



MANAIA VIEW SCHOOL

# Manaia View School

## Strategic Goals and Annual Plan

### 2025

*Whakatinana Te Moemoea - Give Body to the Dream*



MANAIA VIEW  
SCHOOL

# Pepeha

Ko Ruarangi te Maunga

Ko Te Waititi te Awa

Ko Ngātokimatawhaorua te Waka

Ko Torongare te Rangatira

Ko Te Parawhau me Ngā Puhi Nui

Tonu nga Iwi

Ko Whangārei Terenga Parāoa te Marae

Ko Manaia View te Kura



# Manaia View School Mission Statement

## Our Vision

**Manaia View School will foster the development of its own unique identity. It will provide a secure and happy environment, in which children are valued, supported and challenged and where child-centred programmes meet the needs of all students.**



- We will raise the achievement of all students by focussing on Literacy and Mathematics and by ensuring quality teaching and learning.
- Students will develop respect for all cultures and in doing so acknowledge the unique position of Maori as Tangata te Whenua.



*Supported by our Board of trustees and community:*

- We will embrace whanaungatanga, providing opportunities to develop meaningful relationships within the school and wider community.
- We will promote pride in our students and in their place our Manaia View whanau.
- We will provide quality facilitation, resources, environments and programmes to encourage students success (Nga Moemoea) and set them on a path to realising their dreams (Te Moemoea)



*Our school values will underpin all we do at school.*

- We will demonstrate kindness, compassion and support for others (Tautoko/ Aroha)
- We will encourage individuals to respect others, themselves and the environment (Manaaki)
- We will model truth and integrity in all we do. (Whakapono / Tumanako)

## CHARTER UNDERTAKING

In accordance with Section 64 of the Education Act, the Manaia View School Board of Trustees undertakes to take all reasonable steps to achieve the purpose, aims and objectives in this charter which have been approved by the board following consultation with the community in terms of Sections 61 and 63 of the Education Act, and take full account of the National Education Guidelines and all statutory obligations. The board has accepted this charter as its undertaking to the Ministry of Education.

This charter will be updated annually in November and submitted to BOT for approval at the next BOT Meeting.

This charter will be submitted to the Minister of Education for the Minister's approval on 1 March 2020

Presiding Member: Sharlene Branson Date: Motion passed at MVS BOT Meeting: 3rd March 2025

## Whakatinana te Moemoea



# Manaia View School

## At Manaia View we will enhance children's learning through:

- Raising achievement of all students with a focus on Literacy and Mathematics and by ensuring quality teaching and learning.
- To develop respect for all cultures and in doing so acknowledge the unique position of Maori as Tangata te Whenua.

## We will achieve this through

### PLANS AND TARGETS FOR MAORI ACHIEVEMENT

- School goals: Literacy: Reading and Wellbeing (Staff and Students) Te Parawhau Marau (Localised Curriculum)
- NZC review - Key concepts delivered reflect local hapu
- MAC (Maori Achievement Collaborative)
- Focus on oral language skills
- Focus on literacy and Mathematics
- Digital Immersion classes - Using ICT as a tool for teaching and learning.
- Acknowledge that "The Arts" is an important medium for Maori. Continue with Mike Tupaea
- Targets reflect "High Expectation" of Maori Learners especially HIGH PRIORITY LEARNERS"
- Integrate programmes that support individual learning styles, i.e physical programmes
- PLD - MOE ALiM: Mathematics/ Directed Literacy
- Te Puawai Accelerated Reading Programme
- Senior Leadership PLD in Localised Curriculum
- Senior Leadership Mentor Training

### THE ACKNOWLEDGEMENT OF LITERACY AND MATHEMATICS BEING THE PATH TO SUCCESSFUL LIFE LONG LEARNING

#### We will monitor and raise literacy and mathematics levels

- Place an emphasis on formative assessment practices to inform teaching and learning.
- PLD in the Mainstream: MOE PLD -Mathematics ALiM
- Directed Literacy Training
- Learning Support Programmes
- MAC - Maori Achievement Collaborative
- PLD Te REO/ Te Ara Reo Classes offered to staff.

