



# STRATEGIC PLAN

2024-2026





# About Us

Tawhiti School was established in 1920 and is located in Taranaki ki te Tonga (South Taranaki) under the watchful eye of Maunga Taranaki. The land on which we are located originally belonged to the Hāpotiki and Hāmua hapu (Ngati Ruanui).

Our name, Tawhiti, is derived from the name of a small nearby stream and means 'just out of reach' or 'over there'. The most significant feature of our local environment is our Maunga - which is situated near but 'just out of reach' of the school.

Our roll ranges from 280-310 children. Approximately 50% of our tamariki are Maori, the majority of whom whakapapa back to Ngati Ruanui, Nga Ruahine, Ngaa rauru and Taranaki iwi.

Everything we do at Tawhiti is underpinned by our values and research based teaching and learning approaches. The learning experiences that we offer across the curriculum enable all ākonga to shine and feel confident in their language, culture and identity. Literacy, numeracy and matauranga Māori are of high priority. These skills are critical for future success and for enhancing the wellbeing of our learners and community. Strong, clear progressions of learning are in place across the school and ākonga are supported to have agency over their learning. Alongside teachers and whānau, they use their progressions to select goals, reflect, monitor their progress and determine their next learning steps.

At Tawhiti, we are particularly proud of the learning experiences we offer in the arts curriculum, the health and fitness opportunities we provide, the camps that we offer as part of our EOTC programmes, and our kapahaka roopu who are the heart of our kura.

Tawhiti is currently 1 of 17 schools in the South Taranaki Kahui Ako. Our current learning priorities are Relationships-Based Learning (RBL), wellbeing and pathways. As a kura we value working closely with this cluster of schools, engaging in professional development and dialogue, learning activities and sporting and cultural events. Whakaraupō i a koutou e te iwi. In the words of Te Whiti, we are stronger when we grow together as one.

Our Tawhiti School BOT is committed to providing the best education we can through the implementation of the National Education Learning Priorities (NELPs). We are also committed to being a good employer, taking into account human resources, health and safety, finances and property.



# Our Kaupapa

The Tawhiti Way



## Our Whakatauki

*Piki tahi, eke tahi ki tihi maunga*

Climb as one, ascend as one to the tip of the mountain.  
Our whakatauki is place based and encompasses our school values; through working together, we learn, we overcome obstacles, and we succeed in whatever we put our minds to.

## Our Logo

The most significant and important geographic landmark in the area is Mount Taranaki. The maunga is turangawaewae - it stands proud as our foundation, our place in the world, our home - hence it forming the shape of our logo.

The name 'Tawhiti' is derived from our local awa "the Tawhiti stream" and this can be seen running through the centre of our logo. The pattern that can be seen in the awa (hikuaua) is a design that represents the region of Taranaki as well as prosperity - being successful and thriving.

The river within our logo shows where we are from as well as representing the learning journey and progress of ākongā through their time at Tawhiti; a series of many small steps towards their goals and thriving as a result of their environment.

The green and blue parts of the logo represent the importance that Tawhiti places on wellbeing (hauora) and learning (ako). Hauora (green) and ako (blue) fit either side of the river or learning journey as they are interconnected and essential building blocks to success. The use of blue and green also represents the land on which we live and the waters that surround our rohe.

The koru design within the hauora section of our logo signifies the importance of relationships at Tawhiti. The smaller of the three koru represents the learner. The learner is encompassed by the school and their whānau, working as partners to nurture, protect and grow them. The hammerhead design (mangopare) within the ako section of our logo represents determination and leadership, essential for learning.



# Our Kaupapa

## The Tawhiti Way

Below are our school values and educational aspirations that underpin our strategic plan and local curriculum - The Tawhiti Way. A thorough consultation process was undertaken at the end of 2022 to ensure the needs and aspirations of our community drive the direction of education at Tawhiti.



### Ako

#### We learn and we lead

At Tawhiti, we aim to develop learners who have the **knowledge, skills, and competencies** to thrive in all aspects of life. We are committed to nurturing **self directed ākonga** who strive to be the best they can be, within a curriculum that is rich in **literacy, numeracy and matauranga Māori**. Our kaiako recognise and respond to **individual learning needs**, whilst maintaining a sense of urgency and an unwavering commitment to the **progress** and **success** of all learners.



### Whanaungatanga

#### We work together as one

**Relationships** are at the heart of everything we do. We're a whānau, working together with **high expectations** and **genuine care** for our tamariki, whanau, and community. We are committed to **building and maintaining relationships** to enhance belonging, wellbeing and achievement.



### Hauora

#### We are happy, healthy & resilient We are confident in who we are

We aim to create **happy** and **confident ākonga**, with a **strong sense of cultural identity**. Hauora covers many areas, including our relationship to the whenua, as well as our social, mental, physical, and spiritual health. **A strong focus on hauora/wellbeing supports learners to overcome difficulties and achieve success.**



### Manaakitanga

#### We show care and respect

We strive for a kura and community that shows **respect, kindness** and **consideration** to others and to our whenua (environment). We are **inclusive** and **value the differences** that each of us bring. The way we treat one another ensures that we have **safe, culturally responsive learning environments.**



These values and aspirations are operationalised schoolwide through our local curriculum - 'The Tawhiti Way', restorative practises, relationships based pedagogy (RBL), and a common practise model. Internal evaluation is integral, enabling us to continually reflect and refine practise.

