

# St. Joseph's Cathedral School Annual Plan 2026

Te aroha o te Karaiti

We Care Like Christ



We care for each other

Nurture equity and excellence

Whanaungatanga

We care for our learning

Provide a responsive and engaging curriculum

Ako

We care for our world

Strengthen connections and enhance wellbeing of school community & beyond

Manaakitanga

CATHOLIC SPECIAL CHARACTER

TE TIRITI O WAITANGI

COLLABORATION • CREATIVITY • CRITICAL THINKING • CONNECTED • CHARACTER • COMMUNICATION



# *St. Joseph's*

## Cathedral School

Te aroha o te Karaiti  
Kia aroha ki a tātou  
Kia aroha ki te ako  
Hei aroha mō te ao

We Care Like Christ  
We care for each other  
We care for our learning  
We care for the world

### Our whakataukī

He aroha whakatō, he aroha puta mai.  
If kindness is sown, then kindness you shall receive.

### Our values

We proudly follow the example of Jesus and his teachings as we strive to 'Care like Christ'. Our school Gospel values of Respect - Mana, Compassion - Aroha, Honesty - Ngākaupono, and Forgiveness - Murunga Hara, are displayed in our everyday actions and words.



# Strategic Initiatives and Drivers 2026

	Nurture Equity and Excellence	Provide a Responsive and Engaging Curriculum	Strengthen connections and enhance wellbeing
	<ul style="list-style-type: none"> <li>• Growing capacity of staff and Learning Assistants to better support learners in the class</li> <li>• Designing, implementing and assessing specific and individualised programmes to meet needs of students on an ongoing basis</li> <li>• Redevelopment of ELL programmes</li> <li>• Further extension opportunities in Reading, Writing and Mathematics</li> <li>• Māori and Pasifika action plans to be developed, after consultation and implemented</li> <li>• Involvement in the Pasifika project (KA)</li> <li>• Attendance and Engagement Plan (KA)</li> </ul>	<ul style="list-style-type: none"> <li>• Designing Local Curriculum reflecting Te Mātaiaho and our school community</li> <li>• Assessment for Learning PLD</li> <li>• Develop in depth knowledge of the refreshed areas of English and Maths &amp; Statistics within Te Mātaiaho</li> <li>• Use of Common Practice Model (CPM) to enhance consistency of teaching school wide.</li> <li>• Embedding Structured Spelling practices and introduction of Structured Reading in Junior School</li> <li>• Equip and empower students to take responsibility for own learning- Learner Qualities and Learning Progressions</li> </ul>	<ul style="list-style-type: none"> <li>• Communication of curriculum and learning to whānau</li> <li>• Class connection initiatives</li> <li>• Community events</li> <li>• ECO initiatives</li> <li>• Student council led initiatives</li> <li>• School approach to Hauora -Te Whare Tapa Whā</li> </ul>
<b>Special Character</b>	<ul style="list-style-type: none"> <li>• Valuing each and every child as an individual</li> <li>• Continue to develop knowledge and understanding of our St Joseph's values and school vision "We Care Like Christ"</li> </ul>	<ul style="list-style-type: none"> <li>• Implementation of the new RE Curriculum</li> </ul>	<ul style="list-style-type: none"> <li>• Social Justice projects and pastoral care systems</li> <li>• Strengthen Parish/ School connections</li> </ul>
<b>Te Tiriti o Waitangi</b>	<ul style="list-style-type: none"> <li>• Giving effect to Te Tiriti o Waitangi and using Culturally Responsive Pedagogies</li> </ul>	<ul style="list-style-type: none"> <li>• Development of Maturanga Māori within learning programmes and Local Curriculum</li> <li>• Māori specialist teacher</li> <li>• Staff further embed EP learning into classrooms</li> </ul>	<ul style="list-style-type: none"> <li>• Connections with Iwi</li> <li>• Development of our Cultural Narrative</li> <li>• Whānau Hui</li> </ul>
<b>Kāhui Ako AC</b>	Equity for All Learners, Culturally Responsive Practice- AC 1 and AC 2	Teacher Practice and Pedagogy, Culturally Responsive Practice- AC 1 and AC 2	Connections and Partnerships - AC 1 and AC 2
<b>NELPS</b>	1.1, 1.2 and 2.3	1.2, 2.3, 2.4, 3.5 and 3.6	1.2, 2.4, and 3.5