### CONSULTING WITH OUR COMMUNITY

- Mahi Tahi -Home - School Partnership.
- through newsletters
- activities involving students and the community
- whanau support hui as required
- reporting student progress
- Community surveys
- Identify and develop links with whanau individuals, groups and organisations with specialist expertise to enhance educational opportunities for all.
- Social Media Connections with Whanau

### PLANS FOR MVS BECOMING AN INCLUSIVE SCHOOL

- Inclusive policies and programmes integrated into the NZC.
- Teacher PD based on Neg's 1,2 and NAG 1c. NELP 1-5

# Tumanako

## Hope

This symbol is a manu / bird, representing striving to do our best



# Whakapono

## Honesty

This is the symbol of trust and loyalty, weaving our values together



## MANAIA VIEW SCHOOL



## Nga Uara

## Whakatinana te Moemoea



# Tautoko

## Support

This symbolises team work and moving together in the right direction



# Aroha

## Love

This symbol represents the nurturing of tamariki by our school community



# Manakitanga

## Respect

This symbol is based on a hongi - the traditional Māori greeting



# Manaia View School Graduate Profile

## Tūwhai Ngākau Tangata Māori

At Manaia View School we hold high expectations for our graduating students. These expectations are fully supported by our whanau and community and are entrenched in our knowledge of Maoritanga and the importance we place on our learners' success and wellbeing.

### **He Ngākau Maori: Confident in their identity**

- Confident in Te Ao Māori, with an understanding of Te Tiriti o Waitangi and Māori history.
- Understand their cultural heritage including Whakapapa and Pepeha
- Use Te Reo and Tikanga Māori into their everyday life.
- Contributing positively to the school, whanau and community

### **He Ngākau Ora: Hauora & Wellbeing**

- Proud of their identity
- Understand Whare Tapa Wha and how it relates to their health and wellbeing.
- Maintain positive and respectful relationships.
- Develop a healthy self-image

### **He Ngākau Marautanga: Lifelong learner**

- Striving for academic success
- Able to self manage, set goals and effectively communicate their ideas.
- Considering a range of perspectives, thinking flexibly and creatively.
- Collaborative problem solvers

### **He Ngākau Kaitiaki: Guardianship**

- Understand the natural world
- Develop sustainable practices that protect and preserve our environments
- Uphold the mana of the land, sea and people

### **He Ngākau Whanau: Confident and connected to their communities**

- Value whanau, hapu and iwi knowledge.
- Able to understand, participate in, and contribute to cultural, local, national and global communities.
- Responsible citizens with an understanding of social justice.
- Display Mana Motuhake (Self Determination)

### **He Ngākau Manaki**

- Demonstrate strong values and compassion for others.
- Demonstrate resilience, perseverance and empathy
- Open and responsive to the ideas of others

**Whakatinana te Moemoea**



## School Description 2025

Manaia View School stands firmly behind its mission statement: "Whakatinana te Moemoeā - Giving body to the dream." The school is well known for its inclusive whānau atmosphere, where children are supported and challenged to achieve their dreams and be the best they can be. With 93% Māori students, the school is committed to Māori succeeding as Māori, and the curriculum reflects this focus.

## Location and Context



Manaia View School is a full primary school, located five minutes south of Whangārei's CBD, on Murdoch Crescent, Raumanga. Established in 2001, it was formed from the merger of Raumanga Middle School and Raumanga Primary School, and is located on the former middle school site.

The school benefits from large, park-like grounds and excellent facilities, including nine mainstream classrooms, a gymnasium, Te Moemoeā hall, a Blomfield Satellite Unit with three classes, an on-site kindergarten (Manaia View Kindergarten), and a technology block for Years 7-8 students.

In 2017, the school introduced a free community school bus to support safe travel for students within the Raumanga catchment, in response to traffic concerns near the state highway and the lack of

pedestrian crossings. This service is used daily by up to 65 students.

At the end of 2024, the school roll was 240, with 28 Year 8 students transitioning to high school. Despite a high transience rate (65%), the roll remains stable between 190 and 240 students annually. Attendance remains a key focus, with current rates averaging 76% against a target of 95%. A teacher is released one day a week to support attendance initiatives.

The school caters for many students with complex learning and behaviour needs. The



Deputy Principal dedicates a significant portion of time to coordinating support services and liaising with whānau and agencies. Although the school serves high-needs learners, it has not been allocated a Learning Support Coordinator.

