

Stratford Primary School: Mathematics Improvement Plan for 2026

Strategic Goals: 1. To 'CONTINUALLY' improve the school's learning culture so ākonga (students) are safe, secure, engaged and have a strong sense of belonging. 2. 'Ki Runga Rawa (Aim HIGH)': To support all ākonga to be the best they can be and to develop a love and passion for learning. 3. To 'BUILD' teachers capability by embedding schoolwide best practice, which is aligned to the New Zealand Curriculum and supports each ākonga AIM High to be the best they can be.

Theory of Improvement Approach:

Mathematics Curriculum Teaching Pedagogy, developed under the guidelines from the Ministry of Education's Curriculum updates.

Improvement Goal 1:

New Curriculum:

- a. All teachers will continue to build their knowledge and ability to use the new Mathematics Curriculum effectively.
- b. Formative assessments: To increase the amount of formative assessments using the new Curriculum, where there is a consistent approach/understanding across the teams.
- c. To support assessments will be aligned to the New Curriculum. All teachers will be confidently able to assess using the updated tools.
- d. To support teachers in Years 1-3 (Phase 1) to use the new assessment tool to identify and analyse ākonga progress.

Improvement Target 1: Where do we want to be at the end of 2026?

Student Achievement:

1. Our long term goal is that a large majority of all ākonga (65 - 79%) of ākonga are proficient or exceeding for their Mathematics Year Level. To achieve this in the short to medium term, we aim to:
 - a. Prioritise Mathematics interventions.
 - b. Track and monitor priority learners over their learning journey.
 - c. Accelerate Mathematics through teacher inquiry and specialist Mathematics Coaches. The goal is that a large majority of Priority Learners (65 - 79%) make accelerated progress.

Teacher Practice:

1. All teachers continue to build their capacity to teach the new Mathematics Curriculum.

Baseline Data: Where are we now? What is the justification for our supporting improvement goals?

Number of ākonga who are 'Proficient' or 'Exceeding' the Mathematics Year Levels (Term 4 2024 v Term 4 2025)

	3+ Cohort		Current Cohort (No IEP)		Current Cohort (All ākonga)	
	2024 (Term 4)	2025 (Term 4)	2024 (Term 4)	2025 (Term 4)	2024 (Term 4)	2025 (Term 4)
Overall	75.4%	66.7%	77.1%	70.5%	64.5%	58%
Girls	69.4%	63.9%	71.6%	69.2%	63.7%	61%
Boys	80.8%	69.7%	83.8%	72.1%	65.4%	55%
Māori	60.4%	50%	75%	64.7%	60%	49.5%
NZ European	76.1%	70.8%	78.2%	74.5%	64.5%	60%
Year 8	66%	53.0%	51%	46%	47%	31%

🔍 Key Messages for SLT:

★ Major Successes

- 2025 Year 7 cohort (ex-2024 Y6) is a huge positive outlier.
- 2025 Year 2 and Year 6 cohorts also show highly effective teaching.

⚠️ Areas of Concern:

- 2025 Year 3, Year 4, and Year 5 cohorts all declined.
- The middle school (Y3–Y5) is consistently weaker in progress.
- Some cohorts have growing tails (more Emerging students).

🔥 System Pattern:

- Transition from Y6 → Y7 is a strength in Mathematics (not in Writing).
- Lower school = strong
- Middle school = variable / needs targeted support
- Upper school = stable but uneven.

Key Improvement Strategies: What do we have to learn? What will we do? When? Who is responsible for making this is done; What will we see?

Indicators of Progress:	What:	Who/When:
<p>Teacher Practice:</p> <ul style="list-style-type: none"> <input type="checkbox"/> There is a 'Common Practice Model for S.P.S', which aligns to the same thinking as the S.P.S Writing Features and the New Curriculum. <input type="checkbox"/> Evidence of ongoing Maintenance (recently taught concepts) so ākonga are provided opportunities to retain new concepts over a period of time. <input type="checkbox"/> There is a consistent approach to assessing, planning, teaching and re-assessing. 	<p>S.P.S Common Practice Model:</p> <ol style="list-style-type: none"> 1. Key features for teaching are outlined in the Professional Growth documents. These features are used to reflect on practice and for the team leader to provide feedback. 2. Staff meeting at the start of the year to explicitly teach these to staff. This will support new teacher induction 3. Students' books will have evidence of maths practice, revisiting topics that have been taught explicitly throughout the year. 4. There will be evidence of formative assessment in modelling books. 	<p>Associate Principal:</p> <ul style="list-style-type: none"> ● Plan developed for CPM 2025 Term 4 ● Maths team ● Team Leaders ● See the Calendar for the termly plan.
<p>Assessment Practices:</p> <ul style="list-style-type: none"> <input type="checkbox"/> There is consistent approach to: <ul style="list-style-type: none"> ○ PAT Mathematics analysis and next steps, which occur twice a term. ○ Basic Facts analysis once a term. ○ Consistent approach to recording teaching and learning (Modelling Books). ○ Consistent approach to making OTJs alongside the Mathematics Curriculum. <input type="checkbox"/> eTap and reporting processes are updated and aligned to new assessment practices (e.g. Assessments, OTJs, Markbooks, Report Indicators etc). 	<p>S.P.S Mathematics Assessment:</p> <ol style="list-style-type: none"> 1. Classroom teachers administer the PAT Assessment twice yearly; Terms 2 and Term 4. PAT Slideshow to support consistent delivery across the school. 2. Classroom teachers to administer Basic Facts Assessment each term. If a student passes a set level, they complete the next level also. 3. The moderation process is completed twice yearly; Term 1 and Term 3. <ol style="list-style-type: none"> a. Formative assessment supports OTJs. b. Shift Reports. <p>S.P.S eTap Markbooks:</p> <ol style="list-style-type: none"> 1. Markbook 105, 106, and 107 is updated to show the new terms - Emerging, Developing, Consolidating, Proficient, Exceeding. 2. Confirm what the criteria for each descriptor (aligned to MoE guidelines) and update the Mathematics Schoolwide Assessment Guidelines, replacing the S.P.S Milestones. 	<p>Associate Principal:</p> <ul style="list-style-type: none"> ● Slideshow ready for Term 1 ● Basic Facts expectations outlined ● See the Assessment Calendar. <p>Associate Principal:</p> <ul style="list-style-type: none"> ● Maths team ● See the Calendar for the termly plan.

