

Rewa Rewa School

Strategic & Annual Plan
2024 – 2025, Yr 2



Strategic Plan 2024 – 2025, yr 2

Vision To Empower Lifelong Learners

Motto Learning For Life Together

Supported by genuine partnerships within our whānau and community, our vision is to deliver a quality localised curriculum that grows the academic, social, physical and wellbeing competencies of all our ākonga, whilst giving effect to Te Tiriti o Waitangi.

Our R.I.D.E. Values	Respect (Whakaute)	We values ourselves, our property, our environment
	Integrity (Pāhekoheko)	We are honest and we try to take responsible risks
	Diversity (Whanaungatanga)	We celebrate our differences and achievements
	Empathy (Ngākau aroha)	We care about each other

Our Active Learning Skills	Respect our space and class resources	Respect the learning time of others	Respect group members in team tasks
	Do whatever I need to stay focussed	Complete tasks to an agreed standard and on time	Push myself to raise the quality of my work
	Use different strategies when stuck	Do something for myself when I need help	Contribute to discussions
	Listen when others are talking	Stick to my plan or negotiate changes	Know what I do well

2025 Strategic Plan - Background Summary



Our Strategic Goals are designed to evolve over time, informed by both ongoing consultation and supported by high quality assessment tools along with professional dialogue. Over the last year, we have introduced a range of pedagogical changes to our teaching including structured literacy, assessment tools and how we reported to parents. This was a deliberate strategy taken to prepare our school community i.e. staff, students, board and whānau for upcoming changes to the Refreshed Curriculum along with new Ministry requirements as from 2025. At Rewa Rewa school we feel confident about implementing these educational requirements in the year ahead.

Decisions and actions that we have undertaken in 2024 to prepare us for the changes ahead have included:

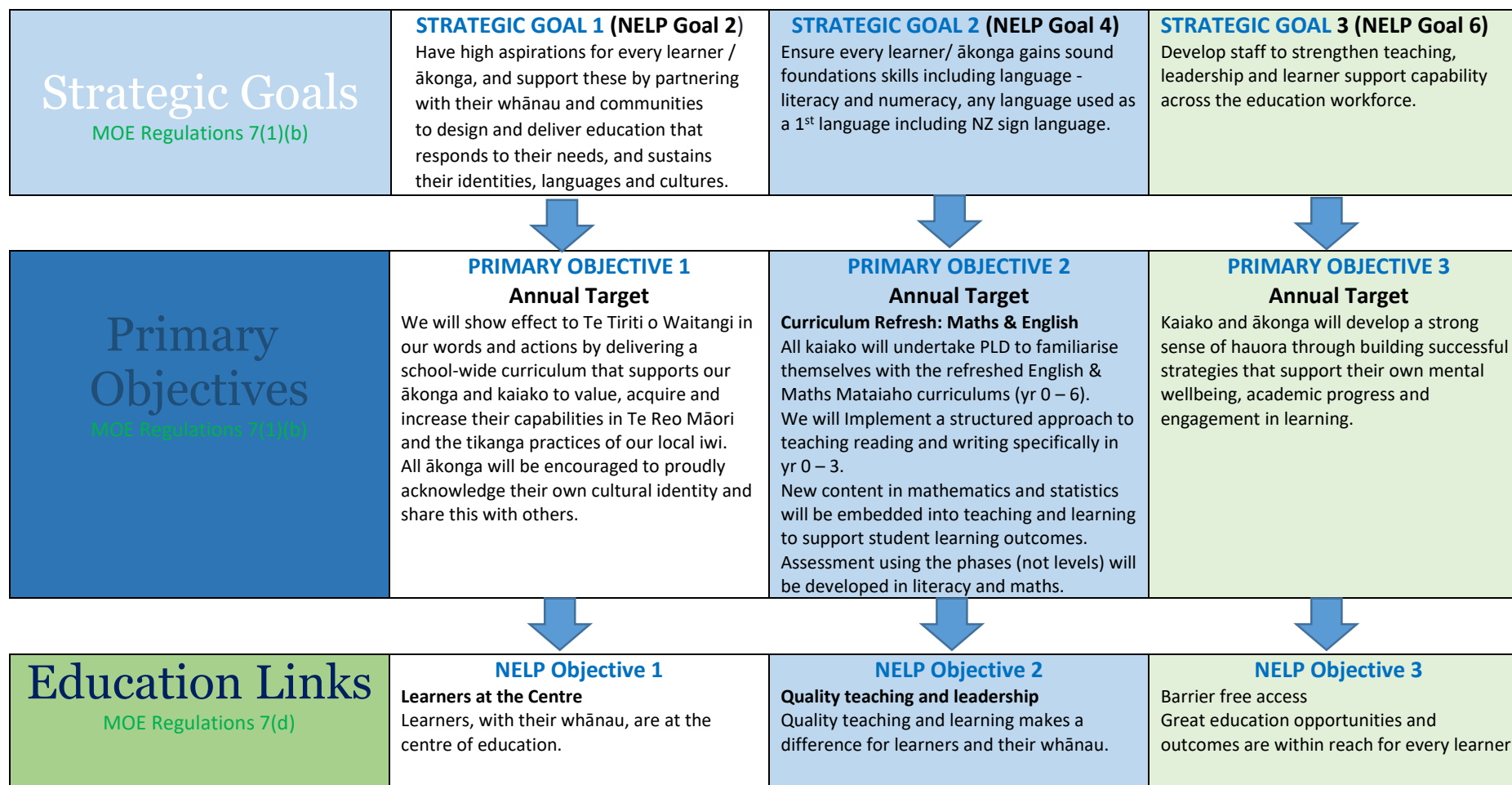
- High quality PLD and implementation strategies to support pedagogical change of practice in Structured Literacy and Mathematics
- 2024 was our 2nd year of PLD learning how to understand and implement Liz Kane's Structured Literacy programme. During this year we began teaching The Code and using the Dibels / Syntax assessment tools to track progress and achievement. We reported on this to our board
- Making informed decisions about school-wide spelling and handwriting programmes for 2025
- Our senior team of yr 4 – 6 teachers attended The Learner First (TLF) workshops to grow their teaching practice and enhance student outcomes in mathematics
- Continuing to adapt our assessment practices such as trialling online PAT testing (rather than hard copy) as well as introducing the new punctuation and grammar PAT (yr 4 – 6). This has allowed us to triangulate results with the data that we were also tracking from The Code and Syntax assessment tools
- Investigating the e-asTTle writing programme as well as the suitability of their writing and maths assessment tools for Rewa Rewa school in 2025
- In 2024 we reported to parents Mid and End of Year introducing the phases through progression matrices that we developed to inform progress and achievement judgements.

