



Buckland School Strategic and Annual Implementation Plan

2026

Mission Statement

Buckland School is committed to providing quality education that engages all students fully in a wide range of learning experiences that will assist them in preparing for the challenges of the future.

Be Lifelong Learners

- Motivated and enthusiastic about learning
- Be Literate & numerate
- Be IT capable & confident
- Able to think critically & creatively
- Be an informed decision maker

Relate Well to Others

- Use communication tools effectively in a range of situations
- Accept diversities
- Be proud of own and others' achievements

Our Vision for Learning at Buckland School

Be Active Participants

- Participate in a range of social, cultural, physical and intellectual activities
- Contribute to the well-being of self, others and the environment.

Have High Self Esteem

- Be confident
- Take risks and challenge self to solve problems and adapt to new challenges.
- Be independent
- Show courage
- Strive for excellence in all areas

Strategic Plan

Vision Statement: (Refer Regulation 7 (a))

Buckland School is committed to providing quality education that engages all students fully in a wide range of learning experiences that will assist them in preparing for the challenges of the future.

Summary of the information used to develop this plan/How did you create this plan (Refer Regulation 7 (c))

- ERO and School evaluation 2025, using the School Improvement Framework, identified areas of strength and agreed on priorities for the future that could be strengthened. These priorities are included in our strategic goals for 2026.
- Consecutive Board Surveys for whaanau and staff from 2022 - 2025 have gained views on local curriculum, aspirations, expectations and ideas for the school.
- Data gathered from staff and students and whaanau on strengths/needs for the future in regards curriculum requirements and assessment.
- Evaluation of our 2025 Annual plan and new Government priorities: Attendance and Achievement.
- Goals from the Ngaati Tamaoho education plan Te Ara Maatauranga o Ngaati Tamaoho.
- Data gathered on levels of our students, leading to staff agreement and consistency of gaining further knowledge and use throughout the school of the BSLA Structured Literacy approach, the 2025 English curriculum and the use of Mathematics No Problem resources to support the 2025 Mathematics curriculum expectations.

<p>Strategic Goals <i>These are your priorities for improvement which have been identified through your community consultation, your data and/or your ERO evaluations. You can have as many strategic goals as you need.</i></p> <p>Refer Regulations 7(1)(b)</p>	<p>Which Board Primary Objective does this strategic goal work towards meeting? <i>These are set out in Section 127 of the Education and Training Act 2020.</i></p> <p>Refer Regulations 7(1)(b)</p>	<p>Links to Education requirements <i>This includes National Education Learning Priorities, education strategies or plans and curriculum statements.</i></p> <p>Refer Regulations 7(d)</p>	<p>What do you expect to see? <i>What is the anticipated result of successful completion of your Objectives - at the end of 3 years.</i> <i>What evidence will you see of this?</i> <i>What shifts and changes to teachers' and leaders' practices, and learner outcomes do you expect to see as a result of the goals set and actions you will take?</i></p> <p>Refer Regulations 7(g)</p>	<p>How will we achieve or make progress towards our strategic goals? <i>What high-level tangible steps will you take that will work towards achieving your strategic goals - these will then be broken down into more detail in the annual implementation plans.</i> <i>These must be based on the identities, needs and aspirations or your school community.</i> <i>Some of these need to show giving effect to Te Tiriti o Waitangi and identifying and catering to students whose needs have not yet been well met.</i></p> <p>Refer Regulations 7(e), 7(f)</p>	<p>How will you measure success? <i>You might want to consider: How will you know how well you have achieved your goals? How will you evaluate impact and learn about what worked, why it worked and what to do next? What success indicators/tools/rubrics will you use to measure the shifts in practice and changes to learner outcomes? What sources of evidence will you gather to support your evaluation? Who will be involved in gathering and making sense of the evidence?</i></p> <p>Refer Regulations 7(g)</p>
<p>To continue to embed teaching and learning practices that promote te ao Maaori and support learner success, with a lens on Maaori learners.</p>	<p>All of section 127 (1) applies: (a) every student at the school is able to attain their highest possible standard in educational achievement; and (b) the school— (i) is a physically and emotionally safe place for all students and staff; and (ii) gives effect to relevant student rights set out in this Act, the New Zealand Bill of Rights Act 1990, and the Human Rights Act 1993; and</p>	<p>NELP Priorities 1, 2, 3, 4, 5, 6. Te Maataiaho and the Common Practice Model The Te Maataiaho Implementation support packs The Literacy and Communication and Maths Strategy. Attendance and Engagement Strategy</p>	<p>The school will be giving effect to Te Tiriti o Waitangi Aakonga and whanau will have a strong sense of belonging and see their identity, language and culture exhibited in the school. All our aakonga will have high self-esteem and feel valued and positive about their learning. There will be positive reciprocal relationships between home and school where all feel able to approach each other.</p>	<p>Staff will be given opportunities to become knowledgeable about the principles of Te Tiriti o Waitangi. The school will align itself with the goals of the Ngaati Tamaoho strategic plan. The school will continue to strengthen positive and reciprocal relationships with Ngaati Tamaoho, local marae and whaanau and will be supported. A schoolwide te reo plan will be followed. New curriculum documents will be explored.</p>	<p>Target group of students will be identified and monitored and shifts in attendance, engagement, involvement, academic and social areas will be measured. Staff and aakonga survey on how well our school values are being exhibited will be undertaken. A NZCER Well-Being survey will be used for older students and results analysed.</p>

