Te Kauwhata Primary School
Strategic and Annual Plan for 2026

Principal's endorsement: Brian Martin (Principal)	 19.02.26
BoT's endorsement: Presiding Member Graham Mako	 19.02.26

Note - All strategic goals at TKP will support an improvement in regular attendance in 2026

Introductory Section

Vision	*'Successful learners in an engaging, inclusive environment'* Our school vision is underpinned by three key words: **successful, engaging, and inclusive**. These concepts form the foundation on which our strategic goals will be built over the next three years. **Our *Why*** **Success** Through consultation, we asked our community to share their ideas about what success looks like for our children. From this wealth of information, the following shared understandings of success were developed: ● Success means our **students and community are engaged** ● Success means **wellbeing is prioritised** ● Success means **we are learning** ● Success means **we grow as people** ● Success means our school **promotes success for all** This definition of success is **holistic** and extends beyond academic achievement alone. It continues to guide us as a school community and remains highly relevant today.

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	To meet the aspirations of all learners at Te Kauwhata Primary School, our strategic goal around achievement is to: **Deliver accelerated outcomes for all students at Te Kauwhata Primary School.** **Engaging** As a school, we recognise that one of the most important indicators of success is the quality of relationships formed between students and teachers, and between teachers and whānau/families. Without strong, trusting relationships, children can struggle to learn and thrive in a school environment. The word **engaging** sits intentionally within our vision. We want our students to be actively engaged in their learning, both in the classroom and across the wider school community. We also value strong connections between teachers and whānau, recognising these partnerships as essential to student success. **Inclusive** The final component of our vision focuses on creating an **inclusive environment**. We are proud of our strong culture of **CARE**, and the way our staff and students support those who may experience learning challenges, have additional learning needs, or require extra awhi and aroha to engage successfully in everyday classroom programmes. While this is a strength of our school, we acknowledge there is always room for growth. We are committed to continuing to develop a **culturally inclusive learning environment**, ensuring all learners are engaged and that **equitable outcomes** are achieved for every student. **Strategic Goals** Over the next year, we have identified three strategic goals that align with our vision of inclusivity and stakeholder engagement:

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	1. **Deliver accelerated outcomes for all students at Te Kauwhata Primary School** 2. **Strengthen our school culture to reflect our changing community** 3. **Manage expected and unexpected roll growth to ensure sustainable growth over the next three years** Our school community is expanding due to several new subdivisions in the area. This growth brings exciting opportunities, with an increasing number of families joining our school. It also provides an opportunity to actively engage with new students and whānau, introduce them to our school culture, and ensure our environment remains welcoming and inclusive. During periods of rapid growth, maintaining a strong and cohesive school culture can be challenging as new families bring diverse experiences and perspectives. By intentionally strengthening our culture and proactively managing growth, we aim to uphold our vision of **engaging all stakeholders and sustaining an inclusive environment for all learners**.
Mission / Statement	'Learning Together' ~ Kia Ngaatahi te Ako TKP is committed to 'Kia Ngaatahi te Ako' (Learning Together), 'Manaakitia' (We C.A.R.E), and lifting the achievement of our community through developing student well-being and engagement in an inclusive environment. <u>Learning Together – 'Kia Ngaatahi te Ako'</u> **Learning together** is central to our school's mission and is built on strong partnerships between students, whānau, staff, and the wider community. It is reflected through open classrooms, effective home–school communication, and active whānau involvement. Our school culture embeds the graduate profile, tuakana–teina relationships within and beyond the school, and meaningful engagement with local ECEs, colleges, hapū, iwi,

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and marae.

Learning is enriched through community expertise, cultural knowledge, and inclusive, culturally responsive practices that value every learner's identity, strengths, and background. Students collaborate, learn in groups, share successes, and develop honesty, self-awareness, and curiosity as lifelong learners. A broad view of learning is maintained, extending beyond literacy and numeracy to include key competencies, soft skills, inquiry learning, leadership, and career pathways. Learners are empowered to both learn from others and teach others, strengthening whanaungatanga and collective success.

'Learning together'- 'Kia ngaatahi te ako'

"Kotahi te kohao o te ngira e kuhuna ai te miro maa, te miro pango, te miro whero.
I muri, kia mau ki te aroha, ki te ture, ki te whakapono ko te mea nui ko te aroha hei aha te aha."

"Through the eye of the needle pass the white threads, the black thread, and the red threads. Afterwards, looking to the past as you progress, hold firmly to the law, to faith but most all to love forsake all else."

Kiingi Pootatau Te Wherowhero

This tongikura was shared by the first Maaori King, Pootatau Te Wherowhero after he was anointed as the King for all Maaori, in 1858 at Ngaaruawaahia. This proverb is about establishing connections and collaborating to achieve the same vision and goals together.

A maaori view of 'learning together' or 'Kia ngaatahi te ako' is about establishing teaching and learning relationships where the kaiako and each tamaiti brings their own 'matauranga' or 'knowledge' to their akomanga (classroom). Creating these reciprocal learning relationships enables everyone to be empowered to learn from each other. In Te Ao Maaori the 'tuakana-teina' approach enables reciprocal learning partnerships, where the role can be reversed at any time as the value of this approach is 'ako'.

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Kia ngaatahi te ako is also about kaiako establishing strong, genuine and productive relationships with not only the tamaiti but also their whaanau, wider whaanau, hapu and iwi to ensure learning is collaborative for the benefit of our taonga, the tamaiti. As a result creating connections that will enable experts in our whaanau community to work with tamariki and kaiako at Te Kauwhata Primary. "Ako is grounded in the principle of reciprocity and also recognises that the learner and whaanau cannot be separated." (Ka Hikitia, 2008, p.20).

'Kia ngaatahi te ako'

"Kotahi te kohao o te ngira e kuhuna ai te miro maa, te miro pango, te miro whero.
I muri, kia mau ki te aroha, ki te ture, ki te whakapono ko te mea nui ko te aroha hei aha te aha."

Kiingi Pootatau Te Wherowhero

I te tau 1858 i tuu teetehi kaupapa whakahirahira ki Ngaaruawaahia, aa, ko te koroneihana o te Kiingi Maaori, a Pootatau Te Wherowhero. Naana i tuu hei kiingi moo Ngaai Maaori, naana hoki i tohaina i te whakatauaakii nei. Ko te moemoea, kia here i ngaa maata waka o te ao Maaori, kia hoe tahi te katoa.

Ahakoa te tamaiti, ka whaanau mai a ia me oona anoo pumanawa, kei a ia hoki oona ake wheako whaiora. Maa ngaa kaiako me oona ake puukenga e awhina a taatou tamariki, e hanga ai te tuuaapapa maatauranga ki te akomanga. Heoi anoo i eetahi waa maa ngaa tamariki e aarahi ana i te kaiako, 'kia ngaatahi te ako'. Koira anoo teteehi aahua o te tiro a te Maaori ki toona ao. He whakawhanaunga whakautuutu, he mahi tuakana teina. Ko te hua o teenei, ko te whakamana tangata.

Waihoki, ki te mahitahi ngaa kaiako, ngaa maatua, ngaa hapu, me ngaa tohunga o too taatou haapori, ki te waihanga, ki te whakatinana hoki i teenei huarahi "kia ngatahi te ako" e tipu ake ai o taatou nei taonga, ngaa tamariki, hei aakonga pakari, aakonga tuu maia, he kaha hoki te ahurea i te Kura tuatahi o Te Kauwhata. "Ko te ngako o te ako, kia kaua e wehe te whaanau mai te tauira, puumau tonu he tautuutu te hononga. " (Ka Hikitia, 2008, p.20).

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Values	Students and staff at Te Kauwhata Primary School will be encouraged and supported to explore, adopt and model the following school values (We C.A.R.E - Manaakitia). ● **C**ommunicate ~ Koorerotia: To have a voice and express myself, For friendships, To belong ● **A**spire ~ Hookaka: Discover, Dream BIG, Take risks, Strive to Succeed ● **R**espect ~ Whakaute: Honesty, Rights and Responsibility, Kindness and Tolerance ● **E**ngage ~ Whai Waahi: With self, With others, With the world, With learning, With life.
Te Ao Maaori and Cultural Diversity	<u>Te Ao Maaori</u> Our curriculum will acknowledge the principles of Te Tiriti o Waitangi and the bi-cultural heritage of New Zealand. All reasonable steps will be taken to provide instruction in Tikanga Maaori (Maaori culture) and Te Reo Maaori (Maaori language) for full time students should their parents request it. All learners will have the opportunity to acquire and develop knowledge of Te Reo Maaori me oona Tikanga. Indicators will be: ● Te Reo Maaori and Tikanga is planned for ● Te Reo Maaori is used effectively in daily classroom interactions ● All learners have continued opportunities to improve their knowledge of Te Reo Maaori me oona Tikanga ● Local protocol / 'kawa' is respected and followed <u>Cultural diversity</u> Our curriculum will acknowledge, reflect and celebrate New Zealand's cultural diversity, and value the histories and traditions of its people. Indicators will be: ● Contexts for learning in English, The Arts, NZ Histories, and Social Sciences will reflect New Zealand's cultural diversity, with consideration being given to the cultural diversity within our school and community. ● Our school will offer opportunities for kapa haka and a wide range of activities to cater for different learners and how they learn, both within the curriculum and as extracurricular. ● Learning in classrooms will draw upon the cultural toolkit / cultural capital of our students to ensure that contexts for learning are culturally responsive <u>Whaanau Engagement and Local Interests</u> Our curriculum will draw on and recognise the expertise of all stakeholders including, local businesses, school staff, our students, whaanau, Mana Whenua, Tainui, and our wider community. Through ongoing engagement and input from our community through our whaanau committee and whaanau hui we are creating an environment that reflects Tainuitanga.

