

# STRATEGIC PLAN

## 2024-25

NAPIER CENTRAL SCHOOL

"LAY WELL THY FOUNDATION"  
THIS STONE WAS LAID BY J. CLARK THOMPSON,  
CHAIRMAN OF SCHOOL COMMITTEE  
1913 — 1927  
L. PICKERING CHAIRMAN JAMES WILSON HEADMASTER  
J.A. HAY ARCHITECT ALBERT WILLS BUILDER  
THIS PLACON WAS RENEWED FOR THE 125th JUBILEE 2004

## NAPIER CENTRAL SCHOOL HISTORY

Founded in 1879, Napier Central School is a school with a long and proud history, a vibrant present and a bright future. The view from the school's playgrounds stretches as far as the eye can see over the city and out across Hawke Bay to Matakaupo Maui (Cape Kidnappers). The dedication of the School's great staff matches the level of support provided by a very proactive school community and its friendly, engaging students.

The wide and varied school curriculum offers every opportunity for all children to engage in a wide range of academic, cultural and sporting activities. As well as being given a very balanced academic grounding, students are encouraged to participate in the school choir and orchestra, kapa haka, biennial school production, chess classes, guitar lessons, netball, cricket, basketball, rippa rugby, athletics, swimming and cross country. The school caters for the requirements of every individual student and ensures our children get the best possible start.



Napier Central School was not always a “school with a view”. It started out as Main School at the foot of Milton Road in Clive Square in 1879 with a role of 179 pupils and 12 teachers. In 1916 Main School was destroyed in a fire and its pupils were dispersed to various inadequate halls in town until a new school, Napier Central, was opened in 1920 on Napier Terrace. On 3<sup>rd</sup> February 1931 the school's brick buildings were destroyed in the Hawke's Bay Earthquake and once again its pupils were dispersed to halls and other schools around Napier until the opening of the present school buildings in July 1931 with a role of 536 pupils.

Many improvements have occurred since 1931 with a new Junior block of classrooms taking the place of prefabs, the hall moving from the lower playground to its present site, the rebuilding of the school

swimming pool which was previously in a shady area behind the main building, and the terracing of the main school grounds.

Our vision is to “develop active and empowered” students who are adaptable and resilient, and equipped to take on the challenges of Intermediate, high school and life beyond. We have modern classrooms, flexible learning spaces, up-to-date digital technology, and a most attractive library to cater for our pupils at Napier Central School. Our school motto is “Lay well thy foundation” and everything we do as a school fully embodies that aim. As a school community we have high aspirations for our children, and the pupils of this school work hard in both their academic and extracurricular activities, and achieve highly in all areas.



## STRATEGIC SECTION

The Napier Central School Curriculum Framework sets out how all learning areas of the New Zealand Curriculum will be applied at Napier Central School with reference to the principles and key competencies in the NZ Curriculum Mataiaho.

The school’s values have been determined by consultation with parents and staff.

The Board has a two year Strategic Plan, which outlines the school’s strategic direction, and this document is reviewed annually.

Underlying this plan are the key goals and a sound vision and philosophy for the school.

**Our Motto**  
**“Lay Well Thy Foundation”**

**Our Vision**  
**To Develop Active and Empowered Learners**

Both are key threads of the life of our school.



## TE AO MAORI :

# Cultural Diversity Statement

Napier Central School aims to develop and apply policies and practices that reflect New Zealand's cultural diversity and the unique position of the Maori culture in our society. The school will aim to ensure that all reasonable steps are taken to provide instruction in Tikanga Maori (Maori culture and protocol) and Te Reo Maori (the Maori language) as part of the general curriculum.

Learning opportunities in Tikanga Maori and Te Reo are provided in every classroom. All teachers are required to include Maori perspectives in curriculum planning wherever possible, and to introduce basic Te Reo Maori language into classroom learning.

We have ensured that appropriate and adequate resources to support these requirements are available.