	<p>(iii) takes all reasonable steps to eliminate racism, stigma, bullying, and any other forms of discrimination within the school; and</p> <p>(c) the school is inclusive of, and caters for, students with differing needs; and</p> <p>(d) the school gives effect to <u>Te Tiriti o Waitangi</u>, including by—</p> <p>(i) working to ensure that its plans, policies, and local curriculum reflect local tikanga Māori, mātauranga Māori, and te ao Māori; and</p> <p>(ii) taking all reasonable steps to make instruction available in tikanga Māori and te reo Māori; and</p> <p>(iii) achieving equitable outcomes for Māori students.</p> <p>Section 164 Teaching and Learning Programmes</p> <p>Section 165 Monitoring of and reporting on student performance.</p>	<p>Wellbeing in Education Strategy</p> <p>The New Zealand Child and Wellbeing Strategy</p> <p>Ka Hikitia – Ka Hapaitia</p> <p>Tau Mai te Reo The Action Plan for Pacific Education 2020 – 2030</p> <p>NZSTA’s guidance for giving effect to Te Tiriti o Waitangi.</p>	<p>Whaanau are involved in supporting their children’s regular attendance and well-being leading to positive academic gains.</p> <p>The school will be providing an increasing amount of te ao Maori, te reo and tikanga for learners/aakonga.</p> <p>Teacher knowledge of the history of the local area, its people and stories, continues to increase and they are confident to teach the revised Aotearoa NZ Histories curriculum strand.</p>	<p>Teachers and leaders will have the opportunity to work together to strengthen internal evaluation processes through moderation and observation which will lead to school-wide processes that identify what is working for groups of students e.g. Maaori, Pasifika, Additional needs students.</p> <p>Activities, EOTC opportunities and school-based events will be planned to further develop te ao Maori, te reo and tikanga.</p>	<p>Records will be kept by teachers of whaanau engagement in school events and learning opportunities.</p> <p>Tracking of teacher growth and change in practice through surveys, discussions, observations of practice.</p> <p>Analysis of schoolwide data of te reo programmes and cultural events.</p> <p>Annual whaanau feedback carried out by leadership team/Board to measure satisfaction with implementation of programmes, events, etc.</p>
<p>To strengthen the use of internal evaluation to monitor the impact of planned priorities on learner progress and achievement, increasing equity in learner outcomes.</p>	<p>All of section 127 (1) applies but particularly:</p> <p>(a) every student at the school is able to attain their highest possible standard in educational achievement;</p> <p>(b) the school is inclusive of, and caters for, students with differing needs.</p>	<p>NELP Priorities 1, 2, 3, 4, 6.</p> <p>Te Maataiaho and the Common Practice Model</p> <p>The Te Maataiaho Implementation support packs</p> <p>The Literacy and Communication and Maths Strategy.</p> <p>Attendance and Engagement Strategy</p> <p>Wellbeing in Education Strategy &</p>	<p>Internal evaluation processes have been strengthened. Improved outcomes in Reading, Writing and Mathematics for all students, particularly Maaori, Pasifika students and students with Additional Needs.</p> <p>Literacy programmes use a balance of a Structured Literacy approach alongside other successful approaches to enhance learning.</p> <p>Mathematics programmes use a balance of a Structured Mathematics approach alongside other successful approaches to enhance learning.</p> <p>Teachers knowledgeable of and confident to use the Structured literacy</p>	<p>We will identify individuals and groups of students who need to be targeted particularly Maaori and Pasifika, additional needs students who are not achieving or progressing to expectation levels of the new curriculum and provide them with explicit teaching and programmes.</p> <p>We will engage in professional development opportunities and work with external facilitators and in-school experts to further build pedagogical content knowledge of Structured Literacy and Mathematics skills and support classroom practice.</p> <p>Teachers and leaders will have the opportunity to work together to strengthen internal evaluation processes through</p>	<p>Assessment and internal evaluative processes to identify what is working for which groups of students in Literacy and Mathematics and to plan accordingly.</p> <p>Ongoing and regular aakonga learning and progress achievement data analysis with respect to our Reading, Writing and Mathematics programmes.</p> <p>Tracking of teacher growth and change in practice through surveys, discussions, observations of practice.</p>

