

Strategic Plan 2024-2025

Vision: Whakamanahia ngā ākonga katoa – Uplifting the mana of all our learners.

Whakataukī/Motto: *He Waka eke noa – We're all in this Waka together.*

Our Values - At Te Kura o Hau Karetu, we encourage and model our values, principles and intent of the NZC (New Zealand Curriculum) with a special emphasis on our school values, and Hauora:

 Whakaute/ Respect	 Akohia/Learning	 Kotahitanga/ Togetherness	 Atawhai/Kindness
<ul style="list-style-type: none"> Students, teachers, staff, and parents treat each other with respect. All members of the school community recognise that everyone is different, and they show patience and tolerance. We respect each other's property. 	<ul style="list-style-type: none"> Teachers cater to individual student needs. Students show self-control, perseverance, resilience, have pride in their work, and want to improve. Students are agents of their own learning – they are motivated, engaged and manage their own learning time; challenge themselves and reflect on their learning, have high expectations of themselves, as do the teachers. Teachers become facilitators. 	<ul style="list-style-type: none"> We all work together. If we see someone in need, we check in with them to see if we can help. We use our initiative when we see a need. Big kids help little kids (tuakana-teina). We are a team – we share, take turns, and use our manners. 	<ul style="list-style-type: none"> Everyone needs to be treated with kindness. We show each other kindness through our words and actions. Understanding and having empathy are key to being a kind person and a great citizen. We are active listeners.

Hauora – Based on Te Whare Tapa Wha Model

Taha Whānau Social Health & Relationships 	Taha Wairua Spiritual Health & Wellbeing 	Taha Hinengaro Mental and Emotional Health & Wellbeing 	Taha Tinana Physical Health & Wellbeing 
<ul style="list-style-type: none"> Social Health & Relationships The care and compassion we have for others Having support systems, people to lean on Understanding the impact we have on others and others on us – positive and negative 	<ul style="list-style-type: none"> Spiritual Health and Wellbeing What makes you, you Our values, beliefs, identity, moral compass, and purpose Having values and taking action Virtues e.g. in sport for honesty, commitment, humility For some, this will include a religious & faith based values 	<ul style="list-style-type: none"> Mental and emotional Health, wellbeing How we express and respond to our thoughts and feelings How we respond to the thoughts and feelings of others Mental stimulation Feelings of worth 	<ul style="list-style-type: none"> How we look after our bodies How our body develops How we use it Exercise & nutrition

Our Commitment to Te Tiriti o Waitangi



At Te Kura o Hau Karetu, we are committed to meeting our obligations to Te Tiriti o Waitangi:

- We acknowledge the Treaty of Waitangi articles.
- We acknowledge our nation’s bicultural foundations.
- We enable our taura/students to acquire knowledge of te reo Māori and tikanga Māori.
- We are committed to providing an equitable, quality service for our Tamariki.

We work on the 3 Ps of the Treaty in these ways:

Partnership	Participation	Protection
<p>Engaging with our Māori community through:</p> <ul style="list-style-type: none"> • Kapa Haka festivals and rehearsals • Matariki celebrations • Termly Whānau hui • Goal setting 2 x per year • Orongomai visits & noho marae • Mihi whakatau and Powhiri <p>Inquiry Learning.</p> <ul style="list-style-type: none"> • Place based learning, finding out about the Māori origins of our rōhe, maunga, awa, history: • Learning pēpēhā • Wellington wide – knowing about the pre-European history of our area and our nation • Local curriculum knowledge <p>Power Sharing:</p> <ul style="list-style-type: none"> • Having Māori representatives on our Board (x3) and leadership team (x3) • Community and Whānau consultation, and strategic recruitment <p>Equity for Māori though:</p> <ul style="list-style-type: none"> • Access to enough resources • Access to opportunities with no barriers (camp, sports) • Stationery provided • Kai & clothing provided if needed • Lunch provided daily • SWIS, Health Nurse, Counsellor, LSC 	<p>Working to strengthen home-school relationships:</p> <ul style="list-style-type: none"> • Hauora focussed goal setting • Establishing and sustaining positive dialogue between home and school. <p>Māori participating in school decision making:</p> <ul style="list-style-type: none"> • Consultation with Whānau Māori • Parent and student voice collected – strategic plans completed based on this information <p>School environment reflecting the biculturalism of Aotearoa:</p> <ul style="list-style-type: none"> • Artwork, information on walls • Signage around the school • Naming of the classrooms <p>Aspirations of Māori Whānau reflected in school planning:</p> <ul style="list-style-type: none"> • Local curriculum • WAKA values were created by our school Whānau and community <p>Equity for Māori:</p> <ul style="list-style-type: none"> • Having a Māori perspective and involvement in all aspects of school life • Challenge existing expectations and definitions of success within the current education model • Challenge colonial definitions and structures 	<p>Valuing, validating and protecting local knowledge (place based learning):</p> <ul style="list-style-type: none"> • Knowledge about the local area – Upper Hutt Cluster documents and looking wider than Upper Hutt <p>Normalising Te Reo Māori</p> <ul style="list-style-type: none"> • Teaching using phrases that taura and Kaiako can use everyday • Promoting the correct pronunciation of Māori words and place names <p>Learning and including tikanga school-wide</p> <ul style="list-style-type: none"> • WAKA values – teaching tikanga through our values • Karakia • Mihi whakatau and powhiri <p>Equity for Māori</p> <ul style="list-style-type: none"> • Use Te Reo as naturally as possible e.g. kei hea to potae, tangohia o hu, haere mai ki te whariki • Answering phone in Te Reo Maori • Speaking te reo Maori in as many settings as possible. • Staff completing te reo Māori courses • School wide deliberate acts of teaching te reo



