

# ORANGA SCHOOL 2022 - 2024

Growing our future together



**Our Values**  
Hiringa  
Aroha  
Manaakitanga

GOALS

**Strengthen relationships and partnerships**

**Provide a future focused curriculum**

**Foster a culture of wellbeing where ākonga thrive**

OUR INITIATIVES

Develop students social and emotional learning through innovative initiatives

Authentically embed Te reo Māori and tikanga Māori

Value and affirm the cultural identifies of ākonga

Implement our Professional Growth Cycle to lead learning

Build kaiako knowledge to design quality learning

Build leader capability to lead continuous improvement

Embed collaborative pedagogy

Ensure ākonga make progress and are active learning participants

Embed the school values to enhance our wellbeing

SUCCESS

Our ākonga have a strong personal identity and sense of belonging

Our ākonga experience academic success

Our ākonga are immersed in a positive and nurturing environment

## Our values



### **Manaakitanga**

We respect ourselves, those around us and our environment.



### **Hiringa**

We persevere and are determined to do our best.



### **Aroha**

We demonstrate empathy and compassion towards others.

## Te Tiriti o Waitangi

We are committed to meeting Te Tiriti o Waitangi and we recognise the importance and uniqueness of New Zealand's bicultural heritage. We acknowledge the special position of Māori in New Zealand society. We access cultural advice as appropriate and consult with our Māori community in creating and maintaining our school charter/strategic plan so that it reflects local tikanga Māori, mātauranga Māori, and te ao Māori.

All students have opportunities to speak te reo and value the language and the importance of tikanga. Tikanga Māori is valued by all.

We promote tikanga Māori and Te Reo Māori through our expectation that;

- our school values, manaakitanga, hiringa and aroha, and each of these are evident across the school
- all teachers integrate Te Reo Māori into their classroom programme; greetings in the morning, waiata, local stories
- there is recognition of the bicultural past and present
- Māori histories, including the history of our local area, are explicitly taught
- students begin and end the day with karakia and understand the significance of doing this
- Kapa haka is promoted and available for students
- school occasions/events follow tikanga Māori and incorporate Te Reo Māori where possible
- O Oranga e is recognised as the school waiata that acknowledges mana whenua. All staff and students will sing with correct pronunciation

We work together to achieve the best environment for success for our Māori students.

## Cultural diversity

All cultures within our school are celebrated and we respect each person's cultural diversity. Teaching and learning at Oranga School promotes and appreciates the traditions, histories and languages of those cultures within our school, community and New Zealand. Teaching and Learning reflect the histories and traditions of its people as their cultures are valued. Cultural diversity is actively taught. Language weeks are regularly celebrated and led by students. We work together to achieve the best environment for success for our students.

## National Education and Learning Priorities (NELP's)

The NELP's set out the Government's priorities for education that will ensure the success and wellbeing of all learners. We ensure our strategic goals align to the NELP's and for this reason under each strategic goal, we have indicated which priorities this aligns with.

We are focused on:

- ensuring that Oranga School is safe and inclusive and free from racism, discrimination, and bullying
- strengthening the quality of teaching our learners receive to give our learners the skills they need to succeed in education, work and life
- collaborating more with whānau, employers, industry and communities
- taking account of learners' needs, identities, languages and cultures in their practice, and
- incorporating te reo Māori and tikanga Māori into everyday activities.