Piki tahi, eke tahi ki tahi maunga



# Achievement

## Overview of achievement overtime

	2022 (Historic)	2023 (Baseline)	2024 (Progress)	2025 (Progress - Note assessed against new curriculum)
<b>Reading</b>	<p><b>At or above expected curriculum level:</b></p> <p>73% All learners 66% Maori 70% Boys 76% Girls</p>	<p><b>At or above expected curriculum level:</b></p> <p>71% All learners 64% Maori 64% Boys 77% Girls</p>	<p><b>At or above expected curriculum level:</b></p> <p>77% All learners 71% Maori 70% Boys 83% Girls</p>	<p><b>At or above expected curriculum level:</b></p> <p>81% All learners 76% Maori 77% Boys 87% Girls</p>
<b>Writing</b>	<p><b>At or above expected curriculum level:</b></p> <p>52% All learners 40% Maori 40% Boys 67% Girls</p>	<p><b>At or above expected curriculum level:</b></p> <p>55% All learners 42% Maori 44% Boys 66% Girls</p>	<p><b>At or above expected curriculum level:</b></p> <p>65% All learners 55% Maori 55% Boys 74% Girls</p>	<p><b>At or above expected curriculum level:</b></p> <p>71% All learners 66% Maori 60% Boys 81% Girls</p>
<b>Maths</b>	<p><b>At or above expected curriculum level:</b></p> <p>61% All learners 53% Maori 61% Boys 61% Girls</p>	<p><b>At or above expected curriculum level:</b></p> <p>65% All learners 54% Maori 61% Boys 70% Girls</p>	<p><b>At or above expected curriculum level:</b></p> <p>78% All learners 74% Maori 75% Boys 80% Girls</p>	<p><b>At or above expected curriculum level:</b></p> <p>76% All learners 67% Maori 60% Boys 81% Girls</p>
<b>Attendance</b>	<p><b>Regular attendance at school (90%+)</b></p> <p>163/319 - 48.9%</p>	<p><b>Regular attendance at school (90%+)</b></p> <p>160/278 - 57.6%</p>	<p><b>Regular attendance at school (90%+)</b></p> <p>63.5%</p>	<p><b>Regular attendance at school (90%+)</b></p> <p>69.5%</p>





# Strategic Goals

# 1

Ensure progress and success for ALL akonga through quality, consistent teaching practises

*Board Primary Objective 1, 3 and 4 NELP priority: 2, 3, 4, 6, and 7*

# 2

Develop self-directed akonga in a curriculum rich in literacy, Numeracy and matauranga Maori

*Board Primary Objective 1 and 4 NELP priority: 2, 5, and 6*

# 3

Prioritise the hauora/wellbeing of all akonga, setting them up to successfully engage in learning

*Board Primary Objective 2 and 3 NELP priority: 1 and 3*



# Strategic Goals

## Our Priorities for Improvement



<p>Ensure <u>progress</u> and <u>success</u> for <u>ALL</u> ākonga through quality, consistent teaching practises</p>		<p>Develop self directed ākonga in a curriculum rich in Literacy, Numeracy and matauranga Māori</p>	<p>Prioritise the <u>hauora/wellbeing</u> of all ākonga, setting them up to successfully engage in learning</p>
<p><b>Expected Outcomes (End 2025)</b></p> <ul style="list-style-type: none"> <li>Increase writing achievement of boys and Māori (target 65%+ achieving)</li> <li>Boys to be achieving more equitable results with girls</li> <li>Māori to be achieving more equitable results with Non-Māori</li> </ul>	<p><b>Expected Outcomes (End 2025)</b></p> <ul style="list-style-type: none"> <li>Successful implementation of the new curriculum</li> <li>Successfully implement structured numeracy and literacy leading to improved outcomes</li> </ul>	<p><b>Expected Outcomes (End 2025)</b></p> <ul style="list-style-type: none"> <li>Create conditions for Te Reo Māori to be valued, learned, seen, read, heard and spoken.</li> <li>To be operating firmly within 'He Hikinga' and transitioning into 'He Hiringa' according to the Poutama Reo review matrix</li> </ul>	<p><b>Expected Outcomes (End 2025)</b></p> <ul style="list-style-type: none"> <li>Happy, healthy, confident ākonga with a strong sense of cultural identity.</li> <li>Scores of 4 or greater on all areas of the PIVOT wellbeing survey</li> </ul>
<p>Improve educational outcomes and teacher capability in literacy (particularly for our boys and Māori) through PLD from 'Writers Toolbox' and iDeal structured literacy.</p>		<p>Undertake professional learning to develop the capability and confidence of kaiako in Te Reo and tikanga Māori. Provide opportunities to practise.</p>	<p>Employ sports co-ordinator and mentor to help promote positive wellbeing, attendance, engagement, and physical/mental health for all ākonga.</p>
<p>Build teacher knowledge of the new curriculum for successful implementation focussed on improved learner outcomes. Review assessment and reporting in line with new curriculum.</p>		<p>Strengthen understanding of local reo and stories by maintaining meaningful relationships with whānau, hapu and mārae</p>	<p>Ongoing staff development and reflection around practises that promote a safe and inclusive culture at PB4L hui.</p>
<p>Implement a structured, progression based, scope and sequence in Literacy, Numeracy, &amp; Te Reo Māori that reflects Te Mātaiaho (NZC), science of learning &amp; iwi aspirations.</p>			<p>Seek learner voice on wellbeing (including racism and discrimination) through PIVOT.</p>
<p>Continue to develop the data capability of teachers and leaders in order to identify learners not making sufficient progress, and use this data to adjust teaching and learning programmes.</p>		<p>Ākonga regularly participate in planned, progressive Te Reo Māori lessons</p>	<p>Develop data capability of teachers / leaders (using PIVOT). Use this data to adjust teaching and learning programmes.</p>
<p>Enhance schoolwide consistency through the development of middle leaders, common practise model, creation of non-negotiables, walkthroughs, and peer observations</p>			
<p>Ensure learning support programmes are robust and effective.</p>	<p>Develop systems and practises to increase student agency and goal setting. Integrate this into schoolwide reporting / HERO.</p>		<p>Collaborate with other tumuaki across our Kahui Ako as well as iwi attendance officers to re-establish an attendance wellbeing &amp; engagement system.</p>
<p>Partner with whānau to identify and realise aspirations.</p>			
<p>Involvement in the Māori Achievement Collaborative kaupapa (MAC) with a focus on Māori educational success.</p>			
<p><b>Measures of success</b></p> <ul style="list-style-type: none"> <li>Student Voice Data</li> <li>Achievement data (OTJ, CSI, iDeal data)</li> </ul>	<p><b>Measures of success</b></p> <ul style="list-style-type: none"> <li>Poutama Reo review matrix</li> <li>Self assessment against school progressions</li> <li>Maori immersion level</li> </ul>	<p><b>Measures of success</b></p> <ul style="list-style-type: none"> <li>Student voice data</li> <li>PIVOT wellbeing tool data</li> </ul>	

