



Rewa Rewa School

Strategic & Annual Plan
2024 - 2025



Strategic Plan 2024 – 2025

Vision To Empower Lifelong Learners

Motto Learning For Life Together

Supported by genuine partnerships within our whānau and community, our vision is to deliver a quality localised curriculum that grows the academic, social, physical and wellbeing competencies of all our ākonga, whilst giving effect to Te Tiriti o Waitangi.

<i>Our R.I.D.E. Values</i>	Respect (Whakaute)	We value ourselves, our property, our environment
	Integrity (Pāhekoheko)	We are honest and we try to take responsible risks
	Diversity (Whanaungatanga)	We celebrate our differences and achievements
	Empathy (Ngākau aroha)	We care about each other

<i>Our Active Learning Skills</i>	Respect our space and class resources	Respect the learning time of others	Respect group members in team tasks
	Do whatever I need to stay focussed	Complete tasks to an agreed standard and on time	Push myself to raise the quality of my work
	Use different strategies when stuck	Do something for myself when I need help	Contribute to discussions
	Listen when others are talking	Stick to my plan or negotiate changes	Know what I do well

2024 Strategic Plan - Background Summary

Refer Regulation 7 (c) information relating to how the board has prioritised its strategic goals:

Using a responsive local curriculum, we seek to capture the essence of what is important to learn at our school. Our Strategic Goals continue to develop over time, informed by both ongoing consultation, and supported by high quality assessment tools and professional dialogue. This enables new knowledge and understandings to be explored so that timely decisions can be made to support successful and equitable outcomes for all of our learners. Positive Health and Wellbeing practices will continue to have a central place in our Strategic Plan.

Over the last two years, the pace of change introduced by the ministry, to both curriculum pedagogy and Legislative Acts, has placed our board, tumuaki and kaiako under **immense pressure**. At Rewa Rewa school, we have worked strategically to manage this change by concentrating on the key understandings that we believe will make the most difference to our ākonga.

Recent decisions that we have influenced our practice have included

It is our belief, that Te Tiriti o Waitangi should strongly be given effect in our school and this principle has supported our Te Ao Māori initiatives throughout 2022 and 2023. A key strategy behind this success was to employ a Lead Māori kaiako, who is fluent in Te Reo and able to help us to build better tikanga practices. Opportunities such as being invited to perform waiata/poi at the Fifa World Cup opening in Wellington have seen a noticeable shift in the mana of our Māori ākonga as they proudly step up and play lead roles in front of their peers and whanau at events such as these. We are 18 months into ministry funded PLD facilitated through Kura Ahurea (The 10ths Trust). This has supported growth in our understanding and knowledge about our local iwi i.e. Te Atiawa and their local stories.

