

Te Whai Hiringa

Strategic Plan

2024 - 2025





Te Whai Hiringa

Our Kaupapa

To provide a culturally sustaining environment that empowers mokopuna throughout their school journey. Our Three Kete are the foundation of this approach which weaves together emotional, social and learning success, developed through a secure cultural identity.

Our Values & Our Kawa

Our Three Kete



Our Graduate Kākahu



Our three kete are filled with feathers gathered over the time that mokopuna are at Te Whai Hiringa. A kahu huruhuru is woven from the remu (lower end) up using prepared muka and feathers.

Mokopuna come with their whakapapa, to school as a rito of the harakeke embraced and protected by their whānau and tīpuna who surround them.

We continue to nurture and grow the rito of their harakeke. We work together to reveal the muka inside which is then prepared, along with the feathers, ready to whatu their kākahu together.

Each child will continue to whatu their garment together adding feathers when ready.

Their journey through Te Whai Hiringa culminates in the accomplishment of completing their tāniko and feather-adorned kākahu.



Our school emblem is historical to the school. Today's version represents the Harakeke as a part of our identity in Pāharakeke. The poutama represents the tukutuku pattern of matauranga - education. The patterns underneath the school name represent our community of Māori and Peoples of the Pacific.

Our three kete have become the foundation of that which we value at Te Whai Hiringa. Māramatanga, Manaakitanga me Whanaungatanga.



Our Graduate Kākahu represents the learning that mokopuna take with them into life. When mokopuna enter our kura they come as a harakeke rich in their identity and teachings from their tīpuna and whānau. Over time their kete is filled with learning represented by the huruhuru. These learnings will fall into one of the kete. Once learning is secure they whatu these huruhuru into their kākahu. This kākahu is the learning they take with them into the future.



Our strategic plan is based upon our central vision, the Ngāti Kahungunu Mātauranga Refresh Strategy, empowering Te Tiriti o Waitangi to be effectively enacted in our kura and working with hapū and iwi aspirations for their mokopuna Our three strategic goals are aspirations to reach our vision.



Vision



Our vision is focused through our Three Kete Māramatanga (I think), Manaakitanga, (I care) Whanaungatanga (I belong). This relates to our kura being a culturally sustaining environment that is mana-enhancing for mokopuna, whānau and kaiako. Like Te Mataiaho weaves learning within and across learning areas, our three Kete are the places for our learners to gather huruhuru (feathers), grow and weave together emotional, social and learning success foundational upon their cultural identity. We believe that by placing mokopuna at the centre of a culturally sustaining and nurturing teaching and learning environment, we are providing them with the confidence to see themselves as learners who are capable of achieving their dreams.

Our vision is a reflection of the Te Mātaiaho and our place-based Te Whai Hiringa curriculum (Mātaiahikā, Mātairangi) in that it sets our strategic direction by providing a curriculum that engages and challenges students (Mātairea), it is forward-looking and culturally sustaining and affirms our commitment to Te Tiriti o Waitangi (Mātainuku). We have a broad view of ākonga success and hold high expectations of all our learners. We recognise the vision of our young people of Aotearoa in preparing them for their future in our unique hāpori and national context but also in a global context. We recognise the uniqueness of mokopuna cultural backgrounds and our diversity of learners (Mātainuku). We continue to focus strategy for Literacy and Numeracy on empirical research that is proven to work best for the ākonga in our kura (Mātaioho).



mokopuna | learner | ākonga are used interchangeably



Consultation

We use a variety of engagement methods to devise our Te Whai Hiringa Strategic Plan 2024-2025. These engagements have taken place over the year and have helped us to ensure a comprehensive and inclusive plan. These consultations have also ensured that the everyday decisions about the school give mana to mokopuna, to whānau and ensure that the way they enact their aspirations and rangatiratanga over the school experience. These engagements include google form surveys, kanohi ki te kanohi, hui at our local marae, face-to-face interviews, ongoing feedback cycles, open discussion and idea gathering at face-to-face hui and guest speakers to hui to help inform whānau and hāpori

Mokopuna

- Reports consultation - what would you like to share with your whānau?
- School lunches survey - ongoing student voice used as a measure to share back with lunch providers about what is popular or not
- School name change - all children were given voice to vote on this.
- Architects consultation and design of school rebuild

Whānau

- Reporting to whānau survey, draft, feedback and publish
- School lunches survey - with actions and follow up according to whānau voice
- School name change - survey and kanohi ki te kanohi hui
- School rebuild consultation at local marae with Ministry of Education and Community
- Architects consultation with whānau - marae and school hui
- 50th Anniversary Facebook page - a place for wider hāpori and whānau information about the school.
- Health Curriculum & Sexuality consultation
- Research consultation and consents for Kākano play| tākaro research with Massey University and Longworth Education.
- Consultation regards build held at Te Aranga Marae.



Strategic Goal 1	Strategic Goal 2	Strategic Goal 3
		
<p style="text-align: center;">Developing and implementing an indigenised framework for tākarō (play) that Kahungunutanga underpins</p> <p>The Kahungunu Education plan states tākarō or play as one of its goals for the tamariki in the rohe of Kahungunu. In 2023 Te Whai Hiringa was awarded, in partnership with Longworth Education and Massey University, to research what play looks like with an indigenised lens. This will be carried out over two years in conjunction with mokopuna, whānau, kaiako and our kura. The whāinga for this goal is for mokopuna to develop communication, problem solving, critical thinking and interpersonal skills based on tikanga that aligns with hapū and iwi aspirations.</p>	<p style="text-align: center;">Develop an indigenised, local curriculum that the Ngāti Kahungunu Strategy underpins</p> <p>The whāinga of this strategic goal is for mokopuna to be empowered through the use of place-based knowledge, tikanga and hapū. Engaging rangatiratanga, te reo Māori, recognising tutohu whenua (landmarks) of Kahungunu rohe. Pūrākau that nurtures and develops through mana whenua contexts. Kaiako, kaiāwhina and kaimahi will engage in ako processes that support this.</p> <p style="text-align: center;"><u>Kahungunu Education Strategy</u></p>	<p style="text-align: center;">Develop an environment where identity empowers mokopuna</p> <p>Mokopuna will be grounded in tangata whenuatanga, whakamana i te kiritanga (identity), a strong sense of belonging to their kura. Every learner has a safe, healthy and empowering learning environment where they are accepted, respected and immersed in an education that values their identity, language and culture. mokopuna identity will be nurtured through Te Whare Tapa Rima - wairua, hinengaro, whenua, tinana me whānau.</p>
<p style="text-align: center;"><u>Ngāti Kahungunu Maturanga Refresh Strategy</u></p> <p>Priority One: Te Tiriti o Waitangi (p.10) Priority Two: Te reo me ōna tikanga (p.13) Priority Three: Te Maturanga (p.15) Priority Four: Te Whanaungatanga (p.27) Priority Six: Tupuria te Aroha (p.35)</p>	<p style="text-align: center;"><u>Ngāti Kahungunu Maturanga Refresh Strategy</u></p> <p>Priority One: Te Tiriti o Waitangi (p.10) Priority Three: Te Maturanga (p.15) Priority Five: Te Rangatiratanga (p.31) Priority Six: Tupuria te Aroha (p.35)</p>	<p style="text-align: center;"><u>Ngāti Kahungunu Maturanga Refresh Strategy</u></p> <p>Priority Two: Te reo me ōna tikanga (p.13) Priority Three: Te Maturanga (p.15) Priority Four: Te Whanaungatanga (p.27) Priority Five: Te Rangatiratanga (p.31) Priority Six: Tupuria te Aroha (p.35)</p>

Te Rito o te Harakeke Kāhui Ako

Achievement Challenges

*Te Rito o te
Harakeke*

Mokopuna will be grounded in the **life-giving dew** of their tīpuna

Mokopuna are positive **influencers** and **change makers** in their whānau

Mokopuna will be **kaitiaki** of their marae, whānau, hapū, iwi, te taiao, wairua

Mokopuna will thrive through navigating learning and life pathways that
empower their own mana

2024 Strategic Intentions

Year two of research project

- **Implementation of Tākaro** | Play through Coaching with Dr Sarah Aiono. Use of PBLot tool with the adjustments made to incorporate indigenised lenses. Teachers have individual coaching sessions to promote the PBLot descriptors of good play practice.
- **Ongoing coaching and refinement of processes** with Dr Sarah Aiono, Dr Tara McLaughlin and Tineka (Waitoa) Tuala-Fata
- **Update play environments surrounding classrooms** so that their areas are open for play. That the environments are free of plastic. Areas in front of Room 4 - sandpit in front of Room 3, Areas beside He Kupenga. These have to be mobile for now because of the new build.
- **Resource classes** so that the play environments are attuned to play with open ended equipment and to as much as possible clear our classes of plastic. Bring in Te taiao and move natural play from the environment.
- **Pou Whakapai/Whakatinana Tuarua:** Revision and implementation of the revised framework 31 March 2024
- **Pou Apoapo:** Final data collection 30 September 2024
- **Ko te Takaro, Kā Ako Year 2** - evaluation and sustainability of progress made

- **DMIC** Year 2 whole School
- **BSLA** - Year 2 training Year 1-2 Kākano
- **BSLA** Year 1 training Year 3-4 Kaiako in Māhuri
- **BSLA** - Training for targeted kaiāwhina
- Continue with **Place-Based** Curriculum development
- **Trauma Informed Practice** with Jase Williams - whole staff development. Wānanga and kanohi ki te kanohi will be the way that this programme is delivered.
- **Te Pā Māori** - building and empowering mokopuna with knowledge about local marae, as well as marae of mokopuna who belong to other iwi. Ensuring mokopuna have an understanding and a growing confidence of marae tikanga, including welcomes and waiata
- **Te Aranga Marae** - regular team visits the to local Flaxmere marae, Te Aranga Marae
- **Tūtohu Whenua** - accessing participating Article 2 of Te Tiriti o Waitangi. Visiting local landmarks to understand the whakapapa of our mana whenua - Waiaroha, Ngā Pou o Heretaunga, Hautapu, Atea a Rangī, Te Mata o Rongokako, Houngarea Marae and Pekapeka Wetlands across three terms of 2024.
- **Matariki developing**
 - **Ngā tohu o te tau hou** - Reading of the whetu and the signs from Te taiao. Linking to the knowledge means finding abilities of our tīpuna.
 - **Whare Whetū** - this will be in the hall to start to build up the knowledge of the tamariki with regards to navigation and wayfinding. Maori and Polynesians to be seen as skilled navigators.
 - **Ātea Tours with Piripi and Michelle Smith** - Visit the area in Napier to deepen Rākau and Taiohi knowledge of how to use Atea and how our ancestors| tīpuna used these to expertly navigate, to plant by and to use tohu about the seasonal changes in te taiao.
 - **Hautapu ceremony with whānau support and Kauwaka** - Whanagai ngā whetū. To expand our