# Goal 1 – We Care For Each Other

## Nurture Equity and Excellence

### Whanaungatanga



NELPS 1.1, 1.2 and 2.3

Strategic Initiative	Key Actions	Measures of Success	Responsibility	Resourcing
<b>Catering For Diverse Learners</b>	Implement intervention programmes to provide support for high needs and target students so they make accelerated progress	<ul style="list-style-type: none"> <li>Learning Support register developed and maintained</li> <li>Continuation and development of Learning Support interventions to best match needs.</li> <li>Interventions are monitored and show impact</li> <li>Staff cater for target students in planning and regularly monitor progress.</li> <li>Staff adjust teaching strategies to support target students</li> <li>Learning Support Coordinator undertakes professional learning for neurodiverse learners so she can support staff and led staff meetings</li> <li>Implementation of extension activities used in class programmes resulting in more students moving to above the expected level</li> <li>Maths buddy used for target groups</li> </ul>	LSC SENCO Principal DP	Release costs PD costs
	ELL progressions become living document in class teaching programmes	<ul style="list-style-type: none"> <li>Staff using the ELLS Curriculum/Progression framework in the regular planning.</li> <li>Learning Support Coordinator supporting staff with ideas to use in class to help ELL learners</li> <li>Improved outcomes for ELL learners</li> </ul>	LSC SENCO	Release costs
	Implement Māori and Pasifika action plans to increase achievement and success	<ul style="list-style-type: none"> <li>Māori and Pasifika achievement plans in place.</li> <li>Participation in the Te Korowai o te Whakapono Pasifika Project</li> <li>Teachers using of culturally responsive practice, including regular school wide Te Reo phrases</li> </ul>	Principal	
<b>Valuing and accepting all cultures and identities</b>	Celebrate our diversity by providing our school community with a place where they are empowered through language, culture and identity.	<ul style="list-style-type: none"> <li>Learning programmes provide opportunities that acknowledge, educate and celebrate our diversity.</li> <li>Feedback and engagement through Hui, Fono and other cultural meetings.</li> <li>Cultural Contacts are supported by leadership and staff to enhance connections with our diverse communities</li> <li>Kapa Haka, Pasifika sunrise, Indian and Filipino clubs formed and strengthen</li> </ul>	Principal Lead Teacher-connections All Staff	Inquiry Budget Kapa Haka Tutor costing



# Goal 2 - We Care For Our Learning

## Provide a responsive and engaging Curriculum

Ako



NELPS 1.2, 2.3, 2.4 3.5 and 3.6

Strategic Initiative	Key Actions	Measures of Success	Responsibility	Resourcing
Curriculum Design and Implementation	Clear, visible learning pathways across all year levels to guide planning and assessment, ensuring students understand their progression and achievement expectations.	<ul style="list-style-type: none"> <li>Staff alongside support from DP have unpacked all Progress steps for Reading, Writing and Mathematics</li> <li>Development of kid speak for Progress outcomes (Mathematics, Writing and Reading)</li> <li>Students clearly understand their learning pathways and can confidently describe their progress and next steps</li> <li>Teachers teaching and using Learning Qualities rubrics. Students are able to self assess against rubrics.</li> <li>Increase student agency- students active partners in their learning</li> </ul>	Principal DP All staff	Syndicate Days Release costs
	Continue to support staff to confidently implement the new English and Mathematics curricula	<ul style="list-style-type: none"> <li>Comprehensive support for teachers in the learning and implementation of the new Mathematics and English curriculum through PD workshops, one on one sessions with DP and resourcing.</li> <li>Staff have an increased understanding of the new curriculum and are able to effectively plan and teach from it</li> <li>Consistent high expectation teaching practices in Mathematics and English- as observed by Management</li> </ul>	Principal DP All staff	Syndicate Days Release costs for one on one sessions Maths Buddy costing
	Implementation of new assessment tools and developing of school wide practices	<ul style="list-style-type: none"> <li>Professional development for management and staff in new assessment tools</li> <li>Establish aligned school-wide assessment and reporting systems</li> </ul>	Principal DP All Staff	PD costs for management Release costs

