

**Summary of the plan**

Our 3 main foci this year continue on with the focus on; School wide Literacy and Numeracy, achievement and attendance. Building on improvements from 2025 and looking at maintaining the focus of doing the basics well.

**Where we are currently at:**

In 2025 we made some improvements in student achievement at Level 2 of NCEA. This year we are looking at again developing our staff's abilities in literacy provision; as well as maintaining the numeracy focus of last year. Staff will also have literacy focused professional development. The improved focus on tracking our NCEA akonga, via a dedicated Deputy Principal of Data and assessment should result in a better knowing of what we need to focus on to meet the learners needs - the goal centres around our learners and their pathway - the first step is the successful attainment of the Literacy /Numeracy Common Assessment Activity (CAA) requirement. akonga will be assessed when ready. To this end, we will again make use of the digital resource (Estudee), which should help Seniors achieve the CAA, but also assist us to assess when learners are ready. Our 7&8 department is also continuing with their PLd for the new numeracy and literacy changes specific to those year groups. We will also be adopting the Student Monitoring, Assessment and Reporting Tool (SMART) to assist us with reporting progress for our years 7-9 akonga. We will attempt to use the SMART Tool for longitudinal tracking: Using it to not only report progress but to create longitudinal data goals for Year 7-9 akonga. This would help identify exactly where learners stall before they reach the high-stakes CAA assessments in Year 10.

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

Literacy focus:

- Literacy at the most basic level enables individuals to understand, interpret, and engage with the principles of Te Tiriti o

Waitangi.

- Through literacy, our akonga can access the treaty, including Maori viewpoints and those of other Treaty partners. Understanding these perspectives is essential for appreciating the complexities and ongoing significance of Te Tiriti.
- Literacy also facilitates communication between different communities, fostering a more inclusive and informed discussion about the treaty's principles and their application in Aotearoa in 2025.

Numeracy Focus;

- Numeracy skills at the most basic level are essential for understanding the statistical data relevant to the implementation of Te Tiriti o Waitangi.
- Numeracy enables individuals to analyse disparities and inequalities between Maori and non-Maori populations in areas such as education, healthcare, employment, and representation.

Attendance:

- Attendance is crucial for fostering a culturally responsive learning environment that honours the principles of Te Tiriti o Waitangi.
- Regular attendance ensures that akonga, both Maori and non-Maori, have equitable access to educational opportunities and resources, which is fundamental to the principle of partnership.
- Attending school regularly also promotes cross-cultural understanding and respect among akonga, contributing to the principle of mutual respect and cooperation outlined in Te Tiriti.
- Additionally, high attendance rates in school can lead to better outcomes for Maori akonga, reducing disparities and ensuring that all learners have the opportunity to fulfil their potential, thus aligning with the treaty's principles of equity and social justice.

In both the numeracy and literacy foci, we are using data to better meet the needs of akonga who are low in these areas. We have both specialist Numeracy and Literacy classes to better support the learners at their appropriate level ensuring they are able to access the learning. Our learning support network also works alongside akonga to grow their abilities in a mana enhancing way.

We are increasing our engagement with Raukawa, incorporating karakia and tikanga specific to our rohe within the everyday practices of our kura, celebrating our Place and the purakau/stories of our rohe. akonga will have increased opportunities to explore local places as part of their Putaruru College education.

### **Strategic Goal 1**

75% of Year 12 akonga gain NCEA Level 2.

So that they can leave school with a foundational qualification that can lead to better future outcomes. Whether it be employment or higher education.

**What do we expect to see by the end of the year?**

The aim is to have clear pathways for our learners as a base step in their learning journey.

The expectation is that our Level 2 learners have a future focused pathway mapped out so that they can see where they are going not only for year 12 but also for year 13 and beyond.

Better tracking of individual student data will help us support akonga towards their career goals.

Better tracking of individual student data will also help us support whanau in guiding their child into their future.

Better tracking of progress throughout the year so as to better be able to support the student during the year.

Departments will also be included in this tracking so we can identify areas of pressure on student learning.

Specific actions include;

- The DP of Achievement and Assessment establishes the tracking system and completes initial data entry for all Year 12 and priority akonga to identify their starting credit counts.
- The DP of Achievement and Assessment conducts the first termly analysis; teachers attach a narrative for akonga off-track, and plans are made with whānau to address credit gaps.
- The Careers Coordinator begins "future-focused conversations" with Year 12 & 13s to ensure their current achievement aligns with their intended 2027 pathways.
- Term 4; Final statistical analysis of Year 12 achievement is completed; the DP of Achievement reviews the narratives for all priority learners to gauge the success of support measures.