Piki tahi, eke tahi ki tihi maunga





# ANNUAL PLAN 2026



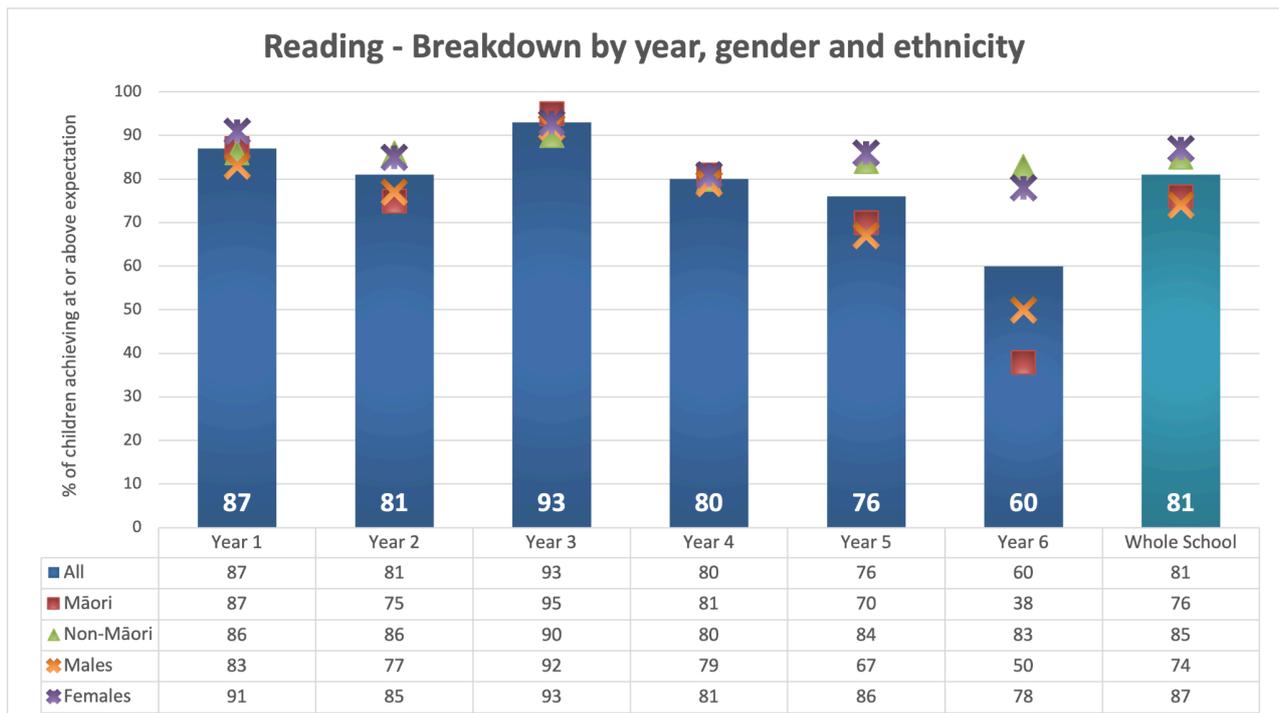
# Annual Plan

2026 ANNUAL GOAL: READING (Strategic Goal 1)

## Reading

### Current Position:

- Our school-wide reading achievement of 81% is a significant strength, reflecting the positive impact of focussed professional learning over the past three years. The strategic focus for 2026 is therefore not to overhaul our approach, but to target identified gaps and build on our strong Tier 1 programmes that are already in place.
- Our reading achievement is strongest in the junior school (87% of Year 1, 81% of Year 2 and 93% of Year 3 achieving). There is then a clear drop off of achievement within our senior school.
- While achievement in Years 1–4 is generally equitable, significant gaps emerge in the senior school which leads to a 13% gender gap and 9% ethnicity gap across the school.
- A critical finding across Years 4–6 is that while decoding skills are often secure, roughly 50% of students sit in the "Strategic or Intensive" bands for fluency and automaticity. This slow reading rate acts as a barrier, preventing students from accessing deeper, higher-order comprehension.
- Despite lower overall achievement totals in Year 5 and 6, these cohorts are showing accelerated progress in vocabulary and comprehension relative to national norms, indicating that current interventions are moving students in the right direction.



