


Goals (1 Year)	Actions (90 Days)	Responsible	Timeframe	Resource who and what support we need	Indicators - what will progress look like	Mid Year Review
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NORTHCROSS
INTERMEDIATE

Northcross Intermediate School

Annual Plan 2024-2026

NX Indicators - Key:

-  Vision and Values
-  Achievement, Acceleration and Equity
-  Curriculum

Progress Key:

1- Beginning, a starting point, we are beginning to learn about the topic or skill. Still need guidance and support.

2- Developing, starting to understand the concepts, still need to practise and learn new skills. Isolated examples throughout the school.


3- Proficient, there is reasonable evidence throughout the school of an understanding of the skills behind the goal and can. There may still need some assistance by providing professional development.


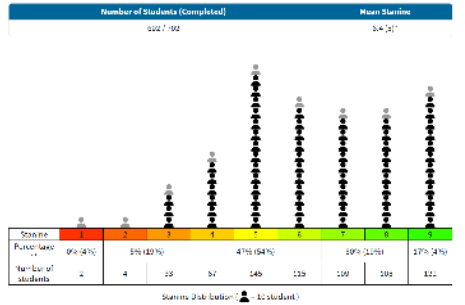
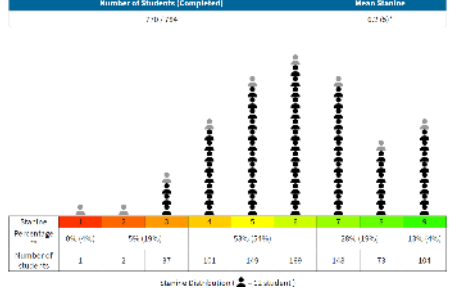
4- Advanced, there is a deep understanding of the topic or skill throughout the school.

5- Exceptional, quality programmes are operating school wide.

1. Student Learning—Progress
 Success statements: Think about, by the end of 2025, what will this look like for our strategic priorities.
 Progress,
 All students are able to effectively access the NZC
 Ensure every learner/akonga achieves personal excellence through literacy and numeracy programmes.
 Raise student achievement in numeracy and literacy whereby 80% of all students make accelerated or sufficient progress.
Kāhui Ako Strategic Priorities:
 - Complex Needs: 1

