



Macandrew Bay School



Simply the best for our children.

Te Rotopāteke/Macandrew Bay School Strategic Plan 2024 - 2025

Simply the Best for our Tamariki

Vision and Mission Statement

Ko te Tamaiti te Pūtake o te Kaupapa: The child is at the heart of the matter

At Macandrew Bay School we place our learners at the centre and our Mission Statement is: Simply the Best for our Tamariki!

Our vision is:

- High Expectations
- To create an environment that actively supports the health and wellbeing of our tamariki
- To be the best we can be
- Students succeeding
- To be a strong and flourishing school into the future

Macandrew Bay School Values

At Macandrew Bay School our vision is reflected and embedded in our School Values. Our 6 values of **Responsibility, Honesty, Independence, Passion for Learning, Respect and Kindness and Caring** will be evident in our school's philosophy, structures, curriculum, classrooms and relationships. We have developed these values with our community and with our tamariki and we expect to see these values reflected in everyday actions and interactions within the school. **Manaakitaka** and **Kaitiakitaka** are the Te Ao Māori concepts our school values align to. We want our tamariki to know and understand that the values of **Responsibility, Honesty, Independence and Passion for learning** fit with **Kaitiakitaka**. Our tamariki are their own guardians and as learners they have control over how and when they show these school values. **Manaakitaka** is the practice of showing aroha (unconditional love, empathy), hospitality, generosity, and compassion to others. We want our kura to be a place where everyone shows and feels **Respect and Kindness and Caring**. These are the foundations for positive relationships between staff, students, parents/whānau and the community.



Our Values

Kaitiakitaka

- Responsibility
- Honesty
- Independence
- Passion for Learning

Manaakitaka

- Respect
- Kindness and Caring

Macandrew Bay School
Simply the best for our children.

Information Informing This Plan

Our community has been consulted in order to inform this plan in the following ways during 2022 and 2023:

October 2022 - Strategic Planning Consultation with community and staff and feedback to community in January 2023

2023

- Term Two Matariki STARS and ERO feedback from whānau interviews
- Term Four Health Consultation Survey and Strategic Planning 2024 survey
- Regular Whānau Rōpū (with our Māori whānau)
- Staff Voice and input through: individual interviews and feedback given through staff survey
- Student Voice: Emotional Safety survey in Term 2 and Individual student voice through student led conferences and end of year report comments and regular discussions at Focus Assembly

Strategic Goals

<u>Strategic Goals</u>	<u>Actions</u>	<u>Success</u>	NELPS & Relevant Strategies (7di,ii,iii):	Board Primary Objectives (71b):
<p>Curriculum Rakatirataka <u>Goal 1</u> Ākoka will be supported to set goals and as self-regulated learners, take action to achieve success and progress.</p>	<p>1. Continue to strengthen teaching, learning and assessment practices in Writing to improve achievement levels for all learners and develop a framework of expectations and success indicators for progress in writing to better reflect on and inform next teaching and learning steps for our learners.</p> <p>2. Continue to strengthen teaching, learning and assessment practices in Maths to improve achievement levels for all learners including developing a framework of expectations and success indicators for progress in Maths to better reflect on and inform next teaching and learning steps. We have also identified that improving content knowledge of our teachers in terms of clearly identifying what we need to teach at each level of the school.</p>	<p>We will see school-wide consistent literacy practices in writing, spelling and handwriting that reflect structured and sequential learning opportunities for all students based on a structured literacy philosophy and grounded in strong evidence based pedagogy.</p> <p>Our tamariki will feel empowered to know, understand and articulate their next learning steps in Writing. Our Writing achievement will have increased to be as good as our Reading and Maths achievement.</p> <p>Our curriculum delivery plan will be aligned with the refreshed NZ mathematics curriculum and common practice model</p>	<p>NELP Objectives 2, 3, 4 and 5)</p>	<p>1a</p>

