



**CHARTER/STRATEGIC  
PLAN 2023 -2025**



## Our School

**Masterton Primary School** is a vibrant and dynamic educational hub located in the heart of our community. Our school is committed to fostering a nurturing and inclusive environment where every child can thrive academically, socially, and emotionally. We are dedicated to providing a high-quality education that is accessible and responsive to the diverse needs of our students and their families.

## Our Purpose

At Masterton Primary School, our purpose is to create an enriching educational environment that empowers every child to reach their full potential. We are dedicated to:

1. **Academic Excellence:** Providing a high-quality education that challenges and supports students in achieving their academic goals.
2. **Holistic Development:** Fostering the social, emotional, and physical development of our students, ensuring they grow into well-rounded individuals.
3. **Inclusivity and Diversity:** Celebrating the diverse backgrounds and abilities of our students, promoting an inclusive atmosphere where every child feels valued and respected.
4. **Cultural Responsiveness:** Embracing and integrating the cultural traditions and languages of our student body, with a special focus on honouring Māori culture through our commitment to the principles of Te Arawhakamana.
5. **Community Engagement:** Building strong partnerships with families and the wider community to support the educational journey and well-being of our students.
6. **Lifelong Learning:** Inspiring a love for learning and curiosity that extends beyond the classroom, preparing students for future success in a rapidly changing world.

7. **Student-Centred Approach:** Placing the child at the heart of everything we do, ensuring that every decision, program, and classroom environment is designed with the best interests of our students in mind.

Our mission is to nurture the growth, well-being, and happiness of every student, providing them with the skills, knowledge, and values they need to thrive in life.

## Mission Statement

We aim to encourage our students to be,

**Motivated  
Positive, and  
Successful**



At Masterton Primary School, our mission is clear: to provide an environment where every child can thrive academically, socially, and emotionally. Our commitment to inclusivity is at the very heart of who we are as a school. We celebrate the rich diversity of our students and their families, ensuring that every child, regardless of their background or abilities, feels valued, welcomed, and supported. Inclusivity is not just a word here; it's a fundamental part of our identity.

## Culturally responsive

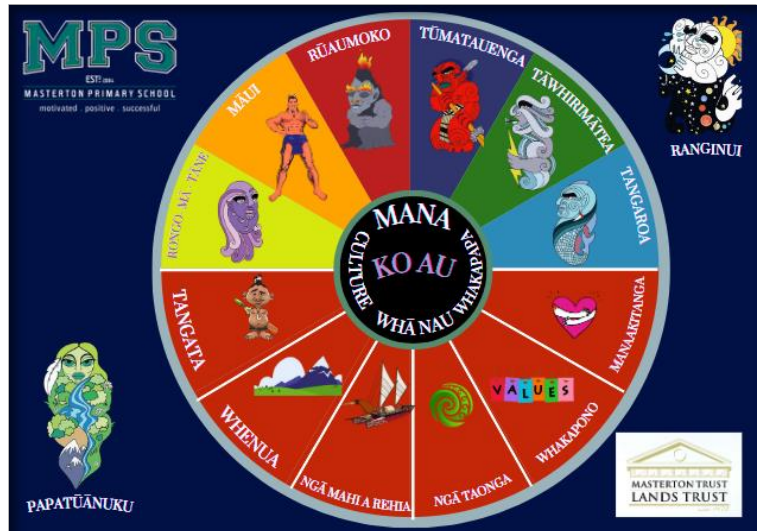
We are a culturally responsive school, embracing the traditions, languages, and heritage of our diverse student body. By acknowledging and respecting the cultural backgrounds of our students, we create an atmosphere where every child can truly flourish. Values such as Manaakitanga and Rangatiratanga guide us in our daily interactions, reminding us to nurture the well-being and potential of every individual.