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<p>1.1 Emerging Adolescent <i>Recognizing their unique age and stage, Northcross students have opportunities to achieve to the best of their abilities across the breadth and depth of the New Zealand Curriculum – values, key competencies, and learning areas – laying a foundation for living and for further learning. Our responsive curriculum recognises that students in these years are undergoing rapid physical development, becoming increasingly socially aware, and encountering increasingly complex curriculum contexts. Particularly important are positive relationships with adults, opportunities for students to be involved in the community, and authentic learning experiences. Students’ learning progress is closely linked to their ongoing development of literacy and numeracy skills. (NZC, p43)</i></p>	<ul style="list-style-type: none"> - Identifying individual needs (individuality) - Students made aware of opportunities that are unique to Intermediate school eg. tech, sports, collaborative. Increase in personal responsibility. - Personal identity - Emotional Intelligence (EQ) specific groups and opportunities - Term 1 PBL aligned with Northcross ethos - Student leadership to initiate ideas and practices that they are interest in (their age groups) - Using assessment data to identify curriculum level of students 	SLT Associate Principals Teachers	Set up Term 1 Ongoing	PD Dr Michael Carr Gregg Nathan Wallis John Parsons	Students engaged in the life of the school (learning, sporting, cultural, special character clubs/ groups) Groups created to cater for diverse needs of the emerging adolescent. Deliberate acts of teaching at an identified level Relating to Relationship Mindframes surveys	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20px; text-align: center;">1</td> <td style="width: 20px; text-align: center;">2</td> <td style="width: 20px; text-align: center;">3</td> <td style="width: 20px; text-align: center;">4</td> <td style="width: 20px; text-align: center;">5</td> </tr> </table> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20px; text-align: center;">1</td> <td style="width: 20px; text-align: center;">2</td> <td style="width: 20px; text-align: center;">3</td> <td style="width: 20px; text-align: center;">4</td> <td style="width: 20px; text-align: center;">5</td> </tr> </table> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20px; text-align: center;">1</td> <td style="width: 20px; text-align: center;">2</td> <td style="width: 20px; text-align: center;">3</td> <td style="width: 20px; text-align: center;">4</td> <td style="width: 20px; text-align: center;">5</td> </tr> </table>	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
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<p>1.2 Building the Capacity of Learners to Learn - Visible Learning</p> <p>Visible Learning means an enhanced role for teachers as they become evaluators of their own teaching. According to John Hattie Visible Learning and Teaching occurs when teachers see learning through the eyes of students and help them become their own teachers.</p>  <p>Through explicit teaching, the school will build the capacity of learners to learn, in order to raise student achievement. Teachers self evaluate and engage in dialogue around what is working, and what isn't working for their students. Students are able to comment and critique their own next steps in learning.</p> <p>Kāhui Ako Strategic Priorities:</p> <ul style="list-style-type: none"> - Complex Needs: 2 & 3 	<p>Term 1 2024:</p> <p>SLT focus their PLG around VL and how we can ensure that VL principles are embedded in all learning areas, specifically PBL.