

Ma te huruhuru ka rere te manu / Adorn the birds with feathers so that it can fly!



Mahitahi Collaboration

Success: all stakeholders work together and get involved so our tamariki fly in their lives and learning.

- Strategic and effective collaboration



Te Marau-ā-Rohe Localised Curriculum

Success: we learn through a localised curriculum that allows everyone to fly in our lives and learning

- Future focused and evidence based
- NZ Curriculum Refresh
- Refinement
- Physical environment



Hauora Wellbeing

Success: we all belong here, feel valued and learn to fly together.

- Engagement in school
 - Whānau
 - Attendance
 - Learning Support
- Te whare tapa whā
 - Health Curriculum
 - Zones of regulation



Welcome Bay School

Ma te huruhuru, ka rere te manu Adorn the bird with feathers so that it can fly!

Welcome Bay School Charter Overview

Strategic Plan Goals 2022 - 2024

Goal 1: Mahitahi collaboration and partnerships: To establish strong partnerships and effective collaboration between schools and the wider Tauranga Peninsula Kāhui Ako community, with a focus on establishing coherent pathways for all learners from ECE to Y13 and beyond.		Success: all stakeholders work together and get involved so our tamariki fly in their lives and learning.
Key Initiative	Future Success	Measures
Strategic collaboration with and within Kāhui Ako	<ul style="list-style-type: none"> New Strategic Plan set up for success Staff know the 'why', see link to our visions and wider Kāhui goals Alignment between school and Kāhui Ako ensures streamlines systems and aspirations being achieved. 	<ul style="list-style-type: none"> Staff survey/interviews on link between Kāhui and school Staff see positive links between school and Kāhui Ako WBS have used the Kāhui networks to learn and grow to support our learners and others.
PLD to enhance collaboration and strengthen collective leadership capacity within and across teams	Leaders in school are strategic and effective in getting best outcomes for all learners	<ul style="list-style-type: none"> WBS staff will have defined what effective collaboration is High performing teams defined and created Difficult/challenging conversations are not avoided.
Quality PD for our support staff	Support staff have the skills and and knowledge to be effective in their roles	<ul style="list-style-type: none"> Support staff are meeting the needs of the learners they work with. Learners meeting their goal and aspirations
Goal 2: Localised Curriculum: to provide ākonga with access to a localised curriculum, where they will experience culturally rich learning opportunities, which will be responsive to their needs, identity, language, culture, interests, strengths and aspirations of their whānau.		Success: we learn through a localised curriculum that allows everyone to fly in our lives and learning
Key Initiative	Future Success	Measures
Design and implement a future focused maths curriculum	<ul style="list-style-type: none"> Staff and students are enjoying maths and are making progress 	<ul style="list-style-type: none"> Maths review completed and findings actions Staff confident in teaching Math Student data improved - baseline measure is....???
Implement the NZ Curriculum refresh with a focus on History and Science	<ul style="list-style-type: none"> New NZ curriculum is woven into our WBS localised curriculum framework We will further enhance teachers' culturally responsive practice through developing knowledge of Mātauranga Māori and multicultural lenses in relation to the teaching and learning ANZH histories and Science 	<ul style="list-style-type: none"> Staff have developed an understanding of the NZ Histories curriculum and are implementing new learning programmes. Staff and students are more confident to walk in 'both worlds - Te Ao Maori and Te Ao Pakeha Science continues to be a driver to increase

