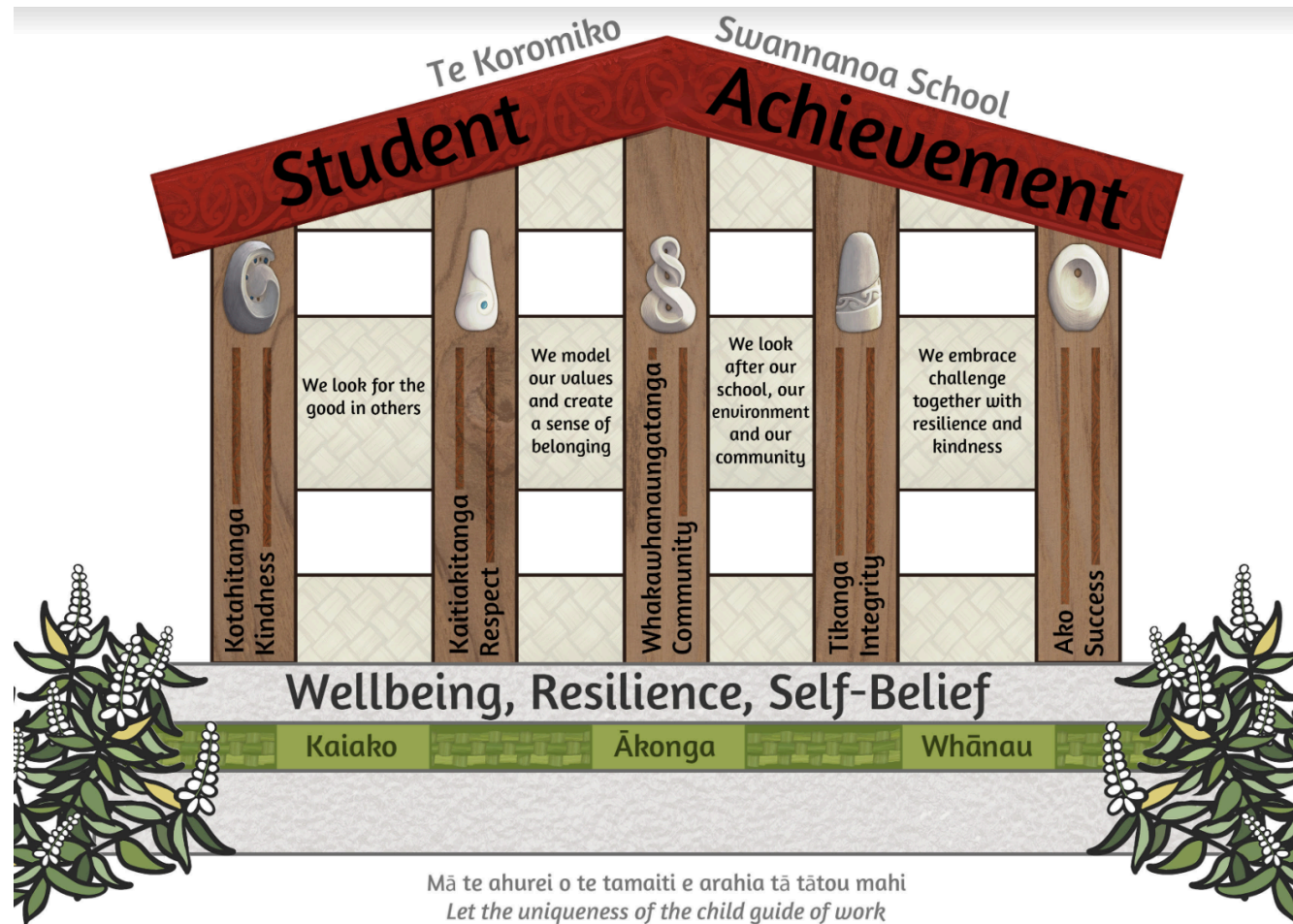


# Te Koromiko Swannanoa School 2024 Annual Plan Aligned to the Strategic Plan 2024 - 2026



# Te Koromiko Swannanoa School

## Strategic Aims 2024 - 2026



### National Education and Learning Priorities

The Statement of National Education and Learning Priorities (NELP) outlines the government's main goals for education, aiming to support the success and well-being of all learners. These priorities are legally mandated documents under the Education and Training Act 2020, guiding all aspects of the education sector to achieve positive outcomes for all students.