# Growing our future together

## Oranga School Roadmap 2022 - 2024

|  | 2022   |    |                                 |    | 2023   |    |    |              | 2024  |    |    |    |
|--|--|----|---------------------------------|----|--|----|----|--------------|---|----|----|----|
|  | T1   | T2 | T3                              | T4 | T1   | T2 | T3 | T4           | T1  | T2 | T3 | T4 |
| <b>GROWING</b><br>Strengthen relationships and partnerships          | Develop student social and emotional learning through innovative initiatives |    |                                 |    |  |    |    |              |   |    |    |    |
|  |  |    |                                 |    | Authentically embed Te reo Māori and tikanga Māori   |    |    |              |   |    |    |    |
|  |  |    |                                 |    |  |    |    |              | Value and affirm the cultural identities of our community |    |    |    |
| <b>FUTURE</b><br>Provide a future focused curriculum                 |  |    |                                 |    | Implement Professional Growth Cycle to lead learning |    |    |              |   |    |    |    |
|  |  |    | Build leader capability to lead |    | continuous improvement                               |    |    |              |   |    |    |    |
|  |  |    |                                 |    |  |    |    |              | Build kaiako knowledge to design quality learning         |    |    |    |
| <b>TOGETHER</b><br>Foster a culture of wellbeing where ākonga thrive | Embed collaborative pedagogy   |    |                                 |    |  |    |    |              |   |    |    |    |
|  | Ensure ākonga make progress and are active learning participants             |    |                                 |    |  |    |    |              |   |    |    |    |
|  |  |    |                                 |    |  |    |    | SLT Planning | Embed our school values to enhance our wellbeing          |    |    |    |

# 2024 ANNUAL IMPLEMENTATION PLAN

## Summary of the plan:

There are two key focuses within strategic initiative one that will ensure our ākonga have a strong personal identity and sense of belonging. Firstly, teachers will work alongside an external PLD facilitator to develop culturally responsive and sustaining pedagogy focusing on Pacific success. The other key focus within this initiative is to appoint an In-school Pasifika Community Leader to lead this initiative and connect with our whānau. The role of this leader will be to build reciprocal relationships with our school whānau through language weeks.

There are two key programmes that will build kaiako knowledge to design quality learning so as to ensure our ākonga experience academic success. Both of these programmes support a structured literacy approach and aim to develop kaiako understanding and knowledge within two literacy programmes. Teachers with students in Year 1-3 will participate in Better Start Literacy Approach (BSLA) while teachers with students in Year 4-6 will take part in Accelerated Learning in Literacy (ALL). Links within these approaches will be used to develop knowledge of the Refreshed English learning area within Te Mātaiaho (the refreshed curriculum). Through PLG's and team meetings, teachers will develop knowledge and an understanding of Te Mātaiaho with a particular focus on the understand, know, do structure of teaching and learning.

Teachers will implement the targeted programmes and refine their practice within their teaching and learning programmes by working within their Professional Learning Group (PLG) and working with external programme facilitators.

To ensure our ākonga are immersed in a positive and nurturing environment we will prioritise staff wellbeing by appointing a staff wellbeing leader. The role of the leader will be to lead a wellbeing team, intentionally plan opportunities for staff to connect in authentic and meaningful ways, look for opportunities throughout the year to nurture staff wellbeing and develop a cohesive and supportive staff which benefits the overall school environment.

[The Common Practice Model](#) set out within Te Mātaiaho (curriculum refresh) will underpin each of the three strategic initiatives we will focus on throughout 2024.

## Where we are currently at:

*(This is a high-level overview of where your starting place is. Include what has already been done in the previous year to meet the targets, and what will need to be done this year to address any targets that were not met last year. This could also be a link to your statement of variance or videos/comms on progress)*

### Increase Learning for all

The leadership team worked alongside an external facilitator and learned a Dialogic Coaching approach which the team applied to their own practice and also with each other. Teachers were explicitly taught Dialogic Coaching skills and teachers engaged in LISP (Learning Insights through Shared Practice) with and for each other. Teachers learnt the knowledge and skills to be able to authentically apply the coaching andragogy required to support each other's professional growth. As they went to apply this with one another, the Team Leaders shadow coached either face-to-face or via videoed coaching session feedback (also utilising a dialogic approach).

Learnings are embedded at all levels, with internal rewindable resourcing readily available for current and incoming staff. Systems for further teacher training, including new staff are in place and resourced.

Some of our teachers have had the opportunity to participate in professional learning for structured literacy. In 2024 we are implementing a school wide approach where every teacher will be provided with the opportunity to strengthen and develop their knowledge of literacy.

#### Provide a future focused curriculum

Teachers co-created the Oranga School Professional Growth Cycle (PGC) framework to regularly record, reflect and respond to student learning and progress in relation to their goals. PLG's have been embedded as a key component of our Professional Learning. Teachers have identified links between the agency they have within their own professional learning with the success in outcomes of student learning and achievement. With the support of an external facilitator, the Leadership team has unpacked Te Mātaiaho. Teachers were presented with an overview of Te Mātaiaho, its Whakapapa and Mātairangi (The guiding kaupapa).

