

# East Taieri School



## East Taieri School Annual Implementation Plan 2026



### **Whakamana Empower**

ourselves and others  
to create a pathway  
to personal success.

### **Whakaohooho Inspire**

ourselves and others  
to be creative, learn  
collaboratively, problem  
solve and communicate  
effectively.

### **Manaaki Care**

for ourselves,  
each other and  
the environment.

**As we learn and grow together**

## Our Vision, Mission Statement and Whakatauki

### Our Vision:

Whakamana, whakaohooho, manaaki, i a tātou e ako ana, e tipu ngātahi ana.  
Empower, Inspire, and Care as we Learn and Grow Together

### Our Mission Statement:

To work together in a positive, supportive environment, providing excellence in teaching and learning, where all people are respected and skills for life are developed.

### Whakatauki:

Poipoia te kākano kia puawai. Nurture the seed and it will blossom.

## East Taieri School Values and Learner Qualities



### Values Statement

These values are evident in our school's philosophy, structures, curriculum, classrooms and relationships. They are strongly held, clearly articulated and expressed in everyday actions within the school. Students, staff and the wider community have had input into deciding on the values of our school.



### Learner Qualities Statement

These are the critical skills/attributes we believe our learners will need in the future to be able to utilise the technologies that don't yet exist, be employable for the jobs that don't yet exist, and to solve the problems of the world that don't yet exist.

## Strategic Goal 1

### Curriculum/Teaching and Learning

Continue to foster an inclusive and culturally responsive curriculum that empowers, inspires and cares for ākonga. Highly effective teaching will ensure that our curriculum will nurture well-rounded individuals with strong values and success for all, by providing clear learning pathways and maintaining high expectations.

### Whakawhanaungatanga

We will strengthen relationships with our community through genuine partnership, enabling participation, collaboration, information sharing, and involvement. We will recognise and embrace the language, identity, and culture of all whānau in our school community. We will foster a school culture that emphasises care, leadership, and belonging. We recognise the significance of Te Tiriti o Waitangi as Aotearoa's founding document, promote the awareness of the principles of Te Tiriti o Waitangi and Te Ao Māori, and continue to strengthen, improve, and promote our children's understanding of Te Reo.

At East Taieri School, we recognize that for teaching to be truly effective, it must be grounded in the identity, language, and culture of our whānau. By aligning these areas, we ensure that our high expectations and clear learning pathways are built upon a foundation of genuine partnership and a deep sense of belonging for all ākonga. This unified focus allows us to nurture well-rounded individuals while simultaneously strengthening our understanding of Te Ao Māori and the principles of Te Tiriti o Waitangi in every classroom.

## Annual Targets/Goals

**1.1. Target** - Implement the English & Maths Curriculum, while continuing to deepen our understanding and knowledge of both.

### 1.1. Goals

**1.1.1** - Kaiako will actively engage with the refreshed English and Maths curriculum documents to identify and implement key shifts in pedagogy and content within their termly planning.

**1.1.2** - Kaiako will collaborate within and across their teams to align teaching programs with the new curriculum expectations, ensuring a cohesive learning pathway for all students.

**1.1.3** - Kaiako will use knowledge and understanding from the refreshed curriculum frameworks to design and deliver learning experiences that are explicitly scaffolded to meet the diverse needs of all ākonga.

**1.2. Target** - Accelerate student learning in Reading, Writing & Maths for students whose needs have not yet been met.

### 1.2. Goal - Maths Targets

**a.** To increase the number of students working within Consolidating, Proficient and Exceeding in Maths to 80%.

**b.** To increase the number of Year 2 (2026) students working within, Consolidating, Proficient and Exceeding in Maths to 65%.

**c.** To increase the number of Year 4 (2026) students working within, Consolidating, Proficient and Exceeding in Maths to 75%.