### *Understanding Te Arawhakamana*

Te Arawhakamana, which can be translated as “The Pathway of Empowerment,” is a holistic approach rooted in Māori values, language, and customs. It aims to provide students with a sense of identity and belonging, encouraging them to take pride in their cultural heritage. The framework is grounded in several key principles:



1. **Whanaungatanga (Relationships):** Building strong, supportive relationships within the school community.
2. **Manaakitanga (Caring):** Showing care and respect for others.
3. **Kotahitanga (Unity):** Promoting unity and collaboration among students and staff.
4. **Rangatiratanga (Leadership):** Encouraging leadership and self-determination.



### *Implementation at Masterton Primary School*

Masterton Primary School is integrating Arawhakamana into its curriculum and school culture. This integration is evident in various aspects of school life:

1. **Curriculum Integration:** Māori language (Te Reo Māori) and cultural studies are incorporated into the regular curriculum, allowing all students to learn and appreciate Māori traditions. This includes learning waiata (songs), haka (traditional dances), and engaging in storytelling that reflects Māori heritage.
2. **Cultural Events and Celebrations:** The school regularly hosts events such as Matariki (Māori New Year) celebrations, pōwhiri (welcoming ceremonies), and cultural days where students participate in activities that highlight Māori customs and practices.
3. **Student Leadership:** The school encourages students to take on leadership roles through initiatives such as the Mana Council, where students can voice their opinions and contribute to decision-making processes that affect their learning environment.
4. **Professional Development for Staff:** Teachers and staff undergo regular training to deepen their understanding of Te Arawhakamana principles and how to effectively integrate them into their teaching practices. This ensures that the school's commitment to cultural empowerment is reflected in every classroom.
5. **Community Involvement:** Masterton Primary School actively involves parents and the local community in its initiatives, fostering a sense of unity and shared responsibility for the education and cultural growth of the students.

### *Impact and Outcomes*

The adoption of Te Arawhakamana at Masterton Primary School has yielded significant positive outcomes. Students report a stronger sense of identity and pride in their cultural heritage. The inclusive environment has also led to improved student engagement and academic performance. Additionally, the school has seen a strengthened sense of community as students, parents, and staff work together towards common goals.

By embracing Te Arawhakamana, we are not only preserving and promoting Māori culture but also setting a powerful example of how education can be a transformative force in fostering cultural understanding and empowerment. As the school continues to develop and refine its



approach, it stands as a beacon of cultural inclusivity and educational excellence in New Zealand.

# Embracing Diversity at Masterton Primary School



At Masterton Primary School, diversity is not just accepted; it is celebrated every day. As soon as students walk through the gates each morning, they are greeted with open arms. The school prides itself on fostering connections not only among students but also with their families and the wider community.

Masterton Primary School is home to a rich and diverse student body. Students come from a variety of backgrounds, including India, Pakistan, Samoa, New Zealand Maori, European, Middle Eastern, Tonga, Southeast Asia, Fiji, and Africa. This melting pot of cultures, languages, and traditions makes the school a vibrant and inclusive place to learn and grow.

To further support this diversity, Masterton Primary School has employed a bilingual support worker who is able to break down language barriers. She speaks Urdu, Hindi, Punjabi, and English, ensuring that communication is smooth and effective for students and families from these linguistic backgrounds.

Through embracing diversity, Masterton Primary School teaches its students the value of respect, empathy, and understanding. Students learn to appreciate different perspectives and celebrate what makes each individual unique. By learning alongside peers from diverse backgrounds, students gain a broader worldview and develop important social skills that will serve them well beyond the school years.

The school actively promotes cultural exchanges and events that showcase the traditions and heritage of its diverse student body. This not only enriches the educational experience but also fosters a sense of unity and belonging among all students, regardless of where they come from.

At Masterton Primary School, diversity is not just a concept; it is a way of life. Students learn to see the beauty in differences and to build connections that transcend cultural boundaries. By embracing diversity, Masterton Primary School creates a nurturing environment where every student feels valued, respected, and empowered to succeed.



