



Annual Plan 2026

<p><b>Whanau:</b> to support connectedness and respect in our community</p> <p><i>“He Waka Eke Noa” = We are all in this together</i></p>				
<p>Whānau engagement with school builds connects, improving both achievement and attendance.</p>				
	Goal	Responsibility	Timetable	Outcome
 <p>Introduce</p>	<p><b>Whanau Groups:</b> establish whanau groups - with events aimed to increase opportunities for different ages to work together <i>Tuakana-Teina</i></p> <p><b>School Uniform:</b> have a phased introduction of a school uniform</p>	<p>Unit Holders - Cultural Leadership, Hauora, Te Ata o Te Await</p> <p>Principal Office Admin Board</p>	<p>Introduce Term 1 Termly Events</p> <p>By Term 4 2026</p>	
	<p><b>Connections:</b> build stronger connections with local kindys, intermediates and community organisations</p> <p><b>Events:</b> Mahi Tahī Tatou &amp; other events to connect with whanau and celebrate cultures and connections</p>	<p>Teachers - New Entrants, &amp; Year 6 Principal</p> <p>Deputy Principals</p>	<p>New Entrants &amp; Community Groups ongoing through out the year Year 6 - focus on Term 4</p> <p>Termly Mahi Tahī Tatou events Cultural Events through the year</p>	
<p>Embed</p> <p>Review</p>	<p><b>Board Visibility:</b> explore further ways for Board to be actively engaged in school life</p> <p><b>Parent support for Programmes:</b> explore ways to further engage whanau with school programmes - trips, garden to table, languages, sports</p>	<p>Board Principal</p> <p>Principal Unit Holders</p>	<p>Ongoing through out all school events</p> <p>Ongoing</p>	

	<p><b>Hauora:</b> to enable each other to develop genuine wellbeing</p> <p><i>“Mauri tu, mauri ora” = An active soul is a healthy soul</i></p> <p><b>NELP: Objective 3:</b> reduce barriers to all, including for Maori and Pacific akonga, disabled akonga and those with learning support needs</p>			
	<b>Goal</b>	<b>Responsibility</b>	<b>Timetable</b>	<b>Outcome</b>
Introduce	<p><b>Peer Mediators/Playground Buddies:</b> opportunity for student leadership</p> <p><b>Student Council:</b> student voice for school improvement and engagement</p>	<p>Year 6 teachers</p> <p>Principal Year 6 teachers</p>	<p>Start Term 2</p> <p>Start Term 1</p>	
Embed	<p><b>Te Ara o Te Awaiti:</b> embed and ensure consistency of response re behaviour, incorporating Te Ara Whakamana, PB4L and Restorative</p>	<p>Unit Holder/DPs Principal</p>	<p>Ongoing</p>	
Review	<p><b>First Aid Training:</b> all staff to be first aid certified and process re recording medical events consistent</p> <p><b>Playground fencing and Signage:</b> improve student safety through fencing &amp; gates. Student engagement through signage</p> <p><b>Digital Citizenship:</b> student safety on line both for school and work with whanau for home</p>	<p>Principal Office</p> <p>Principal Unit Holder: Enviro</p> <p>Year 6 teachers</p>	<p>Ongoing</p> <p>Term 3 whanau event</p>	

## Cannons Creek School Attendance Target and Planned Action 2026

### Strategic Goal for Improving Student Attendance:

- An increasing number of students attending 90% or more

	<b>All Students</b>
<b>Expected Levels</b>	Attendance of 90% or greater

### Assessment Tools

- HERO – electronic register


**2025 Target:** To improve our whole school regular attendance rates from 51% (2024) to 70% or more. (THAT IS THE PERCENTAGE OF STUDENTS WHO ATTEND AT RATES OF 90% OR HIGHER) While also decreasing the percentage of students with chronic attendance to less than 10%

<b>2022 Data: Regular</b>	<b>19%</b>	<b>Chronic</b>	<b>26%</b>
<b>2023 Data: Regular</b>	<b>50%</b>	<b>Chronic</b>	<b>14%</b>
<b>2024 Data: Regular</b>	<b>51%</b>	<b>Chronic</b>	<b>19%</b>
<b>2025 Data: Regular</b>	<b>50%</b>	<b>Chronic</b>	<b>17%</b>

**Analysis:** 2022 data was hugely impacted by COVID however the general trend has been regular attendance around 50% and chronic attendance of 15-20%

Actions to Achieve Targets	Who	Expected Outcome
Review attendance data every 5 weeks.	SENCO Principal	Target to improve school attendance to 90%+ Do five weekly checks of attendance and follow up on those with 85% or less Maintain the system of involving whanau in addressing attendance or lateness issues Use the PHN to follow up on poor attendees who may have medical issues or use the SWIS worker to follow up on poor attendees. Engage with attendance service process if the poor attendance continues.

