# Pongaroa School Annual Plan 2026

## Kei te kaha rawa ahau ~ The best I can be

Pongaroa learners show *Respect, Responsibility and Resilience*

| Engagement | Connection |
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| Achievement | School Values |
| Attendance | Identity |
| Assessment | Student Leadership |
| Reporting | New Opportunities |

Annual Plan 2026

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# Kei te kaha rawa ahau - The Best I can be

**Strategic Goal:** Engagement

*Pongaroa School is committed to strengthening student engagement with experiences that inspire all learners, keep them actively involved, support educational achievement and foster meaningful communication with their whānau.*

**Targets/Results: (How will we measure success?) What has been our impact? What has changed?**

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| **2025 Curriculum Data for all students:**<br>**Reading - 68% of all students working 'at' or 'above' curriculum expectation**<br>**Writing- 68% of all students working 'at' or 'above' curriculum expectation**<br>**Maths- 59.4% of all students working 'at' or 'above' curriculum expectation**<br><br>**2025 Attendance data:**<br>**Regularly attending students (90%+)**<br>**Term 1-61%**<br>**Term 2- 65%**<br>**Term 3- 48%**<br>**Term 4- 57%** | **Targets for 2026**<br>**Reading - 75% of students achieving at or above expectation**<br>**Writing - 75% of students achieving at or above expectation**<br>**Maths- 70% of students achieving at or above expectation**<br><br>**Attendance**<br>**Lift attendance rates to 70% of students attending school regularly** |

| Initiatives | Actions | Who | When | Progress |
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| **Achievement**<br><br>*Ensure all learners make measurable progress in key* | Ensure PLD opportunities and resource support for structured literacy and maths | All Teachers<br>New staff | Term 2 | |
| | Teacher aide support is available to | Principal | Term 1 and | |

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| *curriculum areas by providing targeted, evidence-based teaching.* | support literacy/math programmes | The Board | onwards | |
| | Develop a model of literacy and math teaching at Pongaroa School that is consistent across all classes | Principal<br>Teachers | Ongoing | |
| **Attendance**<br><br>*Increase student attendance by promoting consistent participation and reducing unexplained absences.* | Monitoring and early intervention- notifications through HERO and whānau hui | Teachers<br>Principal<br>Office Administrator | Ongoing | |
| | Positive Incentives and recognition | Teachers<br>Principal | Ongoing | |
| | Ensure attendance data is visible to whānau regularly | Teachers<br>Principal | Ongoing | |
| **Assessment**<br><br>*Use assessment practices to actively involve students in their learning and provide meaningful insights that inform teaching* | NZAI- Explore resources and review with staff what the principles, practices, and proof might look like in our context. | Teachers<br>Principal | Start in Term 1 | |
| | Engage in PLD around formative assessment | Principal<br>Board | Term 1 or 2 | |
| | Refine our assessment schedule to include the SMART tool and Phonics check | Teachers<br>Principal | Ongoing | |
| **Reporting**<br><br>*Enhance reporting practices to engage students and whānau, ensuring learning* | Develop a reporting page that uses the new progress indicators | Principal | Term 2 and 4 | |
| | Regularly share student learning and progress with whānau using digital tools | Teachers<br>Principal | Ongoing | |

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| *progress is clearly communicated, understood, and acted upon* | Students are involved in reflecting on their own progress (age appropriate) | Teachers<br>Students<br>Whānau | Ongoing | |

| **Pongaroa School Annual Plan 2026**<br>**Kei te kaha rawa ahau - The Best I can be** | | | | |
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| **Strategic Goal:** Connection<br><br>*Pongaroa School is committed to fostering meaningful connections that empower our students to thrive, by nurturing strong relationships, embracing new experiences, developing leadership, and celebrating our unique identity.* | | | | |
| **Targets/Results: (How will we measure success?) What has been our impact? What has changed?** | | | | |
| **Attendance data, whānau feedback, HERO PB4L entries,** | | | | |
| **Initiatives** | **Actions** | **Who** | **When** | **Progress** |
| **School Values**<br><br>*Uphold and model core values- Respect, Responsibility and Resilience to guide behaviour, decision-making, and interactions, ensuring every* | Our students are able to talk to our school values | Teachers<br>Principal | Ongoing | |
| | Challenges and projects reflect collaboration through tuakana-teina relationships | Teachers<br>Principal | Ongoing | |

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| *student experiences a safe and inclusive learning environment* | We will provide opportunities for students to practice values outside of school in real life contexts | Teachers<br>Principal<br>The Board | Each Term- different events<br>Term 1 camp<br>Term 3 trips | |
| **Identity**<br><br>*Celebrate and strengthen our students' sense of identity by embracing our rural context, honouring Te Tiriti o Waitangi, and fostering pride in who we are as a school community* | Offer hands-on, context-rich learning experiences connected to our rural community | Teachers<br>Principal | Start Term 1 | |
| | Ensure our celebrations and events reflect tikanga Māori and the cultures of all | Teachers<br>Principal | Ongoing | |
| | Foster student capability as kaitiakitanga with our school garden and local bushwalk | The Board<br>Community<br>Teachers<br>Principal | Ongoing | |
| **Student Leadership**<br><br>*Develop and strengthen student leadership at all levels, empowering learners to take initiative, make decisions, and positively influence our school community* | House leaders will take on a proactive role in decision making at our kura | Teachers<br>Principal<br>Students | Ongoing | |
| | Student leaders participate in the William Pike challenge | The Board<br>Teachers<br>Principal<br>Students/Whānau | Starting Term 1 | |
| | Students of all ages have opportunities for leadership roles | Teachers<br>Students<br>Whānau | Ongoing | |
| **New Opportunities**<br><br>*Provide students with a wide range of new experiences* | Use technology to give students access to experiences that are otherwise far away | The board<br>Teachers | Ongoing | |
| | Organise experts/specialists to our school | Principal | Ongoing | |

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| *that broaden perspectives, develop confidence, and overcome the barrier of our rural location* | to provide students with unique learning experiences | Teachers | | |
| | Support participation in a range of events/activities by organising transport and entering school teams | The board<br>Principal | Ongoing | |