<b>Building teacher capabilities in effective pedagogies</b>	High quality teaching practices across the school	<ul style="list-style-type: none"> <li>• Staff following the Teaching and learning framework and planning expectations</li> <li>• Consistent high-quality teaching and assessment practices across the school.</li> <li>• Leadership to regular visit classes to monitor and support teaching practices</li> <li>• Syndicates working collaboratively with planning and assessment practices</li> <li>• Professional Growth Cycles are focused on the Teaching and Learning Framework.</li> <li>• The Cluster teacher and the Education Group provide staff with professional development and support for Assessment For Learning</li> <li>• The Education Group provide coaching support for teachers.</li> <li>• Staff will use coaching and observations to help teachers make change to practice in their Professional Growth Cycles</li> </ul>	Principal DP Cluster Teacher All Staff	PD costs- Education Group
	Staff will use Culturally Responsive Practices to engage all our students (Mātauranga Maori) and implement Te Reo regularly	<ul style="list-style-type: none"> <li>• Professional Development for staff in Culturally Responsive practices</li> <li>• Development of core school phrases and commands</li> <li>• Staff regularly use Te Reo in class and out of classrooms</li> </ul>	Principal All staff	
<b>Enhance our Special Character through implementing the new Catholic RE Curriculum</b>	Development and use of assessment for the new RE curriculum	<ul style="list-style-type: none"> <li>• As part of their Professional Growth Cycle for Special Character all staff will develop assessment that aligns with the new RE curriculum</li> <li>• Regular professional development workshops from DRS and support with planning and assessment development</li> <li>• All staff using assessments to monitor students understanding of topics covered</li> </ul>	Principal Coaching PD- Education Group	Release for RE PD days/workshops DRS release,
	Sharing of the new RE Curriculum to our Parent Community	<ul style="list-style-type: none"> <li>• In Term 1 parents will be invited to sit in RE lessons</li> <li>• Parents and the Board given update information through newsletters</li> <li>• DRS to send RE Learning Posts via Educa to update parents on current learning.</li> </ul>	DRS	DRS release



# Goal 3 - We Care For Our World

## Strengthen connections and enhance wellbeing of school community and beyond

### Manaakitanga



NELPS 1.2, 2.4, and 3.5

Strategic Initiative	Key Actions	Measures of Success	Responsibility	Resourcing
Pastoral care/ Outreach and Wellbeing	Continue prioritising wellbeing for all (students, staff and families) through existing and new wellbeing practices	<ul style="list-style-type: none"> <li>Existing wellbeing supports such as Hearing You, care packages etc</li> <li>PTFA develop the “Te Aroha o Te Karaiti” Fund to support families in need.</li> <li>NCER Wellbeing survey used to show an increase in wellbeing of our students</li> </ul>	Principal  DRS PTFA	Wellbeing budget PTFA
	Embed Te Whare Tapa Whā, a school approach to Hauora	<ul style="list-style-type: none"> <li>All teachers using Te Whare Tapa Whā in class programmes</li> <li>NCER Wellbeing survey used to show an increase in wellbeing of our students</li> </ul>	All Staff	

