

Ngaio School 2025 Annual Implementation Plan



Strategic Plan 2024 - 2025

We are pleased to present the Ngaio School Strategic Plan for 2024-2025.

The Strategic Plan highlights specific areas for further growth or development which are in addition to the school's 'business as usual' focus on teaching across the curriculum

This page presents a high level view of the 2024-25 strategic plan initiatives and the changes we want to see over the two years.

Each year we also develop an annual implementation plan which describes the specific things we will focus on in that year towards the goals and initiatives in the strategic plan.

STRATEGIC GOAL for our LEARNERS

Create inspiring and meaningful pathways for learning

In addition to giving ongoing attention to attendance, reading, writing and mathematics, the following outlines specific initiatives and expectations for our learners. In 2025 our Annual Implementation Plan includes the addition of an attendance strategy and specific goals around NZ Curriculum changes in mathematics and literacy.

Initiatives for 2024-2025:

What do we expect to see by the end of 2025?

Celebrate the identity, culture and uniqueness of ākonga to support their learning pathways and wellbeing

A Graduate Profile underpinned by our ROCKET values.
Confident ākonga taking ownership of their learning and persevering when faced with challenge.
Diversity of heritage, language, identity and culture are valued and celebrated.

Provide rich learning experiences to engage students and ensure their wellbeing and learning needs are catered for.

Happy, engaged ākonga provided with rich learning opportunities generated from Te Mātaiaho, the refreshed NZ Curriculum.
Kaiako and ākonga and whānau understand the role of play in the Ngaio School class programmes.

Sustain a positive learning culture

A culture where positive behaviour and learning is a way of life. Supported by school-wide positive behaviour strategies supported by our ROCKET values.
Teachers with a kete of tools to effectively focus on maintaining high expectations for positive behaviour and learning

Foster positive online awareness and interactions (communication).

Appropriate use of digital devices is a seamless and natural part of school life. Classrooms have access to appropriate volume and quality of devices to support their classroom programmes. ākonga across the school are able to engage in the digital curriculum, including online, safely.

STRATEGIC GOAL for our STAFF

Support all staff to succeed

Initiatives for 2024-2025:

What do we expect to see by the end of 2025?

Maintain a cohesive, positive and happy teaching team by
- developing shared pedagogy incorporating best practice
- supporting all staff in their professional growth.

A staff culture where continuous improvement is valued.
Mathematics delivered across the school by confident kaiako with shared practice and assessment resulting in more than 90% of ākonga at or above expectations at the end of each year.
The Structured Literacy embedded in years 1-3 and introduced in years 4-6.
All kaiako with an understanding of and appreciation for Aotearoa's bicultural heritage and perspective on local historical narratives, tikanga and kawa and the confidence to bring this into classroom programmes across the curriculum.

STRATEGIC GOAL for our COMMUNITY

Weave strong partnerships with our community

Initiatives for 2024-2025:

What do we expect to see by the end of 2025?

Facilitate rich family/whānau engagement in children's learning.

Satisfied, informed parents and whānau who feel informed and trust in the information received about the progress of their tamariki. Whānau are aware of the ways they can find out about progress and the role of different things like 3-way conferences.

Strengthen communication of developments and change.

Whānau are well informed about curriculum developments impacting Ngaio School in 2024 and 2025.
Whānau know where to find information about Te Mātaiaho | The refreshed NZ curriculum and the Ngaio School Curriculum.

STRATEGIC GOAL for our ENVIRONMENT

Our school environment continues to be a place we all treasure

Initiatives for 2024-2025:

What do we expect to see by the end of 2025?

Look after our outdoor spaces.

Outdoor spaces that support and enhance wellbeing and learning outcomes. Improvements to the schools outdoor spaces that focus on looking after what we have.

Cultural Diversity

At Ngaio School our community is proudly diverse and we highly value cultural competency. As a school we endeavour to foster positive cultural understandings and reflect the realities, histories and traditions of all our people across our policies, practices and curriculum.

In particular we recognise the unique position of Māori within our school's cultural equation. Teaching staff are encouraged and supported with professional development to extend their current abilities in te reo and tikanga Māori.

