



CENTRAL NORMAL SCHOOL
TE KURA TUATAHI O PAPAIOEA

Whaia Kia Tutuki - strive to your potential

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STRATEGIC AND ANNUAL PLAN 2024 - 2025

ARONGA MATUA - OUR VISION

Whaia Kia Tutuki

Strive to your potential





NGĀ UARA - OUR VALUES

 <p>Whanaungatanga</p>	 <p>Hauora</p>	 <p>Kaitiakitanga</p>	 <p>Mana</p>	 <p>Manaakitanga</p>
<p>building relationships empathy belonging</p>	<p>wellbeing physical mental spiritual whānau</p>	<p>responsibility, caring for, looking after: people places land culture language</p>	<p>respect pride leadership empowerment integrity</p>	<p>inclusion diversity resilience celebrating uniqueness</p>

NGĀ ĀHUATANGA - TE ARAWARU

 <p>Te Manawanuitanga</p>	 <p>Te Whakawhitiwhiti</p>	 <p>Te Auahatanga</p>	 <p>Te Kirirautanga</p>
<p>Te ū ki te mahi Te mate ururoa Ki te hoe Kia kaha, kia māia, kia manawanui</p>	<p>Tuakana Teina Tāutuutu Te reo Māori (me ngā mo kōrero Māori ake nei</p>	<p>Toi Māori Ahurei Māori ake nei Te Whai, te hoe i tōku ake waka He uri nā Māui</p>	<p>Tuakiritanga Tūrangawaewae Whakapapa Kawa Tangata Whenuatanga</p>

DISPOSITIONS FOR LEARNING - KURA AURAKI

 <p>Growth Mindset</p>	 <p>Communication</p>	 <p>Creativity</p>	 <p>Citizenship</p>
<p>problem solving risk taking resilience critical thinking learning from mistakes</p>	<p>mobile and adaptive active listening sharing and responding</p>	<p>curiosity innovation inquiring mind</p>	<p>respecting ideas working with others collaboration thinking and acting beyond yourself</p>

PRINCIPLES

The Principles of the New Zealand Curriculum and Te Marautanga o Aotearoa are the foundations for curriculum decision making. The principles put the students at the centre of teaching and learning, asserting that they should experience a curriculum that engages and challenges them, is forward-looking and inclusive, and affirms New Zealand's unique identity. Central to both the New Zealand Curriculum and Te Marautanga o Aotearoa is The Treaty of Waitangi/Te Tiriti o Waitangi.

In our decision making, our school and Board of Trustees will be guided by the principles of the Treaty of Waitangi, the New Zealand Curriculum and Te Marautanga o Aotearoa.

NATIONAL EDUCATION LEARNING PRIORITIES (NELPS)

The New Zealand Government is committed to continually building and developing a world class education. The National Education Learning Priorities (NELPS) set out the priorities and objectives of achieving change across our system, reflective of a culturally rich and diverse Aotearoa. At the heart of the NELPS, sit three core components: wellbeing, equity and inclusion.

The NELPS outline 5 key objectives to achieve change across our system, which embody wellbeing, equity and inclusion:

Learners at the Centre	Barrier Free Access	Quality Teaching and Leadership	Future of learning and work	World class inclusive public education
Learners with their whānau are at the centre of education	Great education opportunities and outcomes are within reach for every learner	Quality teaching and leadership make the difference for learners and their whānau	Learning is relevant to the lives of New Zealanders today and throughout their lives	New Zealand education is trusted and sustainable

At our kura, we exemplify and value these five objectives, which are implicit throughout our Vision, Values, Dispositions and Annual Plans.

The Vision of the NELPS **Whakamua te pae tata kia tina - Take hold of your potential till it becomes a reality**, mirrors our own school vision of **Whaia Kia Tutuki - Strive to your potential**. Both visions encourage and awahi akonga to do the best they can and strive to reach their goals.

The NELPS also align with our Strategic Goals and demonstrate how we are giving effect to the five key objectives.

At Central Normal School/Te Kura Tuatahi o Papaioea we;

- place every learner at the centre of their learning, with open and trusting relationships with whānau
- remove every barrier possible to ensure all our learners have equity and excellence
- Invest in time and resourcing to build the skill, capacity and expertise of our teachers and leaders
- make learning meaningful and relevant to the tamariki of our kura and community
- endeavour to deliver a rich and engaging curriculum that is responsive and flexible to our learners and priorities.

KO TĀTOU TĒNEI - THIS IS WHO WE ARE

Central Normal School is a unique, multifaceted and culturally rich school in the heart of the Palmerston North Central Business District.

Central Normal School has the proud history of being the first school to be established in Palmerston North. Our Māori name, Te Kura Tuatahi o Te Papaioea, The First School of Palmerston North, reflects this proud heritage. In 2023, we celebrated our sesquicentennial, that is our 150th birthday! Central Normal School has been on its current site since 1922 and still has the original brick fence pillars that were built at that time.

Central is a Normal School, which comes from the French phrase, 'L'Ecole Normale', which means to model/teach. As a Normal School, we have a close relationship with Massey University, where we regularly host graduate trainee teachers to support them with their teacher training and development.

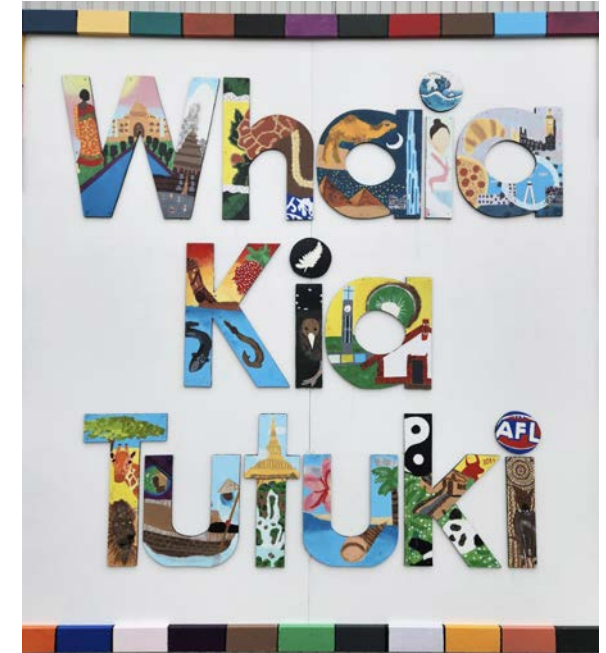
Central Normal School is a fund holder school for the provision of specialist services for our ORS students. We have a large team of dedicated teachers, support staff and specialists (ie: Speech Language Therapists and Occupational Therapist) who work alongside our ORS funded students. As per our philosophy and vision, all our children are mainstreamed and work alongside their peers in the classrooms, as much as possible.