		student engagement and ability in core subjects.
Continue to refine learning processes and tools to ensure we have a curriculum that meets our students and community needs	All learning processes align with WBS conceptual framework.	<ul style="list-style-type: none"> • Clarity of what we do and why • Processes are clear and consistently implemented. • Students needs are being met • Community and staff survey to gather data • Student voice
Goal 3: Hauora Wellbeing and Learning Support: A positive culture of wellbeing will be embedded across the Kāhui Ako achieved through a focus on hauora/well being and the Learning Support model.		Success: we all belong here, feel valued and learn to fly together.
Key Initiative	Future Success	Measures
Engagement in school	<ul style="list-style-type: none"> • Attendance has improved • Whānau are engaged in supporting their tamariki in their lives and learning • The Learning Support Delivery Model is supporting our staff to support our tamariki 	<ul style="list-style-type: none"> • 28% of Yr 0 - 3 attendance is less than 90% (MOE Regular). Reduce by 10% • What does engagement 'mean' for our whānau. • Learning Support data analyzed and appropriate support is put in place
Te whare tapa wha (staff/student) <ul style="list-style-type: none"> • Health Curriculum 	<ul style="list-style-type: none"> • Our learners see the Te Whare Tapa Whā model as a way of supporting their hauora and well being. • Our learners are healthy in their lives and learning • Our learners can tell you the different aspects to the model and what they do to keep all four walls strong • Our learners are now achieving better learning outcomes because they have a strong foundation to work from. 	<ul style="list-style-type: none"> • Survey staff and students understanding of the four dimensions • Display in all learning hubs • Learners set goals and work on areas they need to strengthen • School reflects on its T+L to ensure it provides opportunities for dimensions to be strengthened.
Staff well being	<ul style="list-style-type: none"> • Staff feel valued and supported to be the best version of themselves to fly in their lives and learning 	<ul style="list-style-type: none"> • Staff wellbeing survey • Staff interviews (qualitative) • What are we all responsible for...School, Team Individual doc created.

Strategic Plan RoadMap 2023 - 2025

	2023				2024				2025				
Key initiatives	T1	T2	T3	T4	T1	T2	T3	T4	T1	T2	T3	T4	Success
Strategic collaboration with and within Kāhui Ako	Set up for success and sustainability												All stakeholders work together and get involved so our tamariki fly in their lives and learning.
Enhance collaboration and strengthen collective leadership capacity within and across teams	HP teams Team Learning Conversations	Team Learning Conversations PD to apply for...											
Quality PD for our Support staff	AHNZ T.O.W.	Executive Functioning - RTLB ?											
Implement the NZ Curriculum refresh with a focus on AHNZ/Math	AHNZ Implementation/ Math NZ Curric Implementation				AHNZ	Literacy Strategy implementation of new curriculum and progressions							We learn through a localised curriculum that allows everyone to fly in our lives and learning
Continue to refine learning processes and tools to ensure we have a curriculum that meets our students and community needs	ICAL - Science capability T.! Induction new staff - ICAL		Reading Review			Report review			Play based review				
Physical Environment	Kahikatea move Weather Tightness 5YA finishing off				New 5YA to start thinking about								
Engagement in school	Attendance Open Whanau Days T1-3												We all belong here, feel valued and learn to fly together.
Hauora - te whare tapa wha (staff/student)	Healthy Active Learning PB4L - recommendations from review												
Staff well being	Hauora Survey Results												

2023 Annual Plan

Goal	Mahitahi collaboration and partnerships: To establish strong partnerships and effective collaboration between schools and the wider Tauranga Peninsula Kāhui Ako community, with a focus on establishing coherent pathways for all learners from ECE to Y13 and beyond.				
Overarching Success	All stakeholders work together and get involved so our tamariki fly in their lives and learning.				
STRATEGIC AND EFFECTIVE COLLABORATION					
Key initiatives for Strategic collaboration with and within Kāhui Ako	Accountable	Team	Time frame	Resource /cost	Success/measure
1. Key Stakeholders know plan on a page: BOT, staff, community, volunteers, iwi	Jamie	Leadership	T1/2	Principal's strategic time Staff hui	SUCCESS: <ul style="list-style-type: none">New 2023 Strategic Plan set up for success MEASURES: <ul style="list-style-type: none">T1 Wk 4 and Wk 10: staff check on their clarity of what we are doing and why/ links between kahui and school direction.Parent spot check at gate/ whanau days, videos taken of them to show case.
2. Principal to meet twice a term prior to BOT report writing to see progress from person Accountable.	Jamie	Stakeholders		Hui with DP and WIS AP - Learning support	SUCCESS: <ul style="list-style-type: none">Key stakeholders have ownership and accountability for reporting to BOT. MEASURES <ul style="list-style-type: none">Stakeholders know measures and success and are summarising to principal in time, end of week 2 and 6Principal and BOT have summaries of where we are at and progress being made
3. Staff see alignment between school and Kāhui Ako	Nikki	WSTs AST Jamie	2023	AST 0.08 staffing x 2 DP	SUCCESS: <ul style="list-style-type: none">WBS have used the Kāhui networks to learn and grow to support our learners and others.