**d.** To increase the number of girls achieving within Proficient and Exceeding in Maths to 20%.

### 1.2. Goal - Māori students

**e.** 77% of our Māori students will be working within, Consolidating, Proficient and Exceeding in Literacy.

	<p><b>1.2. Goal - Specific Cohort</b></p> <p>f. Cohort 1: Year 4 2026</p> <p>i. Reading - Goal 70 - 73%</p> <p>ii. Writing - Goal 70 - 73%</p> <p>iii. Maths - Goal 72 - 75%</p> <p>g. Cohort 2: Senior Tamariki (Yr4-6)</p> <p>i. Maths - To increase the number of students working within Consolidating, Proficient and Exceeding in Maths to 80%.</p> <p>ii. Literacy - 78% of Year 6 students were At or Above the expected level in Writing. To maintain or improve this achievement, we will target a group of students with a specific focus on strengthening spelling skills.</p> <p><b>1.3. Target</b> - Integrate diverse cultural perspectives, including Te Ao Māori and the principles of Te Tiriti o Waitangi, across our school curriculum and practices. Develop and implement culturally responsive teaching practices and initiatives that are inclusive for all students.</p> <p><b>1.3. Goal</b> - Most kaiako are confidently integrating Te Reo and Tikanga Māori into their daily planning and practice, ensuring a learning environment that protects and promotes the mana of all whānau.</p>			
<p><b>What do we expect to see by the end of the year?</b></p>	<ul style="list-style-type: none"> <li>• All kaiako are confidently planning and delivering learning programmes that are explicitly aligned with the refreshed English and Maths curriculum frameworks.</li> <li>• A consistent, school-wide approach to assessment and reporting is established, with kaiako utilising updated achievement descriptors to provide clear "next steps" for all ākonga.</li> <li>• Classroom environments and teaching practices reflect inclusive strategies that support the diverse learning pathways of all ākonga, particularly those in priority cohorts.</li> <li>• Te Ao Māori perspectives and the principles of Te Tiriti o Waitangi are authentically woven into daily classroom life, protecting and promoting the mana of all whānau.</li> <li>• Evidence of regular, collaborative moderation shows a shared understanding of high expectations and a measurable shift in student achievement across the school.</li> </ul>			
<p><b>Planned Actions</b></p>	<p><b>Who is Responsible:</b></p>	<p><b>Resources Required:</b></p>	<p><b>Timeframe:</b></p>	<p><b>Measures/Evidence for Success:</b></p>
<p><b>1.1. Target</b> - Implement the English &amp; Maths Curriculum, while continuing to deepen our understanding and knowledge of both.</p> <p><b>1.1. Goals</b></p> <p><b>1.1.1</b> - Kaiako will actively engage with the refreshed English and Maths curriculum documents to identify and implement key shifts in pedagogy and content within their termly planning.</p> <p><b>1.1.2</b> - Kaiako will collaborate within and across their teams to align teaching programs with the new curriculum expectations, ensuring a cohesive learning pathway for all students.</p>				

**1.1.3 - Kaiako will use knowledge and understanding from the refreshed curriculum frameworks to design and deliver learning experiences that are explicitly scaffolded to meet the diverse needs of all ākongā.**

<p>Continue to build an understanding of the refreshed and updated Te Mātaiaho (The New Zealand Curriculum - NZC) with kaiako.</p>	<p>Principal and Deans Literacy Lead Teacher Maths Lead Teacher MoE - Curriculum Advisors Teachers</p>	<p>MOE curriculum refresh website/webinars Staff/team meetings Self-directed PLD session on Education LMS Curriculum Day/Teacher Only Day in May</p>	<p>Terms 1-4</p>	<p>Our curriculum actively reflects Te Mātaiaho and our communities' priorities for their tamariki and local tangata whenua priorities for our kura. Increased teacher knowledge and understanding of Te Mātaiaho (NZC).</p>
<p>Continue working with Rob to develop our maths programme and align it with the new maths curriculum.  Review &amp; refine assessment practices in maths.</p>	<p>Principal and Deans Robb Proffitt-White (PLD consultant) Maths Lead Teacher Maths Team Teachers</p>	<p>PLD allocation in the 2026 school budget for maths Maths team working with Rob Collaboration with Elmgrove Lead Teacher release Termly workshops Online sessions with Rob</p>	<p>Terms 1-4</p>	<p>Maths planning is consistent and coherent across the school. Enhanced pedagogical knowledge and approaches for all kaiako. Streamlined approach to assessment in maths Stocktake of current practices &amp; next steps planned.</p>
<p>Upskilling and understanding of the new English curriculum. Integration of structured literacy (BSLA) into our literacy programme.</p>	<p>Principal and Deans Literacy Lead Teacher Impact Ed - PLD support MoE - Curriculum Advisors Teachers</p>	<p>Impact Ed - PLD support MOE curriculum refresh website/webinars Staff/team meetings Lead Teacher release PLD allocation in the 2026 school budget for English</p>	<p>Terms 1-4</p>	<p>All kaiako can articulate the key shifts in the refreshed English curriculum and how these are being integrated into their daily literacy programmes. There is a cohesive, school-wide approach to literacy instruction, ensuring that ākongā experience a clear and continuous learning pathway as they move through the school.</p>
<p>Continue to increase our teacher knowledge of effective</p>	<p>Principal and Deans Curriculum Leads</p>	<p>Professional development in the use of the SMART</p>	<p>Term 1-4</p>	<p>Shift in classroom practice verified through observations</p>