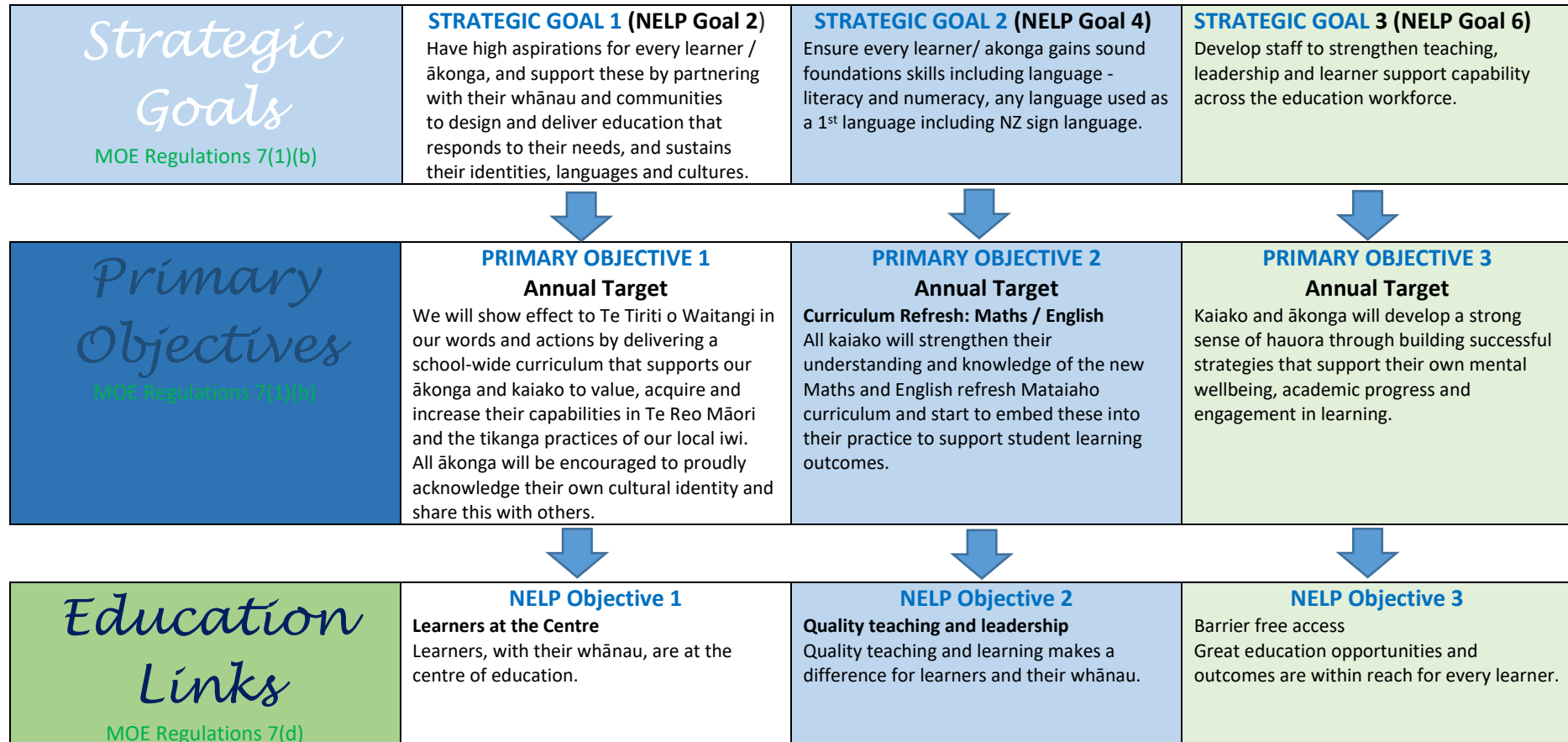
Embracing a localised curriculum has been a transformative part of our journey towards empowering our community's sense of belonging. Regular hui, events such as celebrations for Matariki and Cultural celebrations are impacting positively on engagement and attendance at these events, with many of our Māori whanau and ESOL families saying how moved they have been by this inclusive approach. They have felt very humbled that their children's learning is paying homage to each of their family's diversity and values.

