Ko te Tamaiti te Pūtake o te Kaupapa: The Child is the Heart of the Matter

Above all else, we prioritise the wellbeing and success of our ākonga. Every decision we make is guided by their needs, aspirations, and voices. By nurturing a sense of belonging, identity, and pride in who they are, we empower our ākonga to become confident, compassionate, and resilient leaders.

There has been a significant changes in the leadership of the Kura this year which and also a significant change in teaching staff as a result we will be trying to establish a period of continuity within the school. In addition there are several areas that we will be a focus this year: attendance, literacy, numeracy, NCEA qualifications levels and endorsement rates.

Current Position:

In 2024 NCEA attainment rates were as follows:
NCEA Level 1- 70.3% (10% Merit endorsed)
NCEA Level 2 - 81.5% (8.7% Merit endorsed)
NCEA Level 3 - 64.0% (7.7% Merit endorsed)

Regular Attendance data for 2024

Type	Number	%
All	108	48%
Asian	6	55%
European	78	53%
Māori and Pasifika	21	33%
MELAA	2	67%
Other	1	100%
Level 7	20	69%
Level 8	15	45%
Level 9	20	51%
Level 10	13	43%
Level 11	21	53%
Level 12	10	33%
Level 13	9	35%
Another Gender	0	0%
Female	37	37%
Male	71	56%

End of Year Literacy and Numeracy Data for 2024

Reading:
Y7 - At or above expected level 63%
Y8 - At or above expected level 46%
Y9 - At or above expected level 65%
Y10 - At or above expected level 68%

Writing:
Y9 - At or above expected level 50%
Y10 - At or above expected level 45%

Numeracy:
Y7 - At or above expected level 59%
Y8 - At or above expected level 42%
Y9 - At or above expected level 48%
Y10 - At or above expected level 65%

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

- Partnership between the school and the community and also between the school and the crown
- Meaningful participation of Māori whanau, community and students
- Protection of Māori language, culture and identity
- Review and adapt school policies and practices to ensure that they are culturally responsive.

Strategic Goal 1
Excellence in Teaching and Learning so that all ākonga can find their own voice and develop the self-assurance and skills to achieve their dreams.

Annual Target/Goal:
Raise student achievement in literacy and numeracy across the curriculum.
To have at least 70% of eligible Year 11 students attain the co requisites in literacy and numeracy.
NCEA Goals are 70% at Level 1; 85% at Level 2; 80% at Level 3; 40% UE and to increase the number of endorsements and have at least one excellence endorsement.
To have at least 90% of students at or above the expected level in Reading, Writing and at least 70% of students at or above the expected level in Mathematics.

What do we expect to see by the end of the year?
Accelerated learning and progress in literacy and numeracy
An increase in attendance and retention of students of all ages

Actions	Who is Responsible?	Resources Required?	Timeframe	How will you measure success?
Priority learners identified, monitored and reported to the Board regularly	SLT		Term 1 and ongoing	SLT will identify, monitor and report to board that this is occurring
To further embed structured literacy This is happening, all Y7/8 students are having regular lessons in structured literacy and selected students in Y9-13 also have structured literacy lessons.	Homeroom and English Teachers	PLD	Term 1 and ongoing	Evidence of planning and review of structured literacy within both the Homeroom and English Departments.
To develop explicit teaching of literacy and numeracy across the curriculum	SLT	PLD	Terms 2-3	Evidence of planning and review in annual reports by Heads of Department.
Develop Professional growth cycle for all teaching staff Staff are all in a group and have met to set goals, there are two scheduled meetings for term three for check ins and updates on progress I have joined a PLD group with six other principals. We have had our first meeting. There are a number of very experienced Princiapls outside of Otago in my group.	Principal		Term 1 and ongoing	Complete a 12 month professional growth cycle with all teaching staff.
To investigate and incorporate numeracy programmes to develop numeracy skills Maths Mate has been introduced and is being widely used.	HOD Maths	PLD	Terms 2 -3	Evidence of planning and review in annual reports by Heads of Department.

Strategic Goal 2
Grow cultural awareness and develop a greater sense of belonging so that all ākonga feel a sense of connection to the school.

Annual Target/Goal:
All staff making measurable progress toward Level 5 in the school's Culturally Responsive Matrix

What do we expect to see by the end of the year?
An increase in attendance and retention of students at all ages.
All students feeling more value in their personal identity and culture.

Actions	Who is Responsible?	Resources Required?	Timeframe	How will you measure success?
Consult with community including Māori learners	Principal and Culturally Responsive Pedagogy Committee	Routine Meetings	Terms 3 and 4	Evidence collected and analysed for trends and used to inform future planning
Review PB4L practices and develop Tier 2 interventions Tier 2 training has happened and will be disseminated to wider staff.	Deputy Principal and PB4L Committee	PLD and Routine Meetings	Term 1 and ongoing	Implementation of functional behaviour assessments
Analyse KAMAR data for trends This regularly happens and informs a lot of the decision making.	SLT	Routine Meetings	Term 1 and ongoing	Trends are identified and actions taken
Develop school wide wellbeing strategies and develop an action plan This is in progress	Principal and Wellbeing Committee	Routine Meetings	Term 1 and ongoing	Action developed and implemented
Positive communication and celebration of learning/achievments Feedback seems to be positive about the communications	SLT and Team Leaders		Term 1 and ongoing	Evidence in school assemblies and school newsletters
Teachers participate in learning haka/ waiata Most staff participate in assembly and we will be starting the waiata practice for cultural competition in term 3	All Staff	PLD	Term 1 and ongoing	At least one staff performance during the year
Teachers professional goal to develop cultural competency as part of professional growth cycle	All Staff	Routine Meetings	Term 1 and ongoing	All PGCs completed