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TKP's Plan on a Page

This document is an outcome of our ongoing check-ins with Springboard, our Board, our staff, our community and our students.

As you can see this document contains our vision, our symbols for We CARE, our mission statement, and our school ruru mascot.

This document also contains our initiatives that will enable us to meet our strategic goals and our statements of success - that we will measure ourselves against over the next few years.

Our Vision

Succcessful learners in an engaging, inclusive environment

Vision Statement: Successful learners in an engaging, inclusive environment

Our Strategic Goals	Our Initiatives	Our Success Statements
Deliver accelerated learning outcomes for all students at Te Kauwhata Primary School	Embed structured Literacy approaches from Years 1 - 6 Embed structured Maths approaches from Years 1 - 6 Embed Te Marautanga o Aotearoa Phase 1 in NMoNM Develop leadership capability to influence the growth of effective pedagogy amongst teaching staff for the next three years Engage in PLD opportunities for teachers of neurodiverse learners	Our staff have the confidence, capability and disposition to respond to the needs of every learner within the school
Strengthen our school culture to reflect our changing community	Grow engagement with whānau and wider community groups	Our community will see itself as an essential part of seeing all our learners thrive at TKP
Managing expected and unexpected roll growth to ensure that we maintain roll growth over the next three years.	Embed schoolwide expectations and ensure our School Culture reflects our changing community Be intentional in working collaboratively with TKC to help students transition through and beyond our TKP School culture Be strategic in managing our limited physical spaces.	All students will develop a shared understanding of our school values, and We C.A.R.E We work as a community that focuses on our tamariki and their success in the 21st Century Our children will feel safe within a growing school and enjoy their time outdoors

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Our Roadmap to Success

Here is our roadmap for the next year to ensure that we will fulfil our vision of 'Successful learners in an engaging, inclusive environment'. This roadmap indicates the time frame on which each initiative will run. There will be a reflection every term on each initiative to ensure that we are on track.

Strategic Goal	Term 1 - 2026	Term 2 - 2026	Term 3 - 2026 *To meet MOE requirements the Board will consult the community to set our strategic direction for the next three years 2027- 20329*	Term 4 - 2026 2027 - 2029 strategic plan developed for final comment.	Success
Deliver accelerated learning outcomes for all students at Te Kauwhata Primary School.	Initiative 1: Embed structured Literacy approaches from Years 1 - 6				Our staff have the confidence, capability and the disposition to respond to the needs of every learner within the school
	Initiative 2: Embed structured Maths approaches from Years 1 - 6				
	Initiative 3: Embed Te Marautanga o Aotearoa Phase 1 in NMoNM				
	Initiative 4: Develop leadership capability to influence the growth of effective pedagogy amongst teaching staff for the next three years				
	Initiative 5: Engage in PLD opportunities for teachers of neurodiverse learners				
Strategic Goal	Term 1 - 2026	Term 2 - 2026	Term 3 - 2026 *To meet MOE requirements the Board will consult the community to set our strategic direction for the next three years 2027- 2029.*	Term 4 - 2026 2027 - 2029 strategic plan developed for final comment.	Success
Strengthen our school culture to reflect our changing community	Initiative 1: Grow engagement in the classroom, the school and the wider community				Our community *(mana whenua, parents, community groups and*

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					other stakeholders etc) will see itself as an essential part of seeing all our learners thrive at TKP
Strategic Goal	Term 1 - 2026	Term 2 - 2026	Term 3 - 2026 *To meet MOE requirements the Board will consult the community to set our strategic direction for the next three years 2027- 2029.*	Term 4 - 2026 2027 - 2029 strategic plan developed for final comment.	Success
Managing expected and unexpected roll growth to ensure that we maintain roll growth over the next three years.	Initiative 1: Embed schoolwide expectations to keep up with our growing roll				All students will develop a shared understanding of our school culture and We C.A.R.E
	Initiative 2: Be intentional in working collaboratively with TKC to help students transition through and beyond our TKP School culture				We work as a community that focuses on our tamariki and their success in the 21st Century
	Initiative 3: Be strategic in managing our limited physical spaces.				Be strategic in managing our limited physical spaces.

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School Vision and Strategic Aim	*'Successful learners in an engaging, inclusive environment'*

Strategic Goal 1 -
Deliver accelerated learning outcomes for all students at Te Kauwhata Primary School.

Initiative 1: Embed structured Literacy approaches from Years 1 - 6

Outcome:	**Measures:**
Our staff have the confidence, capability and the disposition to respond to the needs of every learner within the school	• Increase in student achievement in literacy (Schoolwide data collection) • Growth in teachers' confidence and capability to teach structured literacy • Growth in teachers' ability to teach literacy through observations • Survey staff before and after PLD to ask them to reflect upon their growth

Key Actions	Accountable	Responsible	Resources	Completed by:
2026 Annual Plan set through data analysis	Brian / BoT	SLT	Time / BoT	End of 2025 Completed by January 2026
Engage with PLD for staff who need upskilled	Brian	Loren	Time/ Facilitator/ Money	Ongoing
Organise Relievers for staff attending PLD	Brian	Loren	Time/Money/ Relievers	Ongoing
Year 1 - 3 Teachers to embed PLD in structured literacy • Liz Kane Structured Literacy - Years 1 - 3	Brian	Loren, Niki, Caron	Time/Money/Experts/Staff	Terms 1 - 4 2026
Year 4 - 6 Teachers to continue to embed - • Liz Kane Structured Literacy - Years 4 - 6	Brian	Georgia and Loren	Time/Money/Experts/Staff	Terms 1 - 4 2026
Collation of data to present to Board	Brian	Caron	Time/Money/ Students / BoT	Terms 2 and 4 2026
Organise Staff Meetings	Brian	Loren	Staff/ English leader/ Time/	Term 1, 2, 3 and 4 2026

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Observations of staff	Brian	Loren	Money / Staff / Time	Term 2 and Term 3
Ongoing development of targeted actions to lift achievement in writing (ERO Goal)	Brian	Loren	Money / Staff / Time	Ongoing
Support learners through a Structured Literacy Support programme	Brian	Niki	Staff/ Time	Term 1 - 4 2026
Teaching and Learning - ensure classroom programmes are resourced and engaging for students	Brian	Loren	Money / Staff / Time	Ongoing
Assessment and Aromatawai PLD - update assessment tools and processes to ensure they align with the refreshed curriculum	Brian	Loren	Money / Staff / Time	Term 1 and Term 2

2026 -TKP Measurement Actions.docx

2025 / 2026 - Strategic Plan: Reflection Against Success Statements

Term 1	Term 2	Term 3	Term 4

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School Vision and Strategic Aim	*'Successful learners in an engaging, inclusive environment'*

Strategic Goal 1 -

Deliver accelerated learning outcomes for all students at Te Kauwhata Primary School.

School-wide initiatives aligned with this goal:

- Engage with structured literacy approaches
- Engage with structured mathematics approaches

2025 - Data Analysis

The 2024 Overall Teacher Judgements (OTJs) in this document were based on Te Kauwhata Primary School's learning progressions, the New Zealand Curriculum (2007), and our curriculum and achievement plan. Teachers formed OTJs at the end of each year using a range of evidence, including progress indicators, conversations with students, teacher observations, and standardised assessment data. Student progress was reported using the descriptors Well Below, Below, At, and Above in relation to the New Zealand Curriculum.

In 2025, Te Kauwhata Primary School implemented the refreshed English and Mathematics curricula. Overall Teacher Judgements in reading, writing, mathematics, and oral language were informed by multiple sources of evidence, including standardised assessments, conversations with students, teacher observations, and students' learning in relation to the refreshed curriculum in classroom programmes. Progress was reported using the Ministry of Education descriptors introduced in 2025: Needs Support, Progressing Towards, Proficient, and Exceeding. These descriptors will be updated in 2026 to reflect the revised progress descriptors released by the Ministry of Education in December 2025 - Emerging, Developing, Consolidating, Proficient and Exceeding.

As the Learning Languages curriculum area is currently under review, existing school progressions in Te Reo Māori were used to form Overall Teacher Judgements. These judgements were based on conversations with students, teacher observations, and evidence of students' learning in the classroom. Te Reo Māori is a taonga within our school community, and we remain committed to promoting and normalising the use of Te Reo Māori across our school, now and into the future.