				curriculum time	<ul style="list-style-type: none"> Staff see positive links with Kahui Ako and our staff and tamariki benefit from this partnership <p>MEASURES:</p> <ul style="list-style-type: none"> Staff survey of value added in Term 3 <ul style="list-style-type: none"> Value added we provided or gained from attending hui <ul style="list-style-type: none"> i. School... ii. Staff... iii. Tamariki... Continue to foster close partnership between AST, DP, WIST to ensure good systems and initiatives achieved Principal has fed back key aspects/ focus from Governance meetings to DP/ AP in Rangatira Ropu hui.
4. Collaboration and creating High Performing teams	Nikki	Leadership Staff	T1 T3 2023	Teaching and Learning conversation meetings Term 1 2023	<p>SUCCESS:</p> <ul style="list-style-type: none"> Culture continues to grow, helping us to collaborate and communicate with respect and clarity. <p>MEASURES</p> <ul style="list-style-type: none"> Develop and agree on a plan. Copy to DP by T1 Wk 3. X 6 staff meetings per term Fortnightly Team learning conversations - Mondays Hub CRT day check in on plan - what is working any tweaks needed. DP to support new hub leader with initial plan Leadership checkin on how teams are performing week 5 each term. Professional Learning with Lisa Morresey and Evaluation Associates applied for.
5. Growth Cycle	Jamie	Nikki	Priority-Trial Plan PGC 2023.		<p>SUCCESS:</p> <ul style="list-style-type: none"> Professional Growth Cycle implemented in school <p>MEASURES</p> <ul style="list-style-type: none"> Implement and then review of first year

					<ul style="list-style-type: none"> Staff understand the cycle of professional growth
6. Extra CRT - allow collaborative time for teaching and Learning planning	Jamie	Leadership	Each term	\$15,000	<p>SUCCESS:</p> <ul style="list-style-type: none"> Teams have more time to collaborate and focus on teaching and learning <p>MEASURES:</p> <ul style="list-style-type: none"> Termly overviews are in place for the following term Teams focused on Names, Needs and Numbers of their tamariki for the following term

Goal	Te Marau-ā-Rohe Localised Curriculum: to provide ākonga with access to a localised curriculum, where they will experience culturally rich learning opportunities, which will be responsive to their needs, identity, language, culture, interests, strengths and aspirations of their whānau.				
Overarching Success	We learn through a localised curriculum that allows everyone to fly in our lives and learning				
STRATEGIC AND EFFECTIVE COLLABORATION					
Key initiatives	Accountable	Team	Time frame	Resource/ cost	Success/measure
1. Key staff to attend Localised curriculum Hui attended e.g. on NZ Histories	Nikki	WIST - Elicia All staff	2020	WIST Release	SUCCESS: <ul style="list-style-type: none">Staff see positive links between school and Kāhui AkoWBS have used the Kāhui networks to learn and grow to support our learners and others. MEASURES: <ul style="list-style-type: none">Huis will have been attendedElicia to attend Localised Curriculum Hui and summarises the value added we provided or gained from attending, reports to DP/ P
FUTURE FOCUSED AND EVIDENCE BASED					
2. Maths Implementation aligned to new NZ Math Curriculum	Nikki	Elicia - WIS James - Math	Priority for 2023 T1-3	DP time James - support Elicia-opportunity \$ time for Kahui PLD in Math to be attended -	SUCCESS: <ul style="list-style-type: none">Staff and students are enjoying maths and are making progress MEASURES: <ul style="list-style-type: none">New Math curriculum plan has been implementedHub Math LTP online/shared each term with staff on DriveStudent survey on enjoyment and mindset in maths - WIST