<p>pedagogy and assessment for learning</p> <p>Continue to review and refine all of our assessment practices and to ensure a consistent approach across the school</p> <p>Continue to develop a deep understanding of the assessment tools and to use them for formative and summative purposes</p>	<p>MoE - Curriculum Advisors Teachers</p>	<p>assessment tool - MoE</p>		<p>and reflections.</p> <p>Completion of a school-wide assessment schedule and evidence of cross-team moderation.</p> <p>Data-entry completion 100% on time; planning documents clearly show data-informed instruction.</p> <p>Ākonga can articulate their own achievement levels.</p> <p>Analysis of summative data shows reduced achievement gaps for priority learner groups through targeted, evidence-based interventions.</p>
<b>Planned Actions</b>	<b>Who is Responsible:</b>	<b>Resources Required:</b>	<b>Timeframe:</b>	<b>Measures/Evidence for Success:</b>
<p><b>1.2. Target - Accelerate student learning in Reading, Writing &amp; Maths for students whose needs have not yet been met.</b></p> <p><b>1.2. Goal - The targets as listed above.</b></p>				
<p>Teachers to complete their class information and progress tracking (identification of target students)</p>	<p>All teachers Shared with Principal Supported by SENCO and LSC</p>	<p>Guidelines for identification of the learners Priority &amp; target students identified by Week 3 Evidence of ongoing progress tracking</p>	<p>Term 1-4</p>	<p>Systems and processes are established to measure and report on individual and kura wide student progress. Ākonga tracking shows accelerated progress</p>
<p>Ākonga who are working below their expected level to be reported to the Deans, SENCO &amp; LSC and put on the learning support register (LSR)</p>	<p>Principal and Deans SENCO LSC Teachers</p>	<p>LS register SENCO / LSC Time</p>	<p>By week 3 of T1 Term 1-4</p>	<p>Kaiako are consistently teaching and assessing tamariki, and reporting this clearly to whānau. Kaiako are using assessment (both summative and</p>

				formative) to inform planning.
Kaiako to meet within teams, share progress tracking.	Principal and Deans SENCO LSC Teachers	Minutes from each meeting Class Description	Term 1-4	Kaiako are using assessment (both summative and formative) to inform planning. Systems and processes are established to measure and report on individual and kura wide student progress.
Kaiako to plan an approach to accelerate learning with support from team members - RTLB/Ministry/PLD support where required	Principal and Deans SENCO LSC Teachers MoE Learning Support field staff RTLB field staff	Planning approach for target students Budget for PLD Ākonga progress Class Info & Progress Tracking Team meetings / SLT	Term 1-4	Kaiako are using assessment (both summative and formative) to inform planning. Systems and processes are established to measure and report on individual and kura wide student progress.
Teams to monitor progress of ākonga and report at least once a term.	Principal and Deans SENCO LSC Teachers	Data/evidence Ongoing team and SLT Minutes 2026 Class Info & Progress Tracking Priority learner post on HERO Week 9	Week 9 of each term	Systems and processes are established to measure and report on individual and kura wide student progress.
SENCO/LSC & Leadership Team - ongoing monitoring of student progress and support for kaiako. Mid year & End of year Achievement Data to BoT, Community & Staff	Principal and Deans SENCO LSC Teachers Board of Trustees	Time. Budget for support resources.	Terms 1-4	School wide data reflects the effectiveness of the planned interventions/programmes for accelerated learning. Kaiako are using assessment (both summative and formative) to inform planning. Systems and processes are established to measure and report on individual and kura wide student progress.

