

# Bombay School - Implementation Plan

## Strategic Aims 2024

### OUR MOTTO

"Our Best Always"  
We are anchored in our traditions while being future focussed.



NELP Objectives 2, 5 & 6

### Hauora

To provide a meaningful and authentic local curriculum that fosters creativity, balance and wellbeing.

NELP Objectives 1, 2, 3 & 5

### Whanaungatanga

To honour relationships: past, present and those to come, so that aakonga can confidently forge ahead.

NELP Objectives 1, 2, 3 & 4

### Whakamana

To empower aakonga to maximise their potential with a focus on learner agency.

### OUR VISION

To grow motivated learners, able to achieve their potential as they engage in lifelong learning. To equip our students to be contributing members of the school and society.

### OUR OVERARCHING AIM

Ako - Effective Learning for All.

### OUR MISSION

Every student leaves our school with a passion for learning and a kete of strategies to use in every area of life.

### Kaitiakitanga

To continue growing our environmental awareness (especially about ecosystems and sustainability) and to understand what roles and responsibilities we might have as individuals and as a society.

NELP Objectives 2, 5, 6 & 7

### Kaitiaki O Ngā Kaupapa

To govern the school effectively and efficiently so that our pupils, staff and community prosper and flourish.

NELP Objectives 2 & 6

### Kāhui Ako

To leverage the great work done by the local Kāhui Ako group for the benefit of our children and teaching staff.

NELP Objectives 2 & 7

Broadly speaking, what will our strategies be in order to realise these higher order Strategic Aims at Bombay School?

### Hauora

We will make sure we get the foundations right with sound Plans, Frameworks and Programmes that meet our Education system's main objectives and standards, and yet, are tailored to incorporate our local context and goals

### Whakamana

A distinctive characteristic of our philosophy, is our goal to empower our learners whatever their needs and learning styles. Key to achieving this, will be support our staff to ensure they have access to the knowledge and resources to be effective in pursuit of this aim.

### Whanaungatanga

We will explore ways to increase the quality of the relationships throughout our school. This will involve effort to understand and appreciate the cultures and backgrounds of our children and families.

### Kaitiakitanga

As something central to our School's philosophy, we will seek out opportunities to get out into our environment, to help take care of it, and deepen our understanding of how it works and how we interact with it.

### Kāhui Ako

We will ensure that we are an active member of the Pukekohe Kāhui Ako collective, participating fully at School, Staff and Board levels.

### Kaitiaki O Ngā Kaupapa

As the Board, we will upskill ourselves, look for ways and opportunities to engage with those we serve, and put in the mahi to get our core frameworks and processes working well

*Our List of Strategic Initiatives have been devised as effective ways to achieve our Strategic Aims.*

