

# Strategic Plan 2026

# Tinwald School Strategic Plan 2026

## Vision Statement

A school where there is high quality teaching and learning; that has an inclusive and supportive environment; where all staff thrive, not survive; that has reflective practice; that encourages the continual questioning and improvement of teaching practice

## Summary of the information used to develop this plan

From the end of year BOT survey these three themes emerged

**Theme #1: Core Foundations & Future-Focused Skills** Parents clearly expressed a desire for a dual focus: strong foundational skills (Literacy/Numeracy) balanced with modern "soft skills" like critical thinking and problem-solving.

**Theme #2: From "Information" to "Learning Insights"** Parents feel communication is generally good (Seesaw, texts) but often lacks depth regarding academic progress.

**Theme: #3 Cohesion & Vision** There is a perception that the school has strong individual teachers, but perhaps lacks a unified "whole school" approach.

Strategic Goal	Objectives	Links to Schooling Priorities	What do we expect to see	How will this be achieved	How will we measure success
Student Achievement	(1) a) - Every student at the school is able to attain their highest possible standard in educational achievement	Literacy and Numeracy, Assessment, Teaching Quality, Learning Support	Improved teacher practice Learning focused culture	Impact coaching as part of relationships first Staff data dialogues	Reporting to BOT ERO feedback
	b) the school is inclusive of, and caters for, students with differing needs	Teaching Quality, Learning Support, Attendance	Leadership development	Leadership team engagement with Evaluation Associates	Teacher observations and coaching sessions

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<p><b>Improve student engagement and well-being</b></p>	<p>(2) c) The school is a physically and emotionally safe place for all students and staff</p>	<p>Teaching Quality, Learning Support, Attendance</p>	<p>Improved student well being  Improved attendance</p>	<p>Relationships first pedagogies  Attendance plan</p>	<p>Student well being surveys  Whānau focus group  Attendance reports</p>
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# 1 Annual Plan Goal 1

# Tinwald School Annual Implementation Plan 2026

Where we are at currently

## Executive Summary: Student Progress Overview (End 2025)

The analysis covers 278 to 279 students across the three core areas, using judgments categorized as 'Beyond', 'Proficiently within', 'Towards', and 'With support to meet'.

### I. Overall Subject Performance

**Reading** shows the highest overall student achievement:

- **49.64%** of all students are judged 'Proficiently within' the expected level.
- An additional 29.86% are 'Towards' the standard.
- 18.35% require 'support to meet' the standard.

**Mathematics and Statistics** shows achievement split primarily between the top two categories:

- **41.73%** of all students are 'Proficiently within' the expected level.
- An equal 41.73% are currently assessed as 'Towards' the standard.
- 14.39% require 'support to meet' the standard.

**Writing** shows the lowest rate of proficiency and the highest percentage of students needing intervention:

- Only **34.05%** of all students are 'Proficiently within' the expected level.
- The largest single group, 43.37%, are judged to be 'Towards' the standard.
- **21.15%** of students require 'support to meet' the standard, the highest percentage among the three subjects.

Regulation 9(1)(e)

# Tinwald School Annual Implementation Plan 2026

## Strategic Goal

### Student Achievement

Regulation 9(1)(a)

#### Annual Target/Goal:

All students will make progress within the English and Mathematics Curriculum

Regulation 9(1)(a)

#### What do we expect to see by the end of the year?

A lift in student's progress across the school -

- From 51% to 70% proficient or exceeding in reading by EOY
- From 35% to 55% proficient or exceeding in writing by EOY
- From 43% to 65% proficient or exceeding in maths by EOY

Regulation 9(1)(d)

Strategic goals	Who is Responsible?	Resources Required	Timeframe	How will we measure success?
<p><b>TEACHER PRACTICE: RELATIONSHIPS FIRST</b></p> <p>Teachers engage in staff PD focused on the RF pedagogies</p> <p>A shift in practice, all teachers implementing RF pedagogies</p>	<p>Impact coaches, leadership team and all staff</p> <p>Leadership team and all staff</p>	<p>Sarah - Cognition</p> <p>PD resources as needed</p> <p>TIP chart in staffroom on RF pedagogies</p>	<p>At least two PD sessions per term - Week 4 and Week 9 for Term 1</p> <p>End of Term 3</p>	<p>All measurements reported to BOT throughout the year</p> <p>All teaching staff attend all RF PD</p> <p>Evidenced by teacher evaluations of their relational and discursive pedagogies from Impact Coaching sessions</p>

