

Strategic Plan 2024-2025



Challenge to achieve & grow
"Hīkina te mānuka, kia tutuki, kia tipu"

Values



Respect

To have respect for myself and respect others rights, beliefs, property, environment, and differences.

Integrity

To recognise and do the right thing even when it is difficult.
To speak up when I know something is wrong.

Self-management

To be self-motivated to meet school, social and my own personal commitments.

Empathy

To have an understanding of how others feel.
Being able to put myself in someone else's place.

WISE Learners

Wonder

Take an interest in the world around me and the issues we all face

Inquire

See problems as an opportunity to explore the world around me

Self-reflect

Evaluate & think critically about what I have done, and what I need to do next.

Engage

Be positive, seize opportunities, get on, do it.



Strategic Plan 2024-2025

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Strategic Goal	To deliver a learner focused curriculum	To develop learner focused relationships	To strengthen Hauora for all
Focus Area	<ul style="list-style-type: none">• Develop a localised WIS curriculum• Strengthen teacher practice & knowledge• Use assessment data effectively	<ul style="list-style-type: none">• Develop a culture of coaching to support restructure of teams• Strengthen culturally responsive partnerships• Deliberately celebrate progress, achievement & success	<ul style="list-style-type: none">• Establish positive culture for learning school-wide• Deliberately support student and staff Hauora• Increase attendance & engagement
So that...	Our WIS Curriculum is engaging, relevant, and differentiated for all	Our partnerships are proactive, collaborative and solution focused	Our people contribute positively, feeling valued & connected to our place
<i>Respect Integrity Self Management Empathy Wonder Innovate Self reflect Engage</i>			

Strategic Goals, Initiatives (Focus Areas) & Success

Our three Strategic Goals (identified on the previous page), along with the National Educational Learning Priorities (NELP's, MOE 2020) will guide the school development and operation over the next five years and beyond. In developing our Strategic Plan we draw on local iwi aspirations and expectations of Te Taihū (Ngā Kawataū me ngā, 2022).

Initiatives (focus areas) and strategies to achieve these long-term goals are developed each year as part of the annual review and planning process with a view to best meeting the needs of new cohorts, internal school variations and changing requirements of changing governments. Considerations will also include the recommendations of external review (ERO), Waimea Kāhui ako, and quality professional development opportunities in response to our student and staff areas of development.

Procedural Process

As part of the annual review and planning process this plan will be reviewed and updated each year. This process starts in September. Our strategic plan will be submitted to the Ministry of Education by 1 March and confirmed at the first board meeting following this date.

Our progress, achievements and next steps will be reported against in each year's annual report. The community will be reported to and consulted with via

- fortnightly newsletters
- two written student reports
- annual hui with whānau
- consultation on identified topics
- informal parent teacher conferences
- two formal three-way conferences
- Whānau of WIS hui

Resources

Resources (people, property, and finance) will be targeted to support student attendance, achievement, and school priorities for the given year. The school organisation, staffing, and budget allocation will support this and respond to current student needs, with a priority being placed on students whose needs are not being met according to high quality assessment practices and available evidence.

Giving Effect to Te Tiriti o Waitangi - Cultural Diversity

Policies and practices at Waimea Intermediate will reflect New Zealand's cultural diversity. The school acknowledges the unique position of Māori and the importance of maintaining culture. This will be reflected through instruction in tikanga and te reo.

- The school will consult with the parents of Māori children to meet their needs.
- The school will strive to address these needs where possible.
- The school will continue to emphasize tikanga and te reo and consider them in its operation.

Operational Guides

The following guide the operation of the school in conjunction with planning and review systems listed on the next page.

