

MWPS Annual Goals 2026

Sustained Practice and Continued Development

This planning document builds on 2025 priorities and shifts the focus to embedding, sustaining, refining and further developing practice across the school in 2026.

Strategic Goal 1: Growing a Strong Teaching and Learning Culture

<p>Strategic Goal</p> <p>To raise student achievement by building a strong school culture that nurtures achievement, sustainability, excellence and well-being.</p>	<p>Annual Goal (2026)</p> <p>Continue to embed and sustain high quality teaching and learning practices across Literacy, Maths, Inclusive Practice and Te Mātaiaho, ensuring consistency, coherence and ongoing improvement across the school.</p>	<p>Annual Target (2026)</p> <p>Sustain and further develop structured literacy, mixed ability maths pedagogy, inclusive practice and Te Mātaiaho curriculum implementation to ensure continued improvement in student achievement and equity across all cohorts.</p>	<ul style="list-style-type: none"> • Continued improvement in Reading, Writing and Maths achievement data • Consistent implementation of structured literacy and mixed ability maths pedagogy across classrooms • Ongoing teacher PLD, coaching and collaborative inquiry embedded into school practice • Consistent schoolwide assessment and reporting practices • Evidence of inclusive practices supporting diverse learners and English language learners • Ongoing whānau engagement in curriculum understanding and reporting <ul style="list-style-type: none"> • Teacher confidence and consistency in implementing Te Mātaiaho and the local curriculum. • Use reliable assessment data for overall targeted improvement
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Reading Achievement 2025

EOY: 2025: Overall Year Level	% Well Below	% Below	% At	% Above	% At/Above	Attendance Rates
1	0	4.0	63.4	32.6	96.0%	82.9
2	3.7	27.7	55.4	13.2	68.6%	83.5
3	9.9	21.1	50.7	18.3	69.0%	86.5
4	10.3	20.6	26.9	41.2	69.1%	86.1
5	12.6	14.6	41.4	31.7	73.1%	88.9
6	20.2	2.4	32.5	44.9	77.4%	91.3

Writing Achievement 2025

EOY: 2025: Overall Year Level	% Well Below	% Below	% At	% Above	%At/Above	Attendance rate
1	0	9.7	71.1	19.2	90.3%	82.9
2	6.1	30.1	54.2	9.6	63.8%	83.5
3	5.8	25.3	49.2	19.7	68.9%	86.5
4	8.2	25.3	28.5	38.0	66.5%	86.1
5	11.1	19.5	46.3	23.1	69.4%	88.9
6	21.7	4.5	43.4	30.4	73.8%	91.3

Mathematics Achievement 2025

EOY: 2025: Overall Year Level	% Well Below	% Below	% At	% Above	% At/Above	Attendance rate
1	0	8.4	63.4	28.2	91.6%	82.9
2	7.3	25.3	50.6	16.8	67.4%	83.5
3	2.9	12.6	63.3	21.2	84.5%	86.5
4	6.4	9.5	61.9	22.2	84.1%	86.1
5	0.9	10.1	43.9	45.1	89.0%	88.9
6	9.2	2.4	48.2	40.2	88.4%	91.3