		Michelle		James	<ul style="list-style-type: none"> Has the new grouping idea resulted in children now thinking they 'can' do math etc Student progress data improved and disparity reduced aim to reduce from 'some' WIST/ Math support person (James) has led PLD hui for staff - Numeracy Strategy/Curriculum Agreement of appropriate Maths resources across the school Staff understand the new NZ Math Curriculum Maths is taught in the mornings - across the school Kahui Networks for Math PLD attended and shared with staff
3. Implement the NZ Curriculum refresh with a focus on History -	Nikki	Elicia and Jodie AST x 1 AST - Michelle	2023 2023 whole staff	Priority area AST 0.08 staffing x 1 - Elicia DP - curriculum time Partnership \$Alex - PLD Travel and accommodation \$1000	SUCCESS: <ul style="list-style-type: none"> Staff are implementing the AHNZ into their termly planning and have grow in confidence to teach this new curriculum area. MEASURES: <ul style="list-style-type: none"> Engage experts/stakeholders who can support our school in learning TOD - Term 1 Treaty of Waitangi, PLD with Alex Hotene Barnes - all staff PLD attending <ul style="list-style-type: none"> Aspect of learning evident in PGC Aspect of learning from PLD implemented in each hub on Treaty of Waitangi Focus strands 2023 <ul style="list-style-type: none"> Culture and Identity Government Organisation Ngāti Pukenga partnership established with Ngawaiata Sellars Staff meetings: term 1 Migration from Ngāti Pukenga perspective, 3 whales story retold WISTeachers/ Principal/ DP supporting Web content - Kahui Initiative Implement the AHNZ document through our WBS conceptual curriculum

<p>REFINEMENT</p> <p>Continue to refine learning processes and tools to ensure we have a curriculum that meets our students and community needs</p>

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4. ICAL	Nikki	Elicia	Ongoing		SUCCESS: <ul style="list-style-type: none"> All learning processes align to our WBS conceptual framework. Clarity of what we do and why MEASURES: <ul style="list-style-type: none"> Opportunity for community to come and view ICAL in practice- whānau days New staff have an understanding of ICAL and our conceptual curriculum
5. Science	Nikki	Elicia Julia	Ongoing	AST 0.08 staffing x 1 - Elicia DP curriculum time TOD - Dec 2022	SUCCESS: <ul style="list-style-type: none"> New implemented in Science Learning Programmes in 2023 We will further enhance teachers' culturally responsive practice through developing science knowledge in the capabilities MEASURES: <ul style="list-style-type: none"> Science is integrated in our learning programmes to increase student engagement in their learning and also improve their ability in core subjects. Making Sense of Representations about Scientific Ideas has been implemented in each hub schoolwide throughout the year <ul style="list-style-type: none"> Evident in Planning Resources shared with staff
6. Reading Review	Nikki	Francine-Junior school and / WIST Elicia-Senior school	Term 3 start	WIST Francine - Junior literacy	SUCCESS <ul style="list-style-type: none"> Consistent expectations of Reading programme across the school Reading data analysed looking at trends to improve on MEASURES <ul style="list-style-type: none"> Reading review is underway and discussed with staff Junior foundational learning in Reading has been discussed in Yr 0-3 in line with the new NZ Literacy Strategy document. Staff have been exposed to the New NZ Literacy

					Strategy school wide
7. Reporting and communication to whānau Review - 2023/2024 tweaked to improve clarity/information	Jamie Jamie/ James/ Kat	Kat/ Nikki	T1 2023	Etap \$\$??	SUCCESS <ul style="list-style-type: none"> Parents understand where their child is at academically. Parents have information they need both formal and informal in an streamlined and effective way MEASURES <ul style="list-style-type: none"> SeeSaw- Refinement <ul style="list-style-type: none"> Investigate \$\$ changes to subscription and other options for similar programme Student Management System <ul style="list-style-type: none"> Hero looked at - how they report progress OTJ overview has clarity for staff Reading/Writing/ Math Reading age added to reports Mid yr report includes child's progress chart - Yr 3 up? New Entrant report in Etap

PHYSICAL ENVIRONMENT

5YP Funding \$462,694 + AMS (Accelerated Modernisation scheme) \$200,000

Key initiatives	Accountable	Team	Time frame	Resource/cost	Success/measure
Junior toilet (O Block), admin toilets (A Block) and Hall Toilet + Break out space	Jamie	Greg, Kieran, Mike	2022	\$400,000	Upgrade toilets across school <ul style="list-style-type: none"> Create uni sex toilets to future proof the school for all students - inclusivity. Shower in admin area
Heat Pumps	Jamie	Greg Switch	T1 2022	\$25,000 Came in @ \$21000 😊😊	Upgrade Heat pumps in 5 learning spaces <ul style="list-style-type: none"> New heat pumps ins Karaka and Kowhai, Maukua, Miro and Matai's installed
Roofing and Guttering	Jamie	Greg, Kieran Mt Roofing	T1 2022	\$100,000	<ul style="list-style-type: none"> Roofing and guttering upgraded according to 2020 roofing audit
New water main					Improve/upgrade water main into school
Drink <ul style="list-style-type: none"> C block catch pit is in the 5ya for repair following feedback from the school at the time but does not seem to be an ongoing issue? This is part of the drinking fountain project so not much of a budget. https://mail.google.com/mail/u/0/?tab=rm#search/drinking+fountains/FMfcgzGmtrPmbIwMTSgFPgrsVWzCQKh 	Jamie	Greg, Kieran, Mike		\$25,000	Improve/upgrade drinking fountains
Ceiling work in A, B and should be E block too	Jamie	Greg, Kieran, Mike		\$40,000	Improve safety incase of earthquake <ul style="list-style-type: none"> Batten to be installed @ \$40,000 or Apply for extra funding under H+S for suspended ceilings.