Rich programmes embedded to support and extend our diverse learners	SENCO LSC Deans Kaiako Teaching Assistants MoE Learning Support (e.g., SLT, SEA, OT)	People - SENCO, LSC and experts. Te Mātaiaho (NZC) refreshed curriculum documents and inclusive practice guides. Scheduled termly review meetings and PLD release time. HERO (SMS). Use of assessment tools like SMART or PAT.	Term 1-4	A developed and refined tracking system is being used effectively to monitor progress. Evidence of learning recorded. Termly review of programmes. Kaiako are clear and confident about the learning that matters within our local curriculum, and access and utilise it easily with ākongā.
Planned Actions	Who is Responsible:	Resources Required:	Timeframe:	Measures/Evidence for Success:
<p><b>1.3. Target</b> - Integrate diverse cultural perspectives, including Te Ao Māori and the principles of Te Tiriti o Waitangi, across our school curriculum and practices. Develop and implement culturally responsive teaching practices and initiatives that are inclusive for all students.</p> <p><b>1.3. Goal</b> - Most kaiako are confidently integrating Te Reo and Tikanga Māori into their daily planning and practice, ensuring a learning environment that protects and promotes the mana of all whānau.</p>				
Te Reo and Te Ao Māori will be integrated across the school and kaiako will continue to upskill in this area. Weave the use of Te Reo Māori and Tikanga within daily school life, ensuring it is used with purpose and respect in all settings.	Principal and Deans Lead Teachers Māori MAC Liaison	Whānui hui group MAC (Māori Achievement Collaborative) Weekly TA sessions developing knowledge of Te Reo Māori.	T1-4	Daily karakia and waiata. All ākongā have a pepeha and are working towards presenting it. Weekly mahi tahi sessions across the school. An active kapa haka group in each team across the school. Principal and Lead Teacher Māori attend MAC sessions and work with the facilitator. Te Reo Māori is heard and seen naturally throughout the kura, and tikanga is practiced with confidence by staff and students alike. Kaiako understand how Te Tiriti

				can inform and guide their practice, consistently designing learning that upholds the mana of ākonga Māori and their whānau.
Hui with Whānau Māori to enable their voice to guide and inform school decision-making and strategic direction.	Whānau All staff Lead teachers MAC liaison	Whānau hui Lead teachers of Māori MAC liaison Staff meetings	Terms 1-4 Specific whānau hui times (to be set)	Our school curriculum will reflect and incorporate Mātauranga Māori, Te Reo Māori, Te Ao Māori & Tikanga. Whānau report a strong sense of partnership, feeling that their aspirations for their tamariki are heard and acted upon. Our school environment embodies the relationship between Māori and all cultures, where Māori identity is visible, celebrated, and valued as a foundation of our school.
Collaborate with local mana whenua to research and articulate a cultural narrative that reflects the history, landmarks, and kōrero of the Taieri, ensuring our school identity is grounded in its unique place within this landscape. Foster authentic partnerships with local iwi and hapū to ensure local pakiwaitara (stories) and history are central to our school identity.	Whānau Mana whenua Principal and Deans Lead Teachers Māori MAC Liaison Teachers	Cultural Narrative alongside Elmgrove School	Term 2-4	Our local history is a lived part of our curriculum, with ākonga and kaiako demonstrating a deep connection to the land and its stories.