The ethnic composition of our school is as follows:

<b>NZ European</b>	<b>82%</b>
<b>Maori</b>	<b>13%</b>
<b>Asian</b>	<b>2%</b>
<b>Pasifika</b>	<b>0%</b>
<b>Other</b>	<b>9%</b>



# NAPIER CENTRAL SCHOOL STRATEGIC AIMS

**Motto**  
**Lay Well Thy Foundation**  
**TAKOTO PAI TAU TURANGA**



**Vision**  
**To Developing Active and Empowered Learners**

**Values**  
**( R.I.P.E )**  
**Respect, Integrity,**  
**Perseverance, Empathy**

## **AIM 1**

**Targeted and deliberate teaching practice will positively impact the progress of all learners**

---

## **AIM 2**

**Wellbeing for all will be nurtured.**

---

## **AIM 3**

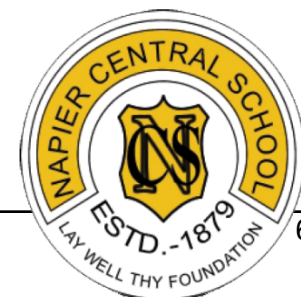
**A responsive local curriculum will connect to student lives, community and environment.**

### **New Zealand Curriculum Key Competencies**

**Thinking. Using language, symbols, and texts. Managing self. Relating to others. Participating and contributing.**

# NAPIER CENTRAL SCHOOL ROLES AND RESPONSIBILITY

<p><b>Board of Trustees</b></p> <ul style="list-style-type: none"> <li>● Meets requirements of the NEGS and the NAGS</li> <li>● Is a good employer and stays well informed</li> <li>● Works alongside staff</li> <li>● Ensures all resources are effectively managed</li> <li>● Plans for the future</li> <li>● Consults effectively with the community</li> </ul>	<p><b>Policies and procedures</b></p> <ul style="list-style-type: none"> <li>● Are developed through consultation</li> <li>● Meet legislative requirements</li> <li>● Are clearly stated and understood</li> <li>● Are accessible to everyone</li> <li>● Are regularly reviewed</li> </ul>	<p><b>Parents</b></p> <ul style="list-style-type: none"> <li>● Feel welcomed, included and well-informed</li> <li>● Encourage children in their schooling Respect the professional judgment of the staff</li> <li>● Work in partnership with staff</li> <li>● Are supportive of the Board, staff and school</li> </ul>
<p><b>Students</b></p> <ul style="list-style-type: none"> <li>● Take responsibility for their actions and learning</li> <li>● Are actively engaged in their learning</li> <li>● Achieve to their potential</li> <li>● Are respectful, considerate and confident learners.</li> <li>● Are prepared to apply themselves and to persevere</li> <li>● Are proud of their school             <ul style="list-style-type: none"> <li>● Feel safe and cared for</li> <li>● Are encouraged and challenged</li> <li>● Take pride in their achievements</li> <li>● Accept opportunities for leadership and growth</li> </ul> </li> </ul>	<p><b>Teachers</b></p> <ul style="list-style-type: none"> <li>● Focusing on Literacy and Numeracy, while providing a balanced programme</li> <li>● Use assessment to inform and review planning and teaching programmes</li> <li>● Are enthusiastic, and foster a love for learning</li> <li>● Plans individualised programmes based on need</li> <li>● Apply Teaching as Inquiry</li> <li>● Communicate the purpose of learning</li> <li>● Receive appropriate support</li> <li>● Are committed to professional growth</li> </ul>	<p><b>Senior Leadership Team</b></p> <ul style="list-style-type: none"> <li>● Gives high quality leadership to the school</li> <li>● Supports, values and empowers others</li> <li>● Maintains effective communication between home and school</li> <li>● Ensures quality teaching and learning</li> <li>● Monitors progress to ensure equitable outcomes for Maori learners</li> </ul>
<p><b>Support Staff</b></p> <ul style="list-style-type: none"> <li>● Support the school and its aims, values and intent.</li> <li>● Care for the students</li> <li>● Collaborate with teachers</li> <li>● Are positive and professional</li> <li>● Feel valued for their contribution</li> </ul>	<p><b>Curriculum</b></p> <ul style="list-style-type: none"> <li>● Balanced, high interest, rich, challenging</li> <li>● Integrated themes link all learning areas</li> <li>● Reflect local contexts and place-based learning.</li> <li>● Includes student voice and students are active and empowered</li> <li>● Literacy and Numeracy meets the needs of all children and are the foundations</li> <li>● Is regularly reviewed and updated</li> <li>● Fulfill national curriculum requirements</li> </ul>	<p><b>Environment</b></p> <ul style="list-style-type: none"> <li>● Is inviting and attractive.</li> <li>● Supports learning programmes</li> <li>● Is safe and well maintained</li> <li>● Child centred and interactive</li> <li>● Children's work displayed and celebrated</li> <li>● Environmentally friendly and sustainable.</li> </ul>