- Hononga of kura with both **Te Aranga Marae** and **Houngarea Marae** - link to Peka peka Wetlands and Māorilanag wars. Make connection with Charles Ropitini and acey Reid around this
- **Noho Marae**, Te Aranga Flaxmere - to create kaupapa and tikanga for 2024. **“Te toia, Te haumatia”.** **Marae Visits for the whole school in Week 8.** To explore and look at Te Pā Māori ensuring the mokopuna have competence in and confidence in the tikanga of the marae, whakairo, symbols, pōwhiri.
- **Houngarea Marae Noho** - Link in with Term Three focus on Māori land wars.
- **Te Reo Māori Mahere Reo** - individual, class and kura- whole school focus [Mahere Reo Example](#)
- **Te Tiriti o Waitangi** PLD with Te Rito o te harakeke Kāhui Ako
- **Niho Taniwha** - Improving and Teaching Learning for mokopuna Māori - Committee Niho Taniwha PLD
- **Te Taiao (Sustainability)** of the initiatives above for the second year for consolidation of learning
 - 2024 Maara Kai - Trauma Informed Practice
- **Building Awesome Whānau** Koka Dot to facilitate this with whānau groups in conjunction with Te Whatu Ora TBC
- Hui a panoni - **Deepening of whakapapa** - with mana whenua, whānau and experts to look into the changing of our School house names and classroom naming.
- **Bayden Barber** link for the history of the pakanga that led to the harakeke being used to barter for muskets. The story of how Kahungunu the iwi survived.
- **NIWE** - North Island Weather Event Intervention
 - Te Whare Āio
 - Yoga Āio
 - Trauma Informed Practice
 - Te Taiao
- **Te Pū Āio - Yoga** - Whakatau Hinengaro to continue, become fluent in Te Pū Āio and implemented throughout the school (kaiako led initially moving towards student led)
- **Bal-a-Vis-X - BAVX** encompasses ball exercises designed to address various challenges such as tracking deficiencies, impulsivity, auditory imprecision, balance, and anxiety issues. It stands as an additional tool in our kete, aiding our mokopuna in

	<p>knowledge of the stars to deepen esoteric practices. We will hold our first Hautapu at sour kura.</p>	<p>self-regulation and facilitating a calm state within their brain systems, thereby fostering sustained focus ■ BAVX.mp4</p> <ul style="list-style-type: none"> ● Our Three Kete <ul style="list-style-type: none"> ○ States of Mauri - work has been established with Matua Frances Te Pou on these with Cindy Te Pou. Whakapapa of these concepts and the deepening of the staff's use of these to continue throughout 2024. ○ Whānau Hui - Continue to refine and reflect on these as a preventative tool that allows for mana of whānau and the voice of the tamaiti to be heard so that they are the rangatira of the decisions made to tautoko us all as a whānau surrounding the tamaiti
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<p>2025</p> <ul style="list-style-type: none"> ● Pou Tātari: End of project report, outcomes poster, final milestone report 31 March 2025 ● Implementation of Indigenised Play-Based Learning across Kākano - moving into Māhuri. ● PBLOT will be completed and in use to keep moving our curriculum into tākaro-play based practice of teaching. 	<p>2025</p> <ul style="list-style-type: none"> ● BSLA Year 2 training Year 3 - 4 Kaiako in Māhuri ● BSLA - Continued training for targeted kaiāwhina ● Sustainability of DMIC set in place for ongoing progress ● Te Mana Tikitiki - working with Ngati Kahungunu - Mana Whenua Te Mana Tikitiki ● Link with school rebuild - The journey of the Takitimu waka from Samoa (Tarai Pō) - through to the islands of the Pacific- Rarotonga (Takitumu) then through to Aotearoa (Takitimu) 	<p>2025</p> <ul style="list-style-type: none"> ● Restorative Practice Refresh? ● Unconscious Bias Workshops ● Anti-racism Anti-Racism Rauemi - Resources App - Staff to work through App ● Te Matau a Māui Waka Sailing - understanding indigenous navigation and connecting connecting with school build ● Wayfinding Leadership Link to text with the focus of the kura on The Takitimu
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National Education Learning Priorities
Regulation 7 (d)

<p style="text-align: center;"><u>National Education Learning Priorities</u></p> <ul style="list-style-type: none"> ☑ NELP 1 - Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying ☑ NELP 2 - Have high aspirations for every learner/mokopuna, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures ☑ NELP 3 - Reduce barriers to education for all, including for Māori and Pacific learners/mokopuna, disabled learners/mokopuna and those with learning support needs ☑ NELP 5 - Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning ☑ NELP 6 - Develop staff to strengthen teaching, leadership and learner support capability across the education workforce 	<p style="text-align: center;"><u>National Education Learning Priorities</u></p> <ul style="list-style-type: none"> ☑ NELP 1 - Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying ☑ NELP 2 - Have high aspirations for every learner/mokopuna, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures ☑ NELP 3 - Reduce barriers to education for all, including for Māori and Pacific learners/mokopuna, disabled learners/mokopuna and those with learning support needs ☐ NELP 4 - Ensure every learner/ mokopuna gains sound foundation skills, including language*, literacy and numeracy ☑ NELP 5 - Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning 	<p style="text-align: center;"><u>National Education Learning Priorities</u></p> <ul style="list-style-type: none"> ☑ NELP 1 - Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying ☑ NELP 2 - Have high aspirations for every learner/mokopuna, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures ☑ NELP 3 - Reduce barriers to education for all, including for Māori and Pacific learners/mokopuna, disabled learners/mokopuna and those with learning support needs ☑ NELP 5 - Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning ☑ NELP 6 - Develop staff to strengthen teaching, leadership and learner support capability across the education workforce
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NELP 8 -Enhance the contribution of research and mātauranga Māori in addressing local and global challenges

NELP 6 - Develop staff to strengthen teaching, leadership and learner support capability across the education workforce

Board Primary Objectives

Section 127 Education and Training Act | Regulations 7 (1) (b)

1) a board's primary objectives in governing a school are to ensure that—

- a) every student at the school is able to attain their highest possible standard in educational achievement; and
- b) the school— (i) is a physically and emotionally safe place for all students and staff; and

(ii) gives effect to relevant student rights set out in this Act, the [New Zealand Bill of Rights Act 1990](#), and the [Human Rights Act 1993](#); and

(iii) takes all reasonable steps to eliminate racism, stigma, bullying, and any other forms of discrimination within the school; and

(c) the school is inclusive of, and caters for, students with differing needs; and

(d) the school gives effect to [Te Tiriti o Waitangi](#), including by—

(i) working to ensure that its plans, policies, and local curriculum reflect local tikanga Māori, mātauranga Māori, and te ao Māori; and

(ii) taking all reasonable steps to make instruction available in tikanga Māori and te reo Māori; and

(iii) achieving equitable outcomes for Māori students.

2) To meet the primary objectives, the board must—

a) have particular regard to the statement of national education and learning priorities issued under [section 5](#); and

b) give effect to its obligations in relation to—

(i) any foundation curriculum statements, national curriculum statements, and national performance measures; and

(ii) teaching and learning programmes; and

(iii) monitoring and reporting students' progress; and

c) perform its functions and exercise its powers in a way that is financially responsible; and

d) if the school is a member of a community of learning that has a community of learning agreement under [clause 2](#) of Schedule 5, comply with its obligations under the agreement; and

e) comply with all of its other obligations under this or any other Act.

Annual Action Plan for 2024

Strategic Goal 1	Developing and implementing an indigenised framework for tākaro (play) that is underpinned by Kahungunutanga
Key Strategic Initiatives 2024	Year Two of Research project - Kahungunu Education Strategy Research Proposal
Intended Outcomes by end 2024	<p>That year 2 of the research successfully carried out. Surveys carried out with Whānau, Kaiako, Tamariki to gauge change. Milestones will be written up and submitted to TLRI, findings shared with the community,</p> <p>Successful outcomes will be:</p> <ul style="list-style-type: none"> - Practice-Based coaching has been successfully integrated into use to improve practice - Classes are resourced with Tākaro Play-Based Rauemi that reflect indigeneity - All kaiako are on their journey with Tākaro Play-Based teaching that promotes communication, problem solving, critical thinking and interpersonal skills based on tikanga that aligns with hapū and iwi aspirations. - mokopuna, Kaiako and Whānau understanding of Tākaro Play-Based approaches are better understood in terms of the holistic teaching of the curriculum.