<b>Partnerships with parent and local community</b>	Deepen and sustain connections with the school's diverse communities to enhance engagement and partnership	<ul style="list-style-type: none"> <li>• Parents regularly consulted and engaged in school decision-making</li> <li>• Strong partnerships are evident through increased community participation in student learning and school activities</li> <li>• Members of our community are adding value to learning programmes (e.g. list of whanau skills / opportunities established / parent connections made)</li> <li>• Regular curriculum information shared with parent community E.g meetings, open classrooms, inquiry afternoons, Learning Posts and Achievement Reports</li> <li>• New Edge app introduced and Curriculum updates on school website</li> <li>• Support of Cultural Contacts to enhance community connections and celebrate diversity</li> <li>• Parish/School Masses each term and further connections are established with the Parish</li> </ul>	Leadership team	Teacher release
	Improve regular student attendance to meet or exceed government targets	<ul style="list-style-type: none"> <li>• Implementation of the new attendance plan</li> <li>• Principal regularly monitoring data and supporting students and families with regular attendance</li> <li>• Improved and sustained rates of regular attendance that meet or exceed government targets</li> </ul>	Improve regular student attendance to meet or exceed government targets	Wellbeing budget

## Community Consultation

In 2023 we undertook a community consultation led by the Education Group. This involved surveying of students, staff and Whānau. Meetings were also held after the completion of the surveys to go deeper into responses. Our strategic goals for 2024-2026 are based on the results of this consultation and the needs of our school community.

Additionally in preparation of this annual plan we have reviewed our previous strategic goals (Annual Review 2025) and data in the Analysis of Variance.

## Board Commitment

To ensure our strategic goals are achieved, the St Joseph's Cathedral School Board is committed to providing:

<b>Giving Effect to Te Tiriti o Waitangi</b>	A commitment to the Te Tiriti o Waitangi and accepts an obligation to develop policies and practices which reflect New Zealand's bicultural heritage. The Four Articles of Te Tiriti o Waitangi will guide decision making within our school.
<b>Student Achievement</b>	Overall continuous improvement in student engagement, progress, achievement and wellbeing
<b>Strategic Planning and Review</b>	Setting strategic direction for the school through strategic plan, policies and ongoing self-review
<b>Personnel</b>	A positive, supportive environment for staff, incorporating quality recruitment, performance management and continuous development Meet legislative requirements and to be a good employer
<b>Property and assets</b>	A vibrant and well resourced learning environment
<b>Finance</b>	Budget that focuses on student achievement, curriculum, personnel, property and administrative priorities from the current strategic plan
<b>Health and Safety</b>	A safe and healthy physical and emotional environment for all
<b>Community Partnership</b>	Effective communication, consultation and engagement with the wider community

Principal \_\_\_\_\_

Presiding Member \_\_\_\_\_

# Annual Targets 2026

## READING

### Strategic Goals:

- Enhancing English and Mathematics learning programmes
- Building Teacher Capabilities in Effective Pedagogies

### NELPS:

Learners at the Centre 1.2

Barrier Free Access- 2.3, 2.4

### Reading Annual Target

That overall 85% of all our students will achieve at or above their New Zealand Curriculum Level in Reading

### Specific Target(s)

- To raise achievement for identified target groups of learners (Māori, Pacific Peoples, Year 2 and Year 6) who did not achieve at or above their New Zealand Curriculum Level in Reading.
- To maintain the significant number of students achieving above their New Zealand Curriculum Level in Reading.

Our target students include those achieving Below or Well Below the expected Curriculum Level at the end of 2025.

Target students in Reading: 21 students.

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
0 Students	8 students	3 students	1 students	3 students	6 students

Data to explain our Specific Targets listed above:

2026 students (2025 EOY data)

Ethnicity	At/Above
Asian	82%
MELAA	100%
Māori	78%
NZ Euro / Other Euro	89%
Pacific Peoples	57%

Year Level	At/Above
1	100%
2	67%
3	87%
4	96%
5	92%
6	74%

Baseline data (End of 2025)