PHYSICAL ENVIRONMENT

SIP (School Investment Package) \$232,848

Key initiatives	Accountable	Team	Time frame	Resource/ cost	Success/measure
Pool upgrade: \$40,000 <ul style="list-style-type: none"> ● Losing water: Scot and I tried to problem solve - stopped solar power and water loss stopped - losing 5000 littered a day ● Chemicals: Issue with chlorine turning pool brown. Pool shop been onsite but still not resolved the issue as cannot find the source of the problem. 	Jamie	Kieran Aquaholics Pool company		\$40,000	Improve pool facility which could include all: <ul style="list-style-type: none"> ● New glass filter ● Fix leak ● Paint ● New cover ● Pool fencing
Front of school upgrade: \$167,000 <ul style="list-style-type: none"> ● Entrance sign and map <ul style="list-style-type: none"> ○ Electronic school sign ○ New sign (map of the school) ○ 2D map 	Jamie	BOT craig@wipath.com Cory Wipath Signs Ltd, Rutherford Signs Ltd, Commercial Signs	T2	\$30,000	Improve communication for our whānau and visitors <ul style="list-style-type: none"> ● Sign installed <ul style="list-style-type: none"> ○ Feather and vision at the top ○ In addition to include office this ay at bottom of the sign ● New map by office created and installed ● New 2D map created for school
<ul style="list-style-type: none"> ● Shade sail and line markings for the front of the school. 	Jamie	Shade pro	Term 3 Holidays	\$12,000 - \$15,000	Enhance front of school with extra shade which will create: <ul style="list-style-type: none"> ○ additional outdoor earning space ○ additonaland play space ○ Shade for end of day pick up

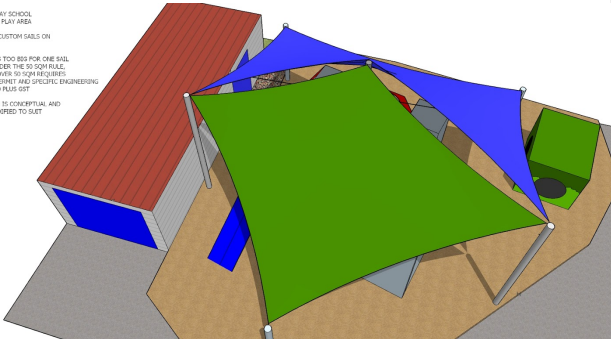
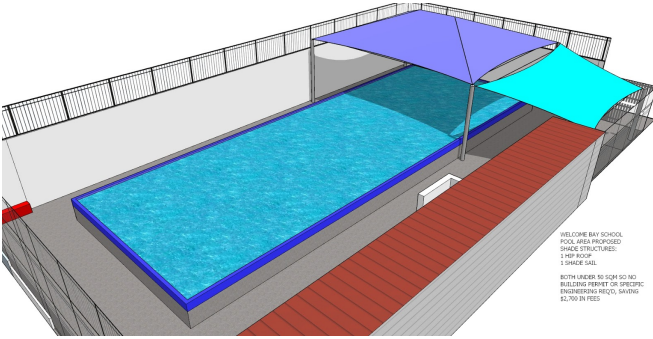
<ul style="list-style-type: none"> Line markings 	Jamie	PTA: Muzz, Danielle playmarks@gmail.com Malcolm McNicol	Term 3 holidays	\$2-\$3000	Enhance play opportunity for tamariki <ul style="list-style-type: none"> Court markings around the school have been upgraded and new markings on courts and under shade sail https://mail.google.com/mail/u/0/?tab=rm#search/court+markings/FMfcgxwGBwTqFKvKknqfapqzwhxGBzDz?projector=1&messagePartId=0.1