- WIS Curriculum Programme accessed via school log in to office365
- Policies and procedures accessed via SchoolDocs link on the school website



Strategic Plan 2024-2025

“Challenge to achieve and grow”

Hikina te mānuka, kia tutuki, kia tipu

Goal 1 – To deliver a localised curriculum that is responsive to all learners		
Initiative 1	Review and refresh our WIS curriculum drawing on local, national, and wider resources and best practices (NELP 1.1, 1.2, 4.7)	Success Statement <i>Our WIS curriculum is engaging, relevant and differentiated for all learners and celebrate success</i>
Initiative 2	Strengthen differentiated approaches to delivering our localised curriculum, with a particular emphasis on culturally responsive practices (NELP 2.3)	
Initiative 3	Implement and deliver effective assessment practices that acknowledges progress and achievement for all (NELP 2.4)	

Goal 2 – To promote educationally powerful partnerships that are collaborative, and solution focused		
Initiative 1	Develop a culture of coaching that promotes a solution focused approach to school improvement (NELP 3.6)	Success Statement <i>WIS learning community partnerships are proactive, collaborative and solution focused strengthening the delivery of our WIS curriculum</i>
Initiative 2	Review and strengthen culturally inclusive learning focused relationships and strategies within and across our learning community (NELP 2.3, 3.5)	
Initiative 3	Develop and implement a plan that deliberately celebrates school developments, growth, and student success within the school and wider community (NELP 1.6)	

Goal 3 – To strengthen Hauora for students, staff and whānau		
Initiative 1	Develop, maintain, and strengthen systems and strategies for positive culture for learning schoolwide (PC4L-SW) (NELP 1.1, 1.2)	Success Statement <i>Our students, staff and whānau contribute positively to our learning community, feeling valued and connected to our place</i>
Initiative 2	Develop systems and strategies to respond effectively to student and staff Hauora (NELP 3.6)	
Initiative 3	Regularly review attendance data and develop systems and plans to proactively increase attendance & engagement for target students (NELP 2.3)	

Measuring Our Initiatives to Achieve Our 2024-2025 Goals

Goal 1 - To deliver a localised curriculum that is responsive to all learners					
Initiatives	Key Outcome Measures	Baseline Measures	Midpoint Measures	Endpoint Measures	Success
Review and refresh our WIS curriculum drawing on local, national, and wider resources and best practices (NELP 1.1, 1.2, 4.7)	Developments to the existing WIS curriculum, incorporating the curriculum refresh and delivery supported	Review existing WIS curriculum in response to the curriculum refresh	Report on changes made to date	Presentation of our refreshed WIS curriculum with identified additions where appropriate	Our WIS curriculum is engaging, relevant and differentiated for all learners and celebrate success
Strengthen differentiated approaches to delivering our localised curriculum, with a particular emphasis on reading and mathematics (NELP 2.3)	Responsive reading practices that are documented and supported by resources resulting in confident teaching practices	Student, teacher and whānau surveys Reading assessment (PAT, STAR)	Student, teacher and whānau surveys Reading assessment (PAT, STAR) Commentary against Inquiry Plan	Student, teacher and whānau surveys Reading assessment (PAT, STAR) Commentary against Inquiry Plan	
Implement and deliver effective assessment practices that acknowledges progress and achievement for all (NELP 2.4)	Assessment practices are documented and support teaching and learning decisions in relation to curriculum delivery and responsiveness	Stock-take of current practices Review documentation in relation to WIS curriculum Teacher survey	Commentary against goals identified after review	Celebrating the assessment documentation that reflects best practice, supports WIS curriculum	

Goal 2 - To promote educationally powerful partnerships that are collaborate and solution focused

Initiatives	Key Outcome Measures	Baseline Measures	Midpoint Measures	Endpoint Measures	Success
Develop a culture of coaching that promotes a solution focused approach for staff (NELP 3.6)	Positive staff culture that promotes growth, sharing and builds on strengths	Teacher survey identifying areas of strength in promoting growth, sharing, strengths and recognition	Survey follow up	Survey follow up Practices documented	<i>WIS learning community partnerships are proactive, collaborative and solution focused strengthening the delivery of our WIS curriculum</i>
Review and strengthen learning focused relationships and strategies within and across our learning community (NELP 2.3, 3.5)	Strong relationships are collaboratively supported by systems and practice to enhance better learning outcomes	Conduct a stocktake of current systems and practices within and across the WIS learning community.	Report on changes made to date	Documented clear purpose and approach/es to fostering and maintaining educationally powerful relationships at WiS	
Develop and implement a plan that deliberately celebrates school developments, growth, and student success within the school and wider community (NELP 1.6)	Plans are documented and include stakeholders voice	Survey staff and students	Survey staff and students	Survey staff and students	