2024 WHAT Actions will we take? (to progress the initiative for the year)	WHO is responsible for what?	WHEN will this happen?	WHAT actually happened?
<ul style="list-style-type: none"> ● Resource classes so that the play environments are attuned to play with open ended equipment and to as much as possible clear our classes of plastic. Bring in Te taiao and move natural play from the environment and 	Kākano Team and Tineka	Term 1 and 2 ongoing as needed	<input checked="" type="checkbox"/> Consultation with play specialist Pia from Sports Hawkes Bay to plan for loose parts for both Kākano gardens and Sensory garden spaces. Grant applied for and was given in 2023 for a sensory garden \$3k set aside in budget for assets for these gardens. Equally more funding was sought and granted from Te Whatuiapiti trust to go towards the sensory garden also.
<ul style="list-style-type: none"> ● Update play environments surrounding classrooms so that their areas are open for play. That the environments are free of plastic. Areas in front of Room 4 - sandpit in front of Room 3, Areas beside He Kupenga. These have to be mobile for nwo because of the new build. 	Kākano Team and Tineka	Term 1 and 2 ongoing as needed	<input checked="" type="checkbox"/> Planning underway for the play areas by Kākano staff members. 16/2/24 - Visit from Linda Cheer Longworth Consultants came in to give us some ideas to change the environments into a more play discovery area. This is being completed in conjunction with the rebuild in mind. This will have to be an idea that can shift.
<ul style="list-style-type: none"> ● Ongoing coaching and refinement of processes with Dr Sarah Aiono, Dr Tara McLaughlin and Tineka (Waitoa) Tuala-Fata 	Dr Sarah Aiono Kākano Teachers	Ongoing throughout the Whole Year	<input checked="" type="checkbox"/> First round of coaching has started in Week 2 with Sarah Aiono and each classroom set of teachers. Email feedback has been given to individual teachers and they are all working towards their next steps in their development as play teachers.
<ul style="list-style-type: none"> ● Implementation of Tākaro Play through Coaching with Dr Sarah Aiono. Use of PBLot tool with the adjustments made to incorporate indigenised lenses. Teachers have individual coaching sessions to promote the PBLot descriptors of good play practice. 	Dr Sarah Aiono Tineka (Waitoa) Tuala-Fata	Ongoing throughout the Whole Year	<input checked="" type="checkbox"/> Ongoing refinement of PBLot - Kauwaka Support will help with the concepts that are indeed to translate concepts in the PBLot into Te Ao Māori concepts so that tikanag can be carried out with each of these. Tineka to work with Montz on these.
<ul style="list-style-type: none"> ● Pou Whakapai/Whakatinana Tuarua: Revision and implementation of the revised framework 31 March 2024 	Dr Sarah Aiono Dr Tara McLaughlin Tineka (Waitoa) Tuala-Fata	21 March 2024	

<ul style="list-style-type: none"> ● Pou Apoapo: Final data collection 30 September 2024 	Dr Sarah Aiono Dr Tara McLaughlin Tineka (Waitoa) Tuala-Fata	30 September 2024	
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Annual Action Plan for 2024	
Strategic Goal 2	Develop an indigenised, local curriculum that is underpinned by the Ngāti Kahungunu Education Strategy
Key Strategic Initiative 2024	<ul style="list-style-type: none"> ● DMIC Year 2 whole school development - visiting facilitators throughout the year. Regular Staff meetings to keep focus on the DMIC approach of maths. ● BSLA - Year 2 training Year 1-2 Kākano - ongoing development and maintenance of this of this approach ● BSLA Year 1 training Year 3-4 Kaiako in Māhuri - preparation for the next years Year 2's who will come through to Māhuri already having been taught in a BSLA mode for two years. Ongoing support with Yvonne through RTLit. ● BSLA - Training for targeted kaiāwhina to ensure that as the mokopuna come through the school there are trained people able to support as these mokopuna make their way through the school. ● Continue with Place-Based Curriculum development - help form Kahui Ako Te rito o te Harakeke, Links to local mana whenua and Mārae. Work to be implemented in terms of our policies and the rights of Article 2 Mana Whenua to their knowledge. How do we as a kura respect and treat this information that is gifted to us from tīpuna <i>Taonga tawhito and kōrero tawhito hoki</i> ● Trauma Informed Practice with Jase Williams - whole staff development. Wānanga and kanohi ki te kanohi will be the way that this programme is delivered. Whānau Hui to be held, mens nights and development with staff throughout 2024. RAPLD funded. ● Te Pā Māori - building and empowering mokopuna with knowledge about local marae, as well as marae of mokopuna who belong to other iwi. Ensuring mokopuna have an understanding and a growing confidence of marae tikanga, including pōwhiri, waiata & karakia. ● Regular visits of staff to Te Aranga Marae - regular team visits the to local Flaxmere marae, Te Aranga Marae ● Tūtohu Whenua - accessing participating Article 2 of Te Tiriti o Waitangi. Visiting local landmarks to understand the whakapapa of our mana whenua - Waiaroha, Ngā Pou o Heretaunga, Hautapu, Atea a Rangī, Te Mata o Rongokako, Houngarea Marae and Pekapeka Wetlands across three terms of 2024. ● Matariki developing <ul style="list-style-type: none"> ○ Ngā tohu o te tau hou - Reading of ths whetu and the signs from Te taiao. Linking to the knowledge means finding abilities of our tīpuna. ○ Whare Whetū - this will be in the hall to start to buil;d up the knowledge of the tamariki with regards to navigation and wayfinding. Maori and Polynesians to be seen as skilled navigators. ○ Ātea Tours with Piripi and Michelle Smith - Visit the area in Napier to deepen Rākau and Taiohi knowledge of how to use Atea and how our ancestors tīpuna used these to expertly navigate, to plant by and to use tohu about the seasonal changes in te taiao. ○ Hautapu ceremony with whānau support and Kauwaka - Whanagai ngā whetū. To expand our knowledge of the stars to deepen esoteric practices. We will hold our first Hautapu at sour kura.
Intended Student-Focused Outcomes by the end of 2024	Successful outcomes will be: <ul style="list-style-type: none"> - <i>Successful Noho Marae that builds identity and ownership amongst staff in teaching Māori and People of the Pacific mokopuna. This will prepare teachers for the Marae Visit in Week 8 where mokopuna will activate the learning they have been preparing for in classes.</i>

	<ul style="list-style-type: none"> - Aotearoa NZ Histories curriculum will be linked to localised /place-based curriculum teaching e.g. Te Pā Māori - uplift and enhance knowledge of the reasons WHY these things are to build a greater understanding of tikanga Māori and Matauranga Māori. - Maintain understanding with mokopuna around the rohe in which they reside. Continue to kōrero and keep alive Kahungunutanga. - Mokopuna will be confident and positive when engaging in indigenised maths learning which will be reflected at the end of year school data. We would like to see an overall school improvement in Maths to 80% - equity measures maintained male/female and Māori/Pop and others. - BSLA achievement data to show improved learning of literacy concepts and that the mokopuna can retain their learning - Trauma informed approach resulting in - less stand downs, equity of behaviour management, whānau hui. Whānau hour, professional readings all aimed at the healing of trauma within our kura.
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2024 WHAT Actions will we take? (to progress the initiative for the year)	WHO is responsible for what?	WHEN will this happen?	WHAT actually happened?
<p>Noho Marae at Te Aranga Marae</p> <ul style="list-style-type: none"> ● Regular visits of staff to Te Aranga Marae - regular team visits the to local Flaxmere marae, Te Aranga Marae 	SLT	Jan 2025 25/26th	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Another successful Noho Marae where are able to engage in our Three Kete - Māramatanga, Manaakitanga, and Whanaungatanga. <input checked="" type="checkbox"/> Kauwaka Support - Montz Karena (teaching of waiata in a wānanga style). <input checked="" type="checkbox"/> Wānanga held there Feb for Trauma Informed day
<ul style="list-style-type: none"> ● Aotearoa NZ Histories curriculum will be linked to localised /place-based curriculum teaching e.g. Te Pā Māori uplift and enhance knowledge of the reasons WHY these things are to build a greater understanding of tikanga Māori and Matauranga Māori. Te Pā Māori - building and empowering mokopuna with knowledge about local marae, as well as marae of mokopuna who belong to other iwi. Ensuring mokopuna have an understanding and a growing confidence of marae tikanga, including pōwhiri, waiata & karakia. 	SLT Team Leaders Kaiako	Jan - Dec 2024	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Te Pā Māori Planning has been completed as an overview. Individual Teams and Kaiako will keep a plan of their inquiry with this over Term 1 Taiohi Plan Te Pā Māori Plan. <input checked="" type="checkbox"/> Marae Noho - sharing of knowledge of Te Aranga to assist teachers with activity planning for marae visit in Week 8. <input type="checkbox"/> Week 8 Marae Noho planning RAM Trip Form Bus booking
<ul style="list-style-type: none"> ● Tūtohu Whenua - accessing participating Article 2 of Te Tiriti o Waitangi. Visiting local landmarks to understand the whakapapa of our mana whenua - Waiaroha, Ngā Pou o Heretaunga, Hautapu, Atea a Rangī, Te Mata o Rongokako, Houngarea Marae and Pekapeka Wetlands across three terms of 2024. 	SLT - to lead Kaiako All staff	Term 1- 3	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Preplanning of these trips completed by SLT Late 2023 into 2024. Tineka - Te Aranga Marae Trip, Cindy - Waiaroha me Ngā Pou of Heretaunga (Tineka Buses and timings), Lisa - Atea a Rangī, Te tau hou and the Star Dome visits. Letters, RAMS, Buses and initial communication to book these spaces for our trips. The plan is to take this component away from teachers so they can concentrate on classrooms. <input checked="" type="checkbox"/> Week 5 successful trips of the whole kura to Te Waiaroha me Ngā pou of Heretaunga. Learning to be followed up in class with Te Pā Māori learning. See feedback here.
<ul style="list-style-type: none"> ● BSLA - Year 2 training Year 1-2 Kākano - ongoing development and maintenance of this of this approach ● BSLA Year 1 training Year 3-4 Kaiako in Māhuri - preparation for the next years Year 2's who will come through to Māhuri already having been taught 	Tineka (Waitoa) Tuala-Fata Kaiako - Kākano and Māhuri Kaiāwhina BSLA trainers		<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Week 3 Māhuri start their Zooms with Canterbury University. <input type="checkbox"/> PLD for remaining Kaiāwhina - Leigh to follow this through. <input type="checkbox"/> Ongoing support of Māhuri from BSLA facilitators Jules and Becs as they navigate their first few weeks of this new approach. <input type="checkbox"/> Assessments and testing being carried out in Week 4 by teachers - a heavy proces for them all.