<p>All cultures within our school will be celebrated.</p> <p>Review school the environment and logos/images/branding to ensure the visual and physical landscape of the school reflects our community.</p> <p>Facilitate opportunities where whānau from all backgrounds are invited to lead learning, sharing their unique knowledge, traditions, and expertise.</p> <p>Strengthen communication pathways to ensure that language or cultural differences are never a barrier to whānau engagement and partnership.</p>	<p>Principal and Deans Lead Teachers Māori MAC Liaison Teachers Whānau</p>		<p>Terms 1-4</p>	<p>Whānau report a strong sense of partnership, feeling that their aspirations for their tamariki are heard and acted upon. Our school environment embodies the relationship between Māori and all cultures, where Māori identity is visible, celebrated, and valued as a foundation of our school. Every child sees their culture reflected in the school environment and curriculum, fostering a profound sense of place and belonging. Whānau from all cultures report feeling empowered and informed, participating actively in the life and direction of the school.</p>
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<h2>Strategic Goal 2</h2>	<p><b>Wellbeing</b> Continue to foster a school culture that places the wellbeing of kaiako and ākongā at the forefront. This culture will be characterised by positive relationships, a profound sense of belonging, a secure and nurturing environment, and a commitment to strong core values.</p> <p><b>Engagement</b> Regular attendance at school is important to the success of ākongā and there is a clear connection between academic outcomes and overall wellbeing. Making sure that ākongā attend school regularly is a shared responsibility between whānau and school.</p> <p>At East Taieri School, we believe that student wellbeing and school engagement go hand-in-hand. When our tamariki feel safe, included, and connected to their school, they are much more likely to attend regularly and participate fully in their learning. By bringing the two goals of wellbeing and engagement together, we can use our data to see the full picture. This helps us move beyond just tracking attendance numbers to actually addressing the underlying factors of belonging and school culture that keep our students engaged and coming to school every day.</p>
<h2>Annual Targets/Goals</h2>	<p><b>2.1. Target</b> - Develop and implement a comprehensive wellbeing programme (or initiatives) for both ākongā and kaiako/kaimahi to support social emotional learning, a sense of belonging and improves wellbeing.</p> <p><b>2.1. Tamariki Goal</b> - By the end of the year, increase to 90+% of students “agreeing” across 5 wellbeing indicators (I feel happy at school - T1=78%; I like school - T1=77%; I feel safe at school = 83%; I have friends at school - T1=90%; I feel good about myself - T1=85%).</p> <p><b>2.2. Kaiako/kaimahi Goal</b> - By the end of the year, make a positive improvement in their overall wellbeing.</p> <p><b>2.2. Target</b> - Embed our strong core values and learner qualities throughout the curriculum, fostering discussions, tasks, and lessons that emphasise and reinforce these values within the school community.</p> <p><b>2.2. Goal</b> - In end-of-year student focus groups, 80% of ākongā can identify and describe how the <b>East Taieri Learner Qualities</b> are used in their daily classroom practice.</p> <p><b>2.3. Target</b> - Regular school attendance is important for students to achieve their educational potential. The government target is that 80% of students will be regularly attending school by 2030.</p> <p><b>2.3. Goal</b> - East Taieri School had 69% (T4, 2024 to T3, 2025) regular attendance and has set a <b>target of lifting regular attendance to 75% by the end of 2026.</b></p>
<h2>What do we expect to see by the end of the year?</h2>	<ul style="list-style-type: none"> <li>• Data from Linewize Pulse for Staff and student wellbeing check-ins show a measurable increase in students and staff reporting a strong sense of belonging and safety, and wellbeing.</li> <li>• The East Taieri Learner Qualities and Values are visible in daily classroom practice and articulated by students as part of their academic and social-emotional toolkit.</li> <li>• A shift in attendance data toward the 75% "regular attendance" target, supported by a clear and active Attendance Management Plan.</li> <li>• A fully functional Tuakana-Teina system where student leaders proactively foster inclusive play and social skills during break times.</li> </ul>

	<ul style="list-style-type: none"> <li>Completion of Physical Environment Audit actions, resulting in the transformation of identified "hot spots" into welcoming, student-led spaces.</li> <li>A unified approach to student wellbeing where kaiako, deans/principal, and whānau use shared data to provide early, targeted support for social and academic needs.</li> </ul>
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Planned Actions	Who is Responsible:	Resources Required:	Timeframe:	Measures/Evidence for Success:
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**2.1. Target** - Develop and implement a comprehensive wellbeing programme (or initiatives) for both ākonga and kaiako to support social emotional learning, and a sense of belonging.