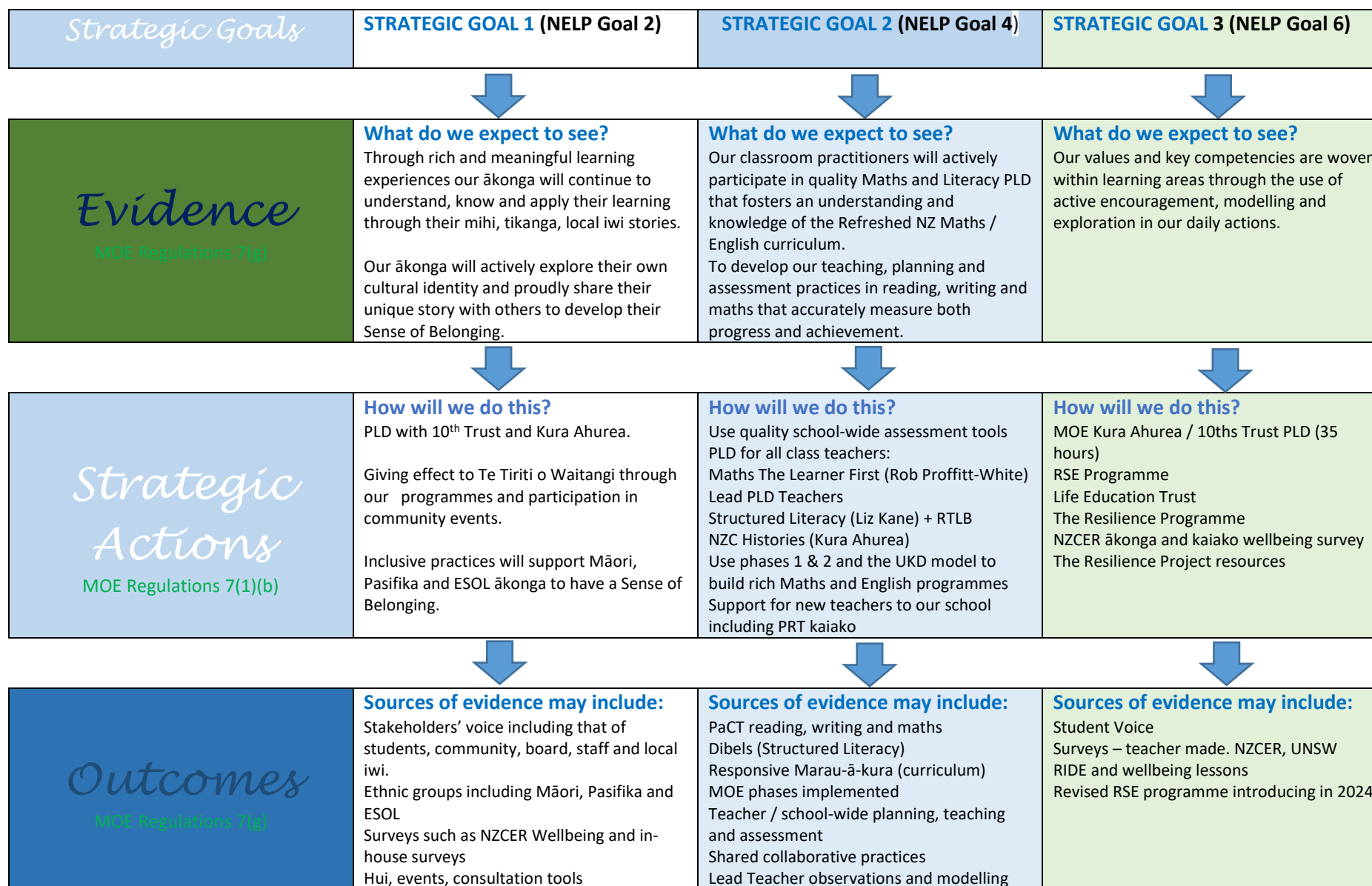
An important initiative in 2023 that we are very proud of is the ongoing development of the Wellbeing strand in our school. Since 2022, our partnership with The Resilience Programme (TRP) has been an invaluable. We have had access to quality data (University of NSW) about the mental health of our ākonga. In 2024 TRP will no longer be delivering this programme to NZ schools however we will continue to make Health and Wellbeing a curriculum priority in our school community as it plays a huge part in the success of our learners.

Providing quality PLD is a top priority in our school. In 2023, our school board fully funded PLD in maths and structured literacy to build the pedagogical and curriculum knowledge of our kaiako. Over the last year, our teachers were also introduced to the Refreshed Curriculum NZC Histories and now confidently use the UKD model to deliver this curriculum. To ensure that by 2025 our Maths and Literacy planning will also incorporate this new model, in 2024 our kaiako will continue building their knowledge of the Maths Curriculum Refresh (**PLD Provider:** The Learner First Rob Proffitt-White) and Structured Literacy (**Providers;** BSLA and RTLB using Liz Kane's SL model).

New assessment practices in maths and literacy have shifted our practice away from using Curriculum Levels and towards using Phases to show student progress. Our 2023 end of year school-wide achievement in reading, writing and mathematics indicates there has been a very positive effect on student outcomes school-wide. Our yr 1 – 6 teachers have participated in 18 months of in-house training using the PaCT assessment tool for reading, writing and mathematics. This has included Reporting to our Parents using the graphs produced from this tool. We have received very positive parent feedback about the quality and timely information being shared in our end of year student reports that now show progress over time, rather than just achievement. We continue to trial other assessment tools, including the Dibels reading test in yr 2 – 3, to support teachers to accurately measure progress and success in our Structured Literacy programme To ensure that consistency of practice is sustainable over time, it will be important to upskill all new kaiako joining our school team in 2024.

