

Mahere Rautaki Hukihuki | Strategic Plan 2024—2026

*for*

# Murupara Area School

2024



Principal's Endorsement:

Board of Trustees endorsement:

Submission date to Ministry of Education:




**Mission Statement:**

Murupara Area School will provide every opportunity for ākonga/students to excel and reach their individual potential.

***‘Students achieving success through celebration of their identity, Language and Culture’***

**Vision**

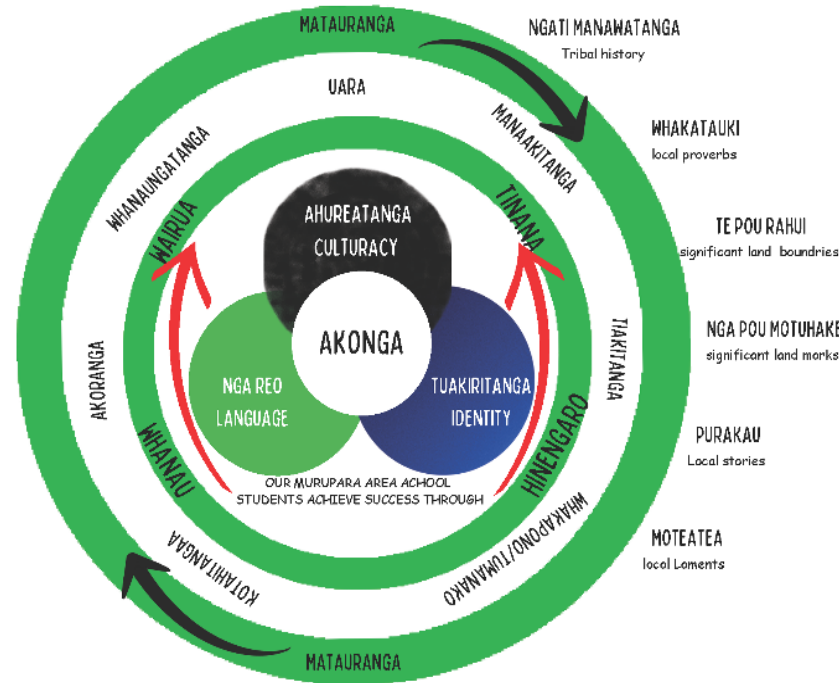
Kia ū te manawanui o ngā ākonga ki nga taumata ākonga ki ngā taumata tiketike o ngā whetu

**Principles**

Everyone has the potential to achieve their personal best

**Te Ao Māori**

Murupara Area School is situated in the heart of Ngāti Manawa rohe. Ninety nine percent of our students are Māori, the majority of whom are wither Ngati Manawa or Ngāi Tūhoe. Our student’s whakapapa to the four marae in our town; Moewhare, Painoiho, Rangitahi, Tipapa and to Harehare in Kaingaroa. The school is supported by local kaumātua and kuia in our whakaruruhau, who are consulted regularly regarding tikanga and kawa. Whilst embracing iwitanga, Ngāti Manawatanga lies at the heart of the school. We are supported by Te Runanga o Ngāti Manawa. We engage with Te Kura Kaupapa Motuhake o Tawhiuau, the local kura ā iwi. Te Reo Māori is learnt by all studnets at Murupara Area School. We celebrate identity, language and culture.



**Uara**

**Whānaungatanga**—To belong and make connections from ourselves, to others and to the environment. Concepts of importance are whakapapa, roles and responsibilities, and tuakana teina

**Akoranga**—To become lifelong learners about ourselves, the wider community and Te Ao. Concepts of importance are goal setting, resilience, and self-directed learning

**Kotahitanga**—Kotahi te Whakaaro, Kotahi te hīkoi—one vision same goal. Concepts of importance are ownership, collaboration, and problem solving

**Manaakitanga**—To show kindness to oneself, others and to the environment. Concepts of importance are hospitality, empathy and respect

**Tiakitanga**—Guardianship concepts of importance, caring for ourselves, caring for our environment, sustainability, and healthy communities

**Whakapono/Tūmanako**—To believe in one’s self, the mana of the environment. Concepts of importance are integrity respect and perseverance, confidence, communication and growth mindset.