Central Normal School also offers Te Reo Māori immersion within Te Arawaru.

TIKANGA AND TE REO MĀORI

At Central Normal School we honour Te Tiriti o Waitangi and acknowledge and value Aotearoa/New Zealand's cultural diversity. We also acknowledge the unique position of Māori as tangata whenua and Rangitāne as mana whenua of our school. Our school embraces the vision of Ka Hikitia of 'Māori enjoying and achieving education success as Māori'.

Our kura embodies the 3 Principles of Te Tiriti o Waitangi of Partnership, Participation and Protection. These principles are inherent in our goals and actions.



Central Normal School/Te Kura Tuatahi o Papaioea has a strong commitment and passion for bicultural education. One of our teaching Teams, Te Arawaru, consists of six classes of immersion education. We are working towards all six of these classes offering Level 1 instruction.

Te Arawaru programmes are planned and taught from Te Marautanga o Aotearoa. Increasingly, programmes in Te Arawaru embody a Te Ao Māori perspective.

Te Arawaru provides a strong cultural sense and identity for our Māori learners and whānau, which is shared and integrated across the whole school. Tikanga, waiata and Te Reo Māori is integrated across Kura Auraki (English medium), with all akomanga planning and teaching components of Te Ao Maori. Kapa Haka is supported in Kura Auraki with kaiako from Te Arawaru.

Ngā Pou o Tararua - our senior Kapa Haka group, practise regularly with our experienced Kapa Haka tutors, working towards performances in Pae Tamariki and/or Ko Whiri Tika Mai (Regional Kapa Haka competitions).

Our four teaching teams of, Mātanginui, Māharahara, Whārite and Te Arawaru, were names gifted to our school by Rangitāne, and as such, are a taonga for our school. The Senior Leadership Team is named Manawatū, in respect of the awa that runs through our city and Tararua is the name of our ORS team, in reference to our maunga that oversees this area.

Central Normal School/Te Kura Tuatahi o Te Papaioea seeks to strengthen its relationship with Rangitāne, to ensure true Te Tiriti partnership between Kura and Iwi.



SPECIAL EDUCATION - ONGOING RESOURCING SCHEME (ORS)

Central Normal School/Te Kura Tuatahi o Papaioea is a specialist service provider school for our Ongoing Resourcing Scheme (ORS) children. We are very proud to be one of only five primary schools in Aotearoa to be a specialist fundholder.

In relation to the National Education Learning Priorities objectives, we strongly adhere to *Learners at the Centre* and *Barrier Free Access* for our ORS children. Our ORS children are fully supported to grow and develop in their own way and are mainstreamed and included in their age appropriate classes. We endeavour to remove as many barriers as possible for our ORS tamariki, so that they can develop and achieve their full potential. Our inclusive, holistic and child-centred approach ensures the personal development and growth of each child, fully affirmed and supported by whānau.

To ensure our ORS children achieve with equity and excellence, all ORS children have their own Individual Education Plans, which identifies their core goals and areas of learning. Through their IEPs, our ORS children have access to specialist service providers, such as Occupational Therapists and Speech Language Therapists, to meet their respective needs. Sensory Audits are also undertaken on our ORS children, whereby we can accommodate their sensorial requirements.

NATIONAL EDUCATION STRATEGIES/PLANS

Here at Te Kura Tuatahi o Papaioea/Central Normal School, we are committed to ensuring that we follow best practice with regard to various national education strategies and plans. It is important for us to continue to revisit these strategies so that we can continue to align with the goals set out within them and become stronger in our implementation.

Of particular importance are the visions of each of the following strategies:

Ka Hikitia - "Māori enjoying and achieving education success as Māori."

Action Plan for Pacific Education - Whakamaua te pae tata kia tina (Take hold of your potential so it becomes your reality.)
- Whaia te pae tawhiti kia tata (Explore beyond the distant horizon and draw it near!)

“We are descendants of explorers, discoverers and innovators who used their knowledge to traverse distant horizons. Our learning will be inclusive, equitable and connected so we progress and achieve advances for our people and their future journeys and encounters.”

Oranga Tamariki Action Plan - “We want Aotearoa New Zealand to be a place where all children and young people are loved, confident, happy, healthy, and empowered to reach their full potential.”

Along with the vision of the NELPS (as above), these visions link so well with our own - **Whaia Kia Tutuki - Strive to your potential**. This vision is at the heart of the decisions we make at all levels across the school, first and foremost our strategic plans as below.

BOARD POLICIES AND PROCEDURES				
<u>ERO Evaluation Indicator 1:</u> Stewardship		<u>ERO Evaluation Indicator 2:</u> Leadership		
<u>National Education Learning Priorities (1):</u> Learners at the Centre	<u>National Education Learning Priorities (2):</u> Barrier Free Access	<u>National Education Learning Priorities (3):</u> Quality Teaching and Leadership	<u>National Education Learning Priorities (4):</u> Future of learning and work	<u>National Education Learning Priorities (5):</u> World class inclusive public education

The Central Normal School Board will meet all its required obligations of the:

- National Education and Learning Priorities (NELPS)
- The Education and Training Act 2020
- 5 Year Agreement and 10 Year Property Plans
- and other such requirements as put forward by the Ministry of Education.

Particular reference is made to Section 127 of the Education and Training Act, which outlines the primary objectives of Boards governing schools. Section 127 is woven throughout our Strategic Plan.

Central Normal School/Te Kura Tuatahi o Te Papaioea policies and procedures can be accessed [here](#).

This Strategic Plan is also supported by the following documentation:

2024 Budget

5YA Property Plan

10 Year Property Plan

CNS Curriculum

Professional Growth Cycle

WHĀNAU AND COMMUNITY CONSULTATION - VALUING WHĀNAU VOICE

<u>ERO Evaluation Indicator 1:</u> Stewardship	<u>ERO Evaluation Indicator 2:</u> Leadership	<u>ERO Evaluation Indicator 3:</u> Educationally powerful connections and relationships	<u>ERO Evaluation Indicator 4:</u> Responsive curriculum, effective teaching and opportunity to learn
<u>National Education Learning Priorities (1):</u> Learners at the Centre	<u>National Education Learning Priorities (2):</u> Barrier Free Access	<u>National Education Learning Priorities (3):</u> Quality Teaching and Leadership	

Our Strategic Plan is reflective of the aspirations and goals of our whānau. Extensive whānau consultation was undertaken in 2018, which formed the foundation and kaupapa of our Strategic Plan. More than a Strategic Plan, our plan is a kaupapa to guide our kura - **He rama hei whakaatu. Ngā tauwhiro tangā.** The wairua and mana of our kura is inherent in this plan.

