

MOE PRIORITIES	WHAT	WHO	RESOURCES	Term 1	Term 2	Term 3	Term 4	MEASURES
<p>Clearer curriculum: Establishing a knowledge-rich curriculum grounded in the science of learning</p>	<ul style="list-style-type: none"> All curriculum areas engage with the curriculum Identify gaps in practice and pedagogy Individualised and group targeted PLD to support practice and pedagogy Create a common practice model and associated tools Develop planning expectations Alignment to departmental goals 	<p>HOF and Teachers</p> <p>HOF and SLT</p>	<p>Unpacking curriculum PLD</p>	<ul style="list-style-type: none"> Identify gaps in practice and pedagogy English and Mathematics Staff are taken through a RGHS Common Practice model to be implemented in all classes Conduct regular walk throughs and observations All staff have initially PGC hui with HOF's 	<ul style="list-style-type: none"> Conduct regular walk throughs and observations Co construction hui of junior classes held to gage the CPM implementation and strategies for Teaching and Learning 	<ul style="list-style-type: none"> Identify gaps in practice and pedagogy all other learning areas Conduct regular walk throughs and observations Co construction hui of junior classes held to gage the CPM implementation and strategies for Teaching and Learning 	<ul style="list-style-type: none"> Conduct regular walk throughs and observations All HOFs have completed staff PGC's Co construction hui of junior classes held to gage the CPM implementation and strategies for Teaching and Learning 	<ul style="list-style-type: none"> 100% of Staff Observation Feedback 80% of Staff feel high levels of efficacy PGC Goals Teaching and Assessment Profile
<p>Better approach to literacy and numeracy: Implementing evidence-based instruction in early literacy and maths.</p>	<ul style="list-style-type: none"> Use e-asTTle data to identify gaps in reading, writing, and mathematics. Create a school wide literacy and numeracy strategies to address gaps Ngāti Whakaue Reading intervention programme 			<p>Testing Year 9 and 10 at the start of term</p> <p>School wide literacy and numeracy strategy will be created</p>	<p>Testing Year 9 and 10 during CAA testing slot</p> <p>Check point with faculties with the success with the literacy and numeracy strategies</p>		<p>Testing Year 9 and 10 at the end of term</p> <p>Review of the Faculty strategies for literacy and numeracy.</p> <p>Analysis of CAA results.</p>	<ul style="list-style-type: none"> Baseline data E-asTTle Reading, writing, and mathematics data Diagnostic Testing Tools
<p>Smarter assessment and reporting: Implementing consistent modes of monitoring student progress and achievement.</p>	<ul style="list-style-type: none"> Attend SMART tool PLD Attend and engage in reporting to parents PLD Staff attend the effective assessment PLD 			<p>Make a year long PLD plan once the tool PLD is released..</p>	<p>Staff attend PLD</p>	<p>Staff attend PLD</p>	<p>Ensure that all staff have attended PLD from the checklist.</p>	<ul style="list-style-type: none"> The School is ready for using the SMART tool for 2027 All staff are confident in reporting to parents of new curriculum 100% of staff attend effective assessment PLD

<p>Stronger learning support: Targeting effective learning support interventions for children with additional needs</p>	<ul style="list-style-type: none"> Implement 2025 BOT Review recommendations 	<p>Deputy Principal's Junior and Senior School LSC - Denise Heard Learning Mentors.</p>		<ul style="list-style-type: none"> All year 9 students tested for reading ages Ngāti Whakaue reading programme students identified Timetables for inclass support developed for Learning mentors LSC - puts together the learning report register and information is relayed to staff and supports put in place. ILP's developed by LSC for students with additional needs 	<ul style="list-style-type: none"> Ngati whakaue Reading programme data gathered for report Ngati Whakaue milestone report due 30 June 2026 ILP's updated and progress measured from term 1. Learning support register and NZQA SAC information updated. Support provided from Learning Mentors to students for CAA's 	<ul style="list-style-type: none"> ILP's developed by LSC and updated measured from term 2. Learning support register and NZQA SAC information updated. Support provided from Learning Mentors to students for CAA's and Prelims 	<ul style="list-style-type: none"> Ngati whakaue Reading programme data gathered for report Ngati Whakaue milestone report due 30 November 2026 ILP's updated and progress measured from term 3. Learning support register and NZQA SAC information actioned into NZQA support for external examinations. 	<ul style="list-style-type: none"> Ngati Whakaue Feedback NZQA feedback Student and whānau voice
<p>Greater use of data: Using high-performing data and evidence to inform decision-making.</p>	<ul style="list-style-type: none"> All junior students complete e-asTTle testing in Reading, Writing, and Mathematics Using literacy data to inform whole school and targeted interventions <i>Student and whānau</i> 			<ul style="list-style-type: none"> <i>Testing year 9 and 10 students in week 1 and 2 in Reading, writing, and Mathematics</i> 	<ul style="list-style-type: none"> <i>Testing year 9 and 10 students in week 9 and 10 in Reading, writing, and Mathematics</i> 		<ul style="list-style-type: none"> <i>Testing year 9 and 10 students in week 8 in Reading, writing, and Mathematics</i> 	<p><i>Progress 2 sub levels achieved by all students</i></p>
<p>Attendance and Wellbeing</p>	<ul style="list-style-type: none"> Follow the attendance Management Plan Establish the pilot junior attendance class (Nga Wāhine o Te Waka 2026) 			<ul style="list-style-type: none"> Attendance Goal Regular - 30% Irregular - 25% Moderate - 20% Chronic - 25% Have whānau meeting for Attendance Class 21 January Review class KPI's at the end of Term 1. 	<ul style="list-style-type: none"> Attendance Goal - Regular - 35% Irregular - 25% Moderate - 18% Chronic - 22% Review class KPI's at the end of Term 2. Hold Whānau hui for attendance class 	<ul style="list-style-type: none"> Attendance Goal - Regular - 40% Irregular - 25% Moderate - 15% Chronic - 20% Review class KPI's at the end of Term 3. Hold Whānau hui for attendance class 	<ul style="list-style-type: none"> Attendance Goal - Regular - 45% Irregular - 25% Moderate - 12% Chronic - 18% Review class KPI's at the end of Term 4. Hold Whānau hui for attendance class 	<p>Achieving the Attendance goals</p>