

WYMONDLEY ROAD SCHOOL



ANNUAL PLAN 2025



Our Pepeha

Ko Te Puke o Tara te maunga

Ko Tamaki te awa

Ko Tainui te waka

Ko Tara te Irirangi te rangatira

Ko Waikato raua ko Ngati Whātua ngā iwi

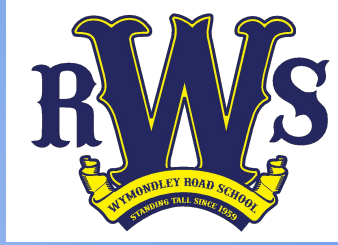
Ko Ngai Tai te hapū

Ko Umupuia raua ko Ihumatao ngā marae

Ko Te Puke o Tara te wāhi

Ko Wymondley te kura





Our Identity

Standing Tall at the gates of Wymondley Road School is the kotuku (white heron). The original logo for the school, these birds were adapted for wading in the shallow, muddy waterways, just like surrounding shorelines of the area. Kotuku were symbols of the beautiful and rare things in life to Māori, a reminder of the unique qualities of each child that walks through the gates. The coloured bands in this piece are designed to represent & include people from all nationalities & backgrounds. A purposeful exclusion of cultural patterning, this allows us to use colour and emotion to connect students, staff and visitors to the space. The 'rolling logs' or rectangles remind the viewer that the school connects to a very special place known as Te Tō Waka (the canoe portage).

The most important pre-european portage in the nation, ancestral canoes passed through Tāmaki; over the narrow stretch of land from the surrounding waterways to the Manukau Harbour. The waka were rolled across the land on logs & this design is a reminder of the unity and teamwork that was needed for these transitions across land just like the school environment & staff who work together daily.

The contemporary hieroglyphics tell the whakapapa of the school & the korero that lies in the history of its soil. 'TU RANGATIRA' is a daily reminder that when you walk into the gates to learn or if you are walking back out into the community, 'STAND TALL' or 'CHIEFLY' and be proud of who you are. Unique, an individual, connected to people, connected to the land, connected to the water and out into the Pacific and the nations just like the vast waterways of Tāmaki.





Our Motto

STAND CHIEFLY – TU RANGATIRA

Wymondley Road School opened for classes on 25th May, 1959 as Otara Number 1 Primary School.

The official opening of the school took place on 3rd December, 1960.

“Strive for the Highest” was the original school motto.

This was later changed to “Tu Rangatira – Stand Tall” or “Chiefly”,
when the school name was changed to Wymondley Road School in 1969.





Our School

Kia ora koutou,

I am currently the tumuaki of this beautiful school. I follow a long list of amazing people who have led in this space, and I feel extremely privileged.

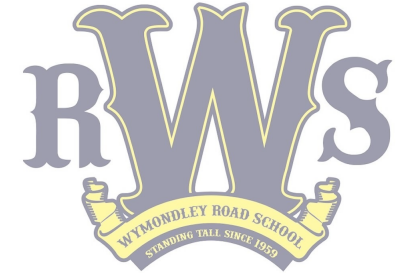
When you travel down the 1km road to Wymondley Road School and enter into the gorgeous school grounds, you get a feeling of whakawhanaungatanga, aroha, manaakitanga. The staff and students are so friendly. So much history in this little space.

Wymondley Road School is a small, suburban school situated in a little corner of Otara in South Auckland. Over 80% of the students who attend have Pasifika heritage. Many students are bilingual and new learners of English. Maori learners have consistently made up 17% of the school roll.

Wymondley Road School is a space where students, teachers and whanau can learn from each other, technology enhances our learning and the local curriculum allows our students to express their rich cultural knowledge and heritage. Here they are nurtured and encouraged to stand tall, strong in character, striving for excellence, learning and leading with courage.