</p> <p>Professional Development from Corwin University (Teacher Only Day)</p> <ul style="list-style-type: none"> - Students are able to identify the learning level they are working at and can identify what is required to achieve the next steps in their learning - Unpacking formative and summative assessment reports - deepening students and teachers understanding of next steps - Learning Progressions in Literacy to be put into "Kid Speak" so that students can identify their current level and next steps. - Teachers are using the assessment tools that are available to them to inform their teaching - Students understand the assessment tools and reports and can use this information to plan their next steps in learning. <p>Term 2 2024:</p> <ul style="list-style-type: none"> - Revisit the latest developments in what makes the most difference to student progress as determined by Hattie's Effect Size PLD - As part of the Professional Growth Cycle - the Mindframes Survey has been revamped and is given to students to capture student voice/feedback, evaluating the teachers impact on student learning. Teachers select two aspects they wish to survey; a perceived area of strength and one for development. - 13/14 May - Corwin PD to review School Capabilities and Evidence into Action for School Leaders. <p>Embedding 10 Mindframes for effective teaching and learning:</p> <ol style="list-style-type: none"> 1. I am an evaluator of my impact on student learning 2. I see assessment as informing my impact and next steps 3. I collaborate with my peers and my students about my conceptions of progress and my impact. 4. I am a change agent and believe all students can improve 5. I strive for challenge and not merely "doing your best" 6. I give and help students understand feedback and I interpret and act on feedback given to me. 7. I engage as much in dialogue as monologue. 8. I explicitly inform students what successful impact looks like from the outset. 9. I build relationships and trust so that learning can occur in a place where it is safe to make mistakes and learn from others. 10. I focus on learning and the language of learning. 	<p>Teachers Students SLT</p> <p>Corwin - growthed.com</p> <p>Associate Principals HOD Literacy</p> <p>Teachers</p> <p>Teachers Students</p> <p>Principal</p> <p>SLT Associate Principals Teachers Corwin</p>	<p>Ongoing</p> <p>Term 1</p> <p>Term 2 - Ongoing</p> <p>Ongoing</p> <p>Term 2 - ongoing</p>	<p>NZCER</p> <p>Corwin Full school TOD booked T1, 2024</p>	<p>Assessment tools are used well to inform teaching and learning programmes Reviewing Capabilities assessment data.</p> <p>Students are using a common language of learning and are able to articulate and demonstrate what a good learner looks like.</p> <p>Selected Mindframes Surveys help to set professional goals</p>	<table border="1" data-bbox="2502 289 2873 338"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> </tr> </table> <table border="1" data-bbox="2502 369 2873 417"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> </tr> </table> <table border="1" data-bbox="2502 680 2873 728"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> </tr> </table>	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
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<p>1.3 New Zealand Curriculum Focus: Mathematics</p> <ul style="list-style-type: none"> - 2024 beginning of year data shows higher than expected beginning data. Extensions programmes in place, with Professional Development for classroom teachers to ensure they are confident in their classrooms. - Targeted staff professional development using a variety of approaches eg maths Progressions, Learning Mentor intervention using tools such as COSDMBRRICS reviewed, mentored by Rose and TLF facilitators.  <p>1.4 New Zealand Curriculum Focus: Writing</p> <ul style="list-style-type: none"> - 2022 data showed that expected progress in Writing was not made, our hunch was that teachers were not confident in making accurate OTJ's. Writing that had been observed across the curriculum appeared to be better than how the students were being assessed. Teachers making accurate OTJ's was a target area for 2023, student progress in Writing to be monitored. While some gains have been made, this continues to be a focus for 2024 to maintain momentum. - Through co-construction with the teacher, students are able to shape texts, revising and reworking pieces appropriate to purpose. - Targeted staff professional development using a variety of approaches e.g. short writes, moderation, Writers Toolbox, NZ Literacy Progressions. Learning Mentors support intervention programmes for priority learners. - Strategic Overview developed by HOD Literacy (Tui) and Literacy Support (Jane) highlighting identified areas - in 2023 NZC Level 1 and 2 learners have been identified as priority learners with deliberate acts of teaching and targeted group interventions supporting their needs. 	