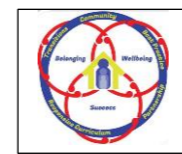




# Reefton Area School Annual Plan 2025: Belonging, Well-Being, Success.



**Strategic Goal 1:** A schoolwide progressive Māori language strategy plan is developed with whānau, hapu and iwi. The plan is to have a strong focus on developing the capability of staff and students in te reo Māori

National Education Priority 3 Quality Teaching and leadership – Quality teaching and leadership make the difference for learners and their whānau National Education Priority 3 Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning.

Students have the opportunity to learn through Tikanga Māori. Māori, Māori Whānau, hapu and iwi expectations are not yet established. Community collaboration is beginning to provide opportunities for students. The school is initiating connections with whānau, hapu, iwi and parents. Support from educational partnerships is used to support the school. The delivery of a progressive Māori language programme is yet to reflect the aspirations of local whānau, hapū and iwi. Students are unaware of their te reo Māori capabilities. Teachers’ recognise the importance of Māori language in the school. Teachers are yet to monitor the effectiveness of programmes.

Giving effect to Te Tiriti o Waitangi: plans, policies, and local curriculum reflect local tikanga Māori, matauranga Māori, and te ao Māori; and taking all reasonable steps to make instruction available in tikanga Māori and te reo Māori; and achieving equitable outcomes for Māori students.

Term 1: Wk.	Term 2: Wk.	Term3: Wk.	Term 4: Summary		
Implementation / Action			Evaluation		
			How will we know if we are succeeding?		
What needs to be done to reach our goal and achieve our objective?	Resources	By whom? By when?	What evidence indicates: Progress Success	Output	Monitoring:
Fully support He Ruru Mātauranga initiatives including the development of purakau from Ngāti Waewae /reomāorimai.	Reomāorimai Cultural Leadership Team Ngāti Waewae PD Resourcing	Leadership Team Cultural leadership team <b>End of Term Four</b>	Whānau, hapū and iwi engage in designing and planning activities and celebrations that promote Māori Language	Termly monitoring documentation	
Teachers plan for the acquisition of vocabulary, phrases and other forms of language that are used on a regular basis in Aotearoa e.g. pepeha, whakatauki, greetings, waiata etc. Students are regularly participating in progressive te reo Māori lessons.	Reomāorimai Cultural Leadership Team Ngāti Waewae PD Resourcing	Leadership Team Cultural leadership team <b>End of Term Four</b>	The teaching and learning of te reo Māori is a valued part of the school curriculum.	Teacher planning and assessments.	
The school fully supports initiatives on Te Tai Poutini for kapa haka, mau rakau, matariki, te reo o wiki, Waitangi Day	Reomāorimai Cultural Leadership Team Ngāti Waewae PD Resourcing	Leadership Team Cultural Leadership team PLG Team leaders <b>End of Term 1</b>	Staff are reflecting on their teaching practice with target students.	Documented Teaching as Inquiry projects.	
The school prioritises the development of staff capability: • Teachers continue their own te reo Māori learning journey. • Staff are developing cultural competencies.	Reomāorimai Cultural Leadership Team Ngāti Waewae PD Resourcing.	Leadership Team Plan <b>End of Term 1</b>	Staff are meeting appraisal requirements.	Appraisal documentation.	
A robust Tiriti o Waitangi policy outlines processes for the teaching and learning of te reo Māori in our school community.	School Docs	Leadership Team Cultural leadership team <b>End of Term Four</b>	The school has a robust Tiriti o Waitangi policy that is well known to the school community.	Te Tiriti o Waitangi Policy	
Staff assigned cultural leadership allowances engage whānau, hapu and iwi to establish targets for rangatahi success at Te Kura Takiwa o Reefton.	Staff meeting Whānau meetings. Budget allocation	Leadership Team Cultural Leadership Team <b>End of Term 1 Term 4</b>	Mana whenua have significant input to Te Reo Māori and Tikanga Māori initiatives in the kura.	Engagement plan. Targets established.	
Evaluation:					



# Reefton Area School Annual Plan 2025: Belonging, Well-Being, Success.



**Strategic Goal 2:** Priority learners are identified and targeted to succeed. Accelerate the learning of students performing below expectations.