Fleur Petelo - Tumuaki (2017 - current)

WYMONDLEY ROAD SCHOOL 2025



Motto	Stand Chiefly- Tu Rangatira				
Vision	Learn and Lead With Courage				
Purpose	Nurture learners who stand tall, strong in character, and culture, confident in identity, striving for excellence				
	CURRICULUM - Protection	LEARNERS - Participation	WHANAU - Partnership		
Goals	Provide a rich curriculum that is authentic, relevant and engaging for our tamariki	Create a community of learners by engaging and equipping all members to reach their full potential	Create an environment where whanau are engaged and feel valued		
Strategic Initiatives	<p>Be TANGATA TIRITI - Provide and engaging curriculum through culturally rich, authentic learning experiences</p> <p>Be GOOD TEACHERS - Consistent, effective, engaging, professional practice</p> <p>Be GROUNDLED - Strong key foundational skills</p>	<p>Be LEADERS - Enhance leadership capability across the school by developing a coaching culture</p> <p>Be LEARNERS - Shift learner engagement from passive to active</p> <p>Be RESPONSIVE - Use culturally responsive practices</p>	<p>Be PARTNERS - Enhance community partnerships to address inequity</p> <p>Be PARTICIPANTS - Embed a school-wide te reo me ona tikanga Māori programme</p> <p>Be CULTURAL - Enhance cultural capability of staff</p>		
Success Factors	Our practice is effective, consistent and evidence-based. The WRS curriculum gives effect to Te Tiriti, and reflects our Māori and Pasifika community.	Students and staff feel confident and empowered as leaders and learners.	Whānau are actively involved in developing a responsive curriculum that furthers students' cultural, academic and social aspirations.		
Values	RESPECT	CARING	INTEGRITY	TEAMWORK	DETERMINATION
	<i>Whakaute</i>	<i>Manaakitanga</i>	<i>Ngakau Tapatahi</i>	<i>Mahi Tahi</i>	<i>Hiringa</i>



GOAL 1

CURRICULUM - Protection

Provide a rich CURRICULUM that is authentic, relevant and engaging for our tamariki

INITIATIVE 1 BE Tangata Tiriti - Provide an engaging CURRICULUM through culturally rich, authentic learning experiences

2025	
Connect.	Establish sustainable relationship with mana whenua to strengthen our local curriculum - Our Stories, Our History, Te Tiriti - What does it mean to be Tangata Tiriti? Publish Research 'Our Places'. Otago Herenga 2025 Waitangi visit2025
Recap Te Mataiaho whakapapa LP5 - aspirations of whānau for tamariki; plan inquiry units Embed Inquiry planning & lesson templates w. staff	
	Cont. development of overview reflecting integrated inquiry topics Review
Publish	LP5: Explore Pasifika stories/history with whānau Environment: Māori/ Pasifika Art & language Embed NZ Histories - Social Sciences
Unpack new Maths & Stats curriculum and resources Implement English curriculum - structured literacy Implement Maths & Stats	
Student Engagement Surveys (regularly f/n?)	Review
Maths observations & knowledge clinics	Review
Asset and resources review	
Explore cultural concepts and contexts for learning. Build framework for consultation with stakeholders.	Design. Consult Implement

Personnel - how can I help?
FP, RW - mana whenua: local stories, school name, rebrand Pou- Te Mataiaho, Inquiry concepts, planning templates RW - Maths observations & coaching, Maths teaching Pou - community consultation. LP5: stories from 'home' TK (admin) - Draft & publishing Pou - Waitangi excursion, student engagement surveys SK, KS, MN - Pasifika history, consultation, Talanoa Ako

Time
T1-4 T1-2 Ongoing Twice per term Ongoing T1-4 Term 3

Outcomes - how do we know?
Student engagement surveys show high engagement in lessons Teacher observations show competency in maths 20% increase in reading & writing achievement; 20% in maths Students can articulate their own cultural history & those around them 10% increase in whānau engagement at hui each year

Resources - what do we need?
Mana Whenua - local stories, history, curriculum design, rebrand to reflect local history MoE Curriculum Lead - Te Mataiaho, Literacy & Maths Storybooks Funding - trips to Waitangi, hiko around the local area Publishing local stories and cultural history of Māori & Pasifika - add to website Resources for inquiry

Our practice is effective, consistent and evidence-based. The WRS curriculum gives effect to Te Tiriti, and reflects our Māori and Pasifika community.

