“Educational excellence for emerging adolescents”

WHAIA KIA KAHA

ROSEHILL INTERMEDIATE SCHOOL

“To Seek With Vigour”

Rosehill Intermediate Annual Plan - 2025

Rosehill Intermediate School

Our school has unique characteristics and strengths that are appropriate for meeting emerging adolescents' needs. The focus of each programme offered at RIS acknowledges the special nature of the age group we work with. Children of this age can take a leading role in their learning; they are capable of making decisions and realising the consequences.

Our School, Our Vision, Our Values, Our Learner Attributes

'Whaia Kia Kaha' - Be Strong

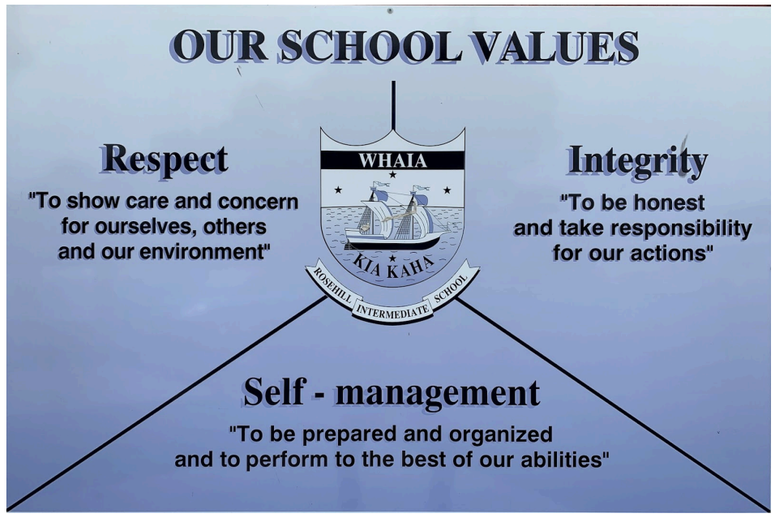
VISION: Rosehill Intermediate School will prepare students for a global future by ensuring they are:

- **Confident -** 'fostering a self-belief'
- **Connected -** 'placing emphasis on communication skills'
- **Life-long learners -** 'encouraging inquiring minds and promoting confidence and competence in all aspects of learning'

VALUES: Underpinning our vision is our school-wide values programme.

- **Respect** - ***to show care and concern for ourselves, others and our environment***
- **Integrity** - ***to be honest, and take responsibility for our actions***
- **Self-Management** - ***to be prepared and organised and to perform to the best of our abilities***

These values are taught explicitly and they are intended to become a natural part of daily school life. We pride ourselves on a positive, safe, calm and supportive environment. A behaviour management plan is applied consistently by all staff and there are firm expectations about appropriate behaviour.



RACER ATTRIBUTES - Students at Rosehill Intermediate School are encouraged to develop a positive growth mindset using the 5 RIS learner attributes listed below.

RESILIENT - We don’t give up

- I persist with my tasks even when they are tough
- I see mistakes as part of my learning
- I try and problem problem-solve independently
- I can use a range of strategies to get out of the learning pit

ACHIEVING - We make progress

- I am ambitious and motivated in my learning
- I create achievable goals because I understand what I need to do
- I recognise the steps I need to follow to improve my learning
- I listen and use feedback/feedforward to guide my progress

COLLABORATIVE - We learn together

- I listen and communicate respectfully
- I am a cooperative and positive team member
- I demonstrate ako
- I am accepting of differing viewpoints and show empathy

ENQUIRING - We question to learn

- I show curiosity
- I can ask questions to help me connect my learning
- I am an active thinker thinking about ‘how’ and ‘why’
- I explore lots of different options to find answers

REFLECTIVE - We know where we are at and where we are going

- I think about my progress constantly to keep me on track
- I know how to show evidence of my learning (success criteria)
- I am honest about how well I am learning
- I can talk about my achievements and my next learning steps