Be the place our students want to be	All staff	Ensure programmes, environment and atmosphere are welcoming and engaging for all students.
Working with parents, family and whanau around ways to support student attendance	Parents, SWIS, SENCO	Parents are better informed and more confident about supporting their child's attendance

	<p><b>Ako:</b> to develop a local curriculum that reflects and responds to our community</p> <p><b>“Whaowhia te kete matauranga” = Fill the basket of knowledge</b></p> <p><b>NELP: Objective 2:</b> have high aspirations for every akonga, and support these by partnering with their whanau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures.</p> <p><b>Objective 4:</b> ensure every akonga gains sound foundational skills, including language, literacy and numeracy.</p> <p><b>Objective 6:</b> develop staff to strengthen teaching, leadership and learner support capability across the education workforce.</p>		
	<b>Goal</b>	<b>Responsibility</b>	<b>Timetable</b>
Introduce	<b>Reflective Journals:</b> students to reflect regularly on learning, identify own achievement and next steps	All Teachers	Term 2 onwards
	<b>Homework Passports:</b> clear home learning goals for all students with a trip as reward for those that complete	Principal	Start Term 1
Embed	<b>Curriculum Refresh:</b> ensure changes to expectations for maths and literacy are embedded. Explore other curriculum areas	Principal Unit Holders- Literacy, Maths	Ongoing
			<b>Outcome</b>

	<b>Languages:</b> extend opportunities for use of other languages, strengthen provision of 4 languages	Principal Unit Holders: Cultural Leadership	Ongoing	
Review	<b>Garden to Table:</b> review implementation and curriculum coverage	Unit Holder: Enviro		
	<b>EOTC oversight:</b> build on Board understanding of responsibility and processes for EOTC	Principal Unit Holder: PE Board		

For 2026 we have made the decision to target all those students who were assessed as "Below" in 2026. We want teachers in all classes across all levels to have responsibility and engagement in raising achievement for our students.

### Cannons Creek School Reading Target and Planned Action 2026

**Strategic Reading Goal for Improving Student Achievement:**

- An increasing number of students working at or above expected levels for Reading

	Year 1	Year 2	Year 3	End Year 4	End Year 5	End Year 6
Expected Curriculum Levels	Phase 1 Intro	Phase 1 Early	Phase 1 At	Phase 2 Intro	Phase 2 Early	Phase 2 At

**Assessment Tools**

- BSLA assessments
- PAT reading test
- PACT Tool: reading
- Teacher Judgements

**2026 Target:** To accelerate the learning of the 36 students identified as "Below" in 2025 to "At" by the end of 2026.

**2025 Data:** All Students at risk (5 were Year 6 so for 2026 36 students).

- Year 1 = 5 students
- Year 2 = 15 students
- Year 3 = 6 students
- Year 4 = 6 students
- Year 5 = 4 students

**Target Groups**

Each class is running an "Accelerated Literacy" group with 5-6 students who were assessed as "At Risk" in 2024. These target groups are planned to occur daily and to be in addition to the classes regular literacy programme.  
 Any students assessed as "Critical" in 2024 will have an individual plan which identifies their strengths, challenges and specific programmes in place to support their learning.

**Actions to Achieve Targets**

Who	Expected Outcome
Principal, Teachers	Good robust data to inform next steps for teaching
All teachers	Regular monitoring of progress and collective responsibility for student achievement.
Principal, Teachers	Reducing the number of Maori students who are below expectation
Parents, All staff	Parents are better informed and more confident about being involved in their child's learning
Teachers/Aides	Children will be supported in a variety of ways
Teachers	Highly skilled confident teachers delivering the reading lessons Consistent teaching practice and a school wide approach to teaching reading, and reflection to improve practice

Analysis of assessment data gathered throughout the year to measure progress over time across all year groups	Principal Teachers	More consistent data that shows shifts over time and in depth focus on students individual achievement
Student voice considered in reading topics and materials along with authentic contexts	Teachers	Students who are more confident and more involved in their own learning
Moderation of student data by teachers to ensure consistency across the school.	Teachers	Consistency across the school and teachers who support each other.