# Celebrating success

Te Tohu Whakapono Leaders at Masterton Primary School

At Masterton Primary School, Te Tohu Whakapono Leaders are selected as senior role models for the student community. These leaders consistently demonstrate the following qualities:

- Reliability
- Responsibility
- Trustworthiness in all contexts
- Respect for others
- Courtesy towards peers and adults
- Independence
- An ability to moderate behaviour in a range of situations
- An ability to be a positive role model for younger students
- A willingness to help others

## Privileges

Due to their trustworthiness and exemplary behaviour, Te Tohu Whakapono Leaders are granted the following privileges:

- Unsupervised use of the Hall and Library during break times
- An invitation to a Staff Room morning tea shout in their honour
- An invitation to an end-of-year fun day out

## Responsibilities

Te Tohu Whakapono Leaders also take on important responsibilities:

- Wearing the Te Tohu Whakapono Badge at all times



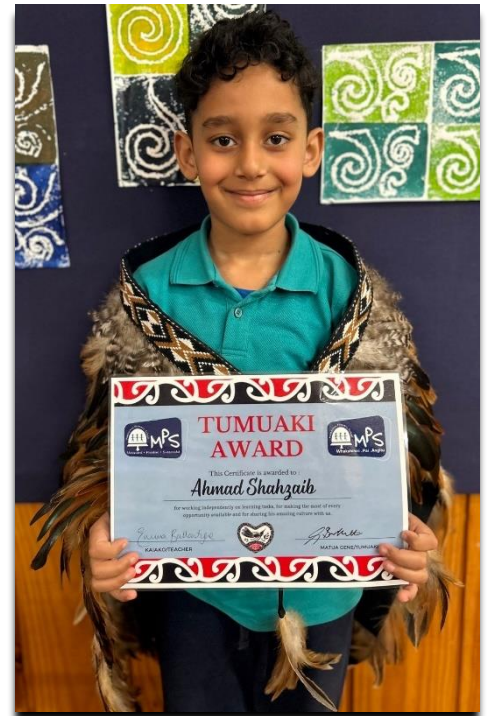


- Continuing to provide positive role modelling to their peers
- Running Te Tohu Whakapono Assemblies
- Meeting, greeting, and providing tours for school visitors
- Representing students' ideas and opinions in school decision-making

The decision to appoint Te Tohu Whakapono Leaders, along with the associated rights and responsibilities, is made collectively by all Staff Members. Their leadership and dedication are crucial in fostering a positive and inclusive environment at Masterton Primary School.

### *Student acknowledgements*

Every fortnight, we celebrate success with a school-wide assembly where parents can witness their children being acknowledged for their positive achievements. We recognize students for their commitment and engagement towards the school's values, as well as their in-class and sports fair play behaviours. Additionally, we acknowledge each syndicate with Tumuaki (Principal) awards, and the recipients are then presented with their syndicate korowai. At Masterton Primary School, we value success and effort in all aspects of student life.



Leadership comes in many shapes and forms at Masterton Primary School, and we offer a wide range of student leadership opportunities. Our student leaders include librarians, road patrollers, student councillors, Te Whakapono students, sports leaders, and Eco Warriors. These dedicated students play a vital role in supporting our local curriculum by enabling various opportunities for their peers. We are tremendously grateful for their level of service and commitment to our school and community. Their contributions help create a vibrant and supportive environment for everyone.

## Whakawhanaungatanga

*Whanaungatanga and Whakawhanaungatanga are Māori concepts that have similar meanings and are usually used interchangeably. These concepts don't translate to just one in English.*

At MPS, we are committed to fostering **whakawhanaungatanga**. Whakawhanaungatanga is a Māori concept that emphasises the importance of building and maintaining relationships and a sense of belonging within a community.

Between 8:40 am and 9:00 am, our students attend their **whānau groups** during Wā Whānau time, which means family time. During this time, students from Year 2 to Year 6 are mixed to create new class groupings across the school. Each of these classes is named after a different star in the Matariki constellation.

