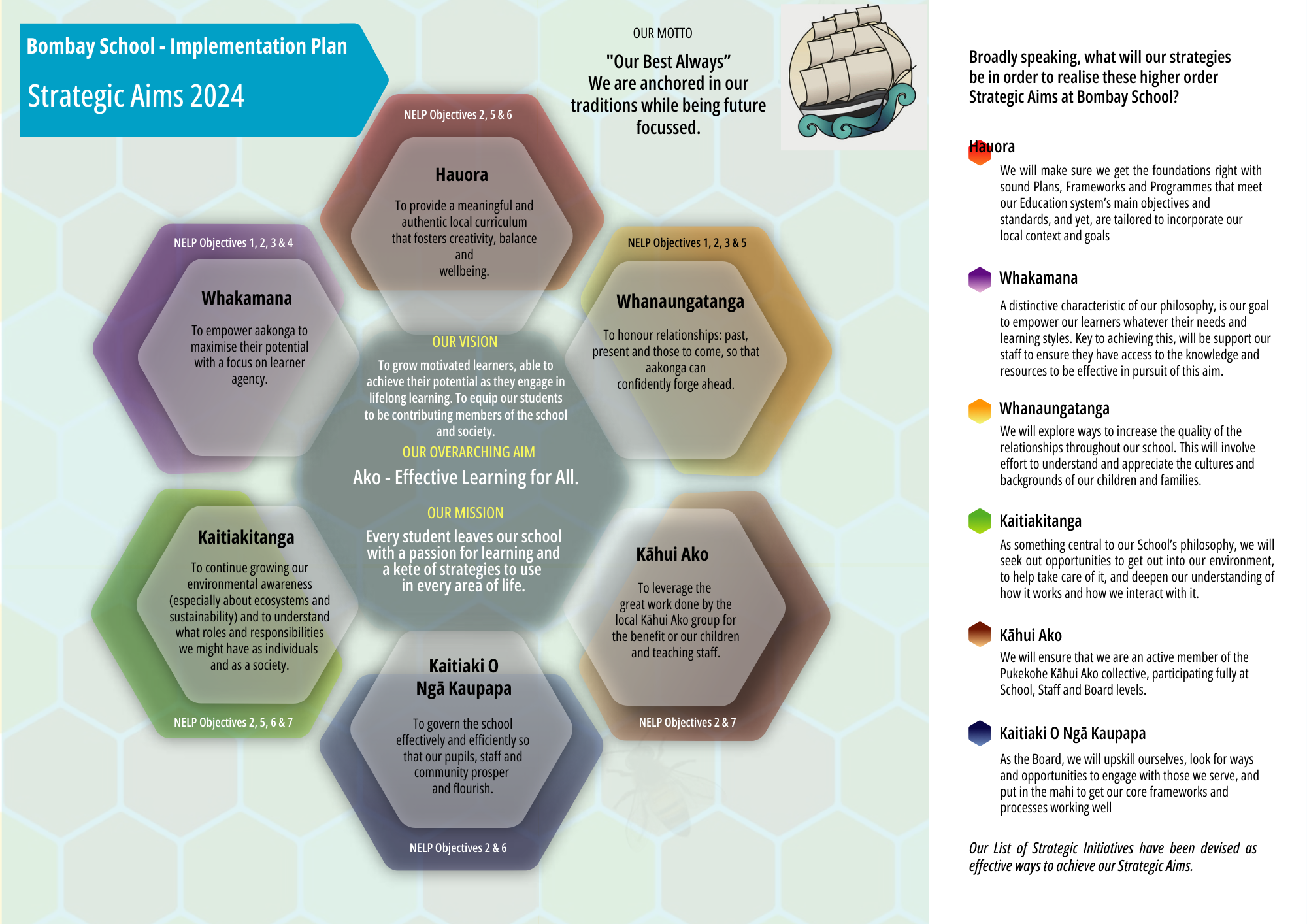
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| The Bombay Way  - Be respectful and use good manners  - Be kind to others  - Listen when someone speaks  - Say "please" and "thank you"  - Follow your teacher's instructions  - Try your best in everything  - Work hard on your schoolwork  - Give your all in sports and activities  - Never give up, keep trying  - Talk, share ideas, and be creative  - Share your thoughts and ideas  - Make amazing things with your hands and mind  - Exciting!  - Be part of the school community  - Care about each other  - Build strong friendships  - Be kind to yourself and others  - Show compassion  - Stay motivated and curious  - Learn new things every day  - Ask questions and discover the world  - Be honest and trustworthy  - Always tell the truth  - Do the right thing, even when it's hard  - Wear your uniform with pride  - Represent your school with pride  - Respect the environment |
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| **Strategic Goal 1 : Whakamana (**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.  **Strategic Goal 2 : Kaitiakitanga**  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.  **Strategic Goal 3 : Kaitiaki O Nga Kaupapa**  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.  **Strategic Goal 4 : Kahui Ako**  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.  **Strategic Goal 5 : Whanaungatanga**  The school will continue to foster relationships with iwi/ community/ parents/ business partners and stakeholders.  **Strategic Goal 6 : Haurua**  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. | | | | |
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| **Annual Target/Goal:**  Regulation 9(1)(a) : Strategic Goal 1: Whakamana (Regulation 9(1)(a))  **Reading**   | **Kakahu Syndicate: Piwakawaka**  **Year 8**: 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.  **Year 7**: 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.  **Year 6**: 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. | **Kereru:**  **Year 8**: 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.  **Year 7**: 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.  **Year 6**: 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. | | --- | --- |  | **Kotuku:**  **Year 8**: 13-14 Probe Level 4P-A Asttle  Target: Two 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.  **Year 7**: 12-13 Probe Level 4B-4P Asttle  No target students identified.  Goal: 20% of Year 7 students to be at level 5B by EOY 2024.  **Year 6**: 10-11 years Probe Level 3P-3A Asttle  Two students need 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. | | | --- | --- | | **Reading Analysis of Variance:**   |  | **Reading:** | | --- | --- | | **Year Eight** | **In 2024 all Target Students reached the expected goal in Reading by the end of 2024.**  **52% of Year Eight students were working above the expected goal - working on Level Five.**  **There were only two students (girls) who did not achieve expected standards. Neither of them were Target students. Both had high absenteeism. One arrived in Term Three and was present 21% of the time. This was a continuing pattern from her previous eight schools.** |  | **Year Seven** | **In 2024 three of the four Target students achieved the expected goal in Reading by the end of 2024. One student left the school.**  **50% of Year Seven students were working above the expected goal - working toward the end of Level Four / Early Level Five.**  **The one student who did not achieve standard has dyslexic tendencies. He will remain a Target for 2025. An ESOL student who arrived during 2024 will also be a Target for 2025.** | | --- | --- |  | **Year Seven** | **In 2024 two of the five Target students achieved the expected goal in Reading by the end of 2024.**  **44% of Year Six students were working above the expected goal - working well into Level Four and beyond.**  **Of the three students who did not achieve expectations; one has low executive functioning, one is dyslexic and one has dyslexic tendencies.