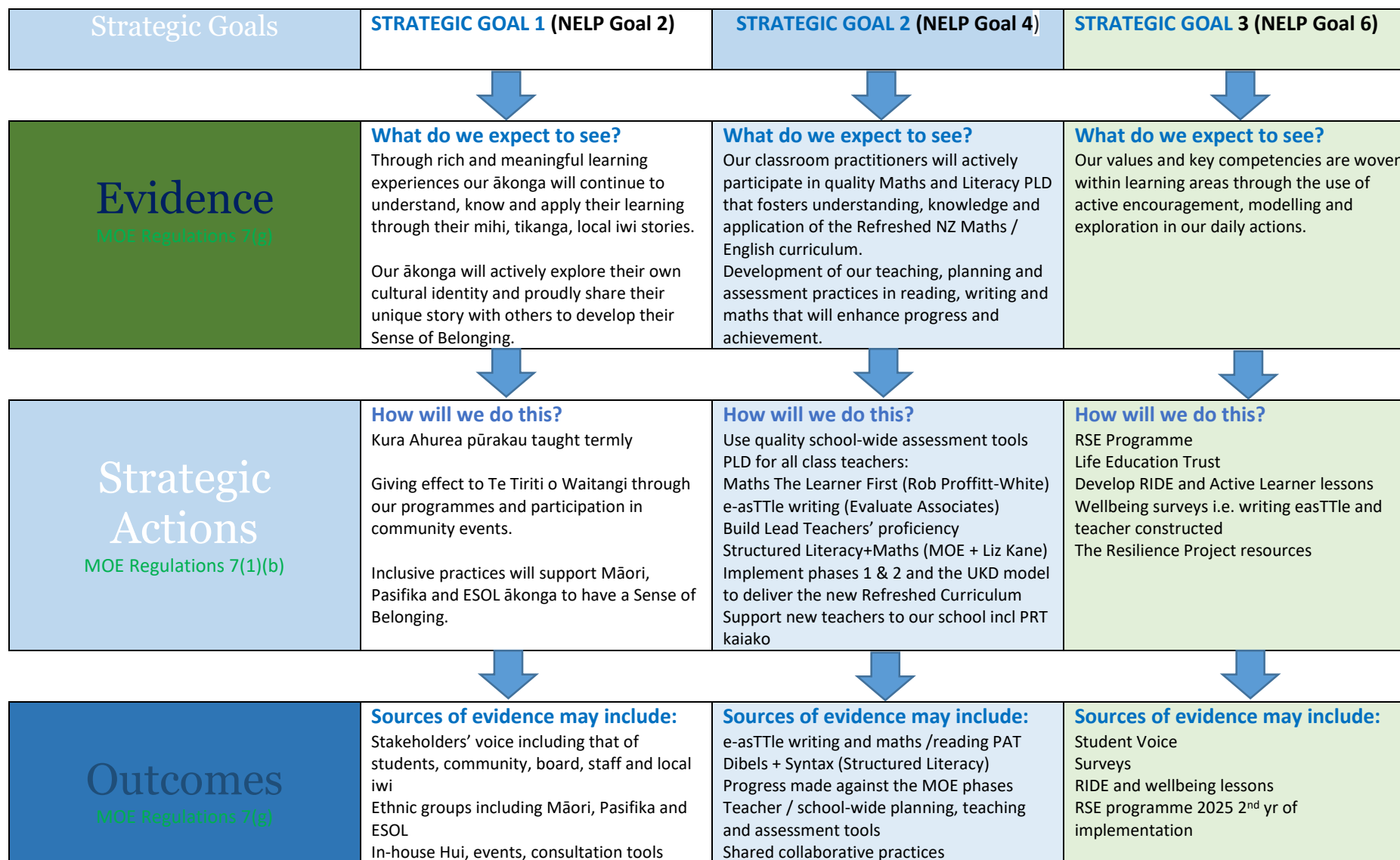
2025 initiatives that we are implementing to enhance our commitment to following the Refreshed Curriculum include:

- Upskilling our teachers to use the e-asTTle writing rubrics and assessment tool. This will begin with PLD in January (another local school is joining us for this workshop)
- Finalising how we will assess Maths progress and achievement school-wide. If the e-asTTle maths assessment tool has been re-aligned to the Refreshed Curriculum we will consider using this tool with our yr 3 – 6 students. We will be using the online PAT mathematics assessment for yr 3 – 6 and placing this data onto our new SMS (HERO)
- 3 day workshops funded by the MOE SL PLD for yr 1 – 6 teachers with Liz Kane – Phase 1 year 1 – 2 teachers (tm 1) and Phase 2 yr 3 – 6 teachers (tm 2)
- Ordering MOE funded numeracy resources (Numicon) to support our maths teaching and learning programmes
- Employing a new DP who has worked with the Refreshed Curriculum MOE team for 3 years and who will lead our Refreshed Curriculum Literacy and Maths development
- Assigning PLD funding to access ongoing workshops and resources to build teacher proficiency, particularly in literacy and maths i.e. Evaluate Associates, The Learner First, Mark Sweeney, Liz Kane, RTL B
- Continue with weekly curriculum growth staff meetings led by internal / external experts. These are predominantly for Maths and Literacy but will also include The Arts, Te ao Māori, ESOL matrices and Learning Needs, Health & PE including RSE.

As from the start of 2025, we have changed our SMS provider to HERO to allow us to build our data collating capacity i.e. how and where we store / access data and so that we can report to / communicate with our parents using this online forum. We continue to refine and review the assessment tools that we use, especially for literacy and numeracy so that we have quality, reliable, valid and just-in- time data that supports using the new phases instead of curriculum levels. We are also working towards reporting to parents throughout the year rather than our traditional Mid and End of Year formal reporting timeframes. Wellbeing initiatives for kaiako and our tamariki continue to be an important part of our programmes.

Strategic Plan 2024 – 2025, yr 2





Ministry of Education Legislative Regulations – Strategic Plan	
Regulations 7(1)(a)	The Board's vision for the school
Regulations 7(1)(b)	The board's strategic goals, as developed in consultation with the school community, for meeting the board's primary objectives as set out in section 127 of the Act.
Regulations 7(1)(c)	Information relating to how the Board has prioritised its strategic goals
Regulations 7(d)	Information relating to the link between the board's strategic goals and (i) the statement of national education and learning priorities issued by the Minister under section 5 of the Act
Regulations 7(g)	Information describing the measures, evidence, and processes the board intends to use to evaluate its progress towards achieving the strategic goals
Regulations 7e, 7(f)	<p>(e) The board's strategies for achieving or making progress towards its strategic goals based on the identities, needs, and aspirations of its school community, including, without limitation, strategies for identifying and catering to students whose needs have not yet been well met:</p> <p>(f) The board's strategies for giving effect to Te Tiriti o Waitangi, including strategies for—</p> <p>(i) working to ensure that its plans, policies, and local curriculum reflect local tikanga Māori, mātauranga Māori, and te ao Māori; and (ii) achieving equitable outcomes for Māori students; and (iii) taking all reasonable steps to make instruction available in tikanga Māori and te reo Māori:</p>