Every year, we engage with our whānau in a number of forums to ensure our plan is still reflective of our whānau voice and desires.

Significant consultation was undertaken towards the end of 2022, to ensure our Strategic Plan maintains the aspirations of our whānau and sets a pathway for continued progress and development. Consultation consisted of a Boil Up Whānau hui for Te Arawaru whānau and an Open Evening and sausage sizzle for all whānau. Both of these evenings were incredibly well attended. For those who were unable to attend either of these, an online survey was also made available.

An overview of the feedback can be found here:

- [Whānau Feedback](#)
- [Te Arawaru Whānau Feedback](#)
- [How do whānau want our kura to be?](#)

In response to our pātai and indicators, the whānau said:

- To maintain our current four Strategic Goals, as they are still relevant
- To keep our five values as whānau said all five were important
- That they feel safe, supported and welcomed in our kura
- For our Māori tamariki to be proud of who they are, as Māori, and that Māori continues to be valued and promoted in our kura
- Maintain the effective communication, as this supports relationships and being a part of the kura

Whānau voice has indicated that through our actions and Strategic Goals, we are adhering to the five NELPS:

- NELP 1: Learners at the Centre
- NELP 2: Barrier Free Access
- NELP 3: Quality Teaching and Learning
- NELP 4: Future of Learning and Work
- NELP 5: World Class inclusive public education

At the end of 2023, our Te Arawaru Whānau were asked about our options for Māori Immersion. Whānau told us strongly that they

wanted to remain and grow our Level 1 immersion programme.

Whānau voice is regularly gathered around our ORS programme. This is usually gathered in face to face hui with whānau when meeting about IEP's for their tamaiti.

Staff were also asked for their feedback and whakaaro in response to new learning from our keynote speakers in January 2023 - Shane Fletcher and Hana O'Regan.

Staff feedback can be found here:

- [What is the narrative for our Māori learners?](#)
- [Define our school vision](#)

Tamariki are asked annually for their feedback about our kura - what they like and what we could improve on. Their feedback can be found here:

- [Hauora Survey November 2023](#)

We want our strategic plan to be a living document - one which we reflect on and change as the year progresses. While our strategic goals are set for the year, we know the importance of responding in the moment. This may see our actions change and/or grow with new actions added throughout the year.

STRATEGIC PLAN: 2024 - 2025

<u>ERO Evaluation Indicator 1:</u> Stewardship	<u>ERO Evaluation Indicator 2:</u> Leadership	<u>ERO Evaluation Indicator 3:</u> Educationally powerful connections and relationships	<u>ERO Evaluation Indicator 4:</u> Responsive curriculum, effective teaching and opportunity to learn	<u>ERO Evaluation Indicator 5:</u> Professional capability and collective capacity	<u>ERO Evaluation Indicator 6:</u> Evaluation, inquiry and knowledge building for improvement and innovation
<u>Cultural Responsive Framework:</u> Te Tiriti o Waitangi	<u>Cultural Responsive Framework:</u> Ka Hikitia	<u>Cultural Responsive Framework:</u> Tataiako	<u>Cultural Responsive Framework:</u> Hautū	<u>Cultural Responsive Framework:</u> Rangitāne/Manawatū Reo	<u>Cultural Responsive Framework:</u> Kaupapa of Central Normal

Strategic Goal 1:

To ensure Māori achieve educational success and excellence as Māori where Tikanga is highly valued.

Related NELPS (key NELPS highlighted)	Objective 1: Learners at the Centre	Objective 2: Barrier Free Access	Objective 3: Quality Teaching and Leadership	Objective 4: Future of Learning and Work	Objective 5: World class inclusive public education
Annual Focuses: Mana Potential Māori knowing who they are Whānaungatanga	Core Actions (and who is responsible)		Review		Progress
	Working alongside Angeline McDonald (Waikato University), to review our school wide values, bringing them to life through Mana Potential. (Elly, Imogen)		The whole staff worked with Angeline in one of our January call back days. This was an overview of Mana Potential and how we can begin to build effective relationships across all parts of our school.		Underway ▾
	Staff are building their own tuku iho which represents whakapapa and communities we belong to. The students will then develop their own tuku iho which will be referred to in class. (All Staff)		As a staff, we have worked together to develop an understanding of our tuku iho and are currently designing our own.		Underway ▾
	Continuing to upskill kaiako in Te Reo Māori through Te Ahu o Te Reo (Elly)		Tracey is continuing into Level 3 this year and Kane has started at Level 1. The programme is a large commitment, but incredibly rewarding with growing our Reo. Tracey started with a 2 day noho prior to school starting and Kane started with 2 days in Whanganui.		Underway ▾
	Te Arawaru working alongside Jamie Taylor from Core Education to focus on immersion approaches and support kaiako reo capability (Elly & Melissa)		Te Arawaru have had one hui with Jamie Taylor.		Underway ▾
	Te Arawaru Learning Support targeted at those tamariki who require support - employment of a Kairahi Reo for Te Arawaru (Imogen, Mahi & Melissa)		Imogen, Mahi and Melissa have identified students to work alongside Mahi in an intervention programme.		Underway ▾
	Employment of a Teacher Aide who is fluent in Te Reo Māori to support the development of reo in Te		We have employed Matariki Clayton who is beginning to work with the tamariki in Te Arawaru.		Underway ▾

Arawaru. (Imogen & Melissa)		
RTLB to support the development of He Papahou Kōrero which is a reo-a-waha programme.	Matarik, alongside some kaimahi from Te Arawaru to be trained by the RTLB's. This programme will then support the growth of reo across Te Arawaru.	Not started -
Continue to employ a reputable kapa haka tutor for our senior Kapa Haka group - Ngā Pou o Tararua with a focus on Pae Tamariki and Regionals.	We have secured Matua Tawaroa and his company for our senior roopu. We are also in communication about extending this to our middle and junior children.	Underway -
For Māori in Kura Auraki to have a strong sense of identity as Māori (aligning with Māori in Te Arawaru who have a strong sense of who they are) (Manawatū Team)	We believe that the work that we are doing alongside Angeline McDonald will support this development. We are also relearning our waiata in school singing, breaking these down to ensure we are correct in pronunciation and meaning.	Not started -
To increase the participation of our tamariki in Ngā Toi Māori (Elly, Melissa & Stacey)	We have been fortunate to win a Creatives in Schools project for a select group of tamariki to work alongside Stacey Ratapu (Creative) to design and make harakeke woven kākahu and taniko to adorn our kapa haka uniforms, telling the story of our kura/local curriculum.	Not started -
Immersion in Y1/2 in Te Arawaru (Melissa & Maraea)	This year, we are moving full immersion into our Year 1 & 2 classes in Te Arawaru. Melissa and Maraea have already carried out a lot of research into this and are implementing their ideas in their akomanga. In time, this will enhance the reo of our tamariki as they move through Te Arawaru.	Underway -