<p><u>Mathematics Team:</u></p> <p><input type="checkbox"/> To support the development of Best Practice across the school.</p>	<p><u>Mathematics Team: Planned Actions...</u></p> <ol style="list-style-type: none"> 1. Maths Team members are responsible for sharing updates and information with their own teams. 2. Each Maths Team member will attend two Maths Team meetings per term. 	<p>Mathematics Team:</p> <ul style="list-style-type: none"> • JD, CJ, TG, TC. • Twice a term.
<p><u>Mathematics Professional Development:</u></p> <p><input type="checkbox"/> There is consistent knowledge across the school and Taranaki Mohoao around the implementation of the new Mathematics Curriculum.</p>	<p><u>New Curriculum Development:</u></p> <ol style="list-style-type: none"> 1. Teachers will participate with other teachers from the Taranaki Mohoao for two Mathematics Curriculum Days. 2. PLD on curriculum content attainment provided for teachers within school. 	<p>MoE: Lead advisors supported by the Principal. Taranaki Mohoao Schools.</p> <p>When: Term 1: Friday 6 March Term 2: Friday 29 May</p>
<p><u>Note:</u></p>		

Stratford Primary School: Writing Improvement Plan for 2026

Strategic Goals: 1. To 'CONTINUALLY' improve the school's learning culture so ākonga (students) are safe, secure, engaged and have a strong sense of belonging. 2. 'Ki Runga Rawa (Aim HIGH)': To support all ākonga to be the best they can be and to develop a love and passion for learning. 3. To 'BUILD' teachers capability by embedding schoolwide best practice, which is aligned to the New Zealand Curriculum and supports each ākonga AIM High to be the best they can be.

Theory of Improvement Approach: Murray Gadd's Writing Research (STRATFORD PRIMARY SCHOOL: SCHOOL-WIDE DIRECTIONS FOR EFFECTIVE TEACHING OF WRITING BASED ON RESEARCH); Writing Curriculum Teaching Pedagogy, developed under the guidelines from the Ministry of Education's Curriculum updates.

Improvement Goal 2:

Teacher Practice:

1. Selected teachers at Year 1-4 will have BSLA training.
1. We will continue to embed the SPS Writing Framework into daily classroom practice.
2. Assessment: Aligning schoolwide assessment practices to the New Curriculum.

Improvement Target 2: Where do we want to be at the end of 2026?

Student Achievement:

1. Our long term goal is that a large majority of all ākonga (65 - 79%) of ākonga are proficient or exceeding for their Writing Year Level, with a particular focus on Boys Writing Achievement. To achieve this in the short to medium term, we aim to:
 - a. Prioritise Boys Writing intervention at an earlier age level before the gap becomes too great.
 - b. Track and monitor priority learners over their learning journey.
 - c. Accelerate Boys writing through teacher inquiry and specialist Writing Coaches. The goal is that a large majority of Priority Learners (65 - 79%) make accelerated progress.

Teacher Practice:

1. New Curriculum:
 - a. All teachers in Year 1-4 will have completed the BSLA Training.
 - b. All teachers will be confident to use the new Standardised Reading Tool. A decision will be confirmed about what tool will replace e-asTTle writing in 2027. For example, PAT Writing or the new MoE tool. Further work will continue to determine what tool will be used for Year 1-2 Writing.

c. Writing and Reading assessments will be aligned to the New Curriculum. All teachers will be confidently able to assess using the updated tools.

2. Embedding Writing:

- a. Self Review: To continue using ERO as part of evaluating our improvement cycle.
- b. To continue to accelerate the progress of priority learners in writing (see the annual targets below).
- c. To continue to raise the achievement levels of writing across the school (students).

3. Reading Comprehension: Instructional focus:

- a. Use writing as a thinking tool to deepen comprehension.
- b. Embed Pākiki (curiosity-driven learning).

Baseline Data: (Where are we now? What is the justification for our improvement target?)