#### Strengthening Relationships and Partnerships

Through every student visiting Ōrākei Marae, students were provided with the opportunity to connect with Māori traditions, customs, and protocols. This visit provided an authentic context for learning within the classroom.

### **How will our targets and actions give effect to Te Tiriti o Waitangi?**

In 2024 we will reflect local tikanga Māori, mātauranga Māori, and te ao Māori by;

- teachers engaging in professional learning to develop culturally responsive and sustaining pedagogy
- supporting teachers to extend their knowledge and understanding of te reo me ngā tikanga Māori
- unpack and examine the Common Practice Model

In 2024 we will achieve equitable outcomes for Māori students by;

- teachers implementing BSLA which research has shown to accelerate progress for Māori
- teachers engaging in professional learning to develop culturally responsive and sustaining pedagogy
- unpack and examine the Common Practice Model

In 2024 we will make instruction available in tikanga Māori and te reo Māori by;

- supporting teachers to extend their knowledge and understanding of te reo me ngā tikanga Māori
- teachers creating a termly te reo me ngā tikanga Māori goal and action plan of how they will develop and practise te reo me ngā tikanga Māori

### **Te iti Kahurangi Kahui Ako connections - [Link to 2024 TIK Strategic Plan](#)**

Next year we will have two positions for In-School Kahui Ako Leaders. These leaders will;

- Work on a collaborative inquiry that will shift teacher practice and student outcomes while supporting the development of a shared effective teacher profile to be used across the TIK.
- support the acceleration of learning for those Māori and Pacific students at risk of not achieving through their inquiry.
- clearly link their inquiry to formative and culturally responsive practice which link to TIK AC and strategic plan and will align with the new 'Common Practice Model.'
- analyse and use both formative and summative to inform inquiry and to track student progress and teacher impact.
- promote, plan and facilitate culturally responsive teaching and learning workshops within our school and across TIK.
- actively support the practice and embedding of effective pedagogy within our school.
- promote best practice within our school, including deprivatising their classroom to enable other teachers to have the opportunity to observe examples of effective pedagogy.

## GOAL #1

# STRENGTHEN RELATIONSHIPS AND PARTNERSHIPS

### National Education and Learning Priorities

|  |  |  |   |  |   |  |  |  |  |
|--|--|--|---|--|---|--|--|--|--|
| <p><b>OBJECTIVE 1</b><br/>Learners at the Centre<br/><i>Learners with their whānau are at the centre of education</i></p>    |  |  |   |  |   | <p><b>Objective 2</b><br/>Barrier Free Access<br/><i>Great education opportunities and outcomes are within reach for every learner</i></p> |  | <p><b>Objective 3</b><br/>Quality Teaching and Leadership<br/><i>Quality teaching and leadership make the difference for learners and their whānau</i></p> |  |
| <p><b>PRIORITY 1</b><br/>Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying</p> | <p><b>PRIORITY 2</b><br/>Have high aspirations for every learner/ākonga, 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</p> | <p><b>PRIORITY 3</b><br/>Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs</p> | <p><b>PRIORITY 4</b><br/>Ensure every learner/ākonga gains sound foundation skills, including language, literacy and numeracy</p> | <p><b>PRIORITY 5</b><br/>Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning</p> | <p><b>PRIORITY 6</b><br/>Develop staff to strengthen teaching, leadership and learner support capability across the education workforce</p> |  |  |  |  |