PHYSICAL ENVIRONMENT

Other funding sourced

Key initiatives	Accountable	Team	Time frame	Resource/cost	Success/measure
Weather tightness: Library (J Block) weather tightness	Jamie	Greg WT MOE team	2022	\$100,000	Upgrade facade of library to ensure weather tightness Report email: https://mail.google.com/mail/u/0/?tab=rm#search/weather+tightness/FMfcgzGmtXNqZfWlqZMgXCnrnKQCfkdF
Weather tightness: H Block	Jamie	Greg WT MOE team	2022	\$100,000	Upgrade facade of H Block to ensure weather tightness
Tauranga Special School relocation	Jamie	BOT Barrie Learning Support SKIDS	2022	\$150,000??	Create a futureproofed teaching and learning pace for kahiatea <ul style="list-style-type: none"> Kahikatea to have a learning space suitable for the number of students/staff they have. WBS to have a library/multi purpose space closer to classrooms and utilized in lesson and break time.
Road Safety	Jamie	Laurance Catherine Broome Tauranga City Council	2022		Improve safety for tamariki walking to school and crossing Welcome Bay Road. <ul style="list-style-type: none"> Raised Pedestrian Crossing: The lower eastern end of your school has been confirmed by the Traffic Safety team (post site visit in Feb)

					<ul style="list-style-type: none"> • Raised Pedestrian Crossing: the second project identified was raising the existing crossing at the top western end of the road. • Reduce speed: Welcome Bay Road minor safety upgrades will also help reduce the speed coming up to the crossing and your school. The minor upgrades range from pathway widening, cycle lanes and speed humps, as well as a roundabout at Waitaha Rd/Welcome Bay Rd. Once I have seen further design of these I will share these with you also.
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PTA					
Key initiatives	Accountable	Team	Time frame	Resource/ cost	Success/measure
Shade sails <ul style="list-style-type: none"> • Pool • Junior playground 	Jamie	Muzz, Danielle Peter - shadepro	Term 3 2022	\$38,768 + Gst	Increase shade in key areas around the school is <ul style="list-style-type: none"> • 2 shade sails by pool upgraded <ul style="list-style-type: none"> ◦ \$15,524: Pool ◦ \$11,096 Junior playground ◦ https://mail.google.com/mail/u/0/?tab=rm#search/peter/FMfcgzGmvfZZHgwRmxdFrdrPLpHTKxfp
<div>  <p>WELCOME BAY SCHOOL ADVENTURE PLAY AREA PROPOSED CUSTOM SHAIRLS ON SIX POLES. THE AREA IS TOO BIG FOR ONE SAIL TO KEEP UNDER THE 50/50% RULE. ANYTHING OVER 10/20M REQUIRES BUILDING PERMIT AND SPECIFIC ENGINEERING COST \$2750 PER SQM. THE DESIGN IS CONCEPTUAL AND CAN BE MODIFIED TO SUIT</p> </div> <div>  <p>WELCOME BAY SCHOOL POOL AREA PROPOSED SHAIRLS STRUCTURES: 1 HOP POOL 1 SHAIRLS SAIL BOTH UNDER 10/20M SO NO BUILDING PERMIT OR SPECIFIC ENGINEERING NEEDED. LEAVING \$2,700 IN FEES</p> </div>					

Junior playground	Jamie	Muzz, Danielle Maree - playground creations	2023?		Enhance Junior play spaces. <ul style="list-style-type: none"> ○ New playground designed priced up ○ Student voice involved ○ PTA support with fundraising ○ https://mail.google.com/mail/u/0/?tab=rm#search/maree%40playgroundcreations.co.nz/KtbxLzGLmPLbGPBfgQWCMJbJfippLQSipl
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INFRASTRUCTURE