Number of ākonga who are 'Proficient' or 'Exceeding' the Writing Year Levels (Term 4 2024 v Term 4 2025)

	3+ Cohort		Current Cohort (No IEP)		Current Cohort (All ākonga)	
	2024 (Term 4)	2025 (Term 4)	2024 (Term 4)	2025 (Term 4)	2024 (Term 4)	2025 (Term 4)
Overall	83%	77.1% (-8 ākonga)	83.4%	77.5% (-18 ākonga)	68.9%	62.9% (-22 ākonga)
Girls	87.1%	84.3% (-2 ākonga)	88.1%	84.6% (-6 ākonga)	79.2%	74.8% (-8 ākonga)
Boys	78.5%	69.2% (-6 ākonga)	77.5%	68.4% (-12 ākonga)	58.5%	50.9% (-14 ākonga)
Māori	81.8%	75.3% (-2 ākonga)	79.8%	72.6% (-6 ākonga)	63.2%	56.6% (-7 ākonga)
NZ European	82.7%	78.1% (-5 ākonga)	84.9%	77.9% (-17 ākonga)	69.1%	61.8% (-22 ākonga)
Year 8	83.0%	62% (-7 ākonga)	82.0%	63% (-7 ākonga)	57.0%	44.0% (-6 ākonga)

Strengths:

- Overall Achievement for Girls:
 - 3+ Years Cohort: 84.3% proficient or exceeding, a slight decrease from 87.1%.
 - Current Cohort (No IEP): 84.6%, indicating girls maintain a strong performance relative to boys and the overall school average.
- Proficient Rates for Māori Students:

- 3+ Years Cohort: Proficiency is stable at 75.3%, suggesting resilience despite challenges.
- Emerging Growth: A notable increase in the "emerging" category (+3.0%) indicates some Māori students are starting to show progress.
- Year 8 Developing Rates:
 - Year 8 students showed a significant improvement in the "developing" category (+10%), suggesting targeted interventions may be effective.

Areas for Improvement:

- Overall Decline in Proficiency:
 - Current Cohort (All ākonga): Decreased from 68.9% to 62.9%. This indicates a need for further investigation.
- Boys' Achievement:
 - 3+ Years Cohort: Proficiency dropped from 78.5% to 69.2%, highlighting a gap that needs addressing.
 - Current Cohort (No IEP): 68.4% are proficient or exceeding expectations. This indicates an issue affecting boys' writing skills.
- Māori and NZ European Students:
 - Both groups saw declines, with NZ European students dropping from 82.7% to 78.1%.
 - The proficiency for Māori students, especially in the current cohort (56.6%), is concerning and suggests a need for targeted support and resources to continue at an even more focused level.

Key Improvement Strategies: What do we have to learn? What will we do? When? Who is responsible for making this is done; What will we see?

Indicators of Progress:	What:	Who/When:
<p><u>BSLA Training:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Teachers are able to assess ākonga using the BSLA Assessment Tools. <input type="checkbox"/> Teachers are able to analyse and teach using the appropriate Taumata. <input type="checkbox"/> Ākonga will be able to make accelerated progress in Literacy, this will include the Tier 2 Teaching Roopu (MoE Funded). <input type="checkbox"/> The current Mutukaroa Assessment Process for Year 1-2 will be aligned to the BSLA Assessment Tools and New Curriculum. 	<p><u>Planned BSLA Approach:</u></p> <ol style="list-style-type: none"> 1. Teachers will complete the BSLA Training. 2. Teachers are supported to implement the training in their daily practice. 3. Tier 2 ākonga are identified and receive ongoing support with their learning. 4. The process for analysing, storing and uploading data will be streamlined across Year 1-4 Teams. 5. Current Mutukaroa Assessment Practices are updated in line with new expectations. Data is then shared with Year 1-2 teachers and the Board. 	<p><u>Deputy Principal</u> Year 1-2 & Year 3 Teams Mutukaroa Lead Teacher</p> <p>Plan developed: Term 4, 2025</p> <p>Review and implement actions: Term 1-2, 2026.</p> <p>Review actions and confirm next steps: Term 3-4, 2026:</p>

<p><u>Schoolwide Assessment Practice:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Review current practice in relation to the New Curriculum, and develop a plan to implement changes (Oral Language, Reading and Writing). <ul style="list-style-type: none"> ○ The Overall Teacher Judgement assessment schedule needs to be manageable, robust and well moderated within and across teams. ○ Explore what other resources (e.g. teacher aides) and support will be needed for the BSLA Assessment. ○ eTap and reporting processes are updated and aligned to new assessment practices (e.g. Assessments, OTJs, Markbooks, Report Indicators etc). <input type="checkbox"/> MoE Phonics checks are uploaded to the MoE site as per the National expectations. 	<p><u>S.P.S Literacy Assessment in 2026:</u></p> <ol style="list-style-type: none"> 1. Literacy Team to review current assessment tools and practice. What is aligned to the New Curriculum? What needs to be replaced and/or updated? What training do staff need? What needs to change in Markbooks? What needs to change on the assessment calendar? Question: Any change needs to ensure there is consistency in OTJs and are aligned to the New Curriculum Levels. 2. Training: Provide support for teachers to unpack the changes at scheduled Staff and Team Meetings. Identify staff who need additional support. 3. Teams Moderate within and across teams with the new assessment practices. Question: Timing to be confirmed from the MoE. 4. Continue to review and update processes based on teacher feedback and MoE Guidance. 	<p><u>Literacy Team:</u></p> <p>Plan developed and assessment confirmed for Term 1-2 in 2026: Term 4, 2025:</p> <p>Review actions: Term 1-2, 2026:</p>
<p><u>Embedding Writing:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> There is consistent practice across the 17 classrooms, following the SPS Writing Framework. <input type="checkbox"/> There is increasing motivation from Boys across the school to engage and share their writing. <input type="checkbox"/> Teams are collaboratively planning motivating topics through the Pakiki Inquiry Process (Integrated across the Curriculum). <input type="checkbox"/> Increasing improvement in writing data, especially with Boys and Māori ākongā. 	<p><u>What we will do to continue to embed writing:</u></p> <p>The Literacy Team, supported by Team Leaders, are consistently reviewing writing practice as per teachers Professional Growth Document. This information is used by the Deputy Principal and Literacy Coach to plan next steps to support staff.</p> <ol style="list-style-type: none"> 1. A planned programme to build teacher capability to effectively use the S.P.S Writing Framework is developed each term. 2. The Literacy Coach supports writing practice in the classroom. E.g. Teacher identified by self or in conjunction with Team Leaders. 3. Writing Data is used to inform the next steps to support the writing progress of ākongā who are below expectations. 	<p><u>Deputy Principal:</u></p> <p>Literacy Coaches</p> <p>Planned time table for each term</p>