Ministry of Education Legislative Regulations – Annual Implementation Plan	
Regulation 9(1)(a)	A board's annual implementation plan must include— (a) annual targets for each of the board's strategic goals:
Regulation 9(1)(b)	(b) the actions the board intends to take to meet the annual targets (intended actions):
Regulation 9(1)(c)	(c) information addressing how the board intends to allocate resources to meet the annual targets:
Regulation 9(1)(d)	(d) information describing the measures and evidence the board intends to use to evaluate its progress towards achieving the annual targets:
Regulation 9(1)(e) (f) (g) 9(2) (a) (b)	<p>(e) information regarding the board's performance in meeting its annual targets from the previous year and, if relevant, a plan setting out how the board will address any annual targets from the previous year that were not achieved:</p> <p>(f) information regarding the teaching and learning strategies and programmes of the board's school, with a particular emphasis on literacy and mathematics, and te reo matatini and pāngarau, and including information on how the teaching and learning strategies and programmes will address the needs of students whose needs have not yet been well met:</p> <p>(g) information describing how the annual targets and intended actions will support the board to give effect to Te Tiriti o Waitangi.</p> <p>(2) If the board is a specified kura board,—(a) the requirement in subclause (1)(g) does not apply; and</p> <p>(b) the board's annual implementation plan must instead include a general description of how the kaupapa of the kura reflects Te Tiriti o Waitangi.</p>

N.B. Refer to [National Education and Learning Priorities in schools and kura \(NELPS\)](#) under the Education and Training Act 2020, for further information.

Annual Implementation Plan Year 2, 2025



KEY THEME: GIVING EFFECT TO TE TIRITI O WAITANGI

STRATEGIC GOAL 1 (NELP Goal 2)

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

PRIMARY Objective 1 - Annual target

We will show effect to Te Tiriti o Waitangi in our words and our actions by delivering a school-wide curriculum that supports our ākonga to value, acquire and increase their capabilities in Te Reo Māori and local iwi tikanga practices. All ākonga and kaiako will be encouraged to proudly acknowledge their own cultural identity and share this with others.

EDUCATION Link - NELP Objective 1

Learners at the Centre

Learners, with their whānau, are at the centre of education.

CURRENTLY AT

Under the leadership of our Māori kaiako, we continued to align our school-wide waiata, whakatauki and tikanga protocols to acknowledge the tikanga of our local iwi i.e. Te Atiawa. Our school waiata are a blend of Te Atiawa and East Coast tikanga, some gifted to us from our lead kaiako. At our weekly kapa haka school-wide gatherings and our daily whakatauki, our tamariki confidently enjoy singing a wide range of waiata. At the same time, they are also taught what they mean. Our lead kaiako is not from Te Atiawa so this continues to offer a different dynamic to our tikanga protocols and understandings, as we pay due diligence to Te Atiawa. Our board and staff use our new whakatauki to open every meeting. Each year we host two powhiri so that every staff member, student and all whānau can be welcomed appropriately into our school community.

This is the first year in three years, where we will not be undertaking PLD with Te Atiawa and the 10ths Trust / Kura Ahurea (KA). We have developed a sustainable programme of pūrakau (iwi stories) for each year level and the resources to support these so that the termly retelling of these stories can continue to be taught to our tamariki. One of our kaiako will undertake leading this development school-wide. In term 4, 2024 when our KA facilitator observed our kaiako teaching their pūrakau they were astounded by the high level of competence that was demonstrated and the captive engagement from our tamariki.

In 2025 weekly Kapa Haka will be taught school-wide in class time as well as school-wide sessions. Our staff meetings will continue to have tikanga / Te Reo upskilling as the first item on the agenda. Using this approach, our staff continue to build their confidence and awareness to speak Te Reo in their everyday practice. Our kapa haka performance group performed at the Korowai o Horokiwi kapa haka festival in 2024 where the new boys' uniforms were worn for the first time. Two of our yr 6 girls lead the karanga for all of the visiting kura, at this event.