Strategic Plan 2024 – 2025





Ministry of Education Legislative Regulations – Strategic Plan	
Regulations 7(1)(a)	The Board's vision for the school
Regulations 7(1)(b)	The board's strategic goals, as developed in consultation with the school community, for meeting the board's primary objectives as set out in section 127 of the Act.
Regulations 7(1)(c)	Information relating to how the Board has prioritised its strategic goals
Regulations 7(d)	Information relating to the link between the board's strategic goals and (i) the statement of national education and learning priorities issued by the Minister under section 5 of the Act
Regulations 7(g)	Information describing the measures, evidence, and processes the board intends to use to evaluate its progress towards achieving the strategic goals
Regulations 7(e), 7(f)	<p>(e) The board's strategies for achieving or making progress towards its strategic goals based on the identities, needs, and aspirations of its school community, including, without limitation, strategies for identifying and catering to students whose needs have not yet been well met:</p> <p>(f) The board's strategies for giving effect to Te Tiriti o Waitangi, including strategies for—</p> <p>(i) working to ensure that its plans, policies, and local curriculum reflect local tikanga Māori, mātauranga Māori, and te ao Māori; and (ii) achieving equitable outcomes for Māori students; and (iii) taking all reasonable steps to make instruction available in tikanga Māori and te reo Māori:</p>

Ministry of Education Legislative Regulations – Annual Implementation Plan	
Regulation 9(1)(a)	A board's annual implementation plan must include—
Regulation 9(1)(b)	(a) annual targets for each of the board's strategic goals:
Regulation 9(1)(c)	(b) the actions the board intends to take to meet the annual targets (intended actions):
Regulation 9(1)(d)	(c) information addressing how the board intends to allocate resources to meet the annual targets:
Regulation 9(1)(d)	(d) information describing the measures and evidence the board intends to use to evaluate its progress towards achieving the annual targets:
Regulation 9(1)(e) (f) (g) 9(2) (a) (b)	<p>(e) information regarding the board's performance in meeting its annual targets from the previous year and, if relevant, a plan setting out how the board will address any annual targets from the previous year that were not achieved:</p> <p>(f) information regarding the teaching and learning strategies and programmes of the board's school, with a particular emphasis on literacy and mathematics, and te reo matatini and pāngarau, and including information on how the teaching and learning strategies and programmes will address the needs of students whose needs have not yet been well met:</p> <p>(g) information describing how the annual targets and intended actions will support the board to give effect to Te Tiriti o Waitangi.</p> <p>(2) If the board is a specified kura board,— (a) the requirement in subclause (1)(g) does not apply; and</p> <p>(b) the board's annual implementation plan must instead include a general description of how the kaupapa of the kura reflects Te Tiriti o Waitangi.</p>

N.B. Refer to [National Education and Learning Priorities in schools and kura \(NELPS\)](#) under the Education and Training Act 2020, for further information.

Annual Implementation Plan Year 1, 2024



KEY THEME: GIVING EFFECT TO TE TIRITI O WAITANGI

STRATEGIC GOAL 1 (NELP Goal 2)

Have high aspirations for every learner /ākonga and support these by partnering with their whānau an communities to design and deliver education that responds to their needs and sustains their identities, languages and cultures.

PRIMARY Objective 1 - Annual target

We will show effect to Te Tiriti o Waitangi in our words and our actions by delivering a school-wide curriculum that supports our ākonga to value, acquire and increase their capabilities in Te Reo Māori and local iwi tikanga practices. All ākonga and kaiako will be encouraged to proudly acknowledge their own cultural identity and share this with others.

EDUCATION Link - NELP Objective 1

Learners at the Centre

Learners, with their whānau, are at the centre of education.

CURRENTLY AT

Under the leadership of our newly appointment Māori kaiako, in 2023 the process of aligning our school-wide waiata, whakatauki and tikanga protocols to the tikanga of our local iwi i.e. Te Atiawa began in 2023. The school's whakatauki was updated with one that is more in alignment to our school's educational goals. Our previous school waiata were a collection of songs from either the East Coast or those that the school had over time, learnt to sing for events such as kapa haka festival. They had relevance to a small iwi group within our school but not the local iwi. We have started to re-build our waiata collection to represent Te Atiawa. We have continued to start each day with our whole school reciting our whakatauki. This now includes the correct te reo responses and is followed by a waiata. Our lead kaiko is not from Te Atiawa so this also brings a new dynamic to protocols and understandings that we need to all be mindful of whilst still giving due diligence to Te Atiawa. Our board is now also using our new whakatauki to open every board meeting. We have also introduced teaching them how to write their mihi. Several kaiako, including the principal have completed MOE Level 1 Te Reo classes.

