

YEAR
1 OF 2

CONFIDENT
Kia māia

Strategic Aim

Our learners and educators stand proud and feel ready to take risks and face everyday challenges

Annual Aim

Increase the number of students attending school regularly* from 59% in 2023 to 70% in 2024.

*Regular attendance is defined as being present for 90% or more of the school year.

Link to National Education Learning Priority

Reduce barriers to education for all, including for Māori and Pacific learners/ ākongā, disabled learners/ākongā and those with learning support needs.

Base line Data

Our Ministry of Education (MOE) has established national targets concerning the percentage of students attending school regularly. In 2024, MOE aims for 70% of students to be attending 'regularly'.

In 2023, our school had 59% of our students attend school regularly.

To meet the 2024 target, we need an 11% increase.

Our school's most successful term for attendance this year was term 1.

Only our year 7 cohort managed to achieve regular attendance for 2023.



Key Actions

- Define what regular attendance means for the community.
- Celebrate the positive impact of consistent school attendance within our parent and school community.
- Utilise our student management system, EDGE, to present a comprehensive range of graphs and real-time attendance data.
- Conduct thorough and ongoing analysis of our attendance data from EDGE. Evaluate our progress toward our attendance goals.
- Identify patterns in the data, such as variations between days of the week, gender, and ages.
- Update our students, parents, and the school community on our attendance data in weeks 5 and 10.
- Celebrate positive attendance trends.
- LSC and DPs consistently monitor regular non-attendance and reach out to families to identify and address any support needed.
 - Register will be formed highlighting students with irregular attendance.
 - Teacher to make contact with family.
 - DP to make contact after a month if no improvement is seen.
 - Referred to attendance service officer.
- Celebrate individual students who have achieved 90% attendance at the end of the year.
- Celebrate top attendance attendees



Key Drivers and Resourcing

- Principal
- DPs
- LSC



Time Frame - Key milestones

- Terms 1
 - Attendance register completed.
 - Consultation with our community for voice, ideas and feedback around possible actions.
 - Reporting to the Board on attendances data.
 - At risk student's attendance improved.
- Terms 2 , 3 and 4
 - Student tracking by whole staff.
 - At risk student's attendance improved.
 - The culture of the school celebrates regular attendance.

What will success look like?

- Our school wide attendance data will have improved from 2023 (up from 59%) to 70% .
- At risk student attendance has improved by 10%.
- Parents and students are aware of the crucial link between regular attendance and...
 - Wellbeing
 - Progress
 - Achievement



Strategic Aim

Our learners and educators make positive connections to each other, their learning, their local environment and community.

Annual Aim

We will implement PB4L* Tier Two interventions and strengthen classroom practices to assist groups of students who are at risk of problem behaviour, and who have not, responded to tier one practices and systems.

*Positive Behaviour For Learning

Link to National Education Learning Priority

Have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures

Base Line Data



We currently have 19 students identified as Tier 2 behaviour, which equates to 5% of our school roll. Currently, there are no consistent processes and actions in place to guide our Tier 2 behaviour students.



Key Actions

- Identify our Tier 2 behavior students.
- Create a real time register of these students.
- Create a school Tier 2 flow diagram that will guide our response to the needs of these students and the types of support put into place.
- Meet with all tier 2 students and their families.
- Create an action plan for our tier two students which identifies goals and support to help them learn desired behaviors.
- Action plans and support will continue to be evaluated and reflected upon in terms of improvement and impact for the child.
- Our PB4L teams will continue to analyse termly behaviour data to monitor our Tier 2 students and identify 'new' students who have 'spiked' on our behavioural report.
- Undergo Ministry of Education-funded PLD on successful Tier 2 Practice.
- Sustain, and continue to evolve, Tier 1 practice so that a strong foundation continues to be in place, reducing the number of Tier 2 students.

Key Drivers and Resourcing



- Tier 2 Pb4L team members (DPs, LSC and Principal)

MOE funding for Pb4L.



Time Frame and Key milestones

Terms 1

- A register is created.
- A flow chart has been created.
- Parent voice has been gathered for each student.