**2.1. Tamariki Goal** - By the end of the year, increase to 90+% of students “agreeing” across 5 wellbeing indicators (I feel happy at school - T1=78%; I like school - T1=77%; I feel safe at school = 83%; I have friends at school - T1=90%; I feel good about myself - T1=85%).

**2.2. Kaiako/kaimahi Goal** - By the end of the year, make a positive improvement in their overall wellbeing.

Facilitate a wellbeing check in for ākonga each term (T1-Wk7; T2-Wk5; T3-Wk5; T4-Wk5). Responses are recorded and data from this is used by the Leadership Team to analyse. Identified concerns to be followed up by the Leadership Team.	Principal Deans Teachers	Wellbeing template for each year group / team.	Term 1 (Wk7) wk5 and Term 4	A complete longitudinal data set showing positive percentage shifts in student responses each term to track wellbeing progress. Analysis reports that identify specific trends and at-risk groups to directly inform targeted classroom interventions. Student feedback leads to visible improvements to their wellbeing.
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Investigate how we can use Linewize Pulse for Staff as a diagnostic tool for monitoring and responding to staff wellbeing trends.	Principal Deans Teachers All staff	Linewize Pulse for Staff: A quick check-in tool designed to gain insights into staff wellbeing and proactively address the school's unique needs.	Term 2, 3, 4	Staff have a positive recording/response of wellbeing at East Taieri. Staff feel that they can share their concerns about issues causing low wellbeing. Staff have strategies or means to improve / enhance their wellbeing.
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Continue to refresh Play is the Way philosophy across the school	Matua Brent Lisa A Supported by Principal, Deans and Teachers	Upskill kaiako Equipment PE & Health Curriculum and Teacher Play is the Way books and resources	Terms 1-4	Seeing/Hearing PITW in class and in the playground Decrease in negative behaviour Consistency across the school Building relationships across the school
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CRT option to work from home on extra CRT day	Principal Deans Teachers	MOE Funded	Term 1-4	Greater sense of wellbeing. Increased work/life balance. Feeling valued.
The Student Council is supported to develop a "tuakana-teina" mentoring system where older students are trained to support younger students in developing social skills and inclusive play during break times.	Principal Deans	Principal to provide the initial training to the Student Council. A structured program to teach older students "soft skills," such as active listening, conflict resolution, and how to encourage inclusive play. High-visibility vests, badges, or specific caps so younger students can easily identify the "Tuakana" mentors on the playground. Dedicated "inclusive play" kits (balls, loose parts, or board games) that mentors can use to engage younger students who might be feeling left out. Pocket-sized cards for mentors featuring "Play is the Way" language or ice-breaker questions to help them start conversations.	Term 2-4	Ākonga can articulate how our core values help them grow, showing increased confidence and resilience in both their learning and their social interactions.
Principal to conduct a "Physical Environment Audit" with student leaders to identify "hot spots" in the school that feel less safe or welcoming, and create an action plan to beautify or improve those areas.	Principal The Student Council Deans Teachers	Dedicated time during the school day for the Student Council to walk the grounds and conduct the audit. Time for the Principal and Deans to facilitate the sessions and synthesize the students' findings into a formal report. Templates or digital forms for students to record observations, take photos, and "map" the hot spots. Financial resources to make improvements to the physical environment.	Term 3-4	Audit completed and action plan implemented. Students report increased feelings of safety and pride in the school's physical environment during follow-up check-ins.
Proactively maintain, manage, and enhance our property to ensure that East Taieri School	Principal Board of Trustees Deans	Principal and Board of Trustees to oversee the 10 YPP and 5YA and ensure alignment with Ministry of Education (MoE) requirements.	Term 2-4	Our kura will be a well maintained and healthy environment and we will continue to ensure that we have excellent and up to date