Values and Attitudes (Te Marautanga o Aotearoa)

At Te Kura o Hau Karetu, we understand that Values and Attitudes in Māori-Medium settings are not just important for Māori learners, but are transferable to English-Medium settings. In 2024, we will review our school values to see whether they are still relevant for our school, whanau, hapu, iwi, and community to determine our current values' relevance, by unpacking the Marautanga values and attitudes further.

Individual Learners Develop Values and Attitudes:	Knowing Traditional Māori Values, the learner:	Understanding the Values of the Wider World, the learner:
<ul style="list-style-type: none"> • that provide confidence through integrity, generosity of spirit and peacefulness; • which give a clear sense of personal identity, a high level of personal awareness and self-worth; • of empathy and regard for friends and for the school whānau; • which lead to a desire to participate in all school learning activities, whether by contributing ideas, reading or listening; • which grow an enduring respect for the value of education; • of understanding, awareness and aptitude in all learning as a guide into the contemporary world; • which help them to identify and understand their own personal values and beliefs. 	<ul style="list-style-type: none"> • that provide confidence through integrity, generosity of spirit and peacefulness; • which give a clear sense of personal identity, a high level of personal awareness and self-worth; • of empathy and regard for friends and for the school whānau; • which lead to a desire to participate in all school learning activities, whether by contributing ideas, reading or listening; • which grow an enduring respect for the value of education; • of understanding, awareness and aptitude in all learning as a guide into the contemporary world; • which help them to identify and understand their own personal values and beliefs. 	<ul style="list-style-type: none"> • acknowledges people, regardless of who or where they are, or their appearance; • the learner is respectful of the mana and spirituality of each person and each whānau, and their attitudes and values, even if these differ from their own.

Summary of key findings: Information we gathered is from: ākonga voice, teacher voice, whānau voice; data from reading, writing and maths needs. The Board voice was collected via priorities and the overall 3 main themes they felt represented our school the best. Achievement data on reading, writing, and maths has been collected for all students. The results of this survey necessitates goal 2.

- Key messages from ākonga were overwhelmingly that they did not like it when other children argued and had fights. They generally love swimming and coming to school to play with their friend and would like more play time. Many of them also wanted more mathematics and a more quiet classroom to learn in.
- Key messages from teachers and the Board were very similar – Hauora and a safe place to be; Learning Success/Angitu, Community/Whanaungatanga (relationships).
- Key messages from Whanau voice included increasing levels of Te Reo Māori, different ways to learn in Te Ao Māori, the importance of Hauora, and increased levels of literacy and numeracy.
- Our data around reading/pānui, writing/tuhituhi, and maths/pāngarau in both Māori medium and English medium shows all our students have made progress. The majority of our students are able to perform academically at or above the expected levels for their age except in writing. We would like to see an increase in accelerated achievement so that more of our students are performing at the expected level for their age group.
- Data for the Māori immersion junior class shows significant progress, particularly in Pānui (reading) and Ipu Korero (oral language). This is what we hoped would happen as the ākonga are immersed in Te Reo and have been since Kohanga. Ākonga in our Maori immersion senior area have all progressed well in panui, tuhituhi and pāngarau.
- Our data around key competencies shows:
 - Ākonga in the junior school showed good progress in all key competencies. Their strengths were in thinking and relating to others, and areas for further improvement are in managing themselves and participating and contributing.
 - Ākonga in our middle school showed great all-round progress in key competencies. Their strengths are in participating and contributing, relating to others, and managing themselves.
 - Ākonga in our senior school showed gains, but less than juniors or middles, which is to be expected considering they started at higher levels to begin with. Areas to work on in the seniors is managing themselves. This shows in both our pastoral care data as well as end of year monitoring of key competencies.
 - Of note, 5 students went backwards in one area of key competencies. The pattern for these 5 students is that they suffered from either significant trauma during the year or that they are consistently absent or late to school.