#### Learners at the Centre

##### Priority 1

Ensure places of learning are safe, inclusive, and free from racism, discrimination, and bullying.

##### Priority 2

Have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs and sustains their identities.

#### Barrier Free Access

##### Priority 3

Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs.

##### Priority 4

Ensure every learner/ākonga gains sound foundation skills, including languages, literacy and numeracy.

#### Quality Teaching and Leadership

##### Priority 5

Meaningfully incorporate te reo Māori into the everyday life of the place of learning.

Mā te ahurei o te tamaiti e arahia tā tātou mahi  
*Let the uniqueness of the child guide of work*



### Our Goals and Priorities 2024

At Te Koromiko every teacher wants the best for every student and are proud professionals. We have strong values and every staff member is accountable to model Ō tātou Taonga. We want to partner closely with our parents to strengthen whakawhānaunga.

We have three refined goals which are our priorities.

- Reporting - (including Ako goal sheets, new report format with visual achievement indicators and more regular quality seesaw use)
- Proactive Communications - (Phone calls, face to face, personal emails etc updating your child's progress and increased communication direct to parents and we want parents to reach out with confidence)
- Teaching at the point of challenge - (Our teachers will be making more regular contact with parents and discuss learning and progress at their point of challenge. Our teachers welcome learning conversations and if you are unsure about the learning we want you to talk to your child's homeroom teacher)

The board will be seeking termly feedback from the community via a google form to seek timely responses.

### Our People

Proactive partnerships that focus on well-being, resilience and self-belief for every student (ākonga).

Goal	Actions	Timeframe	Measurement	Progress .....
<i>Response to our context, "The What" Goal statements we aim to achieve</i>	<i>Operational We are going to do this by</i>	<i>The date of the action and by who</i>	<i>Measurements of success. What will we monitor, what data do we need? How will we gather the data and how will we know we have made an impact?</i>	<i>A running review of actions and progress</i>

Strengthen understanding of our pastoral care for ākonga and staff	LSC directly informing parents and Homeroom teachers of mahi.	By end of term 2 2024	Pulse review - parents approached to get feedback on the information shared.	Reported through to the Board in term 4
	Our philosophies, Ō tātou Taonga and how they align to Back to Basic expectations. Screencastify created	Senco DP Team Leaders	Feedback from RTLB around the effectiveness of the procedures.	RTLB and Mana Ake feedback reported as positive and proactive. Care team attendance valuable. 2024 - extend to UDL position.
	Board valuing staff through appreciative activities ie. One on One, resourcing morning teas, coffee shout etc Support the Joy of Teaching initiative with resourcing Pop the Top celebrations	LSC Term 2 2024	Reported to board at mid point monitoring	Screencastify or similar to be done 2024
	PGC have included successes and celebrations within them. Monitored by Leadership.	Team leaders BP and FU Ter 3 2024.	Endpoint monitoring to the board around effectiveness.	Close relationships between LSC and Parent group. 2024 - reduction of hours - look towards sustainability.
	The funding of a 24/7 youth worker by the board to reach disengaged students Partially achieved - Worker unable to complete. 2024 is a question?	Term 1 2024.	Interview by a Board member of Mana Ake, RTLB, Youth worker (if achieved) or other agencies who work in the school during the year.	Sunday update used to share - 2024 use this mechanism more to relate to strategic plan.
	LSC/SENCO/ CARE/ UDL team to identify trends and any extra support required. A mid and end of report to inform the board. Board and interagency partnership respond appropriately to the increased diverse needs. To resource positions as required.	Term 4 2024 LSC And DP	Health check or systems, feedback, impact on intervention	
	The funding of a 24/7 youth worker by the board to reach disengaged students and support needs If possible to recruit youth Worker	Team leaders Termly	Well being survey created by Team Leaders - term 3 2024 Designed to be able to measure student wellbeing and examples of how they flourish. NZCER - Me and My school Survey use as a basis to create our own survey questions. The Board input into the questions drafted by the staff.	Senco and LSC reporting at mid and end point through and resources used wisely. Closer links to MOE and agencies.
	Survey and student voice feedback and follow up in 2024 as part of observations, PLD and PGC. Student led initiative as part of Kāhui work to be adopted and implemented. 2024 Aligned with Te Mātaiaho.	Termly		Wellbeing survey - closer monitoring through PGC and PLD. Formal and informal check in times needed for 2024.
	School philosophies developed with more explicit expectation of staff. 2024	Complete NZCER Survey Me and My School in term 3, 2024		Interview findings reported to board.
	2024 - fully develop an staff induction procedure			Results of Survey reported through to the Board in term 4.
	PLD - trauma informed practice and resilience focus.			Continued regular monitoring of high needs by Board and staff where need be. Strategically fund through the fair etc.
	Every single teacher at Te Koromiko wants the best for your child.			
	We have strong values and our staff welcome accountability to Ō tātou Taonga. Our philosophies are based on research and evidence. A significant philosophy that we will be focusing on for 2024 is Teaching at the Point of challenge. Our teachers will be making more regular contact with Parents and will be discussing the child's learning and progress at their point of challenge. Implemented via Ako meeting and recording sheet. This will be promoted via Sunday Update Screencastify.	PGC Term 1  Term 2 2024  Term 2 2024  Term 3 2024	PGC  Professional Growth cycle	