## READING

	WELL BELOW		BELOW		AT		ABOVE		TOTAL
	Number	Percentage	Number	Percentage	Number	Percentage	Number	Percentage	
All students	5	3%	23	14%	92	58%	39	25%	159
<b>GENDER</b>									
Female	3	4%	11	14%	45	56%	22	27%	81
Male	2	3%	12	15%	47	60%	17	22%	78
<b>ETHNICITY</b>									
Asian	2	3%	11	18%	36	58%	13	21%	62
MELAA	0	0%	1	10%	6	60%	3	30%	10
Māori	0	0%	2	18%	6	55%	3	27%	11
NZEuro/Other Euro	2	3%	6	9%	39	59%	19	29%	66
Pasific Peoples	1	10%	3	30%	5	50%	1	10%	10
<b>YEAR LEVEL</b>									
0/1	0	0%	8	22%	28	78%	0	0%	36
2	2	8%	1	4%	8	33%	13	54%	24
3	1	4%	0	0%	16	64%	8	32%	25
4	0	0%	3	12%	18	69%	5	19%	26
5	1	4%	5	22%	12	52%	5	22%	23
6	1	4%	6	24%	10	40%	8	32%	25

## Key Improvement Strategies 2026

Strategies	Who	Indicators of Progress
Continue to support staff to confidently implement the new English and Mathematics curricula	Principal DP	<ul style="list-style-type: none"> <li>Comprehensive support for teachers in the learning and implementation of the new Mathematics and English curriculum through PD workshops, one on one sessions with DP and resourcing</li> <li>Aligning of new new Curriculum in all documentation</li> <li>Development of Kid Speak progressions</li> </ul>
Continue to embed Structured Literacy practices using the iDeal platform and structured reading	Principal DP Structured Lit Lead	<ul style="list-style-type: none"> <li>Continued Professional development for all staff in using Structure Literacy pedagogies and the Ideal platform, supported by the Literacy Lead teacher.</li> <li>Baseline and post data collected to see any impact.</li> <li>Phonics testing 20 weeks and 40 weeks</li> </ul>
ELL programmes to accelerate learning and Professional Development for all staff	Principal SENCO	<ul style="list-style-type: none"> <li>Shared understanding and improved outcomes using the ELLS Curriculum/Progression Pathways framework</li> <li>Use of ELL Progressions in classroom planning</li> </ul>
Continue Professional development in culturally responsive pedagogy with evidence for success for and with Maori and Pasifika students. Plan specific topics based on culture and interests.	Management & teachers	<ul style="list-style-type: none"> <li>Implementation of school Māori and Pasifika Action plans.</li> <li>Improved teacher practice having an impact on student outcomes. Engagement of Māori and Pasifika students.</li> </ul>
Additional support through Learning Support Coordinator, teacher aides, Structured Literacy programmes, RTLit, RTLB, Lexia, and ELL programmes.	Management, SENCO & Literacy Lead Teacher	<ul style="list-style-type: none"> <li>Improved support programmes and teacher practice having an impact on student outcomes.</li> <li>Meetings to track interventions throughout each term.</li> <li>Syndicate and Whole school Target Student meetings to monitor progress and interventions.</li> <li>Parent evening for English to give parents ideas and ways to support their children.</li> <li>Regular communication with families of Target children and provide support for learning at home.</li> </ul>

# Annual Targets 2026

## WRITING

### Strategic Goals:

- Enhancing English and Mathematics learning programmes
- Building Teacher Capabilities in Effective Pedagogies

### NELPS:

Learners at the Centre 1.2

Barrier Free Access- 2.3, 2.4

### Writing Annual Target

That overall 85% of all our students will achieve at or above their New Zealand Curriculum Level in Writing

### Specific Target(s)

- To raise achievement for identified target groups of learners (Asian, Māori, Pacific Peoples, Year 2 and Year 6) who did not achieve at or above their New Zealand Curriculum Level in Writing.
- To increase the number of students achieving above their New Zealand Curriculum Level in Writing by 5%.

Our target students include those achieving Below or Well Below the expected Curriculum Level at the end of 2025.

Target students in Writing: 24 students.