Rosehill Intermediate School: Values, Learner Attributes and Tikanga

RIS VALUES

"To Seek With Vigour"

Respect | **Integrity** | **Self Management**

"To Seek With Vigour"

LEARNER ATTRIBUTES

Resilient	Achieving	Collaborative	Enquiring	Reflective
I don't give up	*I make progress*	*We learn together*	*I question to learn*	*I think about my learning*
I persist with my tasks even when they are tough and see mistakes as part of my learning.	I am ambitious and motivated in my learning and create achievable goals for my learning.	I listen, cooperate and communicate respectfully in a positive manner while working in a group.	I show curiosity and can ask questions to help connect my learning.	I can talk about my achievements and my next learning steps.

Whānaungatanga

Rosehill whanau values everyone

We all feel valued and accepted at Rosehill Intermediate School.

TIKANGA

Wairua	Mōhiotanga	Tuakana / Teina	Manaakitanga	Rangatiratanga
I am true to myself	*My learning is visible*	*I will support others*	*I will show encouragement*	*I can create learning pathways*
I will connect with all parts of my wellbeing to persevere through challenging times.	I will use my learning intentions and success criteria to guide and make my learning successful.	I will tautoko others and use what I know to help them to build their knowledge and grow.	I will create opportunities to extend knowledge by creating questions to encourage learning.	I am in control of my learning and use my next steps to create pathways for success with my learning.

Summary of the plan

Rosehill Intermediate School is located in Papakura and caters for students in Years 7 and 8. The roll is stable within its current capacity of 394. The school Leadership is experienced and staffing has changed over the past few years due to retirement and relocation. The school's vision is to prepare students for a global future by ensuring they are confident, connected and lifelong learners. The school values are **respect, integrity and self-management**.

Rosehill Intermediate's strategic priorities for improving outcomes for learners are focused on enhancing:

- **Teaching and Learning**
- **Attendance Matters - improving attendance at RIS**
- **Community Connections and Inclusivity**

The school is working together to evaluate the effectiveness of teaching practice and its impact on learners' achievement and progress. We will also focus on implementing the new Mathematics Curriculum **school-wide PD in 2025**.

The rationale for selecting this evaluation is to respond to student achievement data and whānau/parent aspirations. The focus also aligns with the school's **Kāhui Ako goal to raise student achievement through improved teacher effectiveness (raising teacher pedagogy)**.

The school expects to see teachers collectively building their capacity to enhance student achievement in reading, writing and mathematics.

Strengths

The school can draw from the following strengths to support improvement in effective teaching and learners' achievement and progress:

- a positive, inclusive and supportive school culture
- culturally responsive practices that affirm and support students' backgrounds
- established 'character' classes that support a range of students' interests and skills
- the provision of strong leadership and coaching in Mathematics within the staff
- teachers' commitment to professional learning to improve their practice

Where to next?

Moving forward, the school will prioritise:

- Engage and participate in learning for all ākonga through the use of shared assessment for learning practices - "***Everyone Achieves at RIS" & New Curriculum - (Strategic Goal # 1)***
- ***Attendance Matters*** - improving school-wide attendance for all learners - ***(Strategic Goal # 2)***
- ***Improving community cultural responsiveness*** and ***inclusivity*** - ***(Strategic Goal # 3)***

Where we are currently at: Regulation 9(1)(e)

The final results for our **Year 8 students in 2024** show that **75.4%** of the students are working at or above level 4 of the curriculum in **Reading**, **72.1% in Maths** and **65.7% in Writing**. This is a pleasing result. These students are all working in or above level 4 of the curriculum. Conversations with Rosehill College have confirmed that a large number of graduating year 8 students will again work in NZ curriculum level 4 at year 9, with many students in the Academic Class working in level 5. This means many of the graduating students have either met or exceeded learning expectations.