<p><b>Strategic Goal 1 : Whakamana</b> (Regulation 9(1)(a))  Teachers will have specific achievement goals for all of their children. These goals, success criteria and next steps will be clearly articulable by the akonga. 20% of each class will be achieving at or above Bombay school expectations. A group of target students will be identified for accelerated progress (more than one year's progress in a year). This will apply to reading, writing and mathematics.  The teaching and learning teams will implement the WordLab spelling programme. This will be a schoolwide programme which we are implementing in response to PACT data that indicates the need for a consistent school-wide programme.</p> <p><b>Strategic Goal 2 : Kaitiakitanga</b>  Teachers will promote the importance of the environment and sustainability by creating teaching and learning experiences within the context of Floral Day and Calf Club. Year 4-8 will also be learning about sustainability within the context of their trash-to-fashion/ wearable arts show. Various teams will undertake EOTC experiences including camps and visits to local areas such as Mt William. We plan to set up 2 maker-spaces in 2024, where one aim will be to foster Kaitiakitanga - technology/ science and sustainability. We will revive the green team initiative. One teacher will receive a part unit to run the green team.</p> <p><b>Strategic Goal 3 : Kaitiaki O Nga Kaupapa</b>  The board will govern the school, within the parameters of applicable legislation and its code of conduct, ensuring an effective teaching and learning environment that is orderly and safe for all.</p> <p><b>Strategic Goal 4 : Kahui Ako</b>  The school will continue working with the Kahui Ako and Ngati Tamaoho to implement the Ta Ara Matauranga o Ngati Tamaoho pathway by building iwi and school connections.</p> <p><b>Strategic Goal 5 : Whanaungatanga</b>  The school will continue to foster relationships with iwi/ community/ parents/ business partners and stakeholders.</p> <p><b>Strategic Goal 6 : Haurua</b>  The school will:  6.1. Survey its staff using its workplace well-being survey.  6.2. Survey its students using its Bombay and Me survey tool.  6.3. Provide staff with education information and access to the Employers Assistance Programme. (EAP)  6.4. Finalise its consultation into the KIVA anti-bullying programme and decide on its implementation  6.5. Implement HERO to streamline non-teaching tasks, to reduce the administrative workload.</p>			
<p><b>Annual Target/Goal:</b>  Regulation 9(1)(a) : Strategic Goal 1: Whakamana (Regulation 9(1)(a))</p>			
<h2>Reading</h2>			
<p><b>Kakahu Syndicate: Piwakawaka</b>  <b>Year 8:</b> 13-14 Probe Level 4P-A Asttle  Target: Seven students need to make more than a year's progress to reach level 4P-A.  Goal: 20% of Year 8 students to be at level 5B-P by EOY 2024.  <b>Year 7:</b> 12-13 Probe Level 4B-4P Asttle  Target: Two students need to make more than a year's progress to reach level 4B-4P.  Goal: 20% of Year 7 students to be at level 5B by EOY 2024.  <b>Year 6:</b> 10-11 years Probe Level 3P-3A Asttle  No target students identified.  Goal: 20% of Year 6 students to be at level 4B by EOY 2024.</p>	<p><b>Kereru:</b>  <b>Year 8:</b> 13-14 Probe Level 4P-A Asttle  Target: One student needs to make more than a year's progress to reach level 4P-A.  Goal: 20% of Year 8 students to be at level 5B-P by EOY 2024.  <b>Year 7:</b> 12-13 Probe Level 4B-4P Asttle  Target: One student needs to make more than a year's progress to reach level 4B-4P.  Goal: 20% of Year 7 students to be at level 5B by EOY 2024.  <b>Year 6:</b> 10-11 years Probe Level 3P-3A Asttle  Target: One student needs to make more than a year's progress to reach level 3P-3A.  Goal: 20% of Year 6 students to be at level 4B by EOY 2024.</p>		
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<b>Analysis of Variance:</b>	
<p><b>Rooms 1,2,3,11,12 and 13</b></p> <p><b>Room 1:</b> Year 4: 8-9 Years Probe Asttle 2P/2A</p> <p><b>Room 2:</b> Year 5: 9-10 years Probe Asttle 3B/3P</p> <p>Six students need to make more than a year's progress to reach level 3B/3P.</p> <p>20% of Year 5 students could be working at Level 3A.</p> <p><b>Room 3:</b> Year 5: 9-10 years Probe Asttle 3B/3P</p> <p>Three students need to make more than a year's progress to reach level 3B/3P.</p> <p><b>Room 11:</b> Year 3: Level 21</p> <p>Six students need to make more than a year's progress to reach 2P/2A.</p> <p>Year 2 Level 17</p> <p>One student needs to make more than a year's progress to reach level 17</p> <p><b>Room 12:</b> Year 4: 8-9 Years Probe Asttle 2P/2A</p> <p>Three students need to make more than a year's progress to reach 2P/2A.</p> <p><b>Room 13:</b> Year 4: 8-9 Years Probe Asttle 2P/2A</p> <p>Four students need to make more than a year's progress to reach 2P/2A.</p>	<p><b>Room 9 :</b> Year 2 Level 17</p> <p>Nine students need to make more than a years progress to reach level 17.</p> <p><b>Room 7 :</b> Year 2 Level 17</p> <p>One student needs to make more than a years progress to reach level 17.</p> <p><b>Room 10 :</b> YEar 2 Level 17</p> <p>Four students need to make more than a years progress to reach level 17.</p>
<b>Analysis of Variance:</b>	<b>Analysis of Variance:</b>