<p><u>Priority Learners:</u></p> <p><input type="checkbox"/> Priority Learners for Writing: Boys</p> <ul style="list-style-type: none"> Most of the Priority Learners who are just below expectations, will make accelerated progress (More than one year's progress in 2026). 	<p><u>Priority Learners actions for Boys Writing:</u></p> <ol style="list-style-type: none"> The Deputy Principal and Literacy Coach identify potential Priority Learners for 2026. Teachers are provided the opportunity to have input into the 2026 Priority Learners. 	<p><u>Deputy Principal:</u></p> <p>Literacy Coaches Teachers</p> <p>Priority Learners confirmed for 2026: 1 November, 2026</p>
	<p><u>Priority Writers Process for 2026:</u></p> <ol style="list-style-type: none"> Teachers share with their Professional Growth Coach what they will focus on in their Writing Practice to support their priority learner. This will be based on the S.P.S Writing Framework and ākongā assessment. This will also include: <ol style="list-style-type: none"> How they will share their practice and ākongā progress at Team Meetings. Planning and teaching of writing. How they are providing regular double dosing and feedback to Priority Learners. Team Meetings: Team Leaders facilitate learning discussions around writing practice. For example, how teachers are motivating Boys to write; How teachers are working on their writing practice as identified in point one. Writing Progress Checkpoint: Writing Progress and Teacher Reflections are recorded in teachers Professional Growth Documents. The Deputy Principal tracks progress of Priority Learners. This is then shared back to teachers and a summary of progress is presented to the Board. 	<p><u>Deputy Principal:</u></p> <p>Team Leaders Teachers</p> <p>Professional Growth Timeframe is developed for the year.</p> <p>Team Leader Meeting/Minutes schedule is developed for the year.</p> <p>Team Leaders share back progress of their teams writing practice and team consistencies.</p>

Stratford Primary School: School Culture Improvement Plan for 2026

Strategic Goals: 1. To 'CONTINUALLY' improve the school's learning culture so ākonga (students) are safe, secure, engaged and have a strong sense of belonging. 2. 'Ki Runga Rawa (Aim HIGH)': To support all ākonga to be the best they can be and to develop a love and passion for learning.

Theory of Improvement Approach: Sustaining a safe and inclusive school environment supports all ākonga to be at their best and excel as AIM High Learners. Furthermore, providing opportunities to lead school events and activities enhances ākongas sense of belonging and engagement in learning. Attendance at school is crucial to develop future citizens for our community. SPS will continue to promote the importance of attendance, which is also a National priority.

Supporting Improvement Goals:

1. School Culture: Continue to...
 - Enhance opportunities for student leadership; Enhance opportunities for extension opportunities; Enhance Green-Gold environmental initiatives that develop sustainable practices with tamariki; Look at enhancing the staff culture through positive initiatives.
2. PB4L Strategies: Continue to...
 - Use data and modelling to enhance schoolwide consistencies; Work through the PB4L Action Plan that has been developed with the PB4L Regional Practitioner.
3. Te Reo Māori: Continue to...
 - Provide 3 - 7 ½ hours of integrated Te Reo Māori across the school per week; Ākonga continue to be provided opportunities to lead and grow Te Reo Māori and School Tikanga.

Supporting Improvement Targets: Where do we want to be at the end of 2026?

1. **School Culture:**
 - a. Leadership opportunities: Students are leading school initiatives such as lunch time activities, school assemblies, school events. **Regular reports to the Board.**
2. **PB4L:** Reviewing with Team Leaders how the school culture is working, highlighting areas of strength and opportunities to develop. **Regular reports to the Board.**
3. **Te Reo Māori:** Review classroom practice to show that we are providing 3 - 7 ½ hours of integrated Te Reo Māori in all our classrooms (Level 4b Te Reo Māori Funding requirement). **Reported in Term 2 and Term 3.**

Priority Learning Targets and Planned Actions to Raise Achievement (2026)

Strategic Aims:

Strategic Goals: 1. To **'CONTINUALLY'** improve the school's learning culture so ākonga (students) are safe, secure, engaged and have a strong sense of belonging. 2. **'Ki Runga Rawa (Aim HIGH)'**: To support all ākonga to be the best they can be and to develop a love and passion for learning. 3. To **'BUILD'** teachers capability by embedding schoolwide best practice, which is aligned to the New Zealand Curriculum and supports each ākonga AIM High to be the best they can be.

