





# Strategic Plan 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:

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

## Hauora – Based on Te Whare Tapa Wha Model

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

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



## 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.

<b>Individual Learners Develop Values and Attitudes:</b>	<b>Knowing Traditional Māori Values, the learner:</b>	<b>Understanding the Values of the Wider World, the learner:</b>
<ul style="list-style-type: none"> <li>• that provide confidence through integrity, generosity of spirit and peacefulness;</li> <li>• which give a clear sense of personal identity, a high level of personal awareness and selfworth;</li> <li>• of empathy and regard for friends and for the school whānau;</li> <li>• which lead to a desire to participate in all school learning activities, whether by contributing ideas, reading or listening;</li> <li>• which grow an enduring respect for the value of education;</li> <li>• of understanding, awareness and aptitude in all learning as a guide into the contemporary world;</li> <li>• which help them to identify and understand their own personal values and beliefs.</li> </ul>	<ul style="list-style-type: none"> <li>• that provide confidence through integrity, generosity of spirit and peacefulness;</li> <li>• which give a clear sense of personal identity, a high level of personal awareness and self-worth;</li> <li>• of empathy and regard for friends and for the school whānau;</li> <li>• which lead to a desire to participate in all school learning activities, whether by contributing ideas, reading or listening;</li> <li>• which grow an enduring respect for the value of education;</li> <li>• of understanding, awareness and aptitude in all learning as a guide into the contemporary world;</li> <li>• which help them to identify and understand their own personal values and beliefs.</li> </ul>	<ul style="list-style-type: none"> <li>• acknowledges people, regardless of who or where they are, or their appearance;</li> <li>• 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.</li> </ul>
<p>These values and attitudes are enacted and embraced through our school values, our localised curriculum and Marautanga ā Kura (the process of designing a school curriculum that is relevant to the school's learners and whānau).</p>		

### Summary of key findings from 2023 data and collection of voice:

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.
- In 2023, 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.
- Results from data in 2024 shows significant numbers of students who are accelerating in their learning in literacy and numeracy in both Māori medium and English medium (kura auraki), compared with numbers of students who accelerated in their learning in 2023:
  - Kura Auraki
    - Reading 40% acceleration in 2024 compared with 15% in 2023
    - Writing 32% acceleration in 2024 compared with 11% in 2023
    - Math 44% acceleration in 2024 compared with 11% in 2023

We consider that the professional development teachers took in 2024 around structured literacy and The Learner First Math are the catalysts for the increased levels of learning.

- Maori Medium
  - Pānui 50% acceleration in 2024 compared with 76% in 2023
  - Tuhituhi 30% acceleration in 2024 compared with 54% in 2023
  - Pāngarau 49% acceleration in 2024 compared with 37% in 2023

We believe there has been some consolidation, and such was the growth in 2023 of student learning, it's now plateaued and students are likely embedding their knowledge. It's interesting to note the difference in acceleration in math though – teachers have begun new PLD in mathematics and this is likely the reason for levels of improved acceleration in pāngarau.

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 including participating in Te Ara Whakamana initiatives. Increase and plan cultural learning opportunities that enhance mana. Attendance – lateness and truancy is dealt with under our procedural process as well as STAR Response where appropriate.	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 IDea 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) IDea & DIBELS assessments 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 Section – 2025

### Where we are currently at:

From our data in 2024, we know that the majority of our students are making progress in curriculum areas. For our Māori ākonga in kura auraki, we have seen more acceleration than in other ethnicities of the school. This means we are on the right track to making things right for our Māori ākonga, as well as continuing to bring all students along to feel successful learners with a strong self-efficacy. For students in our Māori immersion space, we continue to see strong evidence that students are confident, competent learners in Te Ao Māori.

We must continue our relentless pursuit of educating our tamariki in the Te Kura o Hau Karetu way, that is, the way that means our ākonga receive a balanced and equitable education experience with us.