## School Community

Manaia View serves a diverse Raumanga community, comprising Kāinga Ora homes, rentals, and privately owned houses. Many students come from low-income Māori families, with a high prevalence of single-parent and multigenerational households.

A significant number of whānau have relocated from Auckland, and many mokopuna are enrolled by grandparents. Most families affiliate with Ngāpuhi nui tonu and come from hapu across Te Tai Tokerau.

The school experiences high student transience: 46% in 2022, 25% in 2024, which poses ongoing challenges. Manaia View has established Deliberate Attendance Tracking (DAT) processes and runs "Every Day Counts" campaigns to improve attendance.

## Whānau and Iwi Engagement

Manaia View School maintains strong partnerships with local Kōhanga Reo, kindergartens, and community organisations. Relationships with local businesses such as Bunnings, Northpower, and Tai Tokerau Education Trust provide additional support.

The school is affiliated with Te Parawhau and Terenga Paraoa Marae, and termly marae visits ensure cultural connection and curriculum alignment with hapu values. A large mural in the gym visually represents the whakapapa of all school families.

Governance is led by a dedicated Board of Trustees, including experienced members committed to improving student outcomes. Mahi Tahī events foster whānau engagement in learning.



## Teaching and Learning

Manaia View has a dedicated team of predominantly Māori staff (75%). Senior leadership includes a fully released Deputy Principal, an Assistant Principal, and four middle leaders.

Principal Leanne Otene is on national secondment as NZPF President for 2024-2025, with Wendy Rudolph acting as Principal during this period.

The school focuses on quality teaching in literacy, mathematics, Pārawhautanga, and digital learning.

Teachers ensure daily dedicated time for reading, writing, and maths. Most are Reading Recovery trained and are undertaking professional development in Structured Literacy. All teachers are committed to Māori students succeeding as Māori.

Priority Learners are a central focus, with staff engaged in professional learning to accelerate progress. Innovative Tier 1 and Tier 2 interventions are implemented and monitored, while Tier 3 students receive tailored support through external agencies.

The school integrates Te Whare Tapu o Ngākau Māori, its unique curriculum framework, integrating Te Ao Maori perspectives.

### **Student Wellbeing and Support Services**

At our school, student wellbeing is a top priority. We offer various support services to ensure that every student feels safe, valued, and supported. Hauora is central to Manaia View's approach, supporting students' academic, emotional, and physical needs. Services include:

- On-site counsellor (2 days per week)
- Social Worker in Schools (SWiS)
- Mana Ake and Seasons for Growth
- Partnerships with Barnardos, Shine Girls, Raukatauri Music Therapy, Rubicon, and St John Hauora programmes
- Community Connect
- Manaia View also implements Zones of Regulation, Mindfulness, and PB4L practices to promote wellbeing.

Daily fitness and a range of sports programmes and swimming ensure physical wellbeing, alongside Breakfast Club, Lunch in Schools, Fruit in Schools, and KidsCan initiatives. Student learning is supported by digital platforms with an emphasis on online safety and monitoring (Linewise).

### **Curriculum and Cultural Responsiveness**

Manaia View's curriculum reflects the New Zealand Curriculum (NZC) and Te Parawhātanga, integrating language, culture, and identity. Learning contexts are co-designed with Te Parawhau to ensure relevance and authenticity. All students participate in Kapa Haka, and biannual marae visits deepen cultural understanding. The school collaborates with MAC to embed Te Whare Tapu o Ngākau Māori throughout teaching and learning.



## Te Tiriti o Waitangi

Our school is deeply committed to giving meaningful effect to the principles of Te Tiriti o Waitangi. This commitment is reflected in both our strategic planning, in particular Goal 3 and everyday practices.

We actively **work in partnership with our whānau, hapū, and iwi** to ensure that the voices and aspirations of our community are reflected in school decision-making. Regular hui, whānau engagement events, and open communication channels ensure that Māori perspectives guide our curriculum and school direction.