# The Statement of National Education and Learning Priorities (NELP)

OBJECTIVES

OBJECTIVE  
1

## LEARNERS AT THE CENTRE

Learners with their whānau are the centre of education

OBJECTIVE  
2

## BARRIER FREE ACCESS

Great education opportunities and outcomes are within reach for every learner

OBJECTIVE  
3

## QUALITY TEACHING AND LEADERSHIP

Quality teaching and leadership make the difference for learners and their whānau

OBJECTIVE  
4

## FUTURE OF LEARNING AND WORK

Learning that is relevant to the lives of New Zealanders today and throughout their lives

OBJECTIVE  
5

## HAUORA/HEALTH AND WELLBEING (Kahui Ako)

To embed the principles of Whare Tapa Rima in the attitudes and behaviours of staff, ākonga/students and whānau

PRIORITIES

1

Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying

2

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

3

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

4

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

\*Oral language encompasses any method of communication the learner/ākonga uses as a first language, including New Zealand sign language

5

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

6

Develop staff to strengthen teaching, leadership and learner support capability across the education workforce

7

Collaborate with industries and employers to ensure learners/ākonga have the skills, knowledge and pathways to succeed in work

8

To embed the principles of Whare Tapa Rima in the attitudes and behaviours of staff, ākonga/students and whānau

## MURUPARA AREA SCHOOL POU & STRATEGIC GOALS FOR 2023-2026

<b>TAHA HINENGARO</b> (Matauranga, Whakaaro, Ako)	<b>TAHA WHĀNAU</b> (Localised Curriculum)	<b>TAHA TINANA</b> (Physically Seen Doing, Observations)	<b>TAHA WAIRUA</b> (Tōna Ahuatanga/Ngākau Māhaki/Manaaki)
1. We help our students achieve to their potential  2. Our Students are proficient in literacy, numeracy and in the use of digital technologies  3. Every student experiences success in NCEA  4. We increase staff capability to ensure student capability  5. We support our staff in their professional growth	6. Our students have a strong sense of their own identity  7. Murupara Area School strives to have positive communications and relationships with students/whānau/iwi/community	8. Murupara Area School seeks to be a safe, inclusive place for everyone  9. Collaborate with industries, employers and tertiary providers to offer multiple pathways for our students.	10. We identify and reduce barriers that impact on participation, engagement, learning and achievement  11. Every student meets the MOE schoolwide attendance targets


## TAHA HINENGARO (MATAURANGA, WHAKAARO, AKO)

Whāinga Rautaki Strategic Goal	NELP	Hinonga Initiative	Hua Outcome	Staff Responsible	Monitoring and Review
1. We help our students achieve to their potential	Learners At The Centre	To develop and embed systems and processes which promote assessment for learning	<ul style="list-style-type: none"> <li>• A school-wide learning progressions framework will be developed for reading, writing and mathematics (Yr1-10) in line with the EA matrix. It should be informed by current best practise and expectations for Yr 11-13</li> <li>• Current assessment practises will be modified to better utilise learning progressions in line with the EA matrix.</li> <li>• Teacher planning will utilise learning progressions to identify the learning needs of individual groups in line with the EA matrix.</li> <li>• Students are able to articulate their learning needs in line with the EA matrix.</li> <li>• Leaders will investigate other SMS that utilise a standards based approach to assessment e.g.. Hero, PAcT, Spotlight (eTap) in line with the EA matrix.</li> </ul>	<p>All staff. Hub Leaders and DP oversight</p> <p>All staff</p> <p>All staff</p> <p>All staff</p> <p>JU and MT</p>	<p>Wks 1/3/6/9 quality checks by DP Hub Leader and Principal</p> <p>As above</p> <p>Wks 1,3,6,9 quality checks by Hub Leaders DP, hub leader and teachers reflections of impact of teaching and learning each term</p> <p>Principal to receive report by end of Term one</p>

