Pomare School Annual Plan 2026

Vision - Core Values, Purpose & Mission

Core Values (Timeless)	He aha te mea nui o te ao? He tangata, he tangata, he tangata PRIDE Values - *We will demonstrate these by valuing:* **Perseverance - Manawanui** ● Resilience ● Focus ● Determination **Respect - Whakaute** ● Respect myself ● Respect others ● Respect my environment **Integrity - Pono** ● Honesty ● Excellence ● Responsibility **Diversity - Kanorau** ● Uniqueness ● Inclusion ● Understanding **Empathy - Aroha** ● Kindness ● Consideration ● Caring
Purpose (100 years)	"Mā te māia, te whakahonore, me te manawanui ka tipu ai te ākonga." Through courage, respect, and resilience, the learner will grow.
Mission (10-25 years)	**M1: Whanaungatanga** Build relationships by strengthening ties between our school, whānau and wider community. **M2: Manaakitanga** Provide an inclusive environment that upholds the mana of students, staff and whānau **M3: Mātauranga** Unleash our learners' potential by providing an innovative curriculum, differentiated to meet their needs and interests

Strategic Goals (2026-2028)

M1 – **Whanaungatanga -** Build relationships by strengthening ties between our school whānau and wider community.

	To achieve this we will	Our measures, evidence and progress
A	Increase whānau engagement in school activities grounded in Te Tiriti o Waitangi	A formalised communication strategy that gives effect to Te Tiriti o Waitangi The school name changed to Te Kura o Pōmare with a pūrakau around the 'why' developed. Increased whānau attendance at school events.
B	Strengthen protocols, underpinned by tikanga, for regular community consultation	School events used as consultation opportunities Timetable of consultations established
C	Foster opportunities for students to be seen and to serve in the community, giving effect to te tiriti.	Students and teachers attending local events. Relationships developed with Ngati Toa, Te Kohanga Reo, Pomare Community Trust, Aroha Home and local ECEs
Foundation curriculum policy statements		**National curriculum statements**
		National Education Strategies
		NELPs

Strategic Goals (2026-2028)

M2 - **Manaakitanga -** Provide an inclusive environment that upholds the mana of students, staff and whānau

To achieve this we will		Our measures, evidence and progress
A	Implement school wide strategies, aligned to ngā tumanako o te tiriti, to support student self-regulation and behaviour	PC4L and restorative practices evident throughout the school Expectations being used by teachers and students Bi-annual well-being survey showing improvement Students feeling safe to explore and make mistakes
B	Actively promote the importance of regular attendance	Parents seeing the importance of regular attendance Students eager to come to school Students actively engaged in their learning
C	Foster tuakana-teina opportunities throughout the school	Regular Ngā Manu group activities Senior students serving as rangatira
Foundation curriculum policy statements		**National curriculum statements**
		National Education Strategies
		NELPs

Strategic Goals (2026-2028)

M3 - **Mātauranga** - Unleash our learners' potential by providing an innovative curriculum, differentiated to meet their needs and interests

To achieve this we will		Our measures, evidence and progress
A	Utilise the BSLA programme to effectively teach Literacy across years 0-6	School-wide programme aligned with the new English curriculum Achievement data in Literacy increasing year-by-year
B	Differentiate the delivery of Maths to meet learner needs through a structured programme	School-wide programme aligned with the new Maths curriculum Achievement data in Maths increasing year-by-year
C	Upskill students and whānau in digital competency and cyber-safety.	Broadened expectations matrix to include digital competency and cyber-safety. Renewed cyber safety agreement to include AI
Foundation curriculum policy statements		**National curriculum statements**
		National Education Strategies
		NELPs

Annual Plan Priorities

P1	Increase student attendance through high-trust, high expectation relationships between school and whānau, underpinned by shared expectations for success.
P2	Strengthen learner engagement through a Pomare curriculum, grounded in our community's aspirations, and aligned to the NZ curriculum.
P3	Deliver high-quality teaching and learning through consistent, evidence-based practice.