### Cannons Creek School Writing Target and Planned Action 2026

#### Strategic Writing Goal for Improving Student Achievement:

- An increasing number of students working at or above expected levels for Writing

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Expected Levels	Phase 1 Intro	Phase 1 Early	Phase 1 At	Phase 2 Intro	Phase 2 Early	Phase 2 At

#### Assessment Tools

- BSLA assessments
- Essential Spelling Lists
- PACT Tool: Writing
- Teacher Judgement

#### 2026 Target:

To accelerate the learning of the 42 students identified as "Below" in writing in 2025 to "At" by the end of 2026.

2025 Data: All students: 47 at risk (5 were Year 6 so for 2025 42 students).

<p>Year 1 = 6 students  Year 2 = 17 students  Year 3 = 7 students  Year 4 = 7 students  Year 5 = 5 students</p>		
<b>Actions to Achieve Targets</b>		
Review assessment data with staff and determine the particular learning needs for target students on a regular basis throughout the year	Principal, Teachers	Expected Outcome Good robust data to inform next steps for teaching
Twice termly meetings to discuss the progress of all target students. One syndicate and one staff meeting for presentations and discussion	All teachers	Regular monitoring of progress and collective responsibility for student achievement
Maori students are highlighted in the baseline data so teachers are aware of who they are and can provide support and programmes for those who are below expected levels	Principal, Teachers	Reducing the number of Maori students who are below expectation
Working with parents, family and whanau around ways to support student learning.	Parents, All staff	Parents are better informed and more confident about being involved in their child's learning
Use of teacher aides/ support programmes to support identified students	Teachers/Aides	Children will be supported in a variety of ways
Professional development in the writing process and BSLA (Bridget Gerondis to facilitate)	Teachers	Highly skilled confident teachers delivering the writing lessons designed to engage and accelerate learners. Consistent teaching practice and a school wide approach to teaching writing, and reflection to improve practice.
Analysis of assessment data gathered throughout the year to measure progress over time across all year groups.	Principal Teachers	More consistent data that shows shifts over time and in depth focus on students individual achievement.
Student voice considered in topics and materials along with authentic contexts	Teachers	Students who are more confident and more involved in their own learning
Moderation of student data by teachers to ensure consistency across the school.	Teachers	Consistency across the school and teachers who support each other

## Cannons Creek School Mathematics Target and planned actions 2026

### Strategic Mathematics Goal for Improving Student Achievement:

- *An increasing number of students working at or above the expected level for Mathematics*

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Expected Curriculum Levels	Phase 1 Intro	Phase 1 Early	Phase 1 At	Phase 2 Intro	Phase 2 Early	Phase 2 At

### Assessment Tools

- *Basic Facts testing termly*
- *PAT mathematics*
- *JAM/GLOSS*
- *Strand samples*

**2026 Target:** To accelerate the learning of the 45 students identified as “Below” in maths in 2025 to “At” by the end of 2026.

**2025 Data:** All Students: 53 students at risk (8 were Year 6 so for 2025 45 students).

Year 1 = 6 students

Year 2 = 20 students

Year 3 = 7 students

Year 4 = 7 students

Year 5 = 5 students

### 2026 Actions:

To strengthen number knowledge and basic facts and ensure these are a daily part of maths planning at all levels.

Any students assessed as “Critical” in 2020 will have an individual plan which identifies their strengths, challenges and specific programmes in place to support their learning.

Actions to Achieve Targets	Who	Expected Outcome
Review assessment data with staff and determine the particular learning needs for target students regularly throughout the year	Principal, Teachers	Good robust data to inform next steps for teaching. An increased awareness of Maori and Pasifika Priority students.
Twice termly meetings to discuss the progress of all target students. One syndicate and one staff meeting for presentations and discussion	All teachers	Regular monitoring of progress and collective responsibility for student achievement
Consistent school wide planning of the delivery of maths introducing Maths No Problem	Principal, Teachers	Consistent teaching practice and a school wide approach to teaching maths, and reflection to improve practice
Working with parents, family and whanau around ways to support student learning	Parents, All staff	Parents are better informed and more confident about being involved in their child's learning
Use of teacher aides/ support programmes to support target children	Teachers/Aides	Children will be supported in a variety of ways
Analysis of assessment data gathered throughout the year will be used to measure progress overtime across all year groups.	Principal Teachers	More consistent data that shows shifts over time and in depth focus on students individual achievement
Work with students to identify what they are struggling with in maths and how it can be addressed	Teachers	Students who are more confident and more involved in their own learning and who have authentic contexts for learning
Moderation of student data by teachers.	Teachers	Consistency across the school and teachers who support each other.

*In developing this plan we have factored in the aspirations of our students and their whanau, the goals of our own school and wider community (including our Kahui Ako), the expectations of Ka Hikitia and Pacific Education Action Plan as well as the objectives of each of the NELPs.*