## TAHA HINENGARO (MATAURANGA, WHAKAARO, AKO)

Whāinga Rautaki Strategic Goal	NELP	Hinonga Initiative	Hua Outcome	Staff Responsible	Monitoring and Review
<p>1. We help our students achieve to their potential (Continued)</p>	Learners at the centre	<p>Priority Learners will experience acceleration of 3t sublevels in literacy and numeracy.</p> <p>The system for academic mentoring of Years 11 – 13 students will be strengthened</p>	<ul style="list-style-type: none"> <li>• Robust tracking and monitoring systems</li> <li>• Years 11-13 Years 9-10 and Years 1-8 will be in place.</li> <li>• Principal reports to the board, will use robust and reliable data showing analysis and next for development</li> <li>• Priority Learner targets will be amended to focus on accelerated progress for all in line with the EA matrix.</li> <li>• Systems will be revised and strengthened to provide consistency across the school in line with the EA matrix.</li> <li>• Ensure student voice is a part of regular and on going evaluation of teaching programmes.</li> <li>• Weekly monitoring by principal of hub hui meetings where the key agenda item is student achievement.</li> <li>• Principal reports to the board, will use robust and reliable data showing analysis and next steps for development</li> <li>• At the end of each calendar year teaching staff will compile an assessment plan of standards to be taught with the associated credits.</li> </ul>	<p>All staff</p> <p>Hub leaders to forward achievement data to Principal according to work-plan schedule</p> <p>Hub Leaders</p> <p>All staff</p> <p>KI</p> <p>All staff</p>	<p>Wks 1/3/6/9 quality checks by Hub leader</p> <p>Tracking sheets and SAF</p> <p>KI and BOT</p> <p>Weekly Hub Hui checks</p> <p>KI</p> <p>KI</p> <p>Hub Leaders, DP and Principal</p>

## TAHA HINENGARO (MATAURANGA, WHAKAARO, AKO)

Whāinga Rautaki Strategic Goal	NELP	Hinonga Initiative	Hua Outcome	Staff Responsible	Monitoring and Review
2. Our Students will be proficient in literacy and numeracy and in the use of digital technologies	Barrier Free Access	<p>Implement 1 hour per day (Yr1-8) Reading, Writing and Maths</p> <p><b>Oral language programme</b></p> <p>Continue the implementation of Yolanda Soryl programme</p> <p>Introduce the Heggeraty programme</p> <p><b>Reading &amp; Writing</b></p> <p>Reveiw MAS reading programme – Hub PD</p> <p>The expectation that a balanced reading and writing programme will be implemented.</p> <p><b>Mathematics</b></p> <p>Reveiw MAS Math programme – Hub PD</p> <p>The expectation that a balanced math programme will be implemented.</p> <p><b>Professional development in the implementation of a Structured literacy programme (referral in the process)</b></p>	<p>Course outlines for each year level (Reading, Writing, Maths) developed by end of Term 1 2024</p> <p><b>After 1 year at school</b>                      Reading at green L 12-14                      Math level stage 2-3 Counting from one                      Writing level 1B-1P</p> <p><b>After 2 years at school</b>                      Reading turquoise L 17-18                      Math level stage 4 Advanced counting                      Writing level 1A</p> <p><b>After 3 years at school</b>                      Reading at PM L 21-24/PROBE 7.5-8.5yrs                      Math level Early stage 5 Early additive                      Writing level 2B</p> <p><b>End of year 4</b>                      Reading 8.5 – 9.5yrs                      Math level stage 5 Early Additive                      Writing level 2P-2A</p> <p><b>End of year 5</b>                      Reading at 9.5-11yrs                      Math level Early Stage 6 Advanced Additive                      Writing level 3B</p> <p><b>End of year 6</b>                      Reading at 10.5-12yrs                      Math level early stage 7 Advanced Multiplicative                      Writing level 4B-4P</p>	<p>All teachers</p> <p>Teachers in Nioreore – oral language/Hegeerty</p> <p>DP/Hub leader -Reviews</p> <p>All teachers years 1-8</p> <div style="text-align: center;">  </div> <p>DP-Julie / RTLB - Annie</p>	<p>MT and JU</p> <p>Pre and post data, including a summary each term</p> <p>As per the assessment schedule 2024 – summative assessemments</p> <p>Student achievement tracking sheet weeks 3,6,9 each term – formative assessments</p> <p>DP, hub leader and teachers reflections of impact of teaching and learning each term</p>

TAHA HINENGARO (MATAURANGA, WHAKAARO, AKO)