Strategic Goals – priorities for improvement	Board primary objective?	Links to Education requirements	What do you expect to see?	How will we achieve or make progress towards our strategic goals?	How will we measure success?
1. Students have transferable resilience and are socially competent and responsible.	Education and Training Act 2020, 5.4.b.i; 5.4.b.ii, 5.4.b.iii; 5.4.c.i, ii, iii, 5.4.c.iii Section 127 Edn Act	NELPS 1.1, 2.3, 3.6 Kahikatea Tataiako	Reduction in anti-social playground and classroom behaviours; Improvement in Robust tier 2 behaviour plans. Robust planning from teachers Increased levels of images of cultures around the school.	PB4L values review in conjunction with Te Marautanga Values & Attitudes. Te Ara Whakamana programme – using the interview technique and include whanau in this. Exploring what we would use it for and why we would use it verses Zones of Regulation and Mana Potential programmes. Understanding inclusiveness – PLD via Education Psychologist, RTLB Service. Schoolwide commitment to our Hauora programme. Ākonga understanding where they come from and who they are. Ākonga will be involved in initiatives to increase levels of positive behaviour. Increase and plan cultural learning opportunities that enhance mana. Attendance – lateness and truancy is dealt with under our normal processes.	Duty board will show less activity. Less entries into SMS behaviour management. Whānau will be more present at the school. Increased levels of positive engagement by students.
2. Ākonga persevere and believe in themselves as great learners in literacy and numeracy.	Education Training Act 2020, 5.4.a; 5.4.b.i, iv Section 127 Edn Act	NELPS 1.1, 1.2, 2.3, 2.4, 3.5,3.6, 4.7 NZC & Te Mataiaho Te Marautanga o Aotearoa Kahikatea Tataiako	In English medium - increase in engagement in the classroom. Improved self-efficacy.	PLD with IDEal Structured Literacy. Mathematics PLD – The Learner First with UH cluster of schools. Local curriculum opportunities are included in literacy and numeracy. Increase in wonderment and awe.	a) IDEal assessment structured literacy b) JAM and NUMPA or GLOSS assessments c) PAT assessments years 4-6 (EM) d) Mahi by Mahi assessment e) Te Ipu Korero assessment Our ākonga will be able to articulate what makes them successful and a good learner.
In Māori immersion – increased use of Te Reo Māori in the classroom and out in the playground. Improved self-efficacy. Increased oral language will translate into improved written language.	Mahi by mahi and Te Ipu Korero PLD continues. Local curriculum opportunities are included in literacy and numeracy. Increase in wonderment and awe.				
3. Continuing to build strong connections with whānau.		NELPS 1.1, 1.2, 2.3 Inclusive.tki.org.nz	More whanau at hui and school events. An increase in a variety of different cultural activities that represent all our ākonga. Parent support/volunteers being active in the school environment.	Open-door policy. Invite parents to the PSG (Parent Support Group) for fundraising and organising other events. Offering more family focussed events e.g. fun runs, themed days, curriculum evenings.	Our whanau demonstrate our values. Whanau and their Tamariki feel proud of their culture. Increased numbers of attendance at school events.

Annual Plan – 2024

Where we are currently at:

From our data in 2023, we know that the majority of our students are making progress in curriculum areas, particularly in our Māori immersion space where they are accelerating at a faster rate than our English medium students. We know that many of our students are starting off as new entrants at extremely low levels but that they are able to succeed in other ways that supports their mana and confidence as learners e.g. they succeed in other areas of the curriculum or in key competencies and values.