### Strategic Initiative

*Value and affirm the cultural identities of our community*

### Outcome

*Our ākonga have a strong personal identity and sense of belonging*

| Key Actions   | Indicators   | Who is responsible  | Resources Required <ul style="list-style-type: none"> <li>- teacher release</li> <li>- <a href="#">Professional learning</a></li> <li>- budget for materials</li> </ul>  | Timeframe   | How will we measure success?  |
|---|--|---------------------|--|---|---|
| Our In-school Pasifika Community Leader (ISPCL) actively seeks opportunities to build reciprocal relationships by engaging with our school whānau | <ul style="list-style-type: none"> <li>• ISPCL creates lists of whānau identifying ethnic groups</li> <li>• ISPCL collects qualitative evidence from students following language weeks</li> </ul>  | ISPCL<br>PC team    | <p>3 days release in Term 1 planning parent meeting/s to connect with whānau, creating team, communicating with staff and whānau, pre-planning for language weeks</p> <p>1 day in Term 2<br/>1 in Term 3<br/>both of these release days will be spent preparing for language weeks</p> <p>11 Language Weeks<br/>(Rotuman, Samoan, Kiribati, Solomon Islands Pidgin, Cook Islands Māori, Tongan, Papua New Guinea Tok Pisin, Tuvaluan, Fijian, Niuean, and Tokelauan)</p> | <p>Term 1<br/>Week 6<br/>Week 8<br/>Week 10</p> <p>Term 2 Week 4<br/>Term 3 Week 4</p>                | <p>Increased attendance at fono when comparing whanau numbers from 2023 to 2024</p> <p>Increased attendance from 2023 to 2024 at Student Led Conferences for our Pasifika whanau</p> <p>Consistency across each language week</p> |
| Teacher PD to develop culturally responsive and sustaining pedagogy focusing on pacific success   | <ul style="list-style-type: none"> <li>• capture teacher voice to establish needs</li> <li>• explore key MOE docs including; Ka Hikitia, Action plan for pacific education, Tātaiako, Tapasā</li> <li>• Co-construct Oranga School culturally sustaining pedagogy framework</li> </ul> | PC team             | Working with Alana Madgwick<br>Term 1 - 3 x PLD sessions<br>Term 2 - 3 x PLD sessions<br>Term 3 - 3 x PLD sessions   | Term 1 - W3, W6, W8<br>Term 2 - W1, W4, W7<br>Term 3 - T1, W4, W7                                     | Teachers establish goals that align with the culturally sustaining pedagogy framework and can provide evidence that they have made pedagogical shifts   |
| Term 2-3 teams deliver a hands-on workshop for pasifika whānau on reading, writing and maths.   | <ul style="list-style-type: none"> <li>• teachers design and deliver practical workshops for whānau to empower them to support learning at home</li> </ul>   | DP<br>Team Leaders  | 1 team meeting allocated each term these occur to plan for these   | <p>Week 2 of Term 2 and 3</p> <p>Workshop Week 5 of each term<br/>Term 2 Week 5<br/>Term 3 Week 5</p> | Feedback is obtained from whānau following each workshop and confirms workshops are valued  |
| Teachers that do not opt into Te Ahu (or some   | <ul style="list-style-type: none"> <li>• each teacher creates a clear action plan with set goals</li> </ul>  | Te reo Māori leader | 1 release day in Term 1 to create an action plan for teachers  | Term 1 Week 4   | Te Reo Māori is evident in  |



|   |   |      |  |   |   |
|---|---|------|--|---|---|
| other alternative) create a termly te reo me ngā tikanga Māori goal and action plan of how they will develop and practise te reo me ngā tikanga Māori | <ul style="list-style-type: none"> <li>each term teachers reflect on their progress towards their te reo goals</li> <li>te reo Māori leader is established</li> </ul> |      | 1 release day in Term 1, 2 and 3 to review action teacher plans and to support with next steps | Term 1 Week 7<br>Term 2 Week 7<br>Term 3 Week 7 | <ul style="list-style-type: none"> <li>all classrooms both visually and orally</li> <li>teacher weekly planning</li> </ul> <p>Teachers not enrolled in a Te Reo Māori course, set a goal each team that demonstrates they are developing and practising te reo me te tikanga Māori.</p> |
| Students celebrate their culture through their involvement in a Multicultural Festival  | <ul style="list-style-type: none"> <li>Multicultural team established to organise and communicate</li> <li>Liz to work alongside PTA</li> </ul>                       | Seba | Costumes, sound, stage etc. Income obtained through stalls, koha, ticket sales etc             |   | Teacher inquiry planning demonstrates authentic, purposeful learning connected to a country   |

