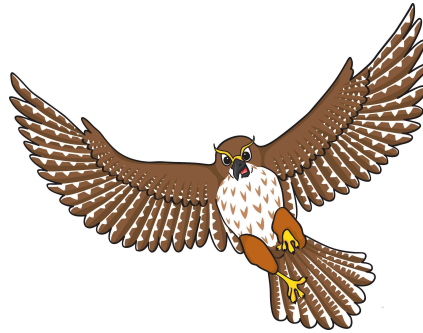




Pokeno School

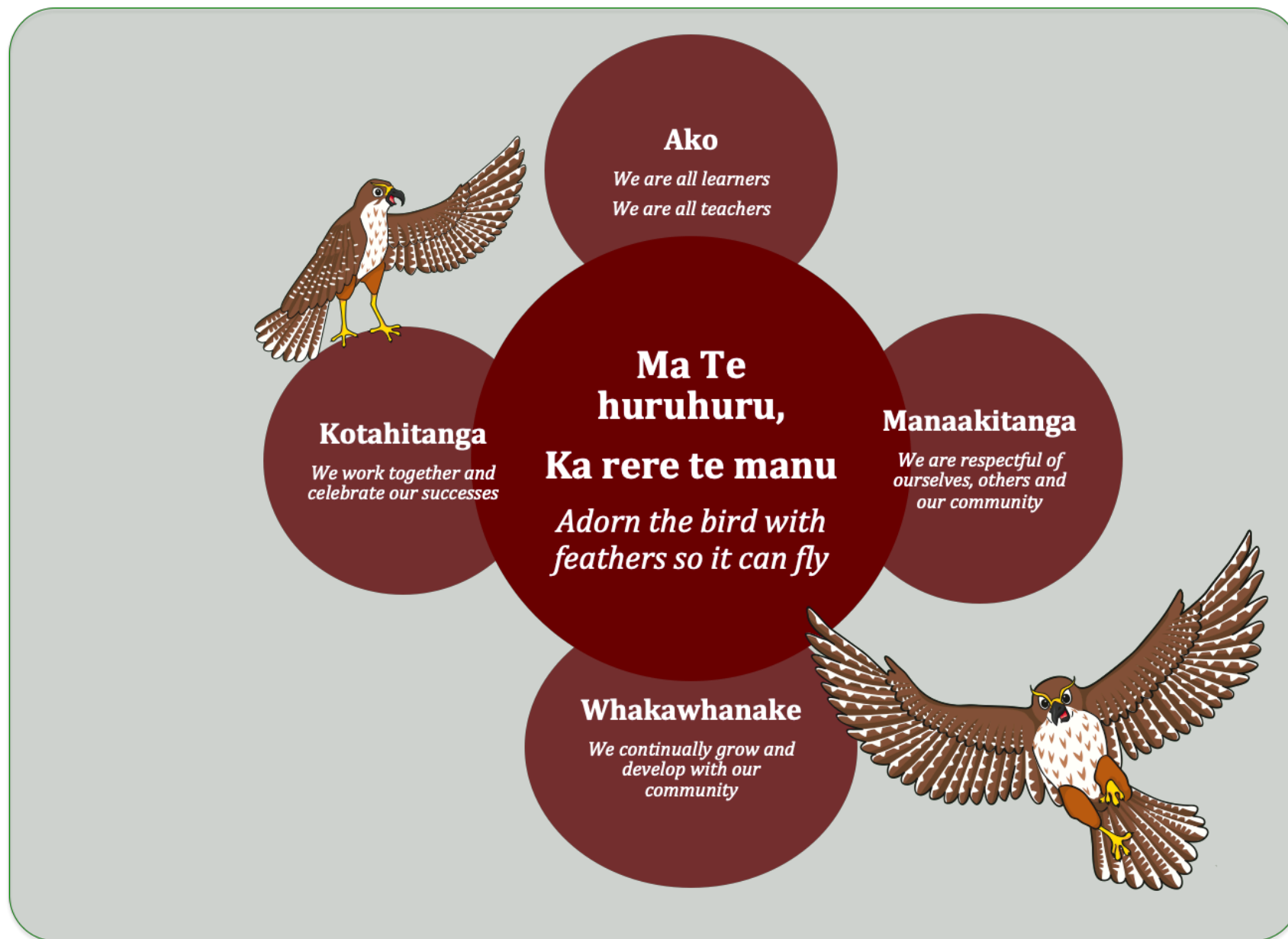


Strategic Plan

2025 - 2026

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

Our Vision & Values

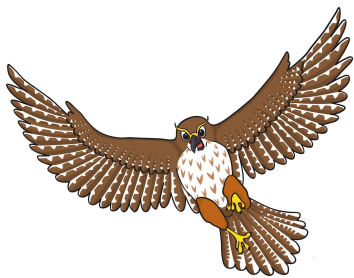
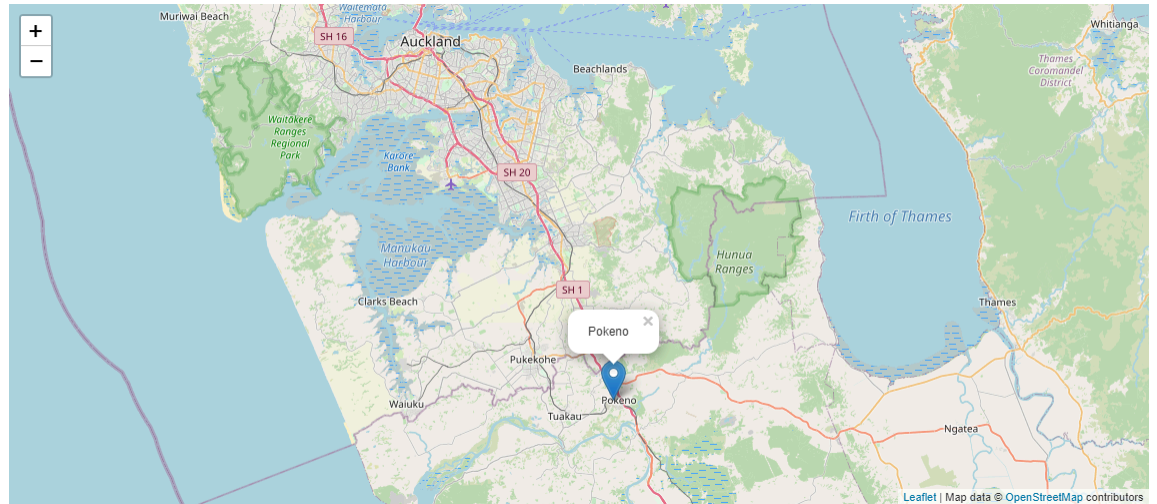


School Description

Pokeno School has a proud and established history in our once 'little' riverside community. Our first school in Pokeno was established in 1866 although for some years our district had two or even three schools, until all the schools were consolidated in 1960 on our present site.

Nestled at the bottom of the Bombay hills, under the watchful gaze of Mount William, Pokeno School in 2021 is at the heart of a fast growing and developing community.

The majority of learners live within our enrolment zone with a small number of children travelling from Tuakau. The number of learners living outside of our enrolment zone is steadily decreasing over time as the Board is no longer accepting out of zone enrolments. Pokeno community's explosive growth in recent years has seen Pokeno School working closely with the Ministry of Education to ensure that we are able to provide a robust teaching and learning environment at all times.



We take great pride in the way that we all work together to celebrate our many successes as learners, teachers, Whānau and the hapori whānui. We are currently sharing our school site with our approximately 600 - 650 learners, 25 teachers, support staff, Pokeno Playcentre, Kids After School (KAS) and many 'contractors'. Pokeno School is fortunate to have a very supportive school Board, PTA and school community. All of us working and learning together to build a learning environment that is reflective of our ever growing and changing community.