National Education Priority 2 Strengthen the quality of teaching our learners receive to give our learners the skills they need to succeed in education, work and life. National Education Priority 4 Ensure every learner/ākonga gains sound foundation skills, including language, literacy and numeracy

Summary of the Plan: An interrogation at mid-year and end of year data has highlighted areas of under-performance in achievement for cohorts of students throughout the school. These areas continue to be Reading Year 1-10, Writing Years 1-10, Mathematics and Statistics Years 1-10 and attendance across all levels. These specific target areas will form the basis of collaborative teaching as inquiry projects. The targets support the achievement challenges of the Top of the South Kāhui Ako.

Giving effect to Te Tiriti o Waitangi: Excellent outcomes: We will support Māori learners and their whānau to achieve excellent education outcomes.

Term 1: Wk. 8	Term 2: Wk. 8	Term3: Wk. 8	Term 4: Summary		
Implementation / Action			Evaluation		
			How will we know if we are succeeding?		
What needs to be done to reach our goal and achieve our objective?	Resources	By whom? By when?	What evidence indicates: Progress Success	Output	Monitoring:
Based on quality achievement data, targets are set to support cohorts of students performing below expectation	Leadership team / Teacher meetings	Leadership Team Literacy CTL Maths CTL <b>End of Term 1</b>	Targets are established. Target students are identified	Target student documentation	
Desired achievement outcomes are established for students performing below expectations in: Reading Years 1-10, Writing Years 1-10 , Mathematics Years 1-10, Attendance. Specific targets are established for male and Māori ākonga	Leadership team / Teacher meetings	CT Literacy CT Maths Leadership Team. <b>End of Term 1</b>	Targets are set for students performing below expectations.	Set Target documentation Student lists	
Collaborative inquiries are developed to support target student achievement. The inquiries are shared with a professional audience. Teachers are inquiring into their practice to see what works, what doesn't work and make the changes needed to improve student achievement.	Leadership team / Teacher meetings	CT Literacy CT Maths Leadership Team. <b>End of Term 1</b>	Cycles of inquiry are documented and regularly updated	Appraisal documentation	
Individual teaching plans are established for all students achieving <b>well-below curriculum achievement levels</b> in mathematics, reading and writing. Parents, students, family and whānau have input into the plans.	Leadership Team CT Leaders Literacy / Maths SENCO	CT Literacy / Maths/Stats SENCO Leadership Team. <b>End of Term 1</b>	ITPs are established for all students achieving well-below curriculum achievement levels in maths/stats reading & writing	ITPs are regularly monitored and updated with caregiver input.	
PLG meetings have a focus on target student achievement. PLGs enable robust discussion and collegial professional support to assist with teacher inquiries.	PD Budget. Staff Meetings PD Goals.	Leadership Team PLG Team leaders <b>End of Term 1</b>	Professional dialogue is happening in PLG team settings.	PLG team meeting minutes.	
Termly student monitoring meetings are held between Curriculum Team Leaders and teachers on the achievement of target students.	Student monitoring meetings (Termly)	Leadership Team CT Leaders Literacy / Maths / Stats <b>End of Year</b>	Strategies used for individual students are discussed. Discussions on what's working and what's not.	BOT student monitoring reports	

Evaluation:



# Reefton Area School Annual Plan 2025: Belonging, Well-Being, Success.



## Strategic Goal 3. A) Effective teaching strategies and learning opportunities are used to engage learners and enrich learning

National Education Priority 4. Ensure every learner/ākonga gains sound foundation skills, including language, literacy and numeracy. Ensure all learners/ākonga have ongoing opportunities to develop key capabilities, including communication, problem solving, critical thinking and interpersonal skills • Ākonga are equipped with language, literacy, numeracy and digital literacy skills that enable future learning and development. • Our ākonga build key competencies and capabilities including communication, problem solving, critical thinking, resilience and interpersonal skills. • Our ākonga have a variety of learning opportunities to develop digital literacy.