Te Reo Māori me ona Tikanga

We recognise and value the unique position of Māori in New Zealand/Aotearoa society. We create Deliberate Acts of Teaching around the understanding of te Tiriti o Waitangi. All ākonga have the opportunity to acquire knowledge of te reo Māori me ōna tikanga (Māori language and culture) in their classrooms and through weekly kapa haka sessions.

Whanaungatanga - A priority is for Māori ākonga to feel comfortable and positive about being Māori within the school environment. We build respectful relationships with Māori ākonga and their whānau, hapū and iwi. We build whānau and community connections and recognise the importance of identity, both as individuals and as members of the Ngaio School community.

Manaakitanga - We make people feel welcome both formally and informally through developed practices and the appreciation and expectation of good manners. We demonstrate integrity, sincerity and respect for Māori beliefs, language and culture.

Tāngata Whenuatanga - We endeavour to provide relevant cultural contexts for learning language and culture, supporting Māori learners to achieve and learn as Māori, so their identity, language and whānau are affirmed. We endeavour to facilitate participation of whānau and people with the knowledge of local context, tikanga, history and language to support classroom teaching and learning programmes. Teachers engage with ākonga as learners and facilitators by generating opportunities for students to use 'who they are' and bring 'what they know' into their learning through culturally responsive contexts. The learning environment and teaching practice reflect and affirm identity, language and culture and seek expertise, resources and knowledge from the wider community, for example whānau, iwi.

Ako - We support Māori ākonga to be responsible for their own learning and to learn from each other (reciprocity, looking after each other).

Taonga - We recognise and appreciate our treasured things – ākonga, kaimahi, whānau, community, land, property and our environment. We support and encourage ākonga to value and respect the natural and cultural treasure of New Zealand/Aotearoa.

Ngaio School Curriculum Delivery

Ākonga learn best when they feel accepted, enjoy positive relationships with kaiako and fellow ākonga, and when they are able to be active, visible members of their learning community. A learning community consists of classroom teachers, students, teacher's aides, and other education related professionals. All play an important role in building a supportive school and learning environment. Commitment, trust and empathy exist through all interactions within the learning community. These interactions are professional and supportive. The classroom and all other areas of the school are part of the learning environment.

In our supportive learning environment you will see:

- Professional communities where kaiako gather, discuss, share and evaluate evidence about learning, e.g., syndicate meetings, curriculum teams, professional learning groups and staff meetings.
- Strong relationships where ākonga and kaiako feel safe to take risks with and evaluate their learning effectively.
- Classroom spaces that are well organised for learning and have a strong feeling of ownership with examples of learning displayed.
- Learning criteria and indicators that support ākonga to succeed in their learning and feel supported in the learning process.
- Effective instructional delivery based on needs with opportunities to share in a variety of formats.

Providing sufficient opportunities to learn

Teachers provide ākonga with sufficient opportunities to learn by developing a variety of learning experiences that actively involve them. These include:

- flexible grouping
- whole class teaching and learning
- collaborative teaching and learning
- guided group teaching and learning
- co-operative group work
- peer and independent learning

Teachers make the purpose of learning explicit and scaffold learning so ākonga make progress. Kaiako have high expectations and use assessment to determine how to sequence and pace learning experiences.

Expectations

Having high expectations and showing genuine care for all students is fundamental for both learning and development and for well-being. At Ngaio School this is accompanied by the use of quality teaching practices and an ability to work in partnership with the parent community.

High expectations for students are communicated across the school by staff, and learning is facilitated via purposeful assessment to support all students to reach their potential.

Deliberate Acts of Teaching

Modeling - demonstrating through action, showing by example.

Prompting - encouraging the learner to use what they already know and can do. Teachers might frame their prompt as a question such as 'what do we write at the end of sentences?'

Questioning – teachers use questions and 'wait time' deliberately to help students think about their own learning, draw out and extend students' knowledge, and encourage students to recall, explain, and think critically and reflectively.

Giving Feedback – feedback has been identified as the most powerful single factor in achievement (Hattie, 1999). Teachers use descriptive feedback to guide and evaluate learning.

Telling – teachers supply the 'link' that a student needs (e.g. an unknown word) to maintain momentum and allow the student to move on with their learning focus.

Explaining – teachers use explaining as a more detailed and extended tool than telling.

Directing – effective teachers clearly state the learning intention and purpose.