Cultural Diversity and Te Ao Māori

Cultural Diversity			Te Ao Māori		
At Pokeno School our curriculum aims to: <ul style="list-style-type: none"> reflect our linguistically and culturally diverse nation affirm ākonga/learners' different cultural identities incorporate ākonga/learners' cultural contexts into teaching and learning programmes be responsive to diversity within ethnic groups help ākonga/learners understand and respect diverse viewpoints, values, customs, and languages. 			At Pokeno School our curriculum aims to: <ul style="list-style-type: none"> acknowledge the Treaty of Waitangi principles acknowledge our nation's bicultural foundations enable ākonga/learners to acquire knowledge of te reo Māori and tikanga Māori. 		
	2025			2025	
NZ European / Pakeha	136	23%	Maori	136	23%
Pasifika	79	13%	Māori achievement has always been a priority at Pokeno School, as it is a national priority. Basic Te Reo Māori is integrated into learning programmes, evidence of Te Reo Māori can be found in room environments. Learning programmes are designed to ensure Māori learners are able to achieve success as Māori and to accelerate learning progress where necessary. Hapori whānui and our Pokeno Whānau support the school with tikanga and events such as powhiri, Matariki, hui & kapa haka where appropriate. Pokeno School consults with its Māori community both formally and informally on an annual basis.		
Asian	198	33%			
Middle Eastern/Latin American/African	36	6%			
Other	9	2%			

What will the school do to provide instruction in te reo Māori (Māori language) for full time ākonga/learners whose parents ask for it?