## Benefits of Vertical Classes in Wā Whānau

1. **Enhanced Social Skills:** Students interact with peers of different ages, promoting communication and social interaction skills.
2. **Peer Mentoring:** Older students have the opportunity to mentor and support younger students, fostering leadership and responsibility.
3. **Diverse Learning Experiences:** Mixed-age groups provide a range of perspectives and ideas, enriching the learning experience for all students.
4. **Stronger Sense of Community:** Vertical classes create a family-like environment, strengthening the sense of belonging and community within the school.
5. **Individualised Learning:** Teachers can tailor activities to a broader range of abilities, providing more personalized learning opportunities.

## Whānau at the centre

Whānau play a crucial role at Masterton Primary School. We rely on their presence at



school-wide activities and learning discussions, as well as their participation in regular parent evenings. Their involvement is essential in fostering a supportive and engaged school community.

Whānau have just started using HERO as our student management system, some of the advantages are:

-Real-time visibility over their children's progress against the NZ and localised curriculums, including current learning goals and next steps.



-Whānau actively engage in rich learning conversations, through posting, commenting and reacting to their child's digital portfolio.

-With fine-grain control over sending the right information to the right people, caregivers only receive information relevant to their family, boosting engagement.



# Coaches

At Masterton Primary School, our students have a passion for sports, and we are committed to providing them with opportunities to thrive. We are fortunate to have dedicated coaches and managers from within our community, including many talented parents who are accomplished sportspeople in their own right. Leveraging these talents ensures that our students receive the best possible guidance and support, fostering their growth and success in various sports activities.



# Community consultation

In 2023, we conducted consultations on the Health & PE curriculum, Te Reo Māori (Te Arawhakamana), as well as Kapa Haka and Pasifika themes. We deeply value the input of our parents in shaping our strategic plan. A key



area identified for development through these consultations was emotional intelligence within our community. In 2024, we consulted with our whānau about the phones in school policy. As a result of this feedback, we will be hosting a community evening with Rob Cope focused on cyber safety. We have also implemented the SchoolDocs governance platform to create a clear line of sight for our policies and procedures. An important part of this process is regular community consultation conducted

throughout the year.



## Board of Trustees

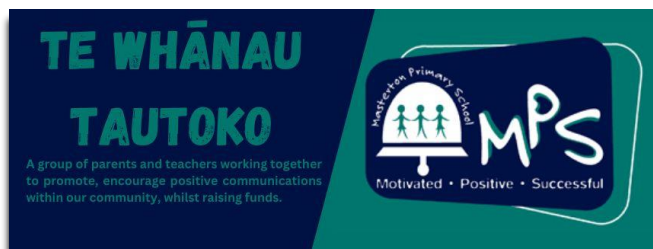
We are fortunate to have an exceptional Board of Trustees led by Jo-Anne Twiggins. Jo-Anne leads an inspiring group of parents who possess a deep understanding of the needs of our school and community. The primary purpose of the Board of Trustees is to provide governance and strategic direction, ensuring the school achieves its educational objectives and maintains a high standard of learning. Their support is invaluable in helping the school achieve its annual goals and fostering a positive educational environment.



Using SchoolDocs at Masterton Primary School streamlines our governance and decision-making processes by providing a comprehensive and accessible repository of policies and procedures. This resource eliminates the need to create documents from scratch, allowing staff to quickly locate and review necessary information online. This efficiency not only reduces costs but also enhances the effectiveness of our policies and procedures, giving principals, senior management, and boards more time to concentrate on teaching and learning.



Regular, small reviews through SchoolDocs keep the board current and engaged with policy updates and new content in manageable increments, preventing the overwhelming task of large, infrequent reviews



## Te Whānau Tautoko

We have an incredible fundraising team called Te Whānau Tautoko (TWT), dedicated to supporting our schools and community's. Led by the wonderful Vic Nation, who brings a wealth of knowledge and experience, TWT is instrumental in raising funds for various projects. Their most recent mission is to build a bike track by the end of the year. Vic's leadership, combined with her fantastic team of supporters, ensures that TWT continues to make a significant impact on our school and its environment.

