



SWIS Annual Plan 2026

1. Strengthen Teaching & Learning - Our Curriculum - Kaimahi

Strategic Aim

Kaimahi identify, implement and review best practice approaches that meet the needs of all ākonga and the refreshed NZC.

Learning Context Structured Literacy & Maths

2026 Specific Action Expected Outcomes Timeframe Structured Literacy & Maths:

- Full implementation of mandated frameworks.
- Evidence of systematic teaching in classroom observations.

Actions for Literacy:

- All kaimahi participate in structured literacy delivered by Evaluation Associates PLD in Terms 1-3.
- Teacher observations and feedback session led by school literacy lead.
- Kaimahi to have professional portfolios aligned with literacy goals.
- Kaimahi to use the class description to identify class literacy needs.
- Kaimahi to use school-wide planning templates

Actions for Mathematics:

- All kaimahi participate in structured literacy delivered by Cognition in Term 3.
- Kaimahi to use the Oxford maths resource
- Kaimahi to use the class description to identify class literacy needs.
- Kaimahi to use school-wide planning templates

By whom:

- SLT, Literacy lead teacher and Mathematics lead teacher.

2. Implement Attendance Management Plan

Strategic Aim

Regular school attendance is vital for the success and wellbeing of our ākonga. Attending school every day supports our ākonga to build strong foundations for their learning and social development. Regular attendance also promotes achievement success as ākonga are then able to consistently build on their learning.

The Ministry defines regular attendance as a student being present for more than 90% of the time.

The current government has set a national target of 80% of students attending school at least 90% of the time by 2030. This means that ākonga should be absent for no more than one day a fortnight to ensure that they can have continued success at school. Our long term objective is to meet the national target by 2030.

While attendance is not a SWIS strategic goal, it aligns with our strategic plan in the following ways:

Whānau focus

- Whānau and school will work in partnership to secure consistent attendance.

Hauora

- Being at school and enjoying success promotes well being and belonging.

2026 Specific Action Expected Outcomes Timeframe Attendance

Current Attendance Rates and Targets

Attendance naturally fluctuates depending on the terms, so our targets are currently set by term, not annually.

Our goals are:

- To increase REGULAR ATTENDANCE (over 90%/less than 5 days off per term) by 5% or more in each term.
- To decrease CHRONIC ATTENDANCE (70% attendance or less/15 days or more off per term) by 1% or more per term.

Regular Attendance	2024	2025	2026 target
Term 1	69%	67%	72%
Term 2	49%	59%	66%
Term 3	52%	50%	60%
Term 4	53%	56%	65%

Chronic Absence	2024	2025	2026 target
Term 1	5%	5%	3%
Term 2	8%	6%	4%
Term 3	10%	10%	6%
Term 4	10%	9%	6%

We will continue to monitor attendance daily, weekly, and Termly using our student management system. We will follow the STAR model for our attendance interventions and thresholds. We will also analyse the indepth *Everyday Matters* report that is sent to us by the Ministry each term.

These realistic targets are working towards the Ministry target of 80% of students attending 90% of the time by 2030.

Actions:

- Teachers proactively communicate with parents and whānau about attendance concerns, alongside the Deputy Principal, Principal and/or school counsellor, to identify barriers, develop strategies, and support improved student attendance.
- The school to liaise and work with the school's attendance services (Piki Te Mauri Attendance Service) when required .
- Principal, Deputy Principal, and School Counsellor meet weekly to monitor and discuss attendance using the attendance plan.

By whom:

- Principal, Deputy Principal and School Counsellor.

3. Focus on student outcomes in Reading, Writing and Mathematics

Strategic Aim

Setting of annual academic targets that help raise the achievement levels of all students.

Academic targets

Reading

- To improve the number of all students achieving at or above the expected curriculum levels in reading.

Writing

- To improve the number of all students achieving at or above the expected curriculum levels in writing.

Mathematics

- To improve the number of all students achieving at or above the expected curriculum levels in mathematics.

Actions:

- Extension writing and mathematics programmes for identified students.
- Actions identified from Goal 1 related to teacher PLD.
- Teacher aide targeted actions:
 - Spring into Maths
 - Hegarty programme (oral phonics)
 - Reading assistance (phonics and spelling)
 - ELL cooking
 - Teacher support via literacy lead teacher
 - Work across 3-4 classrooms with teachers to support our ākonga

By whom:

- SLT, Literacy lead teacher and Mathematics lead teacher.

4. School Environment

Strategic Aim

The school aims to provide the best possible learning environment for students, staff and the community.

Actions:

- Establish a School Board Property sub-committee.
- Create a set of priority areas to focus on and develop a plan accordingly.
- Liaise with the Ministry of Education to complete the new classroom build and advocate for further work.

By whom:

- School Board, newly established sub-committee, and Principal.