Summary of the Plan: The school has been working closely with Ngāti Waewae through reomāorimai to implement He Ruru Mātauranga and the pūrākau. Our kura has been slowly putting together a localised curriculum to sit alongside and support the NZ Curriculum Refresh. The school needs to keep on track with the implementation of the N.Z. Curriculum Refresh and the updating of NCEA programmes. Staff need to become aware of the curriculum supports available

Giving effect to Te Tiriti o Waitangi: including by working to ensure that its plans, policies, and local curriculum reflect local tikanga Māori, mātauranga Māori, and Te Ao Māori;

Term 1: Wk. 7		Term 2: Wk. 7		Term3: Wk. 7		Term 4: Summary	
Implementation / Action				Evaluation			
				How will we know if we are succeeding?			
What needs to be done to reach our goal and achieve our objective?	Resources	By whom? By when?	What evidence indicates: Progress Success	Output	Monitoring:		
Embed the RAS local curriculum which provides a coordinated approach to teaching and learning	Syndicate and PLG Meetings. Whole staff meetings	Principal Curric. Team Leads	A framework exists that outlines expectations for RAS Curriculum Delivery	RAS Curriculum Overview Planning documents.			
The aspirations of mana whenua and Te Ao Māori are evident in the localised curriculum	Mana Whenua	Principal Curric. Team Leads	Bicultural perspectives feature in the curriculum	RAS Curriculum Overview			
Te Mātaihaho The N.Z. Curriculum Mathematics is implemented with fidelity	Staff PLD Sessions	Principal Curric. Team Leads	Staff feedback	PLD Programme			
Te Mātaihaho The N.Z. Curriculum English Years 1-6. Is implemented with fidelity	Staff PLD Sessions	Principal Curric. Team Leads	Staff feedback	PLD Programme			
Procure physical resources to support Mathematics and Literacy	Budget funding	Curric. Team Leads. Leadership team	Literacy and numeracy programmes have adequate resources for implementation.	NZQA Expectations			
Opportunities for PLD will be explored and implemented.	Job Descriptions Performance Agree.	Principal	Staff have access to adequate curriculum development opportunities	Performance Agreements Job Des.			
Embed the Common Assessment Tasks for NCEA students Implement NCEA literacy and numeracy requirements to meet NZQA expectations	NZC Material	Senior Leadership CT Leader Maths / English	NCEA literacy and numeracy common assessment tasks are implemented.	NZQA implementation statements.			

Evaluation:



# Reefton Area School Annual Plan 2025: Belonging, Well-Being, Success.



**Strategic Goal 3 B) Use internal evaluation to support the quality, consistency, and coherence of the school’s curriculum, assessment and teacher practice across the primary and secondary school**

National Education Priority 2 Strengthen the quality of teaching our learners receive to give our learners the skills they need to succeed in education, work and life.

Summary of the Plan: School wide review and reporting to parent’s procedures require further development through this time.

Giving effect to Te Tiriti o Waitangi: Quality teaching and leadership: Quality teaching and leadership make the difference for learners and their whānau,

Term 1: Wk. 6	Term 2: Wk. 6	Term3: Wk. 6	Term 4: Summary
<b>Implementation / Action</b>		<b>Evaluation</b>	
		<b>How will we know if we are succeeding?</b>	
<b>What needs to be done to reach our goal and achieve our objective?</b>	<b>Resources</b>	<b>By whom? By when?</b>	<b>What evidence indicates: Progress Success</b>
<b>Output</b>	<b>Monitoring:</b>		
Curriculum Team Leader reports are strengthened to give an accurate overview of achievement for each learning area.	Curriculum Team Leader Meetings	Senior Leadership Team End of Term 1/3	An overall picture of achievement in essential learning areas is available annually
The curriculum review programme overview is updated to ensure effective review is taking place	Curriculum Team Meetings Staff Meetings	Senior Leadership Team End of Term 1	Regular curriculum reviews are happening with fidelity.
The school’s reporting to parents’ procedure is reviewed and developed. Emphasis is to be placed on effective practice and quality engagement with whānau, family and the learner.	Staff/Community Consultation Staff Meetings	PLG Team Leaders Meeting End of Term 1	Quality achievement information is available for whānau, family and students. Reporting schedules are manageable for staff.
Systems are developed to enhance the collection and collation of achievement data.	Staff feedback Curriculum Team Meetings	Senior Leadership Team End of Term 3	Consistent expectations are documented and followed by staff.
Greater use of the parent portal is made to enable timely reporting of progress.	Community Information Meetings	Senior Leadership Team Board of Trustees Term 3	Whānau, Family and students are successfully accessing the parent portal.
Evaluation			



# Reefton Area School Annual Plan 2025: Belonging, Well-Being, Success.



**Strategic Goal 4:** A) Fully implement School Wide Positive Behaviour for Learning initiatives in the Reefton Area School Community

National Education Priority Objective 2: Barrier Free Access – Great education opportunities and outcomes are within reach for every learners 3 Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs.