Strategic Goal 2:

To ensure all learners are supported to strive towards their own personal excellence

Related NELPS (key NELPS highlighted)	Objective 1: Learners at the Centre	Objective 2: Barrier Free Access	Objective 3: Quality Teaching and Leadership	Objective 4: Future of Learning and Work	Objective 5: World class inclusive public education
Annual Focuses: Whaia Kia Tutuki Learning Support Our values	Core Actions (and who is responsible)		Review		Progress
	As part of Mana Potential, school values to be unpacked in each class. Term 1 will be a focus on whanaungatanga. (Kaiako)		As a staff, we have started to unpack whanaungatanga. We will begin with the statement 'We are connected.' with corresponding 'We can' statements.		Underway -
	Support Teachers to work with identified children (Imogen & Catherine)		Identified learners have been placed into Intervention Groups and are receiving additional learning support.		Underway -
	Assessment data is analysed at the end of each term to identify students who are not progressing as expected. Learning Support and Intervention programmes are then established to support identified learners (Imogen, Pipi & Catherine)		Term 4 assessment data has been analysed and identified learners have been placed into Intervention Groups and are receiving additional learning support from teacher aides. Teacher aides have the support, coaching and mentoring from Imogen.		Underway -

Effective, evidence based pedagogies

Kaiako to use assessment data (and other anecdotal information) to meet the needs of their tamariki (Kaiako and Team Leaders)	Kaiako have used previous and current assessment data to formatively plan for the tamariki. This ensures that learning is matched to the needs of the child.	Underway ▾
Implementation of a strong evidential research based and consistent approach to Structured Literacy approaches. (Elly, Catherine & Marianne)	Elly & Marianne ran some PD on the TOD's in January to upskill our new staff and to build consistency amongst our current staff. Coaching from Marianne to start in Week 4.	Underway ▾
Development of a new Learning Support Register so that all information about tamariki is in one place and easily accessible and trackable. This will be a living document, including what supports are currently in place and what our next steps are (Imogen)	Imogen to develop a new Learning Support Register to pull together information that we currently have but that is in various places.	Underway ▾
IEP/IBP to support staff working with identified students (Imogen & Pipi)	IEPs and IBPs are in place for those tamariki who require them. Imogen and Pipi oversee this within their respective roles.	Underway ▾
Students with complex needs (including students in Oranga Tamariki care) are supported through a multidisciplinary team approach. Their IEPs and IBPs are reviewed termly or as and when needed. (Imogen & Pipi)	Our Assistant Principal, Imogen Smith, is already working alongside Oranga Tamariki, CAMHS and other agencies to streamline this process.	Underway ▾
Look for a wide range of opportunities for our tamariki to be involved in to give opportunity for children to encourage a growth mindset and Whaia Kia Tutuki (Manawatū Team)	Our Year 5 and 6 students are currently working with Sport Manawatū to build their confidence for cycling on the road. We are taking 14 students to the Tough Kids challenge later this term. Year 5 & 6 to camp Year 3 & 4 on ski trip	Underway ▾

Strategic Goal 3:

To resource and grow excellence in learning, teaching, leadership, governance and the school environment.

Related NELPS (key NELPS highlighted)	Objective 1: Learners at the Centre	Objective 2: Barrier Free Access	Objective 3: Quality Teaching and Leadership	Objective 4: Future of Learning and Work	Objective 5: World class inclusive public education
	Core Actions (and who is responsible)		Review	Progress	
	Work with Massey University to grow our Kaiako Pitamo with Micro-Teaching (Catherine)		Micro-teaching has been occurring within our school and it has been great to support our Kaiako Pitamo with their growth, Our nominated Grad students begin with us soon for the placement	Underway ▾	
	Beginning Teachers to be fully supported and mentored (Catherine, Ryan, Galatia, Hine, Sarah &		Leanne, Jess, Georgia, Hannah & Wiki are very well supported by their Mentor Teachers and have regular, timetabled hui to discuss their growth and development of emerging needs,	Underway ▾	

<p>Annual Focuses: Curriculum Refresh</p> <p>Strong networks and connections</p> <p>Property development/enhancement</p>	Chantel)		
	Clarity of work streams for Unit Holders to implement their area of leadership (Elly and Unit Holders)	Elly to meet with all Unit Holders to talk through their workstream and expectations of their respective leadership roles.	Not started -
	Continue professional supervision for staff who need additional support when involved with/privy to traumatic events/anecdotes (Elly)	As a leadership team, we decided that we would value this in a 'when needed' in 2024. Massey are happy with this arrangement.	Underway -
	Manawatū Team working alongside Carol Lynch to grow leadership capabilities (Elly)	This year, the full Manawatū Team are working alongside Carol Lynch to continue to grow leadership capabilities. The focus of the year is 'Proactive Leadership' while reading the text 'Leading to the North-East' by Russell Bishop.	Not started -
	Principal working with David Reardon from Evaluation Associates (Elly)	Elly will be working alongside David Reardon in her role as first time principal. This is a comprehensive 2 year induction programme.	Underway -
	Working through the Curriculum Refresh (Manawatū Team and Curriculum Team)	We will continue to work through the Curriculum Refresh through our Curriculum Team and Catherine leading this.	Underway -
	Principal MAC PLG to further grow principal development (Elly)	Elly is part of the Māori Achievement Collaborative working with principals across the region.	Not started -
	Implementation of a new (to us) literacy assessment called Dibels	Catherine, Imogen, Pipi and Marianne are currently doing the first round of testing with our Kura Auraki students. This standardised assessment gives us an indication of 'At Risk' students in reading. This assessment gives the information required for very targeted teaching. Catherine, Imogen and Marianne are attending a one day course later this month to learn more.	Underway -
	Catherine, Sarah and Ryan to join a Maths Leadership collective to assist with the development of the new maths curriculum.	The first session is later this term.	Not started -
	To further investigate the latest research in structured literacy.	Implementation of the advanced sound pack has been rolled out at TOD's. We are investigating sending a team of people to Auckland to visit Summerland School to hear what they are currently doing in this space.	Underway -
Induction Day for new staff	With 8 new teachers, we wanted to ensure that all were given plenty of time to get to know our kura and how we roll. Elly, Catherine & Imogen ran an Induction Day to help with this.	Achieved -	

Strategic Goal 4:

To develop a safe, culturally rich and inclusive school environment, where wellbeing is supported and community partnerships are valued.