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
0 Students	9 students	3 students	2 students	5 students	5 students

Data to explain our Specific Targets listed above:

2026 students (2025 EOY data)

Ethnicity	At/Above
Asian	79%
MELAA	89%
Māori	78%
NZ Euro / Other Euro	88%
Pacific Peoples	57%

Year Level	At/Above
1	100%
2	62%
3	88%
4	92%
5	81%
6	78%

Baseline data (End of 2025)

## WRITING

	WELL BELOW		BELOW		AT		ABOVE		TOTAL
	Number	Percentage	Number	Percentage	Number	Percentage	Number	Percentage	
All students	2	1%	27	17%	115	72%	15	9%	159
<b>GENDER</b>									
Female	1	1%	11	14%	57	70%	12	15%	81
Male	1	1%	16	21%	58	74%	3	4%	78
<b>ETHNICITY</b>									
Asian	2	3%	12	19%	42	68%	6	10%	62
MELAA	0	0%	1	10%	9	90%	0	0%	10
Māori	0	0%	2	18%	8	73%	1	9%	11
NZEuro/Other Euro	0	0%	8	12%	51	77%	7	11%	66
Pasific Peoples	0	10%	4	40%	5	50%	1	10%	10
<b>YEAR LEVEL</b>									
0/1	0	0%	9	25%	27	75%	0	0%	36
2	0	0%	3	13%	17	71%	4	17%	24
3	1	4%	1	4%	20	80%	3	12%	25
4	0	0%	5	19%	19	73%	2	8%	26
5	0	0%	5	22%	15	65%	3	13%	23
6	1	4%	4	16%	17	68%	3	12%	25

## Key Improvement Strategies 2026

Strategies	Who	Indicators of Progress
Continue to support staff to confidently implement the new English and Mathematics curricula	Principal DP	<ul style="list-style-type: none"> <li>Comprehensive support for teachers in the learning and implementation of the new Mathematics and English curriculum through PD workshops, one on one sessions with DP and resourcing</li> <li>Aligning of new new Curriculum in all documentation</li> <li>Development of Kid Speak progressions</li> </ul>
Continue to embed Structured Literacy practices using the iDeal platform and introduction of structured reading in the Junior school	Principal Structured Lit and Junior Lit Lead Teachers	<ul style="list-style-type: none"> <li>Continued Professional development for all staff in using Structure Literacy pedagogies and the Ideal platform, supported by the Literacy Lead teacher.</li> <li>Baseline and post data collected to see any impact.</li> </ul>
Regular use of success criteria and feedback with students in classroom programmes	DP Teachers	<ul style="list-style-type: none"> <li>Adapting our new success criteria as the curriculum has changed</li> <li>Students using success criteria to improve work</li> </ul>
ELL programmes to accelerate learning and Professional Development for all staff	Principal SENCO	<ul style="list-style-type: none"> <li>Shared understanding and improved outcomes using the ELLS Curriculum/Progression Pathways framework</li> <li>Use of ELL Progressions in classroom planning</li> </ul>
Continue Professional development in culturally responsive pedagogy with evidence for success for and with Maori and Pasifika students. Plan specific topics based on culture and interests.	Management & teachers	<ul style="list-style-type: none"> <li>Implementation of school Māori and Pasifika Action plans.</li> <li>Improved teacher practice having an impact on student outcomes. Engagement of Māori and Pasifika students.</li> </ul>
Additional support through Learning Support Coordinator, teacher aides, Structured Literacy programmes, RTLit, RTLB, Lexia, and ELL programmes.	Management, SENCO & Literacy Lead Teacher	<ul style="list-style-type: none"> <li>Improved support programmes and teacher practice having an impact on student outcomes.</li> <li>Meetings to track interventions throughout each term.</li> <li>Syndicate and Whole school Target Student meetings to monitor progress and interventions.</li> <li>Parent evening for English to give parents ideas and ways to support their children.</li> <li>Regular communication with families of Target children and provide support for learning at home.</li> </ul>

# Annual Targets 2026

## MATHEMATICS

### Strategic Goals:

- Enhancing English and Mathematics
- Building Teacher Capabilities in Effective Pedagogies

### NELPS:

Learners at the Centre 1.2

Barrier Free Access- 2.3, 2.4

### Mathematics Annual Target

That overall 85% of all our students will achieve at or above their New Zealand Curriculum Level in Mathematics.