**  **These three will remain Targets for 2025 along with three other students. One is ESOL and arrived in 2024. One has developmental delays and arrived in 2024 and one who has suffered family trauma and slipped below expectations in 2024.** | | --- | --- | | |  | **Rooms 1,2,3,11,12 and 13**  **Room 1**: Year 4: 8-9 Years Probe Asttle 2P/2A  **Room 2**: Year 5: 9-10 years Probe Asttle 3B/3P  Six students need to make more than a year's progress to reach level 3B/3P.  20% of Year 5 students could be working at Level 3A.  **Room 3**: Year 5: 9-10 years Probe Asttle 3B/3P  Three students need to make more than a year's progress to reach level 3B/3P.  **Room 11:** Year 3: Level 21  Six students need to make more than a year's progress to reach 2P/2A.  Year 2 Level 17  One student needs to make more than a year’s progress to reach level 17  **Room 12**: Year 4: 8-9 Years Probe Asttle 2P/2A  Three students need to make more than a year's progress to reach 2P/2A.  **Room 13**: Year 4: 8-9 Years Probe Asttle 2P/2A  Four students need to make more than a year's progress to reach 2P/2A. | **Room 9** : Year 2 Level 17  Nine students need to make more than a years progress to reach level 17.  **Room 7** : Year 2 Level 17  One student needs to make more than a years progress to reach level 17.  **Room 10** : YEar 2 Level 17  Four students need to make more than a years progress to reach level 17. | | --- | --- | | **Analysis of Variance:**   | **Year Five** | **In 2024 nine of the fifteen Target students achieved the expected goal in Reading by the end of 2024.**  **35% of Year Five students were working above the expected goal - working well into Level Three and beyond.**  **Of the six students who did not achieve expectations, three are ESOL, one has developmental global delay, and two who historically struggle with Reading.**  **These six will remain Target students for 2025 as well as a further three who have traditionally been on the cusp between achieving and not quite there.** | | --- | --- | | **Year Four** | **In 2024, two of the six Target students achieved the expected goal in Reading by the end of 2024.**  **28% of Year Four students were working above the expected goal - working well into Level Three and beyond.**  **Of the four students who did not achieve expectations, one has global developmental delays and has ICS, one who has suffered family trauma and slipped below expectations, one has learning difficulties and has been under RTLB and RTLit, and one has high absenteeism - 75% attendance.**  **These four will remain Target students for 2025 as well as a further six students who have been classified as Targets for 2025.** | | **Year Three** | **In 2024, two of the eight Target students achieved the expected goal in Reading by the end of 2024.**  **38% of Year Three students were working above the expected goal - working well into Level Three and beyond.**  **Of the six students who did not achieve expectations, one has learning difficulties, one was on Reading Recovery, two have learning difficulties and two do not speak English at home.**  **These six will remain Target students for 2025 as well as a further four students who have been classified as Target students.** | | **Year Two** | **In 2024, nine of the 12 Target students achieved the expected goal in Reading by the end of 2024.**  **53% of Year Two students were working above the expected goal - working well into Level Two and beyond.**  **The three students who did not meet expectations will remain as Target students for 2025. One has learning / hearing difficulties, one has high absenteeism - 71%, and one who finds learning difficult. They will be joined by an ESOL student who joined us during 2024.** | | |   **Writing**  Kakahu Syndicate:   | **Piwakawaka: Year 8 Level 4 PACT 844-885**  **Year 8**  Target: Four students need to make more than a year's progress to reach Level 4 PACT 844-885.  Goal: 20% of Year 8 students to be working at Level 5 in writing.  **Year 7** Level 4B PACT 763-819  Target: Two students need to make more than a year's progress to reach Level 4B PACT 763-819.  Goal: 20% of Year 7 students to be working at Level 4P in writing.  **Year 6** Level 3P Pact 721-773  Target: Two students need to make more than a year's progress to reach Level 3P Pact 721-773.  