<p>To build learner’s ability to identify their own learning goals, engage in self-assessment, and determine their next steps for progress and achievement.</p>		<p>NZ Child and Wellbeing Strategy</p>	<p>and Structured Mathematics approaches, and teaching and assessment resources.</p> <p>Whaanau knowledge of the teaching of literacy and mathematics is enhanced and whaanau can support their children’s efforts and school efforts.</p> <p>Learners can identify and express what their learning goals are and how they will achieve these.</p> <p>Learners can engage in self-assessment and identify next steps leading to acceleration of their learning.</p>	<p>moderation and observation which will lead to school-wide processes that identify what is working for specific groups of students.</p> <p>Teachers will familiarize themselves with and use new assessment resources, analyse data of individuals and groups to monitor and plan for student progress and achievement.</p> <p>Model and teach students how to set goals and work towards meeting these.</p> <p>Provide learners with opportunities to self-assess.</p> <p>Teachers to use learning intentions and success criteria throughout their lessons and make these explicit to learners.</p>	<p>Evaluation of goals with students.</p> <p>Observations and discussions.</p>
<p>To further strengthen strategies that improve all students’ regular attendance and provide aakonga with a relevant, exciting and refreshed local school curriculum which has been developed based on Te Maataiaho (the refreshed New Zealand Curriculum) and our local community aspirations, for full implementation by 2027.</p>	<p>All of section 127 (1) applies::</p> <p>(a) every student at the school is able to attain their highest possible standard in educational achievement; and</p> <p>(b) the school—</p> <p>(i) is a physically and emotionally safe place for all students and staff; and</p> <p>(ii) gives effect to relevant student rights set out in this Act, the New Zealand Bill of Rights Act 1990, and the Human Rights Act 1993; and</p> <p>(iii) takes all reasonable steps to eliminate racism, stigma, bullying, and any other forms of discrimination within the school; and</p>	<p>NELP Priorities 1, 2, 3, 4, 5, 6.</p> <p>Te Maataiaho and the Common Practice Model</p> <p>The Te Maataiaho Implementation support packs</p> <p>The Literacy and Communication and Maths Strategy.</p> <p>Attendance and Engagement Strategy</p> <p>Wellbeing in Education Strategy</p> <p>The New Zealand Child and Wellbeing Strategy</p>	<p>We expect high attendance rates across the school and regularly communicate this to whaanau.</p> <p>Our local school curriculum actively reflects our communities’ and local tangata whenua priorities for their tamariki as well as curriculum changes indicated in Te Maataiaho.</p> <p>School leaders, Kaiako, whaanau and aakonga are excited and engaged with our local school curriculum.</p> <p>Kaiako are clear and confident on the learning that matters within our local school curriculum and can access and utilise it easily with aakonga.</p> <p>We have established systems and processes to measure and report on individual and school-wide student progress with respect to our local school curriculum.</p>	<p>We will continually promote high attendance within our school community.</p> <p>We will follow our STAR plan.</p> <p>We will use our Edge SMS to report to MOE and to notify parents of absences and lateness.</p> <p>We will follow the Ministry guidelines to improve attendance.</p> <p>We will implement the necessary curriculum refresh changes through the ongoing development of our local school curriculum and relationship with mana whenua, whaanau and tangata whenua.</p> <p>We will build awareness and grow understanding of Te Maataiaho with Kaiako and our school community through Literacy and Mathematics sessions, communication channels such as school newsletter, class communications, meetings.</p>	<p>Daily and term tracking of attendance rates of students.</p> <p>Annual tracking of our local school curriculum development and implementation plan against the Te Maataiaho implementation guidance.</p> <p>Annual aakonga, Kaiako and whanau feedback methods to measure engagement and understanding of our local school curriculum.</p> <p>Annual aakonga learning and progress achievement data analysis with respect to our local school curriculum.</p> <p>Annual Kaiako learning and progress data analysis with respect to our local school curriculum.</p> <p>Annual aakonga and whanau feedback to measure satisfaction with reporting.</p>