We are dedicated to **protecting te reo Māori and tikanga Māori**, recognising their vital importance to the identity, wellbeing, and success of our tamariki. We integrate te reo me ngā tikanga Māori across all aspects of school life, including in classrooms, assemblies, and events. Staff are supported to grow their confidence and capability in te reo Māori through ongoing professional development.

We ensure **Māori students and whānau fully participate** in all aspects of school life. Māori success as Māori is a key focus of our strategic and annual planning, with specific goals around improving achievement, wellbeing, and cultural identity. We celebrate Māori success, leadership, and culture throughout the year.

Furthermore, our school's curriculum reflects **local Māori knowledge, histories and the narratives of Te Parawhau**. We are working to embed **mana ōrite mō te mātauranga Māori** — equal status for Māori knowledge — in our teaching and learning programmes.

Through these actions, we strive to create an inclusive, culturally responsive environment that honours Te Tiriti o Waitangi and supports the success and wellbeing of our Māori learners and their whānau.

## Special Needs and Inclusive Education



The SENCO team maintains strong relationships with health and community agencies, including Oranga Tamariki, Jigsaw, RTLB, IWS, HCN, Public Health Nurse, MSD, DHB, and others. Manaia View actively supports students with neurodiverse needs and those from high trauma backgrounds, delivering responsive and inclusive education through coordinated services and programmes.

## Values and Health Education

The school's values programme, "Ngā Uara", underpins its inclusive culture, focusing on:

- Manaakitanga (kindness)
- Whakapono (belief)
- Tautoko (support)
- Tūmanako (hope)
- Aroha (love)



## Summary

Manaia View School is a strong, inclusive, and culturally responsive learning community, deeply connected to its whānau, hapu, and wider community. Through its commitment to Māori achieving as Māori, a focus on hauora, and high-quality teaching, the school provides a nurturing environment where every student is encouraged to succeed

**Manaia View School is a whanau. We value all those who work, learn and play at our school. He Tangata he tangata, he tangata.**





# Manaia View School Strategic Goals 2025

## *Whakatinana te Moemoea*

**Goal 1**  
Implement current evidence-based practices in English and Maths with an intensive focus on improving achievement and teacher practice.

**Our Expectations:**

- Improved student achievement in writing.
- Enhanced teacher practice.
- Increased student engagement and motivation.
- Improved assessment and feedback processes.
- Reduced "gaps" in student achievement.

**Goal 2**  
Focus on inclusiveness and trauma informed practices that will provide staff with the specialist practices required to support akonga.

**Our Expectations:**

- Improved student well-being and mental health.
- Increased sense of safety and belonging.
- Improved academic engagement and achievement.
- Strengthened relationships and communication.
- Reduction in behavioral challenges.
- Improved attendance.

**Goal 3**  
Develop a pedagogy that builds a deeper understanding of Te Ao Maori and gives kaiako the confidence to implement a localised marau and integrate Te Reo Maori.

**Our Expectations:**

- Improved student engagement and achievement.
- Improved students confidence and participation in tikanga and Te Reo Maori.
- Culturally responsive teaching practices.
- Increased use of Te Reo Māori in instruction
- Improved knowledge of Te Parawhau stories, tikanga and people..

**Goal 4**  
Improve student attendance rates to at least 80% across all year levels by fostering a positive school culture, strengthening family engagement, and addressing barriers to regular attendance.

**Our Expectations:**

- All students attend school regularly unless there is a justified reason for absence.
- Teachers actively monitor attendance and follow up on absenteeism.
- Parents and caregivers understand the importance of attendance and support regular school attendance.
- The school provides a welcoming, inclusive, and engaging environment that encourages attendance.
- Support systems are in place for students facing challenges that impact their ability to attend school regularly.

At Manaia View School we will foster the development of our own unique identity. We will provide a secure and happy environment, in which children are valued, supported and challenged and where child centred programmes meet the needs of all akonga.

Manaia View School goals will uphold Te Tiriti o Waitangi by celebrating our rich culture, fostering a positive, safe, and inclusive learning environment. Akonga learn in contexts that are culture affirming and build confidence and resilience.