	<p>3. Maintain consistency across our school-wide approach to teaching and assessment and continue to grow our professional understanding of the essential pedagogies and Assessment for Learning practices. Enhance the way assessment is used in the classroom to promote learning and wellbeing and raise progress and achievement for our ākoka / students.</p>	<p>this will ensure high quality, consistent mathematics practice is evident across the school.</p> <p>We will have a framework of consistent expectations and progressions that teachers will have implemented. This learning will be visible for our tamariki and they will be able to clearly identify and articulate their next learning steps.</p> <p>Our kaiako will be teaching and assessing consistently across the school. Their knowledge of the essential pedagogies and assessment for learning practices will have increased.</p> <p>Our tamariki will be confident in setting goals, exercising control, monitoring progress and reflecting and responding to their goals and progress.</p> <p>Our tamariki will be able to clearly identify their strengths and areas they need to work on to ensure they make progress and achieve. Kaiako will help to support tamariki with achieving their goals and recognising and celebrating their strengths as well as helping tamariki find their passions.</p>		
<p><u>Goal 2</u> Ākoka will experience a rich, broad curriculum that is engaging, motivating, fosters creativity, innovation and a lifelong passion for learning.</p>	<p>1. Ensure we are planning for authentic contexts and future focused learning through our Tūhura Design Thinking framework. The students will be experiencing authentic STEAM, PBL learning, and learning to think and act like scientists, historians and creative innovators.</p> <p>2. Provide many and varied opportunities for our students to experience success and ensure that learning is enriched through assessment practices that celebrate and build on ākoka and learner</p>	<p>Tamariki will be engaged in cognitively challenging and purposeful learning opportunities in each of the learning areas of The New Zealand Curriculum in our kura.</p> <p>Our tamariki will set the direction of learning through their wonderings, use of driving questions and the Tūhura Design Thinking framework.</p> <p>The Tūhura Design Thinking framework will be embedded across the school and our</p>	<p>(NELP Objectives 1, 2, 4 and 6)</p>	<p>1 a,c,d</p>

	<p>strengths.</p> <p>3. Continue to make as much use as possible of the expertise in our community to enrich the children's learning.</p> <p>4. Implement and use a range of Digital tools to support learning.</p>	<p>tamariki will be able to articulate each step of the process.</p> <p>Our tamariki will continue to thrive and be excited by the varied learning opportunities that our rich broad curriculum offers. They will be empowered learners who know their strengths and next learning steps as well as understand the process they need to follow to achieve success and progress.</p> <p>Visiting speakers will come regularly to speak to the tamariki. Experts from our community will be invited to speak to the children and share their knowledge, passions and talents.</p> <p>Ākoka will become proficient users of digital tools. Using these tools will open up new and exciting possibilities and opportunities across the curriculum.</p>		
<p>Community Whānaukataka <u>Goal 3</u> We will provide a safe, inclusive and stimulating learning environment. We will nurture a sense of belonging and connection to our kura and our community. We will celebrate our cultural diversity.</p>	<p>1. Continue to develop individual and collective student wellbeing through a specific focus on and teaching of our school values, alongside the development of strong learning focused relationships with all ākoka/ students.</p> <p>2. Continue to develop our cultural competencies as a staff and celebrate the diversity of cultures within our kura.</p> <p>3. Continue to develop a strong learning community, where we work well together, actively participating and contributing to the life of the school.</p> <p>4. Proactively manage property to ensure Macandrew Bay School provides an attractive, well maintained and healthy environment for students</p>	<p>Our school values will be embedded and evident in everything that happens at school. Our tamariki will have strong, caring relationships with one another. The concept of Tuakana/Teina will help to foster a culture of care for each other and for their environment.</p> <p>Staff will have increased their knowledge and confidence with Te Reo me ona Tikanga/Tikaka.</p> <p>Staff will have increased their knowledge of their learners and their cultures.</p> <p>All our tamariki and their whānau will feel included and connected to our kura- they</p>	<p>(NELP Objectives 1, 2, 3, 4 and 5)</p>	<p>1 b,c, d</p>

	and staff.	<p>will see themselves and their culture being valued and celebrated at our kura.</p> <p>Our community will feel connected to our kura. We will have strong community partnerships centered around learning and wellbeing for our tamariki. There will be a high model of trust and mutual respect between whānau and school.</p> <p>Our kura will be a well maintained and healthy environment and we will continue to ensure we have excellent and up to date amenities which will be enjoyed by the tamariki, staff and our community.</p>		
Evidence				