Priority 1 - Increase student attendance through high-trust, high expectation relationships between school and whānau, underpinned by shared expectations for success.

Success is

80% of students at school at least 90% of the time. Parents encouraging regular attendance as they recognise its importance and their tamariki genuinely want to be at school. Teachers knowing their students' interests, strengths and challenges, and are therefore able to support them to experience success through learning that is holistic, culturally responsive, relevant, engaging, differentiated and inclusive. Regular cultural celebrations and on-going opportunities for *tuakana-teina* in action further strengthen a positive culture within the school that encourages engagement and attendance, while PC4L (Positive Culture for Learning) and restorative practices help maintain a positive and supportive learning environment.

Strategic Links

M1 - A, B, C

M2 - A, B, C

M3 - A, B, C

Internal Threats
- Low expectations of some students
- Teachers feeling overwhelmed by all the changes
- Slipping back into past practices
- Time management

External Threats
- Government/policy change
- Negative home events
- Resources not arriving when needed

Building on Victories
- Regular attendance data for 2025 nearly double 2024
- Reward days encourage attendance and engagement
- Attendance cup enjoyed and competed for between classes
- Wellbeing survey data continues to improve

Resources
- Ongoing PLD for Restorative Practices
- Graphics protocols/scripts
- Rewards for attendance improvement

Waypoints
- System for regular attendance data analysis implemented
- Restorative practices being used consistently across the school so students know what to expect
- Student leaders attend leadership training
- PC4L information added to school website

Tactics (te tiriti o Waitangi)
- Whole school reward if regular attendance is over 50% for the term.
- Termly class reward for best attendance
- Certificates for kids 95%+ attendance
- Celebrating increased attendance with whanau
- Structured teaching of expectations matrix happening in class daily
- Fortnightly analysis of PC4L data
- Add online column to expectations matrix

Priority 2 – Strengthen learner engagement through a Pomare curriculum, grounded in our community's aspirations, and aligned to the NZ curriculum.

Success is

Fostering positive connections between the school, whānau and the local community.
Open and transparent communication channels ensure that the community and whānau know where to find important information. Whānau are well-informed about the new curriculum and teaching programmes, and feel included in the school's decision-making processes.

A local curriculum is developed and in place to ensure teaching and learning links between our local identity and context, and the new NZ curriculum.

Collaboration with other local schools (ex-Kāhui Ako) continuing and further developed to increase shared understandings and support student transitions.

School participation in community service projects leads to increased collaboration with local organisations. Showcasing stories of former students, cultural celebrations with whānau, and termly mihi whakatau to welcome new students and their whānau, help build a strong, inclusive, connected school community.

Strategic Links

M1 - A, B, C

M2 - A, B, C

M3 - A, B, C

Internal Threats
- Urgent taking over the important
- Whānau not prioritising coming to events
- Our own understanding of the curriculum not secure enough to pass onto whānau
- New staff not having connections with the community
- Previous negative experiences

External Threats
- Government priority changes
- Local organisations not willing to engage with school
- Limited finances for catering, etc
- School building projects
- Dissolution of Kahui Ako

Waypoints
- Implementation of new SMS - Hero
- System of teachers sending short weekly positive class updates embedded
- System to audit positive class updates and messages implemented
- Communication channels strategy developed and implemented

Tactics (Te Tiriti o Waitangi)
- Investigate how Hero can be used to streamline communication channels
- School name change and signage
- Whānau and fono group consultation
- Update Cybersafety agreement - include AI

Building on Victories
- BSLA training and MOE Maths PD in 2025 has upskilled teachers to implement structured approaches.
- Sharing of planning and collegial support embedded in 2025

Resources
- PRIME maths books
- Maths manipulatives kit in each class
- Structured Literacy texts
- PLD around assessment practices

Priority 3 - Deliver high-quality teaching and learning through consistent, evidence-based practice.