Related NELPS (key NELPS highlighted)	Objective 1: Learners at the Centre	Objective 2: Barrier Free Access	Objective 3: Quality Teaching and Leadership	Objective 4: Future of Learning and Work	Objective 5: World class inclusive public education
Annual Focuses: Opportunities Communication Inclusion Remove as many barriers as possible	Core Actions (and who is responsible)		Review		
	School Donation scheme allocated to Teams to provide additional opportunities for our tamariki (Team Leaders)	Teams have been allocated their School Donations budget, less stationery costs. This year, the senior portion completely goes towards subsidising camp, the middle portion pays for the ski trip and we are investigating the possibility of Kapa Haka for the junior portion of this.		Underway ▾	
	In conjunction with PNCC, we will be involved in the design of a community mural to put along the fence on Beresford Street (Elly & Carolyn)	Planning is underway and the art teacher, Carolyn Dodd will begin to work with tamariki later this term.		Underway ▾	
	School Chaplain to work alongside identified children for emotional and pastoral support (Elly, Imogen and Claire)	Claire Marshall has resumed her role as our school chaplain and provides an invaluable service supporting some of our most vulnerable tamariki.		Underway ▾	
	We have again employed Kate Costley, who is in her third year of study to be a counsellor, to work in our school one day a week (Elly & Imogen)	Kate is currently on a block course, but will begin working with students next week.		Underway ▾	
	Individualised plans developed for children who require additional learning and pastoral support (Imogen and Pipi)	Imogen and Pipi provides comprehensive IEPs for Learning Support and ORS students and then oversees a robust learning programme for these tamariki.		Underway ▾	
	Therapy dogs to be utilised for identified children (Pipi, Imogen and Elly)	A therapy dog comes into kura every Tuesday to be with identified learners. Awahi, our school companion dog, is coming everyday and works alongside different students when and where needed.		Underway ▾	
	Celebration of tamariki in relation to our school values to ensure these are 'living' (All kaiako)	Tamariki are awarded certificates at our assemblies in relation to our school values. Our values are infused on a daily basis. This year, we are including a description of why the child received the certificate to reinforce this behaviour. These are linked to our 'We are' and 'we can' statements.		Underway ▾	
	Maintain regular communication with whānau through multiple avenues (Elly and kaiako)	We endeavour to ensure that we communicate with whānau as regularly as possible and through multiple avenues. Pānui are weekly and Facebook and Seesaw are used almost daily for communication. A new newsletter platform, Hail, is being used to push out newsletters. We are also rolling out Hero to our parent community. This pulls all of our communication to whānau together and allows for our parent community to inform the school of absences.		Underway ▾	
	To develop a 'nurture space' where children can spend time on a timetabled basis to assist with regulation of their emotions (Imogen)	We have received \$15,000 in RRFF to go towards the development of this space.		Underway ▾	
To upskill our kaimahi in the care and use of our	Later this term, Whaea Mahi and her mum Faye are coming in to teach		Not started ▾		

harakeke within our kura. (Mahi & Melissa)	us all about the care and the use of our harakeke.	
To align our IEP/IBP process to fit with our work with Angeline McDonald and the redesign of our values. (Pipi & Imogen)	We want to redesign this process to align with Mana Potential, our behaviour management redesign and our values. We also know we need to have a consistent approach across the school for children who have an IEP/IBP.	Not started ▾

ANNUAL IMPROVEMENT PLAN: SOCIAL DEVELOPMENT, WELLBEING and ENGAGEMENT

<u>ERO Evaluation Indicator 1:</u> Stewardship	<u>ERO Evaluation Indicator 2:</u> Leadership	<u>ERO Evaluation Indicator 3:</u> Educationally powerful connections and relationships	<u>ERO Evaluation Indicator 4:</u> Responsive curriculum, effective teaching and opportunity to learn	<u>ERO Evaluation Indicator 5:</u> Professional capability and collective capacity	<u>ERO Evaluation Indicator 6:</u> Evaluation, inquiry and knowledge building for improvement and innovation
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Strategic Goals:

1. To ensure Māori achieve educational success and cultural excellence as Māori where Tikanga is highly valued.
2. To ensure all learners are supported to strive towards their own personal excellence.
3. To resource and grow excellence in learning, teaching, leadership, governance and the school environment.
4. To develop a safe, culturally rich and inclusive school environment, where wellbeing is supported and community partnerships are valued and strengthened.

Annual Goal:

To foster a kura whānau (community) that upholds and supports the social, emotional and physical wellbeing of our tamariki, our Māori tamariki and kaimahi.

Theory for Improvement

At the end of 2022, we undertook extensive whānau/community consultation to review and evaluate our Strategic Plan. Engaging with whānau also afforded us the opportunity to ask **our whānau** what they considered important for us to prioritise and work on.

When asked the question, “What is the purpose of our kura?”, the overwhelming responses consisted of:

- For our kura to be a safe space for our tamariki
- A place for our tamariki to be nurtured and to grow
- To develop skills and willingness for lifelong learning
- Social development
- Te Ao Māori

This is reflective of previous whakaaro from our whānau when we have asked the same question in previous years, that their greatest priority is for their tamariki to be in a place where they feel safe and supported, so that they can learn and grow.

Similarly, when staff were asked to describe our kura and what sort of place we want it to be, their responses consisted of:

- Inclusive
- Nurturing
- A place where tamariki are met where they need to be met
- Culturally responsive
- Strong sense of whānau/community

Therefore, it is very deliberate that our first Annual Goal is focused on the pastoral, social and emotional wellbeing of our tamariki. We have developed a very strong philosophy of our kura first and foremost focusing on the wellbeing of our tamariki. Children will only learn when they feel valued, supported and cared for and we aim to have a kura that exemplifies our values, particularly Whanaungatanga and Manaakitanga.

This focus also extends to our kaiako and kaiawhina to ensure they are well supported and nurtured in our kura.

Over the past six years, we have used a Hauora/Student Engagement Survey, to understand and evaluate our children's experiences and attitude towards school. Since the first survey, we have seen a marked shift in our children's attitude towards school, their learning and their safety at school. We aim to **sustain and maintain** the culture that we have developed. When 95% of tamariki say that they are proud to be at our kura, we need to hold onto this magic and keep it going.