Annual Aim + Targets and Baseline Data:

Mathematics Target Roopu for 2026: Boys and Girls

- Boys and Girls:** 70% of Priority Learners will make accelerated progress in Mathematics.
- Most of the Priority Learners who are **'Consolidating'** their achievement, will make accelerated progress (More than one year's progress in 2026). Consolidating means they have not quite reached the expected Year Level or have just got there at the end of the year. This means they are still at risk of falling below the expectation for their Year Level. Many of our ākonga who were put at Proficient in 2025, would now be classed as being Consolidating at the end of year. As the Ministry of Education descriptors are new, ākonga have been selected based on the previous descriptors where they were either 'Working Towards' or just 'Working Within their Year Level.
- Number of ākonga who were consolidating at the end of 2025 (Not quite at their Year Level):

Year 2 = 16	Year 3 = 9	Year 4 = 5	Year 5 = 4
Year 6 = 10	Year 7 = 7	Year 8 = 11	Total = 62

Writing Target Roopu for 2026:

- Boys:** 70% of Priority Learners will make accelerated progress in writing.
- Priority Learners will be determined by e-asTTLe sub levels and scores. E.g. 1-2 sublevels or who just got there. Last year's priority learners for writing will also be tracked.
- Number of Boys who were consolidating at the end of 2025 (Not quite at their Year Level):

Year 3 and 4 = 17	Year 5 and 6 = 19	Year 7 and 8 = 11	Total = 47
-------------------	-------------------	-------------------	------------

Planned Actions:	Indication of Progress:	What: Writing and Mathematics Priority Learners	Who/When:
	<p>1. Priority Learners are identified for Writing (Boys only) and Mathematics (Boys and Girls).</p>	<p>2026 Priority Learners identified:</p> <ol style="list-style-type: none"> 1. Priority Learners for 2026 will be identified based on the 2025 end of year data. Data will be analysed to determine which ākonga are able to make 2. The 2025 process is reviewed, confirming the focus for each team in Mathematics and Writing. 	<p>Who: Priority Learners Lead Team. When: The Leadership Team reviews Priority Learners assessment data by 13 February.</p>
	<p>2. Confirmed Priority learners process for 2026.</p>	<p>Priority Learners Process:</p> <ol style="list-style-type: none"> 1. Teachers consulted around the 2026 Priority Learners. 2. Update Priority Learners Groups on eTap, and share with teachers. 	<p>Who: Priority Learners Lead Team. When: 25 February 2026</p>
	<p>3. Writing Inquiry (1-1): Teachers are reflecting on their practice, adapting their programmes and engaging in dialogue with other team members around their Priority Learners.</p>	<p>Priority Learners supported by Classroom Teachers:</p> <ol style="list-style-type: none"> 1. Twice a term, teams will share progress with their Priority Learners with Lead Coaches. 2. Inquiry Questions: What is your teaching goal to support priority learners; What worked/needs adapting from your planned actions? How has this impacted on ākonga learning progress? What do they need to do? 3. Teachers provided evidence of their reflections/ākonga progress through their Professional Growth Document and Modelling Books etc. 	<p>Who: Teachers with their Lead Coach; When: Twice a term; Resource: Script to follow. For example, What do you need to teach over the year? How will you access the knowledge, what will they need to do to make accelerated progress?</p>
	<p>4. Specialist Coaches (Yr 3-8) Writing and Mathematics (Yr 7-8): Priority learners are provided additional double dosing to accelerate their progress Specialist Coaches.</p>	<p>Priority Learners supported by Specialist Coaches:</p> <ol style="list-style-type: none"> 1. There will be three additional Specialist Writing Coaches to support Priority Learners. These Writing and Mathematics Coaches will focus on groups of Priority Learners, while coaching teachers to build their Writing Knowledge. 	<p>Who: Deputy Principal, Associate Principal and three Curriculum Coaches. When: Planned timetable approach.</p>
	<p>5. Mathematics: Teams of teachers are reflecting on their practice, adapting their programmes and engaging in</p>	<ol style="list-style-type: none"> 1. Lead coaches run Priority Learners Meeting for Mathematics twice a term. 2. The focus of the sessions on their practice and teaching 	<p>Who: Priority Learners Lead Team + Teaching Teams. When: Planned timetable</p>

	<p>dialogue with other team members around their Priority Learners.</p>	<p>goals with the aim of accelerating Priority Learners Progress, 3. Teachers reflect on their practice in their Professional Growth Doc and Modelling Book for Priority Learners.</p>	<p>approach.</p>
	<p>6. The Principal is provided ongoing progress reports of Priority Learners for Mathematics and Writing.</p>	<p><u>The Principal is provided ongoing progress reports for Priority Learners:</u></p> <ol style="list-style-type: none"> 1. Classroom Teachers: Professional Growth Documents 2. Team Leader Reports to the Leadership Team. 3. Lead Coaches Reports for Mathematics and Writing 4. Summary Reports from the DP (Writing) and AP (Mathematics). 	<p>Lead: Principal Who: Priority Learners Lead Team; Writing and Mathematics Coaches; Team Leaders and Teachers. When: Week 5 and 10 of Term 1-3.</p>
	<p>7. The Board has a clear understanding of the overall impact teaching is having on priority learners progress with Writing and Mathematics.</p>	<p><u>The Principal will provide a summary of Priority Learners Progress once a term through his Principal Report.</u></p> <ul style="list-style-type: none"> ● Priority Learners Progress in Writings. ● Priority Learners Progress in Mathematics. 	<p>Lead: Principal When: See the Board Work Plan.</p>

Stratford Primary School Attendance Management Plan: 2026

Approval	Date approved at Board Meeting <ul style="list-style-type: none"> Monday 9 February 2026 	Published on	Add a link to the website specifically focused on attendance.
Effective Date	2 February 2026	Review Date	1 February 2027

Overarching Attendance Objectives and Strategic Priorities:

Regular school attendance is vital for the success and wellbeing of our tamariki. Attending school every day supports our tamariki to build strong foundations for their learning and social development. Regular attendance also promotes achievement success as tamariki are able to consistently build on their learning. Our Government has set a national target of 80% of ākonga attending school at least 90% of the time. This means that tamariki should be absent for **no more than one day a fortnight** to ensure that they can have continued success at school.