The Key Competencies

Key competencies are the capabilities people have, and need to develop, to live and learn today and in the future. The New Zealand Curriculum identifies the five Key Competencies of

- Thinking
- Relating to Others
- Managing Self
- Participating and Contributing
- Language, Symbols and Texts

These are incorporated throughout classroom programmes and are widely acknowledged throughout the school.

Behaviour management

Teachers reinforce high expectations for behaviour and are developing an understanding of positive learning for behaviour principles. Each class develops their own 'class agreement' or 'treaty' with the support of their teacher, explicitly stating the collective values and expectations of the class. Students are encouraged to have ownership over their learning environment. In 2023, this will be supported by participation in the Positive Learning for Behaviour School-wide programme (PB4L-SW).

Partnerships

Partnerships are collaborative relationships that 'contribute to and support students' learning. Each learner lives in a network of significant people, including their teachers, peers, family and specialist teachers. Teachers respect the vital role learners' families and whānau play in supporting their children's learning by:

- engaging in relationships with families and whānau that are professional and respectful
- engaging families and whānau in their children's learning
- respecting the diversity of the heritage, language, identity and culture of families and whānau.

Staff work in partnership with the parent community to establish and communicate high expectations and develop a positive school culture. This partnership is facilitated through a variety of avenues, for example: consultation with the community around particular development projects, and the Parent Teacher Association's involvement in the school's activities.

Information is communicated to parents, students and staff through the newsletter, on the internet, on paper or through the school website, as well as notice boards throughout the school.

Ngaio School provides an invitational culture where staff are in their classrooms prior to the start of school to meet and greet students as they arrive and where parents are welcome to talk with staff at the end of the school day. Parents and whānau are encouraged to contact their child's teacher if there is anything they wish to discuss around their child's learning and overall experience at Ngaio School.

The ROCKET homework programme also encourages partnership between whānau and school.

Kāhui Ako

Wherever possible links are made to Te Kāhui Ako o Tarikākā Achievement Challenges. *The three challenges agreed on as a focus for 2025 are:*

- *Connected and Contributing community*
 - *A cohesive and understood pathway across kāhui in English and Mathematics.*
- *Identity and Culture*
 - *All schools give effect to Te Tiriti to ensure equitable outcomes for ALL ākonga.*
- *Inclusive and responsive practices that support our ākonga to thrive (including ND students) - links to identity, culture, connection.*

Hauora and Wellbeing are woven throughout. Kāhui Ako Hubs serve as the primary vehicle for connecting teachers in alignment with our achievement challenges, fostering collaboration, shared learning, and collective problem-solving. They provide a structured and purposeful space for educators to engage in professional discussions, share best practices, and work together to improve student outcomes.

The Kāhui Ako will be a source of support and resourcing for our goals.

STRATEGIC GOAL: OUR LEARNERS

Create inspiring and meaningful pathways for learning

INITIATIVE 1:

Celebrate the identity, culture and uniqueness of ākonga to support their learning pathways and wellbeing.

ANNUAL GOAL

Enact our newly developed Graduate Profile to support achievement across the curriculum, including reading, writing and mathematics.
(Connected to OUR COMMUNITY Initiative 1, Goal 1.2.)

Key Actions	Measures	Outcomes
Confirm the Graduate Profile content.	Graduate Profile confirmed.	Student Agency is fostered by teachers who have mastered agentic learning and know how to support student autonomy, competence and relatedness.
Grow our understanding of our newly developed profile and develop processes to measure and monitor progress against the expectations in each section of the Graduate Profile..	Teachers can talk about the Graduate Profile and it is woven into planning across the curriculum. Processes are in place to monitor and identify progress against the profile expectations.	
Ensure interconnectedness with our PB4L-Schoolwide programme, inquiry, Key Competencies, wellbeing and ROCKET Values.	Connections are evident.	

INITIATIVE 2:

Provide rich learning experiences to engage students and ensure their wellbeing and learning needs are catered for.

ANNUAL GOAL:

- Develop a wider understanding and acknowledgement of 'play' in the curriculum and how it supports the learning and achievement of ākonga.
- Embed 'Loose Parts Play' as an integral activity at Ngaio School.
- Market how we incorporate and value 'play' in our curriculum to support ākonga wellbeing and learning.