New events included the hangi fundraiser undertaken by our local marae, and supported by our families, to raise money for new kapa haka uniforms. We also initiated termly hui with our Māori whānau but this had a mixed response as time moved on. We need to get this right in 2025. We also officially opened a new mural for our hall which was painted by our kaumatua. He shared the meaning behind the different parts of the artwork such as the connections between Te Atiawa, Taranaki and Rewa Rewa school.

In 2024 we did not hold many events specifically for our ESOL families and this is something that we need to include in our 2025 calendar of events. Some of our families have been wondering if there could be ways to include activities such as language classes or The Arts.

Annual Implementation Plan Year 2, 2025



Primary Objective 1 Annual Target	We will show effect to Te Tiriti o Waitangi in our words and our actions by delivering a school-wide curriculum that supports our ākonga to value, acquire and increase their capabilities in Te Ao Māori and local iwi tikanga practices. All ākonga will be encouraged to proudly acknowledge their own cultural identity and share this with others.			
Key Actions Regulation 9(1)(a)	What success will look like Regulation 9(1)(d)	How will we measure impact? Regulation 9(1)(d)	Resources / Budget Who is responsible Regulation 9(1)(c)	How will we keep our community informed?
Action 1 Build a strong sense of self, belonging and identity through Te o Māori and that links to our local iwi Te Atiawa Regulation 9(1)(b)	The Lead Teacher for Te Ao Māori will: Assist with overseeing the development and implementation of school-wide initiatives that build our Te Ao Māori practices including whakatauki, mihi, waiata, powhiri and Te Reo. Develop Te Reo language to be actively used in everyday speaking / instruction in classrooms through <ul style="list-style-type: none"> • Conversations • Instructions / requests / day to day speaking • Teaching and Planning • Develop and teach our waiata schoolwide Suggest tikanga practices to be shared with whānau to build their understanding and knowledge of Te Ao Māori School-wide Kapa Haka and performance group strengthened. Assist with building local iwi and marae connections.	Review our starting point in tm 1, 2025 – where are we now. Want to keep/ add/ remove Groups within our school will participate in whakatauki and waiata including Board, kaiako, ākonga and whānau Regular agenda item at staff and team meetings Termly review Visual supports in classrooms Te Reo and tikanga references in planning Lead Teacher action plan	Lead Te ao Māori Tchr Danielle Matthews Lead Teacher: 1 x Cultural Unit of responsibility Curriculum Budget Te Ao Māori Budget Local iwi contacts including kaumatua Local marae contacts Local school cluster	School newsletters Termly class newsletters - localised curriculum and photos Community noticeboard Powhiri invitation Online class environment – posts to whānau Performances Marae and local site visits
Action 2 Upskill kaiako by building sustainable Te Reo & Tikanga practices through the retelling of Mana Whenua stories	The Lead teacher for pūrakau will: Upskill all kaiako in the pūrakau to be learnt / taught to ākonga in 2025. Oversee the development of an online kete of resources to support the retelling of local Te Atiawa stories. As ākonga progress through our school, knowledge and understandings about the local stories will continue.	Online kete RRS resource bank of the 16 pūrakau i.e. Te Atiawa local stories. are used to support teaching and planning through our local curriculum	OPS grant if resources required Pūrakau Lead Teacher Kiera King 1 multi curriculum unit	School newsletters Termly class newsletters - localised curriculum and photos Online class posts of class learning
Action 3 Foster active connectedness and partnerships between those in our whānau	Share celebrations / traditions / language of home groups throughout the year with parents and whānau. Consider the value of having ethnic minority voice on the board in preparation for next board elections.	Whānau say they feel included and valued as an important part of our school culture.	Curriculum Budget Community Budget	Hui for groups / whole school throughout the year Develop key leaders for these groups

Annual Implementation Plan Year 2, 2025



KEY THEME: ACADEMIC PROGRESS AND ACHIEVEMENT

STRATEGIC GOAL 2 (NELP Goal 4)

Ensure every learner/ akonga gains sound foundations skills including language - literacy and numeracy, any language used as a 1st language including NZ sign language.

PRIMARY Objective 2 – Annual Target

Curriculum Refresh Development: Maths / English
All kaiako will strengthen their understanding and knowledge of the new Maths and English refresh Mataiaho curriculum and implement new ministry requirements into their teaching practice.