Y8 READING Results for EOY 2024

Reading Year Level 8		Well Below		Below		At		Above		Total
		No	%	No	%	No	%	No	%	No
All students	Male	5	4.3%	28	24.3%	68	59.1%	14	12.2%	115
	Female	3	3.3%	15	16.3%	56	60.9%	18	19.6%	92
	Total	8	3.9%	43	20.8%	124	59.9%	32	15.5%	207

Y8 WRITING Results for EOY 2024

Writing Year Level 8		Well Below		Below		At		Above		Total
		No	%	No	%	No	%	No	%	No
All students	Male	7	6.1%	46	40.0%	52	45.2%	10	8.7%	115
	Female	3	3.3%	15	16.3%	59	64.1%	15	16.3%	92
	Total	10	4.8%	61	29.5%	111	53.6%	25	12.1%	207

Y8 MATH Results for EOY 2024

Mathematics Year Level 8		Well Below		Below		At		Above		Total
		No	%	No	%	No	%	No	%	No
All students	Male	4	3.5%	33	28.7%	65	56.5%	13	11.3%	115
	Female	1	1.1%	18	19.6%	53	57.6%	20	21.7%	92
	Total	5	2.4%	51	24.6%	118	57.0%	33	15.9%	207

The Year 7 results for 2024 who **will be with us in 2025** were the following:

- **Reading** - (68.2% or 137 students) were AT or Above the NZC level
- **Writing** - (58.2% or 117 students) were AT or ABOVE the NZC level
- **Maths** - (65.7% or 132 students) were AT or Above the NZC level

Target groups were created in our school SMS (ETAP) Reading, Writing and Math for the start of the 2025 academic year. These were students who were operating at mid to late Level 3 of NZC. Teachers will monitor and adapt their programs to try and accelerate their learning with **'deliberate acts of teaching'** to attempt to shift these students to Level 4 by the end of 2025.

Y8 READING Target Group

- 28 students - 15 girls & 13 boys
- 16 Maori students - 8 girls & 8 boys
- 2 Pasifika students - 1 girl & 1 boy

Y8 WRITING Target Group

- 43 students - 23 girls & 25 boys
- 22 Maori students - 9 girls & 13 boys
- 3 Pasifika students - 2 girls & 1 boy

Y8 MATHS Target Group

- 37 students - 18 girls & 19 boys
- 16 Maori students - 8 girls & 8 boys
- 4 Pasifika students - 2 girls & 2 boys

LITERACY - 2025 Y7 Baseline Data (from e-asTTle READING results in Term 1 and Teacher OTJ from the previous school).

LITERACY - Baseline Data 2025				Target 2025
LEVEL ACHIEVED	**Total Students**	**Male**	**Female**	• **WELL BELOW** - **shift the progress and achievement of these identified students 2 sub-levels** (e.g 2B - 2A) • **BELOW - shift the progress and achievement of students (TARGET GROUP) 2 sub-levels** (e.g 2A - 3P) • **To make accelerated progress with these students by measuring the effect size progress in READING scores** (+.40 or above is considered accelerated progress - using e-asTTle results). **GROUP numbers may fluctuate** based on new enrolments and students who have left the school
2025 - Y7 Students - WELL BELOW	**32**	20	12	
2025 - Y7 Students - BELOW (target)	**44**	20	24	
Maori - WELL BELOW	**6**	4	2	
Maori - BELOW	**18**	9	9	
Pasifika - WELL BELOW	**6**	3	3	
Pasifika - BELOW	**5**	2	3	

MATH - 2025 Y7 Baseline Data (from e-asTTle MATH results in Term 1 and Teacher OTJ from the previous school).