Goal 3 - To strengthen Hauora for students, staff and whānau

Initiatives	Key Outcome Measures	Baseline Measures	Midpoint Measures	Endpoint Measures	Success
Strengthen our Tier 1 positive culture for learning (PC4L) strategies by trialling and developing Tier 2 strategies (NELP 1.1, 1.2)	PC4L-SW Tiered Fidelity Inventory	Tier 1 TFI Tiered Fidelity Inventory	Tier 2/3 Tiered Fidelity Inventory – 10 May	PC4L-SW Tiered Fidelity Inventory	<i>Our students, staff and whānau contribute positively to our learning community, feeling valued and connected to our place</i>
Develop systems and strategies to respond effectively to student and staff Hauora (NELP 3.6)	School Well-Being Survey and ETap Teams Check in app	2018, 2020, 2022 School Well-Being Survey	ETAP Teams Check In App Focus areas	2023 School Well-Being Survey for students and staff	
Regularly review attendance data and develop systems and plans to proactively increase attendance & engagement for target students (NELP 2.3)	ETap attendance data measured against the Ministry of Education attendance targets Everyday Matters data Student Surveys	Historical ETap attendance data measured against the Ministry of Education attendance targets Student Surveys	ETap attendance data measured against the Ministry of Education attendance targets Everyday Matters data Student Surveys	ETap attendance data measured against the Ministry of Education attendance targets Everyday Matters data Student Surveys	

Road Mapping Our Goals Over 2 years – Creating Annual Plans

	2024				2025			
Goal	1	2	3	4	1	2	3	4
1 Curriculum	Localised Curriculum (continued from 2023)							
	Differentiated Approaches (Reading Cont.)				Differentiated Approaches (Mathematics)			
		Assessment Practices						
2 Partnerships	Culture of Coaching (Continued from 2023)							
	Powerful Partnerships (Continued from 2023)							
	Celebrating Success (Continued from 2023)							
3 Hauora	PC4L (Continued from 2022 BAU)							
	Hauora Systems and Strategies (Continued from 2023)							
	Attendance & Engagement							

Strategic Plan: Goal 1	To deliver a localised curriculum that is responsive to all learners			
Initiative 1:	Review & refresh our WIS curriculum drawing on local, national, and wider resources and best practices (NELP 1.1, 1.2, 4.7)			
2024 Annual Goal:	Support staff to effectively implement the WIS curriculum, responding to the national curriculum initiatives			
Measures: Staff participate in curriculum professional development to strengthen their understanding to deliver our localised curriculum effectively Staff are surveyed on levels of support to implement our localised curriculum in response to identified student needs Students are provided with opportunities to share their levels of engagement and interest in our localised curriculum				
Key Actions to achieve this goal		Who is Responsible?	When will it be done by?	Resources Allocated
<ul style="list-style-type: none">Collect data from teaching staff data on readiness and confidence levels to deliver our WIS curriculum through opportunities to discuss, share and grow practice, and then respond appropriately		Principal DP/Team Leaders	On-going through the year at appropriate times e.g. Staff only day January 2024 and pre and post changes	Staff only day discussions Team Leader and Team Hui
<ul style="list-style-type: none">Implement a professional development plan via teacher hui in response to data gathered on readiness and confidence to deliver our localised curriculum		SLT and Curriculum Team	End of each previous term, looking ahead to the new term schedule	Staff only day discussions Team Leader/Team Hui - Teaching and student voice
<ul style="list-style-type: none">Participate in MOE Curriculum PD opportunities that promote national initiatives– including proactively inviting MOE curriculum leads into the Kura		SLT Team Leaders Curriculum Leads	On-going as appropriate	Staff only day discussions Team Leader and Team Hui - Teaching team and student voice, External PD funding
<ul style="list-style-type: none">Ensure all WIS Curriculum documentation is accessible to all staff via revamped Sharepoint site		SLT Team and IT Leaders Curriculum Leads	Review Term 1, develop Term 2, roll out Term 3	Leaders hui, IT specialist release funding
<ul style="list-style-type: none">Develop a Year 8 graduate/leadership profiles		SLT, Team Leaders	October, 2024	Team Leader hui
<ul style="list-style-type: none">Monitor changes to daily practice and curriculum integration through coaching and/or professional learning conversations, including Teaching as Inquiry PLGs, between individuals and/or Homeroom teaching teams		Curriculum, Mathematics, English, Reading Teams supported by SLT	On-going through the year as per schedule	Coaching Frameworks WIS curriculum WISE rubric/graduate profiles being used
<ul style="list-style-type: none">WIS curriculum documentation, practices and assessment data shared with community stakeholders		SLT, Unit holders	Three times in the year	Teaching team, whānau and student voice
Outcome:	Our WIS curriculum is engaging, relevant and differentiated for all learners			