<p>in a BSLA mode for two years. Ongoing support with Yvonne through RTLit.</p> <ul style="list-style-type: none"> ● BSLA - Training for targeted kaiāwhina to ensure that as the mokopuna come through the school there are trained people able to support as these mokopuna make their way through the school. 			
<ul style="list-style-type: none"> ● DMIC Year 2 whole school development - visiting facilitators throughout the year. Regular Staff meetings to keep focus on the DMIC approach of maths. 	<p>Kate Davies Tineka (Waitoa) Tuala-Fata Team Leaders</p>	<p>Ongoing throughout 2024</p>	<ul style="list-style-type: none"> ☑ Week 3 PLD and Coaching sessions start - Facilitators into classes. Staff Meeting with facilitators - two separate meetings one for people new to DMIC and one for 2nd year people.
<ul style="list-style-type: none"> ● Continue with Place-Based Curriculum development - help from Kahui Ako Te rito o te Harakeke, Links to local mana whenua and Mārae. Work to be implemented in terms of our policies and the rights of Article 2 Mana Whenua to their knowledge. How do we as a kura respect and treat this information that is gifted to us from tīpuna. <i>Taonga tawhito and kōrero tawhito hoki</i> 	<p>Tineka (Waitoa) Tuala-Fata BOT Kāhui Ako - Te rito o te harakeke</p>	<p>Ongoing through 2024</p>	
<ul style="list-style-type: none"> ● Matariki developing <ul style="list-style-type: none"> ○ Ngā tohu o te tau hou - Reading of the whetu and the signs from Te taiao. Linking to the knowledge means finding abilities of our tīpuna. ○ Whare Whetū - this will be in the hall to start to build up the knowledge of the tamariki with regards to navigation and wayfinding. Maori and Polynesians to be seen as skilled navigators. ○ Ātea Tours with Piripi and Michelle Smith - Visit the area in Napier to deepen Rākau and Taiohi knowledge of how to use Atea and how our ancestors tīpuna used these to expertly navigate, to plant by and to use tohu about the seasonal changes in te taiao. ○ Hautapu ceremony with whānau support and Kauwaka - Whanagai ngā whetū. To expand our knowledge of the stars to deepen esoteric practices. We will hold our first Hautapu at our kura. 	<p>All staff</p>	<p>Term 2</p>	<ul style="list-style-type: none"> ☑ Ngā tohu o te tau hou, Whare Whetū, Atea Tours - Lisa has sorted through initial planning, booking and communications with Piripi and Michelle Smith. ☑ Initial communications with Kauwaka around Jautpatu ceremony and the availability of their support for our kura to prepare for this. Communication with Pereri King and Henry Heke around this as well. Kauwaka Waimārama one is 28th June 2024 - need to check in with Kahungunu to see when theirs is to book ours in. ☑ Booklets organised with Michelle Smith to be delivered later in Term 1 as preparation is needed before the Atea trips. ☑ Bookings made for Rākau and Taiohi to visit the Atea in Term 2 with a tour.

<ul style="list-style-type: none"> ● Trauma Informed Practice with Jase Williams - whole staff development. Wānanga and kanohi ki te kanohi will be the way that this programme is delivered. Whānau Hui to be held, mens nights and development with staff throughout 2024. RAPLD funded. 	<p>Jase Williams Tineka (Waitoa) Tuala-Fata Lisa Morton and a committee of TIP leaders across the school.</p>	<p>Ongoing throughout 2024</p>	<p>☑ Link to Action Plan</p>
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Annual Action Plan for 2024

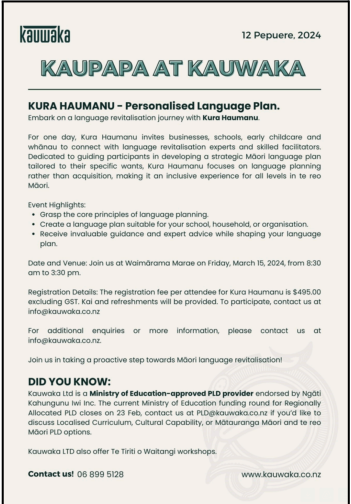
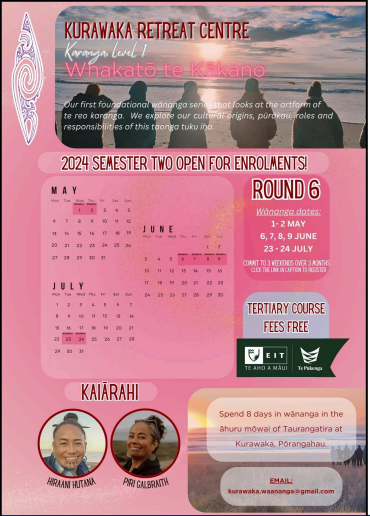
Strategic Goal 3 **Develop an environment where mokopuna are empowered by their identity**

<p>Key Strategic Initiative 2024</p>	<ul style="list-style-type: none"> ● Hononga of kura with both Te Aranga Marae and Houngarea Marae - link to Peka peka Wetlands and Māori language wars. Make connections with Charles Ropitini and Tracey Reid around this. Houngarea Marae Noho - Link in with Term Three focus on Māori land wars. ● Noho Marae, Te Aranga Flaxmere - to create kaupapa and tikanga for 2024. “Te toia, Te haumatia”. Marae Visits for the whole school in Week 8. To explore and look at Te Pā Māori ensuring the mokopuna have competence in and confidence in the tikanga of the marae, whakairo, symbols, pōwhiri. ● Te Reo Māori Mahere Reo - individual, class and kura- whole school focus Mahere Reo Example ● Te Tiriti o Waitangi PLD with Te Rito o te harakeke Kāhui Ako ● Niho Taniwha - Improving and Teaching Learning for mokopuna Māori - Committee Niho Taniwha PLD ● Te Taiao (Sustainability) of the initiatives above for the second year for consolidation of learning 2024 Maara Kai - Trauma Informed Practice ● Building Awesome Whānau Koka Dot to facilitate this with whānau groups in conjunction with Te Whatu Ora ● Hui a panoni - Deepening of whakapapa - with mana whenua, whānau and experts to look into the changing of our School house names and classroom naming. ● Bayden Barber link for the history of the pakanga that led to the harakeke being used to barter for muskets. The story of how Kahungunu the iwi survived. ● NIWE - North Island Weather Event Intervention <ul style="list-style-type: none"> ○ Te Whare Āio ○ Yoga Te Pū Āio ○ Trauma Informed Practice ○ Te Taiao ● Te Pū Āio - Yoga - Whakatau Hinengaro to continue, become fluent in Te Pū Āio and implemented throughout the school (kaiako led initially moving towards student led) ● Our Three Kete <ul style="list-style-type: none"> ○ States of Mauri - work has been established with Matua Frances Te Pou on these with Cindy Te Pou. Whakapapa of these concepts and the deepening of the staff's use of these to continue throughout 2024. ○ Whānau Hui - Continue to refine and reflect on these as a preventative tool that allows for mana of whānau and the voice of the tamaiti to be heard so that they are the rangatira of the decisions made to tautoko us all as a whānau surrounding the tamaiti <p>Actions continued from 2024</p> <ul style="list-style-type: none"> ● Hapū/Iwi knowledge of mokopuna and registration with their runanga Kahungunu Registration
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	<ul style="list-style-type: none"> • Whanaungatanga walls are established in each classroom along with pepeha. • Ongoing mahi to embed and enhance whānau engagement practices using Facebook Akomanga Tekau Mā Whā • Māori and Pasifika language weeks for ALL cultures that are repped at TWH Te wiki ō te reo Māori • Emotional regulation - Indigenised Whakatau Hinengaro (regulation) maintenance, Te Pū āio (yoga) across the school with mokopuna leading starting 2024 • Complete Well-being at school survey and compare with results from 2023. • Implementation of a sensory garden to provide a space for tamariki to regulate in conjunction with grants given in 2023 for purpose. • Niu Gen Pasifika Leadership - Manase Uiasele • Implementation of Heretaunga Arakura mahi from 2023 - mokopuna to complete GIS data again to add to these projects. 			
<p>Intended Student-Focused Outcomes by the end of 2024</p>	<ul style="list-style-type: none"> - Mokopuna-led whakatau hinengaro / te pū āio to regulate - Mokopuna will have a deeper understanding of their identity and pepeha and the confidence to share with others - Fluency and confidence in presenting their pepeha and mihi to manuhiri - Whānau are actively engaged with their child's learning via Facebook, leaving comments and acknowledging successes - Te wiki ō te reo Māori celebrated alongside all of the other languages of the Pacific that we have here at school. - Re-engage whānau with newsletters through use and development of school apps. - A sensory garden is established that mokopuna use when they need space and calm, and time to re-regulate themselves - All mokopuna registered with the runanga as appropriate - Whānau Hour to be established to run each term. - Continue with Reports that better reflect students' identity and build autonomy with the mokopuna being involved in writing their own reports. - Te Mātaiaho Curriculum refresh - continue with progress towards this taking into account the refresh for English and Maths. - Mokopuna works with Heretaunga Arakura to improve the roads around Flaxmere implementation phase and follow up data - Lisa Morton. 			
2024 WHAT Actions will we take? (to progress the initiative for the year)		WHO is responsible for what?	WHEN will this happen?	WHAT actually happened?
<ul style="list-style-type: none"> • Te Reo Māori Mahere Reo Individual Jan 2024, Class and School following Kura Haumanu 	Tineka (Waitoa) Tuala-Fata Jules Makea Rocky Pohati Team Leaders	Ongoing 2024	<ul style="list-style-type: none"> <input type="checkbox"/> Individual Mahere Reo to be created by staff members based on actions to improve their te reo Māori <input type="checkbox"/> Jules and Rocky to attend Kura Haumanu (Kāhui Ako funded) at Waimārama Marae to learn how to create a Kura Mahere Reo for 2024. 	
<ul style="list-style-type: none"> • Te Pū Āio - Yoga 	Lisa Morton	Ongoing 2024	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Marae Noho - Te Pū Āio - Yoga introduction with staff to be implemented with staff across the school in Term 1. <input checked="" type="checkbox"/> Video created to support everyone across the school with a student, (Lisa and Jordan) and a school booklet created by Anna that can be used across the school so we have cards with the different names of the Yoga poses. <input type="checkbox"/> Emotional regulation - Indigenised Whakatau Hinengaro (regulation) maintenance, Te Pū āio (yoga) across the school with mokopuna leading starting 2024 	
<ul style="list-style-type: none"> • Te Taiao (Sustainability) 	Lisa Morton	Ongoing 2024	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Selection of tamariki to work in the Sensory Garden according to urges that tamariki were having last year in the 'pit'. 	