## PROCEDURE & REVIEW

This charter will be reviewed annually by the Board of Trustees in consultation with the school and parent community prior to approval by the Ministry of Education.

The Annual Plan section of the school charter (**attached**) will be updated annually towards achieving the Vision statement and the Strategic Aims. School management has primary responsibility for the Annual Plan, but it is to be approved by the Board of Trustees.

Annual targets will be set (and approved by the Board of Trustees) with reference to data obtained from previous years' annual assessment and reporting cycles in February or March of each year. Reporting against those targets will be reviewed by the Board in November (including analysis of variance).

All governance decision making by the Board of Trustees over the course of any given year will be guided by this Charter.



# NAPIER CENTRAL SCHOOL

## Curriculum Self Review Timetable

	2025	2026	2024
Major	Maths Literacy	Science Technology ( STEM )	Literacy Maths
Minor	Maori Languages	Health Physical Education Sport	The Arts
Minor	e-Learning Wellbeing	Student Support Gifted	Social Science





# NAPIER CENTRAL SCHOOL

## Professional Development Plan

What	Purpose	Who	Expected Outcomes
Teacher Only Day	PB4L Presentation Tier 2 Interventions Connecting staff and sharing information. Annual Plan Teacher Guidelines	T O D - Teaching staff Leadership Principal	
Mataruahou Kahui Ako	Cultural Responsiveness Field Stem Design Project Inquiry Matariki	Nerolee Liz P	
Te Reo Development	Whaia Rhonda's Breakfast sessions each term. Iwi Professional Development offered. Napier Wananga Course offered.	Rhonda and staff	
Leadership Development	Ongoing development of effective leaders with Edlead. Principals, Deputy Principals, Leadership Team PLGs	Senior Management Team	
Structured Literacy Programmes	Embed for Junior School. Implement for Middle School Research and development for Senior	Junior Team. Middle Team	
PB4L	Building on Restorative Practices - Waikato University	EddieS	
Learning Support	Opportunities for Teacher Aides to upskill with RTLB	TAs / Sencos	



## NAPIER CENTRAL SCHOOL STRATEGIC AIMS SECTION

### NAPIER CENTRAL SCHOOL Strategic Plan 2024-2025

Strategic Goal	Board Primary Objectives Met <i>Section 127</i>	Education Requirements Met <b>NELPS</b>	Strategic Initiatives (What we will do)	Desired Outcomes (What will this look like ? )	Success Indicators (Measure of succession 3 years)	2024	2025
<b>Strategic Goal #1</b>  Targeted and deliberate teaching practice will positively impact the progress of all learners.	127. Objectives of boards in governing schools a) A board's primary objectives in governing a school are to ensure that— every student at the school is able to attain their highest possible standard in educational achievement; 2) To meet the primary objectives, the board must— a) have particular regard to the statement of national education and learning priorities issued under <a href="#">section 5</a> ; and b) give effect to its obligations in relation to— (i) any foundation curriculum statements, national curriculum statements, and national	<i>NELP Priorities: 1, 2, 3, 4, 5, 6</i>  <b>Obj. 2. Barrier Free access</b>  3. Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs  <b>Obj. 1. Learners at the Centre</b>  2. Have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that	<b>1.1 Raise achievement in Literacy and Maths through effective professional development and programme delivery.</b>	1.1 Learners' needs are addressed through quality professional development, sustainable programmes and systems.	1.1 Teachers know and are confident in who, how, and what they are teaching and there is evidence of improved learning.	✓	✓
			<b>1.2 Successful Implementation of the redesigned and refreshed NZ Curriculum is completed.</b>	1.2 Students have access to all learning areas of the NZ Curriculum.	1.2 Teachers have confidence and clarity of what, when and how they deliver the NZ Curriculum.	✓	✓
			<b>1.3 Empower</b>	1.3 Students can	1.3 Students can	✓	✓