MATH - Baseline Data from 2025				Target 2025
LEVEL ACHIEVED	**Total Students**	**Male**	**Female**	• **WELL BELOW** - **shift the progress and achievement of these identified students 2 sub-levels** (e.g 2B - 2A) • **BELOW - shift the progress and achievement of students (TARGET GROUP) 2 sub-levels** (e.g 2A - 3P) • **To make accelerated progress with these students by measuring the effect size progress in MATH scores** (+.40 or above is considered accelerated progress - using e-asTTle results). **GROUP numbers may fluctuate** based on new enrolments and students who have left the school
2025 - Y7 Students - WELL BELOW	**49**	29	20	
2025 - Y7 Students - BELOW (target)	**52**	22	30	
Maori - WELL BELOW	**17**	9	8	
Maori - BELOW	**11**	4	7	
Pasifika - WELL BELOW	**5**	2	3	
Pasifika - BELOW	**5**	3	2	

How will our targets and actions give effect to Te Tiriti o Waitangi: Regulation 9(1)(g)

To determine how Rosehill Intermediate School's targets and actions can give effect to Te Tiriti o Waitangi, it is essential to understand the principles of the treaty and how they apply to our educational context. The key principles of the treaty are: partnership, participation and protection. Here is how the school's targets and actions align with these principles:

1. Partnership:

- Establishment of meaningful relationships with local iwi and whanau to ensure that the Māori perspective is integrated into the school's decision–making processes.
- Collaborate with local iwi and whanau to design a curriculum and teaching methods that reflect Māori culture, history and values in our community
- Involve Māori representatives in governance or advisory roles within the school community (BOT).

2. Participation:

- Encouraging Māori students to actively participate in all aspects of school life, including academic, cultural and sporting activities.
- Offer Te Reo Māori language instruction, cultural programmes and resources to support Māori students' cultural identity and participation in Māori tikanga.
- Promote Māori representation in student leadership roles and decision–making processes, ensuring their voices are heard and valued.

3. Protection:

- Developing policies and practices that protect and promote the unique cultural identity and heritage of Māori students and staff.
- Create a safe and inclusive environment that addresses and actively works to eliminate racism, discrimination and bias within the school community.
- Provide support for Māori to address any educational disparities and ensure they have equal access to opportunities and resources.

4. Data and Accountability:

- Regularly collect and analyse data on Māori student achievement and well-being to identify disparities and areas for improvement.
- Set specific targets for improving the educational outcomes of Māori students and regularly report on progress.

5. Curriculum and Pedagogy:

- Integrate Māori perspectives, knowledge and cultural content into the curriculum across all subject areas.
- Provide professional development opportunities for teachers to enhance their own Te Reo Māori and understanding of iwi and whānau aspirations for our Māori students.

Strategic Goal 1 - Teaching and Learning - 'Everyone Achieves at RIS'

Annual Target/Goal: Regulation 9(1)(a)

Engage and participate in learning for all ākonga through the use of shared assessment for learning practices

What do we expect to see by the end of the year?
Regulation 9(1)(d)

Te Mātaiaho: Reading

- By the end of the year, at least **70 to 85%** of our students achieve AT or Above level 4 (Phase 3) in Reading. To lift and accelerate the students who have entered school below and well below phase 3 in the Te Mātaiaho, the curriculum or **make accelerated progress** during the year.

Te Mātaiaho: Writing

- By the end of the year, at least **70 to 85%** of our students will achieve AT or Above level 4 (Phase 3) in Writing. To lift and accelerate the students who have entered school below and well below Phase 3 in Te Mātaiaho, the curriculum or **make accelerated progress** during the year.

Te Mātaiaho: Mathematics and Statistics

- By the end of the year, **70 to 85%** of our students achieve AT or Above level 4 Mathematics and Statistics. To lift and accelerate the students who have entered school BELOW and WELL BELOW the NZC Level (Phase 3) in the curriculum or **make accelerated progress** during the year.