## Annual Implementation Plan

<b>Strategic Goal 1</b>	Implement current evidence-based practices in all curriculum areas, focusing on improving writing achievement and teacher practice.			
<b>Annual Target / Goal:</b>	Improve teacher practice to deliver effective teaching and learning programmes that will improve student outcomes and build teacher confidence and pedagogical knowledge.			
<b>What do we expect to see at the end of the year?</b>				
<p>Increased student engagement and motivation.</p> <ul style="list-style-type: none"> <li>● Improved student achievement in reading and writing.</li> <li>● Enhanced teacher practice.</li> <li>● Improved assessment and feedback processes.</li> <li>● Reduced “gaps” in student achievement.</li> </ul>				
<b>How will this give effect to the Treaty of Waitangi?</b>				
<p>Schools work in partnership with whānau to support the educational success of Māori students. This partnership involves regular communication, collaboration, and consultation with families. This will be improved as teachers develop greater confidence in delivering programmes that are contextually rich and culturally responsive. This will involve the integration of concepts from Te Ao Maori ensuring that students learn about the history, principles, and implications of Te Tiriti.</p>				
Actions	Responsibility	Resources Required	Timeframe	How will you measure success
Structured Literacy PLD for Years 0-3 Provided by Ideal Years 4-8 Provided by Coactive	Wendy Janice			Observations of teacher practice will allow for measuring growth in skills and delivery of writing within the classroom

Professional Development in writing with Louise Dempsy facilitating.	Janice Wendy	<ul style="list-style-type: none"> <li>● PLD funding as scheduled and budgeted for</li> <li>● Teacher-only days and meetings are scheduled and budgeted for</li> <li>● Purchasing of literacy texts to assist with teacher practice.</li> </ul>	Throughout the year.	<p>.Through professional conversations with teachers, a measure of understanding and implementation into classroom programmes will be evident.</p> <p>Student writing will reflect individual growth and achievement from PLD learning. Writing will also reflect ideas and teaching skills</p> <p>Through syndicate and staff meetings, review and analysis of student samples and assessment tasks will display growth in understanding of assessment and achievement.</p>
Implementation of assessment for students' literacy skills as per the school-wide schedule.	Janice	<ul style="list-style-type: none"> <li>● Star tests</li> <li>● eAsTTLe tests in reading and writing and maths</li> </ul>		Comprehensive reading and writing reporting twice yearly will measure the weaknesses and strengths of attainment across the curriculum levels.
Implementation of skills-based programmes to support reading and maths attainment	Janice Tracy All teachers	<ul style="list-style-type: none"> <li>● Teacher aides to implement Early Words</li> <li>● "Switch it" resource kit.</li> <li>● Heggerty books across all levels</li> <li>● Maths! No Problems</li> </ul>		Early word results will measure the success attained for each child and their progress rate. Phonemic Awareness is specifically taught daily across the school and progress will be reflected in daily writing and conversations.
Tier 3 support in Phonics,	Janice	<ul style="list-style-type: none"> <li>● Teacher resource</li> </ul>	Throughout	II In Individual data recorded

<p>“Structured Literacy Groups”</p>	<p>Heather</p>	<ul style="list-style-type: none"> <li>● BOT funding of teacher 0.4 FTTE</li> <li>● Stationery Professional readings per structured literacy guidelines</li> </ul>	<p>the year</p>	<p>over 10 week as per structured literacy guidelines.  Students will be discontinued from the programme and new candidates added.  Follow up in the classroom to observe independence when off the programme.  Student data added to Ideal and MOE database as required</p>
<p>Identified groups of students are involved in accelerated learning (Maths)</p>	<p>Tracy Janice</p>	<p>MOE Funded</p>	<p>Term 1</p>	<p>Students will show accelerated progress through gap analysis before and after the programme.  Students will display higher engagement which will be measure by student voice and articulation of problem solving</p>
<p>Teacher aides will administer support programmes for identified students</p>	<p>Teacher Aides</p>	<p>Skilled TA practice in Early words, Switch it and Phonemic awareness programmes.</p>		<p>Programmes administered by Teacher Aides will support Alphabet/phonics/vocabulary /Hearing and recording sounds in writing and reading/ Number recognition and Basic Facts</p>