Our last 2 years PLD with Te Atiawa and the 10ths Trust through Kura Ahurea (KA) has opened our tikanga practices towards understanding the local iwi stories. Two Lead Teachers have attended termly wananga to begin learning the set of pūrakau (iwi stories). These are then taught to class teachers who then retell these with this classes. Eventually, we will have key stories that are then shared annually with the different year levels of the school so that all of our students are able to retell Te Atiawa local stories and can share with their whānau. Alongside this work, our KA lead facilitator has also been bringing our kaiako onboard to understand / use the NZHistories curriculum and the work behind this that supports Māori learners in particular.

Kapa Haka is taught schoolwide in classtime and at our staff meetings the first item on the agenda is always tikanga / te reo upskilling for all staff to build staff confidence and awareness of the importance of improving our practice. Our kapa haka performance group were invited to perform at the Fifi World Cup opening event and Te Korowai o Horokiwi kapa haka festival.

In term 4, 2023 we undertook a whole school Celebrations unit of work which encouraged the many different ethnic groups within our school to share more about their identity and culture. This learning culminated in an evening hui where families dressed in national costumes, shared music, art and food - it was an incredibly successful way of coming together, after 3 years of Covid interruptions, to celebrate who we are and the value that we all bring to our special school community. The parent turnout was the best we have seen in the last 10 years.

Annual Implementation Plan Year 1, 2024



Primary Objective 1 Annual Target	We will show effect to Te Tiriti o Waitangi in our words and our actions by delivering a school-wide curriculum that supports our ākonga to value, acquire and increase their capabilities in Te Ao Māori and local iwi tikanga practices. All ākonga will be encouraged to proudly acknowledge their own cultural identity and share this with others.			
Key Actions Regulation 9(1)(a)	What success will look like Regulation 9(1)(d)	How will we measure impact? Regulation 9(1)(d)	Resources / Budget Who is responsible Regulation 9(1)(c)	How will we keep our community informed?
Action 1 Build a strong sense of self, belonging and identity through Te o Māori and that links to our local iwi Te Atiawa Regulation 9(1)(b)	The Lead Teacher for Te Ao Māori will: Assist with overseeing the development and implementation of school-wide initiatives that build our Te Ao Māori practices including whakatauki, mihi, waiata, powhiri and Te Reo. Encourage Te Reo language to be actively used in everyday speaking / instruction in classrooms through <ul style="list-style-type: none"> • Conversations • Instructions / requests • Teaching and Planning Develop and teach new waiata schoolwide Suggest tikanga practices to be shared with whānau to build their understanding and knowledge of Te Ao Māori School-wide Kapa Haka and performance group strengthened. Assist with building local iwi and marae connections	Review our starting point in tm 1, 2024 – where are we now. Want to keep/ add/ remove Groups within our school will participate in whakatauki and waiata including Board, kaiako, ākonga and whānau Regular agenda item at staff and team meetings Termly review Visual supports in classrooms Te Reo and tikanga references in planning Lead Teacher action plan	Lead Tch Danielle Matthews Lead Teacher: 1 x Unit of responsibility Curriculum Budget Te Ao Māori Budget Local iwi contacts including kaumatua Local marae contacts Local school cluster	School newsletters Termly class newsletters - localised curriculum and photos Community noticeboard Powhiri invitation Online class environment – posts to whānau Performances Marae and local site visits
Action 2 Upskill kaiako by building sustainable Te Reo & Tikanga practices through the retelling of Mana Whenua stories	Kura Ahurea facilitator and KA Lead Teacher will: Upskill all kaiako in the new pūrakai to be learnt / taught to ākonga in 2024. Oversee the development of an online kete of resources to support the retelling of local Te Atiawa stories. As ākonga progress through our school, knowledge and understandings about the local stories will be built upon and able to be recalled.	Online kete RRS resource bank of the 16 pūrakai i.e. Te Atiawa local stories. are used to support teaching and planning through our local curriculum	MOE PLD 35 hours Board funded PLD \$3500 OPS grant KA Lead Teacher funding Avi Jayasekara Kura Ahurea facilitator Jenni Dittmer	School newsletters Termly class newsletters - localised curriculum and photos Online class posts of class learning
Action 3 Foster active connectedness and partnerships between those in our whānau	Share celebrations / traditions / language of home groups throughout the year with parents and whānau. Consider the value of co-opting someone from one of our ethnic minority groups onto the board in preparation for next board elections.	Whānau say they feel included and valued as an important part of our school culture.	Curriculum Budget Community Budget	Hui for groups / whole school throughout the year Wednesday Parent social club led by different groups

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Annual Implementation Plan Year 1, 2024



KEY THEME: ACADEMIC PROGRESS AND ACHIEVEMENT

STRATEGIC GOAL 2 (NELP Goal 4)

Ensure every learner/ akonga gains sound foundations skills including language - literacy and numeracy, any language used as a 1st language including NZ sign language.