Whāinga Rautaki Strategic Goal	NELP	Hinonga Initiative	Hua Outcome	Staff Responsible	Monitoring and Review
<p>2. Our Students will be proficient in literacy and numeracy and in the use of digital Technologies (Continued)</p>	<p>Barrier Free Access</p>		<p><b>End of year 7</b>                      Reading 11.5-13yrs                      Math level early stage 7 Advanced Multiplicative                      Writing level 4B-4P</p> <p><b>End of year 8</b>                      Reading at 12.5-14yrs                      Math level stage 7 Advanced Multiplicative                      Writing level 4P-4A</p>	<p>DP-Julie                      Teachers of years 5 to 8</p>	<p>DP, hub leader and teachers reflections</p>



<u>Baseline data 2023—Years 1-8</u>	<u>Targets 2024—Years 1-8</u>
<p>Reading—52/113 or 46% of students achieving at or above their curriculum level outlined in the NZC</p> <p>Assessments used are:</p> <p>Probe/PM running records</p> <p>Easttle reading at 8.5 years and up</p>	<p>Reading—Upto 70% of students will achieve at or above their curriculum level of learning.</p> <p>Cohort focus—Years 2, 4, 5 &amp; 7 will make accelerated progress with the aim of achieving their expected curriculum level or beyond</p>
<p>Writing—43/113 or 38% of students achieving at or above their curriculum level outlined in the NZC</p> <p>Assessment used:</p> <p>Easttle writing</p>	<p>Writing—Upto 60% of students will achieve at or above their curriculum level of learning.</p> <p>Cohort focus—Years 2, 4, 5, 6 &amp; 7 will make accelerated progress with the aim of achieving their expected curriculum level or beyond</p>
<p>Mathematics—54/113 or 47% of students achieving at or above their curriculum level outlined in the NZC</p> <p>Assessments used are:</p> <p>JAM/GLOSS</p> <p>Easttle math</p>	<p>Mathematics—Up to 70% of students will achieve at or above their curriculum level of learning.</p> <p>Cohort focus—Years 2, 5, 6 &amp; 7 will make accelerated progress with the aim of achieving their expected curriculum level or beyond</p>

## TAHA HINENGARO (MATAURANGA, WHAKAARO, AKO)

Whāinga Rautaki Strategic Goal	NELP	Hinonga Initiative	Hua Outcome	Staff Responsible	Monitoring and Review										
<p>2. Our students will be proficient in literacy and numeracy and in the use of digital technologies</p> <p>(Continued)</p>	<p>Barrier Free Access</p>	<p>100% of students who have been enrolled at Murupara Area School for the preceding year and have been attending a minimum of 70% will gain numeracy and literacy</p> <table border="1" style="margin: 10px auto; border-collapse: collapse;"> <thead> <tr> <th style="background-color: #d9e1f2;">Year Level:</th> <th style="background-color: #d9e1f2;">End of Year Target</th> </tr> </thead> <tbody> <tr> <td>Yr 9 mx</td> <td>4p</td> </tr> <tr> <td>Yr 10 mx</td> <td>5p</td> </tr> <tr> <td>Yr 9 eng</td> <td>4p</td> </tr> <tr> <td>Yr 10 eng</td> <td>5p</td> </tr> </tbody> </table> <p>Senior students will become proficient with the use of the Digital Assessment Platform</p>	Year Level:	End of Year Target	Yr 9 mx	4p	Yr 10 mx	5p	Yr 9 eng	4p	Yr 10 eng	5p	<ul style="list-style-type: none"> <li>Regular check points for achievement (see above) to ensure that appropriate measures are put in place to support students in danger of not achieving.</li> <li>Block courses offered early in Term 1 and Term 3 to close the gap for some students who have had learning gaps.</li> <li>Regular reporting of student NCEA achievement and attendance to whanau.</li> <li>All teachers are teachers of literacy and will meet once weekly at Hub Hui to identify those students who are at risk of not gaining literacy. Families of those students will be contacted and learning plan will be co constructed to support student success. This will also apply to Numeracy</li> <li>In 2024 Year 10 and Year 9 students tracking at Level 4/5 will be tested in Literacy and Numeracy using the new corequisite standards.</li> <li>Students will prepare for digital assessment by becoming familiar with the digital assessment platform, practice using the device they will use for their digital assessment, set up their NZQA student login and remember their login details –students will use these to access the digital assessment platform.</li> <li>Students will see what assessments will look like by using a past digital assessment.</li> </ul>	<p><b>DP-Julie</b> Teachers of years 5 to 8</p> <p>Careers, Hub Leaders</p> <p>DP, Hub Leaders, All staff</p> <p>All Rangipo staff</p> <p>All Rangipo staff. Hub Leader rangipo and DP Julie</p> <p>All Rangipo staff, TE to oversee</p>	<p>DP, hub leader and teachers reflections</p> <p>Student reflections 'learning about learning'</p> <p>As per the reporting schedule Hub Leaders</p> <p>Quality weekly assurance checks.</p> <p>Nov, Dec 2023 and all of 2024</p>
Year Level:	End of Year Target														
Yr 9 mx	4p														
Yr 10 mx	5p														
Yr 9 eng	4p														
Yr 10 eng	5p														