Our goals in 2023 for literacy were:

- The delivery of phonics, reading, writing, handwriting, oral language, and visual language will be aligned across the school.
- Our Māori immersion classes will align their mahi across the year levels.
- Literacy will be taught within contexts that are meaningful to our students i.e. culturally responsive, curriculum wide, and with a hauora/wellbeing focus.

Actions for literacy goals in 2023 that were achieved:

- ✓ Review student voice and continue to collect data from ākonga regarding their perceptions, and whether they match their academic and wellbeing achievements.
- ✓ Review and revisit systems of assessment to ensure information is accurate. Are teachers all involved in the understanding of analysis of results?
We consider we have further work to complete in 2024 here.
- ✓ Embed moderation practices in literacy. This was only partially achieved as we did not moderate reading.
- ✓ Embed our curriculum delivery as per review in 2021-2022.
- ✓ Embed Puzzles of Practice in their new format (Learning Pathways)
- ✓ Review best practice acceleration techniques. Further work required for 2024.
- ✓ Include our new learning from 2022 into our programmes.
- ✓ Embed best practice needs based programmes across the school.
- ✓ Review our new way of analysing and tracking student progress. This will continue in 2024.

Our goal in 2023 for local curriculum was:

- Students will learn through the curriculum areas using our local curriculum, bringing life to the whole NZC, by being responsive to the needs, identity, language, culture, interests, strengths including the aspirations of our learners/ākonga and their families/whānau/aiga.

Actions for local curriculum goals in 2023:

- ✓ Monitor and continue to develop systems and process in Māori Immersion space. Continues in 2024.
- ✓ Review the way we connect with our community and Whānau with the changing environment in the world.
- ✓ Ensure the breadth of the curriculum is being covered through our vision of being more involved in the community. Review requirements for another project.
- ✓ 3 year overview/long term plan will be completed and in use.
- ✓ Assessment to Learn will be monitored and reviewed.
- ✓ Digital learning tools will be reviewed, and purchase plan updated.

- ✓ Travelling outside the school will be reviewed.
- ✓ Graduate profile used as a resource and vision for all students in the school/kura. Further work to be done here also.
- ✓ Understand, Know, Do will become the regular way of teaching and learning in our curriculum. Continue in 2024.
- ✓ Embed our consultation systems with Whānau/families.
- ✓ Embed and continue to review Hauora in our kura and the way we monitor students' progress in this.
- ✓ Restorative Practice will continue to be a priority. All teachers complete RP PLD.
- ✓ We will have plans in place for all classrooms and the outside of the school to look like a school from Aotearoa/NZ. Plans will include 5YA projects.

Our targets for 2023:

1. 95% of our students will make progress in literacy and numeracy
2. 80% of our priority students who are below or well below will make accelerated progress
3. Kaiako will be familiar with new curricula. By the end of the year, the Math curriculum will be planned and taught using the new curriculum. Aotearoa/NZ Histories will be embedded into our teaching and learning.

In 2024, our **priority students** are chosen by teachers. The criteria is that they have chosen the students with a high level of barriers to their learning that need to be addressed.

Regulation 9(1)(e)

How will our targets and actions give effect to Te Tiriti o Waitangi: Regulation 9(1)(g)

1. Students have transferable resilience and are socially competent and responsible.	Review against Te Marautanga values and attitudes and school values to be had in order to ensure Māori values are acknowledged. Te Ara Whakamana will be explored in 2024 to ensure we are seeking to understand and know our Tamariki, and that they are clear about how they operate.
2. Ākonga persevere and believe in themselves as great learners in literacy and numeracy.	Separate goals have been set for our Māori immersion and English medium groups to reflect equitability. Māori immersion class Kaiako will be taking Mahi by Mahi, and Te Ipu Korero courses again in 2024. This will ensure phonics and oral language are made a priority to support Te Reo Matatini and Pāngarau. Māori ākonga in English medium will be taught structured literacy, and research tells us that this is a method of instruction that works for Maori. Resources will be given for all Māori students to provide effective instruction. Continue to work with Te Mataiaho and Te Marautanga, and unpack what the reviews mean for our kura.
3. Continuing to build strong connections with whānau.	Our Māori whanau are our biggest asset and resource. Consultation with them will be carried out, as well as engaging them in activities throughout the year in order for them to feel safe at their child's kura.

Strategic Goal 1: Students are resilient and socially competent and responsible.

Annual Target Goal: Our school will be a safe place for everyone to be in and diversity will be honoured.