	<p>(c) the school is inclusive of, and caters for, students with differing needs; and (d) the school gives effect to <u>Te Tiriti o Waitangi</u>, including by—</p> <p>(i) working to ensure that its plans, policies, and local curriculum reflect local tikanga Māori, mātauranga Māori, and te ao Māori; and (ii) taking all reasonable steps to make instruction available in tikanga Māori and te reo Māori; and (iii) achieving equitable outcomes for Māori students.</p> <p>(c) the school is inclusive of, and caters for, students with differing needs; and (d) the school gives effect to <u>Te Tiriti o Waitangi</u>, including by—</p> <p>(i) working to ensure that its plans, policies, and local curriculum reflect local tikanga Māori, mātauranga Māori, and te ao Māori; and (ii) taking all reasonable steps to make instruction available in tikanga Māori and te reo Māori; and (iii) achieving equitable outcomes for Māori students.</p>	<p>Ka Hikitia – Ka Hapaitia</p> <p>Tau Mai te Reo The Action Plan for Pasifika Education 2020 – 2030</p> <p>NZSTA’s guidance for giving effect to Te Tiriti o Waitangi.</p> <p>School’s Attendance Management Plan including the Stepped Attendance Response STAR.</p>		<p>We will engage in ongoing Ministry of Education professional development opportunities about Te Maataiaho for school leaders and Kaiako.</p> <p>We will engage in ongoing local professional development opportunities and about Te Maataiaho for school leaders and Kaiako.</p>	<p>Annual aakonga wellbeing and belonging measures.</p>
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Summary of the plan

Our Strategic goals relate to our Improvement Framework goals, the priorities for New Zealand education, the Refreshed Curriculum and the continuing journey we are on to have positive and reciprocal relationships with our school community, whaanau, mana whenua and tangata whenua.