Key Actions	Measures	Outcomes
Allocate 2 teachers to lead this goal. Investigate ways to record/acknowledge the 'play' that occurs throughout the learning programmes at Ngaio School.	Kaiako using a recording system to identify 'play' in their classroom programmes.	There is a shared understanding in the school community of learning through play in the Ngaio School classroom environment.

In partnership with 'The Clinic', investigate how to incorporate and embed 'Loose Parts Play' as an ongoing and sustainable activity for ākonga. Develop/identify facilities for the storage of materials.	Loose Parts Play is a regular activity.	Ākōnga have opportunities to play as a component of their learning.
Update our website to reflect the 'play' that is incorporated into our programmes and activities.	Our school website reflects the 'play' that is important to us and occurring in our programmes.	Play is evident as an important component of our school learning culture.
INITIATIVE 3: Sustain a positive learning culture.		
ANNUAL GOAL: Continue our PB4L journey embedding rubrics (scoring guides) and aligning to our Graduate Profile.		
Key Actions	Measures	Outcomes
Create overview of implementation for 2025	Overview completed	Clear direction for PB4L implementation in 2025
PB4L leaders will lead PLD at least once a term	PB4L Leaders planned and implemented staff meetings.	All staff up to date and informed about PB4L
Complete rubrics for different areas and citations	Rubrics in place	Rubrics completed for areas of the school
Align PB4L into the Graduate Profile	Clear links to the graduate profile	PB4L is not a stand alone initiative, but aligns with the ROCKET Values and Graduate Profile.
Develop Hero recording to support data collections and tracking	Hero up to date and kaiako inputting data	Kaiako consistently recording behaviour on Hero
Implement Wellbeing Survey and collect Peer Mediation data	Analysis of Wellbeing Survey and Peer Mediation data to gauge any improvement in behaviour and wellbeing and a reduction in behavioural incidents across the school.	Data indicates improvement in behaviour and wellbeing and a reduction in behavioural incidents across the school.
INITIATIVE 4: Foster positive online awareness and interactions (communication.		

ANNUAL GOAL 1: Update/expand our digital citizenship to include online behaviour/etiquette.		
Revisit expectations throughout the year.	Ākonga are reminded of expectations throughout the year (not just once at the beginning).	Ākonga have an understanding of how to communicate effectively and safely online.
Create lessons around online etiquette and communication	Lessons in place and being implemented.	
Investigate avenues for effective whanau education including possible speakers.	Whanau have been given the opportunity to engage in learning about effective and safe digital communication for their tamariki.	Whanau have a better understanding of how to support their tamariki to communicate safely online.
ANNUAL GOAL 2: Equip year 6 students to identify the sources of online information. recognise fake news, disinformation, to avoid scams and identify hoaxes. (Consider widening this to other year groups going forward.)		
Key Actions	Measures	Outcomes
Incorporate into digital lessons in our year 6 programme.	Prepare a quiz or questions for ākonga to evaluate their learning.	Ākonga have strategies to identify the sources of online information, to recognise fake news, disinformation and identify hoaxes, avoid scams, and debunk propaganda.
ANNUAL GOAL 3: Equip Year 6 ākonga to understand AI tools, how they work and how they can be used as a learning tool. (Age appropriate AI tools only under the supervision and guidance of kaiako.)		
Key Actions	Measures	Outcomes
Explore age appropriate AI tools, focusing on how they work, pitfalls and how they can be used as a learning tool.	Prepare a quiz or questions for ākonga to evaluate their learning.	Ākonga have an understanding of age appropriate AI tools, how they work, what to be wary of and how they can be used as a learning tool.