What do we expect to see by the end of the year? Reduction in playground and classroom behaviours. Robust planning on tier 2 behaviour plans. Increased levels of images of cultures around the school. Student voice will reflect that they feel safer.

Actions	Responsibility	Resources	Timeframe	Measuring success
i. Including all Tamariki in 5 minutes at the beginning and end of day with learning our kaupapa mo te wiki. Monday and Friday mornings together in the whare hui. Other times online.	Karen, Shea, Donna, Anne-Marie, Paige, Carol	Access to laptops – relievers? Purchasing prizes for Tamariki	Everyday all day	Reduction of playground behaviours recorded on SMS
ii. Review of PB4L values against Te Marautanga Values & Attitudes to ensure Māori and Pakeha values align.	Karen, Shea, Paige	Time for consultation – manage with other school activities	By end term 3, 2024	See above
iii. Student Council developed in order to promote school – solution focussed group. Student Leadership Conference with UH Cluster of Schools.	Shea, Paige	Kai - \$\$	Group formed by end term 1. Then thru 2024 22 nd March	Number of student driven initiatives.
iv. Inquiry units for everyone focussed on “Diversity and how we respect each other.” “Proud to be who we are”. “Everyone has value.” Include Grandparents’ Day, Cultural Day, Matariki, UH Cultural Festival, Celebrations	All teachers	Potential trips and kai for manuhiri	Term 2 & 3 All year round	We will see an increase in friendliness and a reduction in bullying.
v. Explore further the Te Ara Whakamana programme for students with Tier 2 and 3 behaviours.	Shea, Karen, and all teachers.	Time – meeting once per term	All year	Increase in whanau participation Decrease in major behaviours from child.
vi. Celebrating Diversity – enabling inclusion in our classrooms in order for equity to prevail: <ul style="list-style-type: none"> a. Teachers plan specifically and deliberately for inclusion b. Students support by giving ideas for inclusion c. Planning celebration days and moments 	Karen, Shea, Anne-Marie	Committing to being equitable in this space. Classroom budgets + PB4L budgets	All year	Increase in mana for children who are diverse.

vii. Continuing to deliver our Hauora programme in school 4x per week.	All teachers Shea drives	Classroom budgets	All year	Students will have an increased understanding of themselves as learners.
viii. Attendance and lateness are addressed.	All teachers, Principal & Admin	Ngāti Toa Truancy Service, Navigator in Schools, Principal	All year – monitor weekly, then daily if req	Student attendance and achievement will increase

Strategic Goal 2: . Ākongā persevere and believe in themselves as great learners.

Annual Target Goal: Students will be able to access all areas of the curriculum via literacy and numeracy. They will learn to their potential.

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

Māori Medium (MM) increased use of Te Reo Māori in the classroom and out in the playground.

Improved self-efficacy. Increased oral language will translate into better improved written language.

English Medium (EM) increase in engagement in the classroom. Improved self-efficacy.

Actions	Responsibility	Resources	Timeframe	Measuring success
i. Goal setting for students are achievable and regularly visited. Ākongā understand what they need to do in order to achieve their goals (how).	All Teachers	Timetabled whole school	Terms 1&3 goal setting with whanau Monthly with teachers	Reviewed in Term 3 with whanau. More regular, shorter term goals and sessions on “HOW” to reach goals with teacher
ii. Encouraging ākongā to take risks in their learning: <ol style="list-style-type: none"> 1. Help children learn from their mistakes. ... 2. Create an environment where teachers can improve their skills. ... 3. Support children with carefully crafted questioning/developing learning through effective questioning. 4. Create a culture of mutual respect. Develop relationships. 5. Use real-life problems to support understanding. 	All Teachers Karen and Shea – run staff hui on the art of effective questioning, noticing how successful learners learn from their mistakes, teachers discussing how they’ve learnt from their own mistakes, using encouraging words – they are “how we do things here”, how to use real life problems to support understanding.	Will need to be planned and deliberate.	All throughout the year. First staff hui on this Term 1, week 7.	Students will be using the language of perseverance and risk taking. Teachers will be modelling the growth mindset wording. Improved self-efficacy and results.
iii. Quieter classroom spaces	Ministry of Education School Board Principal Teachers Students	Ngā Iti Kahurangi programme – new carpet, lighting, and sound absorbing ceiling tiles.	2024 Throughout 2024.	Quality and in some cases quantity of student mahi will improve. Acceleration of learning. Using teachable moments to encourage quiet voices.