			<input checked="" type="checkbox"/> Sensory Rōpu Visit to Henry Hill Kura in Napier where they have an established Sensory Garden to be inspired by ideas for our own.
<ul style="list-style-type: none"> • States of Mauri 	Cindy Te Pou	Ongoing 2024	<input checked="" type="checkbox"/> Initial development to further and more deeply indigenise our approach to Whakahihiho - States of Mauri. <input checked="" type="checkbox"/> Consultation with Kaumātua Frances Te Pou to ensure that this approach is tika. <input checked="" type="checkbox"/> Introduction with staff at Marae Noho - Ongoing development of the complex ideas around States of Mauri.
<ul style="list-style-type: none"> • Whānau Hui 	Cindy Te Pou Kōkā Tarati	Ongoing 2024	<input checked="" type="checkbox"/> Ongoing developing of Whānau Hui throughout 2024 - using these proactively to provide space for rangatiratanga for whānau and mokopuna to make choices that allow them to maintain their mana.
<ul style="list-style-type: none"> • Hononga of kura with both Te Aranga Marae and Houngarea Marae 	Tineka (Waitoa) Tuala-Fata	Week 8 Term 1	<input checked="" type="checkbox"/> Marae Noho at Te Aranga for all staff 25/26th Hanuere <input checked="" type="checkbox"/> Trauma Informed Wānanga held at Te Aranga Marae <input checked="" type="checkbox"/> Week 8 visits to Te Aranga marae to include maintenance of the marae in accordance with our agreement to look after the marae.
<ul style="list-style-type: none"> • NIWE - North Island Weather Event Intervention <ul style="list-style-type: none"> ○ Te Whare Āio - Staff PLD to connect with esoteric practices of our Tīpuna for healing ○ Te Pū Āio - Yoga - Whole School purchase of cards ○ Trauma Informed Practice with whānau workshops ○ Te Taiao with Pereri King - rongoa, Māra Āio and Mauritau practices 	Tineka (Waitoa) Tuala-Fata Lisa Morton		<input checked="" type="checkbox"/> Initiate contact with Te Whare Āio - Ngarino and TC to get a quote for this to be carried out with staff and whānau. <input checked="" type="checkbox"/> Contact with Pereri King - hui with his week 1 to sort dates, costings and kaupapa of these sessions. <input checked="" type="checkbox"/> Purchase of Te Pū Āio Card decks / creation of rauemi across the school to support the introduction of Te Pū Āio school wide. Possibility of guest tutors to support. <input checked="" type="checkbox"/> Trauma informed Whānau Workshops to be incorporated within the dates for 2024 as suggested by Jase Williams Link to Action Plan
Actions continued from 2023			
<ul style="list-style-type: none"> • Māori and Pasifika language weeks for ALL cultures that are repped at TWH Te wiki ō te reo Māori 	Matilda Manase Cilla Na'i		
<ul style="list-style-type: none"> • Hapū/Iwi knowledge of mokopuna and registration with their runanga Kahungunu Registration 	Tineka Shaz		<input checked="" type="checkbox"/> Ongoing mahi with any new mokopuna to the school to ensure we have iwi and hapū affiliations from enrolment. This has been added to the enrolment packs. Work to be completed this year to create the runanga resource so each tamaiti in our school who is of Māori descent is able to affiliate to their runanga.
<ul style="list-style-type: none"> • Ongoing mahi to embed and enhance whānau engagement practices using Facebook Akomanga Tekau Mā Whā 	Lisa		<input checked="" type="checkbox"/> Class Facebook pages - Lisa Morton has been completing this mahi with teachers. Staff meeting held in Week 2 to ensure all staff were linked up and sorted through the kinks in the system. Teachers are to carry on and work towards 100% connection with whānau.
<ul style="list-style-type: none"> • Complete Well-being at school survey and compare with results from 2023. 	Cindy		<input type="checkbox"/> Well-Being at School Survey will be resurveyed in Term 1 - possibility of Week 5 - Cindy Te Pou.

<ul style="list-style-type: none"> Implementation of a sensory garden to provide a space for tamariki to regulate in conjunction with grants given in 2023 for purpose. 	Lisa		
<ul style="list-style-type: none"> Niu Gen Pasifika Leadership 	Manase Uaisele Niu Gen		<input checked="" type="checkbox"/> Initial contact made with Niu-Gen Sage. Manase Uaisele will be the spirit of contact for the school. We have provided a contribution in our budget. To start week 6. Leaders for this have been chosen by teachers and forwarded to Niu Gen admin.
<ul style="list-style-type: none"> Implementation of Heretaunga Arakura mahi from 2023 - mokopuna to complete GIS data again to add to these projects. 	Larry Lisa Fran Tineka		<input checked="" type="checkbox"/> Heretaunga Arakura mahi has begun on the roads with our first closures of roads (28/2/24). Met with topline coordinator Piripi Jessop  <input checked="" type="checkbox"/> Hui with Larry from Heretaunga Arakura to go over artwork that will be placed on planters and feedback given regards cultural sensitivities around some of the designs. The work has been allocated to Topline Contractors. Signs have been put up to let the community know and this has gone on Facebook for our community. There will be a 'street party' down Arbroath to celebrate the changes as was requested by the tamariki during planning. Once completed another GIS will be required to be carried out by the Heretaunga Arakura Rōpu .
<p>PLD to support these goals:</p> <ul style="list-style-type: none"> Diploma in Te Reo Māori Tuesdays 10 - 1pm Te Rōnakitanga with PC Crawford Te Wānanga o Aotearoa Te Reo Māori, Level 5, Immersion 	Tineka (Waitoa) Tuala-Fata	Throughout 2024	<input checked="" type="checkbox"/> Enrolment confirmed for 2024 <input checked="" type="checkbox"/> BOT have given ok for this to be completed during the school day and this communication has been shared with the Tuamuaki Tuarua who were all on board. <input checked="" type="checkbox"/> First class starts Tuesday 20th 10 - 1pm <input type="checkbox"/> Ongoing commitment to attend 8 x wānanga through the year <input type="checkbox"/> 1-3 March Ruahapia Marae
<p>Maramataka Wānanga</p> <ul style="list-style-type: none"> To incorporate knowledge into our Taiao, Mara Kai and Sensory Garden Roopu 	Lisa Morton		<input type="checkbox"/> Initial hui with Pereri and Lisa to look at packages through the taiao and serif things were aligned for us all in terms of the mahi we want to carry out with different tamariki in a healing Te Taiao space and also those tamariki who show aptitude to this kind of learning. <input type="checkbox"/> Lisa engaging in personal Maramataka knowledge and sharing as appropriate to the different days. <input type="checkbox"/> Linking with Erena Tomoana Maramataka Facebook page for inspiration and matauranga of Kahungunu practices

<p>Kāhui Ako Wānanga</p> <p>Within School leaders</p> <ul style="list-style-type: none"> - Ongoing wānanga throughout 2024 - March - Kura Haumanu with Kauwaka 	<p>Rocky Pohatu Jules Makea Tineka Tuala-Fata</p>	<p>Across 2024 TERM 1</p> <p>Kāhui Korongotā Ōmahu</p> <p>Kura Haumarū Term 1</p>	 <p>Outcome of the PLD will be the creation of Te Whai Hiringa Mahere Reo - These will then be used by classroom teachers to ensure that the actions identified in the overall schoolplan are carried out in classrooms.</p>
<p>Trauma Informed Conference</p> <ul style="list-style-type: none"> - September - Jase Williams 	<p>Lisa Morton Tineka Tuala-Fata Cindy Te Pou Paul Webb Elana Hales Arohia Vaiusu Trina Yorke</p>	<p>September 2024</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Big ticket item in terms of release and cost of the course. But continue on the journey of Trauma Informed practice inside out kura.
<p>Kauwaka Tumuaki Support</p> <p>Lead: Montz Karena</p> <ul style="list-style-type: none"> - Tineka Tuala-Fata 	<p>Contract is for 20 hours per term throughout 2024. Lead person is Montz Karena.</p>	<p>Ongoing</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Session One - Pepeha - Upgrading this to say when I want it to say instead of the basics. Include A pao to start and work towards whakatauki. <input checked="" type="checkbox"/> Tautoko at Te Aranga Marae with waiata - Haere mai. <input checked="" type="checkbox"/> Lee Kershaw-Karaitiana - taitoko with kaikorero Rocky, Paor and Manase. <input checked="" type="checkbox"/> Translation and tautoko of play-based concepts for research PBL0T
<p>Kurawaka Karanga Wānanga</p> <ul style="list-style-type: none"> - Fees free course that will be supported by the school to build capacity in our breadth and depth of kaikaranga for the kura. 	<p>Aroha Walford Dorothy Waitoa Jules Makea Rachelle Kire Tarati Mohi Taylor Hita Tiffany Hutley Tineka Tuala-Fata</p>	<p>3 Wānanga 1- 3 May 6-9 June 23-24 July</p>	 <p>Preparation being made for coverage of the various staff members Attending these wānanga.</p>
<p>Kai kōrero support</p> <ul style="list-style-type: none"> - with Kauwaka as a part of my principal support 	<p>Paul Webb Rocky Pohatu Manase Uaisele</p>		<ul style="list-style-type: none"> <input checked="" type="checkbox"/> 28 Feb - Lee Kershaw-Karaitiana session regards whaikōrero with Rocky, Paora and Manse. First steps to speaking on the marae. <input type="checkbox"/> Ongoing practices sessions between the speakers.