<p>The Learner first, ALiM, MLC professional development.</p> <p>Participation in targeted Professional Development: Extending learners with a particular focus on Measurement, Geometry and Statistics. Open rich tasks, use of materials at all levels.</p> <p>Practical application of Maths in the Specialist Program</p> <p>Coaching and Co-teaching opportunities</p> <p>High Quality Assessments being used to ensure teachers are confident to identify achievement levels and inform their OTJ's:</p> <ul style="list-style-type: none"> - GLOSS (targeting Year 7 students and new to Northcross Year 8 students) - Number Knowledge - PAT Assessments <p>Integration of Mathematics through PBL Units (where authentic and realistic connections can be made).</p> <p>Ministry of Education directed hour of Mathematics to be adhered to.</p> <p>Developing connections with the refreshed curriculum</p> <p>Seven Provisionally Registered Teachers supported by Tutor Teacher programme. Modelling, co-teaching and observation programme.</p> <p>Term 1 2024:</p> <p>High Quality Assessments being used to ensure teachers are confident in using the NX Literacy Progressions to inform their OTJ's:</p> <ul style="list-style-type: none"> - e-asTTle Writing - Writers Toolbox - Assessment Tool and teacher feedback moderated - Modelling Books - Conferencing - Moderation of Writing, within teams, across both the school and other schools <p>Opportunities for increased Writing mileage for all students, allowing students to write across the curriculum</p> <p>Ensuring teachers hold the necessary knowledge and know-how to provide high quality literacy instruction and rich opportunities to learn for all students</p> <ul style="list-style-type: none"> - Modelling good Writing practices to students <p>Modelling, co teaching, observing expert practice to teachers</p> <p>PRT specific PD around teaching Writing and use of Writers Toolbox</p> <p>Ministry directed hour of Reading and Writing to be adhered to</p> <p>Seven Provisionally Registered Teachers supported by Tutor Teacher programme. Modelling, co-teaching and observation programme.</p>	<p>HOD Mathematics (Rose Golds) TLF facilitators/participants</p> <p>Associate Principals Teachers</p> <p>Specialist Teachers</p> <p>Rose Golds/TLF and ALiM Facilitators</p> <p>The Learner First PD (TLF) (each team to have a lead teacher: Shane D, Victoria, Nathan, Tom, Simon, Karen T, Suzanne, Kevin P)</p> <p>ALiM (Dominee Williams, Kevin Palmer, Sam R, Suzanne)</p> <p>Learner Mentors All teachers</p> <p>Tutor Teachers, Fiona Lysaght, AP's, HOD's</p> <p>HOD Literacy Associate Principals Teachers</p> <p>Teachers</p> <p>Deputy Principals Teachers Learning Assistants</p> <p>Tui Bennett Jane Edington</p> <p>All teachers Tui Bennett, Jane Edington</p> <p>Jane Edington</p> <p>Tui Bennett</p> <p>Tutor Teachers, Fiona Lysaght, AP's, HOD's</p>	<p>Term 1</p> <p>Ongoing</p> <p>Term 2 start - ongoing</p> <p>Term 1 - ongoing</p> <p>Term 1 - Ongoing</p>	<p>The Learner First (Maths programme)</p> <p>ALiM</p> <p>Moderation PD</p>	<p>Year 7 Maths Term 1 NZCER data:</p>  <p>Year 8 Maths Term 1 NZCER data:</p>  <p>Teacher confidence in teaching using the Learner Progressions Framework</p> <p>Incorporating Maths into PBL units where applicable to gain authentic learning.</p> <p>Level 1 and 2 learners have access to targeted intervention programmes</p> <p>Extension Programmes offered to Y7 and Y8 students</p> <p>Increased teacher confidence in making Overall Teacher Judgments.</p> <p>Teachers are confident with the NX Literacy Progressions and using these to place students against their Writing</p> <p>Through PBL the students have more authentic opportunities to write.