

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
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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,</p> <p>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 ākonga 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>			