		Teachers using IYT strategies for students to be aware of their noise levels.		
iv. Increase levels of “making connections to existing knowledge” in learning.	Teachers – getting back to basics in literacy	Decoda Literacy solutions, back to basics.	Throughout the year.	Increased levels of metacognition and acceleration in literacy & numeracy levels.
v. Leaders actively create and promote and inspire conditions and prioritise support for students and teachers to develop their ability and confidence to learn te reo Māori by: <ol style="list-style-type: none"> 1. Promoting teachers to complete Takatu course through Ministry of Edn 2. Building te reo throughout the day and at staff hui 3. Deliberately set goals for teacher inquiries 	Board Principal Teachers	Board have dedicated additional teacher, teacher aide, and resourcing monies.	Throughout the year Weekly at Staff hui Setting goals at beginning and reviewing at end of year for teacher inquiry.	More Te Reo will be heard. More images of Te Ao Māori will be seen.
vi. Further development of our Taurima Māori graduate profile (Māori Immersion).	Karen, Shea, Paige, Carol, Moarikura	Termly hui	Termly hui	Clearer picture of timetabling requirements over the long term.
vii. Ākonga have all resources they need in order to thrive including but not limited to: <ol style="list-style-type: none"> a. Stationery b. Kai/food (breakfast, lunches, and snacks) c. Clothing d. Hauora needs are met e.g. I have a Dream, Counsellor in Schools, Social Worker in Schools, Learning Support Coordinator, Lesson in Te Whare Tapa Wha. 	All staff members and Board	Stationery Class budgets	Daily	Children are attending to their bodily needs and able to articulate them. Children are at school regularly and on time.
viii. Unpacking Te Mataiaho & Te Marautanga o Aotearoa, and review of our Curriculum Delivery Plan	Karen, Shea, Donna, Anne-Marie and all teachers	Budget for meetings	Termly	Teachers more confident with use of new curriculum and clarity around its delivery. Student achievement improvement.
ix. Carry out Structured literacy PLD including staff meetings, PLD provider, and classroom follow ups.	Principal & All teachers	Regionally allocated funds through MoEd.	Daily 2x termly	Student achievement data will show accelerated improvement in literacy

8pStrategic Goal 3: . Continuing to build strong connections with whānau.

Annual Target Goal: Seeing an increased number of parent/family/whanau in the school who are actively involved in our school life.

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

Māori Medium (MM) increased use of Te Reo Māori in the classroom and out in the playground.

Improved self-efficacy. Increased oral language will translate into better improved written language.

English Medium (EM) increase in engagement in the classroom. Improved self-efficacy.

Actions	Responsibility	Resources	Timeframe	Measuring success
i. Hold the following activities throughout the year: <ol style="list-style-type: none"> 1. UH Cultural Festival 2. Goal setting interviews both at school and in Timberlea 3. Matariki event 4. EOTC and trips 5. Camp 6. Neurodiverse Parent Group Hui 7. Volunteers for reading & writing 8. Wednesday Parent Cuppa 2pm 	Karen, Shea, Paige, Carol, Steph, Anne-Marie	\$\$ for kai, transport, budget for EOTC, fundraising efforts for camp	Throughout the year	Numbers of whanau at events will increase. Whanau actively engaged in conversations with teachers around their child's learning journey. An increase in active participation on See-Saw.
ii. Continue to invite whanau into classrooms to support during the day and for events	All teachers encourage parents to stay if appropriate	Cup of tea	Daily, throughout the year	Ākonga are settled and happy. More volunteers in the classroom.
iii. Increased levels of support from Parent Fundraising Group	Termly hui Karen support	Potential initial setup costs	Termly hui Camp, term 4	Money for camp and other resources fundraised. More parents on board.
iv. Te Mātāhae – will encourage whanau support for increased levels of local curriculum access/experiences e.g. digging a hangi pit, eeling, etc.	Carol, Paige, Karen, Shea	Kai, transport, \$\$	Planned into our curriculum documents	Activities carried out throughout the year.
v. Sport & other extra curricular activities – increase the level of fun but that will have important messages attached to them e.g. colour runs, story book days, road safety hero days etc.	Shea, Karen, Donna, Anne-Marie	All curriculum budget	Throughout the year	Activities carried out throughout the year. They may coincide with annual events e.g. Olympics.