GOAL 1

CURRICULUM – Protection

Provide a rich CURRICULUM that is authentic, relevant and engaging for our tamariki

INITIATIVE 2 BE Good Teachers - Consistent, effective, engaging, professional practice

2025	Personnel - how can I help?	Time
<p>Effective teacher framework - Russell Bishop TAI - PL groups Recap Inquiry Model at each stage - Fortnightly check-in with teachers</p> <p>Clarify Inquiry planning template and planning process, including LTP, weekly plan</p> <p>Establish planning partners Review assessment practices and tools for phases of learning - create shared understanding of progressions Observations of AfL strategies (cont'd)</p> <p>Termly assessment check - Embed practice</p> <p>Accelerating learning - implement actions from Curriculum and Achievement Plan. across core curriculum ALL - Accelerating Literacy</p>	<p>SK, RW - Inquiry and planning FP - CaAP Curriculum Leads - Knowledge Clinics All teachers - LP5 RW - Digital technology FP, SK - School expectations and statements SK, AN - Attendance and Engagement Strategy, STAR SK, FP - Assessment, Assessment for Learning practices</p>	<p>T1 - 4 T3, 4 Termly and as needed Twice per term - literacy & numeracy focus Ongoing Ongoing, T3 & 4 finalise T1 - ongoing T1 - 4</p>
Outcomes - how do we know?		
Relationship First PLD	<p>Reach MoE targets for attendance 2025 1 year's accelerated progress made by all students Teachers use LI's and SC's in their planning and can formatively assess using these (evident in Action Plans & Speaking Frames) Students and teachers can articulate LI's and SC's - student voice collected twice/term Modelling books used effectively ALWAYS across the school Maker space created by Term 3 and used by each class All students know each stage of the Inquiry Model</p>	
Knowledge Clinic/LP5 x2/term - content knowledge (staff, whānau) - Structured literacy & maths	Resources - what do we need?	
Embed school expectations & curriculum statements/ expectations	<p>Inquiry model for whānau to have at home LP5 resources, Knowledge Clinic resources Assessment folders EWiS - for attendance Digital devices for LP5 evening</p>	
Attendance and Engagement Strategy - MoE - Review current process. Stepped Attendance Plan - STARPlan actions to improve attendance, focusing on environment, expectations, relationships, effective practice, engagement in learning.		

Our practice is effective, consistent and evidence-based. The WRS curriculum gives effect to Te Tiriti, and reflects our Māori and Pasifika community.

Provide a rich CURRICULUM that is authentic, relevant and engaging for our tamariki

INITIATIVE 3 BE grounded - Strong key foundational skills

2025

Train Junior staff in Structured Literacy assessment tools
 Implement **Structured Literacy** through Phase 1 using LLARs assessment
 Cont. to implement Structured Literacy through Phase 2 using Heggerty and The CODE
 Cohort 3 Structured Literacy PLD - Y1-3 (new staff)
 Cohort 4 Structured Literacy PLD Years 4-6
 Purchase more readers as needed for Y3-6 Structured Literacy
 LP5 for whānau

Unpack structured maths curriculum and resources
 - Numicon Y 0 - 3
 - Oxford Y 4 - 6

Unpack STAR framework - attendance. Rework attendance processes
 Monitor student attendance

1 hour a day of Reading, Writing and Maths
 Review timetable to ensure adequate time is spent on R, W, M
 Review explicit teaching time
 Review and replenish appropriate resources
 Audit content knowledge of staff. Include in planning and assessment cycle
 Create a shared understanding of PTAR (Plan, Teach, Assess, Review)
 Implement

Personnel - how can I help?