Actions *Regulation 9(1)(b)*	***Who is Responsible*** Regulation 9(1)(c)	***Resources Required*** Regulation 9(1)(c)	***Timeframe***	***How will you measure success?*** Regulation 9(1)(d)
Continue building teacher pedagogy and assessment capabilities, through - ***Assessment for Learning - continue to embed practices across the school from the previous year (AFL model)***				
1. **MATH - PD** for the new curriculum linked to teacher clarity. Unpacking, implementing and upskilling all staff (eg. typical lesson, resources and assessment)	Principal, SLT - Juanita & Anne-Marie	Time - all year PD from 8:15 to 9:15 am every Tuesday Oxford Math Texts (4,5,6,7,8)	2025	1. Peer and class observations of teacher practice linked to the new Math Curriculum. Attendance at PD sessions. Use of new resources in the Math program - data collection
2. ***Mentoring & Coaching*** for Senior Management and Team Leaders	Sarah Hynds (Education Group)	Ongoing from 2024	All year	2. Induction of new team leaders - ***Teacher Growth Cycle*** - with Team Leaders & SM Team

3. ***Develop 'student agency'*** across the school - take ownership of their learning	Team Leaders (Mo, Juanita & Salome) All teachers Support Staff	SM released for the observations & team - create surveys	Terms 2 & 4	3. ***'Students can articulate their learning'*** - Students track learning on a metacognition sheet - goals, strengths, weaknesses and next steps - surveys - student voice
4. ***Sharing best practice*** through participation in peer observations, PD and collaborative practices to build teacher capacity and content ● teacher collaboration ● modelling books - PD & peer sharing ● peer observations ● quality LI's and SC ● regular marking and feedback ● video practice & feedback	Senior Mgt. Team, Team Leaders and all teaching staff	Release of Team managers, observations, school-wide PD and RIS resources. Modelling books - ordered and made by TA's for the start of the year	2025	4. ***The following will take place:*** ● **Collect student voice** on learning ● Teachers will participate in **peer observations with expert teachers** and then put learning into practice (re-teach the same lesson and reflect on it). **Twice per term** ● **Feedback and feed-forward** are shared and **monitored** during team meetings. ● Peer and class observations of teacher practice. Examine practice linked to ***Teacher Clarity (quality LI's and SC)*** - x 2 video sessions of teaching practice - set goals linked to AFL ● **Collaborative staff meetings** are timetabled to share best practices (share modelling books, student books and feedback methods) ● **Year 1 & Y2 teachers will be supported** - release and guidance on the reading program. ● **Fully qualified teacher employed to support Target students** with additional reading support (an additional 30 minutes of reading per week). Focus on vocabulary and basic decoding, and comprehension ● **'Deliberate acts of teaching'** are evident for all groups linked to needs - clear LI's and SC. Feedback and feed-forward to students - books are sent home each term.

5. ***Everyone Achieves @ RIS*** ● Build teacher capacity ● Student input ● Resources ● Community & BOT	All staff, BOT and school community	Literacy & Math learning resources for Below and Well Below students.	2025	5. **‘**All ***teachers demonstrate they are accountable*** for ensuring that every student in their class ***makes good progress against school goals and expectations.*** ***Summative and formative assessment evidence was gathered for each student*** on their learning needs. ***Measure the effect size of ‘ Target Groups’*** in Reading, Writing and Maths - accelerated progress (E-asTTle tool). Terms 1,2 & 3
6. ***Build the capacity of teachers*** new to New Zealand and Year 1 teachers to grow the capabilities of all our current staff. We want to ensure that we are adding value to our teachers' and learners’ toolbox, so they are confident, capable, and active learners	New staff to NZ and Y1 & Y2 teachers. Team managers & Michele (DP)	Tools for Teachers - PD program for Y1 & Y2 teachers. Michelle	Terms 1- 4	6. ***Mentoring and support programs*** for new teachers (modelled lessons with Annemarie & Joanne in Term 1), Peer observations, sharing modelling books at team meetings, and Team Leader walkthroughs. Year 1 & Year 2 support programs for Terms 1-3
7. ***Teacher Growth Cycle*** - completed by all teachers	All teaching staff	RIS - Teacher Growth Cycle document	Terms 1 - 3	7. All teachers complete their ***Professional Growth Cycle*** annually. ***2 Team Inquiries*** into teaching practice are linked to **HITS** ***(High Impact Teaching Strategies)*** using the SPRINT cycle model for team inquiry. Teachers will measure the effectiveness of programs and share findings with staff.
8. Develop a ***Common Practice Model*** for RIS staff.	Mark and Team Managers - additional input from all teachers	Collaborative meetings to discuss the model, questions & reflections	Terms 1 - 4	8. Develop a ***CPM*** for Rosehill Intermediate School on an A4 sheet, outlining key components (teacher clarity, collaborative practices, student agency, HITS and quality assessment).