Where we are currently at:**Regulation 9(1)(e)**

In 2025 the school, worked with ERO, using the School Improvement Framework, and identified strengths and agreed on key priority areas for development which have been included in this plan. Evaluation of the school plan for 2025 has taken place with adaptations made to the plan for 2026 including the two Ministry of Education priorities: Attendance and Lifting of Achievement.

Staff continue to show a commitment to building knowledge and capability by attending a range of Professional Learning Development opportunities. During 2025 this included working in Kaahui Ako workstreams: Mathematics, Literacy and Maaori as well as other opportunities that presented themselves. Initial curriculum documents for English and Mathematics were explored and plans and programmes were based on these. With further changes to these documents late in 2025 it will be necessary to revisit these to ensure programmes are based on these and also build new curriculums and Assessment and Reporting requirements into the school as these become available. During the end of 2025 ERO visit the high level of commitment and leadership was acknowledged.

How will our targets and actions give effect to Te Tiriti o Waitangi:**Regulation 9(1)(g)**

Our school community has expressed the desire that we value Te Tiriti o Waitangi and therefore our targets and actions abide with the principles of Te Tiriti o Waitangi: reciprocity, active protection, partnership, equity, equal treatment, and being responsive to the needs of our community, mana whenua and tangata whenua.

How plan includes the teaching and learning strategies and programmes to support students to progress and achieve:**Regulation 9(1)(f)**

This school plan includes teaching and learning strategies and programmes that will support students to progress and achieve across the curriculum but in particular in the Literacy and Mathematics areas and in building te reo and tikanga in the school.

ANNUAL IMPLEMENTATION PLAN

Strategic Goal 1

To continue to embed teaching and learning practices that promote te ao Maaori and support learner success, with a lens on Maaori learners.

Regulation 9(1)(a)

Annual Target/Goal:

Our Curriculum and Planning will sustain progress made in 2025 and show a continuing increase in building knowledge of te ao Maori, te reo and tikanga that will be responsive to our students and to the Principles of the Te Tiriti o Waitangi.

Regulation 9(1)(a)

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

The school will be giving effect to Te Tiriti o Waitangi

Aakonga and whaanau will have a strong sense of belonging and see their identity, language and culture exhibited in the school through an increasing amount of tea o Maori, te reo and tikanga.

All our aakonga will have high self-esteem and feel valued and positive about their learning and being involved in new learning opportunities with a Maaori lens.

There will be positive reciprocal relationships between home and school where all feel able to approach each other.

Whaanau are involved in supporting their children's regular attendance and well-being leading to positive academic gains and involvement in events and curriculum initiatives.

Kaiako knowledge of the Principles of Te Tiriti o Waitangi, history of the local area, its people and stories, continues to increase and they are confident to teach the revised Aotearoa NZ Histories curriculum strand.

Regulation 9(1)(d)

Actions <i>Detail the key actions you'll take this year to reach your annual target listed above</i> Regulation 9(1)(b)	Who is Responsible Regulation 9(1)(c)	Resources Required Regulation 9(1)(c)	Timeframe <i>This is optional however is useful to help with your planning</i>	How will you measure success? <i>Think about what you expect to see at the end of the year and detail the measurements you'll use to check on your progress. You'll want to reference the success measures from your strategic plan template.</i> Regulation 9(1)(d)
Staff will be given opportunities to become knowledgeable about the principles of Te Tiriti o Waitangi. The school will align itself with the goals of the Ngaati Tamaoho strategic plan. The school will continue to strengthen positive and reciprocal relationships with Ngaati Tamaoho, local marae and whaanau and will be supported. A schoolwide te reo plan will be followed.	Board Principal Staff All Staff members Ngaati Tamaoho personnel Whaanau Lead Teacher All Staff All teaching staff	Ngaati Tamaoho Strategic Plan Release for work with Ngaati Tamaoho personnel Planning for Staff meetings Funding for Ngaati Tamaoho personnel to be involved in the school Release for PLD/ visits Funding of any costs involved Planning for Team/Staff meetings Course costs Funding for any resources required.	2026 On-going for new staff 2026 Strategic plan On-going Throughout 2026	The school has incorporated the goals of Ngaati Tamaoho into their planning documents and programmes. A positive and reciprocal relationship will exist with Ngaati Tamaoho that helps with the development of the school and values the support, input and efforts of both groups. Te Tiriti o Waitangi professional development opportunities will be recorded. All classes will be following the Te Reo Maaori plan so that te reo will be spoken more frequently throughout the school. All students will have met the requirements of Level 1 & 2 Assessment of the use of Te Reo and tikanga will take place. On-going evaluation of classroom programmes and schoolwide practices will be evident and recorded.