	<p>performance measures; and</p> <p>(ii) teaching and learning programmes; and</p> <p>(iii) monitoring and reporting students' progress;</p>	<p>responds to their needs, and sustains their identities, languages and cultures</p> <p><i>Te Mātaiaho</i></p> <p>and the <a href="#">Common Practice Model</a></p>	<p>student agency and learning through Local Curriculum, Design Project Inquiry, STEAM and Enviroschools programmes.</p>	<p>demonstrate agency, articulate their learning, fully participate, and connect with their community.</p>	<p>explain their learning, success and challenges and experiences.</p>		
		<p><a href="#">The Te Mātaiaho Implementation supports pack</a></p> <p><i>The Literacy and Communication and Maths Strategy</i></p>	<p>1.4 Prioritize and ensure effective implementation of Literacy (Structured Lit )and Numeracy Programmes(DMiC)</p>	<p>1.4 Students are meeting expected achievement levels. Teachers have clarity and confidence in delivery and assessment.</p>	<p>1.4 Teacher moderation and observation shows consistency and clarity. Quality Student data shows impact.</p>	✓	✓
<p>Strategic Goal#2 Hauora</p>			<p>Strategic Initiatives (What we will do)</p>	<p>Desired Outcomes (What will this look like ? )</p>	<p>Success Indicators (Measure of succession 3 years)</p>	2024	2025
<p>Strategic Goal #2 Wellbeing for all will be nurtured.</p>	<p>These are set out in <a href="#">Section 127</a> of the Education and Training Act 2020. A board's primary objectives in governing a school are to ensure that—</p> <p>(a) every student at the school is able to attain their highest possible standard in educational achievement; and</p> <p>(b) the school—</p> <p>(i) is a physically and emotionally safe place for all students and staff; and</p> <p>(ii) gives effect to relevant student</p>	<p><i>NELP Priorities: 1, 2, 3, 4, 5, 6</i></p> <p><b>NELP 2</b> Have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures</p> <p><b>NELP 4</b> Ensure every learner/ ākonga gains sound foundation skills, including language*, literacy and numeracy</p> <p><b>Nelp 6</b> Develop staff to strengthen teaching, leadership and</p>	<p>2.1 Embed PB4L as our Behaviour Management Plan and participate in the Restorative Practice PLD principles and practices.</p>	<p>2.1 All staff implement PB4L strategies and interventions, school culture is developed and participate in the Restorative Practice PLD.</p>	<p>2.1 Students, staff and community understand how behavior is managed in a consistently restorative manner.</p>	✓	✓
			<p>2.2 Cultural Responsiveness Priority is placed around learning of culturally responsive practices.</p>	<p>2.2 Staff attend and implement Culturally responsive principles and practices. Interventions including Graduate Profiles are revisited, Te Whare tapa Wha is investigated as a helpful framework.</p>	<p>2.2 Akonga and whanau of all cultures particularly Maori feel valued, and safe and empowered.</p>	✓	✓