Strategic Goal 2 - Attendance Matters at RIS

Annual Target/Goal: Regulation 9(1)(a)

To improve overall student attendance rates by promoting a supportive school environment, identifying and addressing the root causes of absenteeism, and engaging students and families in the process.

What do we expect to see by the end of the year?
Regulation 9(1)(d)

- ***Focus on improving student attendance rates***
- ***Addressing absenteeism***
- ***Fostering a school culture that values consistent attendance***

Actions *Regulation 9(1)(b)*	***Who is Responsible*** Regulation 9(1)(c)	***Resources Required*** Regulation 9(1)(c)	***Timeframe***	***How will you measure success?*** Regulation 9(1)(d)
1. **Establish Clear Attendance Expectations** ● Define clear attendance policies and communicate them to students, parents, and staff at the beginning of the school year. ● Include information on the importance of attendance, the impact on learning, and school policies on excused/unexcused absences. ● Set clear goals for attendance, such as aiming for 95%+ student attendance each term. ● ***BOT - Improving Attendance*** - diagram outlining program **(A4 schematic drawing)**	Principal - Senior Management, BOT & all staff	ETAP - Tracking and monitoring attendance weekly. Office staff, teachers and the attendance officer. STAR - MOE document	All 4 Terms	1. Monitor attendance data to ensure clear expectations are followed. Track if students and families acknowledge and understand the attendance policies. Discussed/monitored at BOT meetings - attendance rates shared. ***STAR Resource on ETAP***

2. Regular Monitoring and Data Tracking ● Implement a system for tracking attendance regularly (e.g., daily, weekly reports) to identify patterns in absenteeism early on. ● Attendance co-ordinator to monitor and analyse attendance data and intervene when patterns of absenteeism emerge. ● Weekly attendance assemblies on Mondays to celebrate and monitor attendance rates. ● MOE reporting, BOT reports	Principal, SLT, Junette, Louise & all staff	ETAP, RIS Newsletters BOT-funded counsellor for attendance	All 4 terms	2. Track the percentage of students with chronic absenteeism (students missing 10% or more of school). Analyse trends and identify specific periods of the school year or reasons for increased absenteeism. Analysis - Every Day Matters Reports - shared with BOT - ***STAR***
3. Early Intervention and Support ● Establish a process for early intervention, such as contacting parents after a few unexcused absences to discuss potential reasons. ● Provide support for students struggling with absenteeism, including connecting them with counsellors, social workers, or attendance mentors. ● Offer support for students facing health challenges, mental health issues, or family difficulties that may contribute to absenteeism. ● Identify and address potential barriers that might prevent students from attending school, such as transportation, bullying, or family responsibilities.	Principal, SLT, Students, teachers, parents, community, School counsellors. Blue Light Services	BOT-funded school counsellor dedicated to attendance issues (Louise)	All 4 Terms	3. Track the number of early interventions and identify whether these lead to improved attendance. Measure the success of interventions by tracking the return to regular attendance after a targeted approach. Weekly meetings with SLT to discuss progress linked to attendance concerns. Home visits and support systems are tracked throughout the year - monitor improvement/barriers.
4. Incentive Programs ● Implement an incentive program to reward students with excellent attendance. This could include certificates, recognition at school assemblies, or small prizes.	Principal, SLT, students, teachers, parents, community, School counsellors	Pizza lunches - $3200 Chromebooks - $1200 BOT-funded counsellor for attendance	All 4 Terms	4. Track the percentage of students achieving perfect attendance and the overall attendance rate before and after introducing incentives.