<p>New curriculum documents will be explored.</p> <p>Teachers and leaders will have the opportunity to work together to strengthen internal evaluation processes through moderation and observation which will lead to school-wide processes that identify what is working for groups of students e.g. Maaori, Pasifika, Additional needs students.</p> <p>Activities, EOTC opportunities and school-based events will be planned to further develop te ao Maori, te reo and tikanga.</p>	<p>All Staff SLT Team members</p> <p>SLT Leadership team ERO All Staff</p>	<p>Costs involved in the running of events.</p> <p>Funds allocated for EOTC events and activities</p>	<p>As documents become available</p> <p>Term 1 2026</p> <p>Throughout 2026</p> <p>On-going 2026</p>	<p>Staff will be responsive to professional development and gain understanding and skills to support students better through their involvement in professional development.</p> <p>Students and whaanau will experience a range of cultural activities, e.g. marae visit, powhiri, visits to sites of local significance.</p> <p>A Kapa Haka group will operate and perform at Franklin Multicultural festival and school events.</p>
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Strategic Goal 2

To strengthen the use of internal evaluation to monitor the impact of planned priorities on learner progress and achievement, increasing equity in learner outcomes.

Regulation 9(1)(a)

Annual Target/Goals:

To strengthen school-wide internal evaluation processes and consolidate and build on teacher pedagogical content knowledge through professional development of Structured Literacy and Structured Maths approaches, leading to acceleration of all our learners/aakonga, progress and achievement in the basics: reading, writing and mathematics.

To build learner's ability to identify their own learning goals, engage in self-assessment, and determine their next steps for progress and achievement.

Regulation 9(1)(a)

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

- Aakonga will be making steady progress in literacy and mathematics will be meeting the progressions at their level and Phase.
- Aakonga will be able to identify and express what their learning goals are and how they will achieve these. They will be able to engage in self-assessment and identify next steps leading to acceleration of their learning.
- Kaiako have a growing understanding of the Refreshed Curriculum in English and Mathematics and will be using new resources in classroom programmes to enhance the Literacy and Mathematics development of students.
- School-wide internal evaluation in Literacy and Mathematics processes will be strengthened.
- Reporting to parents will be aligned to the five new progress descriptors and Ministry requirements.

Regulation 9(1)(d)