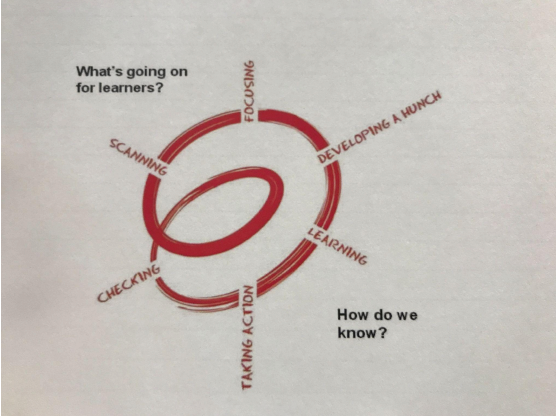
## Writing

Kakahu Syndicate:

<p><b>Piwakawaka: Year 8 Level 4 PACT 844-885</b></p> <p><b>Year 8</b></p> <p>Target: Four students need to make more than a year's progress to reach Level 4 PACT 844-885.</p> <p>Goal: 20% of Year 8 students to be working at Level 5 in writing.</p> <p><b>Year 7</b> Level 4B PACT 763-819</p> <p>Target: Two students need to make more than a year's progress to reach Level 4B PACT 763-819.</p> <p>Goal: 20% of Year 7 students to be working at Level 4P in writing.</p> <p><b>Year 6</b> Level 3P Pact 721-773</p> <p>Target: Two students need to make more than a year's progress to reach Level 3P Pact 721-773.</p> <p>Goal: 20% of Year 7 students to be working at Level 4B in writing.</p>	<p><b>Kotuku: -Year 8 Level 4 PACT 844-885</b></p> <p><b>Year 8</b></p> <p>Target: Two students need to make more than a year's progress to reach Level 4 PACT 844-885.</p> <p>Goal: 20% of Year 8 students to be working at Level 5 in writing.</p> <p><b>Year 7</b> Level 4B PACT 763-819</p> <p>Target: One student needs to make more than a year's progress to reach Level 4B PACT 763-819.</p> <p>Goal: 20% of Year 7 students to be working at Level 4P in writing.</p> <p><b>Year 6</b> Level 3P Pact 721-773</p> <p>Target: One student needs to make more than a year's progress to reach Level 3P Pact 721-773.</p> <p>Goal: 20% of Year 7 students to be working at Level 4B in writing.</p>
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<b>Analysis of Variance:</b>	