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Summary of Students' Learning - 2026

Reading
(Against Refreshed Curriculum)

At or above - %age (number)
Shaded red below 50%
Shaded yellow below 60%
Shaded blue above 75%

	2024	2025	2026
All	232 / 362 64.1%	273 / 402 67.9%	
Boys	116 /189 61.4%	133 /211 63%	
Girls	116 /173 67.1%	140 / 191 73.3%	
NZE	80/ 105 76.2%	78 / 101 77.2%	
NZM	92 /168 54.8	101 / 180 56.1%	
Pacific Learners	23/35 65.7%	36 / 49 73.5%	

Writing
(Against Refreshed Curriculum)

At or above - %age (number)
Shaded red below 50%
Shaded yellow below 60%
Shaded blue above 75%

	2024	2025	2026
All	209 / 362 57.8%	239 / 402 59.5%	
Boys	95/189 50.3%	102 /211 48.3%	
Girls	114/173 65.8%	137 / 191 71.7%	
NZE	68/105 64.8%	69 / 101 68.3%	
NZM	86/168 51.2%	76 / 180 42.2%	
Pacific Learners	18 /35 51.4%	33 / 49 67.3%	

Maths
(Against Refreshed Curriculum)

At or above - %age (number)
Shaded red below 50%
Shaded yellow below 60%
Shaded blue above 75%

	2024	2025	2026
All	242 / 362 66.9%	235 / 402 58.5%	
Boys	127/189 67.1%	116/211 55%	
Girls	115/173 66.5%	119 / 191 62.3%	
NZE	80/105 76.2%	62 / 101 61.4%	
NZM	94/168 55.9%	86 / 180 47.8%	
Pacific Learners	25/35 71.4%	30 / 49 61.2%	

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Other / MELAA / Asian	37/54 68.5%	58 / 72 80.5%	

#Note - this table does not include our ORs students.

Other / MELAA / Asian	37/54 68.5%	61 / 72 84.7%	

#Note - this table does not include our ORs students.

Other / MELAA / Asian	43/54 79.6%	57 / 72 79.2%	

#Note - this table does not include our ORs students.

Te Reo Maaori
(Against existing progressions)

At or above - %age (number)
Shaded red below 50%
Shaded yellow below 60%
Shaded blue above 75%

	2024	2025	2026
All	131/ 362 36.2%	168 / 402 41.7%	
Boys	63/189 33.3%	84 /211 39.8%	
Girls	68/173 39.3%	84 / 191 43.9%	
NZE	27/ 105 25.7%	41 / 101 40.6%	
NZM	79/168 47%	67 / 180 37.2%	
Pacific Learners	10/35 28.6%	24 / 49 48.8%	

Oral Language
(Against Refreshed Curriculum)

At or above - %age (number)
Shaded red below 50%
Shaded yellow below 60%
Shaded blue above 75%

	2025	2026	2027
All	314 / 402 78.1%		
Boys	155 /211 73.5%		
Girls	159 / 191 83.2%		
NZE	84 / 101 83.2%		
NZM	126 / 180 70%		
Pacific Learners	38 / 49 77.5%		

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Other / MELAA / Asian	15/54 27.7%	36 / 72 50%	

#Note - this table does not include our ORs students.

Other / MELAA / Asian	66 / 72 91.6%		

#Note - this table does not include our ORs students.

Summary of Schoolwide data - 2025

Reading:
In 2025, 67.9% of students achieved at or above the expected curriculum level in reading, showing a small improvement on 2024 and similar performance to 2023. Girls (73.3%) continue to outperform boys (63%). NZ European learners (77.2%) and Pacific learners (73.5%) are achieving well, while NZ Māori learners (56.1%) remain below the school average, indicating a need for continued targeted support. Overall, reading remains a relative strength, with steady achievement across most groups.

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Writing:
In 2025, 59.5% of students achieved at or above expectation in writing, which is broadly consistent with previous years but remains below reading outcomes. There is a significant gender disparity, with girls (71.7%) performing well above boys (48.3%). NZ Māori learners (42.2%) are achieving at a lower level than other groups, while Pacific learners (67.3%) and MELAA/Asian learners (84.7%) show strong achievement. Writing continues to be an area requiring focused improvement, particularly for boys and NZ Māori learners.

Maths:
In 2025, 58.5% of students achieved at or above expectation in mathematics, representing a decline from 2024. Boys (55%) and girls (62.3%) show relatively similar outcomes, though both have decreased. NZ European learners (61.4%) remain above the school average, while NZ Māori learners (47.8%) and Pacific learners (61.2%) indicate variability. Mathematics is an identified priority area, with a need to lift overall achievement and address equity gaps, particularly for NZ Māori learners.

Te Reo Maaori:
Achievement in Te Reo Māori remains low, with 41.7% of students achieving at or above expected progression in 2025. This represents a slight improvement on 2024 but remains below 2023 levels. Achievement is relatively consistent across boys and girls. Pacific learners (48.8%) and NZ Māori learners (37.2%) show emerging progress, while overall outcomes highlight the ongoing need to strengthen Te Reo Māori provision, teacher capability, and consistency of delivery across the school

Oral Language:
In 2025, oral language achievement is a clear strength, with 78.1% of students achieving at or above expectation. Girls (83.2%) outperform boys (73.5%), and strong outcomes are evident across all ethnic groups, particularly MELAA/Asian learners (91.6%), NZ European learners (83.2%), and Pacific learners (77.5%). These results reflect effective teaching practices and a strong focus on oral language across the curriculum.

Student Learning - Year 0 - 6

Percentages of

Writing - 2025

Year Group	Number of Students	Needs Support	Progressing Towards	Proficient	Exceeding
Year 0	28	0% (0)	0% (0)	96.4% (27)	3.6% (1)

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students at each descriptor. The numbers in the brackets are the number of students at that descriptor in that year level.

Year 1	76	0% (0)	39.5% (30)	57.9% (44)	2.6% (2)
Year 2	50	10% (5)	20% (10)	62% (31)	8% (4)
Year 3	70	15.7% (11)	31.4% (22)	52.9% (37)	0% (0)
Year 4	59	23.7% (14)	30.5% (18)	33.8% (20)	12% (7)
Year 5	57	21.1% (12)	21.1% (12)	49.1% (28)	8.7% (5)
Year 6	62	16.1% (10)	30.6% (19)	48.4% (30)	4.9% (3)

#Note - this table does not include our ORs students.

Reflection:

- Writing achievement is strongest in Years 0–2, with almost all students achieving proficient or exceeding and no students needing support in Years 0 and 1
- From Years 3–4, the proportion of students needing support or progressing increases, particularly in Year 4 where fewer than half of the students are proficient or exceeding
- In Years 5–6, around half of the students are proficient, indicating a continued need for targeted support and acceleration in senior writing

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Maths 2025

Year Group	Number of Students	Needs Support	Progressing Towards	Proficient	Exceeding
Year 0	28	0% (0)	0% (0)	85.7% (24)	14.3% (4)
Year 1	76	0% (0)	18.4% (14)	77.6% (59)	4% (3)
Year 2	50	2% (1)	34% (17)	62% (31)	2% (1)
Year 3	70	12.8% (9)	42.8% (30)	44.4% (31)	0% (0)
Year 4	59	20.3% (12)	30.5% (18)	39% (23)	10.2% (6)
Year 5	57	14% (8)	43.8% (25)	29.8% (17)	12.4% (7)
Year 6	62	11.3% (7)	41.9% (26)	40.3% (25)	6.5% (4)

#Note - this table does not include our ORs students.

Reflection:

- Junior mathematics outcomes (Years 0–2) are strong, with most students achieving proficient or exceeding and minimal support needs
- In Years 3–4, proficiency levels decline, and a larger group of students sit in the progressing towards category.
- Senior maths (Years 5–6) shows increased variability, with fewer students achieving proficiency and a clear need to strengthen consistency and extension.

Te Reo Maaori 2025

Year Group	Number of Students	Needs Support	Progressing Towards	Proficient	Exceeding
Year 0	28	0% (0)	0% (0)	96.4% (27)	3.6% (1)

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Year 1	76	0% (0)	47.4% (36)	52.6% (40)	0% (0)
Year 2	50	2% (1)	32% (16)	66% (33)	0% (0)
Year 3	70	7.1% (5)	32.8% (23)	60.1% (42)	0% (0)
Year 4	59	33.8% (20)	30.5% (18)	35.7% (21)	0% (0)
Year 5	57	80.7% (46)	15.2% (7)	4.1% (4)	0% (0)
Year 6	62	100% (62)	0% (0)	0% (0)	0% (0)

#Note - this table does not include our ORs students.

Reflection:

- Te Reo Māori achievement is strong in Years 0–3, with most students achieving proficient and very low support needs
- From Year 4 onwards, there is a sharp increase in students needing support, particularly in Years 5 and 6
- These results indicate a need to strengthen continuity and progression in Te Reo Māori across the senior school.

Reading 2025

Year Group	Number of Students	Needs Support	Progressing Towards	Proficient	Exceeding

Note - All strategic goals at TKP will support an improvement in regular attendance in 2026

Year 0	28	0% (0)	0% (0)	100% (28)	0% (0)
Year 1	76	0% (0)	35.6% (27)	57.8% (44)	6.6% (5)
Year 2	50	6% (3)	22% (11)	56% (28)	16% (8)
Year 3	70	22.9% (16)	12.8% (9)	42.9% (30)	21.4% 15
Year 4	59	23.7% (14)	13.6% (8)	47.4% (28)	15.3% (9)
Year 5	57	17.5% (10)	19.3% (11)	45.7% (26)	17.5% (10)
Year 6	62	14.5% (9)	17.7% (11)	64.5% (40)	3.3% (2)

#Note - this table does not include our ORs students.