</p> <p>Students have access to exemplars to improve their own writing</p> <p>Teachers have great confidence in Writers Toolbox</p> <p>Level 1 and 2 learners have access to targeted intervention programmes</p>	<table border="1" data-bbox="2499 319 2881 361"> <tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr> </table> <table border="1" data-bbox="2499 424 2881 466"> <tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr> </table> <table border="1" data-bbox="2499 550 2881 592"> <tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr> </table> <table border="1" data-bbox="2499 676 2881 718"> <tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr> </table> <table border="1" data-bbox="2499 823 2881 865"> <tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr> </table> <table border="1" data-bbox="2499 1012 2881 1054"> <tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr> </table> <table border="1" data-bbox="2499 1117 2881 1159"> <tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr> </table> <table border="1" data-bbox="2499 1243 2881 1285"> <tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr> </table> <table border="1" data-bbox="2499 1369 2881 1411"> <tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr> </table> <table border="1" data-bbox="2499 1495 2881 1537"> <tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr> </table> <table border="1" data-bbox="2499 1600 2881 1642"> <tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr> </table>	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
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<p>1.5 Te Tiriti o Waitangi</p> <p><i>Te Tiriti o Waitangi (Te Tiriti) is a central pillar of Te Mātaiaho, the refreshed New Zealand Curriculum. Important principles for realising the vision and aspirations of Te Mātaiaho derive from the preambles and articles of Te Tiriti.</i></p> <p>Tamariki are scaffolded through the different levels toward Level 3 of the curriculum as per their individual needs</p> <p>Kaiako and tamariki are supported with their pronunciation and development of Te Reo Maori.</p> <p>Kaiako and tamariki are inspired to explore te ao Māori in other curriculum areas, including history, through our resources and ideas.</p> <p>Implementation of Aotearoa New Zealand's Histories Curriculum in PBL units</p> <p>Staff to become more aware of Te Mataiaho essential pedagogies:</p> <p>Tautōhito urutau - Responsive practice</p> <ul style="list-style-type: none"> • Whakawhanaungatanga - Caring for learners and learning • Te piko o te māhuri - Connecting learning to each learner • Rangapū mana taurite - Building power-sharing partnerships • Kauneketanga - Being urgent about progress • Kauawhitanga - Designing for inclusion 	<p>Term 1 2024:</p> <ul style="list-style-type: none"> - Regular Te Reo sessions for all students taught by their kaiako - Te ao Māori is embedded in our Term One Local Histories and Aotearoa New Zealand's Histories PBL unit - Museum visit as part of the Year 7 Challenger Series. Students engaged in learning about Te Tiriti o Waitangi - Identification of local areas of significance for Maori -Working with Teachers on the teaching of Te Reo Maori and Tikanga Māori 	<p>ASL - Maraea Rameka</p> <p>SLT Teachers</p> <p>Auckland Museum Education Facilitators</p> <p>Mel and Rosana (cultural advisors)</p> <p>Maraea Rameka</p>	<p>Ongoing</p>	<p>PD needed</p>	<p>Te Reo lessons are provided to all students</p> <p>Teacher confidence in using Te Reo in the class is improving</p> <p>Te Ao Maori is being included in new PBL units</p> <p>Te Mataiaho essential pedagogies included in PBL unit planning</p> <p>Applying UDL principles in Te Reo lesson planning</p>	<table border="1"> <tr> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td> </tr> </table>	1	2	3	4	5
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2. Collaboration
 With increasing population and change in demographics/ethnicity, ensuring all stakeholders have a voice.
 To increase opportunities for communication, creativity, critical thinking and collaboration.
Kāhui Ako Strategic Priorities:
 - Well-being: 1