Key initiatives	Accountable	Team	Time frame	Resource/ cost	Success/measure
New iPads/chromebooks	Jamie	Jodie Daniel Jodi	Term 2 2022	\$30,000	Continue pgrade of school devices <ul style="list-style-type: none"> ● Current... <ul style="list-style-type: none"> ○ 100 iPads 18month lease to go. ○ New Ipads (leased) ○ Nga Rakau- 65 (155 students) ○ Nga Mahuri- 20 (96 students) ○ Nga Tipu- 15 (55 students) ● New lease <ul style="list-style-type: none"> ○ 35 iPads <ul style="list-style-type: none"> ■ 25 Ngā Māhuri - nealry 1:2 ■ 10 Ngā Tipu - 1:3 ○ 30 Chromebooks <ul style="list-style-type: none"> ■ Ngā Rākau ○ \$28,799 under the \$30,00 budget 😊 ○ https://mail.google.com/mail/u/0/?tab=rm#inbox/KtbxLwGzdQGrHciBKRptSNgJKNbNPlsrHL
N4L - wifi				\$800 a year	Paused - no product available....




MAINTENANCE


OPS Grant \$5000 + BOT Funding + Grants

Key initiatives	Accountable	Team	Time frame	Resource/ cost	Success/measure
Shade sails + new ones <ul style="list-style-type: none"> Shade sail company been on site now just waiting for quote. 					<ul style="list-style-type: none"> See above notes for progress.
Trees <ul style="list-style-type: none"> Fell all small Cherry and Wattle seedlings growing in corner garden by road (pointed out to Scot during walkover). All debris to be removed from site expect the firewood from the Pohutukawa which is to be cut into 300mm lengths and left on site. 	Jamie	Tome Tree wise men (Brad)	Thursday 14 April	\$1,495.00 GST incl.	Improve H+S around school and protect shade sail <ul style="list-style-type: none"> Once new shade sails in place not ruined by tree + pool not littered with pohutukawa leaves etc https://mail.google.com/mail/u/0/?tab=rm#search/tree+wise+men/FMfcgzGmtrLJvzgJrtPrPQbNPpHMdkTp
Sand/Bark	Jamie	Tom Daltons	Term 3 Once get some from China	\$1340	Increase bark and sand in junior playground/sand pit <ul style="list-style-type: none"> Bark: \$85 x 10M3 = \$850 + 65 delivery Sand \$90 x 4M3 = \$360 + \$65 delivery
Tarnix Security <ul style="list-style-type: none"> Deposit paid now waiting for installation date. 	Jamie	Tarnix Tom		\$6000 (BOT)	Improve security around school <ul style="list-style-type: none"> Save time when identifying people as can locate specific areas
School boundary and grounds <ul style="list-style-type: none"> Veronica to email an example of a new Memorandum which BOT can then look at and get a new one created. 	Jamie Veronica	Kindy	Term 2 Lease ran out in 2019		<ul style="list-style-type: none"> Kindergarten next to school is on school grounds and is crown owned. Garage is split internally and they use our bins, car park and water. New Memorandum created which both parties are aware of. <ul style="list-style-type: none"> To include discussion on use of bins, carpark, gate, power, water etc insurance of garage?
<ul style="list-style-type: none"> Asset Register 	Jamie	Jodi Tom	Term 2		<ul style="list-style-type: none"> Asset register updated

PHYSICAL ENVIRONMENT

Other Ideas 🤔🤔

Key initiatives	Accountable	Team	Time frame	Resource/ cost	Success/measure
Container with deck for sports equipment?	Jamie			\$5 - \$10,000	Improve storage solutions at school <ul style="list-style-type: none"> Sport storage by courts. 
Birds on hall wall + frosting for office + Kereri corner	Jamie	A2Z		\$1 500	Continue to enance 'bird' vision and values around school https://mail.google.com/mail/u/0/?tab=rm#search/A2Z/FMfcqzGmthmZJLTJXkJFTZxCsXZdjzMQ  