Strategies for giving effect to Te Tiriti o Waitangi

Strategies	Actions
<ol style="list-style-type: none"> 1. Work to ensure that the Board’s plans, policies, and local curriculum reflect local tikanga Māori, mātauranga Māori and te ao Māori. 2. Achieve equitable outcomes for Māori students and their whānau. 3. Take all reasonable steps to make instruction available in tikanga Māori and te reo Māori. 	<ol style="list-style-type: none"> 1. Ensure our School Board actively partners with learners, whānau, hapū and iwi to ensure that the school gives effect to Te Tiriti o Waitangi. 2. Ensure that Māori learners and their whānau have a strong sense of belonging. We will recognise and build on the strengths of Māori learners and their whānau, hapū and iwi to support them to enjoy and achieve excellent education outcomes as Māori. 3. Continue to engage and strengthen partnerships with our Māori whānau to support and develop programmes that ensure that ākoka enjoy educational success as Māori. 4. Continue to develop our Te Reo me ona Tikanga progressions through the school to ensure that our Māori ākoka are achieving success as Māori. 5. Continue to offer and develop extension programmes in te reo Māori. 6. Ensure staff are supported to grow and progress their personal Te Reo and Tikanga knowledge.

2024 Annual Implementation Plan Macandrew Bay School 3762

Summary of the plan

In 2024 we want to continue strengthening teaching, learning and assessment practices in writing to improve achievement levels for all learners and developing a framework of expectations and success indicators for progress in writing to better reflect on and inform next teaching and learning steps. We have identified with our ERO evaluation partner that we need to develop ways to gather and respond to our writing achievement data in order to ensure the progress and acceleration of our target learners. We also have a goal to extend teachers' evaluation practices and understanding to ensure consistency across the school that it is fair and equitable for all learners. We have developed 10 effective writing norms with our staff so we think by introducing these in 2024 that this will have an impact on our writing programmes and help to support our target learners further.

We also want to investigate designing a sustainable model for ongoing support for identified groups of learners not yet making expected progress as well as streamlining our data collection which includes ensuring we can capture the progress of our target writers. We want to sustain a focus on strengthening home-school partnerships for increased participation and contribution by whānau and parents for the benefit of all learners.

Our new design thinking model of Tūhura/Discover is exciting and innovative and we are introducing this to our tamariki in Term 1. We hope this will be embedded by the end of the year.

Where we are currently at:

Goal 1

Our school's assessment data shows a need to further focus on quality teaching and learning in Writing & Mathematics.

Overall writing achievement in the school:

2023 data is down by 1% with 71% of our tamariki writing above or at the level compared with 72% in 2022, 78% in 2021. 29% were well below or below compared with 27% 2022. Most of this latter group of tamariki are below-26% rather than being well below- 3% in 2023.

Overall maths achievement in the school:

Our strong Maths achievement levels have been maintained again in 2023 with 84% of students doing well in Maths and being **at or above** the expected level. 57% of our tamariki are **at** the expected level and 27% are **above** the expected level in 2023. Of the 16% who are **below or well below** most of these tamariki are **below**-13%, with only 5/151 children in the school or 3% **well below**. We have a cohort of Senior tamariki that we want to support to ensure they can achieve at their highest potential in 2024 through Tier 2 Intervention.