SK - Structured Literacy, Junior assessment, PD, literacy resources
 SK, FP - Core curriculum (1 hour a day)
 FP - PTAR
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Time

T1 - 4, ongoing
 Ongoing
 Term 3 & 4

Outcomes - how do we know?

Y0-2 working at/through appropriate Structured Literacy stages at anniversary
 80% student achievement in Years 3-6 in literacy (reading & writing)
 Improvement in phonological awareness and JOLST assessment in the junior school @ anniversary
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Resources - what do we need?

MoE resources for 1 hour per day - Tahurangi
 Structured Literacy PD - MoE: Liz Kane
 Structured Literacy resources for Y3 - 6
 Structured Literacy resources for LP5
 Structured Maths PD - Terms 1 & 2 TOD's
 ALL PD

Our practice is effective, consistent and evidence-based. The WRS curriculum gives effect to Te Tiriti, and reflects our Māori and Pasifika community.

GOAL 2

LEARNER - Participation

Create a community of LEARNERS by engaging and equipping all members to reach their full potential

INITIATIVE 1 BE Leaders - Enhance leadership capability across the school by developing a coaching culture

2025

Implement a coaching framework (Russell Bishop/Jim Knight)
Continue with PL groups

Personalised coaching for teachers - Cultivating Culture
Teachers to decide on PD for personal growth
Individualised teacher PD to enhance professional knowledge Evaluate impact

Team curriculum planning Draft expectations Share
Attend NYLD - student leaders conference
Coaching for student leaders
Solution-focused leaders
Co-construct Service programme for student leaders
Explore funding & possible service project outside of Auckland

PGC - Continue

Review process in SLT
Collaborative goal: te reo me ona tikanga Maori. Grow knowledge and everyday use

Use progressions to develop
Review use of CRT to develop leadership

Student Leaders - Service roles: 'Making a difference' - (annual projects)
Investigate charity/ service organisations: what are they for? How are they formed? What do they do?
Otara Kai Village
Decide on own service project using thinking tools: I ❤️ WY; Tidy-up WY; Recycling; Love Learning

Personnel - how can I help?

Poutoko - PGC coaching, student leaders coaching
Pou - PL groups
SK - NYLD
FP - final statement PGC
FP, SK - Service programme to include Otara Kai Village
SK, FP - Local council assistance w. service programme
Cultivating Culture - Coaching programme for staff
FP - PGConversations
TK - funding for service project
Teachers - CRT review

Time

Ongoing
Fortnightly
Term 2
Term 4
T2 - 4, ongoing
Investigate term 2

Termly
Termly
Term 1

Outcomes - how do we know?

Teachers achieve goals as set at PGC
Teacher voice - collaborative planning
Students can discuss thinking tools - what they are and how they are used. Students can show evidence of their use
Teachers engage in dialogic coaching and are able to change/enhance practice and articulate their learning
Improved teacher practice through obs and coaching

Resources - what do we need?

Funding for service project
Cultivating Culture coaching programme
Bk: Solution-focused Leadership
Bk: Leading to the North East
NYLD conference tickets

Students and staff feel confident and empowered as leaders and learners

GOAL 2

LEARNER - Participation

Create a community of LEARNERS by engaging and equipping all members to reach their full potential

INITIATIVE 2 BE Learners - Shift learner engagement from passive to active

2025

Embed understanding of learner agency Create learning dispositions	Publish Publish
Review Inquiry Cycle, planning template and planning process	Assess Publish
Strengthen knowledge and use of Thinking Skills/Tools De Bono's Hats & Blooms Taxonomy Teach student leaders thinking tools (6 Hats, Bloom's Taxonomy, Growth Mindset) Integrate with Inquiry process.	Publish Extend to other Curriculum areas
Develop knowledge of School Talk tool PD with Te Kete Hono facilitator Implement use in writing - planning and assessment Implement use across literacy	Explore maths Progressions
Align report and other assessment with School Talk progressions Trial Review	Embed
Strengthen use of digital tools by upskilling staff in apps and tools w. Knowledge Clinics	Publish 'How To's' Embed

Synthesise and embed Grad Profile progressions
Consult BoT & whānau Publish

Use progressions in class
Have these visible

Personnel - how can I help?