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<p>Teachers go through the Impact Coaching process twice in 2026</p> <p><b>LEARNING FOCUSED CULTURE</b> Teachers participate in data dialogue discussions</p> <p>Teacher inquiry into their practice and their student's learning progress</p> <p>Teachers engage in regular PD to develop their knowledge of the refreshed curriculum</p>	<p>Impact coaches, leadership team and all staff</p> <p>Leadership team and all staff Evaluation Associates</p> <p>Leadership team and all staff</p> <p>Maths and English team leads, leadership team and all staff</p>	<p>Impact Coaching observation tool and data collection table</p> <p>Data dialogue template Evaluation Associates leadership PD sessions</p> <p>Staff use an inquiry framework (what I've noticed, what I'm trying, what's made a difference and what impact it has had)</p> <p>MOE curriculum advisors (Mel Crase)</p>	<p>End of Terms 1 &amp; 3</p> <p>Twice per term</p> <p>Twice per term</p> <p>Implementation begins in Term 1. Tinwald School curriculum documents for Maths and English will be finalised by Term 4.</p>	<p>Documented evidence of Impact Coaching with each teacher. Lead Impact Coach to collate data to share with BOT. Impact coaches to monitor and check in with teachers on the progress towards their goals</p> <p>All staff participate in data dialogue discussions to ensure learning progress is happening for target students</p> <p>All staff use the framework prior to each data dialogue discussion (one focus and review per term) All targeted children (identified within the teacher's inquiry) will show some improvement over the time of the inquiry</p> <p>Teachers will demonstrate knowledge of the refreshed curriculum during learning discussions and their practice</p>
<p><b>LEADERSHIP DEVELOPMENT</b> <b>SIF - LEADERSHIP</b> <b>(Dimensions 1-4)</b> 1. Improvement goals 2. Culture of quality teaching</p>	<p>Leadership team</p> <p>Leadership team</p>	<p>EA - Leadership PD sessions advice and guidance - \$15,000</p>	<p>Ongoing throughout the year</p>	<p>Framework - rating our movement (self-evaluation)</p> <p>Refer to key evidence from SIF</p>

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3. Evidence-based planning for improvement	Leadership team			Leadership document
4. High quality evidence informed teaching	Leadership team			ERO Zoom - Term 1 ERO on-site Term 2



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SIF - Leadership (L1-4)

# School Improvement Framework

## Leadership Focus

L1 Improvement Goals		
Beg of 2026	End of 2026	Key evidence to look for: What documents would we see?
<b>Working Towards</b>	<b>Embedding</b>	
Leadership is <b>beginning to</b> set and pursue improvement-focused goals and targets including taking steps to accelerate the progress of those learners at risk of underachievement.	Leadership <b>sets and pursues</b> a small number of improvement goals and targets including the acceleration of progress for those learners at risk of underachievement.	<ul style="list-style-type: none"> <li>* Goal Documentation: A documented list of 2-4 focused improvement goals (clearly defined and communicated).</li> <li>* Target Group Reporting: Scheduled reports (e.g., termly) showing monitoring of specific strategies and progress data for target learners (those at risk).</li> <li>* Resource Alignment: Meeting minutes or budget showing resources/PLD allocated specifically to achieving the small number of goals.</li> </ul>