Actions	Who	Resources	Timeframe	Measures
Tracking system implemented	Deputy Principal Achievement and assessment.	Time	Termly analysis of where akonga are at - plans made with student/ whanau/teachers to progress forward.	Statistical data for each learner A narrative attached for each learner in year 12. Yr 13s engage in a future focus

				conversation with Careers coordinator.
<p><b>Strategic Goal 2</b> 75% of Year 10 akonga, inclusive of high priority learners, achieve the CAA. *The CAA is the current baseline qualification, foundational to NCEA achievement.</p>				
<p><b>What do we expect to see by the end of the year?</b>  A system of tracking and assessment in years 7-10 to establish who we identify as ready for the CAA assessments. This identification process will also highlight areas of potential weakness in our teaching methods and should lead to improvements in this space as well.  We will have robust evidence of achievement levels about each year level and the learning gaps as akonga progress through the school.  We will continue to explore accelerating literacy and numeracy options for our identified 'below' level learners.  Formalise "Readiness" Criteria for CAA: To improve assessment accuracy, develop a clear rubric for "readiness" based on a range of performance and pre-test data and overall teacher judgements. This prevents premature assessment and makes more likely the 75% target being met by akonga who are genuinely prepared.  Specific actions include;</p> <ul style="list-style-type: none"> <li>● Year 7–10 teachers use existing data (term 4 end of year testing) to determine current literacy and numeracy sub-levels and outline progress expectations</li> <li>● Teachers (9–13) use data to identify akonga "ready to assess" for the first CAA window.</li> <li>● Term 2; 7–10 teachers conduct Term 2 testing and review SMART tool data to identify akonga who have not yet moved one curriculum sub-level.</li> <li>● Term 4; Year 7–10 teachers complete end of year testing to determine if the 80% target (progressing two sub-levels) has been met.</li> </ul>				
<b>Actions</b>	<b>Who?</b>	<b>Resources</b>	<b>Timeframe</b>	<b>Measures</b>
Regular pre and post	7-8 Core teachers	DP assessment and	Term by term analysis	Statistical data for each

tests Central storage available for all teachers to access and use to plan effectively Assessment data monitored by DP	Yr 9-10 teachers	achievement	of who we think is ready to sit the CAA (7-10) based on OTJ and data.	learner A narrative attached for each learner in years 7 - 10.
<p><b>Strategic Goal 3</b> 80% of our Yr 7-10 learners demonstrate progress in reading, writing and numeracy *Once reporting progressions are finalized we will better be able to track this improvement. Reporting progressions will enable us to better track their progress enabling acceleration interventions where needed.</p>				
<p><b>What do we expect to see by the end of the year?</b> With more accurate tracking of data, and focused improvement strategies, we plan to track improvement. Where there is not the expected level of improvement a more detailed investigation will ensue to help highlight barriers, and appropriate measures taken place to aid learning. This year will be the implementation year. By the end of the year we will be better able to gauge resourcing and staffing requirements for the accelerated learning that will be needed. Strengthen Pre and Post-Test Analysis: Regular pre and post-tests to establish CAA readiness with tests directly mapped to the curriculum sub-levels . "Improvement" is measured by specific skill acquisition rather than just passing or failing a test. Specific actions include;</p> <ul style="list-style-type: none"> <li>• DP achievement and assessment inputs baseline data into the SMART tool for all Year 7–9 akonga to begin longitudinal progress tracking.</li> <li>• For akonga not showing expected improvement, the DP of Achievement leads a "detailed investigation" to highlight specific learning barriers and re-allocate resources for accelerated learning.</li> <li>• Term 4; Year 7–10 teachers complete end of year testing to determine if the 80% target (progressing two sub-levels) has been met.</li> </ul>				
Actions Regular tracking of	Who? 7&8 Core teachers	Resources	Timeframe	Measures

junior akonga. Pre and Post test analysis across departments (especially Math and English)	9-10 teachers		Termly analysis and tracking of progress across subjects.	End of term evaluation and reporting.
<p><b>Strategic Goal 4</b> 60% of our akonga attending 90-100% by the end of term 4. This will enable the akonga to take full advantage of every opportunity schooling offers.</p>				
<p><b>What do we expect to see by the end of the year?</b> A realistic benchmark for a full year. A story behind the attendance for all akonga below this target. Exploring strategies to enhance attendance involving the student, whanau, community agencies and school. Integrate Attendance "Stories" with Academic Achievement: The plans aim for a "story behind the attendance" for akonga below target, We will correlate attendance narratives with academic progress narratives. This would allow the Pastoral Team and the DP of Achievement to see if specific attendance patterns (like the newly added focus on lateness) have a direct, quantifiable impact on literacy and numeracy sub-level growth. Specific actions include;</p> <ul style="list-style-type: none"> <li>● Term1; The Attendance Officer and Pastoral Team identify akonga who finished 2025 with less than 90% attendance to initiate early "stories behind the attendance" conversations with whānau.</li> <li>● All year (Attendance/Lateness): The Pastoral Team implements specific "lateness" monitoring strategies and maintains collaboration with external agencies (e.g., Rock on, TCROSS) for persistent non-attenders.</li> <li>● A termly analysis of attendance data is presented to the board, focusing on the effectiveness of strategies used for akonga in the 80–90% bracket.</li> <li>● Term 4; The Attendance Officer compiles the final 90–100% attendance data and completes the "stories" for all akonga who remained below the 60% target to inform 2027 planning.</li> </ul>				
Actions	Who?	Resources	Timeframe	Measures

Close monitoring of attendance Focus on lateness	Attendance officer Pastoral Team	Rock on Police OT TCOSS	Day by day tracking Week by week monitoring Termly analysis	Attendance data vs achievement data
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