	<p>rights set out in this Act, the <a href="#">New Zealand Bill of Rights Act 1990</a>, and the <a href="#">Human Rights Act 1993</a>; and</p> <p>(iii) takes all reasonable steps to eliminate racism, stigma, bullying, and any other forms of discrimination within the school;</p>	<p>learner support capability across the education workforce</p> <p>PB4L</p> <p><a href="https://pb4l.tki.org.nz/PB4L-School-Wide">https://pb4l.tki.org.nz/PB4L-School-Wide</a></p> <p><a href="https://tuturu.org.nz/assets/Resources/Creating-a-student-wellbeing-framework-facilitation-guide-and-example.pdf">https://tuturu.org.nz/assets/Resources/Creating-a-student-wellbeing-framework-facilitation-guide-and-example.pdf</a></p> <p><i>Wellbeing in Education Strategy</i></p> <p><a href="#">The New Zealand Child and Wellbeing Strategy</a></p>	2.3 All students learn about Relating to Others positively and active wellbeing.	2.3 Interventions are explored and trialed to develop healthy wellbeing and hauora and connectedness.	2.3 Students, staff community are positively connected. Hauora interventions provide support and encourage healthy habits.	✓	✓
Strategic Goal Whanaungatanga			Strategic Initiatives (What we will do)	Desired Outcomes (What will this look like ? )	Success Indicators (Measure of succession 3 years)	2024	2025

<p><b>Strategic Goal #3</b></p> <p>A responsive local curriculum will connect students to their interests, community and environment.</p>	<p>(1) A board's primary objectives in governing a school are to ensure that—</p> <p>(a) every student at the school is able to attain their highest possible standard in educational achievement; and</p> <p>(b) the school—</p> <p>(i) is a physically and emotionally safe place for all students and staff; and</p> <p>(ii) gives effect to relevant student rights set out in this</p>	<p><b>NELP Met: Learners at the Centre 1.1</b> Learners with their whānau are at the centre of education. Priority 1: Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying</p> <p><b>Barrier-Free Access 2.</b></p> <p>3 Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs</p>	3.1 Establish strong links with our whanau, marae, local history, landmarks, legends.	3.1 Connections and partnerships are formed to support our local curriculum implementation.	3.1 Students engage with a range of community stakeholders, know the stories of our place and show pride in where they are from.	✓	✓
			3.2 Continue developing and implementing our Enviroschools programme to provide rich	3.2 Establish connections with enviro experts, whanau to support our school Silver programmes. Keep	3.2 Napier Central school we have sustainable enviro programmes of learning in place with support from	✓	✓

	<p>Act, the <a href="#">New Zealand Bill of Rights Act 1990</a>, and the <a href="#">Human Rights Act 1993</a>; and</p> <p>(iii) takes all reasonable steps to eliminate racism, stigma, bullying, and any other forms of discrimination within the school; and (c) the school is inclusive of, and caters for, students with differing needs; and</p> <p>(d) the school gives effect to <a href="#">Te Tiriti o Waitangi</a>, including by—</p> <p>(i) working to ensure that its plans, policies, and local curriculum reflect local tikanga Māori, mātauranga Māori, and te ao Māori; and</p> <p>(ii) taking all reasonable steps to make instruction available in tikanga Māori and te reo Māori; and</p> <p>(iii) achieving equitable outcomes for Māori students.</p>	<p><b>Learners at the centre</b> Learners with their whānau are at the centre of education. 2 Have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures Barrier free access. <b>Quality Teaching and Leadership 3.</b> 5 Quality teaching and leadership make the difference for learners and their whānau Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning</p>	<p>sustainable opportunities for learning and connection to our community.</p> <p>3.3 Celebrate and develop our understanding and inclusivity of each other's cultures and stories.</p>	<p>moving forward with aspiration.</p> <p>3.3 Within classrooms and across the school, plan activities for students and families to share the cultural backgrounds, traditions and stories.</p>	<p>whanau and community.</p> <p>3.3 Our students value diverse languages, identities and culture. These are visible at school.</p>	<p>✓</p>	<p>✓</p>
--	---	--	---	---	--	----------	----------

### **ANNUAL PLAN. Where we are currently?**

We have made pleasing progress in many areas in recent years. The introduction of the DMiC Maths programme provided staff much needed PLD in math teaching. The collaborative planning approach has enhanced a consistent delivery through classes. The Structured Literacy programme has also provided new learning for staff and a fresh approach to delivering Literacy programmes which students are responding positively too. The PB4L MOE programme has assisted our review of Behaviour Management and school culture based around our school values.

Our updated strategic plan will ensure many successful initiatives in recent years are continued and refined. It will also ensure there are exciting and innovative programmes to investigate that may enhance the quality of education being offered for the Napier Hill community.