L2 Culture of quality teaching		
Beg of 2026	End of 2026	Key evidence to look for:
<b>Working Towards</b>	<b>Embedding</b>	
Leadership is <b>taking steps</b> to foster a culture committed to quality teaching, and equity and excellence in learner outcomes.	Leadership <b>increasingly</b> fosters a culture committed to quality teaching, and equity and excellence in learner outcomes.	<ul style="list-style-type: none"> <li>* Systematic Expectations: Documented and visible set of shared pedagogical expectations or principles.</li> <li>* Consistent Communication: Recent communications (newsletters, staff notices) that frequently reference the values of equity and excellence in teaching.</li> <li>* PLD Schedule: A Professional Learning and Development (PLD) schedule demonstrating a growing, sustained commitment to quality and equitable</li> </ul>

		teaching practices (not just a one-off session).
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L3 Evidence-based planning for improvement		
Beg of 2026	End of 2026	Key evidence to look for:
<b>Working Towards</b>	<b>Embedding</b>	
Leadership is <b>beginning to</b> use limited evidence to plan and monitor aspects of the school's strategic improvement cycle and the effectiveness of strategies designed to improve learner outcomes.	Leadership <b>uses evidence</b> to plan and monitor aspects of the school's strategic improvement cycle and are increasingly evaluating the effectiveness of strategies designed to improve learner outcomes.	<p>* Planning Records: Documentation (e.g., strategic planning notes) showing that a range of evidence was used to inform the current plan (e.g., parent feedback, wellbeing data, student voice, alongside achievement data).</p> <p>* Evaluation Reports: Evidence of evaluation steps (not just monitoring). Look for reports or meeting minutes that conclude how effective a strategy has been, using specific measures.</p> <p>* Cycle Artifacts: Evidence that the school is starting to use the data to inform the next step in the cycle (i.e., planning is no longer a static document).</p>

L4 High-quality evidence-informed teaching		
Beg of 2026	End of 2026	Key evidence to look for:
<b>Working Towards</b>	<b>Embedding</b>	
Leadership is <b>not yet</b> planning and coordinating the school's curriculum and teaching; expectations for high quality teaching are not yet shared.	Leadership is <b>beginning to</b> plan and coordinate the school's curriculum and teaching; expectations for high-quality teaching are shared.	<p>* Curriculum Management: Documents showing a coordinated planning and evaluation process across all year levels/learning areas (e.g., scope and sequence with review dates).</p> <p>* Monitoring Tools: Documentation of the tools used to check consistency (e.g., Learning Walk or Observation forms) that are aligned with the clear, shared expectations.</p>

		* Monitoring Data: Records showing data collected from the monitoring tools is used to identify systemic strengths/weaknesses, leading to targeted coaching or PLD.
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## 2 Annual Plan Goal 2

# Tinwald School Annual Implementation Plan 2026

## Where we are at currently

**Continued our School-Wide Incentive Framework:** We successfully continued the "Gotcha Card" system to track and reward positive behavior. By the end of 2025, **93.6% of the 285 students** completed their first milestone (Green Card), and **85.6%** completed their second (Orange Card). This confirms that the baseline for engagement is firmly embedded.

**Data-Driven Benchmarking:** We completed a comprehensive observation of 86 students across all year levels (Years 0–6) using a five-point rubric (Active Participation, Focus, Task Commitment, Curiosity, and Collaboration). This gave us a clear demographic map of engagement for the first time.

**High-End Exemplars:** We identified a small "champion" cohort in Years 5 and 6, particularly among NZE students, who are demonstrating leadership and resilience. These students serve as the internal benchmark for what "Level 5" engagement looks like in our school context.

### **In order to meet engagement targets we need to:**

Refine the reward structure for the Blue and Purple cards to prevent "engagement fatigue" in the second half of the year.

Move students from "Approaching Expectations" (Level 2) to "Meeting/Exceeding" (Levels 3 & 4). This will involve explicit instruction in curiosity—moving beyond just finishing tasks to asking probing questions and seeking deeper understanding.

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# Tinwald School Annual Implementation Plan 2026

## Strategic Goal

### Student Engagement & Wellbeing

Regulation 9(1)(a)

#### Annual Target/Goal:

Raise student engagement and well being

Raise attendance and increase whānau engagement

Regulation 9(1)(a)

#### What do we expect to see by the end of the year?

- Student engagement and well-being raised by 15% against measurable criteria (through surveys)
- An increase from 69% to 85% of our students attending 91-100% of the time
- Raise the percentage of parents attending parent and teacher interviews from 75% to 85%
- Increase whānau and family involvement in decision making through improved relationships, communication, and opportunities to engage with the school's evolving curriculum and inclusive culture

Regulation 9(1)(d)