Summary of the Plan: To counter the effects of a transient community, the school will ensure school wide positive behaviour for learning strategies, attendance strategies and well-being initiatives are implemented with both rigor / fidelity.

Giving effect to Te Tiriti o Waitangi: We will support strong relationships between learners and whānau, hapū, iwi, educators and others to support excellent outcomes.

Term 1: Wk. 4		Term 2: Wk. 4		Term3: Wk. 4		Term 4: Summary		
Implementation / Action				Evaluation				
What needs to be done to reach our goal and achieve our objective?				How will we know if we are succeeding?				
Resources	By whom? By when?	What evidence indicates Progress Success	Output	Monitoring:				
Ensure Tier 1 SWPB4L practices are implemented with fidelity	Meeting schedules Student Council Meetings.	PB4L Team Leader PB4L Team Coach <b>End of Term 1</b>	Student and community voice is part of PB4L decision-making.	SWPB4L Agenda / Minutes / Action Plans				
Bilingual signage is established in the quad area to reinforce school wide values	Budget Staff Meetings	PB4L Team Leader PB4L Team Coach <b>Term 1 / Term 4</b>	Signage installed.	Documented PB4L Action Plan				
The student reward system is embedded. Free and frequent, class rewards, long and strong student achievement awards are used across all settings	SWPB4L Budget	PB4L Team Leader <b>End of Term 1</b>	Students are consistently and appropriately rewarded.	Classroom monitoring records for PB4L awards.				
The community is actively informed and involved in SWPB4L initiatives.	Communication systems.	PB4L Team Leadership Team <b>End of Term 1 / Term 4</b>	PB4L initiatives include the wider community.	PB4L Action Plan.				
Network with Buller/West Coast Schools to ensure fidelity commitments are met.	Termly Cluster meetings	PB4L Team Leadership Team <b>End of Term 1 / Term 4</b>	PB4L initiatives include the wider West Coast Cluster.	PB4L Agenda / Minutes				
The PB4L team is expanded to include wider staff, student, BOT representation.	Meeting schedules Student Council Meetings.	PB4L Team Leader PB4L Team Coach <b>End of Term 1</b>	Student and community voice is part of PB4L decision-making.	SWPB4L Agenda / Minutes / Action Plans				
The big 5 data is shared regularly with staff, the BOT and parent community.	Communication systems.	PB4L Team Leadership Team <b>End of Term 1 / Term 4</b>	PB4L initiatives include the wider community.	PB4L Action Plan.				
The Year 7/8/9/10 graduation programme is enhanced to support PB4L / Attendance Outcomes.	Syndicate meetings.	Leadership Team Form teachers <b>End of Term 1 / Term 4</b>	Year 7-10 graduation programmes are consistently applied across all cohorts.	Documented procedures for graduation programme is in place including marking criteria..				
Further develop and enhance Tier 2 interventions for at risk learners.	PB4L Team	PB4L Team Leader PB4L Team Coach <b>End of Term 1</b>	Tier 2 referrals and interventions are formalised .	Tier 2 intervention plans are documented.				