Historical documentation from 2023

Annual Action Plan for 2023			
Strategic Goal 1	Developing and implementing an indigenised framework for tākaro (play) that is underpinned by Kahungunutanga		
Key Strategic Initiatives 2023	<p><i>Year one of Research project - Kahungunu Education Strategy Research Proposal</i></p> <ul style="list-style-type: none"> • Research application applied for an accepted 2022 leading into 2023 Research Proposal ✓ • Research to be passed through the Massey university ethics committee (MUHC) MU Ethics ✓ • Adaptive Practice-Based Coaching Evaluation Tools, Project-Developed Framework Reflection Tools will be created. ✓ • Pou Kohikohi: Completion of pre-information data collection phase 31 March 2023 ✓ ongoing • Pou Whakatinana/Tuatahi: Draft pedagogical framework implementation 30 September 2023 		
Intended Outcome by end 2023	<p>That year 1 of the research was successful. <i>Successful outcomes will be:</i></p> <ul style="list-style-type: none"> - Practice-Based coaching has been successfully integrated into use to improve practice - Te tākaro mā ako is embedded in Rooms 1 - He Kupenga for at least one hour per day - Kākano teachers have created a way of showing assessment to whānau through Learning Stories - indigenised. - Indigenised resources have been created or purchased and are visible in classrooms 		
Key Strategic Initiatives 2024	<i>Year Two of Research project - Kahungunu Education Strategy Research Proposal</i>		
Intended Outcomes 2024	That year 2 of the research carry out successfully to show the benefits of indigenisation of play-based works in our classrooms		
2023 WHAT Actions will we take? (to progress the initiative for the year)	WHO is responsible for what?	WHEN will this happen?	WHAT actually happened?
Ethical considerations and permissions at Massey University MU Ethics	Tineka Tuala-Fata Dr Sarah Aiono Dr Tara McLaughlin	28th March 2023 Collaboration with all parties giving feedback on the ethical considerations. Sarah entered this into the portal.	Ethics took a lot longer than expected. They are backlogged, so even though we received word that it is provisionally accepted, we still could not go ahead with any permissions until we received the final ethics approval. So at the moment, we are at a bit of a standstill. 19 June - Ethics has been passed and we are ready to go. Sarah sorting dates for initial observations.
Coaching of Kākano staff with Dr Sarah Aiono - Ongoing observations and coaching of play.	Dr Sarah Aiono and class teachers	Ongoing throughout Terms 2-3	Sarah has completed her data collection from all kaiako in Kākano and has her pre information to share back at our next wānanga
Wananga Tuatahi	Dr Sarah Aiono Tineka Tuala-Fata Dr Tara McLaughlin Dr Jeremy MacLeod Hawira Hape Ngā Kaiako o Kākano	Hui to be held at school to wananga about our next steps in indigenising play at our kura.	This hui happened at the end of Term Two and Hawira was unable to attend. Jeremy did attend and we were able to put down some good platforms for moving ahead.
Ngā pūrakau mō ako - Learning Stories. Kākano teachers develop a learning story system to illustrate the ako in play.	Rebecca Biggs and Kākano Team	Term Two developed ongoing tweaks and adjustments throughout the year.	<input type="checkbox"/> Sarah and Tineka to work on a draft of this through Longworth and Te Whai Hiringa - make it look more ours.
Team Leader to develop and create indigenised learning materials and toys made from natural materials.	Rebecca Biggs	Ongoing	

Milestone Writing due to TLRI Pou Kohikohi: Completion of pre-information data collection phase 31 March 2023	Tineka Tuala-Fata Dr Sarah Aiono Dr Tara McLaughlin	31 March 2023 - extension sought due to TLRI and graded through research Dr Tara McLaughlin	This has been hard to get going with Covid hitting the school again. There have been many staff away unwell and the rest of the school have had to cover so not an opportune time.
Whānau Information Meeting Invite all whānau along to this meeting to explain our research and what information will or won't be used.	Tineka Tuala-Fata Dr Sarah Aiono Dr Tara McLaughlin	3rd May 2023 at Te Whai Hiringa	
Wānanga Planning for date TBC 25-28th June	Tineka Tuala-Fata Dr Sarah Aiono Dr Tara McLaughlin In Hawke's Bay	6 June 2023	
Data Collection Completion - Whānau & Kaiako Questionnaire - Oral language data - Kaiako and Whānau to have codes created along with mokopuna W 1 Whānau1 A 1 mokopuna 1 K 1 Kaiako 1	Tineka Tuala-Fata Dr Sarah Aiono Dr Tara McLaughlin	9 June 2023	
19 & 21st June Frontloading of Play Research with Kākano	Dr Sarah Aiono Dr Tara McLaughlin Tumuaki Tuarua x 3 Tumuaki		
Release day with all of the research team	Dr Sarah Aiono Matua Hawira Hape Kākano Team		
Milestone Writing due to TLRI Pou Whakatinana/Tuatahi: Draft pedagogical framework implementation 30 September 2023	Tineka Tuala-Fata Dr Sarah Aiono Dr Tara McLaughlin	30 September 2023	Completed by Sarah Aiono and Feedback from researchers states that they happen with how we are travelling along.

Annual Action Plan for 2023	
Strategic Goal 2	Develop an indigenised, local curriculum that is underpinned by the Ngāti Kahungunu Education Strategy
Key Strategic Initiative 2023	<ul style="list-style-type: none"> • Introduce Aotearoa NZ Histories Curriculum - Kahungunu & Rongomaiwāhine Aotearoa Nz Histories • Research into place based curriculum Place-Based Curriculum • Indigenising our PB4L practices - Huakina mai - Cindy Te Pou leading. Huakina Mai • Developing Mathematical Inquiry Communities (DMIC). Massey University Professor Bobbie Hunter and Dr Jodie Hunter Year 1 - Kate Davies leading. DMIC Research base • Better Start Literacy Approach (BSLA) - Year 1 Development NE/Y1 in conjunction with Canterbury University - Juliet Makea and Rebecca Biggs leading. BSLA



	<ul style="list-style-type: none"> Loss of Learning Tutoring - funding from the Ministry of Education. This is being led by Kate Davies. Group of Year 8 students affected by Covid shutdowns doing catch-up work in reading, writing, and maths. Loss of Learning Initiative Truancy Hui - held twice a term with all invested stakeholders 			
Intended Student-Focused Outcome by the end of 2023	<p>Successful outcomes will be:</p> <ul style="list-style-type: none"> Successful Noho Marae that builds identity and ownership amongst staff in teaching Māori and Pasifika students Aotearoa NZ Histories curriculum will be linked to localised /place-based curriculum teaching e.g. Kahungunu and Rongomaiwāhine Our hāpori will be aware that the N.K.E.P exists and the strategies and goals from this document will guide us forward in the learning of ngā mokopuna o Kahungunu mokopuna will be confident and positive when engaging in indigenised maths learning which will be reflected at the end of year school data Senior Leadership have researched Place-Based Curriculum practices. Visit Frimley School. Talk to Ngahina and Tania to discuss what they have done. BSLA achievement data to show accelerated learning of literacy concepts and that the mokopuna can retain their learning Huakina Mai - upholds and enacts the three principles of Te Tiriti o Waitangi Partnership, Protection and Participation <ul style="list-style-type: none"> Focus on Te Ao Māori lens Whānau involved in decisions Balance of power Mana of mokopuna kept intact Participation of mokopuna actively facilitated to improve outcomes (Kete Kids) Student Voice and student autonomy. 			
2023 WHAT Actions will we take? (to progress the initiative for the year)		WHO is responsible for what?	WHEN will this happen?	WHAT actually happened?
Noho Marae at Mihiroa Marae Pakipaki - Vision setting, Whakawhanaungatanga, Setting of school kaupapa. He waka eke noa, Ki tō hoe!	Tineka - to plan out the noho and details, speakers, koha, food Leigh, Cindy and Lisa to follow through with developing their leadership skills in this area during the Noho. Lis to lead Whakatau Hinengaro.	Hanuere 2023	Noho marae was a great success. See the feedback here. Noho Feedback from staff	
DMIC Staff Only Days	Kate Davies - communication Lauren & ____ DMIC - facilitators	Hanuere 2023 - Lauren & Aperira 2023 - Martha & Lesley 13 Hurae 2023 -	<ul style="list-style-type: none"> Staff Only Day carried out as planned in Feb to introduce DMIC to staff and the underlying philosophies. Staff to start to mentor visits the week after. DMIC Mentors Timetable Second SOD - diving deeper into mathematical understanding. Feedback here What's going well? 	
Mentoring of Teachers in maths in classes each week	Lauren and DMIC mentors Kate Davies- to sort timetables for these mentor visits	Hanuere- Tihema	Ongoing mentoring each week timetables by Kate Davies. Mentor timetable	
DMIC Staff Meeting -	DMIC mentors x3 from Auckland held a staff meeting for teachers after being in classes. To invigorate our knowledge of the Maths levels	13/3/23 Kate and DMIC Mentors	Carrying out and levelling of Maths work has begun. We talked through moderation processes to continue to grow the practice and our intuitive knowledge about the levels.	
DMIC planning and communication - ongoing throughout the year	Kate Davies in conjunction with Tumuaki and Tumuaki Tuarua, keeps communication with	Ongoing	Workbooks have been distributed for the next unit of work. This will happen every 5 weeks. Ongoing support from Kate Davies through ongoing emails of useful resources to staff.	