PRIMARY Objective 2 – Annual Target

Curriculum Refresh Development: Maths / English
All kaiako will strengthen their understanding and knowledge of the new Maths and English refresh Mataiaho curriculum and start to embed these into their practice to support student learning outcomes.

EDUCATION Link - NELP Objective 2

Quality teaching and leadership
Quality teaching and learning makes a difference for learners and their whanau.

CURRENTLY AT

During the last 2 years in preparation for all the new curriculum and legislative changes in Education, our kaiako have undertaken key PLD including:

- Structured Literacy (RTLB and Liz Kane)
- Refresh Maths (The Learner First)
- PaCT assessment tool
- Kura Ahurea –NZC local histories
- UKD model of planning and teaching
- Learning Through Play (LTP)
- STEAM
- Te Reo and tikanga practices
- The Resilience Project (Wellbeing)

In 2024 our Board will contribute significant funding to support investment in our major priority areas of professional development. This will include:

- Structured Literacy programme development with support from our RTLB Lead Teacher and Liz Kane (\$2800)
- MOE funded PLD (35 hours) with Kura Ahurea supplemented by additional board funding (\$3500) to develop a Responsive Curriculum that aligns with Te Tiriti o Waitangi
- Maths Refresh (The Learner First) will be entirely funded by our board as we continue to coach lead teachers as well upskill all kaiako. (\$4 300 + release time costs – 2 teachers)

This year we have 2 new staff joining us, including a PRT 1 tchr. To ensure ongoing sustainability of current practices, such as using the UKD planning model and PaCT tool assessment, our new kaiako will need mentors /additional training time to bring them onboard. We intend to introduce Curriculum Growth staff meetings each Monday as additional support for our whole team as they are upskilled in the deliver of the Refreshed Curriculum model in Literacy and Maths, ready for 2025 implementation. Our two Lead teachers (DPs Avi Jayasekera and Ian Svela) will attend additional key coaching sessions in the Maths / Literacy curriculum areas throughout 2024 so that they can mentor their teams and lead action and planning changes. There is a lot of new pedagogical learning to be undertaken by our team to manage this effectively, including the UKD / Common Practice models which both still need further unpacking. At the moment, we are currently using the UKD model in NZC Histories. We have begun looking at the Common Practice model in Literacy and Maths for yr 1 -3 but are still awaiting the yr 4 – 6 content to be completed by the ministry. We are unsure about how a change of government and education minister may impact on development in these areas during 2024 so expect that our Annual Implementation plans and targets may change during the year. NZ sign language will be taught throughout the Junior yr 1 – 3 school.

Annual Implementation Plan Year 1, 2024



Primary Objective 2 Annual Target	Curriculum Refresh Development: Maths / English All kaiako will strengthen their understanding and knowledge of the new Maths and English refresh Mataiaho curriculum and start to embed these key ideas into their practice.			
Key Actions Regulation 9(1)(a)	What success looks like What will we expect to see as an outcome by the end of the year as a result of this action? Regulation 9(1)(d)	How will we measure impact? Regulation 9(1)(d)	Resources Required Who is responsible? Regulation 9(1)(c)	How will we keep our community informed? Regulation 9(1)(d)
Action 1 Undertake professional learning to grow the collective capacity of kaiako in Structured Literacy (SL) skills to support the progress and achievement of ākonga in literacy. Regulation 9(1)(b)	Lead Teacher will Attend PLD Lead Teacher coaching sessions Use pedagogy to plan / undertake action plans, meetings, observations, assessment and next steps for kaiako Observe / model using a 3 weekly check-in timetable in tms 1- 2 to support all kaiako Create a clear model of expectations for annual SL teaching and learning programmes. Kaiako will Attend PLD sessions with Liz Kane / Lead teacher. Actively participate in observations / modelling / assessment upskilling to enhance knowledge and understanding of progress and achievement Use SL strategies to support positive student outcomes through teaching and planning practices SLT team (DPs, RTLB) will Attend Liz Kane coaching sessions and use this information to guide practice when upskilling the team. Tumuaki to attend. Visit/ connect with other schools / kaiako to discuss their models and findings Tumuaki will Undertake coaching sessions with Lead Teacher to support her development and understanding of this school-wide initiative.	Student voice and range of evidence including: School-wide mid and EOY data including AoV target groups – progress and data to inform teaching practice / student outcomes Handwriting, spelling, writing and reading samples Staff weekly curriculum meetings Reviews within each term-individuals, groups Teacher discussions Teacher planning / observations PLD facilitator / Lead teacher feedback Lead Teacher PLD coaching SLT Big Picture meetings	Curriculum PLD budget Lead Teacher PLD coaching budget Release budget Lead Teacher DP Avi Jayasekara Staff development Whole school data for Board / MOE incl AoV RTLB facilitator Jan Hamilton The Code SL facilitator Liz Kane Liz Kane reading books to support yr 1 – 6 programmes (\$7000) Principal Jan Otene	School Newsletters Class Curriculum newsletters Structured Literacy hui for whanau Online class posts of students in action Reporting back to parents during the year Visual displays