### Te Whānau Tautoko Fundraising goal for 2024

\$8,000



Raised \$1,660

Last updated: 14 June 2024



# Active students active minds



Sport at MPS: Enhancing Physical and Social Development

At MPS, our students love sports. Engaging in sports is a fantastic way to develop social interactions and stay physically active. Participating in sports offers numerous benefits, including:

**1. Physical Fitness:**

- Regular physical activity helps improve cardiovascular health, strengthen muscles, and enhance overall physical well-being.

**2. Teamwork and Cooperation:**

- Sports teach students the value of teamwork and cooperation, as they work together towards common goals.

**3. Discipline and Time Management:**

- Balancing sports and academics helps students develop discipline and effective time management skills.

**4. Stress Relief:**

- Physical activity is a great way to relieve stress and improve mental health, contributing to a balanced lifestyle.



**5. Self-esteem and Confidence:**

- Success in sports can boost self-esteem and confidence, encouraging students to take on new challenges.



Sophia Breen, our wonderful sports coordinator, ensures that our children have a range of fantastic opportunities to succeed in sports. Our sport leaders are out each day running activities, and we have a specific staff member who oversees lunchtime sports activities.

In 2023, our parent group, Te Whānau Tautoko, generously purchased new sports uniforms. This has made our student volunteers feel extra special when playing away, fostering a sense of pride and unity.



# Education outside the classroom

We highly value Education Outside the Classroom (EOTC) experiences for our students at Masterton Primary School. All classes are encouraged to participate in various EOTC activities, such as attending school camps, visiting local museums, and engaging in inter-school sports.

Our Board of Trustees supports these initiatives by subsidising the annual Riversdale Beach camp for our Year 5 and 6 senior classes. This camp aims to develop stronger relationships within the class, fostering teamwork and camaraderie.

Additionally, we now have a school van that transports our students to events, significantly breaking down barriers and providing more opportunities for our students to engage in enriching experiences outside the classroom.



## STEM

We offer a wide range of experiences focused on STEM initiatives, arts, and discovery learning to provide unique opportunities for our students to succeed. Some of the key programs and activities include:

- Field-based STEM projects
- House of Science kits
- Aqua Bots
- Lego Spike
- Arts rotation
- Minecraft Club
- Discovery learning
- Matariki Space Dome

These diverse experiences are designed to engage our students in hands-on, innovative learning, fostering creativity, critical thinking, and a passion for exploration. Through these programs, our children are empowered to excel in various fields and develop a lifelong love of learning.

## Giving effect to Te Tiriti o Waitangi

At MPS, we recognize the importance of Te Tiriti o Waitangi and the unique place tangata whenua hold in our school. We incorporate Te Reo Māori concepts such as karakia, whakatauki, kapa haka, and Te Reo Māori lessons, enriching both our school and community. Our annual participation in the regional kapa haka festival showcases the talents at MPS.



MPS is part of the Whakaoriori Kāhui Ako, with two staff members actively involved in the Wairarapatanga workstream. We consult with Te Reo facilitators like Nathan Riki and Janelle Riki-Waaka, who support us in assessing the cultural capabilities of our organization and identifying strengths and opportunities for development.



### Why Developing Cultural Competencies is Important to Us

Developing cultural competencies is essential for our organization because it fosters a deeper understanding and respect for the diverse backgrounds within our community. This commitment enhances the work we do by creating an inclusive environment where all students and staff feel valued and understood. It also strengthens our educational practices, ensuring that we honour the cultural heritage and contributions of tangata whenua, which in turn enriches the educational experience for everyone at MPS.







# The Art of Teaching

Effective teaching is an art form. It's fair to say that like most forms of art, there are skills involved. Thankfully, these skills can be learned and developed. When these skills are implemented with passion and purpose, they become a characteristic of the teacher. These are the characteristics that define the strongest, most memorable, and most effective teachers.