● Award a Chromebook to 1 student each term for students who have 100% attendance throughout the term (drawn from the spinny bin) ● Offer group incentives such as a class competition for the best attendance rates (muftis, pizzas, etc..)				Collect feedback from students and families on their motivation to improve attendance through the incentive program.
5. Strengthen Parent and Community Engagement ● Use a variety of communication tools (Newsletters, text messages, Class Dojo, emails) to regularly update parents about attendance and share success stories linked to favourable attendance rates. ● **Principal Sabbatical Leave** - Term 2 2025 - ***Inquiry into Improving Attendance***	Principal, SLT and office staff	ETAP, Newsletters, Dojo, RIS School Website	All 4 terms	5. Survey parents about their knowledge and understanding of attendance policies, and whether the communications have led to increased awareness and engagement. Principal report linked to sabbatical leave - ideas to implement for 2026. Information in fortnightly Newsletters
6. School Climate and Engagement ● Create a welcoming school environment where students feel safe and valued. Foster a positive school culture that promotes attendance as a shared responsibility. ● Offer engaging and stimulating extracurricular activities that encourage students to come to school, such as sports, clubs, and arts programs. ● Implement school-wide events (assemblies, **STUDENT PODS**, sports days, fun learning day/week)	Principal, SLT, students, teachers, parents, community, School counsellors	Student PODS, FUN Learning Week each term, Newsletters, Rocket, Sports, Arts, Cultural Assemblies	All 4 terms	6. Use student surveys to assess the school climate and engagement levels. Track attendance rates during events or after engaging in school-wide activities

Strategic Goal 3 - Culturally Responsive and Inclusive School

Annual Target/Goal: Regulation 9(1)(a)

To build strong community connections and promote inclusivity by celebrating diversity, fostering meaningful relationships, and creating a welcoming environment for all.

What do we expect to see by the end of the year?

- ***Building Whanaungatanga (Relationships) and Identity***
- ***Celebrating Diversity and Language***
- ***Strengthening Partnerships and Global Citizenship***
- ***Reflection, Celebration, and Future Focus***

Actions *Regulation 9(1)(b)*	***Who is Responsible*** Regulation 9(1)(c)	***Resources Required*** Regulation 9(1)(c)	***Timeframe***	***How will you measure success?*** Regulation 9(1)(d)
1. ***Building Whanaungatanga (Relationships) and Identity*** • Begin the year with a pōwhiri to welcome new students, families, and staff. • Integrate **Te Tiriti o Waitangi** principles across all curriculum areas • Create classroom activities around **whakapapa** (genealogy) and **pepeha** (introductions). • Student voice surveys to understand cultural backgrounds and learning needs. • Include **Māori and Pasifika legends** in reading and writing programmes. • BOT meeting - **Whakataukī** at each meeting	All staff / Jackie & Nick	MAC - George & Nick. Jackie is employed to teach Te Reo Māori in each classroom. School-wide PD linked with Kahui Ako	2025 - all year Te Reo Māori Language lessons	1. **Term 1 Powhiri** - new students and families welcomed to 2025 • Students create and share **pepeha** (introductions) and family cultural stories. ➔ *Evidence: Wall displays, digital videos, oral presentations.* • Co-create a **Class Treaty** linked to Te Tiriti o Waitangi principles. ➔ *Evidence: Class Treaty displayed and revisited regularly.* • **Cultural backgrounds survey**: discover students' languages, whakapapa, and interests. ➔ *Evidence: Survey data summary, learning profiles.* • *BOT minutes*