**Evaluation**



# Reefton Area School Annual Plan 2025: Belonging, Well-Being, Success.



<b>Strategic Goal 4:</b> B) Implement an attendance strategy					
National Education Priority 1/3 Safe and inclusive and free from racism, discrimination and bullying. Collaborating more with whānau, employers, industry and the community					
Summary of the Plan: To counter the effects of a transient community, the school will ensure school wide positive behaviour for learning strategies, attendance strategies and well-being initiatives are implemented with both rigor / fidelity.					
Giving effect to Te Tiriti o Waitangi: We will support strong relationships between learners and whānau, hapū, iwi, educators and others to support excellent outcomes.					
<b>Term 1: Wk. 3</b>	<b>Term 2: Wk. 3</b>		<b>Term3: Wk. 3</b>		<b>Term 4: Summary</b>
<b>Implementation / Action</b>			<b>Evaluation</b>		
			<b>How will we know if we are succeeding?</b>		
<b>What needs to be done to reach our goal and achieve our objective?</b>	<b>Resources</b>	<b>By whom? By when?</b>	<b>What evidence indicates: Progress Success</b>	<b>Output</b>	<b>Monitoring:</b>
The BOT is actively involved in the development of the student attendance and engagement strategic direction	BOT Strategic Planning Meeting	BOT Chair Senior Leadership Team	BOT is actively monitoring student attendance	Attendance is included in the strategic direction of the school.	
A well-structured attendance procedure is shared with all staff. Each member of staff understands their role. Specific procedures are in place to deal with chronic and moderate absence.	Staff PLD	Senior Leadership Team	Attendance procedures are implemented with fidelity	RAS Attendance procedures are documented.	
Specific causes of absence are identified and addressed. Consideration is given to the attendance and engagement of specific vulnerable groups.	Pastoral Care Committee Meetings	Pastoral Care Committee	Barriers to attendance are identified and addressed	Pastoral Care documentation identified potential causes / factors of non-attendance.	
Overall targets for improving attendance are based on a thorough audit of quality relevant data. Data is monitored frequently. Analysis is shared with all stakeholders.	BOT Meetings	BOT Chair Senior Leadership Team	Attendance data is being analysed and evaluated regularly.	Monthly reports to the BOT include specific information on attendance.	
Enlist the support of "Rock on to School" personnel from the Greymouth Police"	Rock On Meetings	Designated senior leader	Family and Whānau have support resources available.	Attendance intervention documentation.	
Enlist the support of Buller Attendance Personnel to work alongside students, whanau and family.	MOE Buller Attendance Support	Senior Leadership Team Office Team	Family and Whānau have support resources available.	Attendance intervention documentation.	
Incentivise attendance targets for individual students. 10% shift for targeted students.	Budget	Senior leadership team PLG Team Leaders	Regular attendance of students is enhanced.	Attendance documentation.	
<b>Evaluation:</b>					



# Reefton Area School Annual Plan 2025: Belonging, Well-Being, Success.



**Strategic Goal 4: C) Staff are committed to well-being outcomes.**

National Education Priority Objective 2: Barrier Free Access – Great education opportunities and outcomes are within reach for every learners 3 Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs. Work with whānau and Pacific families to identify and understand barriers that may prevent learners/ākonga from accessing, participating or remaining engaged in schooling, and work to address them.

Summary of the Plan: To counter the effects of a transient community, the school will ensure school wide positive behaviour for learning strategies, attendance strategies and well-being initiatives are implemented with both rigor / fidelity.

Giving effect to Te Tiriti o Waitangi: We will ensure Māori learners and their whānau have a strong sense of belonging across our education system.

Term 1: Wk. 3		Term 2: Wk. 3		Term3: Wk. 3		Term 4: Summary	
Implementation / Action				Evaluation			
				How will we know if we are succeeding?			
What needs to be done to reach our goal and achieve our objective?		Resources	By whom? By when?	What evidence indicates: Progress Success	Output	Monitoring:	
A well-being team is established		Staffing	Senior Leadership Team Start of Term 1	Well-being issues are being addressed	A Well-Being strategy is developed.		
Student and community voice is actively sought to address well-being issues.		Student activities budget	Senior Leadership Team <b>Term 4</b>	Senior students are taking leadership opportunities.	Principal Reports to BOT		
Address predominant student issues: pro-social behaviour, emotional wellbeing, bullying and violence, vaping, responding to trauma.		SWIS PHO Counselling PB4L Matrix	SWIS Leadership Team PLG Team Leaders <b>Term 2</b>	Specific learning experiences are planned and implemented to address health issues.	Principal Reports. Health Promoting Agenda /Minutes / Actions Plans		
Support West Coast Pathways and Buller REAP student support initiatives.		Buller REAP Development West Coast	Senior Leadership Team <b>Term 4</b>	Student supports are immediately available.	Principal Reports to BOT		
Staff induction includes in depth support for PB4L, Te Whare Tapa Rima, Well- being initiatives.		Staff induction meetings.	Senior Leadership Team <b>Term 4</b>	New staff are aware of school wide processes	Induction meeting documentation.		
Mentor and support staff to promote student wellbeing and engagement		Staff Meetings	Senior Leadership Team <b>Term 4</b>	Staff are aware of their roles to support wellbeing	Staff meeting documentation minutes		
Implement shortened versions of NZCER Wellbeing surveys.		Staffing	Senior Leadership Team <b>Term 4</b>	Well-being issues are being identified	Staff / Student feedback		
A safe space is established in the school and resourced with personnel		Support staff allocation	Senior Leadership Team <b>Term 4</b>	Bully free spaces are supervised in school	Student/ staff feedback. Incident sheets.		
<b>Evaluation:</b>							



# Reefton Area School Annual Plan 2025: Belonging, Well-Being, Success.