Pou - knowledge clinics for thinking tools
Teachers - Inquiry cycle review including planning template
RW/FP - Lead staff meeting on learner agency and learning dispositions
RW - School Talk, digital tools
SK - Structured Literacy
TK - Publish documents
RW - Maths progressions
FP - Review Graduate Profile progressions, synthesise

Time

As needed
T1 and ongoing for 2025
T2/3
T1 - 4
T1 - 4
Ongoing
T1 - 4 2x ToDs - T1 & 2
T3

Outcomes - how do we know?

Students can articulate the progressions for literacy & maths
Senior school students can articulate which grad profile progressions they have achieved and what evidence they have to justify their claims
Teachers talk with students about their learning and students are able to articulate this
Students demonstrate learner agency as defined by staff
Increased use of digital tools/apps for learning @school & @ home

Resources - what do we need?

Appropriate digital tools in each class
School Talk platform
Te Kete Hono PD
Workshop resources
Classroom wall displays - progressions

Students and staff feel confident and empowered as leaders and learners

Create a community of LEARNERS by engaging and equipping all members to reach their full potential

INITIATIVE 3 BE Responsive - Use culturally responsive practices

2025

Use dialogic coaching frame to grow culturally responsive practice:
 Baseline measure of **Tataiako** indicators, with evidential notes. Set goals

Review Indicators 1 & 2	Next steps?
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Baseline measure of Tapasā Turu, with evidential notes. Set goals	Continue applying to practice
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Collaboratively plan health lessons using **MITEY** framework
 Review Wellbeing - Social and emotional competence of staff and students

Draft action plan.

Engage external provider 'Cultivating Culture'
 Integrate **MITEY** framework into planning using info from Wellbeing Review

Healthy Active Schools-engage with CLM to improve tchg of PE/He

Review. Set goals

Cultural traditions / WRS traditions/ cultural 'experts'
 Use info from survey to identify 'experts'
 Build database for connecting

Design termly WRS 'traditions':	Contact experts. Co-construct activities.	Review activities & expertise
- T1 - Whānau Connect	Agencies	
- T2 - cultural concert	Tutors. Dress makers	
- T3 - speeches (languages)	Judges. Coaches	

Personnel - how can I help?

FP - Tataiako, Whānau Connect, survey design
 SK - Tapasā
 Poutoko - coaching
 SK - MITEY
 RW - Healthy Active Schools
 MN, ET - Cultural Concert
 SK, KS - speeches

Time

Term 3
 Term 3
 Term 1, ongoing
 Term 3
 Term 1 - 4
 Term 3
 Term 2

Outcomes - how do we know?

Teachers show shift in culturally responsive pedagogy
 Teachers are engaged and motivated to create equitable outcomes for students
 More whānau are willingly engaged in activities in school
 Wellbeing Survey

Resources - what do we need?

Maihi Karauna Strategy
 Tapasā
 Tataiako
 CLM facilitator
 Cultivating Culture coach
 NZCER Wellbeing Survey

GOAL 3

WHĀNAU - Partnership

Create an environment where WHĀNAU are engaged and feel valued

INITIATIVE 1 BE Partners - Enhance community partnerships to address inequity

2025

School and whānau-led initiatives

Review school initiatives (for success):	
Project Wy	Bilingual classes
Garden To Table (GTT)	Fitness For All
Cultural Groups	Fit Tamariki
Enrichment classes - What? Who?	Whānau Connect
Launchpad	
FoTS	
Walking School Bus	
Duffy Books	

Draft expectations. Consult

I ❤️ WY strategy - enrolment process, Ko wai matou, school van, pick up for school, whanau engagement

Partner with local businesses and agencies

Service programme - Otara Kai Village, Southseas Healthcare, Te Puke Otara, OMAC
Investigate possible business/ agency partnerships

Establish sustainable relationship with mana whenua to strengthen our local knowledge - tikanga

Connect with Ngai Tai ki Tamaki to learn tikanga of Otara
-Workshops -Noho marae
Consultation processes, build cultural practices into our Consultation
-Publish practices -Embed practices

Parent workshops - LP5 (integrate ICT): Needs/interest-based.