Goal: 20% of Year 7 students to be working at Level 4B in writing. | **Kotuku: -Year 8 Level 4 PACT 844-885**  **Year 8**  Target: Two students need to make more than a year's progress to reach Level 4 PACT 844-885.  Goal: 20% of Year 8 students to be working at Level 5 in writing.  **Year 7** Level 4B PACT 763-819  Target: One student needs to make more than a year's progress to reach Level 4B PACT 763-819.  Goal: 20% of Year 7 students to be working at Level 4P in writing.  **Year 6** Level 3P Pact 721-773  Target: One student needs to make more than a year's progress to reach Level 3P Pact 721-773.  Goal: 20% of Year 7 students to be working at Level 4B in writing. | | --- | --- | | Kereru:  **Year 8** Level 4 PACT 844-885  Target: Two students need to make more than a year's progress to reach Level 4 PACT 844-885.  Goal: 20% of Year 8 students to be working at Level 5 in writing.  **Year 7** Level 4B PACT 763-819  Target: One student needs to make more than a year's progress to reach Level 4B PACT 763-819.  Goal: 20% of Year 7 students to be working at Level 4P in writing.  **Year 6** Level 3P Pact 721-773  Target: Two students need to make more than a year's progress to reach Level 3P Pact 721-773.  Goal: 20% of Year 7 students to be working at Level 4B in writing. |  |   -   | **Room 1: Year 4 PACT 582-636**  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+.  **Room 2: Year 4 Pact 582-636**  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+.  **Room 3:Year 4 PACT 582-636**  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+. | **Room 11:Year 3 Pact 489-543**  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.  **Room 12:Year 4 PACT 582-636**  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.  **Room 13: Year 4 PACT 582-636**  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.  **Room 9** PACT 392-451  Target: Two students need to make more than one year’s progress to reach PACT 392-451 | | --- | --- | | **Analysis of Variance:**  **In 2024 three of the six students achieved the expected goal in Writing by the end of 2024.**  **35% of Year Eight students were working above the expected goal - working on Level Five.**  **Of the three who did not achieve the expected standards, one had high absenteeism - transient - moving to other schools and back again. One was ESOL, spending time away in INdia and nursing her ailing father. One has dyslexic tendencies. In 2024 one of the three Target students achieved the expected goal in Writing by the end of 2024. One student left the school. 19% of Year Seven students were working above the expected goal - working toward the end of Level Four / Early Level Five.**  **The two students who did not achieve standard have dyslexic tendencies. They will remain Targets for 2025.**  **There are a further eight students who have become Targets for 2025. Both are new to Bombay School, one is ESOL.**  **In 2024, one of the five Target students achieved the expected goal in Writing by the end of 2025.**  **35% of Year Six students were working above the expected goal - working well into Level Four and beyond.**  **Of the four students who did not achieve expectations; one has low executive functioning, one is dyslexic and one has dyslexic tendencies and one is ESOL.**  **These four remain Targets for 2025 along with six other students. One is ESOL and arrived in 2024. One has developmental delays and arrived in 2024, four have traditionally been on the cusp between achieving and not quite there.**  **In 2024 four of the sixteen Target students achieved the expected goal in Writing by the end of 2024.**  **5% of Year Five students were working above the expected goal - working well into Level Three and beyond.**  **This is an area that we will need to address for 2025. Staff changes have impacted this group of students.**  **Further professional development could be needed to ensure that teachers are consistent with marking and teaching students at this level.**  **These 19 students will have specific and directed teaching to ensure they are able to complete the expectations for Year Six students in 2025.