Reflection:

- Reading achievement is very strong in the junior school, with 100% of Year 0 students proficient and high outcomes maintained in Years 1–2
- In Years 3–5, achievement is more spread across categories, with notable numbers of students both needing support and exceeding expectations
- Year 6 reading results remain largely positive, with most students proficient, though a continued focus on support and extension is required

Oral Language 2025

Year Group	Number of Students	Needs Support	Progressing Towards	Proficient	Exceeding

Year 0	28	0% (0)	0% (0)	96.4% (27)	3.6% (1)
Year 1	76	0% (0)	11.9% (9)	86.8% (66)	1.3% (1)
Year 2	50	4% (2)	16% (8)	80% (40)	0% (0)
Year 3	70	4.3% (3)	27.1% (19)	68.6% (48)	0% (0)
Year 4	59	11.8% (7)	13.6% (8)	74.6% (44)	0% (0)
Year 5	57	17.5% (10)	8.8% (5)	73.7% (42)	0% (0)
Year 6	62	12.9% (8)	14.5% (9)	72.6% (45)	0% (0)

#Note - this table does not include our ORs students.

Reflection:

- Oral language is a school-wide strength, with the majority of students in every year group achieving proficiency.
- Only small proportions of students across the school require support in oral language, particularly in the junior years.

- Very few students are identified as exceeding, suggesting an opportunity to develop greater challenge and extension for high oral language capability.

Summary against delivering equitable learning outcomes for all learners at TKP:

Our overall results for 2025 show the following changes:

- A **3.8% increase** in students achieving at or above the expected curriculum level in **Reading**
- A **1.7% increase** in students achieving at or above the expected curriculum level in **Writing**
- An **8.4% decrease** in students achieving at or above the expected curriculum level in **Mathematics**
- A **4.6% increase** in students achieving at or above the expected curriculum level in **Te Reo Māori**

While we have seen positive growth in Reading, Writing, and Te Reo Māori, there has been a decrease in the percentage of students achieving at or above the expected level in Mathematics. This decline was anticipated following the introduction of the refreshed curriculum. In 2026, our team will continue to implement and refine teaching practices using the revised curriculum documents to ensure students experience a consistent and well-structured approach to Mathematics and English.

It is noteworthy that TKP has experienced significant growth in student enrolments. At the end of 2024, we had 363 students, and by the end of 2025 this had increased to 405 students—an increase of 42 students compared with the previous year.

Despite this growth, we have also seen positive achievement trends across most curriculum areas. In Reading, 41 more students achieved the expected curriculum level from 2024 to 2025. In Writing, there was an increase of 30 students achieving the expected curriculum level from 2023 to 2024. In Mathematics, there were seven fewer students achieving the expected curriculum level from 2024 to 2025. In Te Reo Māori, 33 additional students achieved the expected curriculum level between 2024 and 2025.

Overall, this growth is encouraging, with increased achievement evident in three of the four curriculum areas we monitor. These positive outcomes have been underpinned by our professional learning and development (PLD), particularly in relation to the curriculum refresh and structured literacy. The ongoing development of teachers' pedagogical content knowledge has contributed to improved student achievement and greater numbers of students meeting expected curriculum levels in 2025.

Disparity 2023 - 2025

Note - All strategic goals at TKP will support an improvement in regular attendance in 2026

Reading

Group	2023	2024	2025	Comment
Boys - Girls	10%	5.7%	10.3%	*The gender disparity in reading decreased between 2023 and 2024, but has increased between 2024 and 2025.*
NZE - Maaori	18.1%	21.4%	21.1%	*The disparity in reading increased between 2023 and 2024 for NZE and Maaori but decreased slightly in 2024.*

Writing

Group	2023	2024	2025	Comment
Boys - Girls	16.5%	15.5%	23.4%	*The gender disparity in writing decreased between 2023 and 2024, but has increased between 2024 and 2025.*
NZE - Maaori	22.1%	13.6%	26.1%	*TThe disparity in writing decreased between 2024 and 2025 for NZE and Maaori and increased significantly between 2024 and 2025.*

Maths

Group	2023	2024	2025	Comment
Girls - Boys	3.7%	0.6%	7.3%	*The gender disparity in maths decreased between 2023 and 2024 but increased again between 2024 and 2025.*
NZE - Maaori	23%	20.3%	13.6%	*The disparity in maths for NZE and Maaori has decreased over the past three years.*

Te Reo Maaori

Group	2023	2024	2025	Comment

Note - All strategic goals at TKP will support an improvement in regular attendance in 2026

Boys - Girls	1.8%	6%	4.1%	*The gender disparity in Te Reo Maaori increased between 2023 and 2024 but has decreased between 2024 and 2025.*
Maaori - NZE	8%	21.3%	3.4%	*The disparity increased in Te Reo Maaori between 2023 and 2024 for NZE and Maaori and has decreased significantly between 2024 and 2025.*

Oral Language

Group	2025	Comment
Boys - Girls	9.7%	*The gender disparity in Oral Language is nearly 10% in 2025.*
NZE - Maaori	13.2%	*The NZE and Maaori disparity in Oral Language is nearly 15% in 2025.*

Gender
Across learning areas, gender disparity shows a consistent pattern of improvement followed by regression. In reading, writing, and mathematics, the gap between boys and girls narrowed from 2023 to 2024 but widened again in 2025, with the most significant difference evident in writing. Girls continue to outperform boys overall, and this gap is particularly pronounced in literacy. In Te Reo Maaori, the gender disparity increased in 2024 but improved in 2025, although a gap remains. Oral Language data from 2025 shows a notable gender disparity of nearly 10%, indicating ongoing challenges in achieving equitable outcomes for boys.

NZE - Maaori
Ethnic disparity between Māori and NZ European learners remains a significant concern, particularly in literacy. In reading and writing, the gap increased from 2023 to 2024, with some improvement in 2025; however, disparities remain substantial, especially in writing. Mathematics shows a positive trend, with the disparity steadily decreasing over the past three years, suggesting improving outcomes for Maaori learners. In Te Reo Maaori, a large disparity in 2024 reduced significantly in 2025, indicating strong progress. Oral Language data from 2025 highlights a continued ethnic gap, reinforcing the need for sustained focus on equity for Maaori learners.

Considerations for 2026:

Note - All strategic goals at TKP will support an improvement in regular attendance in 2026

	Delivering accelerated learning outcomes for all students at Te Kauwhata Primary School: While we have seen an increase in the number of children achieving at the expected curriculum levels in Reading, Writing, and Te Reo Māori, we recognise that we must continue our ongoing journey of learning how to effectively accelerate the progress of students who are achieving below expectation. This will continue to be a strategic goal for us in 2026 and will be a key focus as we work to embed the teaching sequences of the refreshed curriculum in English and Mathematics, engage in structured Mathematics (MOE) and English PLD, and continue the implementation of Liz Kane Structured Literacy across the school. **Maaori having success as Maaori:** In 2026, we will also begin implementing *Te Marautanga o Aotearoa* in two classrooms. We are hopeful that this will further raise achievement in Te Reo Māori and support our ongoing commitment to ensuring our Māori students experience success as Māori in all aspects of school life. **Looking ahead:** Despite the inevitable challenges that come with implementing a refreshed curriculum in 2025, we believe we are well positioned to continue realising our vision of successful learners in an engaging and inclusive environment. This vision will continue to drive our team to strengthen teaching practice and improve learning outcomes for all students.

Note - All strategic goals at TKP will support an improvement in regular attendance in 2026

2026 - Tamariki Motuhake Learning Improvement Plan to deliver accelerated learning outcomes for students at TKP

Domains	Goals / Challenges	Target	Short Report
Students' Learning - Literacy - Writing	**Goal:** **To raise achievement by ensuring our students make at least a year's progress with a focus on accelerating the learning of those that need it.** **Year 1 - 3 Challenge** To raise the achievement in writing for all Year 1 - 3 learners, focusing on accelerating the students who need it.	Aim - To raise the achievement of the 24 students in Years 1 - 3 who currently need acceleration in their writing. To accelerate the achievement of this group of learners so they will achieve the expected curriculum expectation in writing. With a clear focus on • 11 Maaori Learners • 5 NZE Learners • 17 Boys • 7 Girls	Year 1 - 3 Writing Challenge **End of 2025** / **T2 2026** / **EOY - 2026** **All**: 24 / 24 — 100 % Developing; ?? / ?? — ??% Developing; ?? / ?? — ??% Developing **Boys**: 17/ 17 — 100 % Developing; ?? / ?? — ??% Developing; ?? / ?? — ??% Developing **Girls**: 7 / 7 — 100 % Developing; ?? / ?? — ??% Developing; ?? / ?? — ??% Developing **NZE**: 5 / 5 — 100 % Developing; ?? / ?? — ??% Developing; ?? / ?? — ??% Developing **NZM**: 11 / 11 — 100 % Developing; ?? / ?? — ??% Developing; ?? / ?? — ??% Developing **Other (Pac. Learners, Asian, MELAA)**: 8 / 8 — 100 % Developing; ?? / ?? — ??% Developing; ?? / ?? — ??% Developing Mid-Year Progress towards Year 1 - 3 Writing goal: End of Year Summary - Year 1 - 3 Writing goal (Term 2 and Term 4 comparison) :

Note - All strategic goals at TKP will support an improvement in regular attendance in 2026

Goal:
To raise achievement by ensuring our students make at least a year's progress with a focus on accelerating the learning of those who need it.

