REPOROA
KĀHUI AKO

COMMUNITY OF LEARNING

STRATEGIC PLAN AND ACHIEVEMENT

OBJECTIVES 2024 - 2026

Kāhui Ako
o Reporoa

COMMUNITY OF
LEARNING

Our Schools

Broadlands School

Vision: Celebrating personal excellence
Website: http://www.broadlands.school.nz

Central Kids Kindergarten

Vision: We all grow together Ka tipu ko tahi tātou
Website: https://www.centralkids.org.nz/portfolio-item/reporoa-kindergartens/

Galatea School

Vision: "Working together – Learning for life. Me mahi tahi tatou katoa – Akoranga mo te wairua ora"
Website: https://www.galatea.school.nz/

Lake Rerewhakaaitu School

Vision: Lake Rerewhakaaitu School will empower students to reach their individual potential and develop the knowledge and skills they will need to make the most of life. They will stand tall as New Zealanders, seize opportunities, overcome obstacles, and make a positive contribution to society.
Website: https://www.lakerere.school.nz/

Kāhui Ako o Reporoa

COMMUNITY OF LEARNING

Murupara Area School

Vision: With perseverance our children will reach to the stars.
Kia ū te manawanui o ngā ākonga ki ngā taumata tiketike ō ngā whetu
Website: https://www.mas.school.nz/

Mihi School

Vision: We are motivated, empowered, caring, creative, actively
 involved members of our community.

Reporoa College

Vision: Our values bring us together. KOTAHITANGI Unity - Proud to belong.
Website: http://www.reproroa school.nz

Reporoa School

Vision: Lengthen our stride to become knowing-Whāronatia kia pūkekotia"
Website: http://www.rep.school.nz

Waikite Valley School

Vision: Developing Learners For Life
Website:https://www.waikitevalley.school.nz/

Kāhui Ako
o Reporoa

COMMUNITY OF
LEARNING

Who we are:

The Reporoa Kāhui Ako is a community of learners who draw from the Reporoa Valley and surrounding areas. Our Kāhui Ako acknowledges the mana whenua and share their aspirations for their tamariki. We are composed of representation from across the learning ages from 2 – 18 including Pre-school Kindergarten and Playcentre, Kohanga Reo, Primary Schools from Year 1-6 and 1-8 and the local High School from Years 7 – 13.

"He waka eke noa / We are all in this together"

Our Vision:

A Responsive, Equitable, Powerful Learning Community.

We aim to be RESPONSIVE to the aspirations of our learners and their whānau. Realising those aspirations requires us to build reciprocal relationships that recognise in practice the principles of Te Tiriti o Waitangi: Partnership, Participation and Protection. We are committed to realising EQUITY through deliberate acts of leadership and allocation of resources. Equity demands that we identify disparity and address it head on.

We build POWERFUL teaching and learning experiences in emotionally safe and challenging environments where teachers and children are all learners (Ako), working together in unity (Kotahitanga).

Our Purpose:

To be a powerful learning community where educators provide collaborative, engaging learning experiences that empower our children. To foster proactive agentic learners and creative thinkers, with the capacity to discover and develop their talents and achieve to the highest levels while standing tall in their culture.

Our Theory of Improvement

Our theory of improvement is that working collaboratively, using an appreciative culturally responsive inquiry approach, and building on our students strengths will result in ongoing success for our students.

The Reporoa Community of Learning recognises that 'the combined effect of collaborative cultures [serving] to mobilize three powerful change forces. Moral purpose (the spiritual) gains ascendency. Power (politics) is used to maximize pressure and support for positive action. Ideas and best practices (the intellectual) are continually being generated, tested and selectively retained. In collaborative cultures these three forces feed off each other. They become fused'. From: Fullan, M. (1999). Change Forces: The Sequel. London: Falmer Press Drawing on the work of Russell Bishop et all[1], we recognise that what is 'good for Māori and works for Māori' in our schools will work for non-Māori but what is presented as 'good for all' does not necessarily seem to work for Māori. As a Community of Learning we therefore embrace the importance of maintaining a strong focus on ensuring the learning needs of Māori are addressed as a priority.