<p>Build and enhance partnerships with whānau</p>	<p>Comms on what school looks like today Screencastify from Brian about the way we do school today. The Why, What and How. 2024 continue</p> <p>Open Day Tours advertised. One per term. Walk through the school and through each hapū. Ambassadors from each hapū to allow student voice. 2024 continue</p> <p>Actively promote for the Yr 5 parents to look at the Yr 7 &amp; 8 area. 2024 continue - Yr 5 -8 enhancement position.</p> <p>Keeping our community informed with how we do school - regular termly updates via the Sunday Update about why, what and how. Possible recording and interviews or links to research.</p> <p>No Cell Phones at school policy implemented. I Regular Comms home about regular cyber safety importance. via the Sunday update or Hapū 2024 continue</p> <p>Māori whānau hui to share the strategic plan and emphasis on Te reo and Tikanga through the NZC refresh and NELPS and Kāhui to be continued through 2024.</p> <p>Explanation of Rich and Responsive curriculum - List of events which extend the curriculum 2024 continue Enhancement Yr 5 / 8 unit</p> <p>A pamphlet which outlines what we do, what is available, Students voice included in the pamphlet – explore assigning to a specific person. Board to fund Yr 5 - 8 unit</p> <p>Plan to run inclusive events for our community such as production, Matariki etc celebratory events each term</p> <p>Assessment schedule revisited and produced as a new visual. Launched to whānau and on the website. Screencastify to explain 2024 continue.</p> <p>Homework is part of some students' learning especially through Accelerated Literacy, Numeracy Learning. 5 Peaks programme in readiness for High School.</p> <p>Seesaw posts to parents to include curriculum learning which takes place. ie North Canterbury Sports one week and the school activities the next.</p> <p>Electives - to reintroduce electives to involve parents more in the learning.</p> <p>Where possible include Live Streams and recordings</p>	<p><i>Term 2 2024</i></p> <p><i>Principal and DP</i></p> <p><i>Led by Principal and DP and possibly a Board member</i></p> <p>Leadership Team leaders Term 3 2024</p> <p><i>Team leaders</i></p> <p><i>Leadership Twice in 2024</i></p> <p>Team Leaders, Term 2 2024</p> <p>Leadership Term 4 2024</p> <p>Leadership T 3 2023 Term 1 2024</p> <p>Term 3 2024 Team Leaders</p> <p>Term 3 2024 Team Leaders</p> <p>Design during T2 and T3. Visual to be created</p> <p>Term 4 <i>Team Leaders</i></p> <p><i>Staff</i></p> <p><i>leadership</i></p>	<p>Seek feedback from parents in relation to the Schools today</p> <p>Feedback from people participating in the tours.</p> <p>Pulse surveys from Board members to the community at community events. Set questions ie What are your thoughts about the Sunday Update?</p> <p>Whanaū feedback from Māori Whānau reported to board</p> <p>Exit Surveys to all whānau Term One of each year</p> <p>Feedback collected from parents and further suggestions requested.</p> <p>Reporting schedule and new report format introduced in 2024 and aligned to Government policy. 2024 continue</p> <p>Feedback from Hui</p> <p>Feedback from students and parents</p> <p>Greater opportunities engaged in.</p> <p>Community feedback</p> <p>Better transparency around assessment practices</p>	<p>Agenda item - feedback.</p> <p>Screencastify or similar presentation around why school is the way it is - 2024 - align to Government policy.