<p><b>Room 1: Year 4 PACT 582-636</b>  Target: One student needs to make more than a year's progress to reach PACT 582-636.  Goal: 20% of Year 4 students to be working at PACT 655+.  Year 5 Pact 655-711  Target: Five students need to make more than a year's progress to reach Pact 655-711.  Goal: 20% of Year 5 students to be working at Pact 712+.</p> <p><b>Room 2: Year 4 Pact 582-636</b>  No target students identified.  Goal: 20% of Year 4 students to be at or above PACT 636.  Year 5 Pact 655-711  Target: Five students need to make more than a year's progress to reach Pact 655-711.  Goal: 20% of Year 5 students to be working at Pact 711+.</p> <p><b>Room 3:Year 4 PACT 582-636</b>  Target: One student needs to make more than a year's progress to reach PACT 582-636.  Goal: 20% of Year 4 students to be working at PACT 655+.  Year 5 Pact 655-711  Target: Two students need to make more than a year's progress to reach Pact 655-711.  Goal: 20% of Year 5 students to be working at Pact 712+.</p>	<p><b>Room 11:Year 3 Pact 489-543</b>  Target: Six students need to make more than a year's progress to reach Pact 489-543.  Goal: 20% of Year 3 students to be working at PACT 582.</p> <p><b>Room 12:Year 4 PACT 582-636</b>  Target: Four students need to make more than a year's progress to reach PACT 582-636.  Goal: 20% of Year 4 students to be working at PACT 655+.  Year 3 Pact 489-543  No target students identified.  Goal: 20% of Year 3 students to be working at PACT 582.</p> <p><b>Room 13: Year 4 PACT 582-636</b>  Target: Seven students need to make more than a year's progress to reach PACT 582-636.  Goal: 20% of Year 4 students to be working at PACT 655+.  Year 3 Pact 489-543  No target students identified.  Goal: 20% of Year 3 students to be working at PACT 582.</p> <p><b>Room 9</b> PACT 392-451  Target: Two students need to make more than one year's progress to reach PACT 392-451</p>
<p><b>Analysis of Variance:</b></p>	<p><b>Analysis of Variance:</b></p>
<p><b>Maths</b></p>	
<p><b>Kakahu Syndicate: Piwakawaka</b>  <b>Year 8</b> End of Stage 7 Beginning of Stage 8 Asttle 4P/4A Basic Facts AP  Target: Four students need to make more than a year's progress to reach this level.  Goal: 20% of Year 8 students to be working at the end of stage 8.  <b>Year 7</b> Stage 7 Asttle 4B/4P Basic Facts AM/AP  Target: Two students need to make more than a year's progress to reach this stage.  Goal: 20% of Year 7 students to be working at Stage 8.  <b>Year 6</b> Level 3P/3A Basic Facts AM  Target: One student needs to make more than a year's progress to reach this level.  Goal: 20% of Year 6 students to be working at stage 7.</p>	<p><b>Kereru:</b>  <b>Year 8</b> End of Stage 7 Beginning of Stage 8 Asttle 4P/4A Basic Facts AP  Target: Two students need to make more than a year's progress to reach this level.  Goal: 20% of Year 8 students to be working at the end of stage 8.  <b>Year 7</b> Stage 7 Asttle 4B/4P Basic Facts AM/AP  Target: Two students need to make more than a year's progress to reach this stage.  Goal: 20% of Year 7 students to be working at Stage 8.  <b>Year 6</b> Level 3P/3A Basic Facts AM  Target: One student needs to make more than a year's progress to reach this level.  Goal: 20% of Year 6 students to be working at stage 7.</p>
<p><b>Kotuku</b>  <b>Year 8</b> End of Stage 7 Beginning of Stage 8 Asttle 4P/4A Basic Facts AP  Target: One student needs to make more than a year's progress to reach this level.  Goal: 20% of Year 8 students to be working at the end of stage 8.  <b>Year 7</b> Stage 7 Asttle 4B/4P Basic Facts AM/AP  Target: One student needs to make more than a year's progress to reach this stage.  Goal: 20% of Year 7 students to be working at Stage 8.  <b>Year 6</b> Level 3P/3A Basic Facts AM  Target: Three students need to make more than a year's progress to reach this level.  Goal: 20% of Year 6 students to be working at stage 7.</p>	
<p><b>Analysis of Variance:</b></p>	