[1] Bishop, R., & Berryman, M. (2006). Culture Speaks: Cultural relationships & classroom learning. Wellington: Huia.

Our Journey

Kāhui Ako o Reporoa
COMMUNITY OF LEARNING

2014/2015 *Collaborative work across the Reporoa Cluster*
Learning Change Network, Empowered Learning Trust, Connections with Ngāti Tahu, Ngāti Whaoa

2016/2017 *Reporoa Kahui Ako approval from the Ministry of Education*
First appointments made for Lead Principal, Across School Teacher, and Within School Teachers
First Strategic Plan created

2018/2019 *Shared achievement challenges*
6 schools and kindergarten members of the Kāhui Ako work on the shared achievement challenges of Māori and male Student Achievement in Reading, Writing, Math and Oral Language.

2020/2021 *Review, New Strategic Plan and Implementation Plan*
New Lead Principal and Across School Teacher appointed. New shared achievement challenges in student agency, wellbeing, and learning support. WST peer coaching development, LSC's employed, iCEPT, Science PLD, Te Reo programme, Staff Wellbeing initiatives, Upper Atiamuri joined, Children's Collaborative Conferences started.

2022/2023 *Work continues on Strategic Plan*
New Across School Teacher appointed 2022, LSC - action plans/goals in schools, Te Reo programme , LSR implemented, student representative leadership programme, Peer Coaching, iCEPT, Student/Staff Wellbeing Surveys, PLD hours - Evaluation Ass.,TOD x2, LSC Job descriptions redeveloped, review and redesign of Theory of Improvement, data collated , new MoU, Te Ara Whakamana training , New Across School Teacher appointed 2023. Upper Atiamuri leaves and Waikite Valley joins.

2023 Review Findings

Learner Agency

We have seen a slight increase of 3-5% in students achieving at or above their expected level in reading, writing and mathematics between 2022 and 2023. There are slight decreases in reading achievement for males and Māori, writing for males, and maths for Māori. However, the main concern is that across all areas the data sits around 60% achieving. *See appendix #1* By focusing on Learner Agency, Building Learner Focused Relationships, and Assessment Literacy in this achievement challenge we are able to attend to all areas while increasing staff capability to meet the needs of their ākonga.

Wellbeing

Wellbeing data across the Kāhui Ako is collated and analysed twice throughout the year. Juniors years 0-4, seniors years 5-13 and all staff. First time data for staff wellbeing was completed from 2022. From first time data the three areas identified as future goals are:

From the junior data (both 2022 and 2023) My teacher looks after me, my teacher helps me learn and I enjoy coming to school. *See appendix #2.2*

From the senior data (both 2022 and 2023) Teachers care about how I feel, teachers think all students can do well, teachers make learning interesting, I feel like I belong, I feel safe at school and teachers are interested in my culture. *See appendix #2.1*

Learning Support

All schools are now using the Learning Support Register (LSR) with a shared understanding of the glossary of needs and common language. We are now in a position to start using the data to better track progress and inform decisions. This has allowed us to be more specific in our next achievement challenge goals under Learning Support for 2024 and beyond. Our first time data reported needs for (394, -6.9%) students. *See appendix #3*

Achievement Challenges 2024 - 2026

Learner Agency
(Appendix 1)

1. To be responsive to akonga need, having common high expectations and robust assessment practices.
2. For all students achieving just below in reading, writing and maths to reach their expected level.
3. To close the achievement gap (reading 18%, writing 23%, math 23%) between Māori and non-Māori, implementing Cultural Responsiveness and iwi education plans as normalised practice.

Wellbeing
(Appendix 2)

1. To have seamless transitions between Early Childhood, Primary and College.
2. To improve ākonga engagement to participate, learn and achieve. Move from 55% regular attendance to 65% in 2024, and 75% in 2025.
3. To be inclusive of and value all cultures, building strong educational connections with whanau, foster resilience, self-efficacy, belonging and a growth mindset.