Piki tahi, eke tahi ki tihi maunga



# Annual Plan

2026 ANNUAL GOAL: READING (Strategic Goal 1)

Annual Goal: Strengthen **fluency** and **higher-order comprehension** enabling readers to read with accuracy, pace and understanding

Focus Area	Baseline	2026 Target	Measures of success
Fluency (Current Year 5 learners)	At the end of 2025, <b>44%</b> of Year 4 <b>met fluency benchmarks</b>	<b>70%+ of our Year 5 learners meeting fluency benchmarks</b>	Dibels ORF (Words correct per minute)
Higher-Order Comprehension (Current Year 6 learners)	At the end of 2025, there were <b>12/55 (22%)</b> achieving in the <b>upper quartile</b> . Our upper quartile was lower than the national. <b>49.1 compared with 53.1 nationally.</b>	<b>25%+ of Year 6 learners in the upper quartile</b> <b>Our upper quartile for Year 6 in line with national (eg &gt;53.1)</b>	PAT scale score

Improvement + Evaluation Actions	Who
Continue <b>explicit Tier 1 vocabulary instruction</b> as vocabulary understanding strengthens comprehension. Continue <b>Tier 1 daily fluency practise</b> (timed repeated reading, readers theatre, choral reading, phrasing, prosody modelling...) in daily reading programmes across Years 3-6.	All teachers Years 0-6
Embed <b>schoolwide system for identifying and targeting Tier 2 learners who require extra support</b> , particularly with fluency. (Process: Dibels screening > further diagnostic assessments for those whose composite scores are red/yellow, targeted Tier 2 interventions > progress monitoring every 3 weeks > collaborative data / problem solving meetings)	All teachers Years 0-6
<b>Student Data Agency:</b> Learners graph their own ORF progress and set personal goals. This will support motivation and ownership of school goals.	Year 5-6 students
Explicit and deliberate inclusion of <b>higher order thinking into ideal reading plans</b> for Years 4-6. Explore links with writing and WTB to support this.	Senior team leads to facilitate and Year 4-6 teachers to action
<b>Daily 'Interactive Read Alouds' using complex texts</b> , combining explicit teacher modeling ('Think Alouds') with structured discussion that requires learners to collaboratively analyse, synthesize, and evaluate ideas. Senior teachers to create talk stems and work collaboratively to create strategies to operationalise this. Note: This is also relevant for juniors through daily picture book 'read tos' with comprehension and vocab discussions. This will ensure higher order thinking builds across the school. Add to common practise model with a schoolwide time set.	All classes
Strengthen teacher capability through: <b>Coaching</b> (literacy leads to work alongside teachers on these areas during coaching) <b>PLD</b> in fluency and higher order comprehension (professional readings and workshops)	Literacy Coaches
<b>Home-School Partnerships:</b> Teachers to meet with whanau of Tier 2 learners at least once per term as well as sending HERO updates after progress monitoring. Explain how to do paired reading and timed fluency reads. Send home short, manageable texts (at independent level, not instructional level) specifically for repeated reading practice. Fluency ideas and nuggets of gold shared in the newsletter	All teachers / Curriculum lead (Tay)



# Annual Plan

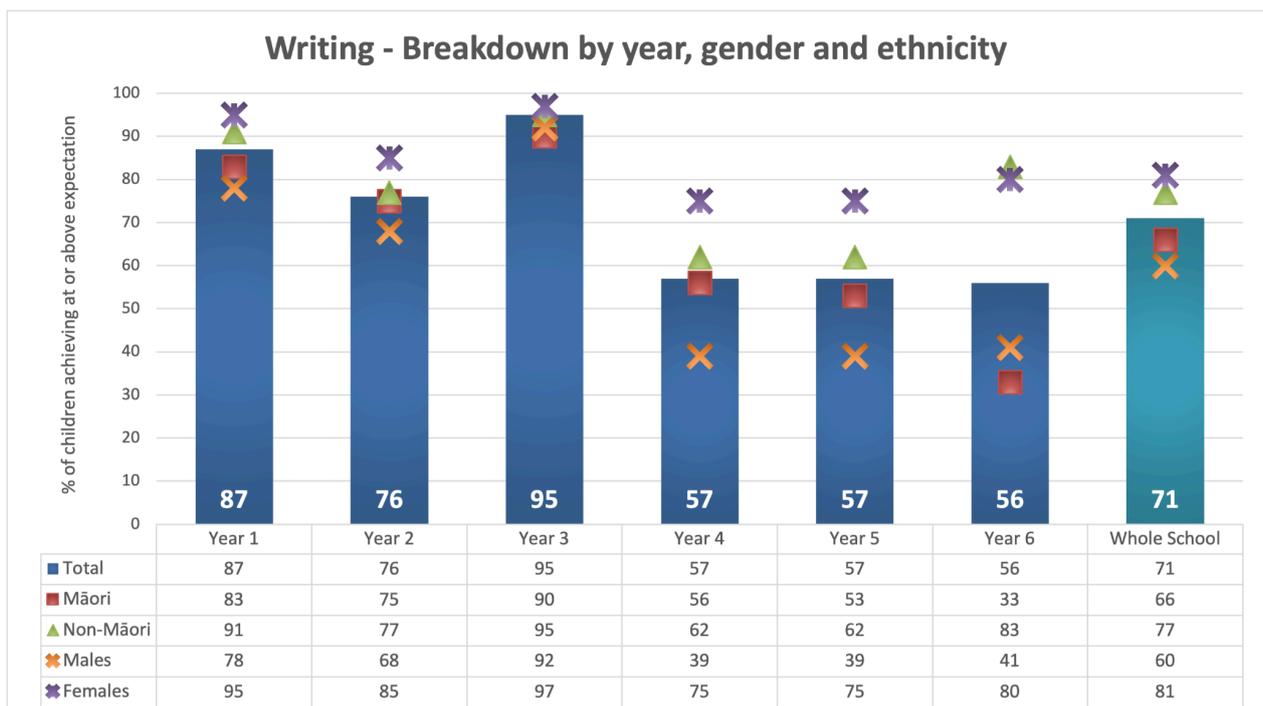
2026 ANNUAL GOAL: WRITING (Strategic Goal 1)