At Stratford Primary School our school vision of Ki Runga Rawa (AIM High) underpins our approach to attendance - every tamariki striving to '**be the best they can be**'. Our Stepped Attendance Response outlines our process for monitoring, supporting and improving attendance - so every tamariki can strive to be the best they can be.

Baseline Data informing our Attendance Management Plan: Term 4 Attendance 2025 (from Every Day Matters)

Regular (Good Attendance)	Worrying (Irregular Attendance)
<h1>75%</h1>	16%
	Concerning (Moderate Attendance)
	5%
	Very Concerning (Chronic Attendance)
	4%

What would success look like?

Success would look like an increase to Regular/Good Attendance, whereby more of our tamariki are attending regularly. The category where the most positive shift could be made is with the Worrying/Irregular Attendance - reducing this category would have a positive impact on Regular/Good Attendance. While we will also focus on the other two categories, a greater shift can be made focusing on these tamariki and whānau with Worrying/Irregular Attendance.

Annual Target for 2026:

Regular (Good Attendance)	Worrying (Irregular Attendance)
<p>Term 4, 2026: <u>80% (+5%)</u></p>	<p>Term 4, 2026: <u>11% (-5%)</u></p>

Rationale for 5% increase: We are setting an aspirational target to move at least 5% of ākongā from Worrying/Irregular Attendance to Regular/Good Attendance. We aim to increase Regular Attendance every year until 2030, which would meet the government target of 80% of children attending 90% of the time by 2030.

Strategic Plan and Annual Implementation Plan

Our Attendance Management Plan sits within our Strategic Plan and Annual Implementation Plan.

Student Attendance Policy:

At Stratford Primary School, we recognise that regular attendance at school is crucial for student achievement. The Board ensures we meet all legislative and regulatory requirements around student attendance, including recording and monitoring attendance and following up absences and attendance concerns.

We expect students and their parents/guardians/caregivers to work with us to make sure students attend school regularly. Students are required to attend school whenever the school is open (Education and Training Act, s 36), with some exceptions.

School responsibilities:

As required by the Education and Training Act 2020, the Board:

- takes all reasonable steps to ensure the attendance of students enrolled at our school
- has an attendance management plan that sets out a strategy and a process for the school to identify and respond to student absences
- has regard to any guidelines on the management of school attendance issued by the Secretary of Education when preparing our attendance management plan
- reviews our attendance management plan in accordance with regulations
- makes our attendance management plan publicly available online.

As required by the School Attendance Rules 2025 (published under section 237A of the Education and Training Act 2020) and the Education (School Attendance) Regulations 2024, the Principal ensures that the school:

- keeps attendance records for each student enrolled at the school (either by half-day or period) for each half-day that it is open for instruction
- has an absence notification process to enable the accurate and timely collection of attendance records
- uses a Ministry-approved Electronic Attendance Register (eAR) unless exempt
- uses Ministry-approved attendance codes to record attendance or absence for each student for each half-day the school is open for instruction
- provides these attendance records to the Secretary of Education at the end of each school day.

Accurate recording of student attendance ensures all students are accounted for during school hours, EOTC activities, and emergency events, and provides information to help identify and respond to student attendance concerns.

- If a student does not arrive at school or goes missing during the day (including from an EOTC event), we check there are no errors in how attendance information was recorded or updated (e.g. if a student has gone home due to illness) and notify parents/guardians/caregivers in a timely manner so they can respond. If there is reason for concern, we follow our [Missing Student Procedure](#).
- We work with students, parents/guardians/caregivers, staff, and external agencies where needed to identify any barriers to attendance, develop a plan to support attendance and learning, and improve student attendance at our school.
- The Principal reports to the board on attendance trends, barriers, and interventions, including by sharing the termly Every Day Matters report.

We ensure that all attendance-related procedures, documentation, and records comply with privacy requirements. We keep attendance records for the length

of time required by the School Records **Retention and Disposal Schedule**.

Attendance Management Plan:

Our attendance management plan outlines how we monitor student attendance and respond to student absences. Our plan has regard to Ministry of Education attendance guidelines, including the stepped attendance response (STAR), and is reviewed and updated in line with regulations. We seek feedback from the school community when developing and reviewing our plan. Also see [Attendance Management Plans](#) (Ministry of Education).

Our attendance management plan includes our:

- strategic priorities related to attendance (including our attendance targets and other key attendance objectives)
- processes to identify and respond to patterns, barriers, and underlying causes of student absences
- strategies, actions, or interventions at different attendance thresholds (based on numbers of days absent in a term)
- how we will monitor and measure progress in attendance, including any targets set by the board or the government and links to student achievement.