</p> <p>Tours calendar and tours promoted.</p> <p>Yr 5 -8 enhancement focus on marketing through Facebook and School brochure. 2024</p> <p>Marketing strategic developed and implemented - celebration of success - 2024</p> <p>2024 - more information about learning directly to parents.</p> <p>2024 - 2026 develop a weekly of fortnightly communication tool for families. Allowing access to attitude and achievement rankings with the purpose of better informing parents of progress and any changes in attitude. A proactive way of strengthening partnership.</p> <p>Focus group to work on exit surveys 2024 - on line and personal approach. Contact parents 2 years after to seek feedback around school options chosen - 2024.</p> <p>Schedule in Web site updates, school doc updates, perspectus updates, welcome school packs</p> <p>Respond to ERO feedback from audit at start of 2024.</p> <p>2024 - implement goal target Ako from each student.</p> <p>2024 - more regular communication individually to parent/caregiver</p> <p>Pulse survey feedback at board meetings</p> <p>Participation by the Board and</p>
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	<p>which can be put onto the Web Site.</p> <p>Promotion of material as developed on web site - student voice collections.</p> <p>Integrate 5 Peaks programme more.</p> <p>Implement new 2024 report format with greater information on student achievement and progress.</p> <p>Cyber strategy to include purchase or lease of i-pads.</p> <p>Online bullying - regularly sharing of parenting responsibility.</p> <p>Communication and contacting parents format to be developed and implemented.</p> <p>Communications more fully to parents and not directly to the student.</p> <p>Multiple parent caregiver e-mails included in E-tap to increase communication coverage.</p> <p>Information evenings on literacy and numeracy.</p> <p>Strategies and ways to help. Introductory to the school and Back to Basics initiative,</p> <p>Thursday Lunch time Whakawhanautanga - Teachers spending time with students having fun - Mātaitipu - Student lead - joining in.</p> <p>Explore global partnerships through becoming and signatory to the code.</p>	<p>Staff</p> <p>Ruru staff</p> <p>Staff</p> <p>Staff</p> <p>IT team</p> <p>Student council and leadership</p> <p>IT team and board</p> <p>Vertical team</p> <p>Ongoing</p> <p>Term 2 / 3</p> <p>Term One</p>	<p>Parents involved more in the learning</p> <p>Greater number of students engaged in 5 Peaks</p> <p>Seesaw posts reacted to.</p> <p>Community more involved</p> <p>Parent engage in these and provide feedback</p> <p>Website used and visited more</p> <p>I-pads in the spaces and used to support learning.</p> <p>Reported better comms from the school.</p> <p>Well attended evenings and feedback being positive</p> <p>Student voice and feedback</p>	<p>feedback at Board hui</p> <p>Shared Exit survey information in Feb 2024</p> <p>Enrichment opportunities to be shared</p> <ul style="list-style-type: none"> <li>- Bullet point opportunities.</li> <li>- Personal emails from the teacher incharge</li> </ul> <p>E-mail and comms traffic to be reported to the board during mid point monitoring.</p> <p>Continue with the exchange lesson with the schools across China.</p> <p>Have students attend a holiday camp in Hong Kong.</p> <p>Visit China and schools - portion.</p> <p>Look at running a camp here in NZ</p>