Strategic Plan: Goal 1	To deliver a localised curriculum that is responsive to all learners		
Initiative 2:	Strengthen differentiated approaches to delivering our localised curriculum, with a particular emphasis on culturally responsive practices (NELP 2.3)		
2024 Annual Goal:	To consolidate schoolwide reading practices (major focus), explore structured literacy and review mathematics practises		
Measures: Responsive reading practices that are documented and supported by resources resulting in confident teaching practices Student, teacher and whānau surveys Reading assessment (PAT, STAR) Commentary against Inquiry Plan, Teaching as Inquiry PLGs, including coaching documentation in Reading and Mathematics			
Key Actions to achieve this goal	Who is Responsible?	When will it be done by?	Resources Allocated
Continue to build on Reading peer coaching approach to <ul style="list-style-type: none">Promote effective practice at WISAnalyse data to ensure practices respond to student reading needsProvide opportunities to discuss, share and grow practice, includes Teaching as Inquiry PLGsDocument Best Practice Reading at WIS accessible to all staff via Sharepoint upgradeRefer to 2024 Reading Development Plan.	Reading Lead and Coach Principal DP/Team Leaders/IT Lead	On-going through the year at appropriate times e.g. Staff only day January 2024 and pre and post changes	PLD funding (release) External support AB Staff only day sessions Team and Team Hui
Explore MOE promoted Structured Literacy approaches <ul style="list-style-type: none">Participate in Learning MATTERS Ltd workshops and training in spelling and reading as per scheduleLearn to use iDeaL Online Platform to support delivering foundation literacy skills	English & Reading Leads Principal/DP	As per Learning MATTERS Ltd schedule	MOE ALL PLD funding for leadership and release
Review current practices, resources and documentation in mathematics at WIS <ul style="list-style-type: none">Gather documentation best practices, assessmentInventory of resources – online and hard materialsResearch best practices in mathematics at IMSGather base line data brainstorm actions for 2025Respond to any immediate questions from staff providing support where appropriate	SLT Mathematics Lead & Coach	On-going as appropriate	Staff only day discussions Team Leader and Team Hui - Teaching team and student voice, External PD funding
Outcome:	Our WIS curriculum is engaging, relevant and differentiated for all learners		

Strategic Plan: Goal 1	To deliver a localised curriculum that is responsive to all learners		
Initiative 3:	Implement and deliver effective assessment practices that acknowledges progress and achievement for all (NELP 2.4)		
2024 Annual Goal:	To consolidate schoolwide assessment practices (major focus), responding to MOE national initiatives		
Measures:	Assessment schedule & practices are documented, followed and accessible to all teaching staff Staff are confident in administering and analysing assessment tools to inform teaching and learning Celebrate the assessment documentation that reflects best practice, supports WIS curriculum and is completed as per schedule		
Key Actions to achieve this goal	Who is Responsible?	When will it be done by?	Resources Allocated
<ul style="list-style-type: none"> Review and implement ETap and internal meeting agenda systems that support teachers to be looking ahead towards up-coming schoolwide assessment requirements 	Principal DP/Team Leaders	On-going through the year at appropriate times e.g.	Staff only day sessions Team and Team Hui
<ul style="list-style-type: none"> Participate in MOE initiatives as we respond to changes - Formative assessment & Science of learning workshops (Term 2) 	Principal MOE Curriculum Lead	Term 2 and on-going as changes occur	Staff Only Days Teacher Hui Connect Week opportunities
<ul style="list-style-type: none"> Draft an assessment document section on Sharepoint to ensure all information is accessible to all staff 	DP Unit holders IT Lead	On-going as appropriate	Hui for appropriate staff to identify what is to be included Release for IT Lead to include it on Sharepoint
<ul style="list-style-type: none"> Gather feedback from community stakeholders on our current reporting to parents process, especially in the newly changed specialist subject areas 	DP, Specialist Team Lead and members	End of Term 3 for Year 8 and End of Term 4/Term 1 2025 for Year 7s	Specialist teacher team hui Release time to set up online survey if required
<ul style="list-style-type: none"> Keep informed about government changes in assessment and respond as these are announced 	SLT, Curriculum Leads, Team Leaders	As announcements are made	Professional development opportunities
Outcome:	<i>Our WIS curriculum is engaging, relevant and differentiated for all learners</i>		