**TAHA HINENGARO (MATAURANGA, WHAKAARO, AKO)**

Whāinga Rautaki Strategic Goal	NELP	Hinonga Initiative	Hua Outcome	Staff Responsible	Monitoring and Review												
3. Every student experiences success in NCEA	Barrier Free Access	Table is for all students: <table border="1" data-bbox="555 475 869 976"> <thead> <tr> <th data-bbox="555 475 712 603">Year Level:</th> <th data-bbox="712 475 869 603">Target of Roll Achieving</th> </tr> </thead> <tbody> <tr> <td data-bbox="555 603 712 667">Year 11</td> <td data-bbox="712 603 869 667">80%</td> </tr> <tr> <td data-bbox="555 667 712 730">Year 12</td> <td data-bbox="712 667 869 730">90%</td> </tr> <tr> <td data-bbox="555 730 712 794">Year 13</td> <td data-bbox="712 730 869 794">75%</td> </tr> <tr> <td data-bbox="555 794 712 890">Literacy Year 11</td> <td data-bbox="712 794 869 890">90%</td> </tr> <tr> <td data-bbox="555 890 712 976">Numeracy Year 11</td> <td data-bbox="712 890 869 976">90%</td> </tr> </tbody> </table>	Year Level:	Target of Roll Achieving	Year 11	80%	Year 12	90%	Year 13	75%	Literacy Year 11	90%	Numeracy Year 11	90%	<ul style="list-style-type: none"> <li>Principal and Hub Leader will meet with individual teaching staff to ensure a minimum of 16 internal credits are offered.</li> <li>Due dates for each assessment will be highlighted on the Assessment Plan. This includes Assessment Portfolios.</li> <li>Each student will receive a copy of the assessment plan and a detailed explanation of the plan, for their respective subjects.</li> <li>The Principal and the Hub Leader will carry out quality assurance checks weeks 3, 6 and 9 of each term.</li> <li>Staff will need to apply in advance (3 weeks) for any deviation to the assessment schedule, based on best assessment and teaching practice.</li> </ul>	All Rangipo staff  All Rangipo staff  KI and Hub Leader  All Rangipo staff	KI and Hub leader  KI  KI  KI
Year Level:	Target of Roll Achieving																
Year 11	80%																
Year 12	90%																
Year 13	75%																
Literacy Year 11	90%																
Numeracy Year 11	90%																

**TAHA HINENGARO (MATAURANGA, WHAKAARO, AKO)**

Whāinga Rautaki Strategic Goal	NELP	Hinonga Initiative	Hua Outcome	Staff Responsib le	Monitoring and Review
4. We increase staff capability to ensure student capability	Quality Teaching and Leadership	Review and strengthen the Professional Growth Cycle  Increase Staff Capability	<ul style="list-style-type: none"> <li>• Review and strengthen the Professional Growth Cycle to ensure alignment with the strategic goals</li> <li>• Each teacher to have a minimum of two observations per year</li> <li>• Feedback from observer both oral and written</li> <li>• Teacher reflections should encompass analysis</li> <li>• All PLD experiences to be logged</li> <li>• Professional conversations to be signed by Hub Leader</li> </ul>	KI, JU  TE, JU, MT  TE, JU,MT	Term One 2024  Termly  Termly  As required  As required