EDUCATION Link - NELP Objective 2

Quality teaching and leadership
Quality teaching and learning makes a difference for learners and their whanau.

CURRENTLY AT

In preparation for all the new curriculum and legislative changes in Education, our kaiako have previously undertaken key PLD including: Structured Literacy (RTLb and Liz Kane), Refresh Maths (The Learner First), Kura Ahurea –NZC local histories, UKD model of planning and teaching, Learning Through Play (LTP), STEAM, Te Reo and tikanga practices, The Resilience Project (Wellbeing) and PaCT assessment tool. In 2024 we implemented The Code and Syntax Project into our classroom programmes. This included using new assessment tools such as Dibels and The Maze. We also made school-wide decisions about spelling, handwriting and writing programmes.

In 2025 our focus will be on upskilling our team with understanding and implementing the new Refreshed Curriculum for Literacy and Mathematics. In particular, the UKD model, phases and the new learning outcomes at each level to be taught and assessed against. This year the ministry has mandated that schools will be:

- Required to implement structured approaches to teaching reading and writing, pānui and tuhituhi in Years 0-3
- Required to use the updated English and Te Reo Rangatira (Years 0-6), and the updated mathematics and statistics and Pāngarau (Years 0-8) curriculum content
- Encouraged to adjust their assessment, aromatawai and reporting to reflect how students and ākonga are progressing against the new Years 0 to 6 English and Te Reo Rangatira and Years 0 to 8 maths and Pāngarau curricula.

In 2025 our Board will continue to contribute significant funding to support priority areas of PLD / resourcing. These will be supported by MOE funded PLD initiatives. These include:

- Structured Literacy programme development Liz Kane (MOE funded PLD this year for yr 1- 6 teachers). This includes 3 workshops for each teacher
- easTTle writing PLD (\$2700) + RTLb Literacy support (free)
- Maths PLD (The Learner First) (\$4500) for our Middle and Senior school teachers and Maths PLD provided by the ministry. Our local cluster of schools has successfully applied for the MOE workshops to be delivered to all teachers in each of our 4 primary schools – the first workshop will be held in June
- Maths Numicon resources (Ministry funded)
- In-house PLD under the tuition of our new DP who has just completed 3 years working with the MOE Curriculum team. New teachers including PRT 1 and 2 teachers will have access to this quality PLD and upskilling support
- Resources include Literacy readers to support Liz Kane programme (\$7000) our new SMS system (HERO \$2000) to support assessment practices and reporting to parents.

Annual Implementation Plan Year 2, 2025



Primary Objective 2 Annual Target	Curriculum Refresh Development: Maths / English All kaiako will strengthen their understanding and knowledge of the new English refresh Mataiaho curriculum and apply these into their practice to support student learning outcomes.			
Key Actions Regulation 9(1)(a)	What success looks like What will we expect to see as an outcome by the end of the year as a result of this action? Regulation 9(1)(d)	How will we measure impact? Regulation 9(1)(d)	Resources Required Who is responsible? Regulation 9(1)(c)	How will we keep our community informed? Regulation 9(1)(d)
Action 1 Undertake professional learning to grow the collective capacity of kaiako in Structured Literacy (SL) skills to support the progress and achievement of ākonga in literacy. Regulation 9(1)(b)	New Lead Teacher will Be upskilled to lead SL school-wide in 2025 Deliver SL plan by undertaking actions such as meetings, observations, assessment and next steps for kaiako Observe / model SL practices to support all kaiako especially new 2025 teachers Follow a clear model of expectations for SL teaching and learning programme. Be supported by new DP to introduce the Refreshed Curriculum and MOE mandates Kaiako will Attend PLD sessions with Liz Kane / Lead teacher. Actively participate in observations / modelling / assessment upskilling to enhance knowledge, understanding and application of progress and achievement Use SL strategies to support positive student outcomes through teaching, planning and assessment practices SLT team (DP SM RTLB JH) will Upskill and support the team through new Curriculum changes. Visit/ connect with other schools / kaiako to discuss their models and findings Tumuaki will support Lead Teachers and kaiako to access the curriculum.	Student voice and range of evidence including: School-wide mid and EOY data in reading and writing including AoV target students – progress and data to inform teaching practice / student outcomes Handwriting, spelling, writing and reading assessment samples Staff weekly curriculum meetings Reviews within each term-individuals, groups Teacher discussions Teacher planning / observations PLD facilitator / Lead teacher feedback Acting Lead Teacher (Portia France) upskilled in tm 4, 2024 by Avi Jayasekara This included designing a plan for the 2025 implementation of Structured Literacy.	Curriculum PLD budget Lead Teacher PLD release budget New Acting Lead Teacher Staff development Portia France Whole school data for Board / MOE incl AoV Avi Jayasekara (study leave) RTLb facilitator (as required) Jan Hamilton The Code SL facilitator Liz Kane Liz Kane reading books to support yr 1 – 6 programmes (\$7000) Principal Jan Otene DP (newly appointed) Stacey Mabey Curric Refresh Lead Tchr	School Newsletters Class Curriculum newsletters Structured Literacy hui for whānau Online class posts of students in action Reporting back to parents during the year as well as Mid and EOY Visual displays