### The following are comments on progress of our targets in 2024, including giving effect to Te Tiriti o Waitangi:

- **Our school will be a safe place for everyone to be in and diversity will be honoured.**
  - The proportion of behaviours recorded on our SMS were almost identical from 2023-2024. However, what was worth noting is there was a reduction of students becoming angry or upset of 23% in 2024.
  - Our senior students attended the Student Conference in March. These people continued on to show positive leadership throughout the year.
  - Student Council was developed as the House Captains group.
  - Te Ara Whakamana was explored. The leadership team developed ideas around how we might implement this for 2025.
  - In 2024, we celebrated Matariki, Diwali (a first for our school), Christmas, attended the UH Cultural Festival, Te Kāhui o ngā Hau e Whā performed 10 times for Upper Hutt City, our whole school participated in Kapa Haka, carried out 2x whānau hui and 2x hui with parents of children who are neurodiverse. It is difficult to assess how many whanau members in total have participated in all.
  - Our Hauora programme was delivered 4x per week per class.
  - Attendance and lateness were followed up by admin staff and principal. Rides to school for those who struggle to attend are supported by our Navigator in Schools. Our attendance in 2024 was up slightly to 85.5% compared to 84.5% at the end of 2023. A .7% different. In 2022, the attendance was 82.8%, so we are improving slowly.
- **Students will be able to access all areas of the curriculum via literacy and numeracy. They will learn to their potential.**
  - We held goal setting in terms 1 and 3.
  - Teachers used the language of our PB4L values to increase student self-efficacy. Teacher planning and assessments were robust, moderated, and showed they knew students' next steps.
  - Many of our neurodiverse learners continue to struggle with the level of noise in some classrooms and this impacts their ability to learn in a positive environment. In 2026, we will have Te Iti Kahurangi project install new carpet and noise limiting ceiling panels.
  - Te Reo was timetabled 3 hours per week into classrooms, and as well teachers, used Te Reo where possible. At least 5 teachers carried out their own personal learning to increase their levels of Te Reo.
  - Our tamariki continue to have breakfasts, lunches, and snacks provided if they need it. We have used the services of our SWIS, Counsellor in Schools, Learning Support Co-ordinator, Public Health Nurse, and Navigator to support children's basic needs. We engaged with Truancy Services where required.
  - All teachers have engaged in unpacking the new curriculum documents as much as possible. As well they have all engaged in PLD for literacy and numeracy where possible and implemented new learning into their programmes.
  - Please see the Report to the Board for 2024 Data for further details.



- **Seeing an increased number of parent/family/whanau in the school who are actively involved in our school life.**

- We had a full Board with 3 Māori representatives, 1 Pasifika representative, and 3 NZE representatives. Our Parent Support Group raised enough money for our seniors to attend camp. All our cultural events were heavily attended by whānau, as well as having many parents support us as helpers when we went on trips.

In 2025, 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. Teachers meet twice per term to discuss and monitor these ākonga's progress using their Learning Pathways to set goals, add actions, and review progress.

### 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 Māori. 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.

<b>Strategic Goal 1: Students are resilient and socially competent and responsible.</b>				
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. Positive participation in cultural activities.				
<b>Actions</b>	<b>Responsibility</b>	<b>Resources</b>	<b>Timeframe</b>	<b>Measuring success</b>
i. Including all ākonga in 5 minutes at the beginning and end of day with learning our kaupapa mo te wiki. Monday and Friday mornings together online. Fridays at 12.30-1pm to celebrate our successes.	Karen, Shea	Access to laptops for all teachers including relievers Purchasing prizes for Tamariki	Daily	Reduction of negative behaviours recorded on SMS
ii. Review of PB4L values against Te Marautanga Values & Attitudes to ensure Māori and Pakeha values align.	Karen, Shea, Paige	Te Ara Whakamana Wheel (TAW) Values & Attitudes from Te Marautanga provided	Taught throughout year	Reduction in negative behaviour – ākonga aware of their emotions Carry out lessons on ātua Māori School production based on ātua Māori pūrākau All classes have TAW wheel displayed and refer to it regularly.
iii. Student Council developed in order to promote school – solution focussed group. Student Leadership Conf with UH Cluster.	Shea, Paige	Transport Activities funds	House captains term 1, 2025	Number of student driven initiatives.
iv. Inquiry units for everyone focussed on Ātua Māori and Te Ara Whakamana. School Production in term 3 written around this also.	All teachers	Potential trips and kai for manuhiri	Terms 1, 2 & 3	We will see a decrease in our “targeting others” statistics. Ākonga understand and respond appropriately to their emotions.
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	Meet by term 2 to impl. tier 2 students first	Teachers use the TAW wheel in collaboration with whanau for Tier 2 & 3 children. Decrease in major behaviours.
vi. Celebrating Diversity – enabling inclusion in our classrooms in order for equity to prevail: a. Teachers plan deliberately for inclusion b. Students support by giving ideas for inclusion c. Planning celebration 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 a person and as learners.
viii. Attendance and lateness are addressed.	All teachers, Principal & Admin	Ngāti Toa Truancy Service, Navigator in Schools, Principal, Admin	All year – monitor weekly	Student attendance and achievement will increase