## Writing

### Current Position:

- Writing outcomes are showing positive momentum, with 71% of students achieving at or above expectation and improving trends across multiple cohorts.
- Achievement is strong in Years 1-3, with Year 3 being our highest performing cohort. Achievement drops in the senior years, with higher concentrations of learners requiring support.
- We have just completed 3 years of writing development and support with Writers Toolbox. Our data shows the effectiveness of this programme. Those children who have entered school and only experienced this are achieving well.
- The focus on the "Writer's Toolbox" and "iDeal spelling" has led to large shifts in technical proficiency:
  - Spelling: Achievement has risen from 38% to 72% across the school.
  - Sentence Fluency: Students are using a broader range of sentence styles, and the rate of incomplete sentences has dropped from 42% to 27%.
  - Output: The average writing output for senior students has increased to 126 words, which is above the target of 115
- Significant gender and ethnicity gaps still persist, particularly in the senior school.



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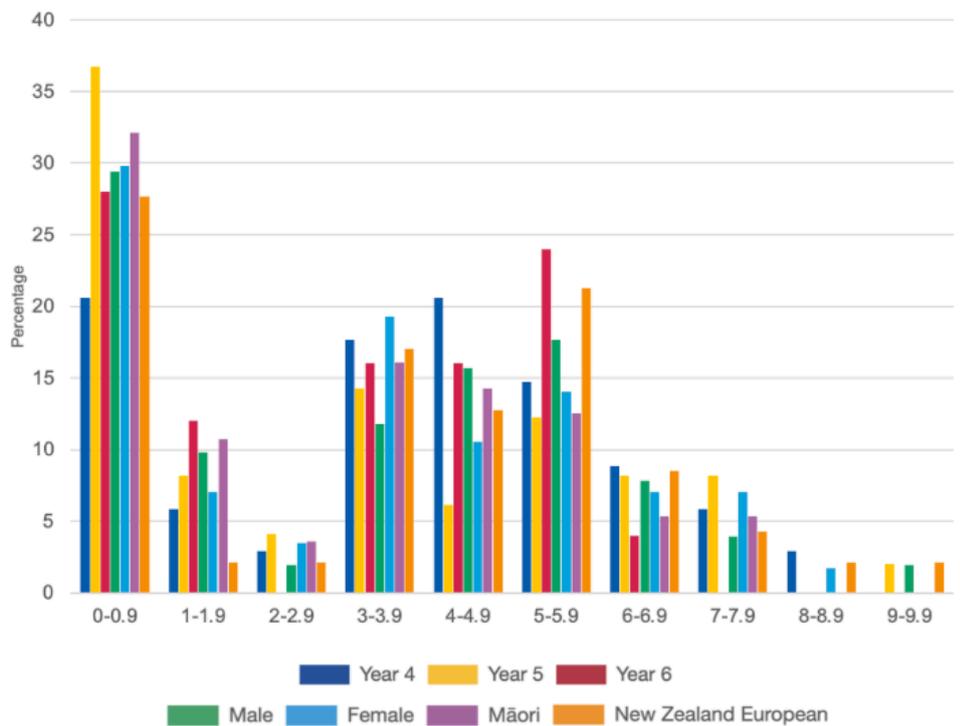
# Annual Plan

2026 ANNUAL GOAL: WRITING (Strategic Goal 1)

## Composition Skills

The Composition Skills Index (CSI) is an amalgam of writing results to give a single descriptor on a range between 0–10, with 7 or above as a high score.

- ◆ The average across year levels is skewed to the left.
- ◆ 41% of students are in the lowest range: 2.9 or less.
- ◆ 8% of students are in the highest range: 7 or higher.



	2022	2024	2025
% in the lowest range (2.9 or less)	74%	44%	41%
% in the highest range	1%	2%	8%