Pokeno School will develop school policies which reflect New Zealand's cultural diversity and the unique position of Māori culture and ensure all reasonable steps are taken to provide instruction in Tikanga Māori and Te Reo Māori for full time ākonga/learners whose parents ask for it. (Education Standards Act, 2001, Section 61)

Requests from parents for the language of instruction to be in te reo will be received by the board and managed on a case by case basis. The board:

- Will look at personnel, finance and property
- Will liaise with other schools to see if a joint venture is possible

If none of the above is successful then the board will advise parents of alternative places in the local area where their needs may be met.

Pokeno School Strategic Plan 2025 - 2026

Vision

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

Values

Ako

Kotahitanga

Manaakitanga

Whakawhanake

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

Annual Plan 2025

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

Annual Goals:

- Provide targeted professional development for teachers focused on strategies for differentiation in numeracy, aligned with the Pokeno Curriculum and the refreshed New Zealand Curriculum (NZC).
- Analyse ākonga achievement data to identify patterns, and areas for improvement related to differentiated instruction in Reading, Writing and Mathematics.
- Foster collaboration among teachers through professional learning communities (PLCs) or collaborative team meetings (CTMs) focused on sharing best practices.

Goal: *Provide targeted professional development for teachers focused on strategies for differentiation in numeracy, aligned with the Pokeno Curriculum and the refreshed New Zealand Curriculum (NZC).*

Actions

Assessment of Current Knowledge and Skills:

- Conduct surveys, observations, and teacher self-reflection to identify professional development needs in numeracy differentiation.
- Review lesson plans, classroom activities, and assessment records against defined success criteria to measure the integration of the Pokeno Curriculum and refreshed NZC.
- Use a rubric or checklist to evaluate evidence of differentiation practices and curriculum alignment.

Develop and Implement Professional Development Plan:

- Design and deliver workshops, coaching, and collaborative planning sessions focused on numeracy differentiation, supporting learners with additional needs, and integrating the refreshed NZC into practice.

Assessment for Learning:

- Implement formative assessment practices in Mathematics to monitor ākonga/learner progress, inform instructional decisions, and differentiate learning.
- Provide professional development on the effective use of assessment data, student goal-setting, and feedback strategies to enhance engagement and achievement.
- Establish systems to track the impact of formative assessment on teaching practice and learner outcomes.

Provision of Resources & Support:

- Provide teachers with a curated set of resources, including exemplars, planning templates, and assessment tools, aligned with the refreshed NZC and the Pokeno Curriculum to support numeracy differentiation.

Goal: <i>Analyse ākonga achievement data to identify patterns, and areas for improvement related to differentiated instruction in Reading, Writing and Mathematics.</i>
Actions
Identify Knowledge and Skill Gaps: <ul style="list-style-type: none"> Analyse ākonga/learner achievement data to identify specific knowledge and skill gaps among different ākonga/learner groups. Use data to pinpoint areas where differentiated instruction can be most beneficial in addressing individual ākonga/learner needs.
Continuous Improvement Culture: <ul style="list-style-type: none"> Cultivate a culture of continuous improvement where data analysis and evidence-based decision-making are valued and integrated into the instructional planning process. Encourage reflection and feedback loops to refine instructional practices and ensure alignment with ākonga/learner needs and goals.
Professional Development: <ul style="list-style-type: none"> Provide professional development opportunities for teachers focused on differentiated instruction techniques and data-driven decision-making. Provide PLD sessions, workshops, co-planning/co-teaching and peer collaboration opportunities to support teachers in implementing effective instructional strategies based on data analysis.
Goal: <i>Foster collaboration among teachers through professional learning communities (PLCs) or collaborative team meetings (CTMs) focused on sharing best practices.</i>
Actions
Establish and Implement a Framework: <ul style="list-style-type: none"> Develop a clear framework for Collaborative Team Meetings (CTMs) using the Spiral of Inquiry to guide discussions, ensuring a focus on learner progress and effective teaching strategies. Define roles and responsibilities within CTMs to promote collaborative scanning, reflection, and action based on evidence. Schedule regular inquiry-driven CTMs to maintain momentum, providing structured opportunities for teachers to explore challenges, share practices, and take action.
Data-Driven Discussions: <ul style="list-style-type: none"> Use scanning and focusing to examine ākonga/learner data, identifying patterns and areas needing targeted intervention. Provide access to relevant assessment results, classroom evidence, and research to support the development of hunches about what is making the biggest difference for learners.
Evaluation and Continuous Improvement: <ul style="list-style-type: none"> Establish structured reflection protocols within CTMs to assess the impact of changes in practice on ākonga/learner outcomes. Use surveys, data, Whānau Meeting discussions, and teacher reflections to check the impact of inquiry cycles and refine teaching approaches.
Integration with Professional Development: <ul style="list-style-type: none"> Align PLC activities with ongoing teacher learning within the inquiry cycle, ensuring a seamless connection between professional development and classroom practice. Encourage teachers to embed new learning from inquiry cycles into their professional growth goals, fostering sustained improvement in instructional strategies.