<p><b>Room 1:</b>  Year 4 Stage 5 IKAN Basic Facts 5/A Asttle 2P-2A  Target: Two students need to make more than one year's progress to reach this stage.  Goal: 20% of Year 4 students to be at Beginning stage 6.  Year 5 Stage Beg 6 Asstle 3B/3P B/F AD  Target: Five students need to make more than one year's progress to reach this stage.  Goal: 20% of Year 5 students to be at level 3P-4A.</p> <p><b>Room 2:</b>  Year 4 Stage 5 IKAN Basic Facts 5/A Asttle 2P-2A  Target: Five students need to make more than one year's progress to reach this stage.  Goal: 20% of Year 4 students to be at Beginning stage 6.  Year 5 Stage Beg 6 Asstle 3B/3P B/F AD  Target: Five students need to make more than one year's progress to reach this stage.  Goal: 20% of Year 5 students to be at level 3P-4A.</p> <p><b>Room 3:</b>  Year 4 Stage 5 IKAN Basic Facts 5/A Asttle 2P-2A  Target: One student needs to make more than one year's progress to reach this stage.  Goal: 20% of Year 4 students to be at Beginning stage 6.  Year 5 Stage Beg 6 Asstle 3B/3P B/F AD  Target: One student needs to make more than one year's progress to reach this stage.  Goal: 20% of Year 5 students to be at level 3P-4A.</p>	<p><b>Room 11:</b>  Year 3  Target: Five students need to make more than one year's progress to reach Beg Stage 5 Basic Facts EA.  Goal: 20% of Year 3 students to be at Stage 5P-5A.</p> <p><b>Room 12:</b>  Year 4  Target: Eight students need to make more than one year's progress to reach Stage 5 Asstle 2P/2A Basic Facts E/A.  Goal: 20% of Year 4 students to be at Stage Beg 6 Asstle 3B/3P B/F AD.  Year 3  Target: One student needs to make more than one year's progress to reach Beg Stage 5 Basic Facts EA.  Goal: 20% of Year 3 students to be at Stage 5P-5A.</p> <p><b>Room 13:</b>  Year 4  Target: Six students need to make more than one year's progress to reach Stage 5 Asstle 2P/2A Basic Facts E/A.  Goal: 20% of Year 4 students to be at Stage Beg 6 Asstle 3B/3P B/F AD.  Year 3  Target: One student needs to make more than one year's progress to reach Beg Stage 5 Basic Facts EA.  Goal: 20% of Year 3 students to be at Stage 5P-5A.</p> <p><b>Room 9 Stage 4</b>  <b>Year 2</b>  Target Two students need to make more than one year's progress to reach Stage 4  Goal: 20% of Year 2 students to be at Stage *****</p>
<p><b>Analysis of Variance:</b></p>	<p><b>Analysis of Variance:</b></p>
<p><b>Strategic Goal 2 : Kaitiakitanga</b>  The school will seek opportunities to take our akonga out of the school so that they can interact with the environment and learn to interact with it and take care of it.  We will organise a camp for Tohono, Kotuitui and Kakahu. There will be other (1 day) EOTC experiences.</p> <p><b>Strategic Goal 3 : Kaitiaki O Nga Kaupapa</b>  The board will govern the school effectively ensuring clear goals and expectations; Strategic Resourcing; Ensuring Quality Teaching; Investing in professional development; and maintaining an orderly and safe environment. The board will ensure sound financial management and the rollout of new teaching and learning initiatives such as the senior maker space and the covered multi-purpose court.</p> <p>The board will use the following cycle of enquiry when evaluating the effectiveness of its work.</p> 	