<b>Maths</b>	<b>Baseline date commentary:</b> Using the Curriculum levels of achievement we have collated the 2022 data and it represents a change in terms of progress & achievement. Students achieving At or Above over the previous 9 years averaged 53%. The 2022 year produced a strong result of 62% & this is based on the 2023 cohort of students. The cohort is also a larger population than previously assessed and the time 2 data was collected at the beginning of Term 4 2023.
<b>Reading</b>	<b>Baseline date commentary:</b> Using the Curriculum levels of achievement we have collated the 2022 data and it represents a change in terms of progress & achievement. Students achieving At or Above over the previous 9 years averaged 60%. The 2022 year produced a strong result of 65% & this is based on the 2023 cohort of students.
<b>Writing</b>	<b>Baseline date commentary:</b> Using the Curriculum levels of achievement we have collated the 2022 data and it represents a change in terms of progress & achievement. Students achieving At or Above over the previous 9 years averaged 50%. The 2022 year produced a fair result of 52% & this is based on the 2023 cohort of students. Although slightly above the previous average levels of achievement is certainly highlights a key area of development.

NELP	Initiative	Actions	Who?	Resources	Timeframe	Staff Outcomes	Student Outcomes	Measures
3 QUALITY TEACHING AND LEADERSHIP	BSL	-Teachers & selected support staff are enrolled in BSL via Canterbury university - A school-based facilitator is trained to support staff -Ongoing training via zoom each week	Tararua syndicate LSC Amanda	7 teachers enrolled. 6 support staff	All year	-Staff will engage in the new format of BSL -Collaborative learning & discussions with teachers and support staff from our areas/schools	- Receiving more explicit teaching in Literacy -Increased level of achievement -consistent level of progress over 12 months	Ongoing formative  Short term review (mid-year review)
1 LEARNERS AT THE CENTRE  3 QUALITY TEACHING AND LEADERSHIP	Whakaoriori KA	-Second WSL appointed to MPS	Sarah & Paula	Staffing & 2 FMU 0.08 x 2	12 months	- To engage with the Wairarapatanga workstream for 2024 -Understand and develop an appreciation for our local purakau	-A deeper sense of belonging about our region	12-month report Report to the BoT x 1 per term
		-Appoint staff to the additional KA streams of Curriculum	Shannon Curriculum	0.08	12 months	-To fully immerse our school in the Kahui ako workstreams, developing foundational knowledge and embedding practice over time (workstream specific)	-Increased levels of engagement	ESLT meeting review and sharing impact 12-month report Report to the BoT x 1 per term
1 LEARNERS AT THE CENTRE  3 QUALITY TEACHING AND LEADERSHIP	TAW Te Arawhakamana	To enhance social competencies	Whole staff PLD	Fully funded by MTLT	3 years	- Genuine partnerships with students and whanau - Demonstrating whanaungatanga - Reduction in serious behavioural incidents -Reduced anxiety during transition between schools	-Increased levels of resilience -Deeper level of self-awareness	-TAW evaluation via MTLT -Including milestone reporting
3 QUALITY TEACHING AND LEADERSHIP	Numicon Mathematics course	To facilitate children's understanding and enjoyment of maths by using structured imagery that plays to their strong sense of pattern	Paula	PLD fund	Term 3 2024 Review	-Up to date knowledge in numicon pedagogy	-Increased levels of engagement Increased level of progress (pilot sample)	PLD report
1 LEARNERS AT THE CENTRE	Minecraft education	To engage students in learning, collaboration, and critical thinking	Rangitumau syndicate	PLD fund	Term 1 - 3	-Up to date knowledge in Minecraft pedagogy	-Increased levels of engagement Increased level of progress (pilot sample)	Collaborative inquiry
2 BARRIER FREE ACCESS	Former Refugee settlement	To build a greater understanding of the Refugee settlement programme Employ a BSW for our community	Sarah	Fully funded	Term 2	-How to respond to traumatised children and young people -Activities and strategies that help children and young people heal from the impacts of trauma -How to improve student's behavioural and cognitive capacity -Best practice through exploration of case scenarios	-Former refugee students will feel supported by their school & peers -Building confidence & resilience at school - Feel supported in the transition to Intermediate -Feel like a valued member of the school & community	PLD report
3 QUALITY TEACHING AND LEADERSHIP	Sheena Cameron	To build effective Literacy practices	Sophia & Mandy PRT development	PLD fund	2024 review	-Develop a deep knowledge & understanding of the Reading process -Connecting with colleagues to share experiences & engage to critical thinking with the context of literacy	-To be engaged effective literacy experience	Evidenced in PL documentation