Add Community Passport
Community survey (needs/interests) for 2025
Literacy Numeracy ANZ Histories Science
Netsafe - Digital Citizenship

Personnel - how can I help?

FP - FoTS, Service Programme, Garden To Table
SK - Whānau Connect , LP5
RW - Project Wy, Enrichment groups, Launchpad
KS, AD - Walking School Bus , Duffy Books
MN - Cultural Groups
SK, FP - Bilingual classes
FP, SK, RW - Mana Whenua Connect, Whānau Hui, LP5

Time

Ongoing
Terms 1 - 4
Terms 1 - 4
Term 1
Terms 1 - 4
Term 1 ongoing
Term 1 - 4

Outcomes - how do we know?

EVERY class experiences **GTT** at least once / year
Whānau volunteers for **WSB & GTT**
Project Wy, GTT, Enrichment classes - engagement surveys
Numbers of students on **WSB** each day of the week, include weather on the day - discuss trends
Duffy Books - measure impact on reading, reading logs, use of certificates for reading achievement and effort. Record.
Students complete **SERVICE** badge programme
WWAGs - Maori, Kuki Airani, Samoa, Tonga

School and whānau-led initiatives - expectations

Embed expectations - Project Wy, FoTS, Garden To Table, Cultural Groups, Enrichment classes , Launchpad, FoTS

Whānau hui - consult 2nd draft. Finalise

Build framework for consultation with stakeholders

Invite key whānau to form FoTS (Friends of the School) and WWAG (Wymondley Whānau Advisory Group)
Collect 'voice' - BoT, staff, students, community members
Review process for consultation

Resourcing - what do we need?

LA's - Kitchen & Garden Specialists
Parent volunteers
Release time for leaders of initiatives
Resources - Reading Together, Garden To Table, Talanoa Ako, LP5
Tutors, costume makers, funding for costumes & tutors

Whānau are actively involved in developing a responsive curriculum that furthers students' cultural, academic and social aspirations.

2025

Cultural Practices - Tikanga

Enact expectations and Māori overview
 Embed - school karakia: timatanga, kai, whakamutunga, himene
 Whole school learn new himene, context and meaning
 Student leaders to learn tikanga of mihi whakatau &
 Powhiri - mihi, pepeha, waiata tautoko and marae kawa
 in consultation with mana whenua

Te reo Maori - Pronunciation and meanings

Review te reo me ona tikanga Māori overview - use
 Evaluate teaching of te reo Māori lessons
 Teaching staff - te reo Maori Level 1 & 2

Review curriculum for Māori Enrichment class

- Kapa haka rōpu
- Tikanga: powhiri, mihi whakatau, waiata tautoko, whaikorero

Design costumes in consultation with mana whenua and Māori community

School signage

Te reo community classes

Strengthen relationship with Kahui Ako kapa haka

Explore kawa of the marae
 Strengthen relationship with mana whenua - kahui ako

- Learn history of local area - pepeha
- Haka, waiata of kahui ako

Noho marae for school
 Leaders - students & staff

Personnel - how can I help?

FP - Te reo me ona tikanga Māori; Māori Enrichment class
 RW - Kahui Ako Connect
 FP, RW, SK - Mana whenua, Te Ahu o te reo Māori PD
 Kahui Ako - Māori department

Time

Ongoing
 Ongoing
 Ongoing from Term 3
 Term 3

Outcomes - how do we know?