Strategic goals	Who is Responsible?	Resources Required	Timeframe	How will we measure success?
<b>STUDENT WELLBEING</b> Carry out Well Being at School survey	Leadership team and all staff	<a href="mailto:Wellbeing@School">Wellbeing@School</a>	End of Term 1	End of year data from surveys showing improvement of 15%
Develop action plan in response to survey data	Leadership team		Term 2	
Carry out action plan	Leadership team and all staff Leadership team		Term 2	

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Use well being @ school tools to review			End of Term 4	
<b>STUDENT ENGAGEMENT</b>				
<p><b>ATTENDANCE</b>  <a href="#">Implement attendance plan</a></p> <p><u>Level One</u>            Teachers monitor and record attendance patterns on Hero fortnightly</p> <p>Teachers discuss concerns with students/whānau</p> <p><u>Level Two</u>            Escalate to Leadership Team who follow the STAR strategy (Level 2)</p>	<p>Class teacher</p> <p>Class teacher</p> <p>Class teacher and Leadership team</p>	<p>Hero - individual</p> <p>Formal letters            Student leave forms            Hero groups</p>	<p>Fortnightly</p>	<p>Hero attendance data reviewed fortnightly by leadership team</p> <p>MOE Every Day Matters term reports - shared with BOT</p> <p>Report to BOT at every meeting for Level 2 and above children</p>
<b>WHĀNAU ENGAGEMENT</b>				
<p><b>FOCUS GROUPS</b>            Establish focus groups for Māori and Pasifika (focus group membership consists of at least one board member)</p> <p>In consultation with the school's Māori community, develop and make known to the school's community policies, plans and targets for improving the achievement of Māori students.</p>	<p>Leadership team            ESOL Co-Ordinator            BOT            LSC</p> <p>Leadership Team</p>	<p>\$500            Travel costs reimbursed</p> <p>\$500</p>	<p>Twice per year - Terms 2 and 4</p> <p>By the end of Term 2</p>	<p>Engagement data reported to BOT            Documented meeting minutes</p> <p>Completed consultation document shared with school's Māori community            Documented meeting minutes</p>

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[section 127(1)(d) Education and Training Act 2020].				
<p><b><u>CELEBRATION EVENTS -</u></b> Sports, learning, cultural, curriculum evenings</p>	<p>BOT rep Leadership Team and all staff</p>	<p>Curriculum budgets</p>	<p>Planned regularly throughout the year</p>	<p>All events and celebrations reported to BOT throughout the year</p> <p>Principal's report to BOT</p> <p>Documented through whānau communication methods regularly (Newsletter, Facebook)</p>
<p><b><u>WHĀNAU COMMUNICATION</u></b></p> <p>Seesaw - 5 individual posts per child, per term, along with certificates and class events</p> <p>Newsletters and school texts - odd weeks, including information from both syndicates</p> <p>Website - checked termly and updated as necessary</p>	<p>All staff</p> <p>Leadership Team</p> <p>ICT Lead and Leadership Team</p>	<p>\$500</p> <p>Seesaw subscription \$4130 Seesaw engagement analytics</p> <p>Schoolzine subscription Newsletter stats</p> <p>\$2000 ICT Lead access to website Teachers responsible need access to the school page</p>	<p>Regular throughout the year</p> <p>Sent out every odd week each term</p> <p>Updates as needed</p>	<p>Principal's report to BOT</p> <p>85% of families visit/engagement with posts</p> <p>85% of newsletters read</p> <p>Website engagement stats</p>

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Facebook - celebrations of students and school events (not a parent newsfeed)	One teacher per syndicate, per term PTA Staff Rep for PTA items	Photos to share	Posts as needed	Minimum of 80-90 interactions (likes or comments) per post
Enrolment Meetings	Leadership Team (Monique to do New Entrant enrolments)	Enrolment packs	As needed	100% attendance with new families
1-1 parent and teacher meetings	Teachers	Discussion recorded on Hero	Mid-year (early Term 3) parent teacher interviews	100% response from parents (Seesaw message, phone call, face to face)  Record parent attendance at parent teacher interviews and report to BOT at August meeting

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# Attendance Management Plan