Goal 2 and 3

We are proud of our rich broad curriculum and the opportunities for our tamariki to shine and develop their passions. We want to see our tamariki become empowered learners who know their strengths and next learning steps as well as understand the process they need to follow to achieve success and progress.

We want to create an environment that actively supports the health and wellbeing of our tamariki through building strong caring relationships with one another and effective community partnerships.

How will our targets and actions give effect to Te Tiriti o Waitangi:

- Staff knowing who all our Māori tamariki are and their whānau, including knowing their whakapapa and stories.
- Monitoring all our Māori ākoka achievement and progress, including ensuring Māori achieve success as Māori.
- Monitoring all our Māori ākoka achievement and progress, ensuring there is support in place to help those Māori learners that are not making the expected progress in mana enhancing ways. Tier 2 and 3 intervention if appropriate.
- Providing lots of opportunities through our broad, rich curriculum for our Māori tamariki to lead and innovate in Kapa Haka, The Arts, Design Thinking, Sports, Enviroschools, Library, Matariki and our Junior enrichment programme (Ka Hikitia) and Senior enrichment programme (Whakarangatira).
- Our mid and end of the year reporting to whānau report template has changed to include strengths and celebrations and pepeha before reporting on Maths, Reading and Writing achievement. We have student voice included in most parts of our report format.

We will continue to work on building phonological and phonemic knowledge in all our students, particularly supporting our children who struggle with this aspect of literacy through a Structured Literacy approach. We teach Liz Kane's The Code Spelling approach throughout the school, monitoring progress and achievement through regular assessment. We are curious to monitor how our tamariki embed this knowledge in their overall writing in 2024. (Schonell spelling assessment in Term 1 and 4 to determine this)

We want to sustain a focus on strengthening home-school partnerships for increased participation and contribution by whānau and parents for the benefit of learners, especially those of our target tamariki in Mathematics and Structured Literacy. We will hold an information hui on Structured Literacy, Seesaw and a hui for supporting our parents/whānau of our tamariki that will have Tier 2 intervention for Maths.

Māori learners- We will continue to closely monitor the achievement and progress of our Māori learners. In Maths, we have 8 tamariki across our kura that will need close monitoring and extra support to help them to accelerate their progress in 2024. In Writing, we have a cohort of Māori students who are in Year 2 and Year 3. We will be working hard to support these students who have been identified as below or well below to make shifts in their writing achievement in 2024. We have accessed support from the Resource Teacher of Literacy for 2 of our Māori students that are well below and these 2 students also received Tier 2 Intervention support in 2023 so we are reviewing what the best plan will be- ensuring we look after the wellbeing of these tamariki is paramount. Seven Māori students have been identified from our 2023 data as being **below** or **well below** (33%) in Reading. We are working with the Resource Teacher of Literacy to develop a programme that will help our Māori students in 2024. All of these tamariki were identified as target learners last year and they received some form of intervention or targeted reading teaching, so we know we need to try a different approach.

Boys in Writing- 22.9 % of girls are either below or well below (which is the same as in 2022) in 2023 for writing compared to 35 % of the boys.

This year we want to continue our efforts to address this gap in achievement between the boys and the girls. The boys have unfortunately not improved in 2023 and have dropped back from our 2022 achievement. We have been working on this for a number of years but we need to keep persevering and trying new things to see what works. We think improving the way boys feel about writing is the key to making a shift in this area. Building the boys' confidence and spelling ability through structured literacy will hopefully remove a barrier for them so that they feel more confident in their writing ability and have more self-belief and technical skills. Planning through the use of a graphic organizer has been successful for our boys this year as has providing STEAM and Science contexts for writing so we will continue using these successful strategies. Poetry has also been a really successful genre for engaging our boys as has memoir and free writing. We also hope that the 10 effective writing norms we have developed as a school will have an impact on raising our boys' writing achievement. Each kaiako will also have a small number of tamariki they will be tracking closely as part of school wide inquiry into writing achievement.

