



## Annual Strategic Plan 2026

### Strategic Goal: Students will Grow Through Learning

**Aim: Reading**

To increase the number of students achieving at or above the expected curriculum level in reading

**Target 1:** By the end of Year 7, 88% of students will be working at 4B in reading and by the end of Year 8, 93% of students will be reading at level 4P/4A or above

**Target 2:** By the end of the year, the well below students will have been involved in at least 2 interventions and the below students will have been involved in one intervention in reading to accelerate progress by 2+ years

**Aim: Writing**

To increase the number of students achieving at or above the expected curriculum level in writing

**Target 1:** By the end of Year 7, 88% of students will be working at 4B in writing and by the end of Year 8, 91% of students will be writing at level 4P/4A or above

**Target 2:** By the end of the year, the well below students in writing will have been involved in at least 2 interventions and used scaffolded resources, as well as the below students will have been involved in one intervention, using scaffolded resources, to accelerate progress by 2+ years

**Aim: Numeracy**  
**To increase the number of students achieving at or above the expected curriculum level in Numeracy**

**Target 1:** By the end of Year 7, 90% of students will be working at in numeracy and by the end of Year 8, 93% of students will be numeracy at or above according to Pr1me and the practical applications of students' knowledge and skills

**Target 2:** By the end of the year the well below students will have been involved in at least 2 interventions and the below students will have been involved in one intervention in numeracy to accelerate progress by 2+ years

## Strategic Goal: Students Will Express Themselves

**Aim: Through a range of experiences and opportunities students will develop a holistic understanding of themselves and their place in the "Ponsonby Experience"**

**Target 1:** Using practical application and the Ponsonby Graduate Profile students will involve themselves, celebrate and understand their strengths, weaknesses and growth over two years. We will introduce a more explicit approach for Year 7 students to unpack the GEMS

**Target 2:** Elevate the "Ponsonby Experience" by fostering community partnerships that build schoolwide cultural capability. We will achieve this through language study groups, performance ensembles, heritage weeks, and cultural markets.

## Strategic Goal: Students Will Make Connections

**Aim: To grow and develop the presence of our school**

**Target 1:** Continue to strengthen the Graduate Profile that displays our Ponsonby Pathway by providing more staff training.

values across the school curriculum	<b>Target 2:</b> Use explicit teaching of the GEMS during Form times, PIP, DEEP and Hauora.
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## Strategic Goal: Students will Show Respect for Other People

<b>Aim: Students will demonstrate respect, responsibility and resilience to create a supportive Learning Environment</b>	<p><b>Target 1:</b> Using the 'Ponsonby curriculum' provide a clear philosophy and clarity around the purpose of form times e.g. Positively Ponsonby, critical thinking, Hauora, school values, and graduate profile.</p> <p><b>Target 2:</b> Use the restorative process / strengths-based lens to implement a positive approach for students with behaviour/well-being needs. Ensuring this process is understood by staff and a partnership with whanau.</p>
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## Strategic Goal: Raising School wide Te Reo Maori

<b>Aim: Improve staff wide Te Reo Maori/Tikanga and whakamahi</b>	<b>Target 1:</b> Uphold our commitment to Te Tiriti o Waitangi by embedding Te Reo Māori and Tikanga into daily school life through Whakataukī and Te Kupu o te Wiki, alongside robust Learning Languages and Social Sciences programmes.
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## Strategic Goal: English Across the Curriculum

**Aim: Integrate English and literacy development across all learning areas within the Ponsonby Curriculum to ensure language growth is a shared responsibility.**

**Target 1:** Every subject area is to explicitly identify the English curriculum components integrated into their teaching and learning programmes.

**Target 2:** Introduce **English Triangles**: a structural staffing change where English teachers meet regularly with the Form teachers of their shared classes. These collaborative sessions focus on tracking student progress, aligning classroom goals, and identifying specific literacy strategies that Form teachers can integrate into their own programmes.