Year 4 - 6 Challenge

To raise the achievement in writing for all Year 4 - 6 learners, focusing on accelerating the students who need it.

#Note -
Our Year 4 - 6 Challenge includes taamariki from our bilingual unit who are learning in both English and Te Reo Maaori.

Aim - To raise the achievement of the ?? students in Years 4 - 6 who currently need acceleration in their writing.

To accelerate the achievement of this group of learners so they will achieve the expected curriculum expectation in writing.

With a clear focus on

- ?? Maaori Learners
- ?? NZE Learners
- ?? Boys
- ?? Girls

Year 4 - 6 Writing Challenge

	End of 2025	T2 2026	EOY - 2026
All	?? / ?? ??% Developing	?? / ?? ??% Developing	?? / ?? ??% Developing
Boys	?? / ?? ??% Developing	?? / ?? ??% Developing	?? / ?? ??% Developing
Girls	?? / ?? ??% Developing	?? / ?? ??% Developing	?? / ?? ??% Developing
NZE	?? / ?? ??% Developing	?? / ?? ??% Developing	?? / ?? ??% Developing
NZM	?? / ?? ??% Developing	?? / ?? ??% Developing	?? / ?? ??% Developing
Other (Pac. Learners, Asian, MELAA)	?? / ?? ??% Developing	?? / ?? ??% Developing	?? / ?? ??% Developing

Mid - Year Progress towards Year 4 - 6 Writing goal:

End of Year Summary - Year 4 - 6 Writing goal (Term 2 and Term 4 comparison):

Goal:
To raise achievement by ensuring our students make at least a year's progress with a focus on accelerating the learning of

Aim - To raise the achievement of the ?? students in NMoNM (Years 4 - 6 only) who currently need acceleration in their writing.

NMoNM Writing Challenge (4-6)

	End of 2025	T2 2026	EOY - 2026
All	?? / ??	?? / ??	?? / ??

Note - All strategic goals at TKP will support an improvement in regular attendance in 2026

	those that need it. **Ngaa Maramara o Ngaa Muka Team Challenge** To raise the achievement in writing for all NMoNM learners (Years 4 - 6 only), focusing on accelerating the students who need it.	To accelerate the achievement of this group of learners so they will achieve the expected curriculum expectation in writing. With a clear focus on • ?? Maaori Learners • ?? Boys • ?? Girls	

	??% Developing	??% Developing	??% Developing
Boys	?? / ?? ??% Developing	?? / ?? ??% Developing	?? / ?? ??% Developing
Girls	?? / ?? ??% Developing	?? / ?? ??% Developing	?? / ?? ??% Developing
NZM	?? / ?? ??% Developing	?? / ?? ??% Developing	?? / ?? ??% Developing
	?? / ?? ??% Developing	?? / ?? ??% Developing	?? / ?? ??% Developing
	?? / ?? ??% Developing	?? / ?? ??% Developing	?? / ?? ??% Developing

Mid - Year Progress towards NMoNM Writing goal:

End of Year Summary (Term 2 and Term 4 comparison) - NMoNM Writing goal:

#Note:
In addition to using our Localised Curriculum here are a few resources that we will utilise to support our Maaori and Pacific Learners at TKP to ensure we are delivering equitable outcomes for all students:

- Tātaiako, Ka Hikitia, Hautu, Te Takanga o Te Wā - Maaori History, Our Code, Our Standards, TKP Te Reo Maaori / kapa haka overviews
  - Link to refreshed Ka Hikitia – Ka Hāpaitia | The Māori Education Strategy (English)
  - Tātaiako - Teachers Council
  - Hautu
  - Te Takanga o Te Wā
  - Our Code, Our Standards
  - TKP Te Reo Maaori / kapa haka overviews
- Tapasā - Cultural Competencies Framework for Teachers of Pacific Learners
- Action Plan for Pacific Education Plan 2020 - 2030

Note - All strategic goals at TKP will support an improvement in regular attendance in 2026

2026 - Tamariki Motuhake Action Plan

Action	Who?	How?	Resources/ Resourcing	How will we know it is successful?	Internal Evaluation
Schoolwide Learning Challenge - Writing **To raise achievement by ensuring our students make at least a year's progress with a focus on accelerating the learning of those who need it.** Aim - To accelerate the achievement of all the students in Years 1 - 6 who are currently below the curriculum expectation in their writing.	Year 1 - 3 Team Year 4 - 6 Team Team NMoNM Leaders / Learning Assistants BOT	• Leadership identify at-risk learners (Tamariki Motuhake) for teachers to work with in 2026 • Close analysis of what baseline data indicates informing practice • Teachers to document students acceleration through assessment and plan for ongoing acceleration • Teachers to plan for acceleration - sharing the next steps with learners through feedback and feedforward • Use 'SchoolTalk' to support student agency in writing, reading and maths • Team Leaders to check that their Teams are responding to the needs of at-risk learners (Tamariki motuhake) - discuss at Team meetings • Major focus on accelerating learners within each team challenge from Term 1 - 4 • Collate progress and achievement data each term - using relevant assessment tools - successes shared on the data wall • Moderation of writing in teams (Terms 1 - 3) and as a whole school (Terms 2 and 4) • Regular check-ins and learning conversations at team / leadership meetings around at-risk learners (Tamariki Motuhake) initiative and what's working well • Coaching and Mentoring meetings with each teacher by DP or hat will focus on at-risk learners and their team's challenge • PLD in Structured Literacy - Liz Kane Structured Literacy in Years 1 - 6 • Teachers will engage in regular learning conversations around the learning of their at-risk learners (Tamariki Motuhake)	Monitoring: Ongoing moderation; e-asTTle writing, assessments; running records in reading and the diagnostic recording sheet in maths Monitoring of the children's progress through coaching and mentoring hui Liz Kane Strutured Literacy - Years 1 - 6 and in NMONM Years 4 - 6 Resourcing: budget considerations: PLD for relevant courses; Learning Assistant support hours; purchase appropriate resources where necessary	Our at-risk learners (Tamariki Motuhake) will develop a greater self-efficacy in their learning Schoolwide improvement in the achievement of all the students who are currently working below or well below the curriculum expectation for their year group in writing. Staff will be empowered as they document how the acceleration occurs through their overviews and share this with others All students will show improvement and we will celebrate their success Our student's evidence of learning will show improvement and contain feedback and feedforward from the teacher (AFOL) There will be consistent teaching across the school as our teachers use AFOL principles to enhance their students learning experiences	Term 1: Term 2: Term 3: Term 4:

Note - All strategic goals at TKP will support an improvement in regular attendance in 2026

		• Teachers will reflect upon their teaching and change their programme to ensure that all learners' needs are being met • A focus on learning at all school-run events • Teachers are to be observed using the rongohia te hau observation tool to continue to develop a classroom environment that is culturally responsive for learners • Modelling of lessons by experts to support the development of teachers practice • Review resources and ideas from PLD so all staff are familiar with them and their place in their classroom programme • Staff to attend staff meetings that have a literacy focus			

Additional notes '

- TKP's Professional Growth Cycle will support our Teacher inquiries into an aspect of their teaching they need to improve upon
- At-risk learners (Tamariki Motuhake) will be identified in teaching and learning overviews
- Assessment PLD @TKP will support teachers to support their students
- The Refreshed English Curriculum will support and guide teachers when determining where learners are achieving
- Leadership team - observation of staff in their classroom using the 'Rongohia Te Hau - Culturally Responsive and Relational Pedagogy Observational Tool
- Staff will engage in PLD in Literacy
- The senior leadership team will monitor the records of feedback given to students in their learning. These findings will be regularly shared with staff as a part of our school's administrative checks that Team Leaders are asked to complete

Note - All strategic goals at TKP will support an improvement in regular attendance in 2026

School Vision and Strategic Aim	*'Successful learners in an engaging, inclusive environment'*

Strategic Goal 1 -
Deliver accelerated learning outcomes for all students at Te Kauwhata Primary School.