Do you like/love coming to school?					
2018	2019	2020	2021	2022	2023
49%	60%	76%	70%	75%	70%

The survey shows that 70% of our tamariki like/love coming to school. Culture and environment are conducive to positive learning and we aim for our kura to be a place that our tamariki want to come to.

Do you feel safe at school?					
2018	2019	2020	2021	2022	2023
62%	78%	81%	82%	86%	86%

Safety at school is paramount. As mentioned above, children cannot learn unless they feel a sense of safety. Social, emotional and physical safety is important to maintain.

Does your teacher care about you?					
2018	2019	2020	2021	2022	2023
59%	88%	89%	93%	92%	96%

Relationships will always be at the heart of what we do. This indicator provides an insight into the self-worth tamariki feel from their teacher - that they feel cared for and valued. A positive connection and relationship between tamaiti and kaiako is critical for personal and academic growth. We love that this has continued to increase year on year.

Aspiration:

To have a school culture, where our values lead our actions ensuring every tamaiti and kaiako feels valued and supported. Wairua is inherent in our kura.

Annual Targets:

- To maintain the positive momentum, attitude and response to Like/Love coming to school
- To maintain the positive momentum of safety that our tamariki have with being at school
- To maintain the self-worth and affirmation that tamariki feel valued and cared for by their kaiako.

Planned Actions	Timing	Responsibility	Resourcing	Indicators of Progress	Outcomes - What will we see?
Angeline McDonald	2024	Elly	\$5,000 plus application for further PLD funding	- Staff engagement with Angeline to unpack our values and the importance of relationships across kura - Using new learning to infuse within the classroom programmes - School values coming to life across the school	- Staff developing a deeper and richer understanding of our values and how these can come to life within our kura - The use of 'We are' and 'We can' statements, bringing practical application to our values - The development and display of a Tuku Iho for every member of staff and all tamariki

Planned Actions	Timing	Responsibility	Resourcing	Indicators of Progress	Outcomes - What will we see?
Te Reo Māori Deliberate use and growth of Te Reo Māori	Throughout the year	All	-	<ul style="list-style-type: none"> - All kaiako and kaiawhina deliberately embedding Te Reo into everyday language - Te Reo is normalised across the kura - Communication to whānau increasingly in Reo - Some staff continuing their Te Ahu o Te Reo journey 	<ul style="list-style-type: none"> - Te Reo Māori flourishing across the kura - Leading the community with using Te Reo
Whanaungatanga Meeting and Greeting whānau and tamariki at the gates (am and pm)	Every school day	Manawatū Team	-	<ul style="list-style-type: none"> - Kaiako stationed at each gate morning and afternoon greeting whānau and tamariki 	<ul style="list-style-type: none"> - Connections with whānau - Positive start to the day for our tamariki - Setting school culture
Opportunities Continually seek a range of wide and varied opportunities for our tamariki	Throughout the year	Manawatū team	School Donation Scheme	<ul style="list-style-type: none"> - Team Leaders seek a range of opportunities and/or experiences for their Team - Tamariki enjoying a range of experiences - Different sporting opportunities introduced to match children's interests 	<ul style="list-style-type: none"> - Enjoyment from our tamariki - Hauora prominent - "buckets being filled" - Tamariki engaged and doing their best - Whaia Kia Tutuki
School Chaplain Kura Kaiawhina to support our tamariki.	Every Tuesday throughout the year	Elly and Claire	Volunteer	<ul style="list-style-type: none"> - Weekly sessions, where the Chaplain works alongside children - Evaluative review of progress and impact of the Chaplain 	<ul style="list-style-type: none"> - Chaplain working alongside identified children to support their pastoral care - Improved hauora of chn. who can share and talk with another trusted adult

Planned Actions	Timing	Responsibility	Resourcing	Indicators of Progress	Outcomes - What will we see?
<p>School Counsellor School counsellor to be working alongside children</p>	<p>Every Thursday throughout the year</p>	<p>Elly, Imogen & Kate</p>	<p>\$10,000</p>	<ul style="list-style-type: none"> - Weekly sessions, where the Counsellor works alongside children - Evaluative review of progress and impact of the Counsellor 	<ul style="list-style-type: none"> - Counsellor working alongside identified children to support their current need. - Improved hauora of chn. who can share and talk with another trusted adult. - Groups of students working towards a common goal.
<p>Circle Time Circle Time social development strategy to support our senior children develop social and communication skills</p>	<p>At least once a week throughout the year</p>	<p>Team Leaders</p>	<p>Team Budgets</p>	<ul style="list-style-type: none"> - Regular review and evaluation of Circle Time programme at Team Meetings - Student Engagement Survey (End of Year) 	<ul style="list-style-type: none"> - Continuation of programme - At least once weekly facilitation of Circle Time from Y3 - Y6 - Deliberate teaching of social skills - Participation of children and staff - Use of strategies from children - Upskilling of new staff in Circle Time techniques
<p>Lego Therapy LEGO-Based Therapy is an evidence based social skills programme to support students wellbeing and emotional regulation</p>	<p>Group sessions weekly</p>	<p>Imogen</p>	<p>Teacher Aide Time</p>	<ul style="list-style-type: none"> - Continuation of lego based therapy - Active participation of children in the programme - TAs skilled at facilitating Lego Therapy with tamariki - Monitoring progress of each term and cohort 	<ul style="list-style-type: none"> - Identification of tamariki who require support - Deliberate teaching - Evaluation of teaching - Lego Based therapy integrated into the class setting across Kura Auraki and Te Arawaru

Planned Actions	Timing	Responsibility	Resourcing	Indicators of Progress	Outcomes - What will we see?
<p>Pastoral Groups Pastoral/Social groups to support targeted children with development of social skills</p>	Group sessions weekly	Imogen	\$20,000	<ul style="list-style-type: none"> - Identified children receiving support/pastoral interventions - Regular review and monitoring of children and effectiveness of programmes - Evaluative Review of programmes to ascertain value added 	<ul style="list-style-type: none"> - Identification of tamariki who require pastoral support - Monitoring of progress of children - Evaluative Review of Programmes
<p>CNS Values and Dispositions Explicit unpacking and understanding of our values and dispositions</p>	Throughout the year	All Staff	-	<ul style="list-style-type: none"> - Explicit planning and implementation of our Values and Dispositions - Values and Dispositions to permeate the culture of the kura - Deliberate modelling and teaching of Values and Dispositions - Student Engagement Survey (End of Year) 	<ul style="list-style-type: none"> - Unpacking of Values and Dispositions in staff meetings - Unpacking of Values and Dispositions in akomanga - Evidence of Values and Dispositions in akomanga - Celebration of tamariki who demonstrate the school values and dispositions through assembly, shout outs and school singing - Introduction of 'whakamana, whakaiti and whakanui' moments
<p>Government Programmes Breakfast Club, Kids Can and Lunch in Schools</p>	Throughout the year	Elly and Niki	-	<ul style="list-style-type: none"> - Breakfast Club for those tamariki who need it - Kids Can utilised to support tamariki and whānau - remove as many barriers as possible - Free school lunch each day 	<ul style="list-style-type: none"> - Settled children ready to learn - Tamariki able to focus and engage with their learning - Attendance at school as barriers being reduced