## GOAL #2

# PROVIDE A FUTURE FOCUSED CURRICULUM

## National Education and Learning Priorities

|  |  |  |   |  |   |
|--|--|--|---|--|---|
| <p><b>OBJECTIVE 1</b><br/>Learners at the Centre<br/><i>Learners with their whānau are at the centre of education</i></p>    |  | <p><b>Objective 2</b><br/>Barrier Free Access<br/><i>Great education opportunities and outcomes are within reach for every learner</i></p>   |   | <p><b>Objective 3</b><br/>Quality Teaching and Leadership<br/><i>Quality teaching and leadership make the difference for learners and their whānau</i></p> |   |
| <p><b>PRIORITY 1</b><br/>Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying</p> | <p><b>PRIORITY 2</b><br/>Have high aspirations for every learner/ākonga, 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</p> | <p><b>PRIORITY 3</b><br/>Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs</p> | <p><b>PRIORITY 4</b><br/>Ensure every learner/ākonga gains sound foundation skills, including language, literacy and numeracy</p> | <p><b>PRIORITY 5</b><br/>Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning</p>                       | <p><b>PRIORITY 6</b><br/>Develop staff to strengthen teaching, leadership and learner support capability across the education workforce</p> |

**Strategic Initiative**

**Outcome**

*Our ākonga experience academic success*

| Key Actions   | Indicators  | Who is responsible | Resources Required <ul style="list-style-type: none"> <li>- teacher release</li> <li>- <a href="#">Professional learning</a></li> <li>- budget for materials</li> </ul>  | Timeframe  | How will we measure success?   |
|---|---|--------------------|--|--|--|
| Teachers become familiar with Common Practice Model and connect their practices to the 5 pedagogical approaches within the CPM  | <ul style="list-style-type: none"> <li>• teachers engage in unpacking and familiarising with professional pedagogical approaches</li> <li>• team leaders link effective practices within their team to pedagogical approaches</li> </ul>  | DP                 | Professional Learning sessions as a staff<br>T1 - Introduction to CPM<br>T2 - CPM/Curriculum Refresh<br>T3 - CPM/Curriculum Refresh<br>T4 - CPM/Curriculum Refresh<br><br>During Leadership Meetings enable Team Leader knowledge and growth to replicate during team meeting        | Term 1 Week 7<br>Term 2 Week 8<br>Term 3 Week 8<br>Term 4 Week 1 | Evidence of pedagogical approaches within the CPM will be evident in teacher planning  |
| Navigate and develop an understanding of Te Mātaiaho and the understand, know, do structure of teaching and learning.   | <ul style="list-style-type: none"> <li>• teachers build an understanding of the content within the Refreshed English, mathematics and statistics learning areas within Te Mātaiaho</li> </ul>   | DP                 | Seek opportunities for the Leadership team to engage in PLD around the implementation of Refreshed English, mathematics and statistics learning areas  |  | Teachers begin to structure planning using the understand, know, do model  |
| Teachers will work alongside external provider to strengthen Structured Literacy practices across the school<br><br><i>Te Moana - BSLA consolidation</i><br><i>Te Whenua - BSLA training</i><br><i>Te Rangi - Accelerated Learning in Literacy (ALL) and The Code</i> | <ul style="list-style-type: none"> <li>• All teachers will complete new learning focusing on strengthening literacy practices</li> <li>• Teachers will set a literacy goal that drives their PGC</li> <li>• Teachers will participate in LISP to improve teacher practice</li> <li>• Literacy teacher to support Te Rangi in</li> </ul> | DP                 | BSLA - Term 1 - (5 teachers in Te Whenua training) <ul style="list-style-type: none"> <li>• Initial training - 1 release day per teacher (MoE funded)</li> <li>• School set up - 1 release day per teacher (MoE funded)</li> </ul> Budget for support texts & independent activities |  | Reading data will evidence<br><br>Teachers will select target groups and compare and analyse the end of year 2023 data with the end of year 2024 data to demonstrate how each student has made accelerated progress<br><br>Teachers will compare and analyse the beginning of the year student voice with the end of year student voice. The end of year |