### Specific Targets

- To raise achievement for identified target groups of learners (Māori, Pacific Peoples, Year 4 and Year 6) who did not achieve at or above their New Zealand Curriculum Level in Mathematics.
- To increase the number of students achieving above their New Zealand Curriculum Level in Mathematics by 5%.

Our target students include those achieving Below or Well Below the expected Curriculum Level at the end of 2023.

Target students in Mathematics: 18 students.

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
0 Students	4 students	3 students	7 students	4 students	6 students

Data to explain our Specific Targets listed above:

2026 students (2025 EOY data)

Ethnicity	At/Above
Asian	81%
MELAA	89%
Māori	78%
NZ Euro / Other Euro	86%
Pacific Peoples	71%

Year Level	At/Above
1	100%
2	83%
3	88%
4	72%
5	88%
6	74%

Baseline data (End of 2025)

## MATHEMATICS

	WELL BELOW		BELOW		AT		ABOVE		TOTAL
	Number	Percentage	Number	Percentage	Number	Percentage	Number	Percentage	
All students	4	3%	25	16%	116	73%	14	9%	159
<b>GENDER</b>									
Female	3	4%	13	16%	58	72%	7	9%	81
Male	1	1%	12	15%	58	74%	7	9%	78
<b>ETHNICITY</b>									
Asian	2	3%	11	18%	43	69%	6	10%	62
MELAA	0	0%	2	20%	8	80%	0	0%	10
Māori	0	0%	2	18%	8	73%	1	9%	11
NZEuro/Other Euro	2	3%	7	11%	50	76%	7	11%	66
Pasific Peoples	0	0%	3	30%	7	70%	0	0%	10
<b>YEAR LEVEL</b>									
0/1	0	0%	4	11%	31	86%	1	3%	36
2	0	0%	3	13%	17	71%	4	17%	24
3	2	8%	5	20%	15	60%	3	12%	25
4	0	0%	4	15%	22	85%	0	0%	26
5	1	4%	5	22%	14	61%	3	13%	23
6	1	4%	4	16%	17	68%	3	12%	25

## Key Improvement Strategies 2026

Strategies	Who	Indicators of Progress
Continue to support staff to confidently implement the new English and Mathematics curricula	Principal DP	<ul style="list-style-type: none"> <li>Comprehensive support for teachers in the learning and implementation of the new Mathematics and English curriculum through PD workshops, one on one sessions with DP and resourcing</li> <li>Aligning of new new Curriculum in all documentation</li> <li>Development of Kid Speak progressions</li> </ul>
Introduction of Maths Buddy to support extension and remedial learners in classes	DP	<ul style="list-style-type: none"> <li>Additional reinforcement activities for all students</li> <li>Targeted activities for extension and remedial students</li> </ul>
Specialist Maths teaching on a Friday	DP	<ul style="list-style-type: none"> <li>DP (who has strength in Mathematics) - to run sessions on a Friday in each classroom, focusing on Problem Solving and/or remedial group work</li> </ul>
Year 3 - 6 teachers implement problem solving tasks each week for students to use real context for mathematic skills	DP All Staff	<ul style="list-style-type: none"> <li>eastTtle testing shows an increase in students being able to apply mathematical skills.</li> </ul>
All teachers to implement basic facts/Number knowledge daily within their mathematics programme	DP All Staff	<ul style="list-style-type: none"> <li>Testing shows improved number knowledge across the school</li> </ul>
Continue Professional development in culturally responsive pedagogy with evidence for success for and with Māori and Pasifika students. Plan specific topics based on culture and interests.	Management & teachers	<ul style="list-style-type: none"> <li>Implementation of school Maori and Pasifika Action plans.</li> <li>Improved teacher practice having an impact on student outcomes. Engagement of Māori and Pasifika students.</li> </ul>