Initiative 2: Embed structured Maths approaches from Years 1 - 6

Outcome:	**Measures:**
Our staff have the confidence, capability and the disposition to respond to the needs of every learner within the school	• Increase in student achievement in maths (Schoolwide data collection) • Growth in teachers' confidence and capability to teach structured maths • Growth in teachers' ability to teach maths through observations • Survey staff before and after PLD to ask them to reflect upon their growth

Key Actions	Accountable	Responsible	Resources	Completed by:
Engage with facilitators for Structured Mathematics PLD • Bruce Moody (New staff and others) • Lynette Hay (MOE appointed)	Brian	Loren	Time/ Facilitator/ Money	Ongoing
2026 Annual Plan set through data analysis	Brian / Bot	SLT	Time / BoT	End of 2025 Completed by January 2026
Organise Relievers for staff release days • Teachers to observe facilitators	Brian	Loren	Time/Money/ Relievers	Ongoing
Teachers to attend and engage with PLD in structured Maths	Brian	Brian/ Loren	Time/Money/Experts/Staff	Terms 1 - 4 2026
Collation of data to present to Board	Brian	Caron	Time/Money/ Students / BoT	Terms 2 and 4 2026
Organise Staff Meetings	Brian	Loren	Staff/Facilitator/ Time/	Term 1, 2, 3 and 4 -2026

Note - All strategic goals at TKP will support an improvement in regular attendance in 2026

Observations of staff	Brian	Loren and SLT	Money / Staff / Time	Term 2 and Term 3
Teaching and Learning - ensure classroom programmes are resourced and engaging for students	Brian	Loren	Money / Staff / Time	Ongoing
Assessment and Aromatawai PLD - update assessment tools and processes to ensure they align with the refreshed curriculum	Brian	Loren	Money / Staff / Time	Term 1 and Term 2

2026 -TKP Measurement Actions.docx

2025 / 2026 - Strategic Plan: Reflection Against Success Statements

Term 1	Term 2	Term 3	Term 4

Note - All strategic goals at TKP will support an improvement in regular attendance in 2026

School Vision and Strategic Aim	*'Successful learners in an engaging, inclusive environment'*

Strategic Goal 1 -
Deliver accelerated learning outcomes for all students at Te Kauwhata Primary School.

Initiative 3: Embed Te Marautanga o Aotearoa Phase 1 in Ngaa Maramara o Ngaa Muka

Outcome: Our staff have the confidence, capability and the disposition to respond to the needs of every learner within the school	**Measures:** • Increase in student achievement in Te Reo Maaori in Ngaa Maramara o Ngaa Muka at Phase 1 • Growth in NMoNM Kaiako's confidence and capability to teach full immersion • Growth in NMoNM Kaiako's pedagogical development through observations by the Professional Growth Coach

Key Actions	Accountable	Responsible	Resources	Completed by:
Engage with facilitators for Te Marautanga o Aotearoa • MOE • Anaru Morgan	Brian	Loren / Teia	Time/ Facilitator/ Money	Ongoing
Teachers to attend and engage with PLD in structured Te Marautanga o Aotearoa	Brian	Brian/ Loren/Teia	Time/Money/Experts/Staff	Terms 1 - 4 2026
Organise Relievers for staff release days • Coach to observe Kaiako	Brian	Loren	Time/Money/ Relievers	Ongoing
Engage with other kura who are dual medium to observe and learn from their journey	Brian	Teia	Time/Money/ Relievers	Ongoing
Collation of assessment data to present to Board and Whaanau	Brian	Caron	Time/Money/ Students / BoT	Terms 2 and 4 2026
Observations of staff	Brian	Anaru	Money / Staff / Time	Term 2 and Term 3

Note - All strategic goals at TKP will support an improvement in regular attendance in 2026

Teaching and Learning - ensure classroom programmes are resourced and engaging for students	Brian	Loren / Teia	Money / Staff / Time	Ongoing
Assessment and Aromatawai PLD - update assessment tools and processes to ensure they align with the refreshed curriculum	Brian	Loren / Teia	Money / Staff / Time	Term 1 and Term 2
TKP Teaching staff to engage in Te Reo Maaori PLD to support the growth of Te Reo Maaori at TKP	Brian	Anaru / Lorn	Time/ Facilitator/ Money	Ongoing in 2026
Embed next steps from Principal Sabbatical Report to support the growth of our Dual Medium Kura (Summary for the Board)	Brian	BOT	Money / Staff / Time	Ongoing in 2026

2026 -TKP Measurement Actions.docx

2025 / 2026 - Strategic Plan: Reflection Against Success Statements

Term 1	Term 2	Term 3	Term 4

Note - All strategic goals at TKP will support an improvement in regular attendance in 2026

School Vision and Strategic Aim	*'Successful learners in an engaging, inclusive environment'*

Strategic Goal 1 -
Deliver accelerated learning outcomes for all students at Te Kauwhata Primary School.

Initiative 4:
Develop leadership capability to influence the growth of effective pedagogy amongst teaching staff for the next three years

Outcome: Our staff have the confidence, capability and the disposition to respond to the needs of every learner within the school	**Measures:** • Increase in time spent in PLD in leadership development • Increase in the cohesion/collaboration of a growing leadership group and staff • Ongoing Observations of effective pedagogy across the school (Internally and externally) • 12 - month review of leadership growth - end of 2026

Key Actions	Accountable	Responsible	Resources	Complete by
Senior Leadership team to engage with a professional coach in 2026	Brian	SLT	Time/ Money / Coaches	Ongoing
Goals and Action plans developed based on conversations with Coaches and SLT Professional Growth Cycle	Brian	SLT	Time / Money / Coaches	Ongoing
Implement action plan and monitor for continual growth	Brian	SLT	Time / Money	End of 2026
Senior Leadership Team to implement a strategic approach to internal evaluation to inform planning, teaching, and learning. Through SchoolTalk and Professional Growth Cycle (ERO Goal)	Brian	Caron / Georgia / Loren	Time / Money	End of 2026

Note - All strategic goals at TKP will support an improvement in regular attendance in 2026

2026 -TKP Measurement Actions.docx

2025 / 2026 - Strategic Plan: Reflection Against Success Statements

Term 1	Term 2	Term 3	Term 4

Note - All strategic goals at TKP will support an improvement in regular attendance in 2026

School Vision and Strategic Aim	*'Successful learners in an engaging, inclusive environment'*

Strategic Goal 1 -
Deliver accelerated learning outcomes for all students at Te Kauwhata Primary School.

Initiative 5: Engage in PLD opportunities for teachers of neurodiverse learners

Outcome:	**Measures:**
Our staff have the confidence, capability and the disposition to respond to the needs of every learner within the school	• Growth in teachers' confidence and capability to teach neurodivergent learners • Growth in teachers' ability to teach neurodivergent learners through observation • Survey staff before and after PLD to ask them to reflect upon their growth

Key Actions	Accountable	Responsible	Resources	Completed by:
Engage with facilitators for PLD around Neurodiversity when necessary	Brian	Candice	Time/ Facilitator/ Money	Ongoing
Organise Relievers for staff release days	Brian	Loren	Time/Money/ Relievers	Ongoing
Teachers to attend and engage with PLD around neurodiversity when applicable	Brian	Candice/ Caron	Time/Money/Experts/Staff	Terms 1 - 4 2026
Organise Staff Meetings	Brian	Candice/ Caron	Staff/Facilitator/ Time/	Term 1, 2, 3 and 4 2026
Observations of staff if needed	Brian	Candice/ Caron	Money / Staff / Time	Term 2 and Term 3
PB4L-SW - ensure that our school - wide behaviour plan caters for our neurodiverse learners	Brian	Candice	Staff/Money/ Time/	Term 1, 2, 3 and 4 2026

2026 -TKP Measurement Actions.docx

Note - All strategic goals at TKP will support an improvement in regular attendance in 2026

2025 / 2026 - Strategic Plan: Reflection Against Success Statements

Term 1	Term 2	Term 3	Term 4

Note - All strategic goals at TKP will support an improvement in regular attendance in 2026

School Vision and Strategic Aim	*'Successful learners in an engaging, inclusive environment'*

Strategic Goal 2
Strengthen our school culture to reflect our changing community

Initiative 1:
Grow engagement with whaanau and wider community groups

Outcome: Our community *(mana whenua, parents, community groups and other stakeholders etc)* will see itself as an essential part of seeing all our learners thrive at TKP	**Measures:** • Increase in % of feedback given to the school through different mechanisms • Increase in % of parents engaged with Board of Trustees consultation • Increase in % of students attending school in 2026

Key Actions	Accountable	Responsible	Resources	Complete by
Investigate ways on how we can lift attendance and engagement to answer - What are the barriers to regular attendance? • Evidenced Based Response through gathering community voice	Brian	Georgia and Candice	Time / Staff	Term 1 2026
Develop an action plan based on the outcomes of our research regarding - how we can increase attendance and engagement • Our response will be based on research - ERO, MOE etc	Brian	Senior Leadership Team	Time / Staff	Term 1 2026
Establish effective and regular ways of gathering feedback to increase attendance and engagement	Senior Leadership Team	Georgia and Candice	Staff/Time	Ongoing
Be present in the community and attend community events, hosting where possible and when necessary	SLT	Leadership Team	All Staff/ Time	T1 - 4 2026

Note - All strategic goals at TKP will support an improvement in regular attendance in 2026

Use North Waikato Attendance Service to support families who face barriers in sending their children to school	Brian	Candice / Whaea Girlie	Staff/ Time	Ongoing
Monitor TKPs Attendance Management Plan to refine current attendance procedures to support our families in getting their children to school	Brian	Brian and Morag	Time / Staff	Ongoing
Redo survey on the cultural aspirations of parents and students (This may give us some ideas for engaging our whaanau?) Ongoing - Cultural Aspirations: Students - Action plan - Students	Brian	Georgia and Candice	Time / Staff / Money / BoT	Term 1 2026