Strategic Plan: Goal 2	To promote educationally powerful partnerships that are collaborative, and solution focused			
Initiative 1:	Develop a culture of coaching that promotes a solution focused approach to school improvement (NELP 3.6)			
2024 Annual Goal:	To consolidate schoolwide peer coaching in reading and integrate into middle leadership across other areas of practice			
Measures: Clear documentation in place detailing the purpose, systems, practices and approaches Feedback from coaching sessions and evidence showing growth and development in participants				
Key Actions to achieve this goal		Who is Responsible?	When will it be done by?	Resources Allocated
Continue to support and introduce coaching sessions in curriculum and leadership areas <ul style="list-style-type: none">Continue strengthening peer coaching in reading by including team leaders as coaches		Reading Lead and Coach Team Leaders	On-going through the year at appropriate times e.g.	Staff only day sessions Team and Team Hui Release time for coaches
<ul style="list-style-type: none">Continue development plan discussions with unit holders - develop documentation focusing on development plan structure already in place		Principal and where appropriate DP Unit holders	As per schedule and On-going through the year at appropriate times	Utilizing release time and/or Unit holders hui on Wednesdays
<ul style="list-style-type: none">Reinstate P/DP coaching sessions either internally or externally		Principal/DPs	As per schedule and On-going through the year at appropriate	SLT hui Release to back fill DP absence Funding to cover coach expenses
<ul style="list-style-type: none">Formalise team leader coaching catch ups with DP/P – develop documentation focusing on development plan structure already in place		Principal/DPs Team Leaders	As per schedule and On-going through the year at appropriate times	Utilizing release time and/or Unit holders hui on Wednesdays
<ul style="list-style-type: none">Introduce coaching into mathematics		P/DP Mathematics Lead and Coach	As identified	Release for coaching sessions when required
Outcome:	Our WIS curriculum is engaging, relevant and differentiated for all learners			

Strategic Plan: Goal 2	To promote educationally powerful partnerships that are collaborative, and solution focused		
Initiative 2:	Review and strengthen learning focused relationships, culturally inclusive, within/across out school (NELP 2.3, 3.5)		
2024 Annual Goal:	To proactively seek opportunities that promote & strengthen learning focused relationships – parents, students, staff, iwi		
Measures:			
Clear documentation in place detailing the purpose, systems, practices and approaches			
Feedback from coaching sessions and evidence showing growth and development in participants			
Key Actions to achieve this goal	Who is Responsible?	When will it be done by?	Resources Allocated
Parent Partnerships <ul style="list-style-type: none">Continue to communicate information and show casing via homeroom, teams, and school newsletters, Facebook and gather feedback from surveys.Hold termly parent connect sessions on a range of topics – sharing current practice related to our annual plan, suggestions for the future and opportunity to gather whanau voiceContinue to offer hui with SLT during our start of year and mid- year conferences	SLT working with appropriate staff	On-going throughout the year	Scheduled hui, fortnightly newsletters via Hail
Student Voice - Identify appropriate times in the year to collect a range of student voice that provides opportunity for school response to improving engagement, attendance, academic programmes, well-being, including transition into and out of the school	SLT supported by Team Leaders	At least once a term	Electronic survey format, hui
Staff Voice - Develop systems to support feedback and feed forward at all layers of our teaching body, continuing to strengthen our school wide coaching approach of peer coaching	SLT supported by Team Leaders	Developed throughout the year with changes made in response to identified need/s	Staff hui and time
Iwi Partnerships – continue to proactively engage with iwi through Kahui ako involvement making deliberate connections with local guiding documents stating educational aspirations	SLT and CRP Team	On-going hui throughout the year	Kahui ako hui
Outcome:	Our WIS curriculum is engaging, relevant and differentiated for all learners		