STRATEGIC GOAL: OUR STAFF
Support all staff to succeed

INITIATIVE: Maintain a cohesive, positive and happy teaching team by <ul style="list-style-type: none"> • developing shared pedagogy incorporating best practice • supporting all staff in their professional growth. 		
ANNUAL GOAL 1: Update the Ngaio Framework for mathematics to incorporate new expectations and resources to support ākonga learning against revised curriculum outcomes and expectations. (Unpack and implement the revised curriculum) ⇨ <i>Links to Govt priorities 'Better approach to literacy and numeracy', 'Smarter assessment and reporting', 'Greater use of data' and 'Clearer curriculum'.</i>		
Key Actions	Measures	Outcomes
Maths team lead PLD sessions with a focus on implementing structured Maths programmes. <ul style="list-style-type: none"> - Adapt current programmes to reflect revised expectations. - Adapt assessment for learning and reporting to reflect revised expectations. 	Updated framework reflects the revised curriculum requirements. Updated Assessment procedures are in place and consistent across the school. Updated report procedures.	Established framework for implementing mathematics at Ngaio. Consistent planning, assessment and reporting across the school to meet the needs of all ākonga.
ANNUAL GOAL 2: Build a shared understanding of Structured Literacy to support ākonga learning against revised curriculum outcomes and expectations. (Unpack and implement the revised curriculum) ⇨ <i>Links to Govt priorities 'Better approach to literacy and numeracy', 'Smarter assessment and reporting', 'Greater use of data' and 'Clearer curriculum'.</i>		
Key Actions	Measures	Outcomes
Appoint a Literacy Leader to: <ul style="list-style-type: none"> - Embed BSLA practice in Years 1 - 3. - Support the development of Structured Literacy in years 4-6. - Lead the evaluation of our current expectations and update our implementation plan - practices, resources, assessments. 	Kaiako appointed to leadership position.	Kaiako have the support they need to successfully implement Structured Literacy across the school to support ākonga learning and progress in literacy.
	BSLA embedded in literacy programmes in years 1-3.	
	Year 4-6 Kaiako participated in Structured Literacy Approach professional development.	
	Implementation plan updated to reflect expectations of the revised curriculum.	
Organise Parent Education opportunities to help them understand Structured Literacy and how they can support their tamariki at home.	Opportunities for parent engagement offered.	Parents informed about the Structured Literacy approach being implemented and how it is intended to support their children's learning.
ANNUAL GOAL3: Support staff wellbeing during this period of curriculum change.		
Key Actions	Measures	Outcomes

Create measures to monitor staff wellbeing during period of curriculum change. Communicate with staff to check in and assess their needs. Explore Te Whare tapa wha as a model to support staff wellbeing.	Staff wellbeing stocktake and strategies for support implemented as required.	Staff feeling supported to manage change.
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STRATEGIC GOAL: OUR COMMUNITY

Weave strong partnerships with our community

INITIATIVE 1:

Facilitate rich family/whānau engagement in children's learning.

ANNUAL GOAL 1:

Develop a clear plan for communicating with parents/caregivers about their child's learning.

Link to Govt priority 'Smarter assessment and reporting'.

Key Actions	Measures	Outcomes
Transition to Hero as our Student Management System to report student progress.	Uptake of Hero App by whānau. Kaiako reporting ongoing successes, work examples and progress through Hero.	Satisfied, informed parents who trust in the information shared and feel informed about their children's progress

ANNUAL GOAL 2: Increase whānau group contribution to strategic direction.

Key Actions	Measures	Outcomes
Organise a Whānau Group meeting to share and discuss the draft Graduate profile.	Graduate profile indicates whānau voice and aspirations for Māori students. (Moemoeā).	We are supporting Māori learners and their whānau to plan and pursue the education pathways that they aspire to.

INITIATIVE 2:

Strengthen communication of developments and change.

ANNUAL GOAL:

Provide opportunities for whānau to learn about Structured Literacy and Mathematics.

Key Actions	Measures	Outcomes
Following the updating of our implementation plans for math and literacy, develop communication for whanau. Consider website updates, newsletter items, parent education sessions.	Information readily available on the school website. Newsletter updates. Parents were invited to and attended sessions.	Informed parents/whānau about the changes and expectations of Math and literacy.

STRATEGIC GOAL: OUR ENVIRONMENT

Our school environment continues to be a place we all treasure

INITIATIVE 1:

Look after our outdoor spaces.

ANNUAL GOAL 1:

Develop a plan for maintaining the pool.

Key Actions	Measures	Outcomes
Work with Todd Morton (Easyswim) to evaluate the current condition of the pool and components including all of the plant and buildings.	Plan in place by end of term 2 Project/s completed by agreed timeframes.	A well maintained school swimming pool continues to be enjoyed by ākonga and families/whanau.
Create a plan for ongoing maintenance and upgrades.		