2. ***Celebrating Diversity and Language*** ● Host **Language Weeks** (e.g., Samoan Language Week, Tongan Language Week). ● Integrate **multilingual vocabulary** into classroom displays and greetings. ● Inquiry learning focus: **"Who we are and where we come from"**. ● Professional development for teachers on **culturally sustaining practices**. ● Invite the community and whanau to share cultural stories, songs, and traditions.	Culturally Responsive POD Group - Jackie, Gaewyn & Nick	Newsletters, assemblies, costumes and performances in the school hall - parent volunteers	All year	2. ***See the following ideas:*** ● Celebrate **Language Weeks** (e.g., Samoan, Cook Islands, Tongan, Māori). ➔ *Evidence: Photos, newsletters, student work samples.* ● Include **multilingual resources** and greetings in everyday classroom use. ➔ *Evidence: Labels, signage, use of multiple languages in lessons.* ● Inquiry learning T1 focus: **"Who we are, where we come from"**. ➔ *Evidence: Inquiry books, projects, presentations.* ● Invite **whānau and community experts** to share cultural stories, crafts, or skills. ➔ *Evidence: Event records, student reflections, guest speaker notes.*
3. ***Strengthening Partnerships and Global Citizenship*** ● Student-led conferences including whanau participation. ● Cultural performance opportunities: Kapa Haka, Pasifika, and other groups. ● Inquiry learning: "How cultures interact and influence each other" (e.g., migration, celebrations). ● Cross-team collaboration on inclusive sports and arts festivals.	Culturally Responsive POD Group - Jackie, Gaewyn & Nick	Costumes for Kapa Haka and Pasifika groups	All year	3. ***See the following ideas:*** ● Run a **Matariki celebration** school-wide, connecting with mātauranga Māori themes. ➔ *Evidence: Matariki events schedule, student art, writing, and cooking activities.* ● Encourage participation in **Kapa Haka, Pasifika groups, and cultural leadership roles**. ➔ *Evidence: Group membership lists, performances, event programmes.*

4. ***Reflection, Celebration, and Future Focus*** ● Hold a **Cultural Showcase** event – celebrating diverse talents and traditions. ● Reflective student projects: **"My cultural journey this year"** (could be digital, written, or creative). ● End-of-year awards that include **values-based recognition** (e.g., manaakitanga, resilience, leadership). ● Plan transitions with cultural responsiveness for students moving to secondary school. ● Evaluate cultural inclusivity initiatives with staff, students, and whanau feedback to inform 2026 planning.	Culturally Responsive POD Group - Jackie, Gaewyn & Nick - all staff	POD Group - time and planning - prize giving, assemblies. Google surveys - newsletters and website	Term 4	4. ***See the following ideas:*** ● **Cultural Showcase Events**: performances, displays, etc.. ➔ *Evidence: Event programme, photos, community feedback.* ● Student-led reflection projects: **"My cultural learning journey this year"** (art, writing, video). ➔ *Evidence: Student portfolios, digital stories, posters.* ● Recognise **values-based awards** (e.g., manaakitanga, leadership, perseverance) at prizegivings. ➔ *Evidence: Award lists, citations at assemblies.* ● **Gather feedback from students, whānau, and staff** to plan next year's culturally inclusive practices. ➔ *Evidence: Survey results, meeting notes, planning documents.*
5. Governance recognises and gives effect to Te Tiriti o Waitangi.	BOT	School Docs - Policy review - $1750	All year	5. ***Evaluate school policies and practices*** to ensure they ***align with the principles of Te Tiriti o Waitangi***. BOT Annual Review Schedule (re: School Docs)
6. To ensure Māori Students are engaged in their learning and are achieving educational success with pride in their unique identity, language and culture as Māori	All stakeholders	Surveys - '***cultural lens'*** for students & parents		6. **Student Achievement:** Monitor the achievement and well-being of Māori students to ensure they are supported to reach their full potential, with particular attention to closing the achievement gap between Māori and non-Māori students. ***ETAP*** - create groups to monitor. **Address attendance concerns**. Surveys with a cultural lens