Strategic Plan: Goal 2	To promote educationally powerful partnerships that are collaborative, and solution focused			
Initiative 3:	Plan to deliberately celebrate school developments, growth, and student success within and out of school (NELP 1.6)			
2024 Annual Goal:	To proactively seek opportunities that promote & celebrate our place, our people			
Measures: A variety of evidence demonstrating deliberate opportunities that showcase and celebrate our place, our people Feedback from stakeholders				
Key Actions to achieve this goal		Who is Responsible?	When will it be done by?	Resources Allocated
<ul style="list-style-type: none">Continue to communicate information and show casing via homeroom, teams, and school newsletters, Facebook and gather feedback from surveys.		SLT working with appropriate staff	On-going throughout the year	Scheduled hui, fortnightly newsletters via Hail
<ul style="list-style-type: none">Hold termly parent connect sessions on a range of topics – sharing current practice related to our annual plan, suggestions for the future and opportunity to gather whanau voice		SLT supported by Team Leaders	At least once a term	Hui times
<ul style="list-style-type: none">Continue Reach for the Stars and award/rewards opportunities at assembly during the term		SLT supported by Team Leaders	Throughout the year	Assemblies
<ul style="list-style-type: none">Develop a plan to support information around transition and induction		Principal/DPs	On-going hui throughout the year, focus in Term 3	Transport to visit schools, hui times
Outcome:	Our WIS curriculum is engaging, relevant and differentiated for all learners			

Strategic Plan: Goal 3	To strengthen Hauora for students, staff and Whanau		
Initiative 1:	Develop, maintain, and strengthen systems and strategies for positive culture for learning schoolwide (PC4L-SW) (NELP 1.1, 1.2)		
2024 Annual Goal:	Refresh Tier 1, whilst maintaining Tier 2 and 3, strategies and rebrand PB4L to PC4L		
Measures: A variety of evidence from staff, student observations, ETap behavioural entries, Feedback from staff and students Problem Solving sheets completed, actioned and reviewed PC4L-SW Tiered Fidelity Inventory August 28, 2024			
Key Actions to achieve this goal	Who is Responsible?	When will it be done by?	Resources Allocated
Refresh and rebrand PB4L to PC4L <ul style="list-style-type: none">Provide ongoing PD to maintain Tier 1 strategies, that focus on interventions and processes.Team hui supports completion of FBAs, solutions sheets, tier 1 and 2 interventionsSLT to continue with tier 3 hui and interventionsEnsure consistent best practice is evident by ongoing examination of data and leadership in tier 1 and 2 huiUpdate all documents to reflect the rebrand and refresh	PC4L Coach and DP, team leaders, PC4L PD provider	Ongoing	Manuals – PC4L brochure to update Staff only day/staff hui Problem solving and FBAs sheet Tier 1 in a nutshell (14/3/24) PD Hui times to gather information
Refresh and rebrand Tier 1 strategies <ul style="list-style-type: none">Gather information from staff around their understanding of Tier 1Create a tier 1 team to meet once a term to refresh our tier 1 school wide strategies	DP, Lead teacher and team members	Ongoing	Manuals, WIS resources Hui times
Bringing all stakeholders on the Journey - Continue systems and opportunities to share and strengthen PC4L-SW practice with the whole school community.	Team Leaders supported by PC4L PC4L coach and DP	Ongoing	Newsletter, Facebook page Waimea Weekly articles PC4L info pamphlets Events - assemblies
Effectiveness & Celebration of the Professional Development Plan - End of Year data analysis, identifying areas of strength and areas of development, including pockets of excellence within practice at team and individual level, tier 1 strategies and effectiveness.	PC4L Unit holders and DP Team Leaders	End of Term 4	Team Leaders leading discussions in team hui Tier 2 team leaders hui
Outcome:	Our students, staff and whanau contribute positively to our learning community, feeling valued and connected to our place		