Girls in Maths- 2023 data showed overall generally both boys and girls were doing well with their Maths, although the boys did achieve slightly better in 2023. The girls are closing the gap with just 4% separating boys and girls compared with 5% in 2022 and 10% in 2021. We will ensure our girls in the Tier 2 intervention group are closely monitored in 2024.

Strategic Goal 1

Curriculum

Rakatirataka

Ākoka will be supported to set goals and as self-regulated learners, take action to achieve success and progress.

Annual Target/Goal: Engaged learners experiencing success and making progress in Literacy and Mathematics.

- *Student achievement in Writing and Maths will show a clear improvement from Term One baseline data to Term Four end of year data. The percentage of students working successfully at or above their expected curriculum level will have increased.*

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

Regulation 9(1)(d)

1. *Ākoka are engaged and progressing in writing. Students achieving 80% or higher in writing across the school in all year levels.*
2. *We will have a framework of consistent expectations and progressions for writing that teachers will have implemented for Year 1-6. This learning will be visible for our tamariki and they will be able to clearly identify and articulate their next learning steps.*
3. *Our tamariki will feel empowered to know, understand and articulate their next learning steps in Writing.*
4. *We will review our curriculum delivery plan so that it is aligned with the refreshed NZ mathematics curriculum and common practice model this will ensure high quality, consistent mathematics practice is evident across the school.*
5. *We will begin to develop a framework of consistent expectations and progressions in Maths for Year 1-6. This learning will be visible for our tamariki and they will begin to clearly identify and articulate their next learning steps.*
6. *We have identified that supporting our target children with their Maths in the home should be an area we target in 2024. We really want to continue supporting these tamariki so they can improve their Maths achievement from Term 1 to 4. We want to sustain a focus on strengthening home-school partnerships for increased participation and contribution by whānau and parents for the benefit of learners. It would be good to be able to support our oldest target Maths tamariki with accelerating their Maths achievement before they leave our kura through a Tier 2 intervention group.*

Actions	Who is Responsible	Resources Required	Timeframe	How will you measure success?
<i>Regulation 9(1)(b)</i>	<i>Regulation 9(1)(c)</i>	<i>Regulation 9(1)(c)</i>		<i>Regulation 9(1)(d)</i>

<p>Increase teacher knowledge of the essential pedagogies and assessment for learning practices</p>	<p>-Principal -Deputy Principals -Literacy Lead Teachers -Class Teachers</p>	<p>Staff P.D. in Assessment For Learning</p> <p>Professional Development for Lead Numeracy Team and class teachers.</p> <p>Purchase resources for areas of need for both Literacy and Maths.</p>	<p>T1-4</p>	<p>Our kaiako will be teaching and assessing consistently across the school. Their knowledge of the essential pedagogies and assessment for learning practices will have increased.</p> <p>Staff Survey</p>
<p>Develop a framework of expectations and success indicators for progress in writing for Year 1-6 to better reflect on and inform next teaching and learning steps for our ākoka.</p>	<p>-Principal -Deputy Principals -Literacy Lead Teachers -Class Teachers</p>	<p>Staff PD</p> <p>Murray Gadd resources: Building Young Writers</p> <p>Purchase resources</p>	<p>T1-4</p>	<p>We will have our framework completed and we will be beginning to embed this. Our tamariki will feel empowered to know, understand and articulate their next learning steps in Writing.</p> <p>Completed Framework of progress indicators</p>
<p>Raise our students' abilities, particularly our struggling writers to write with confidence and enjoyment, and to improve spelling, punctuation and grammar throughout the school.</p>	<p>-Principal -Deputy Principals -Literacy Lead Teachers -Class Teachers</p>	<p>Writing/Structured Literacy Courses as available.</p> <p>Murray Gadd resources: Under achievement is not Inevitable: Working Effectively with Struggling Writers.</p> <p>Interventions for identified target cohort.</p> <p>Research ways of reducing cognitive load and the teaching of heart words.</p> <p>Monitoring the progress of a small group of target tamariki.</p> <p>Release for teacher observations and coaching.</p>	<p>T1-4</p>	<p>We will see school-wide consistent literacy practices in writing, spelling and handwriting that reflect structured and sequential learning opportunities for all students based on a structured literacy philosophy.</p> <p>Our tamariki will be developing confidence in setting goals, exercising control, monitoring progress and reflecting and responding to their goals and progress.</p> <p>Our struggling writers will have made accelerated progress and increased their knowledge of phonological and phonemic awareness.</p> <p>Our Writing achievement will have increased to be as good as our Reading and Maths achievement. All our tamariki will have made progress.</p> <p>Intervention Report to the Board</p>