Planned Actions	Timing	Responsibility	Resourcing	Indicators of Progress	Outcomes - What will we see?
<p>Kapa Haka Valuing the importance of Kapa Haka</p>	Throughout the year	Elly and Melissa	\$20,000	<ul style="list-style-type: none"> - Regular and ongoing Kapa Haka sessions - Mana is strengthened 	<ul style="list-style-type: none"> - Tamariki proud to be in Kapa Haka and to perform - Te Ao Māori strengthened - Māori achieving and succeeding as Māori - Performances at Pae Tamariki and Regionals - Investigation of further growing this kaupapa throughout Y1-4
<p>Kaimahi Wellbeing Supporting the wellbeing of staff and value of their contributions and mahi for our school</p>	Throughout the year	Manawatū Team	\$20,000	<ul style="list-style-type: none"> - Supporting and maintaining the wellbeing and hauora of our team - Actively responding to “pressure points” to minimise burn out, eg: utilising staff meetings when needed, providing release to support with assessments, giving staff time for their own personal development. - Providing quality, just-in-time, PD. - Providing catered morning tea/lunches in recognition of staff value 	<ul style="list-style-type: none"> - The school has a strong sense of wairua - Staff feel valued - Staff survey about what is going well and what could be further developed

ANNUAL IMPROVEMENT PLAN: STUDENT PROGRESS AND ACHIEVEMENT

<p><u>ERO Evaluation Indicator 1:</u> Stewardship</p>	<p><u>ERO Evaluation Indicator 2:</u> Leadership</p>	<p><u>ERO Evaluation Indicator 3:</u> Educationally powerful connections and relationships</p>	<p><u>ERO Evaluation Indicator 4:</u> Responsive curriculum, effective teaching and opportunity to learn</p>	<p><u>ERO Evaluation Indicator 5:</u> Professional capability and collective capacity</p>	<p><u>ERO Evaluation Indicator 6:</u> Evaluation, inquiry and knowledge building for improvement and innovation</p>
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Strategic Goals:

1. To ensure Māori achieve educational success and cultural excellence as Māori where Tikanga is highly valued.
2. To ensure all learners are supported to strive towards their own personal excellence.
3. To resource and grow excellence in learning, teaching, leadership, governance and the school environment.
4. To develop a safe, culturally rich and inclusive school environment, where wellbeing is supported and community partnerships are valued and strengthened.

Annual Goal:

For every learner to make progress in their academic, sporting, cultural, behavioural and/or developmental learning, reflective of **their** capability.

Theory for Improvement

Whaia Kia Tutuki - Strive to your potential, is the vision of our school, which encourages every child to do the best **they** can, reflective of their capability and individuality. As referenced above, we invest heavily into the pastoral wellbeing of our tamariki, because only when a child feels safe, secure and valued - will they learn.

Over successive years, we have spent considerable time and resourcing to grow and embed the pedagogical practice of our kaiako in the key areas of Literacy and Mathematics.

From the onset of the application of our school wide pedagogical approach in Literacy and Mathematics, we have seen positive shifts and gains in our achievement.

Kura Auraki

	2019	2020	2021	2022	2023	
Reading	53%	65%	72%	70%	75%	Increase of 5% with the number of children At/Above in Reading between 2022/2023
Writing	42%	52%	63%	60%	64%	Increase of 4% with the number of children At/Above in Writing between 2022/2023
Maths	59%	65%	75%	73%	72%	Slight decrease of 1% with the number of children At/Above in Maths between 2022/2023

We were pleased at the end of 2023 to see a slight increase in our percentages of children at/above in reading and writing. Although these shifts aren't as big as we would like, they have headed in the right direction. Maths has stayed fairly consistent over the past 3 years. Of interest is that of those children who started school at Central Normal School, 83% are at or above in Reading, 73% are at/above in writing and 81% are at/above in maths.

What we are most concerned about is that over the past two years, disparity between the data for Māori and New Zealand European has returned.

	NZE	Māori	
Reading	82%	74%	Disparity of 8% between NZE and Māori
Writing	74%	54%	Disparity of 20% between NZE and Māori
Maths	80%	69%	Disparity of 11% between NZE and Māori

When we look at the breakdown of our year group data, we see that in reading, we have a dip in our data at Year 3, in writing this dip is in Year 3 & 4 and in Maths it is at Year 4 and 5.

	Y2	Y3	Y4	Y5
Reading	70%	61%	72%	75%
Writing	63%	52%	48%	55%
Maths	79%	73%	57%	58%

** Please note that these are 2023 year levels - these are now our Year 3, 4, 5 & 6 tamariki*

The above data has informed our annual targets below.

Te Arawaru:

We only have data from the previous 2 years in Te Arawaru. Unfortunately, without notification, Te Waharoa (the primary tool we used to collate and aggregate our Māori Immersion data) ceased and all previous years data was lost.

This forced us to review a couple of things:

- What data will we gather?
- Will it be Time in Kura or Time in Immersion data?

Given the change of focus in Te Arawaru from 2019 with teaching, learning and assessing from Te Marautanga o Aotearoa, the majority of our tamariki in Te Arawaru have only learned from Marautanga. Therefore, we made the decision to use Time in Kura data, to better reflect the learning and teaching of our tamariki (and pedagogical programmes) from Marautanga.

We felt comforted and supported about this decision when we asked Te Arawaru whānau about how they wanted their children to learn in Te Arawaru and the resounding answer was from a Te Ao Māori and Tikanga Māori kaupapa.

Therefore, this is the first year that our data from Te Arawaru can be compared to the previous years data. It provides a starting platform for improvement and next steps.