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2.1 Leadership: Growing sustainable leadership within the school SLT working with Jo Robson on their identified PLG AP, Tutor Teachers and Aspiring Leader programmes developed 	Term 1 2024: - PLD opportunities for middle leaders - PB4L team established - Identification of upcoming leaders and programmes put in place to support their development - Tutor Teacher Programme - focus on feedback and feed forward for Provisionally Registered teachers	SLT Team Facilitator Jo Robson Fiona Lysaght		Leading Learning - Jo Robson Leading Learning - Jo Robson	PLD opportunities are available to develop leadership	<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> </tr> </table>	1	2	3	4	5										
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2.2 Project Based Learning (PBL): PBL at Northcross is a teaching approach in which students gain knowledge and skills by learning for an extended period of time to investigate and respond to an engaging, authentic and complex question, problem, or challenge. In Gold Standard PBL, projects are focused on students' acquiring key knowledge, understanding, and success skills. PBL units will focus on the High Quality PBL Framework: - Intellectual challenge and accomplishment - Authenticity - Public Product - Collaboration - Project Management - Reflection PBL units will follow the seven essential project design elements of: - A challenging problem or question - Sustained inquiry - Authenticity - Student voice and choice - Reflection - Critique and revision - Public product Continued support for implementation of Project Based Learning in all units of work.	- Full Staff Project Based Learning Professional Development through Applied Coaching for Projects (Kristy Lathrop) - Local Histories and Waikato units rewritten to reflect a Problem Based Learning approach - Term 1 Follow the Leader - Development of PBL plan for Term 2 - Teams to develop their own units. - New Science PBL Unit for Term 3 - Term 4 Financial Literacy and Careers PBL unit - Otto Halberg - Complex needs on individual projects. - David Kinane PLD to focus on Digital Technologies - one teacher per team selected to become the Digi Tech representative and investigate ways that Digital Tech can be incorporated into units of learning. - David Kinane continues to work with Adam Martin / Daniel Wyatt (MakerSpace) and Megan Richardson (Graphics) Investigate ways in which Specialist Teachers and Otto Halberg's apply PBL skills into unit plans Integrating PBL into Specialist planning "MakerSpace" classrooms (Room 51/52) continues in 2024 to follow a PBL learning approach.	Kristy Lathrop (ACP) All Teaching staff Jonathon Tredray SLT/AP's to lead in teams HOT Science/Louise McMenamain Otto Halberg David Kinane Adam Martin/ Daniel Wyatt, Megan Richardson Digital Technology ambassadors - Lyndon, Shane D, Adam, Carl SLT/Juliet Hamblyn Specialist Team SLT/Kristy Lathrop	Term 1 Term 1 Term 1 Term 1 Term 1 Ongoing Ongoing	Applied Coaching for Projects PBL Works	Teachers are confident in delivering PBL units that are engaging and authentic Associate Principals are confident in leading the planning of new PBL units, ensuring Gold Standards/ High Quality PBL are evident PBL unit's a success school wide - high quality final products Digital Technology ambassadors providing expertise in Digital Technology embedded in the PBL units	<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> </tr> </table> <table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> </tr> </table> <table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> </tr> </table>	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
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	3D printers in use with a hub in R51/52 and R21/22 David Kinane centrally funded PLD continues to support this work..	Otto and Daniel (Training) David Kinane														
2.3. 5YA Property Project Weather tightness of Rooms 1 - 3 as per 5YA Property Plans SIP Funding - complete shaded areas within the school Develop a Master Plan for Northcross led by the Board of Trustees  New 5YA July 2025	Term 1 2024: - Building work started for rooms 1 - 3 (March 2024) Term 1 2024: - 5YA Refurbishment and upgrade of Rooms 9 & 10, & 17 - 22 (2025) - Toilet/Cloak Bay upgrade Rooms 21/22 (2025) - Master Plan of the school developed to give clear guidelines on our current property status and future projects/developments - Astroturf to be resurfaced (fund in place). Start planning for new 5YA in July 2024	Principal & BOT Property Manager Robert Gunter Dave Delemare BOT & Principal	Ongoing Term 1	5YA Budget Money	Scheduled build projects will be completed as per the schedule	<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> </tr> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> </tr> </table>	1	2	3	4	5	1	2	3	4	5
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2.4 Collaboration within and across teams	Consistency with: - connecting with parents - behaviour - across team communication. Timely emails to parents/community - consistency. The same message to go out to all teams.	SLT AP's	Ongoing													
2.5 Community Involvement/consultation/engagement	PBL units where community members asked to come in as experts or stakeholders. Sharing of final PBL projects with the community. Sharing of PBL unit planning on new NX website. Mel and Rosana to help with unit development Seeking community feedback regarding: - Parent/Teacher Interview format - Camp and Challenger Series - Project Based Learning future plans - Health survey															
2.6 Understanding changing demographic of roll (2024 we have 30% Chinese) TALL - ELiP student focus Team Approach to Language Learners (TALL) is a school-based professional development opportunity led by experienced ESOL and literacy facilitator Gaylene Price.	Scheduling Meetings in Chinese and translating all letters. - EOTC - Camp - Behaviour - Uniform Understanding changing demographics and strategies to teach in the classroom. TALL involves a school team of about six participants; a leader / class teacher(s) / teaching assistants / bilingual teachers. The project follows a 20 week (two term) focus and includes face-to-face workshops, online modules, data analysis and a framework of inquiry and reflection.	Melanie Yang Christina ESOL department Fiona Landers, Annette (Karen T?)	Ongoing Term 1 Ongoing	TALL PD ELiP Progressions understanding	ELiP Assessment tools are used well to inform teaching and learning programmes. Regular meetings held to discuss ELiP students - specific needs identified and interventions in place											