**  **In 2024, none of the seven Target students achieved the expected goal in Writing by the end of 2024.**  **1% of Year Four students were working above the expected goal - working well into Level Three and beyond**  **Staff changes have impacted this group of students. Further professional development could be needed to ensure that teachers are consistent with marking and teaching students at this level.**  **These 18 students will have specific and directed teaching to ensure they are able to complete the expectations for YearFive students in 2025.**  **In 2024, two of the four Target students achieved the expected goal in Writing by the end of 2024.**  **24% of Year Three students were working above the expected goal - working well into Level Three and beyond.**  **Of the two students who did not achieve expectations; one has learning difficulties and one does not speak English at home.**  **These two will remain Target students for 2025 as well as a further seven students for 2025**  **who have been classified as Target students. 45 In 2024, both of the Target students achieved the expected goal in Writing by the end of 2024.**  **13% of Year Two students were working above the expected goal - working well into Level Two and beyond. There are seven students who did not meet expectations at the end of 2024 and these will become Target students in 2025.** Conclusion **While certain year groups demonstrate strong writing performance, areas of concern include Year Four and Five, where progress has been limited. Addressing staff consistency, providing targeted support for struggling students, and enhancing professional development will be critical for improving writing outcomes in 2025. By implementing these strategies, we can ensure all students receive the support necessary to meet our writing goals** | | | | | | |

| **Maths**   | **Kakahu Syndicate: Piwakawaka**  **Year 8** 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.  **Year 7** 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.  **Year 6** 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. | **Kereru:**  **Year 8** 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.  **Year 7** 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.  **Year 6** 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. | | --- | --- | | **Kotuku**  **Year 8** 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.  **Year 7** 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.  **Year 6** 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. |  |  | **Room 1:**  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.  **Room 2:**  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.  **Room 3:**  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. | **Room 11:**  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.  **Room 12:**  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.  **Room 13:**  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.  **Room 9 Stage 4**  **Year 2**  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 3 | | --- | --- | |
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| Analysis of Variance  **In 2024 two of the five students achieved the expected goals in Maths by the end of 2024.**  **26% of Year Eight students were working above the expected goal - working on Level Five.**  **Of the three who did not achieve the expected standards, one had high absenteeism - transient - moving to other schools and back again. One was ESOL, spending time away in INdia and nursing her ailing father.**  **In 2024 one of the three students achieved the expected goal in Maths by the end of 2024. One student left the school.**  **38% of Year Seven students were working above the expected goal - working toward the end of Level Four / Early Level Five.**  **Of the two students who did not achieve standard; one has dyslexic tendencies and one finds the mechanics of maths difficult. They will remain Targets for 2025.**  **There are a further three students who have become Targets for 2025. Two are new to Bombay School, one is ESOL.**  **34 In 2024, three of the five students achieved the expected goal in Maths by the end of 2024.