# Tinwald School Attendance Management Plan

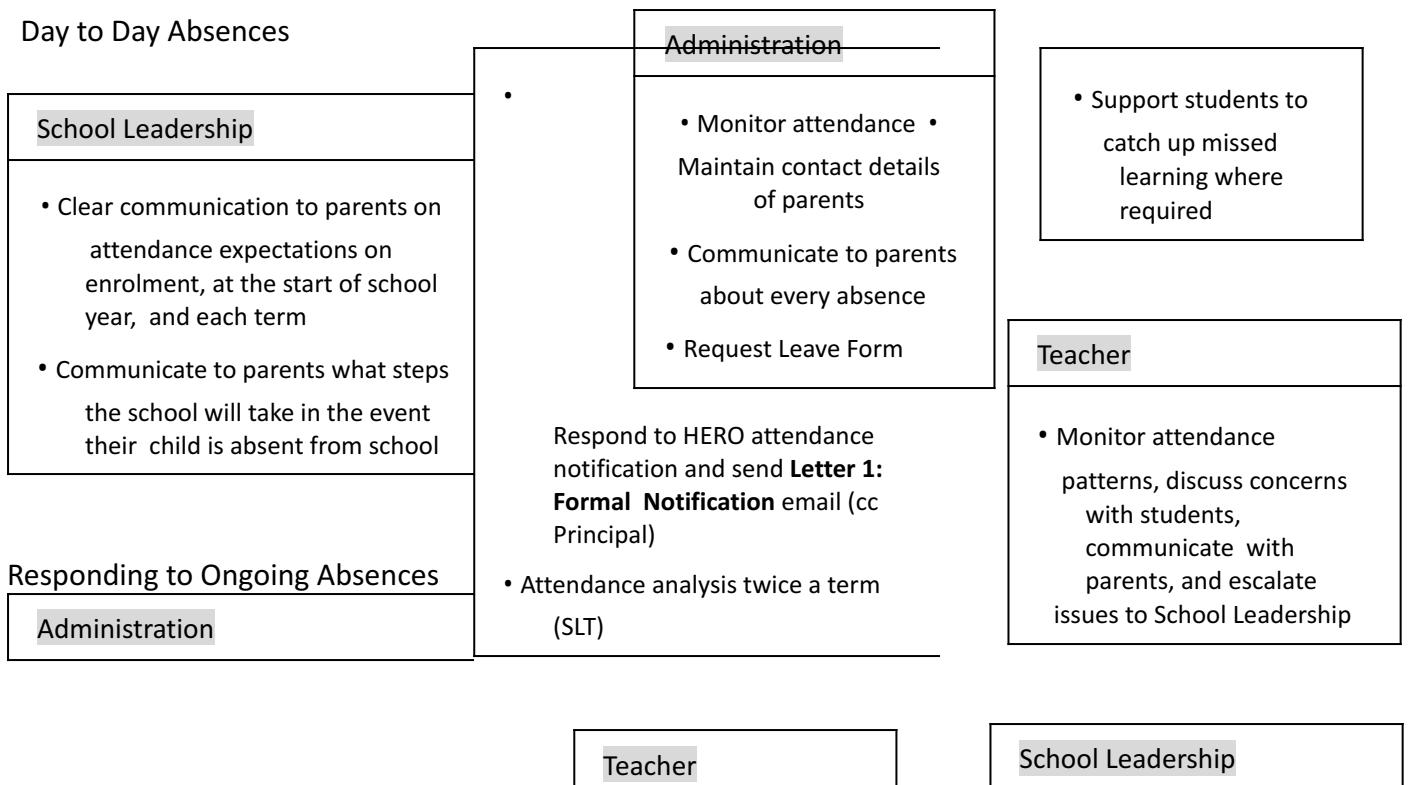


## Attendance Statement:

Students aged 6 to 16 years old (and enrolled 5-year-olds) are required to attend school every day. There's a clear connection between going to school regularly and doing well in the classroom. Attendance is a priority at Tinwald School, and we will work with parents and whānau, hapū, and government agencies to support and make sure students are attending school regularly.