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3. Staff and Student Well Being
 Focus on the emerging adolescent and the unique needs of this age group in their social, emotional and intellectual growth
Focus on ethos of Intermediates
 Focus on staff well being and connection opportunities

Kāhui Ako Strategic Priorities:
 - Well-being: 1, 2 & 3
 - Cultural Awareness

Goal (1 Year)	Action (90 Days)	Responsible	Timeframe	Resource who and what support we need	Indicators - what will progress look like	Evidence to date:															
<p>3.1 School Culture - PB4L - NX developed for our school needs Continue building and maintaining positive and respectful relationships across our Northcross community using the PB4L framework.</p> <p>Cultivate a positive and safe school culture where all are mindful of our school values</p> <p>Specific programmes to engage and support emerging adolescents</p> <p>Identify ways to foster cultural awareness and appreciation</p> 	<p>Term 1 2024:</p> <ul style="list-style-type: none"> - PB4L Team to be established. Gary Wood leading this team - Hikoi ki te taha Programme for identified students - Fortnightly pastoral care meetings to discuss “at risk” students - Effective home/school partnerships established - emails/ calls home for positive behaviours not only when things are going wrong - Maori and Pasifika Programme continued to be developed - Tama Toa program to support anxious Y7 boys - Steps A/Counselling support programme developed by ADHB in conjunction with Marinoto. <p>Behaviour</p> <ul style="list-style-type: none"> - Staff questionnaire - Consistency across the school - What teachers do to manage behaviour/class and playground management <p>Students to be introduced to the school counsellor, and understand that these services are available to them</p> <p>Zones of Regulation</p> <ul style="list-style-type: none"> - Language Nut continues to be used for students to learn other languages - Language weeks to have more prominence in the school when appropriate - Student Leadership Team to have more presence in the school 	<p>Shane V/Gary Wood</p> <p>Gary Wood</p> <p>SLT and Tess Blockley</p> <p>All staff</p> <p>Maraea Rameka/All teachers</p> <p>Carl Timmis</p> <p>Sam Ratcliffe</p> <p>Tess Blockley/Lizette van Zyl</p> <p>Tess Blockley/Tamara Walker</p> <p>Carl Timmis</p> <p>SLT Team</p>	<p>Term 1</p> <p>Term 1</p> <p>Ongoing</p> <p>Ongoing</p> <p>Term 1 - ongoing</p> <p>Term 1</p> <p>As they happen</p> <p>Ongoing</p>	<p>Language Nut subscription</p>	<p>PB4L Team established and meeting on a regular basis, matrix of behaviours beginning to take shape</p> <p>Hikoi ki te taha an integral part of our pastoral programmes</p> <p>Regular meetings held to discuss “at risk” students - specific needs identified and interventions in place</p>	<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> </tr> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> </tr> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> </tr> </table>	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
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Goals (1 Year)	Actions (90 Days)	Responsible	Timeframe	Resource who and what support we need	Indicators - what will progress look like	Mid Year Review										
<p>3.2 Te Whare Tapa Whā: Meeting the physical, spiritual, emotional and social needs of our- staff and learners. Te Whare Tapa Whā is represented by the four walls of a whareniui or meeting house, where each wall symbolises the elements necessary to sustain Hauora or health and wellbeing.</p> <p>These dimensions or elements are taha hinengaro, taha wairua, taha tinana, and taha whānau. Taha hinengaro focuses on mental health and emotions. Taha wairua focuses on spiritual health. Taha tinana focuses on physical health and taha whānau focuses on the epicentre of one's well being: whānau.</p> <p>Te Whare Tapa Whā recognises the importance of the balance of all four dimensions. Each of these interconnects and contributes to the balance and strength of the individual. All four elements need to be nurtured for all - if one of the "walls" is not nurtured the whareniui collapses. .</p>	<p>Term 1 2024:</p> <ul style="list-style-type: none"> - Revamp our current health programme to reflect the principles of Te Whare Tapa Wha - Utilise Te Whare Tapa Wha online programme (Attitude) across the school - explicitly taught in conjunction with the Health Programme - Regular check ins with the students around their wellbeing through the Te Whare Tapa Wha online programme - Girls on Fire Programme to continue - funding has been secured to allow this programme to run in 2024 - Health Community Survey to be administered - Camp 2024 survey to be competed to parents, students and staff - EOTC 2024 - Promote swimming at NX - needs more of a focus - Well-being, physical/resilience - Steps A - Brick by Brick Programme <p>Additional Counsellors employed/mentored by Lizette van Zyl</p>	<p>SLT Health HOD: Kirsten Bell</p> <p>All Teachers</p> <p>Anna Lewthwaite</p> <p>Health HOD</p> <p>Naz Spencer, Sam T</p> <p>Marius Spencer</p> <p>Sam R Tess Blockley</p> <p>Lizette and Tess Blockley</p>		Attitude	<p>Online Attitude programme in use</p> <p>Student Survey administered and the results used to inform strategic priorities for 2025</p>	<table border="1" data-bbox="2496 289 2881 338"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> </tr> </table> <table border="1" data-bbox="2496 365 2881 413"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> </tr> </table>	1	2	3	4	5	1	2	3	4	5
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<p>Reviews for 2024:</p>	<ul style="list-style-type: none"> - Parent/Teacher Interview format - Challenger Series for students and teachers - informing - Individual Growth through challenge and learning plans for the 2024 programme - Health Survey to Community - 2024 Camp review - Individual Growth through challenge and learning 															