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|--|--|-----------|---|--|--|
|  | implementing the Code  |           | <p>Accelerated Learning in Literacy - Is a two year programme with 6 teachers (Te Rangi) training</p> <p>Teacher release provided by MoE to cover release time (poss 3 days per term for PL, planning, evaluation)</p> <p>The Code - Liz Kane (5 teachers)</p> <p>Budget to support The Code implementation</p> <p>Independent activities/resources</p> |  | ratings will confirm how students are better able to talk about their learning.                                      |
| Offer programmes that enhance learning for gifted and/or talented students. Priority given to literacy as this aligns with key actions | <ul style="list-style-type: none"> <li>2024 G&amp;T register is established at the end of 2023</li> <li>teachers regularly review and update G&amp;T register</li> </ul>   | DP        | <p>DP run a gifted writers group with senior students 1 block per week</p> <p>Teacher release to attend Writers Festival early Term 2, 14 - Thursday 16 May</p> <p>Release a teacher 1 block per week to run groups for identified gifted students (areas to be confirmed)</p>  | In term 1 review register and use to design annual G&T programme | Qualitative data will be collated following G&T programmes to measure its success                                    |
| Create a leadership position that has clarity around the job description, measures and outcomes for the role of elearning              | <ul style="list-style-type: none"> <li>e-learning leader job description is created and shared with teachers</li> <li>principal meets regularly with e-learning leader to review JD</li> <li>e-learning leader sources relevant PLD to support learning</li> </ul> | Principal | <p>E-learning leader is provided with classroom release as required</p> <p>Attend appropriate PD to support integration of e-learning into classroom practices</p>  |  | Teacher planning will demonstrate increased integration of digital technologies and innovative educational practices |
| Strengthen PCT induction and systems within the school to ensure quality support   |  | DP        | <p><b>PCT Course</b><br/>- Kohia Education Center</p> <p><b>Mentor Teacher Programme</b><br/>- Kohia Education Center<br/>- 3 half days release for mentor teachers to attend 1 - 3.30 online</p>   | <p>Term 1<br/>Term 1 - 4</p> <p>Term 1 - 4</p>                   | Following the induction, DP gathers feedback from PCT's aimed at refining and strengthening the induction process    |

**GOAL #3**

**FOSTER A CULTURE OF WELLBEING WHERE ĀKONGA THRIVE**

**National Education and Learning Priorities**

|  |  |  |   |  |   |
|--|--|--|---|--|---|
| <p><b>OBJECTIVE 1</b><br/>Learners at the Centre<br/><i>Learners with their whānau are at the centre of education</i></p>    |  | <p><b>Objective 2</b><br/>Barrier Free Access<br/><i>Great education opportunities and outcomes are within reach for every learner</i></p>   |   | <p><b>Objective 3</b><br/>Quality Teaching and Leadership<br/><i>Quality teaching and leadership make the difference for learners and their whānau</i></p> |   |
| <p><b>PRIORITY 1</b><br/>Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying</p> | <p><b>PRIORITY 2</b><br/>Have high aspirations for every learner/ākonga, 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</p> | <p><b>PRIORITY 3</b><br/>Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs</p> | <p><b>PRIORITY 4</b><br/>Ensure every learner/ākonga gains sound foundation skills, including language, literacy and numeracy</p> | <p><b>PRIORITY 5</b><br/>Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning</p>                       | <p><b>PRIORITY 6</b><br/>Develop staff to strengthen teaching, leadership and learner support capability across the education workforce</p> |

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| <p><b>Strategic Initiative</b><br/><i>Embed our school values to enhance our wellbeing</i></p> | <p><b>Outcome</b><br/><i>Our ākonga are immersed in a positive and nurturing environment</i></p> |
|--|--|

| Key Actions   | Indicators  | Who is responsible                                       | Resources Required  | Timeframe   | How will we measure success?  |
|---|---|--|---|---|---|
| Promote staff wellbeing by creating a leadership position | <ul style="list-style-type: none"> <li>wellbeing team consists of one member from each team</li> <li>wellbeing leader is established</li> <li>principal meets with teachers twice a year in term 1 and term 3</li> <li>80% or more staff attend termly social events</li> </ul> | <p>Wellbeing team leader</p> <p>Staff wellbeing team</p> | <ul style="list-style-type: none"> <li>teacher release</li> <li><a href="#">Professional learning</a></li> <li>budget for materials</li> </ul> <p>Release for wellbeing team x1 ½ day per term</p> <p>Release for wellbeing team leader 1x day per term</p> | <p>T1 2024</p> <p>Staff wellbeing team formed FF T1W3</p> <p>Staff wellbeing team</p> | <p>2024 NZCER Teacher Workplace survey demonstrates a shift in the section labelled 'Satisfaction with the school'.</p> |