Annual Implementation Plan Year 1, 2024



Primary Objective 2 Annual Target	Curriculum Refresh 2024: Maths / English All kaiako will strengthen their understanding and knowledge of the new Maths and English refresh Mataiaho curriculum and start to embed these into their practice to support student learning outcomes.			
Key Actions Regulation 9(1)(a)	What success looks like What will we expect to see as an outcome by the end of the year as a result of this action? Regulation 9(1)(d)	How will we measure impact? Regulation 9(1)(d)	Resources Required Who is responsible? Regulation 9(1)(c)	How will we keep our community informed? Regulation 9(1)(d)
Action 2 Undertake professional learning to grow the collective capacity of kaiako in Mathematics to support the progress and achievement of ākonga in Number and Strand. Regulation 9(1)(b)	Lead Teacher (s) will Attend PLD Lead Teacher coaching sessions Use new pedagogy to plan / undertake actions, meetings, observations, assessment and next steps for kaiako Observe / model to support kaiako in Maths Create clear expectations for maths teaching and learning programmes. References to include Learner First refs. Kaiako will Attend termly PLD online workshop sessions (2 staff meetings each term) Put new ideas into teaching and planning Actively participate in observations / modelling / assessment upskilling to enhance knowledge and understanding of progress and achievement SLT team (DPs) will Be the Lead teachers in their teams of best Maths practice- encourage others to observe them in practice Attend The Lead Teacher Learner First coaching sessions @ NIS and use this information to guide practice when upskilling the team. Tumuaki to attend. Visit schools to discuss their maths practice Tumuaki will Attend coaching sessions with Lead Teachers to support development	Student voice and range of evidence including: School-wide Mid and EOY data including AoV data on target groups in writing, reading and maths to inform practice/student outcomes Ākonga observations and samples Staff weekly Curriculum meetings Reviews within each term-individuals, sub-groups such as juniors / seniors Teacher professional discussions Teacher planning / observations PLD facilitator / Lead teacher feedback Lead Teacher PLD coaching SLT Big Picture meetings Maths Action Plan School-wide teaching and planning documents	Curriculum PLD budget Lead Teacher PLD Staff PLD + Release budget Lead Maths Teacher Ian Svela (Senior team DP) Staff development Whole school data for Board / MOE incl AoV SLTeam Jan Otene (tumuaki) Avi Jayasekara (Junior DP) The Learner First Rob Proffitt-White Lead facilitator + team NIS and RRS Lead teacher groups Online Learner First resources MOE refresh online resources RRS Maths folder & documents	School Newsletters Class Curriculum newsletters Maths hui for whānau Online class posts of students in action Reporting back to parents during the year Classroom displays

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Annual Implementation Plan Year 1, 2024



KEY THEME: WELLBEING

STRATEGIC GOAL 3 (NELP Goal 6)

Develop staff to strengthen teaching, leadership and learner support capability across the education workforce

PRIMARY Objective 3 – Annual Target

Kaiako and ākonga will develop a strong sense of hauora through building successful strategies that support their own mental wellbeing, academic progress and engagement in learning.

EDUCATION Link - NELP Objective 3

Barrier free access
Great education opportunities and outcomes are within reach for every learner.