2026 Action Plan – Literacy, Maths, Te Mātaiaho refreshed NZC and Inclusive Practice

What	Who	How	T1	T2	T3	T4
<p>Literacy Sustain and further develop structured literacy practice across all classrooms</p>	<p>SLT, Literacy Lead, Teachers, LAs</p>	<p>Continue the structured literacy scope and sequence across all phases. Maintain a protected literacy block, literacy workshops, coaching cycles and feedback so effective practice stays embedded.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Implement targeted SL through iDeal programme in spelling, reading and writing</p>	<p>SLT, Literacy Lead, Teachers and LA’s</p>	<p>Design responsive teaching and learning programmes with focus on explicit instruction, SLA, phonological awareness, decoding, fluency, vocabulary, comprehension and structured writing</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Strengthen literacy assessment to identify priority learners and shift achievement overall</p>	<p>Literacy lead, SLT, teachers, LAs</p>	<p>Administer and analyse phonics checks 20weeks/40weeks/Junior Assessments, reading skills assessment and E-asTTle Writing to feed into reliable OTJ’s Progress tracked and reviewed regularly</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Regular Audits and Capacity Building of Literacy Resources</p>	<p>Literacy lead, teachers</p>	<p>Review quality and quantity of literacy resources decodable texts, phonics kits, SL support -hard copies and digital access, new print materials required, assessment materials required</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Priority learners are accurately identified and clear targets are set</p>	<p>Literacy lead, teachers, LAs</p>	<p>Literacy targets are set and understood across all teams. Acceleration of priority learners is a focus across all teams against set targets-phonics checks and SLA targets</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Sustain high quality common practice across teams/whole school</p>	<p>SLT, Literacy Lead, Teachers, LAs</p>	<p>Sustain high level of induction for new teaching staff/Las. Engage with high level of PLD in curriculum changes and SL approach to teaching literacy, using both internal and external PLD providers and opportunities built into weekly staff/team meetings and T.O.D provisions Term reflections and review of student achievement data</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Mathematics Sustain mixed ability and problem-solving maths pedagogy across the school</p>	<p>SLT, Maths Lead, Teachers, LAs</p>	<p>Continue mixed ability maths workshops and problem-solving approaches. Maintain growth mindset pedagogy, student voice and agentic learning while refining curriculum alignment and classroom consistency.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

What	Who	How	T1	T2	T3	T4
Strengthen maths assessment to identify priority learners and shift achievement overall	SLT, Maths Lead, LA's	Administer Junior assessment and PAT Maths Y3-6 as well as reliable OTJs to target specific learning needs of individual, groups and cohorts of students across teams and whole school. Establish clear school wide targets.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sustain maths common practice model across all syndicates	Maths Lead, Teachers, LAs	Syndicates work alongside maths lead planning collaboratively and designing learning programmes underpinned by refreshed maths curriculum and school curriculum ensuring the common practice model integrity is upheld	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Embed maths resourcing and resources	SLT, Maths Lead, Teachers, LAs	Strategic resourcing of LAs, induction of new teachers, PLD for all staff built into staff /team meetings. Audit of quality and quantity of maths resources/materials- making provisions for strategic allocation of required resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Continue to embed and refine Te Mātaiaho implementation in English and Maths	SLT, English Lead, Maths Lead, Teachers	Sustain tri-weekly PLD sessions, T.O.D curriculum focus and collaborative planning to refine progressions, assessment and deliberate teaching practice in English and Maths within Te Mātaiaho.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Strengthen schoolwide assessment, reporting and whānau engagement	SLT, DP/AP, Teachers, Whānau	Maintain coherent schoolwide assessment and OTJ processes, refine reporting formats, and continue whānau workshops, hui and consultation so reporting remains meaningful and aligned.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<u>Inclusive Practice</u> Continue to strengthen inclusive practice for learners with additional needs and English language learners	SLT, SENCO, Teachers, LAs, RTLB, SWIS, MoE	Maintain strong IEP processes, whānau consultation and agency collaboration. Continue targeted PLD for teachers and learning assistants in inclusive practice, structured literacy, behaviour support and ELLP-informed teaching.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Improve identification, support, and progress monitoring	SLT, SENCO, Teachers, LAs, RTLB, SWIS, Manakids	Strengthening systems for identifying students require additional support, implementing timely interventions, and regularly monitoring progress to ensure learning, wellbeing, and engagement needs are being met.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