# Culturally responsive

All students have cultural 'funds of knowledge', that is, bodies of knowledge and skills for individual functioning and wellbeing which they can utilise in formal classroom learning. Culturally responsive teaching recognises and deeply values the richness of the cultural knowledge and skills that students bring to the classroom as a resource for developing multiple perspectives and ways of knowing. This means making what students know, and how they know it, the foundation of learning and teaching interactions and curriculum by drawing on students' cultural knowledge, life experiences, frames of reference, and communication styles and language



NELP	Initiative	Actions	Who?	Resources	Timeframe	Staff Outcomes	Student Outcomes	Measures
<b>3 QUALITY TEACHING AND LEADERSHIP</b>	TAW Te Arawhaka mana	-To enhance social competencies -Engage in PLD as part of a transition (resilience approach with MiS)	Whole staff PLD	Fully funded	3 years	- Genuine partnerships with students and whanau - Demonstrating whanaungatanga - Reduction in serious behavioural incidents -Reduced anxiety during transition between schools	-Increased levels of resilience -Deeper level of self-awareness	TAW evaluation via MTLT Including milestone reporting
<b>3 QUALITY TEACHING AND LEADERSHIP</b>	Kahui ako	-To join the current Wairarapatanga stream and experience the relevant PLD	To be confirmed (Possibly a dual role)	Fully funded	12 months	-Initiate key contacts with schools and iwi focus specifically on Wairarapatanga	-Rich understanding of their region (Turangawaewae)	12 – month report
		-To develop a sound knowledge & understanding of the Histories Curriculum	Jo ESLT	Release time	12 months	-Update knowledge and understanding of the new document	-A deeper level of understanding of our history (from a range of perspectives)	ESLT planning reflects the new curriculum
<b>1 LEARNERS AT THE CENTRE</b> <b>2 BARRIER FREE ACCESS</b>	Cultural days	-To celebrate our cultural diversity at MPS Includes Matariki day. -Community awareness of these days is shared	Whole school	Cultural activities	Year to year	-Staff engage with students and the community -Community are connected to the school	-Students become more familiar	Community Consultation
<b>2 BARRIER FREE ACCESS</b> <b>3 QUALITY TEACHING AND LEADERSHIP</b>	He Poutama project renewal	Bilingual support worker	Lorraine & New employee	Funding via the flexible invest pool	Year to year	-Increased levels of participation in relation to student and whanau engagement	-Increased capability in the level of communication -More connected and able to share are concerns arising -An ability to successfully transition to Intermediate	Annual evaluation
		Support staff tagged to transition.	ESOL	Fully funded	12 months	-ESOL tutor will work week to week will all of our ESL students	-More opportunities to engage in NZC	Annual review
<b>2 BARRIER FREE ACCESS</b> <b>3 QUALITY TEACHING AND LEADERSHIP</b>	Te Reo Maori	-To develop a school wide approach and delivery of Te Reo Maori by engaging in Level 4 b immersion	All classes Paul Anderson to support	Fully funded	12-month trial	-The opportunity to teach Te Reo Maori on a regular basis -Increase levels of engagement with their Maori students -Begin the journey of cultural connectedness	-A deeper respect for and appreciation of one of our official languages -The ability to learn a second language	Anecdotal
<b>1 LEARNERS AT THE CENTRE</b> <b>2 BARRIER FREE ACCESS</b> <b>3 QUALITY TEACHING AND LEADERSHIP</b>	Kapa haka	-To engage with our local kapa haka tutor	Whole school	BoT funded	Year to year	-The opportunity to connect with Te reo through the context of song and dance	-The ability to perform in an open forum leading into formal performances -Opportunity to has Maori culture valued and	Performance based