ANNUAL GOAL 2:

Replace the playground matting and make a plan for ongoing maintenance of equipment

Key Actions	Measures	Outcomes
Work with the PTA to secure funding for allocated projects. Consider and apply for grants to support agreed projects.	Meeting minutes. Grant applications completed. Successful grant application/s Fundraising planned and implemented	Funding made available to progress planned project/s to upgrade the playgrounds for use by ākonga.

Kāhui Ako

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Hauora and Wellbeing are woven throughout. Kāhui Ako Hubs serve as the primary vehicle for connecting teachers in alignment with our achievement challenges, fostering collaboration, shared learning, and collective problem-solving. They provide a structured and purposeful space for educators to engage in professional discussions, share best practices, and work together to improve student outcomes.

The Kāhui Ako will be a source of support and resourcing for our goals.

Achievement Focus Groups 2025

Students who require extra support in their learning are identified and programmes are designed to support them to make accelerated progress towards achieving their individual goals, progressing them towards the appropriate level of achievement.

Identification

The following numbers of students have been identified as Focus Learners, based on 2024 and initial 2025 assessment data, teacher knowledge and overall teacher judgements. Other students may be included at any stage where their achievement and progress is of concern.

Writing		
		% of total yr grp
Year 2	8	14%
Year 3	4	9%
Year 4	5	13%
Year 5	7	10%
Year 6	5	9%
Total	29	10%
Includes 2 Māori students Includes 7 ELL 10 have specific high needs diagnoses		

Reading		
		% of total yr grp
Year 2	10	18%
Year 3	9	21%
Year 4	7	18%
Year 5	4	6%
Year 6	3	5%
Total	33	11%
Includes 3 Māori students Includes 8 ELL 8 have specific high needs diagnoses		

Mathematics		
		% of total yr grp
Year 2	6	11%
Year 3	8	18%
Year 4	2	5%
Year 5	8	12%
Year 6	7	12%
Total	31	11%
Includes 4 Māori students Includes 4 ELL 9 have specific high needs diagnoses		

Total number of students in each year group: Y2 = 56, Y3= 43, Y4 = 38, Y5 = 68, Y6 = 58. Total students: 289.

Supporting Ākonga with Learning Needs

Kaiako will provide targeted in-class programmes to meet the needs of the focus students in their classrooms and will:

- Notify and engage parents/whānau so support can be encouraged for extra practice at home.
- Grow their understanding to ensure new, well-researched strategies are being implemented, rather than continuing with what was obviously not making a difference. Use a 'teaching as inquiry' approach to support students needing to accelerate their progress.
 - Discuss student achievement in syndicate meetings regularly.
 - Investigate the needs of each child, document gaps/focus areas for improvement, explore a variety of ways to support them in accelerating their learning, then design and implement an improvement plan.
 - Utilise additional assessments, support and resources as appropriate, for example, working with Ngaio School's literacy teacher, Spring into Maths, RTLB, .
- Monitor progress through individualised sheets with specified supports recorded.

Syndicate and other leaders as appropriate (E.g. Literacy or Math leader/ SENCO) will

- closely monitor the progress of focus students throughout the year.
- Meet with teachers to discuss progress and next steps.
- Discuss teacher's observation notes along with any on-going assessment/anecdotal results.
- Inform senior leaders of progress and any additional support needs at least once a term.

Attendance Strategy

At Ngaio School we value regular attendance at school and aspire to meet the Government's target for 80% of students to attend regularly more than 90% of the time.

Students aged 6 to 16 years old (and enrolled 5-year-olds) are required to attend school every day. It's everyone's responsibility to make sure children attend and engage in learning from when they first start school.

It's important for schools and kura, parents and whānau, iwi, hapū, communities, and government agencies to work together to support and make sure students are attending school regularly. Regular attendance means the student is present for more than 90% of the term.

Legally schools are required to:

- enrol eligible students
- take all reasonable steps to make sure students attend when the school is open
- keep an attendance record for each enrolled student
- have an absence notification process
- use an approved electronic attendance register and Ministry-approved attendance codes to record attendance.

Actions 2025

1. Regularly communicate with our community the importance of school attendance via the school newsletter, including sharing details regarding unjustified absence codes. (e.g., holiday in term time).
2. Monitor attendance and follow up for clarification regarding absences when required.
3. Utilise the Ministry of Education's Stepped Attendance Response – STAR to guide our school actions for concerns regarding absenteeism.