**  **41% of Year Six students were working above the expected goal - working well into Level Four and beyond.**  **Of the two students who did not achieve expectations; one has low executive functioning, and the other has traditionally had difficulty seeing and understanding numbers and operations.**  **They will remain targets for 2025 along with a further five students. One is ESOL and arrived in 2024. One has developmental delays and arrived in 2024. One has psychological / trauma issues and arrived in 2024 and the remaining two have traditionally been on the cusp between achieving and not quite there.**  **In 2024 nine of the 12 Target students achieved the expected goal in Maths by the end of 2024.**  **17% of Year Five students were working above the expected goal - working well into Level Three and beyond.**  **Of the three students who did not achieve expectations, one has developmental global delay, and two are ESOL.**  **These three will remain Target students for 2025 as well as one other student who has traditionally been on the cusp between achieving and not quite there.**  **In 2024 18 of the 22 Target students achieved the expected goal in Maths by the end of 2024.**  **32% of Year Four students were working above the expected goal - working well into Level Three and beyond.**  **Of the four students who did not achieve expectations, one has global developmental delays and has ICS, one has processing problems and has a APD device, one has high absenteeism - 75% attendance, and one is ESOL.**  **These students will remain as Targets for 2025 as well as five others who have traditionally been on the cusp between achieving and not quite there.**  **50 In 2024, all of the seven Target students achieved the expected goal in Maths by the end of 2024.**  **36% of Year Three students were working above the expected goal - working well into Level Three and beyond.**  **There is only one student who has been classified as a Target student for 2025.**  **45 In 2024, there were no Target students for Maths.**  **47% of Year Two students were working above the expected goal - working well into Level Two and beyond.**  **There are eight students who did not meet expectations at the end of 2024 and these will become Target students in 2025.** |
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| **Strategic Goal 2 : Kaitiakitanga**  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.  **Strategic Goal 3 : Kaitiaki O Nga Kaupapa**  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.  The board will use the following cycle of enquiry when evaluating the effectiveness of its work.  **Strategic Goal 4 : Kahui Ako**  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.  **Strategic Goal 5 : Whanaungatanga**  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.  **Strategic Goal 6 : Haurua**  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. |
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| **Strategic Goal 1 : Whakamana (**Regulation 9(1)(b))**Actions**  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. | Who is responsible?  Regulation 9(1)(c)  Each subject teacher is responsible. The SLT is accountable to the BOT | Resources Required  Regulation 9(1)(c)   * Purchase more readers and library books * Fund reading Recovery * Fund extra teacher aide * Attend Dempsey and Cameron PD * Purchase Sunshine online * PD - Maths Teaching * Update maths kits. * Numicon - resources * Dempsey writing and reading courses for TA’s | **Timeframe**  Jan 2024-Dec 2024 | **How will you measure success?** Regulation 9(1)(d)  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 |