Annual Implementation Plan Year 2, 2025



Primary Objective 2 Annual Target	Curriculum Refresh 2024: Maths / English All kaiako will strengthen their understanding and knowledge of the new Maths refresh Mataiaho curriculum and implement these changes into their practice to support student learning outcomes.			
Key Actions Regulation 9(1)(a)	What success looks like What will we expect to see as an outcome by the end of the year as a result of this action? Regulation 9(1)(d)	How will we measure impact? Regulation 9(1)(d)	Resources Required Who is responsible? Regulation 9(1)(c)	How will we keep our community informed? Regulation 9(1)(d)
Action 2 Undertake professional learning to grow the collective capacity of kaiako in Mathematics to support progress and achievement of ākonga using the new refresh Mataiaho curriculum in Mathematics and Statistics Regulation 9(1)(b)	New Lead Teacher (s) will Develop our schoolwide Maths expectations to align with the refresh Mataiaho curriculum Create clear expectations for Maths teaching and learning programme @ RRS. References to include Learner First refs. Upskill kaiako in the Maths curriculum through TOD and regular staff meetings to build capacity Support kaiako to develop new pedagogical changes in planning, teaching and assessment Undertake assessment practices and suggest next steps for kaiako Observe / model to support kaiako in Maths Kaiako will Attend MOE refresh / TLF PLD workshops in 2025 Be open to introducing new ideas into teaching, planning and assessment Actively participate in observations / modelling / assessment upskilling Apply knowledge, understanding and application of strategies that will support progress and achievement SLT team (DP &Principal) will Support kaiako through funding, expertise and resourcing to build their Maths capacity Become familiar with Maths programmes / assessment i.e. TLF, Better Start Maths etc.	Student voice and range of evidence including: School-wide Mid and EOY data including AoV data on target students in maths to inform practice/student outcomes Ākonga observations and samples Staff weekly Curriculum meetings Reviews within each term-individuals, groups such as juniors / middles / seniors Teacher professional discussions Teacher planning / observations PLD facilitator / Lead teacher feedback Lead Teacher PLD coaching SLT Big Picture meetings Maths Action Plan expectations School-wide teaching and planning documents	Curriculum PLD budget Lead Teacher PLD Staff PLD + Release budget MOE PLD Lead Maths Teacher Stacey Mabey (DP) Staff development Whole school data for Board / MOE incl AoV SLTeam Jan Otene (tumuaki) Stacey Mabey (DP) Avi Jayasekara (DP – off-site 2025 – study leave) The Learner First Rob Proffitt-White team Lead facilitator + yr 3 – 6 kaiako NIS and RRS TLF network group Online Learner First + Structured Maths resources MOE refresh resources RRS documentation	School Newsletters Class Curriculum newsletters Maths hui for whānau Online class posts of students in action Reporting back to parents during the year Classroom displays

Annual Implementation Plan Year 2, 2025



KEY THEME: WELLBEING

STRATEGIC GOAL 3 (NELP Goal 6)

Develop staff to strengthen teaching, leadership and learner support capability across the education workforce

PRIMARY Objective 3 – Annual Target

Kaiako and ākonga will develop a strong sense of hauora through building successful strategies that support their own mental wellbeing, academic progress and engagement in learning.

EDUCATION Link - NELP Objective 3

Barrier free access
Great education opportunities and outcomes are within reach for every learner.

CURRENTLY AT

In 2024 we actively promoted Staff Wellbeing as an area that was important to focus on developing. We realised from past experiences that without this key element, all interactions and communications between staff would be compromised. The wellbeing actions that we undertook throughout each term involved teachers, teacher aides, support staff and additional contacts such as our IT technician, RTLB facilitator and LSC co-ordinator. Some of the activities were held on-site and others were off-site. Everyone was encouraged to join in but there was no penalty if people chose not to. Throughout the year our team, and outsiders such as relievers, regularly commented on the happy, well connected and fun staff we had and what a pleasure it was to be in our school. We will continue to work on uplifting our shared wellbeing in 2025 especially as we have staff changes and new people to bring on-board.