	2022	2023	
Pānui	60%	67%	Increase of 7% with the number of children At/Above in Pānui
Tuhituhi	64%	70%	Increase of 6% with the number of children At/Above in Tuhituhi between 2022/2023. Most of this shift is from Tau 6
Pāngarau	60%	69%	Increase of 9% with the number of children At/Above in Pāngarau between 2021/2022

When we look at the breakdown of our year group data, we see that

	Y2	Y3	Y4	Y5
Pānui	80%	73%	43%	36%
Tuhituhi	73%	69%	50%	43%
Pāngarau	80%	91%	57%	50%

** Please note that these are 2023 year levels - these are now our Year 3, 4, 5 & 6 tamariki*

The above data has informed our annual targets below.

Aspiration:

To accelerate the academic progress of our target children to increase the number of children meeting or exceeding the expected curriculum level.

To value and recognise the pastoral progress of some of our learners, which will support their wellbeing and positively impact their learning.

To value and recognise the developmental and/or academic progress of our ORS children, reflective of their respective IEP goals.

Annual Targets:

Kura Auraki

Writing	To have a positive percentage shift and increase in Writing
	To have a positive percentage shift and increase in Year 5 Writing
Mathematics	To have a positive percentage shift and increase in Year 5 and Year 6 Maths
Reading	To have a positive percentage shift and increase in Year 3 Reading and Writing
Māori	For Māori to achieve comparably with New Zealand European
Curriculum	To continue to have a positive percentage increase across all curriculum areas

Te Arawaru

Pāngarau, Pānui & Tuhituhi	To have a positive percentage shift and increase in Tau 6 Pāngarau, Pānui and Tuhituhi
Pānui	To have a positive percentage shift and increase in Tau 5 Pānui
Marautanga	To have a positive percentage increase across all Marautanga areas.

Planned Actions	Timing	Responsibility	Resourcing	Indicators of Progress	Outcomes - What will we see?
Structured Literacy (SL) Sustaining our Structured Literacy approach in reading	Throughout the year	Elly, Manawatū, Marianne	-	<ul style="list-style-type: none"> - All classes incorporating a Structured Literacy approach and philosophy - Use of SL tools and assessment practices to inform teaching and learning - Introduction of Dibels, a new assessment to inform teaching & learning 	<ul style="list-style-type: none"> - Deliberate teaching of SL strategies and approaches - Targeted teaching as a result of this new assessment - Children's reading showing improvement through SL practices
Structured Literacy (SL) Growing our Structured Literacy approach in reading	Throughout the year	Elly, Catherine & Marianne	\$5000	<ul style="list-style-type: none"> - Upskilling new staff in the SL approach - Coaching of all staff to improve current practices - Trialling of new whole class approach 	<ul style="list-style-type: none"> - New staff teaching with a SL approach - Consistency in SL teaching across the school
Structured Literacy (SL) Implementing a Structured Literacy approach in writing	Term 3 & 4	Elly, Catherine & Marianne	RRF	<ul style="list-style-type: none"> - All teachers attending PD about Structured Writing - All teachers implementing new learning in their class - Coaching of all staff as they implement this new learning 	<ul style="list-style-type: none"> - Deliberate teaching of SL strategies and approaches in writing - Children's writing showing improvement through SL practices
Intervention Groups (KA) Intervention groups to support targeted children with acceleration of learning	Throughout the year	Catherine, Pipi and Imogen	\$90,000	<ul style="list-style-type: none"> - Alignment of Intervention Groups with Strategic Plan Targets - Regular review and evaluation of Intervention Groups at Manawatū meetings - Specific and separate 	<ul style="list-style-type: none"> - Identification of tamariki who require support - Deliberate teaching - Evaluation of teaching - Monitoring of progress of children - Evaluative Review of Programmes

				funding allocation and staffing of High Health, Learning Support - Termly review of programmes	
Planned Actions	Timing	Responsibility	Resourcing	Indicators of Progress	Outcomes - What will we see?
Intervention Groups (TA) Intervention groups to support targeted children with development of social skills	Throughout the year	Mahi, Imogen and Melissa	MLP Funding	- Alignment of Intervention Groups with Strategic Plan Targets - Regular review and evaluation of Intervention Groups at Te Arawaru and Manawatū Meetings - Termly review of programmes	- Identification of tamariki who require support - Deliberate teaching - Evaluation of teaching - Monitoring of progress of children - Evaluative Review of Programmes
Te Ahu o Te Reo Immersion Te Reo learning to improve the reo capability and fluency of all kaiako - For some staff	Terms 1 and 2	Elly	MOE funded	- Engagement in Reo Workshops - Kaiako using new learning in classes - Completed PLD delivery	- Increased use of Reo by both kaiako and tamariki - Confidence of kaiako to speak reo regularly
Level 1 Immersion Movement of our junior Te Arawaru classes to Level 1 immersion.	Throughout the year	Melissa and Maraea	Staffing Units	- Increased reo from our kaiako - Increased reo from our tamariki - Deliberate teaching of Te Reo a waha in classes	- Increased use of Te Reo from our tamariki - Tamariki confident to speak Te Reo
Curriculum Refresh Working through the refresh of NZC and TMOA	Throughout the year	Regan and Curriculum Lead Team (CLT)	Staffing Units	- Reading and understanding the changes to the curriculum - CLT to lead and guide staff in changes	- Staff application of refreshed Principales - Understand, Know, Do - Revised curriculum documentation to reflect

				- Jaime Taylor (CORE Education) to support Te Arawaru	changes from Levels to Progressions - Planning from new documents
Planned Actions	Timing	Responsibility	Resourcing	Indicators of Progress	Outcomes - What will we see?
Mathematics Maintaining our mathematics pedagogy	Throughout the year	Catherine	\$3,000	- All classes implementing our mathematics pedagogy - Rich task, authentic learning - Talk Ups to engage children from the outset	- Deliberate teaching of Mathematics - Tamariki engaged in their learning - A range of resources used to teach children - Achievement progress
Handwriting Deliberate and consistent teaching of handwriting	Throughout the year	Catherine	\$2,000	- Schoolwide approach adopted - Consistent teaching of handwriting	- Increased fluency and legibility of children's writing - Increased writing production from tamariki
Rangitāne Iwi partnership with Rangitāne	Throughout the year	Elly	\$2,000	- Seek continued cooperation and engagement with Rangitāne	- Local Curriculum development in relation to AONZ
Te Reo Matatini Systematic and deliberate teaching of pānui through Te Reo Matatini	Throughout the year	Regan and Melissa	MLP Funding	- Teaching the strategies of Te Reo Matatini - Use of He Rauemi mo te Arokā ki te Weteoro and Hanganga Reo Matatini Aromatawai tool to gather data and inform next steps	- Tamariki development and acceleration in Pānui - Tamariki improvement with recognising tangi/kupu