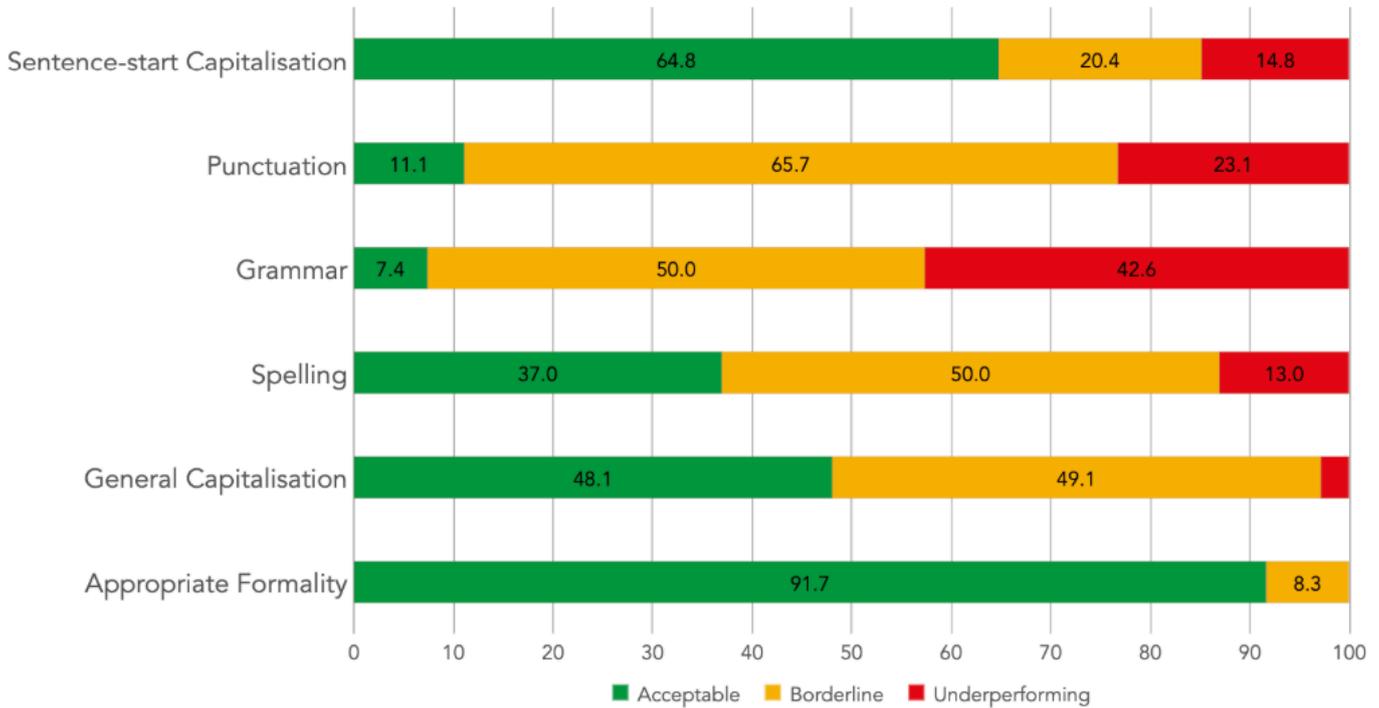
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# Annual Plan

2026 ANNUAL GOAL: WRITING (Strategic Goal 1)

## Technical Skills



	2022 (start of WTB)	2024 (last year)	2025 (now)	Shift
<b>Sentence capitalisation</b>	40.3% underperforming	10.5% underperforming	14.8% underperforming	25.5%
<b>Punctuation skills</b>	52.1% underperforming	35.3% underperforming	23.1% underperforming	29%
<b>Spelling</b>	62.2% underperforming	50.4% underperforming	13% underperforming	49.2%
<b>Noun capitalisation</b>	8.4% underperforming	1.5% underperforming	2.8% underperforming	5.6%

Piki tahi, eke tahi ki tihi maunga



# Annual Plan

2026 ANNUAL GOAL: WRITING (Strategic Goal 1)

Annual Goal: To **decrease the % of struggling writers** in our senior school (Years 4-6)

Focus Area	Baseline	2026 Target	Measures of success
Overall Writing Ability	At the end of 2025, <b>41%</b> of learners were in the <b>CSI range 2.9 or less</b> . <b>24%</b> of children were identified as <b>struggling writers</b> .	<b>≤35% in CSI range 2.9 or less</b> <b>≤20% identified as struggling writers</b>	CSI writing score and diagnostic assessment PAT scale score
Sentence Construction	At the end of 2025, <b>27%</b> of sentences written in the CSI assessment were <b>incomplete</b> .	<b>Reduce rate of incomplete sentences</b>	
Idea expansion and coherence	12% of students expanded ideas across sentences. 20% of students presented their ideas clearly and logically.	<b>Increase % of students showing expansion and coherence</b>	
Technical skills	In 2025, 11.1% showed acceptable punctuation, 7.4% grammar and 37% spelling.	<b>Increase % of students in the acceptable range for punctuation, grammar and spelling</b>	

Improvement + Evaluation Actions	Who
Continue the school-wide implementation of the <b>iDeal spelling programme</b> , which was introduced in 2025 and has already successfully moved spelling achievement from 38% to 72%. Ensure <b>Tier 2 learners are identified</b> and an <b>extra spelling lesson with LA</b> timetabled.	All teachers Years 0-6
<b>Targeted EOTO Lessons</b> for students identified as struggling writers to provide intensive, 1-on-1 or small-group support. Main focus of these extra on top of lessons will be sentence construction (incomplete/run on sentences) and technical skills. <b>Monitoring / tracking</b> to occur.	All teachers Years 0-6
<b>Systematic daily review</b> introduced into writing. These will ensure we combat the forgetting curve and provide opportunities to re practise, review and keep all the writing balls in the air. Daily review will be planned covering items from the scope and sequence for each year level, but should focus primarily on grammar, punctuation, sentences and language features.	All teachers Years 0-6
<b>Explicit teaching of expansion</b> from Year 2 onwards using set planning formats (mind maps and box plans), and the learning journey. Explicit teaching and self assessment of repetition vs development. <b>Writing coaches to support teacher development and capability in this area.</b>	Year 2-6 teachers Writing coaches
<b>Writing coaches</b> to induct and support new teachers.	Renee- Josh Emma - Susanne
<b>Embed "Stop, Drop, and Write" &amp; Daily Challenges</b> throughout the school. These are regular low-stakes writing opportunities for students to practice independent planning and paragraph construction without teacher scaffolding. Seniors to use digital platforms to support typing fluency.	Year 2-6 teachers
Senior teachers to regularly look at their class snapshot <b>data on WTB</b> . This should be <b>shared and used with students</b> to co-construct micro-goals then tracked/celebrated to build agency. Data should be screen shot into analysis doc.	Senior teachers led by Tayla
Use WTB to support higher order reading comprehension follow ups. This will provide another opportunity to practise skills in an integrated way.	Senior teachers led by Tayla