Our plan also may also include other information relevant to our attendance management, such as:

- our expectations of students, parents/guardians/caregivers, and our school staff, including roles and responsibilities
- how we will communicate with students and parents/guardians/caregivers about attendance
- our use of Ministry-approved attendance codes, including the thresholds for discretion and any limitations of discretion (including timeframes) for justified absences
- how we will review and update our attendance management plan.

The Board approves our attendance management plan before it is published online.

Our attendance management plan is publicly available on our school website.

Parent/Guardian/Caregiver and student responsibilities:

As attendance is a shared responsibility, our school communicates with parents/guardians/caregivers and students about attendance requirements and expectations. The school monitors attendance and updates students and parents regularly.

- Parents/Guardians are legally required to make sure their enrolled student attends school every day the school is open (Education and Training Act, s 244).
- We expect students and their parents/guardians/caregivers to communicate and work with the school to ensure regular attendance. We ask parents/guardians/caregivers to contact us as soon as possible to discuss anything that may be a barrier to student attendance and/or to make any requests for exceptions.

- Parents/Guardians/Caregivers are expected to notify the school as soon as possible (before or during the school day) if their child will be absent or late. A reason must be provided no later than the end of the school week. The school will contact parents/guardians/caregivers directly if no explanation is provided for student absence.
- Students are not allowed to leave the school during school hours unless permission is requested by parents/guardians/caregivers and given by the school. The student must sign out at the office.

The Principal assures the Board that the school meets all legislative and regulatory requirements for attendance and is managing attendance effectively. See [Review Schedule and Board Assurances](#).

Daily Attendance Process:

1. Stratford Primary School promotes positive attendance and National Attendance Goals to all whānau, via the School App and School Newsletter. The Principal also promotes the importance of regular attendance at weekly school assemblies.
2. Stratford Primary School will take proactive steps to monitor and thereby increase student attendance, with the goal being that all students are at school for at least 90% of the school year.
3. Attendance Process:
 - a. Whānau are expected to contact the school office before 8.55am when their child is absent from school. They have several options where they can do this... phone message (Including the schools free 0800 Number), text message, email, have a note sent in with a sibling or in person. The important point is that their child has a justified absence (see appendix A) and the school knows where their child is before 9.15am.
 - b. Rolls are taken twice a day; at 8.55am in the mornings and at 1.50pm (1.30pm in the winter term) in the afternoon through eTap. Paper rolls are completed when a relief teacher is taking a class or the eTap system is down.
 - c. Whānau will be contacted as soon as is practicable in relation to any unexplained or unjustified absence. This is firstly completed via eTap.
 - d. Office staff will immediately contact the Principal when there are concerns about a child's well being/attendance.
4. Unjustified Absence:
 - a. Office staff will attempt to make contact with whānau.
 - b. The Office Manager will inform the Principal to discuss options. Further attempts are made to informally contact whānau.
 - c. The Office Manager will organise the Learning Support Coordinator to visit whānau at their homes. The aim here is to foster a positive relationship with the parents and learn why their child has been unjustifiably absent and/or lack of improvement in the student(s) attendance.
 - d. Ongoing concerns: A referral will be made to the Truancy Service.
 - e. Family Group Conference: If this still does not solve the attendance issue, the Principal will arrange a Family Group Conference.
 - f. Monitoring of Attendance: The Office Manager monitors weekly attendance for the Principal.
 - g. Review: This procedure will be reviewed on a yearly cycle or when legislation changes occur.

Absence Thresholds in reaction to the Stepped Attendance Response (STAR):

Stratford Primary School Stepped Attendance Response (STAR):

Good Attendance	Worrying Attendance	Concerning Attendance	Very Concerning Attendance
Less than 5 days absence in a school term	Up to 10 days absence in a term	Up to 15 days absence in a term	15 days or more absence in a term
Whānau	Whānau	Whānau	Whānau
<ul style="list-style-type: none"> Ensure ākonga attends every day they are able Reinforce good attendance habits Support other whānau to reinforce good attendance habits Follow school attendance management plan and procedures. 	<ul style="list-style-type: none"> Return ākonga to regular attendance Contact school to discuss reasons for absence and impact on learning Support ākonga to catch up on missed learning Engage in support offered. 	<ul style="list-style-type: none"> Return ākonga to regular attendance Participate in meetings with school to analyse reasons for absence and to collaborate on a support plan Implement strategies at home. 	<ul style="list-style-type: none"> Return ākonga to regular attendance Engage in support plan Participate in regular meetings.
Kura (School)	Kura (School)	Kura (School)	Kura (School)
<ul style="list-style-type: none"> Communicate with whānau about every absence Maintain contact details of all whānau Provide ākonga with regular updates on their own attendance Report regularly to whānau on attendance of their child Support ākonga attending school to continue learning if unable to attend school every day, including using MoE 	<ul style="list-style-type: none"> Contact whānau to discuss reasons for absence and impact on learning Support ākonga to catch up missed learning where required Use in-school resources as appropriate to remove barriers, eg: counsellor, alternative timetables, PB4L. 	<ul style="list-style-type: none"> Contact whānau to escalate concerns Hold meeting to analyse reasons for absence and to collaborate on a support plan Develop and implement a support plan tailored to the reasons and circumstances around the child's absence Use in-school resources as appropriate to remove barriers and request Support from Attendance 	<ul style="list-style-type: none"> Contact whānau to inform of escalated response Request support from Attendance Service or other agencies as needed Participate in multi-agency response Maintain implementation and monitoring support plan Undertake school-led prosecution, or request MOE led prosecution when considered appropriate if supports are