<b>Strategic Goal 2: . Ākonga persevere and believe in themselves as great learners.</b>				
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. Improved results in writing.				
<b>Actions</b>	<b>Responsibility</b>	<b>Resources</b>	<b>Timeframe</b>	<b>Measuring success</b>
i. Goal setting for students is achievable and regularly visited. Ākonga understand what they need to do in order to achieve their goals.	All Teachers	Timetabled whole school	Terms 1&3 goal setting with whanau	Goals set in term 1, reviewed by Kaiako monthly, and reviewed in Term 3 with whanau.
ii. Encouraging ākonga to take risks in their learning: <ol style="list-style-type: none"> <li>1. Help children positively learn from their mistakes. ...</li> <li>2. Create an environment where teachers can hone their craft</li> <li>3. Support children with carefully crafted questioning/developing learning through effective questioning.</li> <li>4. Create a culture of mutual respect. Develop relationships.</li> <li>5. Use real-life problems to support understanding.</li> </ol>	All Teachers Karen and Shea – run staff hui on perseverance, 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, students learn about the Growth Mindset.	Will need to be planned and show deliberate acts of teaching. PLD providers and participation in literacy & numeracy.	All throughout the year.	Students will be using the language of perseverance and risk taking. Teachers will be modelling the growth mindset wording. Improved self-efficacy and results in literacy & numeracy. OTJs are robust. Evaluate Associates ATOL PLD, Lit & Num PLD in English & Māori medium all carried out.
iii. Increase levels of "making connections to existing knowledge" in learning.	Teachers – getting back to basics in literacy	<a href="https://decoda.ca/back-to-basics-making-predictions/">https://decoda.ca/back-to-basics-making-predictions/</a>	Throughout the year.	Increased levels of metacognition and acceleration in literacy & numeracy levels. Deliberate use of local curriculum in lessons & planning.
iv. 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"> <li>1. Promoting teachers to complete Te Reo courses</li> <li>2. Building te reo throughout day and at staff hui</li> <li>3. Deliberately set goals for teacher inquiries</li> </ol>	Board Principal Teachers	Literacy & Numeracy PLD is the priority for 2025, but if teacher requests PLD we can provide this opportunity by negotiation.	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. Te Reo Māori is deliberately planned for and taught 3 hrs per week in kura auraki, and 85-100% Māori immersion. Teacher PGC goals will include a Te Reo or Te Ao Māori focus.
v. Further development of our Tauira Māori graduate profile (Māori Immersion).	Karen, Shea, Paige, Carol, Moarikura		Termly hui	Clearer picture of timetabling requirements over the long term.
vi. Further develop Kura auraki graduate profile.				Use of graduate profile in teacher planning.
vii. Ākonga have all resources they need in order to thrive including but not limited to: <ol style="list-style-type: none"> <li>a. Kai/food (breakfast, lunches, and snacks)</li> <li>b. Clothing</li> <li>c. 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.</li> </ol>	All staff members and Board	Class budgets	Daily	Children are attending to their bodily needs and able to articulate them. Children are at school regularly and on time. Adults can support children with emotional needs.

viii. Kura auraki Teachers unpacking their new literacy & numeracy documents. ix. Māori immersion kaiako unpacking their new curriculum.	Karen and Shea Anne-Marie and Donna Paige, Carol, & Moarikura	Budget for meetings	Throughout the year.	Teachers more confident with use of new curriculum. They have clarity around its delivery. They will have confidence in the ways of teaching literacy and numeracy. Greater access to broader curriculum integration.
x. 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 & numeracy. Teachers have a Literacy or Numeracy goal as one of their PGC goals.

**Strategic 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.

<b>Actions</b>	<b>Responsibility</b>	<b>Resources</b>	<b>Timeframe</b>	<b>Measuring success</b>
i. Hold the following activities throughout the year: 1. UH Cultural Festival 2. Goal setting interviews both at school and in Timberlea 3. Matariki event term 2 4. EOTC and trips term 4 5. Neurodiverse Parent Group Hui T2 & 4 6. Volunteers for reading & writing from term 1 7. Wednesday Parent Cuppa 2pm 8. School Production term 3	Karen, Shea, Paige, Carol, Steph, Anne-Marie	\$\$ for kai, transport, budget for EOTC, fundraising efforts	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. HPP reading programme by volunteers.
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 extracurricular 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. special Olympics July