In 2024 we struggled to gain traction with input from our parent community. They attended events such as parent interviews, Matariki and celebration evenings but did very little else. In 2025 we will be actively seeking more engagement from all of our whānau, particularly voluntary support such as looking after our environment, supporting others such as new families in our school, duties such as patrol and fundraising.

We have also noticed that with the huge increase of one-off relievers to cover the growing number of CRT release days (5 per term for each teacher in 2025), playground incidents seem to be on the rise. As a staff we will be looking at what we can do to ensure that our students feel supported and that our RIDE values are not being compromised. It has not helped losing our only green space on the lower playground to new buildings so the need to get the top field ready for use is even more important.

We will be teaching the 2nd year of our RSE programme in terms 2 & 3. The first year of this programme was well received last year by our tamariki and whānau. It gave our students to opportunity to share their feelings and emotions in a safe environment and our teachers felt supported by the method that we used where pairs taught together. This year we will be looking at how we will build the resilience skills of our tamariki to support their wellbeing such as using the easTTle (writing) learner wellbeing survey.

In order for those in our school to identify how they are feeling, and know how to strengthen their mental health, we will be using strategies during the year ahead so that we create the workplace culture that we desire. We will begin by reviewing what we need for our ākonga, kaiako and leaders and then work to put systems and strategies into place to develop a safe and caring environment that values openness and positivity.

Annual Implementation Plan Year 2, 2025



Primary Objective 3 Annual Target	Kaiako and ākonga will develop a strong sense of hauora (wellbeing including mental health) through building successful strategies that support their own mental wellbeing, academic progress and engagement in learning.			
Key Actions Regulation 9(1)(a)	What success looks like What will we expect to see as an outcome by the end of the year as a result of this action? Regulation 9(1)(d)	How will we measure impact? Regulation 9(1)(d)	Resources Required Who is responsible? Regulation 9(1)(c)	How will we keep our community informed? Regulation 9(1)(d)
Action 1 Develop positive wellbeing skills and attitudes in all Ākonga Regulation 9(1)(b)	1. Develop a way of measuring termly wellbeing yr 1 – 6 to inform teaching practice and programmes 2. Design lessons to support the mental health and wellbeing of all ākonga 3. Introduce and actively teach RSE to support yr 1 – 6 decision making skills 4. Life Educ to support Mental Health	Student feedback – esp from cohort / gender groups Class and playground Observations and conversations Think Sheets data Behaviour management incidents	TRP and journals Family Planning NZ Health curriculum – RSE in particular Life Education Trust Online RSE and Wellbeing resources	School newsletters Class newsletters Whānau discussions Lesson plans shared with whānau Life Ed programme
Action 2 Build a collaborative work place culture Regulation 9(1)(b)	1. Admin TOD day – steps to develop our 2025 culture 2. Active participation in regular staff Wellbeing events 3. Code of Protocols – flowchart –how we treat others 4. Individuals / group actively promote positive, cordial interactions with others	Regular self / group reflections Wellbeing snapshots of where we are at. Staff Culture feedback Attendance / feedback at staff events	Dr Mason Durie – Te Whare Tapa Whā model Wellbeing programmes from other sources All staff to actively participate in developing positive wellbeing / culture of the school	School newsletters Staff events / happenings that promote WB Board reports Suggest ways that whānau can support kaiako wellbeing and vice versa
Action 3 Strengthen the SLT to be effective leaders	New SLT Leadership Team Establish clear, shared understanding of how we will work together and manage conflict when it arises	Regular check-ins and discussions	As required Time out e.g, mental health day	Board reports
Action 4 Foster a collaborative and supportive community for whānau	Share tm 2 and 3 RSE teaching lessons in a timely manner with whānau. Support whānau to make choices that are right for their own tamariki. Use feedback so that RSE programme meets the needs of our community Manage MOE RSE changes if required	Whānau feedback and conversations Online survey feedback Hui if required Board feedback from community consultation	Family Planning facilitator Board Rep Tanya Radford (MOE Health bkgd) Health & PE Unit holder (Kiera King) Principal	Hui Experts Newsletters Conversations with whānau