**TAHA HINENGARO (MATAURANGA, WHAKAARO, AKO)**

Whāinga Rautaki Strategic Goal	NELP	Hinonga Initiative	Hua Outcome	Staff Responsible	Monitoring and Review
5. We support our staff in their professional growth	Quality Teaching and Leadership	Offer targetted PLD to staff to develop confidence and capability	<b>Implement PLD by</b> <ul style="list-style-type: none"> <li>• Supporting schools to understand and start to implement Te Mātaiaho   the refreshed NZ curriculum.</li> <li>• Supporting and guiding the development of a NCEA change management plan</li> <li>• Supporting the navigation of the NCEA.govt website to facilitate understanding and implementation of new NCEA standards for 2024.</li> <li>• Supporting and guiding course design based on new Level1 NCEA standards</li> <li>• Targetting accelerated learning in Literacy and Mathematics through SAF support, differentiated learning groups.</li> <li>• Continuing to Support the teachers to track Years 1 to 13 students (SAF) and analyse tracking data to facilitate student success</li> </ul>	MOE advisors. JU, MT, MOE Implementaion personell. KI, TE  KI, TE TE, JU, MT  SAF, KI, TE  JU JU, KI	Termly review Termly review Wkly at hub hui Wks 3/6/9 at hub hui Weekly at hub hui  Oct 2023 Oct 2023
		Leadership structure review to establish key leadership roles	Provide appropriate PLD to new leadership roles	LSM and KI	LSM and KI

## TAHA WHĀNAU (LOCALISED CURRICULUM)

Whāinga Rautaki Strategic Goal	NELP	Hinonga Initiative	Hua Outcome	Staff Responsible	Monitoring and Review
6. Our students have a strong sense of their own identity	Hauora Health and Wellbeing	<p>Design and deliver localised curriculum ( Ngati Manawa) that is responsive to their needs and sustains their own identity, language and tikanga</p> <p>Formal learning of Te Reo Māori (Years 7-13)</p> <p>Integrating Te Reo Māori within their learning programmes (Years 1-6)</p>	<ul style="list-style-type: none"> <li>• A school-wide approach to the learning of Ngāti Manawa will be completed,sequential (What does it look like at each year level?) addressed across all curriculum areas</li> <li>• To ensure that local history and knowledge of Ngāti Manawa continue to be celebrated through festivals and events</li> <li>• Increased confidence in using Te Reo Māori throughout the school</li> </ul>	All Staff MW and MT to lead	<p>All teachers/ classes to monitor using the tracking excel sheet.3.6.9</p> <p>The learning to be visual and heard within each hub and reported to the school community in the way of FB posts and Newsletters.</p> <p>By using formal and summative assessments and analysing the data to form flexible Te Reo Maori groups within the years 7-10 cohorts.</p> <p>NCEA - Internal and external exams</p> <p>Feedback-feedforward reports (PLD evaluation forms)</p>

### TAHA WHĀNAU (LOCALISED CURRICULUM)

Whāinga Rautaki Strategic Goal	NELP	Hinonga Initiative	Hua Outcome	Staff Responsible	Monitoring and Review
7. Murupara Area School strives to have positive communications and relationships with students whanau/iwi/community	Learners at the centre	<p>Progress open communication with all stakeholders of Murupara Area School</p> <p>To strengthen community ties to enable authentic partnership</p>	<ul style="list-style-type: none"> <li>• Continue to hold community events at school,tauirā whakamura, communicate through facebook, newsletters, marae hui</li> <li>• Monthly staff presence in the township. Through daily duty at the town square, attending local events and training locally.</li> <li>• Student voice is actively encouraged at the end of units of work and activities.</li> <li>• Maitain representation on the school board from the Whakaruruhau</li> <li>• Consult the whānau community on reporting on achievement</li> </ul>	<p>All staff</p> <p>BOT, Pouarahi and staff</p>	<p>KI to monitor and review</p> <p>KI and BOT</p>