Strategic Plan: Goal 3	To strengthen Hauora for students, staff and Whanau		
Initiative 2:	Develop systems and strategies to respond effectively to student and staff Hauroa (NELP 3.6)		
2024 Annual Goal:	Trial different ways of collecting student voice and staff voice to influence well-being plans		
Measures: Student Well-Being Survey (NZCER) 2018/20/22 (Baseline, mid-point, and end measures) Staff well-being survey Teams Check (Baseline, mid point and end measures)			
Key Actions to achieve this goal	Who is Responsible?	When will it be done by?	Resources Allocated
Review data & Identify focus areas – Student <ul style="list-style-type: none">Review 2023 survey results with NZCER to identify trends, hot spots, and celebrations. Draw on historical trends where appropriate.Collect a range of student voice, including focus groups as well as cohort data that can be used to inform school improvement and ensure responsive programming	AST, SLT	End of Term 2	Cathie (NZCER) meeting – 3 hr SLT meeting – 1.5 hr Staff hui – 1 hr
Identify Data collection – Staff <ul style="list-style-type: none">Review 2023 survey results with NZCER to identify trends, hot spots, and celebrations. (Baseline data)Add a well-being focus to Team Laeder termly review/reflectionsIdentify staff data collection tool/s for midpoint, and end measures. Develop understanding of how we might utalise Etap Teams check in app and set up for use.	AST, SLT Team Leaders Teaching Team	Mid Term 3	SLT – 1.5 hr AST, Principal and DP - 3 hrs Team Leaders hui– 1.5 hr Teaching Team hui Team Leaders hui
Professional Development for Staff <ul style="list-style-type: none">Seek appropriate PD opportunities for staff to engage with that continues to strengthen understanding and develop awarenessSchedule Well Being Institute resource – soundbites – into staff hui throughout the year (6 modules accessible to all staff)	AST, SLT, Team Leaders, Teaching Team	On going throughout the year	1 hr per class to administer 3 hrs with NZCER
Outcome:	Our students, staff and whānau contribute positively to our learning community, feeling valued and connected to our place		

Strategic Plan: Goal 3	To strengthen Hauora for students, staff and Whanau			
Initiative 3:	Regularly review attendance data and develop systems and plans to proactively increase attendance & engagement for target students (NELP 2.3)			
2024 Annual Goal:	Establish and maintain systems to identify trends in attendance and respond appropriately raising attendance & engagement			
Measures: Historical and current ETap attendance data measured against the Ministry of Education attendance targets Everyday Matters – MOE school trends and Waimea Kahui ako data comparisons Statistics gathered from campus attendance officer Student Surveys				
Key Actions to achieve this goal		Who is Responsible?	When will it be done by?	Resources Allocated
Campus Attendance Officer <ul style="list-style-type: none">Continue to strengthen the practices, systems of our campus attendance officer focusing on regular absences. This position was developed from utilising the MOE Regional Response Funding (RRF). Continue to provide MOE attendance data		SLT	Term 1, 2024	RRF support from MOE and related job description
Communication & promotion <ul style="list-style-type: none">Report to stakeholders at least once a term providing attendance updates (staff, BoT, parent community) measured against targets		Principal	On-going	Newsletter, MOE Everyday Matters Reports, BoT reports
Chronic Attendance Officer and support <ul style="list-style-type: none">continue to engagement and access support from regional attendance team focusing on chronic absences		SLT	On-going	Follow systems and procedures
Programming <ul style="list-style-type: none">Continue to draw on data and stakeholder voice to develop programmes, both individual and group, that respond to identified need, seeking additional funding/resourcing where required		SLT	In response to identified need	External and internal funding streams
Data gathering <ul style="list-style-type: none">proactively seek opportunities to gather voice from stakeholders, especially students that will result in a focus on improving attendance and engagement		SLT supported by Team Leaders	Electronic survey format, hui	At least once a term or as required
Outcome:	Our students, staff and whānau contribute positively to our learning community, feeling valued and connected to our place			