# Annual Plan

2026 ANNUAL GOAL: MATHS (Strategic Goal 1)

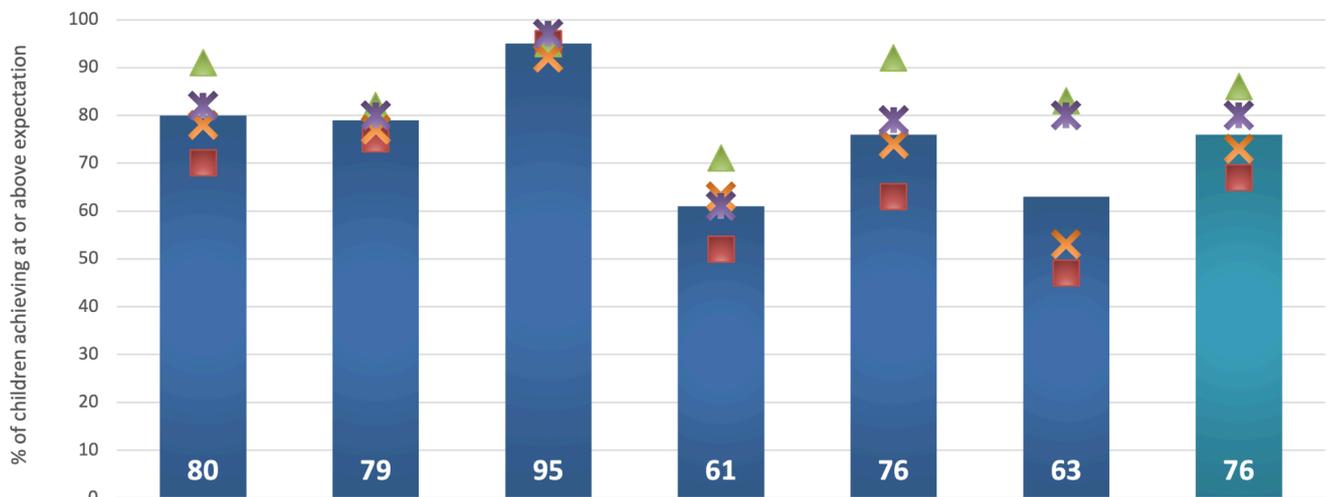


## Maths

### Current Position:

- Currently, 76% of students across the school are meeting or exceeding the expectations of the refreshed maths curriculum. This is a drop of achievement from what we achieved in 2024, however, the new curriculum is more advanced than the last so this can be expected.
- Our progress despite the new curriculum can be measured through our PAT results, with 89% of students achieving—an increase from 81% in the previous year.
- Achievement patterns are similar to literacy with our Year 1-3 learners achieving well and then a drop in overall achievement and equity gaps emerging in our senior school.
- Foundational number knowledge and number strategies are a clear strength school-wide.
- The most consistent gap across every year level is fractions, rational numbers, and basic facts.

Maths - Breakdown by year, gender and ethnicity



Piki tahi, eke tahi ki tihi maunga



# Annual Plan

2026 ANNUAL GOAL: MATHS (Strategic Goal 1)

Annual Goal: To **strengthen computational fluency (basic facts recall)**, enabling learners to solve problems with accuracy, efficiency, and confidence.

Focus Area	Baseline	2026 Target	Measures of success
Basic Facts	These are end of year proficiency levels (eg 80%+) Year 1: 25% (11/44) Year 2: 33% (15/45) Year 3: 74% (31/42) Year 4: 11% (5/45) Year 5: 36% (21/58)	<b>≥50% proficiency at all year levels</b>	Basic facts progression goals

Improvement + Evaluation Actions	Who
<b>Timetable</b> a protected 10-minute daily block dedicated solely to Basic Facts automaticity (11:30). We will use the <b>Number Sense programme</b> schoolwide.	All teachers Years 0-6
<b>Fidelity and consistency of the programme</b> achieved across the school through: Whole staff review of programme elements Peer observations: Observing each other in action Coaching / walkthroughs by maths lead	Maths lead (Jen) All teachers
Create and Implement <b>Addition &amp; Subtraction Fluency Booklets</b> : These will be a mirrored resource to the Multiplication programme for Years 1-4, utilising a cumulative review structure to ensure students constantly practise prior learning alongside new facts and build long-term retention.	All teachers Years 0-6
<b>Tier 2 learners identified</b> through ongoing results tracking. They will join <b>LA led basic facts groups</b> . Support and <b>development of LA's</b> will be provided through: PLD on engagement strategies Teachers to observe LA-led fluency groups to provide coaching on active engagement techniques.	SENCO (Renee) Classroom teachers
<b>Data tracking and monitoring</b> to be ongoing as part of classroom programmes. <b>Involve students</b> in this process to encourage agency and increase motivation.	Team leads Classroom teachers
Utilise matific at school and home to provide further practise of basic facts.	All teachers
<b>Clear communications with whanau</b> around the basic facts focus for Tier 2 children with interactive homework (flashcards, games etc) provided to support learning.	All teachers