Be proactive and responsive to ākongā needs	<p><b>Ngā Pou e whā - To Listen, to learn, to act.</b> We listen with <b>fidelity</b> through adopting the WEAP (Whānau Education Action Plan) framework. Introduce the WEAP framework supported by PLD. During 2024 continue to Modify so this becomes business as usual.</p> <p>Student voice through Student hacks especially priority learners. 2024 continue Te Mātairiti</p> <p>Kāhui Ako resource used to gather and formulate student voice and implement student lead initiatives. Kāhui youth lead initiatives. Arts, leadership.</p> <p>Moderation across literacy and numeracy with other local schools using the common practice model. As part of Puketeraki.</p> <p>Circle time in every spaces Time management taught at Age and Stage.</p> <p>Circle time embedded more and aligned to Ō tātou Taonga</p> <p>ICT - ICT vertical team ensures there is touch typing as appropriate.</p> <p>Science integrated across all hapū with the house of Science.</p> <p>STEM - integrated into SOL Formalised buddy programme to be developed across the school which sees Yr 5, 6 and 7 students buddied with preschool students.</p>	<p>Team leaders, and leadership Term 2 2024.</p> <p>DP Term 4 2024</p> <p>Term 4 ASL and leadership.</p> <p>ASLs</p> <p>WSL and Kāhui staff.</p> <p>Team leaders</p> <p>Staff</p> <p>ICT team</p> <p>Staff</p> <p>Staff and students</p>	<p>Community Survey results T4 2024</p> <p>Student hack feedback through Kāhui resourcing of ASLs</p> <p>NZCER Me and My school survey in Term 3</p> <p>Report from Kāhui</p> <p>ASL report back</p> <p>Teacher report back around better literacy and numeracy Name, number, need and narrative!</p> <p>Student behaviour incidents have improved.</p> <p>Kids creating more learning through i-pad use.</p> <p>Science results improve</p> <p>Induction and transition to school reported on positively</p>	<p>Shared at Board hui</p> <p>2023 student voice collected by team leaders useful and shared but needs a better framework for 2024.</p> <p>As appropriate at board meetings</p> <p>Survey results shared at Board hui.</p> <p>2024 - PLD on Weapframework. STEAM PLD applied for to enhance and strengthen localised curriculum especially through the Seeds of Learning framework.</p> <p>Enviro schools to be explored as part of the ECO warrior portfolio.</p> <p>Bubby programme introduced so when students transition to school there exists a Big brother, Big Sister model as part of induction.</p>
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## Our Purpose