CURRENTLY AT

2023 was a year where mental health came to the fore for many of those in our school community. From this experience, we began to realise the importance of looking after one's own health and wellbeing, in order to be able to work more effectively with each other. In 2024 we will actively develop ways to continue to grow and nurture not only our health and wellbeing, but also our relationships within the workplace so that together we can be more effective.

Over the last 2 years at Rewa Rewa school we have undertaken The Resilience Programme (TRP). This programme gave us highly valuable information about the mental health of our yr 4 – 6 students in particular and the areas where we needed to support our students. Lessons supported by the TRP journals were put into classroom programmes and we noticed in our ākonga a stronger "I can" attitude and willingness to find solutions to problems and being more resilient.

With the closure of The Resilience Programme (TRP) in NZ at the end of last year, in 2024 we now need to review how we do, what we do for our ākonga and develop this to also include our kaiako and leadership teams. Some of the behaviours that we saw arise last year included anxiety, negativity, lack of integrity and trust, lack of professionalism, sadness, blame and loneliness. We need to be brave enough to continue to address these issues, as without a harmonious workplace environment, we will find it hard to move forward.

In order for those in our school to identify how they are feeling, and know how to strengthen their mental health, we will be using strategies during the year ahead so that we create the workplace culture that we desire. We will begin by reviewing what we need for our ākonga, kaiako and leaders and then work to put systems and strategies into place to develop a safe and caring environment that values openness and positivity.

Annual Implementation Plan Year 1, 2024



Primary Objective 3 Annual Target					Kaiako and ākonga will develop a strong sense of hauora (wellbeing including mental health) through building successful strategies that support their own mental wellbeing, academic progress and engagement in learning.				
Key Actions Regulation 9(1)(a)	What success looks like What will we expect to see as an outcome by the end of the year as a result of this action? Regulation 9(1)(d)	How will we measure impact? Regulation 9(1)(d)	Resources Required Who is responsible? Regulation 9(1)(c)	How will we keep our community informed? Regulation 9(1)(d)					
Action 1 Develop positive wellbeing skills and attitudes in all Ākonga Regulation 9(1)(b)	1. Develop an online survey e.g. NZCER to use as a termly wellbeing check- in yr 1 – 6 to inform programmes. 2. Design lessons to support the mental health and wellbeing of all ākonga. 3. Introduce and actively teach RSE to support yr 1 – 6 decision making skills. 4. Life Education Trust topic to support Mental Health development	Survey feedback – esp from cohort / gender groups Class and playground Observations and conversations Behaviour management incidents	TRP and journals Family Planning NZ Health curriculum – RSE in particular Life Education Trust Online RSE and Wellbeing resources	School newsletters Class newsletters Whānau discussions Lesson plans shared with whānau					
Action 2 Build a collaborative work place culture Regulation 9(1)(b)	1. Admin TOD day – promote the concept of developing a positive WB culture. 2. PM Professional Standards - Growth & Wellbeing (WB) focus 3. Active participation in regular staff Wellbeing events 4. Code of Protocols – flowchart –how we treat others 5. Development of self and integrity	Regular reflections Wellbeing surveys – quick snapshots of where we are at. Link WB to professional growth cycle Staff Culture and feedback Attendance / feedback at staff events	Dr Mason Durie – Te Whare Tapu Whā model Wellbeing programmes from other sources All staff to actively participate in developing positive wellbeing / culture of the school	School newsletters Board reports Suggest ways that whānau can support kaiako wellbeing					
Action 3 Strengthen the SLT to be more effective leaders	SLT Leadership Team Wellbeing Coaching with Chris Rowan – how can we lead our teams with integrity and competence.	Lead development work with Coach facilitator – together / individually Reflective dialogue and documentation	\$6000 Tumuaki Fund = SLT coaching for Principal and 2 x DPs Chris Rowan (Professional coach)	Board reports					
Action 4 Foster a collaborative and supportive community for whānau	Share tm 2 and 3 RSE teaching lessons in a timely manner with whānau. Support whānau to make choices that are right for their own tamariki. Use feedback so that RSE programme meets the needs of our community	Whānau feedback and conversations Online survey feedback Hui Board feedback from community consultation	Family Planning facilitator Board Rep Tanya Radford (Health bkgd) Health & PE Unit holder Principal	Hui Experts Newsletters Conversations with whānau					

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