Goals and Measure	2025 Target	2026 Target
Percentage of akōnga attending school <b>regularly</b> (attending more than 90%, an average of 9 days a fortnight)	<b>80%</b>	<b>85%</b>
<b>Irregular absence</b> (attending more than 80%, up to 90%, missing one to two days a fortnight)	<b>15%</b>	<b>10%</b>
<b>Moderate absence</b> (attending more than 70% up to 80%, missing two to three days a fortnight)	<b>5%</b>	<b>5%</b>
<b>Chronic absence</b> (attending 70% or less, missing three or more days a fortnight)	<b>0%</b>	<b>0%</b>

## Day to Day Absences



- Respond to Attendance Analysis (unusual patterns)

- Use in-school resources to remove barriers e.g. Mana

Ake, PB4L

### School Leadership

- Send **Letter 2: Major Concern** notice
  - Hold meeting to diagnose reason for absence and to collaborate on a support plan. Develop and implement a plan tailored to the diagnosis and circumstances around the child's absence
- Implement and monitor improvement plan
- Escalate to and participate in a multiagency response

### Attendance Services /MoE

- Coordinate regional response where required
- Consider systemwide initiatives for high-risk attendance
- Re-enrol students who are not enrolled

## Tinwald School STAR Plan

### Level 1: Conversations

Prioritise	To Action	Responsibilities	Timeframe
For students with <b>less than 5 days absence</b> in a school term			
Communication <ul style="list-style-type: none"> <li>• Clear communication to parents on attendance expectations on enrolment, at the start of school year, and each term</li> <li>• Communicate to parents what steps the school will take in the event their child is absent from school</li> </ul>	Use pre-enrolment pack, welcome letter, newsletters, website or other communication methods to set expectations and provide guidance to parents	Administration Team School Leadership	Termly
Monitoring <ul style="list-style-type: none"> <li>• Monitor attendance</li> <li>• Communicate to parents about every absence</li> <li>• Maintain contact details of parents</li> <li>• Collect &amp; compile leave information form</li> </ul>	Have HERO procedures in place to quickly identify all student absences and communicate these to parents	Administration Team	Daily
Reporting <ul style="list-style-type: none"> <li>• Report regularly to parents on attendance of their child</li> </ul>	HERO to provide a weekly summary of attendance	Parents	Regularly
Responding <ul style="list-style-type: none"> <li>• Support students getting to school</li> </ul>	Communicate to parents the supports available to assist them to get their children to school	School Leadership Learning Support Co ordinator	As required

### Level 2: Formal Notification and Major Concern Letters

Prioritise	To Action	Responsibilities	Timeframe
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For students with <b>5-10 days absence</b> in a school term			
Communication for unjustified/unexplained absence: <ul style="list-style-type: none"> <li>a) Request Student Leave Form (2+ days)</li> <li>b) <b>Formal notification email</b> sent to family to acknowledge/ reasons for absence</li> </ul>	Use School Leave Form and utilise templates and resources provided by the Ministry of Education	School Leadership Administration Team	As
Supporting <ul style="list-style-type: none"> <li>• Support students to catch up missed learning where required (parents on holiday to take own responsibility)</li> </ul>	Identify missed learning objectives and providing notes or activities to bring student back up to speed	Teacher Parent	As required
Monitoring <ul style="list-style-type: none"> <li>• Twice a term compile a list of students who have been absent for greater than 5 days (unexplained/unusual patterns)</li> </ul>	HERO to send alert when Attendance Intervention required	Administration Team	Regularly
Responding <ul style="list-style-type: none"> <li>• Follow up discussions on reason for absences</li> <li>• Use in-school resources as appropriate to remove barriers e.g. PB4L</li> </ul>	Make parents and students aware of additional resources and support to access them	School Leadership Learning Support Co ordinator	Termly

### Level 3: Support

Prioritise	To Action	Responsibilities	Timeframe
For students with <b>10 -15 days absence</b> in a school term			
Communicating & Responding <ul style="list-style-type: none"> <li>• Send <b>Major Concern</b> email to parents and hold meeting to analyse reasons for absence and to collaborate on a support plan</li> <li>• Develop and implement a plan tailored to the reasons and circumstances around the child's absence</li> </ul>	Utilise templates and resources provided by the Ministry of Education	School Leadership Administration Team Parent	As required
Supporting <ul style="list-style-type: none"> <li>• Use in-school resources as appropriate to remove barriers and request support from Ministry or other agencies</li> </ul>	Engage with the Ministry of Education attendance services to find out about options for support	School Leadership Learning Support Co ordinator	As required