Every student (ākonga) thrives and meets their potential by being taught at their point of challenge.

Goal	Actions	Timeframe	Measurement	Progress .....
<i>Response to our context, "The What"</i> <i>Goal statements we aim to achieve</i>	<i>Operational</i> <i>We are going to do this by</i>	<i>The date of the action and by who</i>	<i>Measurements of success. What will we monitor, what data do we need? How will we gather the data and how will we know we have made an impact?</i>	<i>A running review of actions and progress</i>
Communicate a clear, well-planned and supported educational pathway to whānau for every ākonga .	<p>Each hapū proactively sends out personal celebrations of learning and celebration of success "teaching at the point of challenge". E.g., five personal emails per week (I know your child and where they are at). 2024 continued and tracked!</p> <p>Readiness for High School - invite students Yr 9 and 10s to talk to parents about their experiences. Term 3 earlier than the normal High School run transition sessions. Invite past leavers e.g., Zack, Sophie to share their experiences having left high school 2024 continue</p> <p>Design of individual learning pathways for learners and working alongside the whānau to work in partnership to co design authentic learning. PAT discussions at a formal information evening. 2024 continue through AKO sheets and meetings</p> <p>2024 continue aligned to Governments priorities around back to basics and designing report format to reflect these,</p> <p>Screencastify which explains - What we use as assessment tools and why we use these assessments.</p> <p>PAT reports shared with follow up meetings term one. The 'So What statements' as a result of the PAT results your child is part of the Memory Group. - The Team Leaders collective Inquiry around reporting in clever and more relevant ways Termly check and connect around your child's learning and needs. Name, Number, Need</p> <p>Transitions from ECE, each Hapū, and are ready for High School.</p>	<p>Team leaders Begin Term 2 and continue 2024</p> <p>Term 3 2024 DP and Senior school leaders</p> <p>Team leaders Done as part of learning conferences</p> <p>Leadership team Team leaders to design during T2 and T3.</p> <p>Seek Feedback from the PAT reports to inform changes for 2024. July and December</p> <p>Term 4 2024.</p> <p>Designed by Team leaders</p>	<p>Feedback collected and reported through to the Board.</p> <p>Feedback from Ruru parents about the usefulness of this resource.</p> <p>Record and monitor the number of whānau attending PAT discussions. At student conferences parents voice is collected by Leadership Priority learners with Adaptive learning plans reflected upon</p> <p>Scheduled personalized emails. Feedback from parents at strategic gatherings or as part of a pulse survey. Midpoint - endpoint monitoring reports from the Team leaders - guided by the Board direction. PACT, PAT, Trends and patterns.</p> <p>Feedback from Hapū 4 parents Attendance data shared with Board and staff - Attendance counts data from every term.</p> <p>Student hacks run by one staff member with carefully designed questions around engagement. 2024 continue along side Puketeraki ASLs</p> <p>Transitions have improved</p>	<p>Mid and end point monitoring reports presented to the Board.</p> <p>2024 - more personalized approaches will take place with prescribed timeframes monitored by management.</p> <p>Actively seek student voice from students ive the last three years who have moved through to high school. Record their stories.</p> <p>2024 Over the next two years design pathways in response to curriculum changes . Seesaw used for fortnightly reporting. Reporting framework designed and published. 2024 Explore other system SMS and reporting to align to common practice model or similar as directed by the Government.</p> <p>2024 - Teachers PGC incorporated expectations of more regular reporting on achievement.</p> <p>Student hack results shared at board. 2024 - Kāhui mahi</p> <p>Survey results feedback to the Board.</p> <p>High school teacher and student presentation on readiness for High</p>



	<p>Visual diagram with clear and deliberate expectations and transitions.</p> <p>Explicit explanation of the transition process and put on the website.</p> <p>2024 - Attendance Counts reports as prepared by the MOE will be shared with the board and so what statements prepared to accompany the report</p> <p>Sunday updates to be placed on facebook. Facebook to be used to celebrate more. Promotion of the website</p>	<p>Term 4 2024</p> <p>Filmed / recorded - by leadership Screencastify alongside a flow diagram. Use 2024 as a model.</p>	<p>People report understanding transition better.</p> <p>Attendance has improved</p> <p>More positive feedback from the community</p>	<p>School</p> <p>Feedback data gathered on learning pathways - direct questioning.</p>
Grow and retain capable and competent teachers who meet the needs of every ākonga, at every stage	<p>The school attracts and retains good staff who fully embrace our learning culture and pedagogy. The ability to work in a highly collaborative environment to achieve the best student outcomes for every ākonga</p> <p>The team leaders to reflect on the Teacher Practice survey 2022 and 2023 and compare to 2024 TPS</p> <p>PGC, observations reported on by staff in survey and interviews.</p> <p>Learning environments - ensure the connections with the homeroom teachers are strong and sharing the information with parents through Hapū meetings</p>	<p>Repeat the Teacher Practice Survey and compare 2022 / 23 to 2024 data. TPS completed at the same time</p> <p>Term 3 2024 Team leaders</p> <p>NZ refresh - Consult with the staff to look at confidence, competency and capability as the NZC changes. Leadership</p>	<p>Google form completed by staff after TOD / PLD to measure impact.</p> <p>PLD shared with community</p> <p>Staff voice feedback from Professional Growth Cycles or teacher Inquiries.</p> <p>People are able to articulate the reason behind learning.</p>	<p>Staff rep and principal reports.</p> <p>Feedback any findings in the TPS or well being survey.</p> <p>Staff voice feedback included in the principal report.</p> <p>2024 - seek feedback from new staff.</p> <p>Board to strategically prepare for changes in Leadership team.</p> <p>Appointment procedures to be reviewed to look at the best systems.</p>