<b>Strategic Goal 2</b>	Focus on inclusiveness and trauma-informed practices that will provide staff with the specialist practices required to support akonga.			
<b>Annual Target / Goal:</b>	Develop teacher practice and an understanding of Akonga's diversity to support their social and emotional needs in a safe and inclusive environment.			
<b>What do we expect to see at the end of the year?</b>				
<ul style="list-style-type: none"> <li>- Akonga are confident and well-supported in class, with improved achievement and attendance</li> <li>- Akonga's social and emotional needs are met, reducing anxiety and disruptive behaviours</li> <li>- Kaiako have strong, positive relationships with akonga and whanau</li> <li>- Kaiako has a deeper understanding of diverse learning and behavioural complexities and strategies to support akonga with issues best.</li> <li>- Akonga and kaiako have access to a range of services and programmes to support learning and behaviours, anxiety and trauma.</li> </ul>				
<b>How will this give effect to the Treaty of Waitangi?</b>				
Teaching and learning programmes will be grounded in the understanding from the Te Whare Tapa Wha, promoting hauora and cultural identity.				
<b>Actions</b>	<b>Responsibility</b>	<b>Resources Required</b>	<b>Timeframe</b>	<b>How will you measure success</b>
Kaiako integrates a range of types of instruction and teaching techniques to engage akonga at appropriate levels. This includes promoting emotional regulation and cultural confidence.	Principal Deputy Principal Classroom Teachers Support staff	PLD Budget MOE Funding Teachers Release time Classroom resources Support staff PLD opportunities	Term 1-4	<ul style="list-style-type: none"> <li>- Teacher reflection</li> <li>- Analysis of student achievement data</li> <li>- Surveys to monitor student engagement and wellbeing</li> <li>- Formative assessments of learning</li> <li>- Tracking behavioural incidents</li> </ul>

				<ul style="list-style-type: none"> <li>- Whanau feedback</li> <li>-</li> </ul>
<p>Access a range of external services and agencies to extend support to akonga and allow them to access to programmes that are beyond classroom scope.</p>	<p>Principal Deputy principal/SENCO</p>	<p>MOE services, SEA, psychologists Child Health Public Health nurse Jigsaw (Counselling) Banardos (Resilience) TTK (Mentoring) Lifewalk (Mentoring) Food services (Breakfast in School, Libelle, Kidscan) RTL Funding</p>	<p>Term 1-4</p>	<ul style="list-style-type: none"> <li>- Monitor akonga who have actively engaged with support services.</li> <li>- Monitor attendance and retention.</li> <li>- Track behavioural incidents.</li> <li>- Gather feedback from whanau and kaiako.</li> <li>- Student and whanau well-being surveys</li> <li>- Longitudinal study for achievement</li> </ul>
<p>Kaiako undertake professional development to extend knowledge of trauma-informed practices and learning diversities.</p>		<p>PLD Budget MOE Funding and support Teachers Release time Classroom resources - Support staff PLD opportunities</p>	<p>Daily, Term 1-4</p>	<ul style="list-style-type: none"> <li>- Monitor student behaviour</li> <li>- Evaluate student understanding of emotional regulation techniques</li> <li>- Observe mindfulness/ emotional regulation techniques observed in classrooms (Think and Be Me etc)</li> </ul>

<b>Strategic Goal 3</b>	Develop a pedagogy that builds a deeper understanding of Te Ao Maori and gives kaiako the confidence to implement a localised marau and integrate Te Reo Maori.			
<b>Annual Target / Goal:</b>	Learners will have access to a curriculum that better reflects their culture, using localised learning contexts and examples, tikanga and Te Reo Maori.			
<b>What do we expect to see at the end of the year?</b>				
<ul style="list-style-type: none"> <li>- Improved sense of identity for students and greater confidence participating in tikanga Maori</li> <li>- Strengthened teacher practice and improved integration of Te Whare Tapu o Nagkau Maori</li> <li>- Increased use of Te reo Māori in classrooms</li> <li>- Use of localised stories to support learning contexts, including using local aspirational Maori to engage learners.</li> <li>- Strengthened connections to whanau, hapu and iwi.</li> </ul>				
<b>How will this give effect to the Treaty of Waitangi?</b>				
<p>Teachers will incorporate Te Reo Maori into daily activities to promote language revitalization and cultural understanding. The school will continue to engage with Te Parawhau, our local iwi, to ensure that their perspectives are represented in the school curriculum, policies, practices, and decision-making processes.</p>				
<b>Actions</b>	<b>Responsibility</b>	<b>Resources Required</b>	<b>Timeframe</b>	<b>How will you measure success</b>
<p>Ascertain teacher ability and needs to develop PLD for all staff including:</p> <ul style="list-style-type: none"> <li>- Te Reka Mauroa</li> <li>- MAC</li> <li>- Inschool PLD related to Te Whare Tapu Ngakau Maori</li> <li>- MOE funded PLD “Cultural Sustainability”</li> </ul> <p>This will support teachers in the implementation of Nga Puhi mita in authentic contexts.</p>	Principal Deputy Principal	MOE Maori Achievement Colaborative Te Rerenga Paroa marae Te Parawhau iwi representative	Term 1 - 4	<ul style="list-style-type: none"> <li>- Classroom planning reflects Te Whare Tapu o Ngakau Maori, with learning contexts that reflect localised stories and link to Te Ao Maori</li> <li>- Improved teacher confidence in delivering contextually relevant programmes</li> <li>- Assessment to monitor use of Te Reo in class (Teachers and</li> </ul>