Annual Plan 2025

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

Annual Goals:

- Build Enduring Partnerships with Whānau and Iwi to Enhance Ākonga Success
- Strengthen Partnerships with Whānau and Iwi to Support Regular Attendance

Goal: *Build Enduring Partnerships with Whānau and Iwi to Enhance Ākonga Success*

Actions

- Partner with iwi and whānau to embed te ao Māori perspectives into curriculum design and school culture.
- Develop learning opportunities that reflect local histories, traditions, and mātauranga Māori.
- Establish regular hui to ensure whānau voice is actively shaping school initiatives and decision-making.

Goal: *Strengthen Partnerships with Whānau and Iwi to Support Regular Attendance*

Actions

- **Co-develop attendance strategies** with whānau, iwi, and local organisations, ensuring culturally responsive approaches that reflect shared values and priorities.
- **Implement community-led initiatives** that reinforce the importance of regular attendance, ensuring whānau play an active role in promoting school engagement.
- **Monitor and analyse attendance data** in collaboration with whānau, iwi, and community leaders to adjust strategies and interventions as needed.

Annual Plan 2025

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

Annual Goals:

- Support the mental well-being of ākonga/learners and staff through Mitey Education
- Strengthen cultural inclusivity and collaborative practices across the school to ensure all learners, staff, and whānau feel a strong sense of belonging and value within the school community.

Goal: *Support the mental well-being of ākonga/learners and staff through Mitey Education*

Actions

Embed a Sustainable Well-being Framework for Staff and Ākonga

- Implement a **Staff Well-being Framework** that fosters positive hauora, collaboration, and professional support.
- Coordinate well-being initiatives, including **regular check-ins, professional development, and whole-school engagement**.
- Work with leadership to ensure well-being is prioritised within school policies and operational systems.

Enhance the Induction and Support for New Staff

- Develop a structured induction process using the Operations Manual to ensure consistency and clarity for new staff.
- Create a staff support system, pairing new staff with mentors to provide guidance and encourage professional belonging.
- Review and refine induction processes annually to address gaps and improve the onboarding experience.

Strengthen Mitey Implementation and Ongoing Professional Learning

- Provide regular professional development for staff to deepen their understanding and confidence in delivering Mitey across all year levels.
- Establish a collaborative feedback cycle where staff can reflect on Mitey implementation, share best practices, and adjust strategies.
- Work with Whānau Leaders to integrate Mitey principles into classroom culture, curriculum planning, and whānau engagement.

Goal: *Strengthen cultural inclusivity and collaborative practices across the school to ensure all learners, staff, and whānau feel a strong sense of belonging and value within the school community.*

Actions

Establish a School-Wide Inclusive Practices Review

- Conduct an inquiry into current inclusive practices using student, staff, and whānau voice to assess strengths and areas for improvement.
- Develop a structured action plan based on findings, ensuring inclusivity is embedded in classroom practice, school culture, and decision-making processes.
- Present findings and recommendations to leadership for integration into the 2026 strategic planning.

Strengthen Cultural Representation in School Environments

- Work with the Cultural Leadership Coordinator to ensure diverse cultural narratives, histories, and languages are visibly represented in classrooms, common areas, and learning materials.
- Enhance cultural signage, artwork, and storytelling spaces to reflect the diverse identities of learners at Pokeno School.
- Collaborate with whānau and community members to create culturally relevant resources for use in classrooms and school-wide events.