Statement of Variance 2023

Regulation 9(1)(e)

### **Developing Explicit Curriculum**

Our vision is a reflection of the NZ Mātaiaho Curriculum and our developing local Napier Central School curriculum (Mātaiahikā) in that it sets our strategic direction by providing a curriculum that engages and challenges students, it is forward-looking, inclusive, and affirms our commitment to Te tiriti o Waitangi. (Mātaurangi) We have a broad view of student success and hold high expectations of all our learners. Our vision "Active and empowered Learners" highlights our pathway to success, reinforced by an explicit curriculum and powerful pedagogy at each learning phase. We embrace the concepts of the key competencies to empower and grow our learners. We focus on literacy, mathematics and te mātāuranga Māori whilst also realizing the breadth of the curriculum through our "Design Project inquiry" integrated curriculum. (Mātaiaho) (Mātairea)

### **Giving effect to Te Tiriti o Waitangi:**

Our targets for Te Tiriti o Waitangi will be met under two strategic goals, namely our Wellbeing Goal and Local Community Goal. It will involve liaison with Ngati Kahungunu, local hapu near Mataruahou to ensure we are utilising the local tangata whenua Māori knowledge. We are providing our staff opportunities PLD in Mātāuranga Maori development with the aim of seeing and hearing Te Reo and Tikanga around learning spaces. We are aiming for our Māori students to see and hear "Māori enjoying and achieving education success as Māori, as they develop the skills to participate in te ao Māori, Aotearoa, and the wider world."

We will also be using the Aotearoa NZ Histories as another vehicle for students to engage with the local and national history with focus on valuing the Maori perspective and acknowledging the Te Tiriti o Waitangi.

Te Tiriti o Waitangi is at the heart of Te Mātaiaho - and we will continue to learn, know and understand the refreshed curriculum and adapt the Napier Central School curriculum to Te Mātaiaho.

Regulation 9(1)(g)

NZSTA's guidance for giving effect to Te Tiriti o Waitangi

**Developing a Strategic Plan.** Refer Regulation 7 (c)

We have used various community engagement methods to devise our Napier Central School Strategic Plan for 2024-2025. Engaging with the community in multiple ways has helped ensure a comprehensive and inclusive plan. Here's a summary of the methods we have used:

- Meetings with Parents and Caregivers for Students Conversations: Regular meetings with parents and caregivers throughout the year provide real-time feedback and insight into the needs and progress of students.
- The students in particular have given us excellent feedback in terms of what they like and what they would like to see in the future.
- The Board prioritized the following strategic goals for the next two years taking into account the statutory requirements of section 127 and the commitment to engage with the Te Mātaiaho curriculum.
- We have also utilized the Analysis of Variance to identify areas that need further improvement and development. [AOV 2023](#)
- Community Survey was sent out in November 2023 providing an opportunity for strategic planning ideas and feedback.
- Teacher voice survey and ongoing consultation during staff meetings.
- Whanau Hui discussion around key goals and plans.
- BOT and Senior Leadership hui to unpack feedback, establish two year direction and three strategic goals.