# Annual Plan

2026 ANNUAL GOAL: ATTENDANCE (Strategic Goal 3)



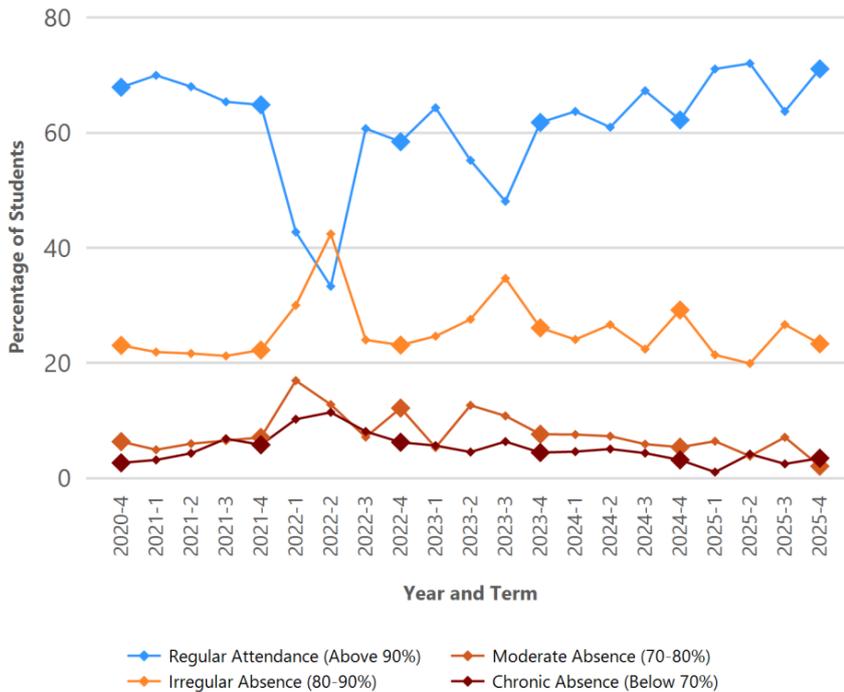
## Attendance

### Current Position:

- Attendance is showing a steady improvement. We had 57% of students attending regularly in 2023 lifting to 63.5% in 2024, and 69.5% in 2025.
- The primary reason for students missing school is Illness or Medical absence, accounting for 45% of total time away. Other significant reasons include: Unexplained or Trivial: 15%, Accepted but Unjustified: 14%, Holiday: 11%
- Attendance management plan is in place, utilising STAR framework.
- Weekly hui with our local attendance service, Ngati Ruanui, is already in place to discuss cases and referrals.

Because of seasonal changes from term to term its best to compare the same term over time. Compare Term 2 to Term 2.

### How have your student attendance categories changed over time?



Year Term	Regular	Irregular	Moderate	Chronic
2020-4	68%	23%	6%	3%
2021-1	70%	22%	5%	3%
2021-2	68%	22%	6%	4%
2021-3	65%	21%	7%	7%
2021-4	65%	22%	7%	6%
2022-1	43%	30%	17%	10%
2022-2	33%	42%	13%	11%
2022-3	61%	24%	7%	8%
2022-4	58%	23%	12%	6%
2023-1	64%	25%	5%	6%
2023-2	55%	28%	13%	5%
2023-3	48%	35%	11%	6%
2023-4	62%	26%	8%	4%
2024-1	64%	24%	8%	5%
2024-2	61%	27%	7%	5%
2024-3	67%	22%	6%	4%
2024-4	62%	29%	5%	3%
2025-1	71%	21%	6%	1%
2025-2	72%	20%	4%	4%
2025-3	64%	27%	7%	2%
2025-4	71%	23%	2%	3%

Piki tahi, eke tahi ki tihi maunga



# Annual Plan

2026 ANNUAL GOAL: ATTENDANCE (Strategic Goal 1)

Annual Goal: Strengthen **regular attendance habits**, enhancing learning, engagement, belonging and wellbeing.

Focus Area	Baseline	2026 Target	Measures of success
Attendance	Overall 69.5% regular attendance in 2025. Term 1: 71% Term 2: 72% Term 3: 64% Term 4: 71%	<b>74% of students attending regularly</b>	Daily attendance Every day matters report

Improvement + Evaluation Actions	Who
<b>Action our AMP (Attendance Management Plan) based on the STAR framework to manage different levels of absence.</b>	All teachers Pastoral Lead (Neyens)
Teachers review their own class data to ensure <b>every student below 85% has an active step from the STAR framework recorded</b> . Built in reminders planned on release calendar.	All teachers Sarah J
Use daily <b>SWITCH data to identify students with pastoral concerns</b> before their attendance drops, allowing for preventative pastoral care interventions.	All teachers SWITCH Leads (Neyens + Suz)
Combat trend non-attendance (e.g., Fridays/Mondays) through <b>strategic scheduling</b> of FOMO Events / <b>high-interest activities</b> (e.g., House Sport, Electives, whanau challenge days).	Neyens + Narnz
<b>Strengthen recording of actions</b> taken on HERO.	All teachers Pastoral Lead (Neyens)
Stay up to date with <b>new HERO features</b> to support implementation of AMP	Pastoral Lead (Neyens)
<b>Change messaging for parents</b> to use the terminology in the AMP and exact numbers of days away rather than % based messaging	All teachers
Explore with HERO whether an <b>automated attendance letter</b> can be drafted which is then sent at certain thresholds.	Pastoral Lead (Neyens)





The Board of Trustees of Tawhiti School accepts this strategic plan / charter as its undertaking to the Minister of Education.

Signed - Chris Pick (Tawhiti Board of Trustees)

February 2026