					
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Goal	Hauora Wellbeing and Learning Support: A positive culture of wellbeing will be embedded across the Kāhui Ako achieved through a focus on hauora/well being and the Learning Support model.				
Overarching Success	We all belong here, feel valued and learn to fly together.				
STRATEGIC AND EFFECTIVE COLLABORATION					
Key initiatives	Accountable	Team	Time frame	Resource /cost	Success/measure
1.Strategic collaboration with and within Kāhui Ako <ul style="list-style-type: none">Continue with Learning Support PanelSenco group<ul style="list-style-type: none">x2 a termKaiako to attend: KatHauora Komiti<ul style="list-style-type: none">x 1 a termKaiako to attend: Jodie (where appropriate)	Kat	Jodie	2022	AP Time WIST time	SUCCESS <ul style="list-style-type: none">Staff see positive links between school and Kāhui AkoWBS have used the Kāhui networks to learn and grow to support our learners and others. MEASURES <ul style="list-style-type: none">Huis will have been attendedKat/ Jodie to summarise the value added we provided or gained from attending?
ENGAGEMENT IN SCHOOL					
2. Engagement in school <ul style="list-style-type: none">PB4L review recommendations implemented	Katreena	Jodie	2023	\$30,000 BOT funding for additions staffing WST 0.08 staffing \$5000,00 PB4L refresh	SUCCESS: <ul style="list-style-type: none">PB4L Action plan in place from review across school on what we need now and moving forward to support our culture of Positive Behaviour for Learning MEASURES: <ul style="list-style-type: none">TFI Tool utilised yearly to identify next stepsRubric RefreshExecutive functioning PD facilitated by Kahui Ako attended in 2022 and 2023 by AP/SENco and 1 x Junior Team memberPLD for support staff - Zones/ Executive functioning (facilitated by AP/SENco)<ul style="list-style-type: none">Zones implemented- new staff inductedClear programme/ lessons in each hub for Zones

3. Engagement in School <ul style="list-style-type: none"> ● Attendance: increase from 80% to 85% 	Katreena/ Jamie	Kat		WIS - Jodie All staff	SUCCESS: <ul style="list-style-type: none"> ● Attendance has improved from 80 to 85% overall attendance MEASURES: <ul style="list-style-type: none"> ● School wide attendance plan in place ● ETAP used to look at regular attendance under MOE guidelines e.g. 90%+ ● Trialled Attendance plan to improve attendance, has it worked? - ● Target students/ whānau in each hub ● Whānau engaged with to build narrative on what engagement means to them ● Learning Support data analysed and appropriate support is put in place
TE WHARE TAPA WHA - HEALTH CURRICULUM					
4. Hauora - te whare tapa wha (Mind) <ul style="list-style-type: none"> ● Health Curriculum <ul style="list-style-type: none"> ○ Term 1: HEART - PB4L - new Heart chart around birds attributes ● UDL - Build on staff knowledge of learning needs and how to meet these - Student choice - Voice - Differentiation - Opportunity for PLD in IYP - Daisy (\$ 1000 MOE) + x3 days release 	Kat	Jodie		WIS	SUCCESS <ul style="list-style-type: none"> ● Tamariki understand and demonstrate our PB4L Bird attributes in different areas of the school MEASURE: <ul style="list-style-type: none"> ● The new rubric for PB4L has been designed and implemented across the school. This is represented by our birds rather than 'HEART' and is displayed in all learning areas. ● Students will demonstrate and articulate the Welcome Bay Way - ● Our yearly TFI Tool will unpack how students see this in our school. ● New staff understand our attributes, WBW/PB4L ● Staff induction completed prior to beginning of year. ● New staff are part of TFI Check in- PB4L Walk

					<p>through- beginning of Term 3.</p> <ul style="list-style-type: none"> Staff have engaged in RTLB project in UDL (to be started Term 2)
5. Hauora - te whare tapa wha (Physical) <ul style="list-style-type: none"> Term 1-3: Healthy Active Learning (Physical) 	Jodie	Janine Laurence		BOP Healthy Active team	<p>SUCCESS:</p> <ul style="list-style-type: none"> Healthy Active Learning will support WBS to improve our tamariki's child wellbeing through healthy eating and drinking, and quality physical activity. Grow well being in staff and students <p>MEASURES:</p> <ul style="list-style-type: none"> Staff have participated in PLD in hubs Te Whare Tapa Wha language is linked and integrated into Hub Long term plans
STAFF WELL BEING - HAUORA					
6. Staff well being	Jodie/ Kat Michelle	Jodie	2023	WIS	<p>SUCCESS:</p> <ul style="list-style-type: none"> Staff feel valued and supported to be the best version of themselves to fly in their lives and learning <p>MEASURES:</p> <ul style="list-style-type: none"> Kahui Ako Survey - areas of improvement identified and worked on Staff wellbeing survey focus area unpacked with all staff and students Staff interviews (qualitative) Hauora staff initiative that have been introduced to staff have continued to be implemented and the Hauora leaders have reflected on appropriate activities for this (example - Good Buzz/ Secret Admirer week)