# Hauora

Hauora is a Māori philosophy of health unique to Aotearoa. It comprises: **Taha tinana** (the physical dimension) Physical wellbeing as well as the physical body, its growth, development, and ability to move, and ways of caring for it. **Taha hinengaro** (the mental dimension) Mental and emotional wellbeing including coherent thinking processes, acknowledging and expressing thoughts and feelings, and responding constructively. **Taha whānau** (the family dimension). Social wellbeing exploring family relationships, friendships, and other interpersonal relationships; feelings of belonging, compassion, and caring; and social support. **Taha wairua** (the spiritual dimension). Spiritual wellbeing and the values and beliefs that determine the way people live, the search for meaning and purpose in life, and personal identity and self-awareness. (For some individuals and communities, spiritual wellbeing is linked to a particular religion; for others, it is not. Each of these four dimensions of Hauora influences and supports the others.



	Attendance & engagement stats
<b>Base line</b>	Term 1 50%, Term 2 72.2% Term 3 76.3% Term 4 79.6 %
<b>National targets</b>	Percentage of ākonga attending school regularly (attending more than 90%, an average of 9 days a fortnight) 2024 target 70% Percentage of ākonga who are moderately absent (attending more than 70% up to 80%, missing two to three days a fortnight) 6% Percentage of ākonga who are chronically absent (attending 70 % or less, missing three or more days a fortnight) 5% Percentage of unexplained absences where schools have notified whānau on the day of absence and initiated intervention after 5 days of unjustified absence in a term. 95%

NELP	Initiative	Actions	Who?	Resources	Timeframe	Staff Outcomes	Student Outcomes	Measures
<b>1 LEARNERS AT THE CENTRE</b>	PB4L project	-Engage in Yr 2 Tier 1 network -Establish PB4L team -Restorative PD SET visit 15 <sup>th</sup> March -PB4L meetings May 16 <sup>th</sup>	PB4L team Gill Murray Wendy Taylor		3 years	-revitalisation of the values, beliefs, and expectations of	-Higher levels of engagement -Reduction in behaviour incidents	SET visit assessment.  Pastoral care data SW
<b>4 FUTURE OF LEARNING AND WORK</b>	Truancy officer  Attendance services	-To successfully engage with our local truancy officer	MoE Te Taiwhenua o Heretaunga	MoE funded/MS D funded	Year to year	-A closer connection with our truancy officer -More engagement with our whanau	-Higher level of engagement	- Attendance statistics
<b>3 QUALITY TEACHING AND LEADERSHIP</b>	Kahui ako	-WSL to continue with Wellbeing stream  -External PLD support	Synergy health	Staffing & 2 FMU  PLD fund	12 months	-Up to date Well-being strategies and overall insight into the collective indicators of Whakaoriori -Staff focus on Well-being every week  -Staff PLD on wellbeing through the lens of personal and professional values	-Strategies to support a sense of Hauora	Ongoing feedback from staff members  Me and my survey through the Kahui ako
<b>3 QUALITY TEACHING AND LEADERSHIP</b>	Te Mana o Te Tai ao	<b>Garden to table</b> Help empower tamariki to grow, harvest, prepare, and share great food.	Maungaraki syndicate Cherish Paula Sela		PLD fund On going	Develop knowledge and skills that have a transformative and lifelong impact on their Hauora — wellbeing — and on the world around them.	-Rich outdoor learning experiences that are connect the students with Enviro education	
<b>1 LEARNERS AT THE CENTRE</b>  <b>3 QUALITY TEACHING AND LEADERSHIP</b>		<b>STEAM</b> To introduce experiences that will engage and extend students in STEAM.	Shannon & Robyn	2 FTU	12 months	-This is an opportunity to enable staff to broaden their curriculum knowledge and understandings in STEAM	-Opportunities for students to extent their knowledge and understandings in science-based activities	