2025 Overall Attendance for our Statement of Variance (T2 and T4 only)

Annual Plan - GOAL 1 ctd... **Strengthen our school culture to reflect our changing community**	**NELPS included in this initiative:** NELP Priority 2 - Have high aspirations for every learner/aakonga, and support these by partnering with their whaanau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures NELP Priority 3 - Reduce barriers to education for all, including for Maaori and Pacific learners/aakonga, disabled learners/aakonga and those with learning support needs

Note - All strategic goals at TKP will support an improvement in regular attendance in 2026

Student Engagement

- Grow engagement with whaanau and wider community groups

Key -
Red - Not Achieved
Blue Achieved
Ongoing

2025 Attendance and Engagement goals

- Percentage of learners attending school regularly will increase to 56% across the school in 2025 (See below for progress)
- Percentage of learners moderately attending or who attend school irregularly will decrease to 40% in 2025 (See below for progress)
- Percentage of learners who are chronically absent will decrease to 4% in 2024 (See below for progress)

The number of students arriving late to school will reduce to less than 4% in 2025

- The current lateness rate for Terms 1 and 2, is 6.47%, which is 2.47% higher than our target of 4%. This indicates that there is room for improvement in punctuality. To address this, we should continue emphasising to our community the importance of arriving at school on time.
- *At the end of 2025, our lateness percentage was 6.24%. In 2024, it was 6.74% which means we have reduced this by 0.5% over the past year. This is a small win, and we will continue to encourage our parents to get their children to school*

TKP Attendance - Term 1 and 2 2025

	Chronically Absent (Attendance 70% or less)	Moderately Absent (Attendance more than 70% up to 80%)	Irregular Attendance (Attendance more than 80% up to 90%)	Regular Attendance (Attending more than 90%)
All students 379	22 5.80%	41 10.82%	119 31.40%	197 51.98%

TKP Attendance - Term 3 and 4 2025

	Chronically Absent (Attendance 70% or less)	Moderately Absent (Attendance more than 70% up to 80%)	Irregular Attendance (Attendance more than 80% up to 90%)	Regular Attendance (Attending more than 90%)
All students 405	36 8.89%	46 11.36%	125 30.86%	198 48.89%

TKP - Overall Attendance 2025

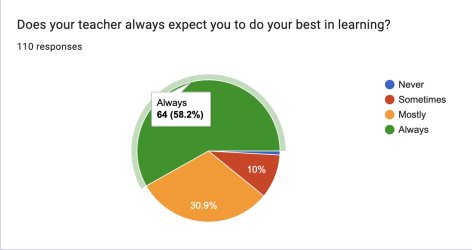
	Chronically Absent (Attendance 70% or less)	Moderately Absent (Attendance more than 70% up to 80%)	Irregular Attendance (Attendance more than 80% up to 90%)	Regular Attendance (Attending more than 90%)
All students 405	28 6.91%	45 11.11%	130 32.10%	202 49.88%

Ministry of Education Attendance Targets

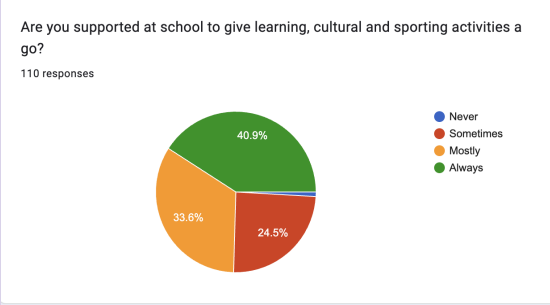
Note - All strategic goals at TKP will support an improvement in regular attendance in 2026

on time.

Students will be engaged with school and their learning in class.



- Of the 110 students surveyed, 89.1% of our students feel that their teacher mostly and always has high expectations of them.



- Of the 110 students surveyed, 99.1% of students felt supported at some point to engage in learning, cultural and sporting activities.

TKP will remove the financial strain on parents by being a part of the school donations scheme in 2025

- The Donation scheme is working well at TKP. In 2025, we used the funding to ensure all students have

Measure	2022 TKP	2023 Target	2024 Target	2025 Target	2026 Target
Percentage of akōnga attending school **regularly** (attending more than 90%, an average of 9 days a fortnight)	49.35%	MOE Aim 60% TKP Aim - 60% Term 2 37.62% EOY 39.44%	MOE Aim 70% TKP Aim - 55% Term 2 50.47% EOY 48%	MOE - 70% TKP Aim - 56% Term 2 51.98% EOY 49.88%	MOE - 75% TKP - Aim 56% Term 2 EOY
Percentage of akōnga who are **moderately absent** or have **irregular attendance** (attending more than 70% up to 90%, missing	45.15%	MOE Aim 35% TKP Aim - 40% Term 2 47.2% EOY 52.8%	MOE Aim 25% TKP Aim - 40% Term 2 41.33% EOY 47%	MOE - 25% TKP Aim - 40% Term 2 42.22 EOY 43.21%	MOE - 22% TKP Aim - 40% Term 2 EOY

Note - All strategic goals at TKP will support an improvement in regular attendance in 2026

access to -

- Online Programmes - including Reading Eggs, Mathletics, Maths Seeds, Meraki, Pulse App and Mindplus
- Trips - including Year 5 Leadership Week, Year 6 Camp, NYLD, excursions to Kelly Tarltons and Hamilton Zoo
- Leadership development with the Waikato Institute for Leadership, Sports Studies for our Year 5 and 6 Leaders
- Ukulele lessons for all our Year 5 - 6 classes
- Outstanding uniform and stationery payments for families who were unable to cover these basic needs.

- TKP will engage with the North Waikato Attendance Service to support the families of TKP by helping them get their children to school
  - The North Waikato Attendance Service has been a huge support in getting our chronically absent students back to class. They have completed house visits on our behalf and set up hui between the school and home to develop a plan to get tamariki back at school.
  - They have assisted us in identifying barriers to attending school and helped us to formulate plans to meet the needs of our families.

two to three days a fortnight)					
Percentage of akōnga who are **chronically absent** (attending 70% or less, missing three or more days a fortnight)	5.5%	MOE Aim 5% TKP Aim - 5% Term 2 15.18% EOY 7.76%	MOE Aim 5% TKP Aim - 5% Term 2 8.20% EOY 5%	MOE Aim 5% TKP Aim - 4% Term 2 5.80% EOY 6.91%	MOE Aim 3% TKP Aim - 4% Term 2 EOY

#Note - Completed at two data points - T2 as a snapshot of attendance at that time and Term 4 to represent the whole of 2025

Considerations - Term 2:

Since the end of 2024, there has been a/an

- 3.98% increase in the number of students attending school 90% of the time (Regular attendance)
- 4.78% decrease in the number of students attending school 70% - 90% of the time (Moderate or Irregular attendance)
- 0.80% increase in the number of students attending school below 70% of the time (Chronic Attendance)

Note - All strategic goals at TKP will support an improvement in regular attendance in 2026

	• Our parents/caregivers believe their children are engaged in school and their learning, and want them to come to school each day. ○ In 2025 we saw a small increase of 1.88% in the percentage of our students attend regulary. From 48% in 2024 to 49.88% in 2025. This was an increase of 27 students (202 in 2025) from the end of 2024 (175). This is a positive shift and is an indicator that our parents want their children to attend school regularly. Termly Attendance - 2025 **2025 - Te Kauwhata Primary School / Ter...** **2025 - Te Kauwhata Primary School / Ter...** **2025 - Te Kauwhata Primary School / Ter...** **2025 - Te Kauwhata Primary School / Ter...**	Concerning our goals/targets that we set at the start of the year: 56% of our students attend 90% of the time We are on track to achieve this goal as we currently have 51.98% of our students attending regularly. This is only 4.02% below our target of 55%. 40% of our students have moderate or irregular attendance We are on track to achieve this goal as we currently have 42.22% of our students attending moderately or irregularly. This is only 2.22% above our target of 40%. 4% of our students have chronic attendance We are on track to achieve this goal as we currently have 5.80% of our students with chronic attendance. This is only 1.80% above our target of 4%. As a school, we are in a positive position at the end of Term 2, as we have seen a growth in the number of students attending regularly since the end of 2024. At the same point as last year, we are already 1.51% ahead in the number of students attending school regularly. While this is positive growth, we will continue to support our families and remove any barriers that hinder them from getting their children to school. **Considerations - Term 4** Since the end of 2024, there has been a/an • 1.88% increase in the number of students attending school 90% of the time (Regular attendance) • 3.79% decrease in the number of students attending school 70% - 90% of the time (Moderate or Irregular attendance) • 1.91% increase in the number of students attending school below 70% of the time (Chronic Attendance) Concerning our goals/targets that we set at the start of the year: 56% of our students attend 90% of the time We did not achieve this goal as only 49.88% of our students attended 9 days out of 10 in 2025. This is 6.12% below our target. 40% of our students have moderate or irregular attendance We did not achieve this goal as 43.21% of our students attended moderately or had irregular attendance. This is 3.21% above our target.

