ACADEMIC TRACKING STRATEGY
(USING DATA FOR ACHIEVEMENT AND ENGAGEMENT)

There are a range of interventions we have put in place to ensure that we are tracking students and using achievement data to increase engagement. Actions within the strategy are rooted within our Strategic Plan 2024-2025 and the School Improvement Framework (SIF).

TERM 3 UPDATE
AREAS OF FOCUS

Framework developed to support tracking

so students, staff and whānau know where every learner is at
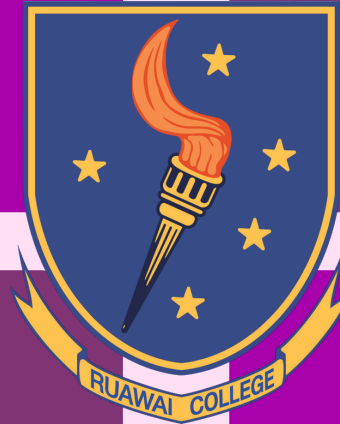
Data is displayed / accessible in key areas

so staff can intervene early to support student success

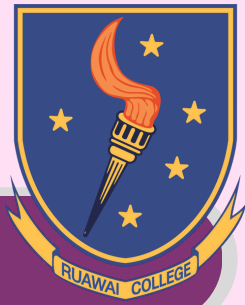**Core Group Tracking for Years 7-10**

so students progress can be measured, tracked and monitored over time

Data is used to track and improve outcomes

so teachers can assist students to flourish

ACADEMIC TRACKING STRATEGY

The Academic Tracking Strategy is a tactical rollout of key components from the Strategic Plan. It operationalises the broader strategic goals by linking specific interventions to measurable actions, timelines, and outcomes. The color-coded dots in the Academic Tracking Strategy help make those links explicit, and most of the initiatives are also marked as either embedded, ongoing, or completed in the strategic plan document.

Below are the specific interventions that link to the four areas of focus for the Data Strategy

The coloured circles link a specific action in this strategy to the Strategic Plan

JULY 2025

School Improvement Framework	What actions are we taking to ensure we are collecting and using data at RC	One line Success Criteria	Timeline
Framework developed to support tracking *so students, staff and whānau know where every learner is at*			
• Leadership (L3) • Teaching and Learning (TL7)	**1.13a** • This framework is developed at SLT level	• Framework is developed and displayed	• Term 1-2, 2025
• Curriculum (C4) • Teaching and Learning (TL7)	**1.4** • Reporting home is strengthened by adding descriptors	• All school reports issued with curriculum discriptors	• Term 3, 2025
• Curriculum (C4) • Teaching and Learning (TL7)	**1.4** • Approach developed for CAAs / Lit and Num standards	• All students have a clear pathway to LIT/NUM NCEA Co-Requisite	• Ongoing monitoring
Data is displayed / accessible in key areas *so staff can intervene early to support student success*			
• Leadership (L3) • Stewardship and Governance (SG4)	**1.13a** • Data is collected and stored in a secure space	• School to sign up to Assay3 and PD to be given to Heads of Learning	• Term 1, 2025
• Leadership (L3) • Leadership (L4) • Professional Capability and Collective Efficacy (PCCE2)	**1.9** • Data is shared across the school in appropriate settings	• Triad meeting to be established and data shared. Data displayed in SLT space	• Term 1-3, 2025
• Leadership (L3) • Leadership (L6) • PCCE3	**1.13** • Core Group Tracking and Testing data is accessible to all	• Core Group Tracking data is accessible to all staff involved with a year group	• Term 3, 2025
Data is used to track and improve outcomes *so teachers can assist students to flourish*			
• Leadership (L3) • Leadership (L6) • PCCE3	**1.13b** • Establish Core Group Testing process	• Testing and first core group meeting held	• Term 3, 2025
• Leadership (L3) • Teaching & Learning (TL7) • Evaluation for Improvement (E4)	**1.13b** • Data is used to track students achievement and make decisions	• Junior data is referred to and used to develop action steps for learners • Senior data is used to track NCEA attainment	• Ongoing
Core Group Tracking for Years 7-10 *so students progress can be measured, tracked and monitored over time*			
• Leadership (L3) • Leadership (L6) • PCCE3	**1.13b** • Establish Core Group Testing process	• Testing conducted and first Core Group Meeting held	• Term 3, 2025
• Leadership (L3) • Leadership (L6) • Teaching & Learning (TL7) • Evaluation for Improvement (E4) • Professional Capability and Collective Efficacy (PCCE3)	**1.13b** • Core Group Meetings with documented outcomes happen each term and staff have strategies to lift LIT/NUM results	• CGM identifies up to six focus strategies or areas for each Year Group	• Term 3, 2025