	different learning units throughout the year.		
DMIC ongoing creation of tools to use with DMIC teaching	Kate Davies	Ongoing	DMIC assessment resource DMIC at home resource
Better Start Literacy Approach (BSLA) Ongoing readings, zooms and activities by Kākano teachers with the support of release days and team meetings set aside for this purpose. (zooms). This adds to their own individual micro-credential.	Rebecca Biggs and Juliet Makea, leaders of BSLA, Leigh - release planning	Ongoing throughout Term 1, especially to set up the routines.	This has been ongoing throughout Term 1. Kaiako has been dedicated to these zooms and their individual development. We have been very generous with release time to support teachers in this space. Ongoing monitoring with both leaders and kaiako to ensure they are coping.
BSLA Kaiāwhina trained	Leigh Perry and selected Kaiāwhina (to support Kākano).	Term 1 & 2 Apply in Term 3 & 4	Leigh Perry has led everyone - set up with this learning. Selected kaiāwhina have been working through online modules for this.
BSLA Resources organised	Both Heidi and BSLA leaders in conjunction with our Reading Recovery Teachers to reset up the Junior bookroom. To accommodate for the extra books we have in there for BSLA.	Term 1 project	Heidi/Tineka/Rebecca spent time ordering books needed for BSLA teaching over the holidays. Heidi has accessioned them, and Rebecca helped to prepare them.
Place-Based Curriculum Wally Penetito	Senior Leadership Team	Term 1 & 2 Review and evaluations with some recommendations for future use.	Reading completed to get our thinking started. Contact made with Frimley School to look at Place-Based TBC
P.B.4.L - Our Three Kete	Cindy Te Pou and PB4L team Huakina Mai aims to enhance learning outcomes and experiences for Māori students and their whānau by supporting schools, students, whānau and iwi to build a whole school approach to enhancing positive behaviour based on strong relationships, authentic engagement, power sharing, culturally responsive behaviour management systems, processes, practices and pedagogy (ways of teaching and learning). Ongoing strengthening of P.B.4.L systems.	Ongoing throughout the year, staff meetings, classroom visits and observations.	<ul style="list-style-type: none"> - Whanaungatanga walls across the school. (photos of whānau, also some classes a write up of who they are and why they are important to them. - Adoption of Huakina Mai document. Huakina Mai, - Whānau behaviour hui to address ongoing issues. Using karakia, kai, whakawhanaungatanga and asking whānau what their aspirations are for their child. - Three Kete Walls up and checked by Cindy. - Staff meeting, used Huakina Mai to set cultural competency goal (professional inquiry) - Revisiting and updating of Tier 1 -2 DOC Tier 1 -2 DOC (monitoring) What Tier 2 supports are in place. - Check in/out with tumuaki tuarua. - P.B.4.L (behaviour) vs Team Mauriora (emotional/trauma) - Ongoing Three Kete Team Meetings, using data to choose focus. Whānau hui are gaining momentum. - Staff meeting ran to reinforce/remind staff of systems in place and to explain our whānau hui. <u>A child requested that I run a whānau hui for himself and his whānau!</u> Day after the staff meeting, a staff member asked me to run a whānau hui for her. Example of whānau hui format.Whānau hui master - Ran a whānau hui for a Samoan family, in communication with Matilda re making a Samoan whānau Hui DOC and to check correct protocol. - Ongoing kaiako support in terms of behaviour.

Aotearoa NZ Histories - unpack this curriculum and what is needed and integrate it into our localised curriculum. Make links to our recent units and find how it fits into this curriculum.	Tumuaki Tuarua	Ongoing throughout Term 2. Application throughout the year.	Unpacked in staff meetings Term 2 through the following inquiry Kahungunu & Rongomaiwāhine Inquiry Term 2
Te Mātaiaho Curriculum Refresh	Kahungunu & Rongomaiwāhine Inquiry incorporating Understand-Know-Do	Tineka attended Leadership PLD x2 days already. Separate te Mataiaho plan to be put in place with Senior Leadership	Hui with Sharon Fabbish to discuss the possibilities of taking on Te tamaiti - Hei Raukura instead of Te Mataiaho. Meeting set up with Ana Pipi. Decision made we are not ready for this as our staff will need to be ready reo wise to be at 50% in te reo Māori. Instead we will work at being the top end of Mataiaho. To be shared with BOT at the next meeting and to start to work towards Teachers Only day for the next Ministry TOD.
Truancy Hui	Run via SENCO: reminder emails and agenda sent out a week before meeting	Twice a term: Term 1: 28/2 (wk 5 due to cyclone), 28/3 Term 2: 16/5, 20/6 Term 3: 8/8, 12/9 Term 4: 31/10, 5/12	Minutes BoT 2023 Truancy Hui From meetings comes up any follow up required - whether from TTOH, Te Whai Hiringa, Senco etc Truancy meetings help build relationships between kura, agencies and whānau and promotes the sharing of information
BSLA Kaiāwhina training	Janine Gibb Ryann Hanson Leigh Perry Rachelle Kire Debbie Laken Julz Henderson Chrissy Fox	Fortnightly	Meeting and checking in regularly with all LC to ensure they are keeping up to date. All LCs assigned a class to complete assessment requirements Thursday 15/6: LCs worked through an online quiz. Written reflection due in July - both contribute towards microcredential. This term will see the end of the 'training'.

Annual Action Plan for 2023	
Strategic Goal 3	Develop an environment where mokopuna are empowered by their identity
Key Strategic Initiative 2023	<ul style="list-style-type: none"> Iwi knowledge of mokopuna and registration with their runanga Kahungunu Registration Whanaungatanga walls are established in each classroom along with pepeha. Enhance whānau engagement practices using Facebook Akomanga Tekau Mā Whā Enhance the use of the school newsletter to engage whānau in the school vision to create the identity of our school. Ngā rongō kōrero o Te Whai Hiringa Māori and Pasifika language weeks for ALL cultures that have one. Te wiki ō te reo Māori Emotional regulation - Indigenised Whakatau Hinengaro (regulation), Te Pū āio (yoga) across the school with mokopuna leading Well-being at school survey Survey Begin planning of sensory garden to provide a space for tamariki to regulate in conjunction with Rotary, whānau Aumangea Project / Confident Me - Maia Dreams - Kristyl Neho and Sarah Tawhai Niu Gen Pasifika Leadership - Reece Tuala-Fata PPV - Lila Crichton Heretaunga Arakura
Intended Outcome by end 2023	- <i>mokopuna-led whakatau hinengaro / te pū āio to regulate</i>

- mokopuna will have a deeper understanding of their identity and pepeha and the confidence to share with others
- Fluency and confidence in presenting their pepeha and mihi to manuhiri
- Whānau are actively engaged with their child's learning via Facebook, leaving comments and acknowledging successes
- Te wiki ō te reo Māori celebrated alongside all of the other languages of the Pacific that we have here at school.
- Ngā rongo korero o Te Whai Hiringa to engage whānau in the school's vision so that they can engage in those with their children.
- A sensory garden is established that mokopuna use when they need space and calm, and time to re-regulate themselves
- All mokopuna registered with the runanga
- Whānau Class hui to be established to replace whānau interviews.
- Reports that better reflect students' identity and build autonomy with the mokopuna being involved in writing their own reports.
- Te Mātaiaho Curriculum refresh - The plan here or Te Tamaiti Hei raukura
- mokopuna work with Heretaunga Arakura to improve the roads around Flaxmere

2023 WHAT Actions will we take? (to progress the initiative for the year)	WHO is responsible for what?	WHEN will this happen?	WHAT actually happened?
Leadership upskilling - Tineka Tuala-Fata Educational Leadership Masters & Te Reo Māori, Leigh Perry - Restraint & FAS Training, Lisa Morton - Te Reo Māori, Cindy - P.B.4.L	All Senior Leadership	Ongoing throughout the year	Tineka has completed her Masters, February 2023. Tineka enrolled in Wananga o Aotearoa te reo Level 3-4 course Leigh Restraint training January 2023
Inquiry into mokopuna Iwi	Sharon Hape - Admin Tineka Tuala-Fata - runanga registrations	Ongoing throughout the year	We have about 80 whānau who have not identified their iwi on enrolment forms. We have worked for three months to support our whānau in finding their iwi connection. The next step will be to get runanga forms and encourage whānau to register with their iwi. 12/6/23 - We have 16 whānau left to find iwi connections. Next step is to create a page with runanga connections for each iwi. We have to encourage our whānau to get themselves registered.
Staff to strengthen their pepeha practices	Each staff member is to create a timeline to strengthen their pepeha and or mihi mihi	Ongoing throughout the year	Ongoing practice of te reo through staff meetings. Pepeha goals are embedded in appraisal for all staff improvement goals each term. 12/6/23 Check that this has been happening.
Enhance whānau engagement practices using Facebook 	Lisa Morton	Ongoing throughout the year	Every class in the school except for one has a school Facebook page under development - This is being used to create better communication with whānau and to be able to share learning more readily across classes. See example. ALL classes now have a class Facebook page and whānau engagement on the pages is increasing. Classes that regularly post and include photos are having the best whānau engagement. See examples. 

 <p>A Facebook post from Akomanga Tuawhā, posted by Anna Berryman (Admin) 6 days ago. The post asks, "Wonder what letter and sound we are learning this week??? We got into teams, the C and L team. So much fun!!!! What words do you know that starts with C and L??" It includes two photos: one of a group of children holding up cards with the letter 'C', and another of a child holding a card with the letter 'L'. The post has 16 views and is liked by Cindy Te Pou and 2 others.</p>			 <p>Two Facebook comments are shown. The first is from Hinemoa Leslie Cass, who says "Ngā mihi for the update whaea" and has 1 like and 1 reply. The second is from Sarah Hughes, who says "Thanks for your update and your kindness to our babies" and has 1 like and 1 reply.</p> <p>24/08 - all class Facebook pages are well established and most kaiako are posting every week and getting good whānau engagement. Aiming for consistency across classrooms and higher quality posting eg photos, blurb and consistently posting.</p>
<p>Enhance the use of the school newsletter to engage whānau in the school vision to create the identity of our school. Ngā rongō kōrero o Te Whai Hiringa</p>	<p>Sharon Hape and Tineka Tuala-Fata</p>	<p>Ongoing throughout the year</p>	<p>Week 2 Week 6 Week 8</p>
<p>Māori and Pasifika language weeks - for ALL cultures that have one. Te wiki ō te reo Māori Pacific Language Weeks</p>	<p>Matilda Faavae in charge of the Pacific Language weeks creating packs for teachers. Rotuman, Cook Islands Māori, Tuvalu, Reece, Matilda, Morgan in charge of Samoan Language Week May</p>	<p>On individual language weeks</p>	<p>Rotuman ✓ Each year we contact our only Rotuman family to ask for advice and possible involvement for this week. We have also sourced information from the internet and utilised this. We have sent teachers videos of simple himene, songs for morning Karakia and the theme from the Ministry of Pacific Peoples. We have posted the theme and devotional on our facebook page. Samoan ✓ Samoan Language Week planning</p>
<p>Emotional regulation - Indigenised Whakatau Hinengaro, Māori Yoga across the school with mokopuna leading.</p>	<p>Lisa Morton, Lyn Newson and sponsors _____</p>	<p>Ongoing throughout the year</p>	<p>Term 1 Ongoing - Lisa Morton</p> <ul style="list-style-type: none"> - Whole school whakatau hinengaro every Monday morning - Classes are starting their morning with it, supported with video, leaders being trained up from within teams. Some mokopuna are beginning to lead classes. <p>Term 2</p> <ul style="list-style-type: none"> - Increasing number of classes doing whakatau hinengaro without support from the video (mokopuna leading) - Te Pū Āio PLD in week 6 this term <p>24/08 - Whakatau Hinengaro well established in daily class routines. Multiple mokopuna are confident in leading their class. Need to reinforce the use of regulatory breaks in the classroom. Staff hui set for Wk 9 to share more regulatory breaks and BAVX.</p>
<p>Tama Toa and Kōhine Toa - in conjunction with Tautoko ō ngā mokopuna and Awhina Counselling Services</p>	<p>Tineka Tuala-Fata Lisa Morton Dorothy Waitoa John Robin</p>	<p>Ongoing throughout the year</p>	<ul style="list-style-type: none"> - Set up of the roopu has been completed. Āwhina counselling services contract has been sought and won. We have John Robin on board for two days per week. - Working with Whaea Dot's Tama Toa roopu and other tama