-				students)
Provide opportunities within learning programmes and EOTC for students to have culturally enhances experiences.	Principal Deputy Principal	MOE Maori Achievement Collaborative Te Rerenga Paroa marae Te Parawhau iwi representative Funding	Term 1- 4	<ul style="list-style-type: none"> <li>- Classroom planning reflects Te Whare Tapu o Ngakau Maori, with learning contexts that include localised stories and link to Te Ao Maori</li> <li>- Surveys to monitor student and whanau engagement with marau.</li> <li>- Assess student confidence in participating in cultural events.</li> </ul>
Promote whanau events that celebrate Te Ao Maori, Te Tiriti, Puanga/Matariki, Te Wiki o Te Reo, showcasing students' success and increased understanding of cultural identity.	Principal Deputy Principal Māori Curriculum team Classroom teachers	Funding Classroom resources Kai	Term 1-4	<ul style="list-style-type: none"> <li>- Assess teacher capability and adjust PLD to meet changing needs.</li> <li>- Record whanau involvement</li> <li>- Survey whanau and students to</li> </ul>

<b>Strategic Goal 4</b>	Improve student attendance rates to at least 80% across all year levels by fostering a positive school culture, strengthening family engagement, and addressing barriers to regular attendance.			
<b>Annual Target / Goal:</b>	Improved monitoring and a schoolwide intervention plan with targeted interventions across all levels of the school will result in improved attendance, positively impacting on engagement and achievement.			
<b>What do we expect to see at the end of the year?</b>				
<ul style="list-style-type: none"> <li>- Strong and proactive communication with whanau about the importance of attendance and regular follow-ups for absences.</li> <li>- Individualised attendance plans for priority learners and high-risk students, including collaboration with whanau and external agencies.</li> <li>- Consistent use of Deliberate Attendance Tracking (DAT) systems to monitor attendance patterns and respond early to concerns.</li> <li>- Attendance is celebrated and acknowledged through class and school-wide incentives, such as certificates, rewards, and special events.</li> <li>- Culturally responsive approaches that value and reflect students' identities, making school a place where tamariki and whanau feel safe, welcomed, and connected.</li> <li>-</li> </ul>				
<b>How will this give effect to the Treaty of Waitangi?</b>				
<p>Improving attendance gives effect to the Treaty of Waitangi by actively upholding the principles of <b>Partnership, Protection, and Participation</b>. By working in partnership with whanau and iwi to address barriers to attendance, the school ensures that Maori tamariki are fully participating in education. Regular attendance allows students to access learning opportunities that affirm and strengthen their <b>language, culture, and identity</b>, aligning with the commitment to protect taonga such as te reo Māori and tikanga Māori. In doing so, Manaia View School honours its responsibility under the Treaty to ensure equitable outcomes and success for Māori as Māori.</p>				
<b>Actions</b>	<b>Responsibility</b>	<b>Resources Required</b>	<b>Timeframe</b>	<b>How will you measure success</b>
<b>Strengthen Whānau Engagement</b> Hold regular hui and home visits to build strong relationships with whānau, understand barriers to	Principal Deputy Principal	Budget for food resources, petrol vouchers Support agencies	Term 1 - 4	Record the number of whānau meetings, hui, and home visits, with feedback collected to assess relationship quality and effectiveness.