Note - All strategic goals at TKP will support an improvement in regular attendance in 2026

		4% of our students have chronic attendance We did not achieve this goal as 6.91% of our students had chronic attendance. This is 2.91% above our target. While we have not achieved the goals we set for 2025. We have seen positive growth in the number of students who have regular attendance - 48% in 2024 to 49.88% in 2025. This is positive growth, and it shows that we are on an upward trajectory, which bodes well for 2026. As a school, we will continue to work with our whaanau and community to improve our attendance in 2026 and remove any barriers that hinder them from getting their children to school.

2026 Overall Attendance for our Statement of Variance (T2 and T4 only)

Annual Plan - GOAL 1 ctd...

Strengthen our school culture to reflect our changing community

Student Engagement

- Grow engagement with whaanau and wider community groups

2026 Attendance and Engagement goals

- Percentage of learners attending school regularly will increase to 56% across the school in 2026 (See below for progress)
- Percentage of learners moderately attending or who attend school irregularly will decrease to 40% in 2026 (See below for progress)
- Percentage of learners who are chronically absent will decrease to 4% in 2026 (See below for progress)

TKP Attendance - Term 1

Ministry of Education Attendance Targets					
Measure	**2022 TKP**	**2023 Target**	**2024 Target**	**2025 Target**	**2026 Target**
Percentage of akōnga attending	49.35%	MOE Aim 60%	MOE Aim 70%	MOE Aim- 70%	MOE - 75% TKP - Aim

Note - All strategic goals at TKP will support an improvement in regular attendance in 2026

Key -
Red - Not Achieved
Blue Achieved
Ongoing

The number of students arriving late to school will reduce to less than 4% in 2026

Students will be engaged with school and their learning in class.

TKP will remove the financial strain on parents by being a part of the school donations scheme in 2026

TKP will engage with the North Waikato Attendance Service to support the families of TKP by helping them get their children to school

Our parents/caregivers believe their children are engaged in school and their learning, and want them to come to school each day.

Termly Attendance - 2026

school **regularly** (attending more than 90%, an average of 9 days a fortnight)		TKP Aim - 60% Term 2 37.62% EOY 39.44%	TKP Aim - 55% Term 2 50.47% EOY 48%	TKP Aim - 56% Term 2 51.98% EOY 49.88%	56% Term 2 EOY
Percentage of akōnga who are **moderately absent** or have **irregular attendance** (attending more than 70% up to 90%, missing two to three days a fortnight)	45.15%	MOE Aim 35% TKP Aim - 40% Term 2 47.2% EOY 52.8%	MOE Aim 25% TKP Aim - 40% Term 2 41.33% EOY 47%	MOE Aim - 25% TKP Aim - 40% Term 2 42.22 EOY 43.21%	MOE - 22% TKP Aim - 40% Term 2 EOY

Note - All strategic goals at TKP will support an improvement in regular attendance in 2026

Percentage of akōnga who are **chronically absent** (attending 70% or less, missing three or more days a fortnight)	5.5%	MOE Aim 5% TKP Aim - 5% Term 2 15.18% EOY 7.76%	MOE Aim 5% TKP Aim - 5% Term 2 8.20% EOY 5%	MOE Aim 5% TKP Aim - 4% Term 2 5.80% EOY 6.91%	MOE Aim 3% TKP Aim - 4% Term 2 EOY

#Note - Completed at two data points - T2 as a snapshot of attendance at that time and Term 4 to represent the whole of 2026

Considerations - Term 2:

Considerations - Term 4

Note - All strategic goals at TKP will support an improvement in regular attendance in 2026

2026 -TKP Measurement Actions.docx

2025 / 2026 - Strategic Plan: Reflection Against Success Statements

Term 1	Term 2	Term 3	Term 4

Note - All strategic goals at TKP will support an improvement in regular attendance in 2026

School Vision and Strategic Aim	*'Successful learners in an engaging, inclusive environment'*

Strategic Goal 3
Managing expected and unexpected roll growth to ensure that we maintain roll growth over the next three years.

Initiative 1:
Embed schoolwide expectations to keep up with our growing roll

Outcome: All students will develop a shared understanding of our school culture and We C.A.R.E	**Measures:** • Visible classroom (Classroom Treaties or agreements) expectations are displayed and adhered to • Schoolwide expectations (behaviour) are displayed throughout the school in all areas. • Vision, Mission and Values are displayed throughout the school. • ETAP data collected on behaviour to determine how we can support the students' learning environment.

Key Actions	Accountable	Responsible	Resources	Complete by
Continue to implement our School Culture Action Plan across our kura	Brian	Loren and Candice	Time/Staff/ Students	Ongoing
Vision, Mission and Values to be displayed in each class	Brian	Candice	Time / Staff	Ongoing
Vision, Mission and Values to be displayed in all learning areas	Brian	Candice	Time / Staff	Ongoing
Continue to embed our bilingual culture through	Brian	Tania and NMONM	Time / Staff	Ongoing

Note - All strategic goals at TKP will support an improvement in regular attendance in 2026

Te Ao Maaori				
Continue to develop our school culture to embrace our growing multicultural student population	Brian	Leadership Team	Time / Staff	Ongoing
Continue to embed the Enviroschools kaupapa in our schools culture	Brian	Enviroschools Leader	Time / Staff	Ongoing
Our values will be taught as a part of the classroom programme	Brian	Team leader	Time / Staff	Ongoing

2026 -TKP Measurement Actions.docx

2025 / 2026 - Strategic Plan: Reflection Against Success Statements

Term 1	Term 2	Term 3	Term 4

Note - All strategic goals at TKP will support an improvement in regular attendance in 2026

School Vision and Strategic Aim	*'Successful learners in an engaging, inclusive environment'*

Strategic Goal 3
Managing expected and unexpected roll growth to ensure that we maintain roll growth over the next three years.

Initiative 2:
Be intentional in working collaboratively with TKC to help students transition through and beyond our TKP School culture

Outcome: We work as a community that focuses on our tamariki and their success in the 21st Century	**Measures:** • Increase in the sharing of information regarding students and their learning between learning centres. • Collaborate with TKC to implement an action plan for children who transition to TK College

Key Actions	Accountable	Responsible	Resources	Complete by
Continue to work Te Kauwhata College Staff to implement Transition to TKC action plan	Brian	Georgia	Time / Staff	Term 2, 3 and 4 2026
Continue to support the transition plans of ECE students transitioning to TKP and students from TKP transitioning to TKC	Brian	Candice, Anne and Georgia	Staff / Time	Ongoing
Create a seamless approach to sharing information between schools • Academic Needs of Year 6s • Social needs of Year 6s • Behaviour needs of Year 6s	Caron / Georgia / Candice	SLT	Time / Staff	Ongoing
Develop Transition to TKC Bilingual Unit - action plan	Brian	Georgia / Danielle / Teia/ Whitney (TKC)	Time / Staff /	Term 4 2026

Note - All strategic goals at TKP will support an improvement in regular attendance in 2026

Gather students voice about going to TKC - before they attend and once they are there	Brian / Georgia	Year 6 Teachers	Time / Staff	T4 and T1

2026 -TKP Measurement Actions.docx

2025 / 2026 - Strategic Plan: Reflection Against Success Statements

Term 1	Term 2	Term 3	Term 4

Note - All strategic goals at TKP will support an improvement in regular attendance in 2026

School Vision and Strategic Aim	*'Successful learners in an engaging, inclusive environment'*

Strategic Goal 3
Managing expected and unexpected roll growth to ensure that we maintain roll growth over the next three years.

Initiative 3:
Be strategic in managing our limited physical spaces.

Outcome: Our children will feel safe within a growing school and enjoy their time outdoors	**Measures:** Gather - student voice • Our current physical space • Games and activities they want to play • Alternate options in the playground/ activities Redo the same survey at 6 month intervals to see if there is a change etc

Key Actions	Accountable	Responsible	Resources	Complete by
BOT and SLT to support teachers with higher classroom numbers	Principal	SLT	Time / Staff	Ongoing
Gather student voice on - our current physical space / games and activities etc	Principal	Georgia / Loren	Staff/ Time	Term 1 2026
Use information from T1 survey to make changes to playground activities etc	Principal	Georgia / Loren	Staff/ Time	Term 2 2026
Develop an action plan on our next steps in terms of playground space	Principal	Leadership / Staff	Time / Staff	Term 2 2026
Monitor action plan (6-month intervals) to ensure	Principal	Leadership / Staff	Time / Staff	Ongoing

Note - All strategic goals at TKP will support an improvement in regular attendance in 2026

that we supporting our learners in the playground etc				
Purchase equipment for the Junior area of the school	Principal	Loren	Staff/ Time	Ongoing
Make strategic decisions on property and space depending on the needs of the school and MOE requirements. Possible actions - • Use Enviroschools outdoor classroom • Rolling intervals and lunchtimes etc	Board	Brian	Time / Staff/ Money	Ongoing

2026 -TKP Measurement Actions.docx

2025 / 2026 - Strategic Plan: Reflection Against Success Statements

Term 1	Term 2	Term 3	Term 4

Note - All strategic goals at TKP will support an improvement in regular attendance in 2026