What	Who	How	T1	T2	T3	T4
To build strong, culturally responsive partnerships with whānau and specialist services	SLT, SENCO, MoE, Teachers, LAs, RTLB, SWIS, Manakids	Strengthen collaboration between teachers, whānau, support staff, outside agencies, and students to ensure inclusive practices are culturally responsive, coordinated, and centered on the strengths and needs of each learner.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Strengthen the impact of Te Whare Takiwatanga	SLT, SENCO, MoE, Teachers, LAs, RTLB, SWIS, Manakids	Continue to develop and refine the use of Te Whare Takiwātanga as a purposeful sensory and regulation space that supports students to build self-regulation, readiness for learning, and successful participation in classroom programmes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Build staff capability through PLD in inclusive practice	SLT, SENCO, MoE, Teachers, LAs, RTLB, SWIS, Manakids	Continue to engage in ongoing professional learning and development to strengthen staff knowledge, confidence, and consistency in inclusive practice, including strategies for supporting neurodiverse learners, adapting teaching, and responding to diverse learning and wellbeing needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

What do we expect to see by the end of 2026?

- Structured literacy embedded and sustained across the school
- Mixed ability maths pedagogy embedded and consistently applied
- Inclusive practice visible across classrooms, programmes and support systems
- Teachers confident in implementing Te Mātaiaho NZ refreshed curriculum changes in English and Maths
- Assessment and reporting aligned across teams and year levels within new MOE expectations
- Whānau have regular opportunities to engage with learning and curriculum shifts
- Continued improvement in student achievement and greater coherence in teaching and learning
 - Inquire and develop updated knowledge and practice in new assessments for Maths and Literacy



Sustained Practice and Continued Development





Strategic Goal 2: Strengthening Cultural Identity and Hauora

<p>Strategic Goal To raise student achievement by recognising and valuing the inherent importance of language and culture in shaping identities, experiences, sense of belonging and safety for all.</p>	<p>Annual Goal (2026) Continue to strengthen and sustain a school culture where ākonga feel safe, supported, culturally located and confident in who they are.</p>	<p>Annual Target (2026) Sustain and further develop whole-school wellbeing, cultural identity, bicultural and multicultural practice, while continuing to strengthen whānau engagement and attendance.</p>	<ul style="list-style-type: none"> • Evidence of wellbeing approaches embedded across the school, including Te Whare Tapa Whā, PB4L and Zones of Regulation • Continued use of Te Reo Māori and tikanga across classrooms and school life • Teaching practice reflecting the cultural competencies of Tātaiako and Tapasā • Regular whānau hui, fono and consultation opportunities • Student, whānau and staff wellbeing data gathered and reviewed • Attendance data monitored weekly, with targeted support for students of concern • Ongoing cultural visibility across the school environment and curriculum
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2026 Action Plan – Wellbeing, Cultural Identity, Hauora and Attendance

What	Who	How	T1	T2	T3	T4
Sustain a safe, inclusive and supportive wellbeing culture for all ākonga	SLT, SENCO, LSC, Teachers, Support Staff	Continue to embed wellbeing approaches using Te Whare Tapa Whā as a foundation. Sustain pastoral systems, counselling, practical supports and schoolwide wellbeing routines that remove barriers to learning and belonging.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Continue to embed Te Reo Māori and tikanga Māori across the school	SLT, Lead Teacher for Culture, Teachers, Support Staff	Sustain daily Te Reo Māori and tikanga teaching in all classrooms. Continue staff PLD and strengthen integration into planning, school events, local curriculum experiences and class routines.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Further strengthen bicultural, Pacific and multicultural responsiveness	SLT, Board, Lead Teachers, Teachers, Support Staff	Continue to align practice with Te Tiriti o Waitangi, Tātaiako and Tapasā. Maintain cultural events, performances, language weeks, fono and whānau engagement while refining local curriculum links with identity and belonging.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Strengthen attendance and engagement partnerships with whānau and aiga refer to AMP	SLT, Attendance Kaimahi, Staff, SWIS, Mana Health, Board, Whanau	Sustain workshops, hui, fono, learning celebrations and regular communication about attendance, engagement and learning so families continue to see school as a place of connection and support. Attendance target for regular attendance 70% by end of 2026	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Provide targeted support and early intervention for students with attendance concerns refer to AMP	SLT, Attendance Kamahi, Teachers, Attendance Service, SWIS, RTLB, Board, Community Agencies	Continue to identify attendance concerns early, respond with school-based support and agency referrals where needed, and maintain consistent monitoring, follow-up and attendance planning for students at risk.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

What do we expect to see by the end of 2026?