provides an attractive and healthy environment for tamariki, whānau and kaiako.	Teachers	Caretaker as the primary resource for day-to-day maintenance, repairs, and the physical execution of "beautification" projects. Kaitiaki Ropu (student environmental group). Clear, welcoming, and culturally responsive signage (Te Reo Māori/English) to ensure the environment is safe and inclusive. Resources for "green" enhancements, such as native plants, mulch, and waste management systems (composting/recycling bins).		facilities. All scheduled projects within the 5-Year Property Plan are completed on time and within budget. Positive feedback from whānau regarding the school's physical environment and its reflection of the school's cultural identity. Kaiako report that the physical environment (classrooms and shared spaces) effectively supports their teaching and wellbeing. Prospective parents specifically mention the 'attractive and well-maintained' grounds as a factor in choosing the school.
<b>Planned Actions</b>	<b>Who is Responsible:</b>	<b>Resources Required:</b>	<b>Timeframe:</b>	<b>Measures/Evidence for Success:</b>
<p><b>2.2. Target</b> - Embed our strong core values and learner qualities throughout the curriculum, fostering discussions, tasks, and lessons that emphasise and reinforce these values within the school community.</p> <p><b>2.2. Goal</b> - In end-of-year student focus groups, 80% of ākongā can identify and describe how the <b>East Taieri Learner Qualities</b> are used in their daily classroom practice.</p>				
Standardise and embed the use of Learner Quality pathways in all planning and classroom practice to ensure shared expectations for all ākongā.	Principal Deans Teachers	Learner Qualities pathway developed and refined Team meeting times Staff meeting Unit planners	Terms 1-4	Learner qualities are reflected in planning and practice Split screens displaying learner qualities Ākongā and kaiako have shared language and expectations around our learner qualities
School values reflected and celebrated in all aspects of school life	Principal and Deans Classroom Teachers	Certificates at assembly Posters around the school E Day Book Values discussed and unpacked in the school newsletter	Term 1-4	Ākongā know and understand what our school values are Ākongā consistently display our values Kaiako model school values and maintain high expectations for all ākongā
<b>Planned Actions</b>	<b>Who is</b>	<b>Resources Required:</b>	<b>Timeframe:</b>	<b>Measures/Evidence for Success:</b>

	Responsible:			
<p><b>2.3. Target</b> - Regular school attendance is important for students to achieve their educational potential. The government target is that 80% of students will be regularly attending school by 2030.</p> <p><b>2.3. Goal</b> - East Taieri School had 69% (T4, 2024 to T3, 2025) regular attendance and has set a <b>target of lifting regular attendance to 75% by the end of 2026.</b></p>				
<p>Strengthen the 'Home-School' connection by sharing regular, positive updates on student learning and classroom life that make ākongā want to be present.</p> <p>Implement a positive focus on attendance and celebrate high levels of engagement and improved attendance patterns across the kura.</p>	<p>Principal Deans Teachers</p>	<p>Newsletter articles in Hail. Learning posts on Hero. Mid-year and end-year reports. Whānau Connect evenings. Parent information evenings. Positive phone calls made by Tumuaki to whānau to celebrate their tamariki. Mid Year interviews and 3 way conferences. Open door policy with kaiako. Sharing of attendance data.</p>	<p>Terms 1-4</p>	<p>Whānau report feeling more connected to the daily life of the school, viewing attendance as a vital foundation for their child's wellbeing and success. Ākongā feel a strong sense of purpose in coming to school, understanding how their presence contributes to their own growth and the class community.</p>
<p>Develop and refine an Attendance Management Plan that emphasizes early support and clear communication over punitive measures.</p>	<p>Principal Deans Teachers Office Administration Team</p>	<p>AMP (revised and updated as needed). AMP published on the school website. Communication with whānau about the AMP and support that can be offered to improve attendance. Clear process for staff to follow when student attendance crosses the STAR thresholds. Students crossing thresholds are discussed at each leadership team meeting. High level attendance analysis is provided to the Board at each meeting. All staff are made aware of the weekly attendance data.</p>	<p>Terms 1-4</p>	<p>Whānau and school work as partners, identifying and removing barriers to attendance before they impact learning. East Taieri School will have achieved the target of lifting regular attendance to 75% by the end of 2026.</p>