Success is
Consistency of teaching and learning, as all teachers implement schoolwide planning formats and follow procedures and timelines. They are well trained in using Structured Literacy and Maths approaches, and strive for ongoing fidelity and improvement through their PGC (professional growth cycle) goals. Student achievement data is regularly analysed and used to adjust the delivery of the learning programmes, while maintaining its integrity. Schoolwide accountability and support systems ensuring consistent, effective practices across the school, that support student progress and success. Achievement data across all learning areas will show ongoing student progress

Strategic Links

M1 - B, C

M2 - A

M3 - A, B, C

Internal Threats
- Teacher reluctance to let go of established practices
- Teachers missing deadlines
- Teachers wanting to focus on something other than programme delivery fidelity
- Teachers' understanding of data and how to use it to inform teaching

External Threats
- Government priority changes
- Lack of access to appropriate resources
- On-going changes to the NZ curriculum being rolled out too fast

Waypoints
- Consistent shared planning format across the school
- Refreshed assessment timeline aligned to BSLA and new curriculum
- Timeline for data analysis developed
- Clear links between data and teacher planning
- Consistent and effective use of acceleration time linked to data analysis

Tactics (Te Tiriti o Waitangi)
- asTTle, BSLA assessments, Phonics Checks give clear baseline data
- PD around using data to inform teaching
- Target Student/acceleration observation strategy developed and implemented

Building on Victories
- BSLA training and MOE Maths PD in 2025 has upskilled teachers to implement structured approaches.
- Sharing of planning and collegial support embedded in 2025

Resources
- PRIME maths books
- Maths manipulatives kit in each class
- Structured Literacy texts
- PLD around assessment practices

Education (School Planning and Reporting) Regulations 2023

Board must prepare an annual plan effective from 1 January following an election.

Must be submitted on or before 1 March

Board's Strategic Plan must contain:

- Vision
- Strategic goals developed in consultation with the school community
- Information relating to how the Board has prioritised its strategic goals (Purpose/Values) and their links to:
    - NELP, other relevant national education strategies e.g Ka Hikitia, Action Plan for Pacific Education
    - Foundation curriculum policies and national curriculum statements.

Strategies for making progress towards its strategic goals (M elaborations) ensure:

- at least one mention is made of strategies for identifying and catering for students whose needs have not been well met)
- Te Tiriti o Waitangi - this might be a new 'M'

Information describing measures, evidence and process to evaluate progress towards strategic goals - Waypoints

Annual Plan

- Annual targets for each strategic goal (Priorities)
    - Intended actions
    - Resourcing actions
    - Measures and evidence
    - Relationship to last year's priorities (Threats)
    - Teaching and learning strategies and programmes (Success is...)
    - Give effect to Te Tiriti o Waitangi

