



Summary of the plan

Our 3 main foci this year continue on with the focus on; School wide Literacy and Numeracy, as well as attendance. Building on improvements from 2024 and looking at maintaining the focus of doing the basics well.

Where we are currently at:

In 2024 we made some improvements in student achievement at Level 2 of NCEA. Of the 8 students aiming to get UE 6 of them passed and 1 was accepted despite missing out by 1 credit. This year we are looking at again developing our staff's abilities in literacy provision; as well as maintaining the numeracy focus of last year. Staff will also have literacy focused professional development. [SOV](#). The improved focus on tracking our NCEA students, via a dedicated Tracking Pou Arahi, should result in a better knowing of what we need to focus on to meet the learners needs - the goal centres around our learners and their pathway - the first step is the successful attainment of the Lit/Num CAA requirement. Students will be assessed when ready. To this end, we will again make use of the digital resource Estudee, which should help us not only assess when learners are ready but also focus our teaching and learning programmes into areas that are weaknesses of our learners.

Our 7&8 department is also well under way with their PLd for the new numeracy and literacy changes.

How will our targets and actions give effect to Te Tiriti o Waitangi:

Literacy focus:

- Literacy at the most basic level enables individuals to understand, interpret, and engage with the principles of Te Tiriti o Waitangi.
- Through literacy, our students can access the treaty, including Maori viewpoints and those of other Treaty partners.

Understanding these perspectives is essential for appreciating the complexities and ongoing significance of Te Tiriti.

- Literacy also facilitates communication between different communities, fostering a more inclusive and informed discussion about the treaty's principles and their application in Aotearoa in 2025.

Numeracy Focus;

- Numeracy skills at the most basic level are essential for understanding the statistical data relevant to the implementation of Te Tiriti o Waitangi.
- Numeracy enables individuals to analyse disparities and inequalities between Maori and non-Maori populations in areas such as education, healthcare, employment, and representation.

Attendance:

- Attendance is crucial for fostering a culturally responsive learning environment that honours the principles of Te Tiriti o Waitangi.
- Regular attendance ensures that students, both Maori and non-Maori, have equitable access to educational opportunities and resources, which is fundamental to the principle of partnership.
- Attending school regularly also promotes cross-cultural understanding and respect among students, contributing to the principle of mutual respect and cooperation outlined in Te Tiriti.
- Additionally, high attendance rates in school can lead to better outcomes for Maori students, reducing disparities and ensuring that all learners have the opportunity to fulfil their potential, thus aligning with the treaty's principles of equity and social justice.

Your plan needs to include how the teaching and learning strategies and programmes of your school support students to progress and achieve with a particular emphasis on literacy and mathematics, and te reo matatini and pāngarau, and on addressing the needs of students whose needs have not yet been well met.

In both the numeracy and literacy foci, we are using data to better meet the needs of students who are low in these areas. We have both specialist Numeracy and Literacy classes to better support the learners at their appropriate level ensuring they are able to access the learning. Our learning support network also works alongside akonga to grow their abilities in a mana enhancing way.

Strategic Goal 1

75% of Year 12 students gain NCEA Level 2.

75% of our high Priority students achieve NCEA Level 2

What do we expect to see by the end of the year?

The aim is to have clear pathways for our learners as a base step in their learning journey.

The expectation is that our Level 2 learners have a future focused pathway mapped out so that they can see where they are going not only for year 12 but also for year 13 and beyond.

Better tracking of individual student data will help us support students towards their career goals.

Better tracking of individual student data will also help us support whanau in guiding their child into their future.

(What expectations do you have for this target for this year? What evidence will you see? This can flow on from the expectations listed in your strategic plan for the full 3-years.)

Actions Tracking system implemented	Who? Yr 11-13 Academic Tracking Pou Arahi established.	Resources	Timeframe 2025 Termly analysis of where students are at - plans made with student/ whanau/teachers to progress forward.	Measures? Statistical data for each learner A narrative attached for each learner in year 12. Yr 13s engage in a future focus conversation with DP partnerships and Pathways.
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Strategic Goal 2 75% of our year 10 students achieve the CAA*

75% of our high priority learners achieve the CAA*

- Identified as being ready to assess.

What do we expect to see by the end of the year?

A system of tracking and assessment in years 7-10 to establish who we identify as ready for the CAA assessments. This identification process will also highlight areas of potential weakness in our teaching methods and should lead to improvements in this space as well.

We will have robust evidence of achievement levels about each year level and the learning gaps as student progress through the school.

(What expectations do you have for this target for this year? What evidence will you see?)

Actions Regular pre and post tests Central storage available for all teachers to access and use to plan effectively	Who? 7-8 Core teachers Yr 9-10 teachers	Resources Junior tracking coordinator.	Timeframe 2025 Termly analysis of who we think is ready to sit the CAA (7-10)	Measures? Statistical data for each learner A narrative attached for each learner in years 7 - 10.
Strategic Goal 3 80%of our Yr 7-10 learners progress at least two curriculum sub levels in reading, writing and numeracy 80% Priority 7-10 Learners make progress				
What do we expect to see by the end of the year? With more accurate tracking of data, and focused improvement strategies, we plan to track improvement. Where there is not the expected level of improvement a more detailed investigation will ensue to help highlight barriers, and appropriate measures taken place to aid learning. This year will be the implementation year. By the end of the year we will be better able to gauge resourcing and staffing requirements for the accelerated learning that will be needed.				
Actions Regular tracking of junior students. Estudee resource for year 10	Who? 7&8 Core teachers 9-10 teachers	Resources	Timeframe 2024 Termly analysis and tracking of progress across subjects.	Measures? End of term evaluation and reporting.
Strategic Goal 4 60% of our students attending 90-100% by the end of term 4.				
What do we expect to see by the end of the year? A realistic benchmark for a full year. A story behind the attendance for all students below this target.				

Exploring strategies to enhance attendance involving the student, whanau, community agencies and school.

Actions

Close monitoring of
attendance

Who?

Attendance officer
Pastoral Team

Resources

Rock on
Police
OT
TCOSS

Timeframe

2025
Day by day tracking
Week by week
monitoring
Termly analysis

Measures?

Attendance data