next Steps 2026
<b>1. Develop our Local MNS Curriculum.</b>  Turangawaewae Place-Based Learning	1.1 Complete development of local curriculum documentation. With learning focused on Miramar Whare Pukapuka (Library), Miramar Gardens, Moanamana, Wānanga, Snorkelling, Ākau Tangi, Mātai Moana  1.2 Learn place- based legends (pūrākau) such as Ngake and Whataitai, Matiu Island, Seatoun and the harbour  1.3 Align learning and assessment with new curriculum progressions.	MNS Lead Team in conjunction with staff and community where appropriate	We use an Annual Plan tracker to monitor progress on goals. This particularly in the areas of Team Achievement Targets for Wellbeing & Literacy & Numeracy initiatives.  A simple 'traffic light' system is used for other broader goals.  The above time -progress measurements are detailed in operational plans.	      	
<b>2. Celebrate and strengthen students' culture</b>	2.1 Student- led celebrations are embedded as part of our school culture. Global connections to understand their place, locally, nationally and globally.  2.2 Continue Matariki community Explore opportunities to develop wananga/ workshops by the wider whanau events.	MNS Lead Team in conjunction with staff and community where appropriate		    	
<b>3. Create innovative learning environments</b>	3.1 Build collaborative classes/cross-class opportunities.  3.2 Explore designs for a bigger more functional library space  3.3 Develop Courts Area	MNS Lead Team, Board, Staff, Students, Community		  	

## O Mātou Akoranga - Our Learning

Tamariki are achieving, engaged, life long learners experiencing a diverse curriculum, responsive to needs. This section also contains our syndicate achievement targets for the following year and a Variance

Initiatives	Actions	Who	When	Tracking	Progress, Evaluation & Next Steps
<p><b>1. Develop effective Assessment and Reporting to grow shared understandings of progress and achievement according to the new curriculum</b></p>	<p>See also Year Level Targets. P. 3,4 See also PLD Section. P. 3,4</p> <p>1.1 PLD to ensure there is a good level of progress made in aligning moderation to the new curriculum.</p> <p>Further develop a thorough understanding of moderation, assessment &amp; reporting.</p> <ul style="list-style-type: none"> <li>• Overall Teacher Judgements that align with the English and Mathematics new curriculum</li> <li>• Upskilling teacher knowledge, capability and application via both internal and external PLD.</li> </ul> <p>1.2 Continue to communicate with whānau about Maths (including Maths No Problem) and Literacy (including BSLA) programs</p>	<p>MNS SLT Lead Team in conjunction with staff.</p>	<p>We use an Annual Plan tracker to monitor progress on goals. This particularly in the areas of Team Achievement Targets for Wellbeing &amp; Literacy &amp; Numeracy initiatives.</p> <p>A simple 'traffic light' system is used for other broader goals.</p> <p>The above time -progress measurements are detailed in operational plans.</p>		
<p><b>2. Build confidence, capabilities and consistency in staff within te reo Māori.</b></p>	<p>2.1 Continue to build collaborative practices across the school for te reo planning using the Mātauranga Māori Progressions</p>	<p>MNS SLT Lead Team in conjunction with staff.</p>			

<p><b>3. Build confidence, capabilities, and consistency in staff within the new curriculum.</b></p>	<p>3.1 Continue to develop BSLA in Pōhutukawa, year 5/6.</p> <p>3.2 Embed planning &amp; moderation in syndicates using the new curriculum.</p> <p>3.3 Continue to communicate and develop whānau knowledge of how we are teaching to support students' learning.</p> <p>3.4 Provide effective staffing &amp; PLD for teachers/ aides to support English Language Learners (ELL). Extended to our Learning Support Team (TAs).</p> <p>3.5 Provide structured opportunities for teachers to observe other teachers.</p>	<p>SLT Maths Lead Team BSLA Lead Team /School based facilitator Literacy Leaders in conjunction with staff.</p>			
<p><b>4. Provide interventions that will support the inclusion and equity of tamariki with diverse needs e.g., learning needs, gender identity, gender identity, behaviour, English Language Learners.</b></p>	<p>4.1 Expand SENCO to be a team of two teachers. Yrs 1-3 &amp; Yrs 4-6. 4.1 - Growing number of neurodiverse students, teacher aide timetables carefully organised for neurodiverse learner support.</p> <p>4.2. Continue to embed and develop our inclusion practices for neurodiverse learners.</p> <p>4.3 Embed the process for communicating with parents of neurodiverse learners e.g. Individual Education / Behavioural Plans</p> <p>4.4 ELL children. Continue to group according to the ELLPF framework and targeted lessons taught throughout the school</p> <p>4.6 Monitor attendance for better learning and wellbeing</p>	<p>SENCO Team SLT</p>			