<p><b>Strategic Goal 4 : Kahui Ako</b>  The school will continue working with the Kahui Ako and Ngati Tamaoho to implement the Ta Ara Matauranga o Ngati Tamaoho pathway by building iwi and school connections.  In 2024 - we will, under the guidance of Ngati Tamaoho, plan a new waiata, pepeha, karakia and powhiri protocols. We are planning a marae visit or cultural opportunity (Marae's may be closed in 2024)  Our Akonga will learn about the Waikato Wars/ Koroneihana/ Te Tiriti/ Kingitanga. We will actively promote and participate in Te Wiki o Te Reo Maori. We hope to engage a new kapa haka tutor.  We will continue to share data with our Kahui Ako. Amber Dones will lead work in this space.</p> <p><b>Strategic Goal 5 : Whanaungatanga</b>  The school will continue to foster relationships with iwi/ community/ parents/ business partners and stakeholders.  At the end of 2023, we began building connections with Ngati Tamaoho. We will continue to foster and strengthen these in 2024. We will continue to offer our school community opportunities to connect with the school.  These may include but are not limited to - parent/ teacher meetings, home and school meetings, school picnics and fun (school spirit) days, meet the teacher events, grandparents day etc.  The school will continue to foster relationships with local businesses. The school will continue to build positive relationships with support agencies.</p> <p><b>Strategic Goal 6 : Haurua</b>  The school will continue to offer health and well-being-focused events - as it did in 2023. The school will survey its students and staff annually. Health and safety matters will always be prioritised at each team meeting.  The school will conduct a Health Curriculum Survey in 2024.</p>				
<p><b>Strategic Goal 1 : Whakamana (Regulation 9(1)(b))Actions</b></p> <p>In order to reach our strategic goal, each teacher will deliver consistent lessons that are tailored to the needs of children. They will plan effectively. They will adhere to Bombay school expectations for curriculum delivery. They will undertake school-wide or specific professional development.</p>	<p><b>Who is responsible? Regulation 9(1)(c)</b></p> <p>Each subject teacher is responsible. The SLT is accountable to the BOT</p>	<p><b>Resources Required Regulation 9(1)(c)</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Purchase more readers and library books</li> <li><input type="checkbox"/> Fund reading Recovery</li> <li><input type="checkbox"/> Fund extra teacher aide</li> <li><input type="checkbox"/> Attend Dempsey and Cameron PD</li> <li><input type="checkbox"/> Purchase Sunshine online</li> <li><input type="checkbox"/> PD - Maths Teaching</li> <li><input type="checkbox"/> Update maths kits.</li> <li><input type="checkbox"/> Numicon - resources</li> <li><input type="checkbox"/> Dempsey writing and reading courses for TA's</li> </ul>	<p><b>Timeframe</b></p> <p>Jan 2024-Dec 2024</p>	<p><b>How will you measure success? Regulation 9(1)(d)</b></p> <p>In Maths -E-asttle, Ikan, Gloss and PAT data will be used to measure success.  In Reading - E-asttle, PM Benchmarks, Probe. PAT data will be used to measure success.  In Writing - PACT, Moderated OTJ's and Learning Progressions will be used to measure success</p>
<p><b>Strategic Goal 2 : Kaitiakitanga (Regulation 9(1)(b))Actions</b></p> <p>We expect to see students able to articulate the importance of the environment as it relates to them, their future and the planet's sustainability. Our children will:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Go on EOTC trips - farms/ businesses/environment</li> <li><input type="checkbox"/> Experience a camp from year 4 -6</li> <li><input type="checkbox"/> Study sustainability - with a Trash to Fashion/ Wearable Arts show as the outcome.</li> <li><input type="checkbox"/> Reinstate the Green Team - Enviro focus</li> <li><input type="checkbox"/> Engage in Floral Day and Calf Club</li> <li><input type="checkbox"/> Use the makerspaces for science/ health/environment-themed investigations</li> </ul>	<p><b>Who is Responsible</b></p> <p>Teachers  Team leaders  SLT</p> <p>Regulation 9(1)(c)</p>	<p><b>Resources Required Regulation 9(1)(c)</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Funding for bus trips</li> <li><input type="checkbox"/> Funding for fuel (for the van).</li> <li><input type="checkbox"/> Camp equity funding</li> <li><input type="checkbox"/> Supplies for the wearable arts show</li> <li><input type="checkbox"/> Sound/ lighting hire</li> <li><input type="checkbox"/> Gardening materials and supplies for the greenteam</li> <li><input type="checkbox"/> Maker-space supplies</li> </ul>	<p><b>Timeframe</b></p> <p>Jan 2024-Dec 2024</p>	<p><b>How will you measure success? Regulation 9(1)(d)</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Akonga can articulate why sustainability is important</li> <li><input type="checkbox"/> The Green Team is reinstated</li> <li><input type="checkbox"/> Several successful EOTC experiences have been held</li> <li><input type="checkbox"/> The maker-spaces have been operationalised and equipped</li> <li><input type="checkbox"/> A successful Floral Day and Calf Club Day have been held.</li> </ul>