Actions <i>Detail the key actions you'll take this year to reach your annual target listed above</i> Regulation 9(1)(b)	Who is Responsible Regulation 9(1)(c)	Resources Required Regulation 9(1)(c)	Timeframe <i>This is optional however is useful to help with your planning</i>	How will you measure success? <i>Think about what you expect to see at the end of the year and detail the measurements you'll use to check on your progress. You'll want to reference the success measures from your strategic plan template.</i> Regulation 9(1)(d)
<p>We will identify individuals and groups of students who need to be targeted particularly Maaori and Pasifika, additional needs students who are not achieving or progressing to expectation levels of the new curriculum and provide them with explicit teaching and programmes.</p> <p>We will engage in professional development opportunities and work with external facilitators and in-school experts to further build pedagogical content knowledge of Structured Literacy and Mathematics skills and support classroom practice.</p>	<p>SLT Teaching Staff Support Staff Specialist teacher SENCO/ LSC RTLB/RTLit</p>	<p>Leadership Unit Allocation</p> <p>PLD Budget</p> <p>Operations Budget</p> <p>Staffing (FTTE) allocation</p> <p>Specialist Programmes</p> <p>Te Maataiaho Curriculum Documents</p> <p>English Curriculum Document</p> <p>Mathematics Curriculum Document</p> <p>Common Practice Model</p> <p>Literacy & Communication & Maths Strategy</p> <p>Timetabling for release/observation/modelling</p>	<p>February 2026</p> <p>On-going identification and evaluation throughout the year</p> <p>On-going</p>	<p>Students who have been identified will be well supported and making progress to achieve and get closer to Year level expectation levels</p> <p>Target students will be enthusiastic learners – observations of on task behaviours, engagement and participation in their learning.</p> <p>Identification of access to resources used to support Literacy and Mathematics learning and progress made.</p> <p>Records/Timetables of resources allocated to support individuals and groups of students – Teacher Aides/On-line programmes e.g. Agility with Sound, Rainbow Reading, etc</p> <p>Records of RTLB/RTLit/LSC/MOE involvement with our students.</p>

<p>Teachers and leaders will have the opportunity to work together to strengthen internal evaluation processes through moderation and observation which will lead to school-wide processes that identify what is working for specific groups of students.</p> <p>Through observation and modelling we will support classroom practice.</p> <p>Teachers will familiarize themselves with and use new assessment resources, analyse data of individuals and groups to monitor and plan for student progress and achievement.</p> <p>The five progress descriptors will be used to report to parents and caregivers twice a year.</p> <p>We will model and teach students how to set goals and work towards meeting these.</p> <p>We will provide learners with opportunities to self-assess.</p> <p>Teachers will use learning intentions and success criteria throughout their lessons and make these explicit to learners.</p>	<p>Teachers</p> <p>SLT/Curriculum leaders</p> <p>Teachers</p> <p>Teachers SLT Leadership</p> <p>Teachers</p>	<p>Costs involved in the purchasing of assessment resources (when they become available)</p> <p>Costs for PAT Assessment resources</p> <p>Release for administration of assessment resources.</p> <p>Release for observations, moderation, assessment</p> <p>Planning for the use of CRT time for Team days</p> <p>Planning of Teacher Only Days.</p> <p>Any costs associated with Goal Setting</p>	<p>On-going</p> <p>When available</p> <p>On-going</p>	<p>A record will be kept of the range of PLD opportunities undertaken by staff that support them to teach effectively.</p> <p>Individual staff Professional Growth Cycles will indicate PLD undertaken.</p> <p>Record of Lead teachers attendance at PLD and subsequent leadership at Team & Staff meetings.</p> <p>Internal evaluation processes will be strengthened and will be enhancing the progress of individuals and groups of students.</p> <p>MOE Assessment and Reporting requirements will be met.</p> <p>Reporting to parents and caregivers will align to Ministry requirements.</p> <p>School wide agreement of our Buckland School Overviews in Literacy/English and Mathematics.</p> <p>Teacher/Student discussions on goals setting and success in meeting these.</p> <p>Year 7 & 8 Diploma outcomes.</p>
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Strategic Goal 3

To further strengthen strategies that improve all students' regular attendance and provide aakonga with a relevant, exciting and refreshed local school curriculum which has been developed based on Te Maataiaho (the refreshed New Zealand Curriculum) and our local community aspirations, for full implementation by 2027.

Regulation 9(1)(a)

Annual Target/Goal:

To increase the number of students with regular attendance to meet or exceed our target of 80% which will enable them to experience an exciting and full curriculum.