				<i>Target Writers report to the Board/Whānau End of Year Student Achievement Reporting- Writing will show the effectiveness and impact of our writing curriculum.</i>
Strengthen teaching, learning and assessment practices in Maths to improve achievement levels for all learners.	-Principal -Numeracy Lead Teachers -Class Teachers	Staff P.D. in Assessment For Learning Professional Development for Lead Numeracy Team and class teachers. Working with Rob Proffitt-White TOD	T1-4	Our kaiako will be teaching and assessing consistently across the school. Their knowledge of the essential pedagogies and assessment for learning practices will have increased. Kaiako will be confident in sharing success criteria and as a staff we will have identified our own school effective Maths norms. <i>Staff Survey</i>
Develop a framework of expectations and success indicators for progress in Maths to better reflect on and inform next teaching and learning steps.	-Principal -Numeracy Lead Teachers -Class Teachers	Purchase resources for areas of need for Maths. Working with Rob Proffitt-White TOD Lead Numeracy Teachers supporting staff with this mahi.	T1-4	We will have developed a framework of consistent expectations and progressions for Year 1-6 that teachers will have begun to implement. This learning will be visible for our tamariki and they will be able to clearly identify and articulate their next learning steps. <i>Completed Framework of progress indicators</i>
Raise our students' abilities and confidence in Mathematics, particularly supporting our oldest target Maths tamariki with accelerating their Maths achievement through Tier 2 intervention.	-Principal -Numeracy Lead Teachers -Class Teachers	Maths PD as a staff on working with target tamariki in the classroom. Staffing for intervention for identified cohorts of target tamariki.	T 1-4	Our tamariki will be able to clearly identify their strengths and with support identify the areas they need to work on to ensure they make progress and achieve. Our struggling maths tamariki will have made accelerated progress and increased their knowledge of the foundational maths skills including basic facts, patterning and place value. <i>Intervention report to the Board/Whānau.</i>

Strategic Goal 2

Ākoka will experience a rich, broad curriculum that is engaging, motivating, fosters creativity, innovation and a lifelong passion for learning.

Annual Target/Goal: Empowered Learners experiencing a rich broad curriculum.

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

Regulation 9(1)(d)

1. *Our tamariki will begin to set the direction of learning through their wonderings, use of driving questions and the Tūhura Design Thinking framework.*
2. *The Tūhura Design Thinking framework will begin to become embedded across the school and our tamariki will be developing confidence in articulating each step of the process.*
3. *Ākoka will continue to become proficient users of digital tools, through the implementation of our Digital Fluency Skills map. Using these tools will open up new and exciting possibilities and opportunities across the curriculum.*
4. *Our tamariki will continue to thrive and be excited by the varied learning opportunities that our rich broad curriculum offers. They will be empowered learners who will know their strengths and be able to identify their next learning steps. They will have developed their understanding of the process they need to follow to achieve success and progress.*
5. *Tamariki will be engaged in cognitively challenging and purposeful learning opportunities in each of the learning areas of The New Zealand Curriculum in our kura.*
6. *Empowered students who are confident in leading others. Their leadership skills will have developed through a wide range of opportunities from our rich broad curriculum.*