Te reo me ona tikanga Māori progressions - School Talk
 By 2026 teaching staff have completed level 1 or 2 of te reo Māori programme
 80% of Māori whānau engaged in Enrichment class
 100% of students included in Māori enrichment class
 ALL teachers complete L1 & 2 curriculum with students
 Students achieve at L1 & 2
 Funding for costumes is secured
 Mana whenua guidance - enrichment class, tikanga, stories, school name change
 School signage reflective of our history

Publish progressions on School Talk.
 Whānau LP5
 Create agreed upon kakahu for Kapa Haka ropu

Publish history . Learn haka, waiata representative of local area. Share these learnings with community

Consult community regarding name change of school in te reo Māori to reflect history

Annual noho marae - staff & students (including student leaders)

Resourcing - what do we need?

Kapa haka tutors
 Kapa haka costumes
 Engagement with mana whenua - trips, koha, noho marae excursion expenses

INITIATIVE 2
 BE Participants - Embed a school-wide te reo me ona tikanga Māori programme

2025	Personnel - how can I help?	Time
<p>Unpack MoE documents with staff Māori enjoying and achieving education success as Māori: Teaching practice - deeper exploration of 'ako' - PLG: implementing 'ako' to include whānau & student Explore culturally relevant contexts for student inquiry and integrate literacy Coaching and observations of implementation of structured literacy and maths Learning Conversations - weekly KaHikitia/Tataiako - What is good for Māori is good for all - all Turu Tapasā - 'As Pasifika' - what does this look like? What is important? What are the characteristics of a good teacher? P.7 - Develop understanding of p.7 in curriculum/ - Russell Bishop - Teaching to the NE - Effective Teacher Profile Implement as PGC Prepare data for Māori and various Pasifika groups. Review teaching programmes for Māori & Pasifika Replenish/ purchase literacy and numeracy resources - structured literacy/maths.</p>	<p>RW - Kahui Ako: Liaise with Kahui Ako re mana whenua connect FP - Mana whenua FP - Ka Hikitia, Tataiako, Māori enrichment class (with LA's) RW - Kahui Ako, Māori enrichment class, knowledge clinics SK - Tapasā, literacy knowledge clinics FP, SK, RW - hui, fono, assessment collation and data sharing SK, MN - Samoan enrichment class RW - Maths data Poutoko - PLG All teachers - LP5 Admin - Publishing docs, diarising in school calendar Curriculum leads - budgets</p>	<p>Termly Term 3 Terms 1 - 4 Terms 1- 4 Term 3, 4 Termly Term 2 Termly Termly 2x termly Ongoing Ongoing</p>
Outcomes - how do we know?		
<p>Clear pathways for Māori through Kahui Ako PGC - teachers achieve goals set in PGC and cultural capability 20% improvement in data shared with parents 70% students engaged in lessons 70% students and whānau voice indicates cultural understanding demonstrated by staff Staff attend 75% of hui across the year (2 per term) Accelerated shift from target students through CaAP</p>		
Resourcing - what do we need?		
<p>Surveys Hui - teaching resources, kai (including cultural concert) Structured literacy resources for whānau LA's for CaAP - priority students Tataiako and Tapasā resources Publish documents</p>		
<p>Learners at the centre Teaching staff take an active role in whānau hui to discuss aspirations - graduate profile, local curriculum, Draft ideas from hui into grad. Profile Review & adapt Publish Pathways, community workshops (needs-based) Review workshops needed for 2025 Share achievement data with whānau and aiga - set goals and actions. Share CaAP with whānau Learn history of our school & local area Authentic names for school spaces LP5 - Growth Mindset, Māori Potential, Structured Literacy, maths Strengthen partnerships with whānau through consultation and LP5's Organise hui and fono - set dates/ topics in calendar</p>		
<p>Consult on student inclusion in enrichment classes and curriculum for Māori and Samoan Language enrichment classes Explore Bilingual class - Samoan Explore Bilingual class - Māori Select tutors for cultural groups Cultural concert s(T3)</p>		