Clause 10 should be part of the Board annual work programmes
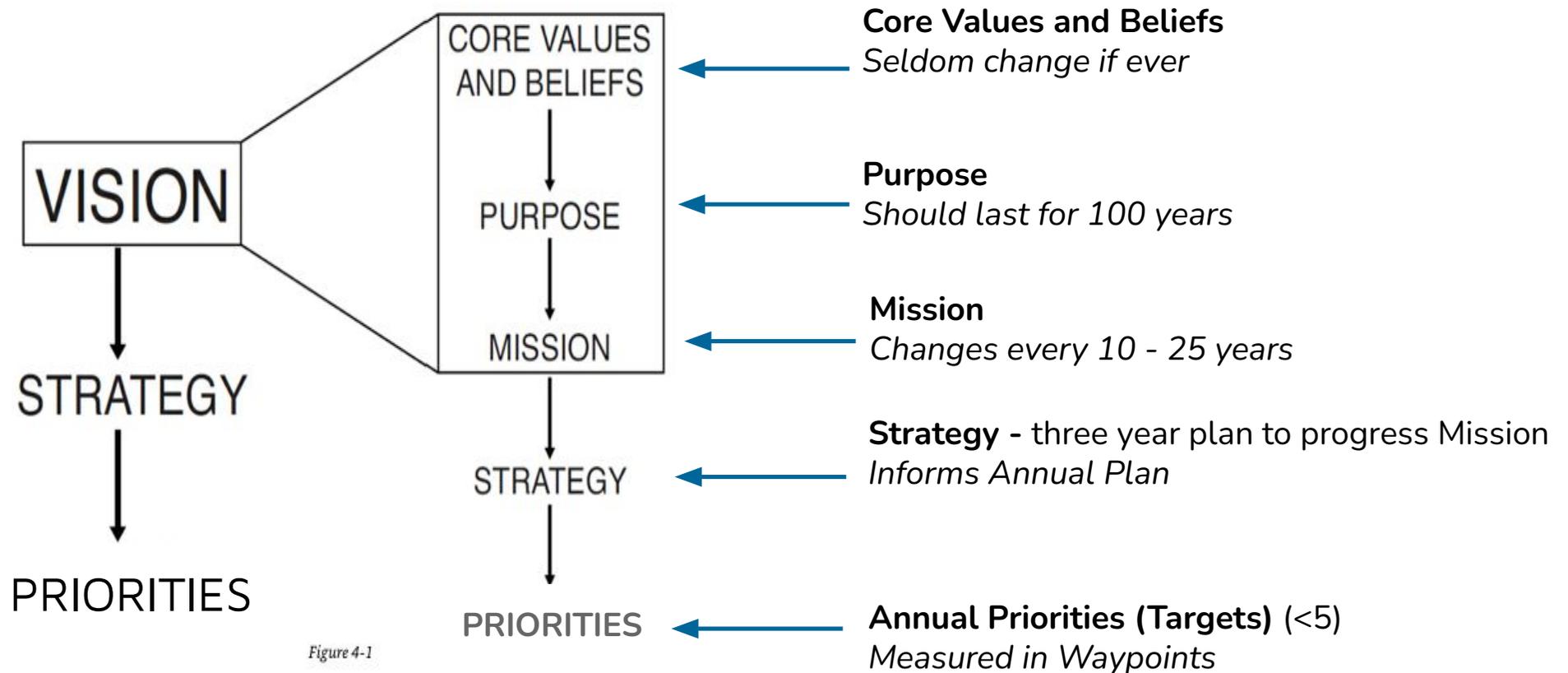
Vision, Strategy, Priorities

Core Values and Beliefs
Seldom change if ever

Purpose
Should last for 100 years

Mission
Changes every 10 - 25 years

Strategy - three year plan to progress Mission
Informs Annual Plan

Annual Priorities (Targets) (<5)
Measured in Waypoints

Figure 4-1

(Adapted from: Collins, J. C., & Lazier, B. (2020). *Beyond entrepreneurship 2.0: Turning your business into an enduring great company*. & Spiller, C., Barclay-Kerr, H., & Panoho, J. *(2015). Wayfinding leadership: Ground-breaking wisdom for developing leaders.)*