### Level 4: Referrals

Prioritise	To Action	Responsibilities	Timeframe
For students with <b>15 + days or more absence</b> in a school term			
Communicating & Responding <ul style="list-style-type: none"> <li>• Send <b>urgent email</b> and make contact to arrange meeting with parents</li> </ul>	Utilise templates and resources provided by the Ministry of Education	School Leadership Parent	As required

<p>Elevating</p> <ul style="list-style-type: none"> <li>• Escalate to multi-agency response</li> <li>• Participate in multi-agency response</li> <li>• Refer to the Ministry to consider action, including prosecution, when supports are offered and not taken up</li> </ul>	<p>Refer to Ministry of Education attendance services or other agencies Support access to services and collaborating with specialists</p>	<p>School Leadership Learning Support Co ordinator</p>	<p>As required</p>
<p>Sustaining Improvement</p> <ul style="list-style-type: none"> <li>• Implement and monitor improvement plan</li> </ul>	<p>Hold everyone accountable for their part in the plan, and take action quickly where expectations aren't being met</p>	<p>School Leadership Learning Support Co ordinator</p>	<p>As Required</p>
<p>No improvement</p> <ul style="list-style-type: none"> <li>• When criteria is met, follow prescribed processes to unenroll the student</li> </ul>	<p>Update ENROL as soon as school is made aware a student will not be returning and complete a non enrolled notification</p>	<p>Administration Team &amp; Principal</p>	<p>As required</p>

### Absence Response Flow Chart

<b>Term 1</b>		
Prior to school commencing	Teachers review class to identify anyone who has previously had attendance concerns	Highlighted during first team meeting (as part of data dialogues)
Weeks 1 - 4	Early conversation with those children/whanau identifying any issues	Noted in Hero
Week 1/2	Newsletter notice highlighting importance of attendance and procedure for and importance of notifying the office	
Week 5	<p>Team review of attendance Ensure no ? attendances</p> <p>Identify students of concern and try to identify any underlying causes</p>	<p>LT review</p> <p>Develop individual strategies to address concerns, reviewed Week 9</p>
	Initial letters sent to those whose attendance is below 80% with no justified explanation	Noted in Hero
Week 9	<p>Team review of attendance Ensure no ? Review supports</p> <p>Identify students of concern Personal contact with whanau</p>	Noted in Hero Support offered, develop/implement a plan
<b>Term 2 and 3</b>		
<b>Report Attendance data to Board Report Attendance in Student Reports Week 10 Term 2</b>		

Week 3	Team review of attendance	LT review
	Ensure no ? attendances Identify students of concern and try to identify any underlying causes	Develop strategies to address concerns
	Second letter sent to those who continue to be attending below 80% with no justified explanation	Noted in Hero
	Identify any learning challenges for those who may be affected by poor attendance	Strategies for support developed with knowledge of whanau
Week 8	Team review of attendance Ensure no ? attendances Identify students of concern	LT review
	Principal makes personal contact, considers Attendance Referral	Noted in Hero
<b>Term 4 (as per Term 2/3)</b>		
Week 8	Review attendance protocols	Modify flowchart and protocols if needed
Week 10	Report attendance to Whanau	

## 2026 Improvement Plan

Focus Areas	Actions	Responsibilities	Timeframe
Planning and Reporting	1. Clarify Tinwald School Attendance Management Plan 2. Report termly data at Board Meetings	Principal	Term 3 End of each term
Attendance Monitoring	1. SLT to update procedures for communicating ongoing 'unexpected absences' of more than 5 days (Repeated Truant or Unjustified)	Senior Leadership Team	End of Term 3
Attendance Response	1. Analysis of data from SLT and the Every Day Matters Termly Report 2. Identification and follow up for students of concern	Senior Leadership Team	Twice a Term
Community Engagement	1. New information about STAR to be shared in Newsletter 2. A student leave form to be used for planned leave <a href="#">Student Leave Form</a> .	Administration Team & Principal	Termly Term 4