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| **Strategic Goal 2 : Kaitiakitanga (**Regulation 9(1)(b))**Actions**  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:   * Go on EOTC trips - farms/ businesses/environment * Experience a camp from year 4 -6 * Study sustainability - with a Trash to Fashion/ Wearable Arts show as the outcome. * Reinstate the Green Team - Enviro focus * Engage in Floral Day and Calf Club * Use the makerspaces for science/ health/environment-themed investigations | **Who is Responsible**  Teachers  Team leaders  SLT  Regulation 9(1)(c) | Resources Required Regulation 9(1)(c)   * Funding for bus trips * Funding for fuel (for the van). * Camp equity funding * Supplies for the wearable arts show * Sound/ lighting hire * Gardening materials and supplies for the greenteam * Maker-space supplies | **Timeframe**  Jan 2024-Dec 2024 | **How will you measure success?** Regulation 9(1)(d)   * Akonga can articulate why sustainability is important * The Green Team is reinstated * Several successful EOTC experiences have been held * The maker-spaces have been operationalised and equipped * A successful Floral Day and Calf Club Day have been held. |
| **Strategic Goal 3 : Kaitiaki O Nga Kaupapa**  **(**Regulation 9(1)(b))**Actions**  BOT Governance.   * The BOT will attend relevant PD in 2024 * The BOT will make frequent visits to classrooms. * The BOT will refine its policies and frameworks in 2024. * The BOT will manage the set up of the new multi-purpose court and maker space. | **Who is Responsible** Regulation 9(1)(c)  The BOT | **Resources Required**  Regulation 9(1)(c)   * Funding for the new multi-purpose court, * Funding for the maker spaces | **Timeframe**  *This is optional*  *however is useful to help with your*  *Planning*  *Dec 2024* | **How will you measure success?**  *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.*  Regulation 9(1)(d)   * Construction of the multi-purpose court will be completed * Construction of the senior maker-space will be completed. * The board will have reviewed its schedule of delegations * The board will have reviewed its policy framework. * The board will have met its student achievement targets set in goal 1. * The board will have maintained its cash surplus position |
| **Strategic Goal 4 : Kahui Ako**  **(**Regulation 9(1)(b))**Actions**   * **Frequent contact occurs with Ngati Tamaoho** * **Aspects of** the Ta Ara Matauranga o Ngati Tamaoho pathway by building iwi and school connections have been implemented. * The school has a Ngati Tamaoho approved waiata, pepeha, karakia and powhiri protocols in place. * 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. | **Who is Responsible** Regulation 9(1)(c)  BOT  All Staff  Lead - Amber Dones | **Resources Required**  Regulation 9(1)(c)   * Release time for key personnel * Koha for Ngati Tamaoho * Remuneration for A. Dones - MOE approved * Remunderation for a kapa haka tutor | **Timeframe**  *This is optional*  *however is useful to help with your*  *Planning*  *2024* | **How will you measure success?**  *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.*  Regulation 9(1)(d)   * Kapa Haka will restart * **Frequent contact occurred with Ngati Tamaoho** * **Aspects of** the Ta Ara Matauranga o Ngati Tamaoho pathway by building iwi and school connections have been implemented. * The school has a Ngati Tamaoho approved waiata, pepeha, karakia and powhiri protocols in place. * A Marae visit has occurred * Staff have attend Kahui Ako PD * Our Akonga have learnt about the Waikato Wars/ Koroneihana/ Te Tiriti/ Kingitanga. We actively promoted and participated in Te Wiki o Te Reo Maori. * We engaged a new kapa haka tutor. * We shared our data with our Kahui Ako. * Amber Dones lead in this space |
| **Strategic Goal 5 : Whanaungatanga (**Regulation 9(1)(b))**Actions**   * The school fostered relationships with its parent community.e.g. Meet the teacher events/ sport events/ special purpose meetings. * The school will continue to foster relationships with iwi and other community groups. * 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. | **Who is Responsible** Regulation 9(1)(c)  The board  Staff  Parents  Iwi | **Resources Required**  Regulation 9(1)(c)   * Funding to run special events * Release time for teachers to meet with Iwi and agencies * Funding for hospitality | **Timeframe**  *This is optional*  *however is useful to help with your*  *Planning*  *Jan to Dec 2024* | **How will you measure success?**  *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.*  Regulation 9(1)(d)   * The Iwi education leader will visit school and attest to the fact that relationships are developing positively. Specific Feedback will be sought * The school will provide examples of how it connected with local business partners in 2024. E.g. Ebbett Pukekohe * The school will survey its parent community |