<p>approved wellbeing or transitional plans, or health schools where appropriate; access other education pathways where appropriate.</p>		<p>Service or other agencies as needed.</p>	<p>offered and not taken up</p> <ul style="list-style-type: none"> • Unenroll if ākongā will not be returning to school.
<p>Communicating with Whānau: Ongoing communication with whānau about attendance expectations and follow up, is critical to lift attendance expectations.</p> <p>In relation to STAR, our kura may use the Ministry of Education resource <u>Communicating with whānau about attendance</u> to support communication with whānau and if required, escalation of attendance concerns.</p>			

Stratford Primary School Board: Annual Work Plan for 2026

Review Evaluation	Review/ Evaluate	9 Feb	23 March	11 May	15 June	27 July	7 September	19 October	24 November	
Strategic Decisions: Education and Training Act 2020 - 138-146	Governance	Analysis of Variance for 2025 Budget approved by the Board.	Table 1st March Return Charter to MoE/ Uploaded to the website (146)	School Donations Scheme - Confirm for 2027	Annual Audit Report for 2025 is available for Whānau (+ Online)	Table the 1st July Return	Annual Improvement Plan 2027 - Discuss	Annual Improvement Plan 2027 - Discuss	Board Dinner - Tuesday 24 November (Hui then dinner)	
	Policy Review (Governance)	Alcohol, Drugs and Other Harmful Substances Policy.					School Community Engagement Policy; Concerns and Complaints Policy.	Curriculum and Student Achievement Policy.		
	Operational - What are the Board's Responsibilities	Sun Protection; Digital Technology and Online Safety; Cellphones and Other Personal Digital Devices;			Swimming Off Site; Education Outside the Classroom; EOTC Governance Roles and Responsibilities; EOTC Risk Assessment Management.		Inclusive School Culture; Enrolment; Student Attendance;		Reporting about Student Progress and Achievement; Learning Support; Māori Educational Achievement; Health Education.	
	Other	Board Structure for 2026: * See Board notes below					2027 School Calendar - Confirm start and end dates; Confirm ToD.			
	Board Training/New Members	Board Training: Governance	Board Training: Governance	Board Training: Governance	Board Training: Governance	Board Training: Governance	Board Training: Governance	Board Training: Governance	Board Training: Governance	
	Finance Committee	November - December Reports	January - February Reports (Note: Asset Register reviewed)	March Report Note: Receipting Process/ Internal Controls reviewed)	April - May Report (Note: 2025 Audit Management Report reviewed)	June Report	July - August Reports	September Report (Note: Draft Budget approved)	October Report (Note: Audit Prep)	
Monitoring (Principal Report)	Staff/Ākonga Presentations	Principal - Team Structure for 2026	Year 7-8 Programme for 2026	S.P.S Honours Bands	Huranga Whānui (New Tech Prog)	Ākonga Council	Boys Mentoring Programme	Enviro Leaders	Principal - Team Structure for 2027	
	Enrolment + Attendance	2025 Attendance Overview	February - March	Term 1 - Attendance Matters	Feb - June	Term 2 - Attendance Matters	Feb - Sept	Term 3 - Attendance Matters	February - November	
	Student Behaviour (PB4L)	PB4L Report	PB4L Report	PB4L Report	PB4L Report	PB4L Report	PB4L Report	PB4L Report	PB4L Report	
	Health and Safety Reports	November - December - January Reports	February Report	March - April Reports	May Report	June Report	July - August Reports	September Report	October Report	
	Improvement Plan	Annual Plan Goals: Overview of all goals.	Annual Plan Goals: Finalised goals	Annual Plan Goals: Goal 1 and 2 updates	Annual Plan Goals: Supporting Goals; Priority Learners Process.	Annual Plan Goals: Goal 1 and 2 updates; Priority Learners Progress Data.	Annual Plan Goals: Goal 1 and 2 updates	Annual Plan Goals for 2027	Annual Plan Goals for 2027	

	Student Achievement	Analysis of Variance 2025	Progress of IEP Learners	Progress of SENCO Learners	Schoolwide Mathematics Trends	Schoolwide Reading and Writing Trends	Schoolwide Reading and Writing	Schoolwide Mathematics	
	Curriculum Updates	Reporting to Parents	Curriculum changes impacting teaching and learning.	Reporting to Parents	Curriculum changes impacting teaching and learning.	Reporting to Parents	Curriculum changes impacting teaching and learning.		
	What is has been happening around the school	What has been happening around S.P.S.	What has been happening around S.P.S.	What has been happening around S.P.S.	What has been happening around S.P.S.	What has been happening around S.P.S.	What has been happening around S.P.S.	What has been happening around S.P.S.	
	Whānau and ākongā consultation			Start of Year Feedback - Whānau Day				Whakapiri Morning Anti - Bullying + General Survey	Anti-Bullying and General Survey
	Personnel	December - January - Report	February Report	March - April Reports	May Report	June Report	July - August Reports	September Report	October Report
	Property	December - January - Report	February Report	March - April Reports	May Report	June Report	July - August Reports	September Report	October Report
Board Notes (Schedule 22 , Schedule 23)		* Appointment of Presiding Member + Sub Committees, Board Conflict of Interest, and the Code of Behaviour Policy.							