

# 2026 Annual Plan

**Achievement targets:** (at and above) Reading: 83%, Writing 70%, Maths 70%

Strategic Goals	Goal	Details/Actions	Indicators / what will progress look like?	Measures	Responsibility	Support	
<b>Pedagogy</b> <i>High quality learning that supports success</i>	Maintain high-quality, consistent teaching and assessment practices.	Review and implement updated requirements from the refreshed <i>New Zealand Curriculum</i> .	Curriculum delivery reflects current national expectations.	Classroom observations*	Shane, James, all teachers	Ministry curriculum support (webinars etc.)	
		Investigate new Ministry assessment practices and expectations, while maintaining a consistent assessment schedule across the school.	Assessment practices are consistent and dependable across classrooms. Teachers confidently use data to adjust teaching and support learners.	Assessment results, teacher voice, and achievement data results			
		Strengthen assessment for learning (AFL) practices in all classrooms.	Students can clearly articulate their learning goals, progress, and next steps.	Classroom observations*			
		Refine reporting processes to ensure clarity and transparency for students and whānau.	Reporting to whānau is clear, purposeful, and aligned with achievement information and national expectations	Staff and community surveys			
	Strengthen teaching practice through purposeful professional growth cycles and deliberate support of target students.	All teachers engage in meaningful Professional Growth Cycles (PGCs) aligned with school priorities and individual development goals.	Professional Growth Cycles are completed and demonstrate authentic reflection and professional growth.	One-on-one meetings (teacher PGCs)	James, Shane & Saskia (team meetings)		
		Accelerate the achievement of target learners through a systematic cycle of identification, collaborative monitoring, and the implementation of high-impact pedagogical strategies	Target students show accelerated shift on progressions; teacher PGCs evidence deliberate instructional changes.	Target students <a href="#">doc</a> (inc. assessments), teacher PGCs			
<b>Culture</b> <i>Build a strong, inclusive, and engaged school community.</i>	Continue to develop the use of te reo Māori and the inclusion of tikanga.	Strengthen culturally responsive teaching practices in planning and delivery by embedding learning from Te Rito into everyday classroom practice and schoolwide systems.	Increased use of te reo in classrooms and around the school. Improved staff understanding and confidence of tikanga.	Classroom observations*	James, Shane, Shaun		
		Review and implement the Mauku School Māori Achievement Plan.	The Maori achievement plan has been updated, and the content used in classrooms	Updated plan			
	Strengthen well-being.	Foster a supportive and inclusive professional culture by implementing structured well-being initiatives and collaborative systems.	Increased staff engagement, success, and enjoyment in the workplace.	One-on-ones, weekly Pulse data	James, Kelly, Georgina	Kim (Mitey) Nicola (CLM Community Sport)	
		Continue implementation of the Mitey approach within classroom programmes.	Students can articulate strategies to manage emotions and well-being. Students are able to talk about mental health and how to seek support.	Teacher observations, weekly Pulse data			
		Enhance student focus, self-regulation, and well-being by embedding sensory-informed 'brain breaks' into the classroom and diversifying breaktime play opportunities to promote inclusive physical activity.	Integration of sensory-informed breaks into daily classroom routines results in faster learning transitions and improved student focus. The playground environment will increase student engagement and reduce behavioural incidents by providing diverse, inclusive, and active play options.	PB4L data, Teacher observations, new playground activities			
	Establish and implement an international student programme.	Complete registration and compliance requirements for the <i>Education (Pastoral Care of Tertiary and International Learners) Code of Practice 2021</i> .	Mauku School is fully compliant with the NZQA Code of Practice. Policies and procedures are documented, approved, and implemented. Systems are in place to ensure the sustainability of the programme beyond 2026.	NZQA Code of Practice. Regular review and monitoring	Shane, Chantelle	Gary (NZIEEA) SIEBA Lee (Global Education)	
		Ensure integration of international students into classroom programmes and wider school life.	Review process and experience for students, teachers and homestays.	Evaluation procedures			
	<b>Learning</b> <i>Empowering students and teachers to achieve and succeed</i>	Embed and consistently use writing progressions.	Integrate writing progressions into all long-term and short-term planning to ensure writing progressions directly inform explicit teaching and targeted content delivery across all year levels.	Writing progressions are consistently visible in planning and classroom practice, and in student workbooks.	Classroom observations*, One-on-ones	Shane, James, Saskia	Structured Literacy PD
			Use writing data to identify trends and inform targeted instruction.	Writing teaching is responsive to student needs. Schoolwide writing data shows steady progress toward annual achievement targets.	Equity gap in data closes, classroom observations*		
			Ensure students understand writing expectations and progression pathways.	Students can articulate their writing goals and next steps.	Classroom observations*		
Embed a structured mathematics approach through consistent implementation of Maths No Problem.		Implement the Maths — No Problem! programme with consistency and fidelity across all year levels.	Maths No Problem is consistently implemented across the school. Students show improved problem-solving skills and mathematical reasoning. Schoolwide mathematics achievement trends positively toward annual targets.	Classroom observations*	James, Shane, all teachers	Maths No Problem online PD	
		Provide ongoing professional development and coaching to strengthen teacher confidence in structured mathematics.	Teachers demonstrate increased confidence in delivering structured maths lessons.	Classroom observations*			
		Use mathematics assessment data to inform targeted teaching and support.	Data is reviewed by teachers, teaching teams and the leadership team and drives future instruction.	Data shifts			
<b>Attendance</b>		80% of students attending 90% of the time.	See: <a href="#">Attendance Management Plan</a>	Attendance remains above 80% of students attending 90% of the time. Students with poor attendance have improved attendance.	Attendance data	James, all teachers	Attendance Management Plan

\*Classroom observations completed using '[Teacher Observation Framework](#)'