<p><b>Our Place</b></p> <p>Our local curriculum and learning environment is rich, responsive and relevant to all students (ākonga)</p>				
Goal	Actions	Timeframe	Measurement	Progress .....
Response to our context, "The What" Goal statements we aim to achieve	Operational We are going to do this by	The date of the action and by who	Measurements of success. What will we monitor, what data do we need? How will we gather the data and how will we know we have made an impact?	A running review of actions and progress

<p>Continue to embed our naming document gifted by Ngāi Tūāhuriri and connect with our local area to foster a sense of belonging.</p>	<p>Links between Te Mataiaho and our naming document are evident</p> <p>Shifting our practice from acknowledging Te Tiriti o Waitangi and giving effect. He Tipu 2024 continued</p> <p>Local place-based curriculum - individual students focussed 2024 continue</p> <p>Working alongside Manawhenua and consult as the kura developed ie Te Koromiko Karakia, whakatauki.</p> <p>Matariki celebration - plantings which align to the cultural narrative.</p> <p>Run another cultural day similar to what we did a few years ago</p> <p>Kapa haka Group strategic plan supported by board and management. Competitions entered. New waiata developed</p> <p>Hapū 4 will continue to advance and implement the 5 Peaks Challenge</p> <p>Reports include students' voice and involvement in learning and the celebrations . A graph</p>	<p>Term 2 2024 onwards</p> <p>sharing and videos and explanations of why to the community through links to the Sunday Update etc</p> <p>Term 4 2024 Culturally Responsive Vertical Team</p> <p>2024 Team leaders Tutors cultural vertical team, Mana whenua,</p> <p>Leadership and Ruru teachers</p> <p>Leadership</p>	<p>Teacher practice surveys</p> <p>Professional Growth Cycle reflections.</p> <p>more authentic Te Reo and Tikanga practices are evident</p> <p>Collect feedback at Māori whanau hui</p> <p>School signage is visible and relevant to our cultural and naming document</p> <p>New waiata and stronger relationship with, mana whenua.</p> <p>More students involved in 5 Peaks</p> <p>Report format better and positive feedback .</p>	<p>Results feedback to the Board</p> <p>Survey results shared</p> <p>2024 - TOD aligned to Manawhenua. Maaka Tau relationship strengthened by regular invites and involvement.</p> <p>Te ahu o Te Reo staff involved. Tuahiwi Workshops and Treaty workshop attended.</p> <p>Kāhui resources implemented - Language implementation plan. IOS, Cultural Curriculum resource.</p> <p>Feedback from whānau hui</p> <p>School Signage from the Naming Document on each building.</p> <p>Permanent display of the naming document in the hall, library and around school.</p>
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Create learning opportunities that help every ākonga realise their goals and aspirations	<p>Through every Hapū staff member implementing with authenticity the philosophy of teaching at the point of challenge. 2024 continue to focus on this</p> <p>2024 - Teaching at the point of challenge to be a professional focus of teachers and communicated clearly to parents through Ako meetings, monitoring, regular hui.</p> <p>Along with the school report format changed to reflect visuals about attainment and a visual showing progress.</p> <p>Updates reminding parents to speak with their child's teacher directly.</p> <p>Actively seeking parent voice through personal approaches.</p>	<p>Teaching Teams Each Team leader Term 2 2024</p> <p>Leadership</p> <p>Each Hapū under guidance of Team leaders.</p>	<p>Me and My School survey</p> <p>Student voice and student hack</p> <p>Ruru / Hapū 4 students achievement data from 5 Peaks gathered</p> <p>Data from reports around % of students who are involved in leading their own learning.</p> <p>Teaching at the point of challenge is measured by termly feedback from the community.</p>	<p>Survey shared across the leadership team and to the Board</p> <p>Student voice results shared to the Board.</p> <p>5 Peaks report at Mid and end of year report to Board</p> <p>Data shared with the Board.</p> <p>2024 Kāhui resourcing used to seek student achievement voice and input into direction Te Mātaiaho / Te Mātaitipu.</p>