### TAHA TINANA (Physically Seen Doing, Observations)

Whāinga Rautaki Strategic Goal	NELP	Hinonga Initiative	Hua Outcome	Staff Responsible	Monitoring and Review
8. Murupara Area School is a safe, inclusive place for everyone.	Learners at the Centre	Enhance our environment so that it is aesthetically pleasing to promote learning and teaching opportunities beyond the classroom	<ul style="list-style-type: none"> <li>• Implement the 10 year property plan that ensures Murupara School is a safe and modern environment</li> <li>• Senior student covered area outside cooking room</li> </ul>	Principal and EO	As required
		Maintain the financial health of Murupara Area School	<ul style="list-style-type: none"> <li>• Rationalise the vehicle fleet</li> <li>• Identify furniture needs and use of furniture grant</li> </ul>	Principal and Assets Officer	As required



### TAHA TINANA (Physically Seen Doing, Observations)

Whāinga Rautaki Strategic Goal	NELP	Hinonga Initiative	Hua Outcome	Staff Responsible	Monitoring and Review
9. Collaborate with industries, employers and tertiary providers to offer multiple pathways for our students	Future of Learning and Work	Grow our existing networks and create an electronic directory of industries, employers and tertiary providers that the school works with	<ul style="list-style-type: none"> <li>• SENCO to map external agencies against identified student needs and gaps.</li> <li>• Create a list of providers by which to grow our networks for Trades, Gateway and Employment</li> </ul>	Senco	Completed by end of Term one 2024
		Strengthen collaboration with external agencies to support student, whānau and Hāpori well-being.	<ul style="list-style-type: none"> <li>• Trades and Gateway reporting once termly to the Board</li> </ul>	FH	Completed by end of Term One 2024
		Murupara Services Academy is to prepare first steps and insight for entry in to the services	<ul style="list-style-type: none"> <li>• Standard for attendance of the Services Academy Students by June and December is 85%</li> </ul>	FH	As per Board work schedule
				TO, JU, KI	June and December of each year

TAHA WAIRUA (TŌNA AHUATANGA/NGĀKAU MĀHAKI/MANAAKI)

Whāinga Rautaki Strategic Goal	NELP	Hinonga Initiative	Hua Outcome	Staff Responsible	Monitoring and Review
10. We identify and reduce barriers that impact on participation, engagement, learning and achievement	Barrier Free Access	Regular review of Te Ara Whakamana once termly to ensure consistent practice by both staff and students.	<ul style="list-style-type: none"> <li>Te Ara Whakamana will have been reviewed and strengthened</li> <li>Consistent practise across the entire teaching team.</li> <li>Clear consequences and concise actions understood by staff and students.</li> <li>PLD completed</li> <li>Visual posters will be displayed</li> </ul>	<p>JU to lead</p> <p>All staff</p> <p>All satff</p>	<p>Term 3 2023–2024</p> <p>JU report to Board</p>
11. Every student meets the MOE schoolwide attendance targets	Barrier free Access	To increase regular attendance by 15% to meet MOE targets.	<p><b>Improve Attendance rates (MOE)</b></p> <ul style="list-style-type: none"> <li>Percentage of akonga attending school regularly (Attending more than 90%, an average of 9 days a fortnight)</li> <li>Percentage of akonga attending school regularly (Attending more than 70%, up to 80%, missing two to three days a fortnight)</li> <li>Percentage of akonga who are chronically absent (Attending 70% or less,missing three or more days a fortnight)</li> </ul>	All staff JU to lead	Monthly principal reports

**TAHA WAIRUA (TŌNA AHUATANGA/NGĀKAU MĀHAKI/MANAAKI)**

Whāinga Rautaki Strategic Goal	NELP	Hinonga Initiative	Hua Outcome	Staff Responsible	Monitoring and Review
11. Every student meets the MOE schoolwide attendance targets (continued)	Barrier Free Access	To increase regular attendance by 15% to meet MOE targets.  (Continued)	<ul style="list-style-type: none"> <li>• Increased focus on students that are not regular attenders through strict adherence to Unjustified Non-Attendance Procedure contact home by Learning Advisers</li> <li>• referral to Hub leader and attendance Officer</li> <li>• Increased monitoring of staff data entry - accuracy and timeliness</li> <li>• Clarification of processes for removing students from roll</li> <li>• Data gathered from chronic absentees to establish reasons for absence.</li> <li>• Incentives for regular attendance for both students and staff, based on data entry</li> </ul>	<p>JU to lead. Learning advisors to monitor daily attendance</p> <p>PLD JU</p>	Monthly Principal reports