What	Who	How	T1	T2	T3	T4
<ul style="list-style-type: none"> • A settled, inclusive and culturally affirming school environment • Wellbeing approaches embedded across the school rather than event-based only • Te Reo Māori and tikanga visible, heard and practised daily • Students and staff confident in sharing the school pepeha and their own identity • Stronger whānau and aiga partnerships with regular opportunities for voice and participation • Attendance systems embedded and consistently applied across the school • Improved attendance and stronger student engagement, belonging and Hauora with regular attendance target at 70% 						



Strategic Goal 3: Extending Innovation and Imagination

<p>Strategic Goal To raise student achievement by developing an engaging and innovative curriculum that empowers confident and creative learners.</p>	<p>Annual Goal (2026) Continue to embed and extend accessible, equitable and innovative learning opportunities across the school to support student creativity, agency and future-focused learning.</p>	<p>Annual Target (2026) Sustain and further develop science, digital fluency, coding, robotics, cyber safety and integrated technologies across all year levels through purposeful classroom practice and authentic learning opportunities.</p>	<ul style="list-style-type: none"> • Embed the school science-based curriculum with scientific trends woven through Wai-Ora as a theme • Weave the arts through all programmes throughout the year • Evidence of student use of digital tools and applications across year levels • Continued integration of technologies within classroom programmes • Visible use of coding, robotics and computational thinking opportunities • Evidence of cyber safety teaching and responsible digital citizenship • Ongoing teacher confidence and capability in technologies • Use of digital platforms to support student agency and independence • Continued implementation of the refreshed digital curriculum across the school
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2026 Action Plan – Digital Innovation and Imagination

What	Who	How	T1	T2	T3	T4
Sustain digital technology integration across all classes	SLT, Digital Lead, Teachers	Continue to embed digital learning opportunities across the curriculum, ensuring equitable access for all learners and purposeful use of class-based digital tools, applications and platforms.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Further develop coding, robotics and computational thinking opportunities	SLT, Digital Lead, Teachers	Continue coding and robotics opportunities across relevant year levels, building on prior learning through authentic problem-solving, creativity, inquiry and extension opportunities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Strengthening teacher capability and student agency through creativity and innovation focused on science, the arts and technology pedagogy	SLT, Digital Lead, Teachers	Continuing PLD in digital technologies, and classroom integration of science and engineering, using digital tools EPRO 8, school science-based curriculum and the arts to strengthen student independence, creativity and collaboration.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sustain cyber safety and responsible digital citizenship	SLT, Teachers, Students	Maintain explicit teaching of cyber safety, responsible online behaviour and digital citizenship through class programmes and schoolwide expectations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Maintain resourcing and infrastructure to support innovation	Board, SLT, Digital Lead	Continue to review devices, infrastructure, access and resourcing so digital learning remains sustainable, equitable and future-focused for students and staff, opportunities for innovation/creativity through Options and in class programmes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

What do we expect to see by the end of 2026?

- Digital learning embedded across the school as part of everyday teaching and learning
- Authentic contexts for the arts woven through all aspects of learning programmes
- A focus on the performing arts in Term 3
- Students confidently using digital tools to create, collaborate and solve problems
- Continued growth in coding, robotics and computational thinking opportunities
- Teachers are more confident and consistent in integrating technologies, science and engineering throughout all learning areas
- Strong cyber safety practices understood by students and staff
- A future-focused curriculum that continues to grow innovation, imagination and student agency