Regulation 9(1)(a)

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

- High attendance rates across the school and regular communication to whaanau.
- Our local school curriculum actively reflects our communities' and local tangata whenua priorities for their tamariki as well as curriculum changes indicated in Te Maataiaho.
- School leaders, Kaiako, whaanau and aakonga are excited and engaged with our local school curriculum.
- Kaiako are clear and confident on the learning that matters within our local school curriculum and can access and utilise it easily with aakonga.
- That we have established systems and processes to measure and report on individual and school-wide student progress with respect to our local school curriculum.

Regulation 9(1)(d)

<p>Actions <i>Detail the key actions you'll take this year to reach your annual target listed above</i></p> <p>Regulation 9(1)(b)</p>	<p>Who is Responsible</p> <p>Regulation 9(1)(c)</p>	<p>Resources Required</p> <p>Regulation 9(1)(c)</p>	<p>Timeframe <i>This is optional however is useful to help with your planning</i></p>	<p>How will you measure success? <i>Think about what you expect to see at the end of the year and detail the measurements you'll use to check on your progress. You'll want to reference the success measures from your strategic plan template.</i></p> <p>Regulation 9(1)(d)</p>
<p>We will continually promote high attendance within our school community.</p> <p>We will follow our STAR plan.</p> <p>We will use our Edge SMS to report to MOE and to notify parents of absences and lateness.</p> <p>We will follow the Ministry guidelines to improve attendance.</p> <p>We will implement the necessary curriculum refresh changes through the ongoing development of our local school curriculum and relationship with mana whenua, whaanau and tangata whenua.</p> <p>We will build awareness and grow understanding of Te Maataiaho with Kaiako and our school community through Literacy and Mathematics sessions, communication channels such as school newsletter, class communications, meetings.</p>	<p>Principal/DP</p> <p>Executive Officer & TA who checks absences.</p> <p>Lead Teachers</p> <p>Teaching Staff</p> <p>Principal/DP</p> <p>Lead Teachers</p> <p>Teachers</p> <p>Staff</p> <p>Whaanau</p>	<p>Costs for phone & personnel to check on unexplained absences</p> <p>School's Local Curriculum Document</p> <p>Leadership Unit Allocation</p> <p>PLD Budget</p> <p>Operations Budget</p> <p>Staffing (FTTE) allocation</p> <p>English Curriculum Document</p> <p>Maths & Stats Curriculum Document</p> <p>Common Practice Model</p> <p>Te Reo, ANZH, Science, Technology & Arts Refresh Documents</p> <p>Literacy & Communication & Maths Strategy</p> <p>The Te Maataiaho Implementation support pack and on-line resources</p> <p>Timetabling for release/observation/modelling</p> <p>Assessment resources</p>	<p>On-going Throughout the year</p> <p>On-going Throughout the year</p>	<p>SMS Monitoring</p> <p>Every Day Matters Reports</p> <p>Results of interventions, e.g. Attendance service.</p> <p>Teacher planning and implementation of programmes will reflect local curriculum documents, refreshed curriculum documents and will be responsive to the needs of aakonga. –</p> <p>Progress of students against Year Level expectations in the phases: Phase 1 – Yr 1 – 3, Phase 2 – Yrs 4 – 6, Phase 3 – Year 7 & 8.</p> <p>Records of attendance of whaanau to opportunities given to them to understand curriculum, assessment and reporting changes.</p>

<p>We will engage in ongoing Ministry of Education and local professional development opportunities about Te Maataiaho for school leaders and Kaiako.</p>	<p>Curriculum Lead Teachers Teachers</p>
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Funding of Teacher Aides

Meeting allocation

Resourcing for support equipment / food & drinks, etc

<p>Records of teaching staff attendance at teacher only days and a range of PLD, including webinars.</p> <p>Records of attendance at Maths No Problem Professional Development and subsequent PLD.</p> <p>Attendance records of school leaders and curriculum leaders' attendance at professional development opportunities on Te Maataiaho.</p> <p>Records of staff meeting focuses where leaders have shared their new knowledge with the rest of the staff.</p>
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