<p>Actions</p> <p>Regulation 9(1)(b)</p>	<p>Who is Responsible</p> <p>Regulation 9(1)(c)</p>	<p>Resources Required</p> <p>Regulation 9(1)(c)</p>	<p>Timeframe</p>	<p>How will you measure success?</p> <p>Regulation 9(1)(d)</p>
<p>The students' ideas and interests will form the framework for our Integrated Learning Topics.</p>	<p>-Principal -Class Teachers</p>	<p>Curriculum Resources purchased as needed to support learning programmes.</p> <p>Ideas gathered from the tamariki at the end of each year and driving questions and Tūhura Design Thinking Framework.</p>	<p>T1-4</p>	<p>Students will be engaged and motivated to learn as they investigate topics that interest them related to our driving questions.</p> <p>Evaluation of Aotearoa NZ Histories, Science, Health and The Arts (updates to the Board)</p>

<p>Extend current Inquiry Learning Practices in the School and begin to implement our Tūhura Design Thinking Framework</p>	<p>-Principal -Lead Teachers -Class Teachers -MOE PLD facilitator</p>	<p>Our school Inquiry Tūhura learning planning template on Shared google docs.</p> <p>Iain Cook-Bonney- Lead Facilitator for Learning Architects (as part of MOE/PLD focus and ongoing staff PD)</p> <p>Visiting experts from our community on a range of learning related topics.</p>	<p>T1-4</p>	<p>The Tūhura Design Thinking framework will become embedded across the school and our tamariki will begin to be able to articulate each step of the process.</p> <p>Evaluation of the Tūhura Design framework- updates throughout the year to the Board</p>
<p>Use STEAM/PBL learning, Inquiry learning and digital tools effectively to develop our students into 21st Century learners and thinkers.</p>	<p>-Principal -Lead Teachers -Class Teachers -MOE PLD facilitator</p>	<p>Iain Cook-Bonney- Lead Facilitator for Learning Architects (as part of MOE/PLD focus and ongoing staff PD)</p> <p>STEAM/PBL resources</p>	<p>T1-4</p>	<p>Review our Digital Fluency skills map for our school. Review whether our tamariki are becoming proficient users of digital tools?</p>
<p>Our students will experience a diverse and wide-ranging Arts programme.</p>	<p>-Principal -Lead Teachers -Class Teachers</p>	<p>Art Auction Funds. \$6,000 per annum.</p> <p>Lead Teacher to develop a School Wide Visual Arts plan to ensure coverage of a wide range of Art media.</p>	<p>T1-4</p>	<p>School production showcasing talents, skills and passions in Music, Dance, Drama and Visual Art.</p> <p>Begin to Implement our school wide Arts plan to ensure we have good coverage of all The Arts.</p> <p>Student Voice about the School Production reflected on in the end of year report.</p>
<p>Strong LEOTC Programmes will enhance a broad range of learning.</p>	<p>-Principal -Lead Teachers -Class Teachers</p>	<p>Activity Voluntary Contributions- \$15 per term per student to help contribute to LEOTC activities from our families who wish to contribute.</p> <p>A grant application will be made to Bendigo Valley Foundation for Year 6 School Camp costs and parents will also be asked to contribute a donation towards it. In cases of hardship we can apply for additional financial support for our camps.</p>	<p>T1-4</p>	<p>Our tamariki continuing to have high participation levels in Sport and many opportunities to be involved with Education Outside the Classroom.</p> <p>Student Achievement Report on Physical Education to the Board at the end of Term 2</p>

		The Lion Foundation grant will contribute \$4000 towards swimming lessons with J C Swim School in term 1.		
Our Senior students will play a Leadership role within the school and support the learning of others.	-Principal -DP's -Class Teachers -Librarian -Enviro Schools lead Teacher	Funding for Enviroschools, Health Team, Whakarangatira and Garden to Table projects.	T1-4	Empowered students who are confident in leading others. Their leadership skills will have developed through a wide range of opportunities from our rich broad curriculum. Student Voice about leadership opportunities reflected on in the end of year report.