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|---|--|--|--|---|---|
|   |  |  | <p>Termly whole staff get together</p> <p>Termly team get together</p> <p>Staff thank you treats</p> | <p>established T1W4</p> <p>Staff wellbeing team meeting</p> <p>T1W5, T2W3, T3W3, T4W4</p> <p>NZCER Staff wellbeing survey T3W4</p> <p>Staff 1:1 wellbeing interviews with Principal T1W8-W11</p> <p>T3W5-W8</p> |   |
| <p>Design opportunities to ensure our school values are visible</p> | <ul style="list-style-type: none"> <li>House Captains clearly articulate and promote values and school assemblies</li> <li>DP supports House Captains to plan how values are communicated with the school</li> </ul> | <p>DP</p> <p>House Captains</p> <p>Teachers (hosting assembly)</p> | <p>Yearly assembly timetable</p> <p>House Captain badges</p>   | <p>House Captains established T1W1</p> <p>Assembly timetable created and shared with teachers T1W2</p> <p>House Captains meet fortnightly to plan values section of assembly T1W4-T4W8</p>                      | <p>Students articulate a deeper understanding of our school values through voice collected in Term 2 as compared to Term 4</p> <p>The language of values is used consistently across the school</p> |

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|---|--|-------------------------------------|--|---|---|
| <p>Embed The Zones of Regulation</p>  | <ul style="list-style-type: none"> <li>• RTLB's will run a whole staff professional learning session</li> <li>• RTLB's will co-construct a structured implementation plan with Te Whenua and Te Moana</li> <li>• In term 1 teachers will be supported to plan and deliver ZOR lessons</li> </ul>     | <p>LSCs<br/>SENCO<br/>RTLB</p>      | <p>Budget for teaching materials</p> <p>Budget for sensory support tools, kit for each class</p> <p>1 day release for The Zones of Regulation expert teachers to support teachers within own team x6 relievers</p> | <p>Staff PL T1W3 (teams have own facilitator)</p> <p>T supporting T in teams T1W7</p> <p>RTLB facilitated planning meeting with Te Whenua T1W4/T1W6/T1W8/T1W10</p> <p>Z.O.R lesson planning incorporated in team/hub meetings T1W4-T4W6</p> | <p>ZoR lessons will be evident in weekly teacher planning</p> <p>RTLB will complete a pre/post implementation student and teacher assessment</p> <p>Drop in SMS PB4L entries, compare T2 &amp; T4</p> <p>The Zones of Regulation language can be heard across the school and features in school newsletters</p> |
| <p>Co-construct Oranga expectations to embed collaborative practices Term 1 - teachers collaborating in maths</p> | <ul style="list-style-type: none"> <li>• <a href="#">MATES agreements</a> completed in Term 1</li> <li>• Leadership team to co-create maths best practices to be shared with teachers</li> <li>• Teachers to use <a href="#">Hub planning template</a> to co-design quality maths lessons</li> </ul> | <p>Bridget<br/>Team<br/>Leaders</p> |  | <p>TOD pre T1 2024</p>  | <p>By the end of Term 1, teachers will have established <a href="#">maths collaboration for success</a></p>   |
| <p>All students complete the Oranga School student wellbeing survey</p>   | <ul style="list-style-type: none"> <li>• All students complete wellbeing survey in Term 2</li> <li>• Leadership team review team data and set actions</li> <li>• Teachers review and compare data and set next steps</li> </ul>  | <p>Leadership team</p>              |  | <p>T2 beg</p>   | <p>Wellbeing survey shows a positive shift in the question "I have enough time to complete my work"</p>   |