| **Strategic Goal 6 : Hauora (**Regulation 9(1)(b))**Actions**  *Detail the key actions you’ll take this year to reach your annual target listed above*  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. | **Who is Responsible** Regulation 9(1)(c)  BOT  Staff | **Resources Required**  Regulation 9(1)(c)   * Release time for specific projects * Funding for manakitanga related events | **Timeframe**  *This is optional*  *however is useful to help with your*  *Planning*  *Jan -Dec 2024* | **How will you measure success?**  *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.*  Regulation 9(1)(d)   * A monthly Health and Safety Reminder will be emailed to all staff * A monthly reminder about EAP services will be emaled to all staff * The school will investigate the KIVVA programme - cost might be a prohibiting factor * Bombay and Me Survey for students is conducted * Postive affirmations are displayed on buildings * 4 C’s awards at assemblies * A health curriculum survey is conducted in 2024 * All team leaders will be trained as Health & Safety Reps for their teams |

Analysis of Variance

| **Annual Plan Analysis of Variance Report 2024** Introduction This report provides an analysis of variance against the 2024 Annual Plan (excluding Strategic Goal 1, which has been reported separately). It outlines key achievements, challenges, financial considerations, and stakeholder feedback, along with recommendations for future planning. Strategic Goal 2: Kaitiakitanga **Achievements:**   * The Green Team successfully led multiple sustainability projects, with students demonstrating a strong understanding of environmental conservation. * All students participating in Calf Club engaged in raising animals or completing sustainability projects, reinforcing connections between land, economy, and sustainability. * All planned EOTC experiences were successfully delivered, exposing students to diverse learning opportunities beyond the school environment.   **Challenges:**   * The primary barriers included funding constraints and the availability of volunteers to support events. * Last-minute volunteer withdrawals caused logistical difficulties, necessitating contingency planning. * Transport costs, particularly for buses, remain a significant expense.   **Financial Summary:**   * While funding was sufficient to support core activities, additional financial resources would enable expansion of offerings. * The Board could explore external grants or sponsorship opportunities to supplement EOTC funding and support staffing for sustainability initiatives.   **Community & Stakeholder Feedback:**   * Feedback from students, staff, and parents was overwhelmingly positive, with events meeting learning objectives and engaging students effectively. * The wider community commended students for their impeccable behaviour and engagement in sustainability initiatives.   **Recommendations:**   * Secure additional funding to expand EOTC opportunities. * Develop a structured volunteer system to mitigate last-minute withdrawals. * Explore partnerships with local businesses to support sustainability projects.  Strategic Goal 3: Kaitiaki o ngā Kaupapa (Board Governance) **Achievements:**   * The Board completed all required professional development. * The multi-purpose court canopy project has commenced, with foundation footings completed and awaiting the arrival of materials. * The makerspace has been constructed, with fit-out scheduled post-canopy project completion.   **Challenges:**   * Delays in the canopy project due to material importation have affected timelines. * The makerspace fit-out is paused to accommodate construction sequencing.   **Financial Summary:**   * The makerspace project was completed within budget. * Final financial details for the canopy project are pending completion.   **Community & Stakeholder Feedback:**   * Positive feedback was received regarding school infrastructure improvements. * Parents and staff appreciate the investment in modern learning spaces.   **Recommendations:**   * Continue to monitor and mitigate delays in infrastructure projects. * Allocate contingency funds for any unforeseen construction costs.  Strategic Goal 4: Kāhui Ako **Achievements:**   * The kapa haka programme successfully restarted, with strong student engagement and a well-received performance at the school concert. * Collaboration with Ngāti Tamaoho continues, particularly in finalising waiata, pepeha, karakia, and pōwhiri protocols.   **Challenges:**   * Marae closures prevented the planned visit; alternative cultural experiences were arranged instead. * Costs for iwi engagement services can be a barrier to further progress.   **Financial Summary:**   * Funding for iwi engagement and the kapa haka tutor was sufficient for the year but will need expansion to meet increasing demand. * The kapa haka tutor has requested additional session time, which will require further funding.   **Community & Stakeholder Feedback:**   * Feedback from staff, students, and parents has been overwhelmingly positive, with many expressing interest in expanding cultural initiatives.   **Recommendations:**   * Secure additional funding for increased iwi engagement and kapa haka sessions. * Continue seeking alternative cultural learning opportunities.  Strategic Goal 5: Whanaungatanga **Achievements:**   * Parent-teacher evening attendance exceeded 95%, demonstrating strong parental engagement. * Sports events received significant parental support, both as volunteers and spectators. * Grandparents’ Day was a resounding success, with capacity attendance and positive feedback.   **Challenges:**   * Relationship-building with iwi and local businesses is hindered by time constraints and funding limitations.   **Financial Summary:**   * Additional funds are needed to support deeper engagement with Ngāti Tamaoho.   **Community & Stakeholder Feedback:**   * The school community highly values engagement initiatives, with some stakeholders requesting expanded opportunities for collaboration.   **Recommendations:**   * Secure targeted funding for relationship-building activities. * Implement structured engagement initiatives with iwi and business partners.  Strategic Goal 6: Hauora (Health & Well-being) **Achievements:**   * Student and staff well-being surveys were successfully conducted. * Health and safety remained a consistent focus at team meetings. * Regular reminders about support services, including EAP, were provided to staff. * The 4 C’s awards continued to reinforce positive school culture.   **Challenges:**   * Managing staff stress levels and enhancing student emotional well-being require ongoing attention. * Expanding well-being initiatives requires additional resources.   **Financial Summary:**   * Core well-being initiatives were funded, but additional investment is needed to expand support services.   **Community & Stakeholder Feedback:**   * Staff and students appreciate the school’s well-being focus, with some suggesting more structured programmes to enhance resilience.   **Recommendations:**   * Expand well-being initiatives with external facilitators and resilience-building programmes. * Allocate additional funding for well-being support services.  Conclusion Overall, 2024 has been a successful year in advancing the school’s strategic goals, with strong student engagement, effective governance, and positive community relationships. However, financial constraints, staffing capacity, and volunteer availability remain challenges across multiple initiatives. Addressing these areas will be crucial in 2025 to further strengthen school programmes and community partnerships.  **Key Recommendations:**   * Increase funding opportunities for EOTC, iwi engagement, and cultural initiatives. * Develop structured volunteer and stakeholder engagement systems. * Expand well-being and cultural programmes based on community feedback.   By addressing these areas, Bombay School will continue to build on its successes and provide an enriching educational experience for all students. |
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