Strategic Goal 3 Community Whānaukataka We will provide a safe, inclusive and stimulating learning environment. We will nurture a sense of belonging and connection to our kura and our community. We will celebrate our cultural diversity.				
Annual Target/Goal: Strong community partnerships for our tamariki centered around belonging and wellbeing.				
What do we expect to see by the end of the year?				
<ol style="list-style-type: none"> Our school values will be embedded and evident in everything that happens at school. Our tamariki will have strong, caring relationships with one another. All staff and ākoka will learn and progress their knowledge of Te Reo and Tikaka/Tikanga. All our tamariki and their whānau will feel included and connected to our kura- they will see themselves and their culture being valued and celebrated. Our community will feel connected to our kura. We will have strong community partnerships centered around learning and wellbeing for our tamariki. There will be a high model of trust and mutual respect between whānau and school. Our kura will be a well maintained and healthy environment and we will continue to ensure we have excellent and up to date amenities which will be enjoyed by the tamariki, staff and our community. 90% attendance for all ākoka- engaged learners who feel good about their learning success and progress. 				
Actions <i>Regulation 9(1)(b)</i>	Who is Responsible	Resources Required <i>Regulation 9(1)(c)</i>	Timeframe	How will you measure success? <i>Regulation 9(1)(d)</i>

	Regulation 9(1)(c)			
Ensure our school values will be evident in everything that happens at school.	-Principal -Class Teachers	All staff supporting this kaupapa.	T1-4	Emotional Safety Survey will show happy, healthy tamariki that care about each other. Seek student voice about what they look like/feel like and sound like in our kura.
Build a sense of belonging and connection with our Parent Community through school Events and Fundraisers	-Principal -Class Teachers -Board -Whānau and School committee	Small budget for kai.	T1-4	Successful parent/whānau partnerships and events such as: Whānau Assemblies, Parent/Whānau Classroom information hui, Interviews, Student Led conferences, Matariki events. Conversations with whānau/students.
All staff and ākoka will learn and progress their knowledge of Te Reo and Tikaka/Tikanga	-Principal -Lead Teachers -Class Teachers -Support Staff	Purchasing of Scotty Morrison's Book 1 Māori Made Easy for all staff. Working through this together at staff hui. Māori Achievement Collaborative support and resources. Aotearoa NZ Histories curriculum, Te Wānanaga o Aotearoa, Niho Taniwha by Melanie Riwai-Couch, Otākōu Runanga/Runaka website, Te whare tapu o te ngākau Māori.	T1-4	Staff voice during professional growth conversations and interviews.
Involve our families from different cultures and encourage them to share aspects of their culture and identity with the school so we are celebrating our cultural diversity.	-Principal -Lead Teachers -Class Teachers -Support Staff	All staff supporting this kaupapa.	T1-4	Conversations with whānau/students.

<p>Ensure our school environment ensures the physical, psychological and emotional wellbeing and safety of students, staff and others whom we engage.</p>	<p>-Principal -Class Teachers -Support Staff -Board</p>	<p>Health and Safety team made up 2-3 people Principal and BOT</p>	<p>T1-4</p>	<p>Attendance rates- 90% and above. Conversations with whānau/students.</p>
<p>Continue to Use MOE and Capital Works funding to provide a safe, stimulating innovative learning environment that is also easily accessible and meets the needs of all our students.</p>	<p>Principal and Board</p>	<p>5YA Capital Works Funds- 3 year Review is currently in progress. Funding will be based on our July 1st roll return. 10YPP -End of 2024 Planning process and assessment with a consultant. (Last 5YA allocation was in 2020/21-\$222,316.00, 2015/16-\$160,003.00) Review and refine the school's cyclical maintenance and painting plan.</p>	<p>T1-4</p>	