Terms 2, 3 and 4

- MOE funded PD - ongoing
- Whānau voice, student voice and teacher voice will be valued throughout this process.
- Tier 2 team meets to...
 - Monitor, evaluate and adapt Tier 2 behaviour plans and approaches as required using student, teacher and parent voice.
 - Analyse tier 2 behaviours across the school.
 - Update register and flow diagram.

What will success look like?



We have observed positive transformations in our Tier Two identified students, leading to their reclassification as Tier One.

There is now enhanced school-wide clarity regarding processes and systems specifically tailored for our Tier 2 children.

Strategic Aim

Our learners and educators make positive connections to each other, their learning, their local environment and community.

Annual Aim

Strong connections will be fostered with our local marae and community groups through achieving our Green Gold Enviro Schools level and completing a whole-school Māori carving project.

Link to National Education Learning Priority

Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning

CONNECTED
Kia hono

Base line Data

We currently have a silver Enviro School status.

We gained momentum last year working alongside our local iwi representatives and marae through projects such as our 150th Jubilee. We wish to make this stronger by working alongside iwi and marae to create a carving that represents a local Māori narrative



Key Actions

Principal to meet with the Enviro Schools lead teacher and our school's Enviro lead. A plan will be created to achieve Green Gold.

Alongside our creative, leader of Te Ao Maori, a plan will be created to achieve a carving.

Celebrate the learning process and end goals with our school community, wider community, and all community organisations that have been a part of the journey.

Document both journeys with photos, videos and dialogue so that progress can be shared with the school community, and the learning is visible.

Key Drivers and Resourcing

- Principal
- Leader of Te Ao Maori
- Leader of Enviro Schools.

Creatives in School funding grant.
Enviro Schools budget from OPs grant.



Time Frame and Key Milestones

Term 1

Action plans with milestones created for both projects.

The journey will be documented along the way so that our school community can see the learning journey for both projects in real-time.

Term 2

Matariki Day will see us celebrate the unveiling of our Māori carving with school and wider community.

Term 3

Term 4

Enviro School's celebration and school-wide sharing day will showcase our Enviro school's programme from Rata to Kawaka.



What does success look like?

Our school will be awarded the Green Gold Enviro School status.

We will have a special taonga at our school in the form of a Māori carving.

Relationships with wider community groups has strengthened through both projects.

Strategic Aim

Our learners and educators are equipped with the knowledge, skills and capabilities to achieve their personal best and become life-long learners.

CAPABLE
Kia kaha

Learning intentions and learning success criteria will be utilised effectively to accelerate progress, ensuring our learners can consistently articulate:

What am I learning?
What are my next steps?
How will I know when I have been successful?

Link to National Education Learning Priority

Ensure every learner/ākonga gains sound foundation skills, including language, literacy and numeracy

Base line Data

Base Line Data to be completed in week 6 of term 1, 2024



Key Actions

A foundation day will be run before the school year begins.

Baseline data will be collected during class walk throughs.

Data from class walk throughs will be analysed.

Professional development for teachers will be facilitated by Growth Education, focusing on the effective utilisation of Learning Intentions and Success Criteria in all classrooms.

Growth Education will mentor school leaders to analyse the impact and bring about positive growth in this area.

Teachers will also collect their own personal data so they can better understand their own impact.

During team meetings, teachers will discuss data, and as a result, improve the way that success criteria and learning intentions empower our students to be assessment capable learners.



Key Drivers and Budget allocations

- Principal
- Deputy Principal
- Team Leaders

Professional Development investment working alongside Growth Education.



Time Frame and Key Milestones

- Term 1
 - Collect school wide base line data.
 - Teachers will be deliberately modelling and using learning intentions and success criteria.
- Term 2, 3 and 4
 - We will see an increased percentage of students school wide who can articulate...
 - What they are learning, how they know when they are successful and what their next steps are.
 - Students taking greater ownership of their learning.



What will success look like?

We will have assessment capable students who can;

- Seek, receive, act on, and give peer feedback
- Understand how they best learn
- articulate what they are learning, how they know when they are successful and what their next steps are.