<p><b>Strategic Goal 3 : Kaitiaki O Nga Kaupapa</b> <b>(Regulation 9(1)(b))Actions</b> BOT Governance.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> The BOT will attend relevant PD in 2024</li> <li><input type="checkbox"/> The BOT will make frequent visits to classrooms.</li> <li><input type="checkbox"/> The BOT will refine its policies and frameworks in 2024.</li> <li><input type="checkbox"/> The BOT will manage the set up of the new multi-purpose court and maker space.</li> </ul>	<p><b>Who is Responsible</b></p> <p>Regulation 9(1)(c)</p> <p>The BOT</p>	<p><b>Resources Required</b></p> <p>Regulation 9(1)(c)</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Funding for the new multi-purpose court,</li> <li><input type="checkbox"/> Funding for the maker spaces</li> </ul>	<p><b>Timeframe</b> <i>This is optional however is useful to help with your Planning</i></p> <p>Dec 2024</p>	<p><b>How will you measure success?</b> <i>Think about what you expect to see at the end of the year and detail the measurements you'll use to check on your progress. You'll want to reference the success measures from your strategic plan template.</i></p> <p>Regulation 9(1)(d)</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Construction of the multi-purpose court will be completed</li> <li><input type="checkbox"/> Construction of the senior maker-space will be completed.</li> <li><input type="checkbox"/> The board will have reviewed its schedule of delegations</li> <li><input type="checkbox"/> The board will have reviewed its policy framework.</li> <li><input type="checkbox"/> The board will have met its student achievement targets set in goal 1.</li> <li><input type="checkbox"/> The board will have maintained its cash surplus position</li> </ul>
<p><b>Strategic Goal 4 : Kahui Ako</b> <b>(Regulation 9(1)(b))Actions</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Frequent contact occurs with Ngati Tamaoho</b></li> <li><input type="checkbox"/> <b>Aspects of the Ta Ara Matauranga o Ngati Tamaoho</b> pathway by building iwi and school connections have been implemented.</li> <li><input type="checkbox"/> The school has a Ngati Tamaoho approved waiata, pepeha, karakia and powhiri protocols in place.</li> <li><input type="checkbox"/> We are planning a marae visit or cultural opportunity (Marae's may be closed in 2024)</li> <li><input type="checkbox"/> Our Akonga will learn about the Waikato Wars/ Koroneihana/ Te Tiriti/ Kingitanga. We will actively promote and participate in Te Wiki o Te Reo Maori. We hope to engage a new kapa haka tutor.</li> <li><input type="checkbox"/> We will continue to share data with our Kahui Ako. Amber Dones will lead work in this space.</li> </ul>	<p><b>Who is Responsible</b></p> <p>Regulation 9(1)(c)</p> <p>BOT</p> <p>All Staff</p> <p>Lead - Amber</p> <p>Dones</p>	<p><b>Resources Required</b></p> <p>Regulation 9(1)(c)</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Release time for key personnel</li> <li><input type="checkbox"/> Koha for Ngati Tamaoho</li> <li><input type="checkbox"/> Remuneration for A. Dones - MOE approved</li> <li><input type="checkbox"/> Remunderation for a kapa haka tutor</li> </ul>	<p><b>Timeframe</b> <i>This is optional however is useful to help with your Planning</i></p> <p>2024</p>	<p><b>How will you measure success?</b> <i>Think about what you expect to see at the end of the year and detail the measurements you'll use to check on your progress. You'll want to reference the success measures from your strategic plan template.</i></p> <p>Regulation 9(1)(d)</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Kapa Haka will restart</b></li> <li><input type="checkbox"/> <b>Frequent contact occurred with Ngati Tamaoho</b></li> <li><input type="checkbox"/> <b>Aspects of the Ta Ara Matauranga o Ngati Tamaoho</b> pathway by building iwi and school connections have been implemented.</li> <li><input type="checkbox"/> The school has a Ngati Tamaoho approved waiata, pepeha, karakia and powhiri protocols in place.</li> <li><input type="checkbox"/> A Marae visit has occurred</li> <li><input type="checkbox"/> Staff have attend Kahui Ako PD</li> <li><input type="checkbox"/> Our Akonga have learnt about the Waikato Wars/ Koroneihana/ Te Tiriti/ Kingitanga. We actively promoted and participated in Te Wiki o Te Reo Maori.</li> <li><input type="checkbox"/> We engaged a new kapa haka tutor.</li> <li><input type="checkbox"/> We shared our data with our Kahui Ako.</li> <li><input type="checkbox"/> Amber Dones lead in this space</li> </ul>