Develop a Collaborative Approach to Inclusive Leadership

- Facilitate ongoing professional development sessions that focus on culturally responsive teaching, inclusive leadership, and relationship-building with whānau.
- Establish a mentoring programme where staff can partner with peers to refine their inclusive teaching practices through observation and feedback.
- Work with the Kāhui Ako CCC role to integrate findings from collaboration and leadership inquiries into professional learning opportunities.

Enhance Cultural and Inclusive Events to Deepen Community Engagement

- Expand the role of student leaders in planning and leading cultural celebrations and well-being initiatives.
- Strengthen partnerships with local iwi, cultural organisations, and whānau to co-develop school events that honour a wider range of traditions.
- Establish structured reflection and feedback processes post-events to ensure continuous improvement and meaningful participation.

Annual Plan 2025

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

Annual Goals:

- Collaborate with the Ministry of Education in implementing the master plan for a total of 600 ākonga/learners.
- Engage with the Ministry of Education on the planning of a new school in Pokeno.

Goal: *Collaborate with the Ministry of Education in implementing the master plan for a total of 600 ākonga/learners.*

Actions

- **Regular Progress Meetings and Updates:** Attend regular meetings with representatives from the Ministry of Education and contractors to review progress on implementing Stage 2 of the master plan for accommodating 600 ākonga/learners.
- **Future Planning:** Attend meetings with representatives from the Ministry of Education and consultants to review the planning and design process of Stages 3 and 4 of the master plan for accommodating 600 ākonga/learners.

Goal: *Engage with the Ministry of Education on the planning of a new school in Pokeno.*

Action

- **Regular Progress Meetings and Updates:** Attend regular meetings with representatives from the Ministry of Education Capital Works team to review progress on the planning of a new school in Pokeno.



Annual Plan Student Achievement Targets for 2025

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

2025 Student Achievement Target: Mathematics

Ministry of Education Aim: To have 80% of all students 'At' or 'Above' their expected curriculum level in Mathematics by December 2030, aligning with the national target set by the New Zealand Government.

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

2024 Baseline Data

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

Whole School Achievement Data:

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

Gender Achievement Data:

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

Learners of Māori descent Achievement Data:

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

2025 Mathematics Foci:

Focus 1: Strengthen Support for Students Below Expectations

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

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

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

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

- Implement rich problem-solving tasks and mathematical investigations to keep high achievers engaged.

Year Level Data:

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

- Introduce peer tutoring, problem-based learning, and external competitions to challenge top students.
- Aim to increase the proportion of students "Above" to at least 20%" by the end of 2025.

Focus 4: Equity Considerations: Māori Learner Achievement in Mathematics

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



Annual Plan Student Achievement Targets for 2025

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

2025 Student Achievement Target: Reading

Ministry of Education Aim: To have 80% of all students achieving 'At' or 'Above' their expected curriculum level in Reading by December 2030, aligning with the New Zealand Government's national literacy goal.

Pokeno School 2025 Target: To increase the proportion of students achieving 'At' or 'Above' expectations in Reading to at least 75% by the end of 2025, with a strong focus on early intervention, structured literacy approaches, and targeted support for students Below and Well Below expectations.

2024 Baseline Data

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

Whole School Achievement Data:

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

Gender Achievement Data:

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

Learners of Māori descent Achievement Data:

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

2025 Reading Foci:

Focus 1: Strengthen Support for Students Below Expectations

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

Focus 2: Targeted Support for Students Below & Well Below

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

Focus 3: Focus on Boys' Reading Engagement

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

Year Level Data:

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

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

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

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

Focus 5: Regular Progress Monitoring

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



Annual Plan Student Achievement Targets for 2025

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2025 Student Achievement Target: Writing

School-Wide Writing Aim: To have 80% of all students achieve 'At' or 'Above' their expected curriculum level in Writing by December 2030, aligning with the New Zealand Government's national literacy goal and the structured literacy approach to writing instruction.

2025 Writing Target: By the end of 2025, at least 70% of students will be achieving At or Above expectations in writing. Targeted interventions will focus on accelerating progress for students currently in the Below and Well Below categories, particularly boys in Years 6-8, to reduce achievement disparities and lift overall writing outcomes.

2024 Baseline Data

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

Whole School Writing Achievement Statement

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

Gender Achievement Statement

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

Learners of Māori Descent Achievement Statement

2025 Writing Foci:

Focus 1: Targeted Intervention for Below and Well Below Learners

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

Focus 2: Strengthening Writing Instruction Across All Classrooms

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

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

Year Level Achievement Statement

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

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

Focus 3: Raising Achievement for Boys in Writing

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

Focus 4: Embedding Consistent Assessment and Progress Monitoring

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