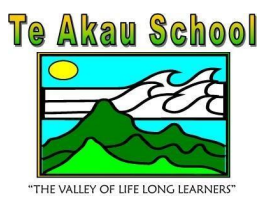


# Te Akau School Strategic Plan 2026-28



Vision Statement:

Refer Regulation 7 (a)




Te Akau School: The Valley of Lifelong Learners

We empower everyone to achieve their best with Aroha ki te tangata/Respect, Kia kaha mahia te mahi/Resilience and Kia mau to tikanga/Responsibility, ensuring everyone feels successful and accepted.

Summary of the information used to develop this plan/How did you create this plan

(e.g. what data did you use, key themes from community engagement, how did you do your engagement, how do your goals reflect the aspirations of your community, how did you prioritise your strategic goals) Refer Regulation 7 (c)

The Te Akau School Strategic Plan was developed through a robust, collaborative planning cycle, which included extensive surveys and meetings with our community, whānau, students, staff and iwi (Ngaati Tahinga). This deep consultation ensures our strategic direction reflects the community's positive aspirations, particularly the shared focus on the core values of Manaakitanga (Respect), Haepapa (Responsibility), and Manawaroa (Resilience). The plan also directly addresses the whaanau's desire for strong core achievement in academic skills—specifically reading, writing, and maths —and aligns with the Government's curriculum priorities by shifting focus to the implementation of new curriculum and assessment content. This strategic direction is further informed by data, including the need to improve regular attendance and strengthen the use of assessment to accelerate learning.

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>	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>	Links to Education requirements <i>This includes National Education Learning Priorities, education strategies or plans and curriculum statements.</i>		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>		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>		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>
Refer Regulations 7(1)(b)	Refer Regulations 7(1)(b)	Refer Regulations 7(d)		Refer Regulations 7(g)		Refer Regulations 7(e), 7(f)		Refer Regulations 7(g)
To raise the percentage of all students achieving <b>at or above</b> school expectations in Literacy and Mathematics	a) ensuring every student can attain their highest possible educational achievement.	This directly supports the national target of having 80% of Year 8 students at or above the expected curriculum level in these three subjects. It also addresses the Government's specific priority for a <b>"Better approach to literacy and numeracy"</b> through		<b>Accelerated, equitable achievement</b> for all learners, resulting in <b>80% of students in each year level being at or above the expected curriculum level in reading, writing, and mathematics.</b> Longitudinal data collection and analysis using government approved assessment tools, as well as the professional judgement		Ensure consistency in delivery of Structured Literacy and Structured Maths programs and equitable resource allocation.  Prioritise <b>targeted intervention</b> (Tier 2/3) for students identified as below curriculum expectations, including Māori and Pacific learners, or those with specific learning needs.  Focus PLD on effective strategies for supporting <b>accelerated progress</b> and		<b>Assessment Tools:</b> Student achievement data (e.g., e-asTTle, <b>SMART</b> , Structured Literacy assessments, Phonics Checks). Teacher moderation samples/reports on student work.  <b>Intervention Effectiveness:</b> Specific Data Tracking showing the rate of acceleration for students in targeted intervention programs

		implementing evidence-based instruction.		of teachers will be used to provide supporting evidence of students' achievement.		addressing historical achievement gaps.  <b>Institute a termly, school-wide "Data Deep Dive" cycle</b> where the Principal meets with teachers to analyse student progress data (especially for priority learners) and collaboratively set <b>specific, time-bound next steps</b> for intervention and instruction, including priorities for PLD.  <b>Enhance and streamline our reporting format</b> so that it clearly communicates student achievement against the curriculum expectations in Reading, Writing, and Maths to whānau, in line with government reporting requirements.		(Tier 2/3). Intervention program enrollment and exit data.  <b>Reporting Clarity:</b> Whaanau survey results on the usefulness and clarity of student reports  <b>Principal:</b> Responsible for data aggregation and comparative analysis (longitudinal/equity).  <b>Teachers:</b> Responsible for inputting, analysing their class data, and discussing findings during "Data Deep Dive" meetings.  <b>Board:</b> Reviews high-level performance data against strategic targets.
To improve regular attendance for all students.	a) ensuring every student can attain their highest possible educational achievement.	<b>Direct Alignment.</b> This supports the Government's key national target of <b>"Increased student attendance"</b> and its implementation of the <b>Attendance Action Plan and STAR</b> .		<b>Attendance records</b> show a regular <b>attendance rate of 60% or higher for regular attendance</b> . A reduction in serious behaviour incidents/suspensions.		<b>Implement our Attendance Management Plan</b> ensuring rapid, early intervention and proactive communication with whānau for any student who begins to show irregular attendance. <b>Identify and address barriers</b> to attendance, providing targeted support and resources for students and whaanau. <b>Formalise a strategic partnership with Ngaati Tahinga</b> through regular meetings to integrate local stories, history, and Te Reo Maori into the school culture and curriculum.		<b>Attendance data</b> , including Every Day Matters Reports will be monitored and reported against our target twice per term to the Board and termly to whaanau.  Where necessary, <b>attendance data will be shared with Attendance Services</b> in relation to students identified with concerning attendance.  Attendance data will <b>reported daily to the MoE</b> .
To strengthen teaching and learning by fully implementing the new English, Mathematics and Statistics, and Te Mātaiao curricula, supported by a clear assessment framework which supports teaching and learning.	b) promoting the school's all-round health and well-being, and a physically and emotionally safe school environment.	<b>Direct Alignment.</b> This reflects the Government's priorities for <b>"Smarter assessment and reporting"</b> and <b>"Greater use of data"</b> to drive improvement and inform decision-making.		We expect to see <b>consistency</b> in the school-wide use of evidence-based instruction (e.g., structured literacy and structured Maths) and complete integration of the updated NZ Curriculum Te Mātaiao. <b>Visible integration</b> of local iwi history and Te Reo Māori into the localised curriculum. <b>Implementation of a school-wide assessment framework will be complete by Term 3 2026.</b> Teachers <b>master the analysis of assessment data</b> and use it effectively to design and evaluate interventions.		 Staff demonstrate consistent, proactive, and <b>positive behaviour management</b> in line with our Behaviour Curriculum and our PB4L Framework. Teachers authentically integrate <b>Te Ao Māori</b> and local narratives into classroom programs. Leaders ensure all staff demonstrate the school values (Respect/Manaakitanga, Resilience/Manawaroa, Responsibility/Haepapa). Teachers engage in <b>collective inquiry</b> (PLD, professional conversations) driven by data. The school provides <b>timely, clear, and actionable feedback</b> to students and whānau.		<b>Teacher professional growth cycle (PGC) logs and evidence.</b>  <b>Records of syndicate moderation and data-analysis meetings.</b>  <b>School-designed curriculum units</b> demonstrating local content integration.  <b>Principal:</b> Monitors curriculum development, observes teacher practice (learning walks), and reviews internal audit results.  <b>Teachers:</b> Use the curriculum fidelity rubric for self and peer evaluation.

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# Strategic Plan Template