Vision, Strategy, Priorities, Tactics

(Adapted from: Collins, J. C., & Lazier, B. (2020). *Beyond entrepreneurship 2.0: Turning your business into an enduring great company*. & Spiller, C., Barclay-Kerr, H., & Panoho, J. *(2015). Wayfinding leadership: Ground-breaking wisdom for developing leaders.)*
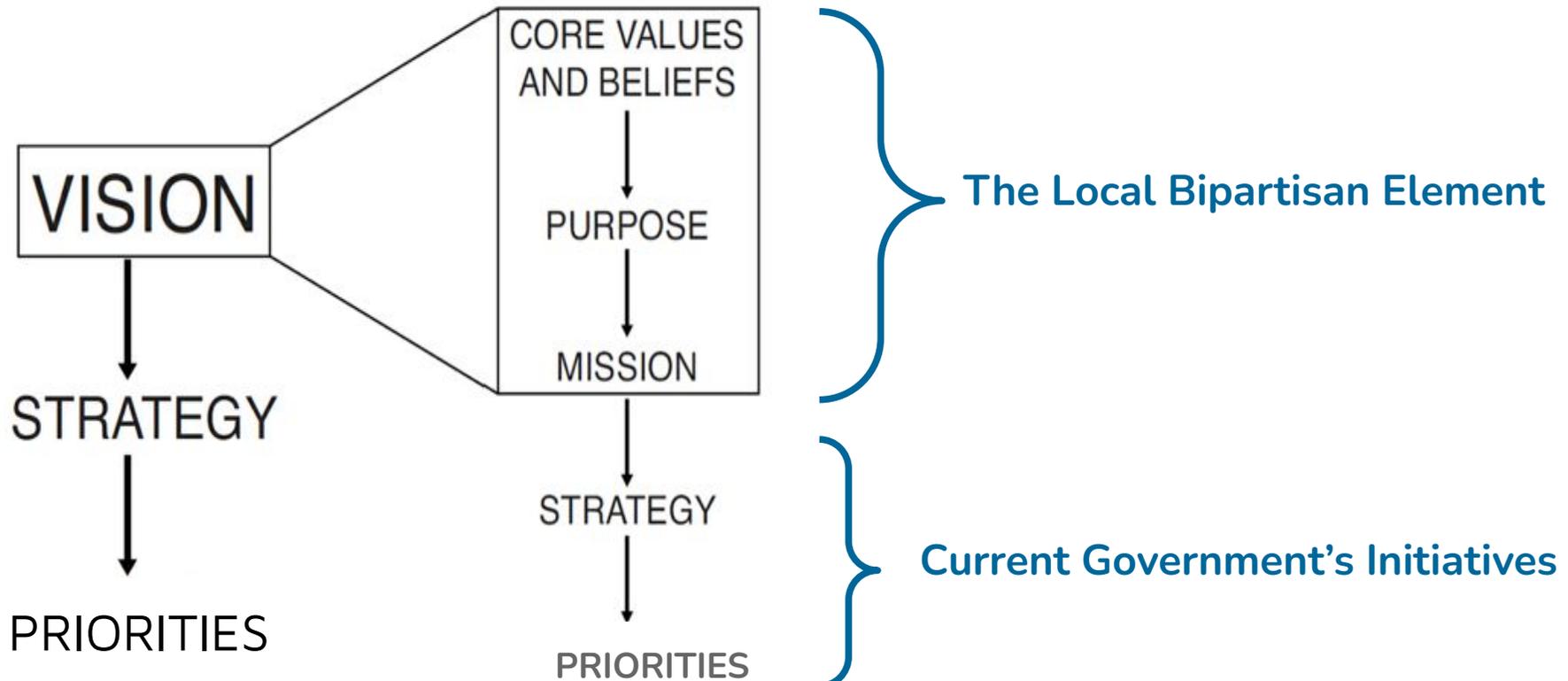

Figure 4-1

The Local Bipartisan Element

Current Government's Initiatives

	Timeline	Details
Core Values	Timeless	Reflect the values of community that the school serves Enduring principles to live by; a guiding philosophy Continue to hold, even when costly to do so
Purpose	100 years	The fundamental reason for the school's existence. Like a guiding star; always pursued, never fully attained Articulates how the school delivers to the community's expectations.
Mission	10-25 years	Foci for the school's next 10-25 years as it grows its capability to realise the community's ambitions for their children. Not a 100% chance of success; requires a leap in capabilities Compelling and galvanising; easy to grasp
Strategic Plan	3 years	Board's plan to give effect to its mission in the next three years On school's website and submitted to the MoE by 1 March. Details measures, evidence and process
Annual Plan	1 year	Annual priorities (targets) Less than 5 but more successful if only 2-3 Tracked via waypoints enabling adjustments to respond to changing conditions.