Sensory Garden and Maara Kai	Lisa Morton	Ongoing throughout the year	<p>Term 1 - Ongoing</p> <ul style="list-style-type: none"> - Maara kai has been stripped back and is ready for planting. - Mahi started with the sensory garden. Working with small groups and whole classes. Entrance with milk bottle tops has started. Room 15 creating this piece as well as other mokopuna who come into the office as a way to regulate - Other items for the interactive part of the sensory garden are being collected. - One part of the maara kai has been planted. Seedlings being taken home over holidays <p>Term 2</p> <ul style="list-style-type: none"> - Milk bottle entrance is almost finished, sensory boards are the next project - Maara kai is progressing well. Worm tubes installed and one planter box fully planted. - Maara kai have been cleared out of weeds etc and taken to the dump - mokopuna are sharing ideas of where they think we should be heading with the maara etc. <p>24/08 - Met with Rotary who are going to support us with the development of the sensory garden. Letter sent home with Matteo to get wood supplied by Tumu timbers. Will hold a weekend where whānau can come in and help with building the fence, levelling out ground etc. Maara kai groups are being established and all mokopuna will come in on Friday for half an hour at a time. Groups based on needs / ages.</p>
Well-being at school survey Survey	Cindy Te Pou & Lisa Morton - lead	<p><u>March</u> - a snapshot</p> <p>April - look at the results and decide "what to do?"</p> <p><u>May</u> - Ohu Whakaihukawa consulted.</p> <p><u>May</u> - Junior Assembly attended</p> <p><u>May</u> - Ohu Whakaihukawa duties started</p>	<p>Completed 20-24th March with Year 4 - 8, Student Well-Being Survey</p> <p>April - Cindy took to Ohu Whakaihukawa to get feedback - resulting in lunchtime duties for junior school and intro to mokopuna at junior assemblies.</p> <p>Whakaihukawa (Addressing well-being survey)</p> <p>Shared with BOT of May BOT meeting - Cindy visited BOT to share our planning with them and show how we are using the survey as means to improve the well-being of children at school.</p>
Te Mātaiaho Curriculum Refresh	Kahungunu & Rongomaiwāhine Inquiry incorporating Understand-Know-Do	Tineka will attend Leadership PLD x2 days already. Separate te Mataiaho plan to be put in place with Senior Leadership	<p>Term 3 Focus - Intro to Mataiaho... Know THINK Do introduce through rongomaiwahine and Kahungunu focus.</p> <p>Link to Te Mataiaho team meeting recording</p>
Confident Me & Aumangea Project Meeting to align focus and the projects' goals for our students. How we will work together to further develop students' identity and build confidence in using their voice	Kristyl Neho Sarah Tawhai Tineka Tuala-Fata	18 April 2023	<p>Term 1 holidays Tineka, Sarah and Krystal</p> <p>Meeting went ahead as planned. Great discussion about our focus and goals, the alignment of the project, and our strategic goals. It was agreed to add this project to our strategic goals.</p>
Niu Gen	Reece Tuala-Fata Sage Fomai Group 10 - leaders & aiga participation	Weekly	<p>Term 1 - Sessions on Tuesday (6:30am) and Saturday (7am) morning. Tuesday in school session with Sage from 12:30pm to 1:15pm.</p> <p>Term 2 - Sessions on Wednesday (6:30am) and Saturday (7am) morning. Monday in school session with Sage from 12:30am to 1:15pm.</p> <p>The Niu Gen Programme is formed to support Year 8 students to walk through their own identity as Pacific islanders. The programme is run by four strong Pasifika leaders from our community. They teach our</p>

			<p>students key values that are a part of our culture as pacific islanders in a safe way driven by leadership qualities that these men have through their sporting and educational backgrounds.</p> <p>The two weekly morning sessions are collaborated with the other schools that are also a part of the programme such as Irongate School, Flaxmere Primary, Kimi Ora and Heretaunga Intermediate.</p> <p>Tuesday (Term 1 day) morning sessions are just for the students that are involved in the programme where they come together, have games and then talanoa (talk). The aim of these sessions are to come together with other schools and work together. Too often our schools are battling against each other. This shows the students that they can collaborate with each other because all the schools within our community share the same challenges.</p> <p>Saturday (7am) morning sessions are where the students are encouraged to bring their whānau/aiga with them. The members join in with the morning session as well as the talanoa. This allows the students to feel safe in sharing their struggles with their whānau/aiga where the talanoa is guided by the leaders of the programme.</p> <p>Ongoing Weekly in school sessions are run by Sage Fomai where he works with the students and talks more about the value of the week and how they can use these values in school and at home.</p>
Pasifika Poly groups	<p>Kākano, Māhuri, Rākau/Taiohi 3 x groups all at developmental levels. Reece Tuala-Fata Morgan Siaki Matilda Faavae</p>	Weekly	<p>Term 1 - Rākau/Taiohi Wednesday from 11am to 12pm. Māhuri from 12pm to 12:30pm. Kākakno Friday afternoon from 2:15pm to 2:40pm.</p> <p>Term 2 - Rākau/Taiohi Wednesday from 11am to 12pm. Māhuri from 12pm to 12:30pm. Kākakno Friday afternoon from 2:15pm to 2:40pm.</p> <p>Huge numbers in all Pasifika groups from Kākano all the way up to Taiohi. First term as we do every year there is a “taster” where the whole syndicate comes along to Pasifika and see how they like it. After these sessions which are normally two sessions then students choose if they would like to continue with Pasifika.</p> <p>All groups are preparing for the Primary and Intermediate school PolyFest in term 3.</p> <p>The aim for all our groups is to learn traditional Pasifika songs and dances to build confidence within their Pasifika identity as well as building confidence in themselves. Performing in front of people is a challenge for a lot of the students, however, when the students are learning songs from their village in the Pacific and having a connection with them supports them with overcoming these challenges and the students also have fun doing it and it is evident when they perform on stage and a example of this was during Samoan Language Week.</p>
PPV with Lila Crichton	Lisa Morton	Weekly	<p>Term 2 Wk 2 starts with Lila coming in and working with R14 mokopuna and with kaiako, Aroha Walford to support with ‘command of voice’ in the classroom. Lila and Anna are working with Lisa to indigenise the programme per our strategic plan.</p> <ul style="list-style-type: none"> - Wk 8 mahi with Lila is progressing well. Mokopuna enjoys having Lila in class and he is beginning to indigenise his delivery. Hui next month with Anna to discuss moving forward in the program. <p>Term 3 Wk 2 start This term Lila is working with R14 mokopuna to rework a music video and recreating themselves. ‘Where is the Love - Black Eyed Peas’ Learning about the song and storyline parts - singing, rap, dance, acting, recording.</p> <ul style="list-style-type: none"> - Wk 5 mahi - Theatre combat

			<p>- Wk 6 mahi - Foundation of music (4 chords) - indigenized (slaves) - jazz - gospel/hymns - blues - classical - hip hop - RnB - Pop etc.</p>
<p>Team Mauriora: Senco/LSC</p>	<p>Senco - Leigh Perry LSC - Lyn Newson RTLit - Yvonne Lovelock RTLb - Kim Gempton MoE - Amy Bennett, Nicole Skipper Public Health Nurse - Christine Briasco</p>	<p>Continual open communication</p>	<p>Team Mauriora:</p> <ul style="list-style-type: none"> • Weekly meetings allow for all interested parties to share information and be kept up to date • Stream line of meeting procedures to ensure meetings stick to agenda • New Team Mauriora referrals discussed and next steps decided on - who will follow up, who will work with who etc • Minutes shared before each meeting • Streamlining appropriate docs to track interventions for tamariki over time. Part of Senco mins • Term 3 has been busy with behaviours and new students presenting with issues. Senco team (along with leadership team) was exceptionally busy and also involved with classroom teaching due to staff absences.
<p>Thrive: Approach that promotes wellbeing to help prevent mental health issues in children</p>	<p>Senco - Leigh Perry LSC - Lyn Newson Janine Lardelli has also done the training, self funded</p>	<p>Ongoing: Leigh, Lyn and Janine have access to Thrive Online that support students with mental health and well being</p>	<ul style="list-style-type: none"> • Network zoom meeting - Leigh and Lyn 9/6 • Lyn attended the HB LSC/Senco network meeting with a focus on anxiety. • Network meeting Term 3: decision was not to attend as felt of no relevance • Term 3: Leigh and Lyn visited Amy Eeles at Waipawa School to look at the set -up of a Thrive room (linked in with trauma approach). Came away with confirmation that what we have established here within the Senco room, use of whānau room and other spaces etc is providing appropriate environments for tamariki to work in • Look at some free online training for all staff.