## 2024 ANNUAL PLAN

### STRATEGIC GOAL 1: Targeted and deliberate teaching practice will positively impact the progress of all learners

Expected Outcomes	Actions	Responsibility	Timeframe	Monitor
1.School-wide achievement data is collected, collated and analyzed.	Teaching teams, SMT, BOT to view data and identify strengths and areas to work on. Reading, Writing, Maths (TAI) <b>Not Started</b> ▾	RossM	Term 1	
2.Current assessment data will be shared with staff to identify those at each year level who are below the Curriculum expectations.	Data will be analyzed to identify those at each year level who are below the expected curriculum level in Reading Writing and Maths. Vertical lists developed using Edge. <b>Not Started</b> ▾	SMT - Teams	Term 1	
3.The school will target individual children and develop teaching strategies to ensure the number of students achieving at or above Curriculum expectations increases.	Target students identified and interventions planned using the TAI model and process. <a href="#">Writing Achievement Goal link.</a> <b>Not Started</b> ▾	SMT Teachers	Term 1	
4.Vertical PLGs for teachers are established to provide support and accountability for TAIs	Termly meetings to share progress. P.L.Gs. <b>Not Started</b> ▾	CarolS JaneT Kirk	February	
5.Raise Literacy and Numeracy achievement across the school.	Induction of three new teachers to our programmes. <b>Not Started</b> ▾ Maintain collaborative planning to ensure consistency and confidence. <b>Not Started</b> ▾	RossM	Term 1	
6. Continue implementation of the Refreshed Curriculum Mataiaho.	Teacher Only days are planned and staff focused on curriculum development. <b>Not Started</b> ▾ Monitor Teacher Confidence and clarity on new curriculum matters. <b>Not Started</b> ▾ Monitor changes by incoming government and impact of change. <b>Not Started</b> ▾	SMT	Term 1	
7. Integrate opportunities for student agency to empower learners through local curriculum initiatives.	Agentic opportunities for learning will be planned and encouraged by teachers. <b>Not Started</b> ▾ The Matariki Design Project Inquiry will have an emphasis on student agency. <b>Not Started</b> ▾	SMT	Term 1	



8. Learning programmes are implemented with clarity and confidence.	Structured Literacy and DMiC Maths programmes Have clear delivery procedures and in particular assessment. Not Started ▾	SMT	Term 1	
---	--	-----	--------	--

**Goal 2:** Wellbeing for all will be nurtured.

PB4L Professional Development	Embed PB4L Behaviour Management Programme and associated interventions for Tier 2 students. Not Started ▾	PB4L Com	Term 1	
Restorative Practice PLD	Teachers participate in Restorative practice PLD. Not Started ▾	TOD AUT		
Cultural Responsiveness Programme.	Plan and deliver a Design Project Inquiry about Matariki with support and guidance of Sharron Favish. Not Started ▾ Investigate, trial and share with staff the Te Whare Tapa Wha framework. Not Started ▾ Investigate and review how the Graduate Profiles can be used to drive wellbeing. Not Started ▾	Ross Teachers TBC	Term 1/2	
Relating to Others is a focus in classroom teaching.	Interventions are implemented to support positive interactions between students and relating to others. Children learn about strategies to enhance friendships. Not Started ▾	Staff	Term 1/2	
Strengthening Student Hauora and independence.	Active Schools programme is reintroduced to promote active moving and independence. Not Started ▾	Staff TBC	Term 1	
ESOL Students	Parent meeting to connect, support and communicate our programme. Not Started ▾ New families meeting with Ross to welcome and support. Not Started ▾	Carol Ross Deb	90 days	
Digital Technology Refresh	Revisit our Digital Technology philosophy and procedures. Recheck safety systems and support.	Ross. Eddie	90 days	

	egStudent Use Agreements. Not Started ▾			
--	---	--	--	--



**Goal 3:** A responsive local curriculum will connect to student lives, community and environment.

Connect with whanau and iwi to develop closer partnerships.	Work closely with HB Museum and Iwi partners to continue building our knowledge of local history especially Maori perspectives. Not Started ▾  Connect with Pou Carver Nathan Foote to learn about local traditions Not Started ▾  Kapa haka practice/performance session at the marae Not Started ▾	Staff	Term 1	
Connecting with Cultures	Celebrate the range of cultures in our community, their language and culture. Not Started ▾	Staff	Term 1	
Complete a Design Project Inquiry using the Stars of Matariki as a launch pad. (Histories )	Project Design Inquiry into Matariki, the stars and share learning with parents. Not Started ▾	Term 2	Staff Sharron	
Develop Enviro school's programme.	Develop five step action plan to consolidate our new Silver Enviroschools Level Programme. Not Started ▾	HeidiAnn	Term 1	
Garden to Table programme	GTT is refined and delivered by all classrooms in Middle school. Not Started ▾	Liz and GTT com	Term 1	
Field STEM and Cultural Responsiveness	Liz to represent at Kahui Ako PD sessions on Fieldstem and use her class to investigate Ahuriri estuary learning opportunities. Not Started ▾	Liz	Term 1	