<p><b>Strategic Goal 5 : Whanaungatanga (Regulation 9(1)(b))</b><b>Actions</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> The school fostered relationships with its parent community.e.g. Meet the teacher events/ sport events/ special purpose meetings.</li> <li><input type="checkbox"/> The school will continue to foster relationships with iwi and other community groups.</li> <li><input type="checkbox"/> At the end of 2023, we began building connections with Ngati Tamaoho. We will continue to foster and strengthen these in 2024. We will continue to offer our school community opportunities to connect with the school. These may include but are not limited to - parent/ teacher meetings, home and school meetings, school picnics and fun (school spirit) days, meet the teacher events, grandparents day etc.</li> <li><input type="checkbox"/> The school will continue to foster relationships with local businesses. The school will continue to build positive relationships with support agencies.</li> </ul>	<p><b>Who is Responsible</b></p> <p>Regulation 9(1)(c)</p> <p>The board</p> <p>Staff</p> <p>Parents</p> <p>Iwi</p>	<p><b>Resources Required</b></p> <p>Regulation 9(1)(c)</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Funding to run special events</li> <li><input type="checkbox"/> Release time for teachers to meet with Iwi and agencies</li> <li><input type="checkbox"/> Funding for hospitality</li> </ul>	<p><b>Timeframe</b></p> <p><i>This is optional however is useful to help with your Planning</i></p> <p>Jan to Dec 2024</p>	<p><b>How will you measure success?</b></p> <p><i>Think about what you expect to see at the end of the year and detail the measurements you'll use to check on your progress. You'll want to reference the success measures from your strategic plan template.</i></p> <p>Regulation 9(1)(d)</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> The Iwi education leader will visit school and attest to the fact that relationships are developing positively. Specific Feedback will be sought</li> <li><input type="checkbox"/> The school will provide examples of how it connected with local business partners in 2024. E.g. Ebbett Pukekohe</li> <li><input type="checkbox"/> The school will survey its parent community</li> </ul>
<p><b>Strategic Goal 6 : Hauora (Regulation 9(1)(b))</b><b>Actions</b></p> <p><i>Detail the key actions you'll take this year to reach your annual target listed above</i></p> <p>The school will continue to offer health and well-being-focused events - as it did in 2023. The school will survey its students and staff annually. Health and safety matters will always be prioritised at each team meeting.</p> <p>The school will conduct a Health</p>	<p><b>Who is Responsible</b></p> <p>Regulation 9(1)(c)</p> <p>BOT</p>	<p><b>Resources Required</b></p> <p>Regulation 9(1)(c)</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Release time for specific projects</li> <li><input type="checkbox"/> Funding for manakitanga related events</li> </ul>	<p><b>Timeframe</b></p> <p><i>This is optional however is useful to help with your Planning</i></p> <p>Jan -Dec 2024</p>	<p><b>How will you measure success?</b></p> <p><i>Think about what you expect to see at the end of the year and detail the measurements you'll use to check on your progress. You'll want to reference the success measures from your strategic plan template.</i></p> <p>Regulation 9(1)(d)</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> A monthly Health and Safety Reminder will be emailed to all staff</li> <li><input type="checkbox"/> A monthly reminder about EAP services will be emailed to all staff</li> <li><input type="checkbox"/> The school will investigate the KIVVA programme - cost might be a prohibiting factor</li> <li><input type="checkbox"/> Bombay and Me Survey for students is conducted</li> <li><input type="checkbox"/> Positive affirmations are displayed on buildings</li> <li><input type="checkbox"/> 4 C's awards at assemblies</li> <li><input type="checkbox"/> A health curriculum survey is conducted in 2024</li> </ul>



Curriculum Survey in 2024.	Staff			<input type="checkbox"/> All team leaders will be trained as Health & Safety Reps for their teams
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