attendance, and co-create solutions.				Increased engagement from whanau Early identification of barriers to attendance
<b>Implement Individual Attendance Plans</b> Develop personalised attendance action plans for students with ongoing absences, involving whānau, teachers, and support staff to address specific needs.	Principal Deputy Principal Attendance officer (MVS)	Attendance records Attendance agency if required	Term 1- 4	Individual responses to attendance barriers Improved wrap-around service from teachers, attendance services, and support agencies.
<b>Celebrate and Reward Regular Attendance</b> Introduce attendance awards, certificates, and class challenges to motivate and recognise students who attend regularly.	Principal Deputy Principal Classroom teachers Attendance officer (MVS)	Budget for prizes	Term 1-4	Track participation in attendance reward programmes and gather student feedback on motivation and school engagement. Students are motivated to attend and encourage improved attendance in peers and whanau.
<b>Use Data to Monitor and Respond to Attendance Patterns</b> Consistently track and analyse attendance data through Deliberate Attendance Tracking (DAT) to identify trends early and intervene with targeted support.				Early identification of attendance concerns, allowing earlier intervention
<b>Ensure a Culturally Safe and Welcoming Environment</b> Create a school culture where Māori language, culture, and identity are visible and valued, ensuring tamariki feel a strong sense of belonging and connection to their school. Ensure all cultures are valued	Principal Deputy Principal Classroom teachers	Classroom resources Access to PLD if required		Use student voice surveys to measure feelings of safety, connection, and cultural belonging within the school environment.  Students feel connected to the school,

and celebrated within the school				relationships are positive and students and whanau feel connected to school.
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# Manaia View School Attendance Plan

## Students are absent from school

- All teachers' electronic attendance register are checked by office, twice a day.
- All non-attendance is followed up with phone calls from office
- All late students are monitored

## Students are repeatedly absent from school

- Follow up consecutive late attendances with a phone call.
- Follow up 5 consecutive non attendance days with a phone call and formal letter if needed.
- Identify barriers to attendance, meet with whanau if needed.
- Alert Principal, DP and AP of any trends with students
- Work alongside Attendance Officer when necessary

## After 5 days absence Unjustified Absence (UA)

Unjustified absence: An absence that is either unexplained or, explained, but the explanation is not within the school's policy as an acceptable reason for the student to be away from school

- Follow up required if:
- Absent for more than three consecutive days without a justifiable reason
  - Intermittent absences, i.e. regular absence on particular days of the week
  - Regular absence at certain times of the day, e.g. missing the same class each day/week or being regularly
- Follow up with a phone call and formal letter or whanau hui if needed.
- Students can be referred to Attendance Services at this stage if they have ongoing attendance needs.

## Prolonged absences

- After 20 days students are NENSeD. (Non Attendance Notification) They are required to re-enroll on their return to school.
- **Refer to Ngati Wai Attendance Services**

## Actions for teachers

- At the beginning of each term
- Identify trends in attendance
  - identify possible barriers to attendance
  - Record students of concern
  - Track attendance, monitoring closely and communicating with whanau and attendance team
  - Whanau hui and visits as required

## Potential Barriers to Attendance

- Anxiety
- Disengaged from learning
- Bully, Social relationships
- Social media conflicts
- Transport
- Housing
- Food
- Illness, student and extended whanau
- Tangi
- Uniform
- Historical truancy
- Transience
- Preferred activities at home
- Avoidance of certain activities
- Tired

## In School Interventions

- Incentive programmes for students, rewards
- Innovative learning programmes
- Promotion of health and wellbeing strategies
- Learning support
- Social programmes to prevent bullying and build relationships
- Daily check ins with whanau
- Refer students to support agencies: SWIS, Jigsaw, RTLB
- Ongoing analysis of data; Etap, Te Rito, Everyday Matters

## Senior Management/ Attendance team

- Analyse attendance data
- Request information from attendance administrator and classroom teacher
- Follow through with appropriate referrals (eg Truancy, SWIS, Public Health Nurse)