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<p>Provide a safe and inclusive place of learning where everyone feels they belong.</p> <p>We celebrate being a Safe place</p>	<p>Restorative practice PLD with explanation to parents - the Why, What and How. School has a process and a commitment to zero bullying. 2024 continue PB4L surveys Update flow diagram PB4L</p> <p>2024 TLs to design a Te Koromiko model. Visual or diagram PB4L and Ō tātou taonga. Proactive reminders of our Ō tātou taonga, What Zero tolerance looks like.- In Hapū newsletters</p> <p>2024 - UDL positions based on inclusiveness. Student voice proactively sought. Trauma Informed PLD and UBRS in partnership with MOE specialists.</p> <p>Reminder of our focus and why. All staff use E-tap to record incidents - better used by 2023.</p> <p>Create monthly reports to the Board from eTAP around entries. Looking for hot spots etc. Principal report addition during 2024 continue needs refinement around numbers not quality Update PB4L diagram Term 2 and include in school docs 2023</p> <p>Hauora - for all (staff and students) feel they connect and belong by responding to a well being survey - Explore models available.</p> <p>PLD focus on Literacy and Numeracy both own School PLD through ALL and Literacy Strategy RTLit and RR specialists. Maths PLD through Kāhui Yr 7 - 10 and Team leaders across NC cluster.</p> <p>Line markings etc which are chosen by the students and align to our naming document and Ō tātou taonga. Guided by a sub committee on the student council. 2024</p> <p>CRT used for vertical teams to visit other schools and guide their passion and strengthen team culture and awareness.</p> <p>Formal development of a property team allowing sustainability, systems structures as this is a large team.</p> <p>Create a better environment for the students through exploring the best outdoor activities.</p> <p>Create a safer and more environmental friendly school</p>	<p>Leadership Term 3 - 2024 Measurement - Me and My School survey.</p> <p>Focus groups approached and asked for feedback - Home and School - Working bee teams - Midpoint and endpoint monitoring. E-tap Pastoral Care reports Principal reports</p> <p>Start T4, 2024, 2025 Team leaders</p> <p>Open days and events to celebrate the use of the wheels area etc. Review of the Sunday update</p>	<p>Pink Shirt Day promotion in Sunday update, Hapū and Assemblies. 2024 continue</p> <p>Students model Ō tātou Taonga and student hack feedback reflects a positive voice.</p> <p>Community understand the restorative and flow diagram around PB4L</p> <p>UDL positions sees students and whānau engaged more. Readiness for school through greater self regulation</p> <p>Staff rapport being better skilled with managing students whose behavior demonstrates behaviour affected by Trauma</p> <p>Monitoring of behaviour patterns less behaviour incidents.</p> <p>Behaviour better reflects the school values</p>	<p>Data shared at board from Me and My School survey</p> <p>Focus group findings shared</p> <p>E-tap reports to Board</p> <p>Survey findings reported to Board.</p> <p>Students council used.</p> <p>Peer mediators strengthened and continued training</p> <p>Student hacks through Kāhui resources.</p> <p>Website used and facebook for celebration.</p> <p>The school pool to be developed further through heating and covers to allow longer use and remove barriers to access this part of the curriculum. Investigate swimming tuition and formal lessons.</p> <p>Coaching and Mentoring approach for Team leaders and for staff.</p> <p>Gaga Pit constructed for 2024. MenzShed approached to work on Gaga pit.</p> <p>Tractor - as part of the playground.</p> <p>New Playground - design subgroup created and designs explored</p> <p>Voting on Playground design and construction.</p> <p>Solar panels and power options for the school going into the future.</p> <p>Cameras installed in the school to monitor out of school activity.</p>
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