Learner Support
(Appendix 3)

1. To accelerate learning for 42 ESOL children through focused programmes.
2. To accelerate learning for 60 students requiring extra support through high quality, timely, and appropriate interventions
3. To support 27 students with social needs through high quality, timely and appropriate interventions.

Achievement Challenge 1: Learner Agency

Formative Assessment

To be responsive to ākonga needs; having common high expectations and robust assessment practices.
- Develop a shared 'Student Profile' across the Kāhui Ako
- Align assessment methods across the Kāhui Ako to better support progress and transition.
- Unpack what high expectations look like through the capabilities matrix.

Accelerated Progress

For all students achieving just below in reading, writing and maths to reach their expected level.
- Unpack, make sense of and implement the English curriculum, using structured literacy methods. Moderate across schools, sharing high standards and expertise to raise capability.
- Unpack, make sense of and implement the Maths curriculum, using structured maths methods. Moderate across schools, sharing high standards and expertise to raise capability.
- Track progress across this group and meet together termly to find solutions to barriers for learning.

Cultural Responsiveness

To close the achievement gap (reading 18%, writing 23%, math 23%) between Māori and non-Māori, implementing Cultural Responsiveness and iwi education plans as normalised practice.
- Combined PLD in Culturally Responsive Pedagogy.
- Create a combined localised curriculum and a kete of localised resources to use across the Kāhui Ako.
- Provide funded Rūnanga support in the teaching of te reo, tikanga and pūrākau.

STRATEGIC MEASURES:
- Baseline Data - % of students at or above expected levels in Reading, Writing and Maths OTJ End of Term 2 2024
- Shift Data - % of students at or above expected levels in Reading, Writing and Maths OTJ End of Term 4 2024, End of Term 2 2025, End of Term 4 2024

Achievement Challenge 2: Wellbeing

Transitions

To have seamless transitions between Early Childhood, Primary and College.
- Improve communication systems for transition between ECE, primary, and college.
- Use the student learning profile to follow tamaiti through all transition stages.
- Increased and supported visits to transition schools for students who require further support.

Attendance & Engagement

To improve ākonga engagement to participate, learn and achieve. Move from 55% regular attendance to 65% in 2024, and 75% in 2025.
- Create a combined resource to share attendance and engagement practices across the Kāhui Ako
- Employ a Kaitakawaenga (Community Connector) to address attendance and engagement issues.
- Analyse the attendance data together to understand barriers better.

Inclusive

To be inclusive of and value all cultures, building strong educational connections with whanau, foster resilience, self-efficiency, belonging and a growth mindset.
- Set up a register of community groups/members who can provide diverse learning experiences in a range of contexts.
- Educational powerful connections, communication and relationships and with Māori whānau, hapū, iwi and parents, families and communities including families new to NZ.
- Combine a multicultural event across the Kāhui Ako that showcase all cultures in our Kāhui Ako

STRATEGIC MEASURES:
- Baseline Data - Wellbeing survey data for juniors, seniors and staff - Term 1 2024. Attendance data - Term 2 2024.
- Shift Data - Wellbeing survey data for juniors, seniors and staff - Term 3 2024, Term 1 2025, Term 3 2025. Term 4 2024, Term 2 2025, Term 4 2025

Achievement Challenge 3: Learning Support

ESOL

To accelerate learning for 42 ESOL children through focused programmes.
- Investigate and implement effective programmes for our ESOL students.
- Track progress across this group and discuss at panel hui to find solutions to barriers for learning.
- Develop a communication network and support group with ESOL whanau.

Learning

To accelerate learning for 60 students requiring extra support through high quality, timely, and appropriate to need intervention.
- Use the LSR with fidelity to track trends and provide interventions where there is need.
- Review the panel hui and use effective models to improve outcomes for students on the LSR.
- Triage referrals quickly and effectively to the appropriate support/intervention.

Social

To support 27 students with social needs through high quality, timely, and appropriate to need intervention.
- Use the Kaitakawaenga (Community Connector) to facilitate programmes that assist students with social needs.
- Create a Big Brother Big Sister model to provide tuakana/teina support across the Kāhui Ako
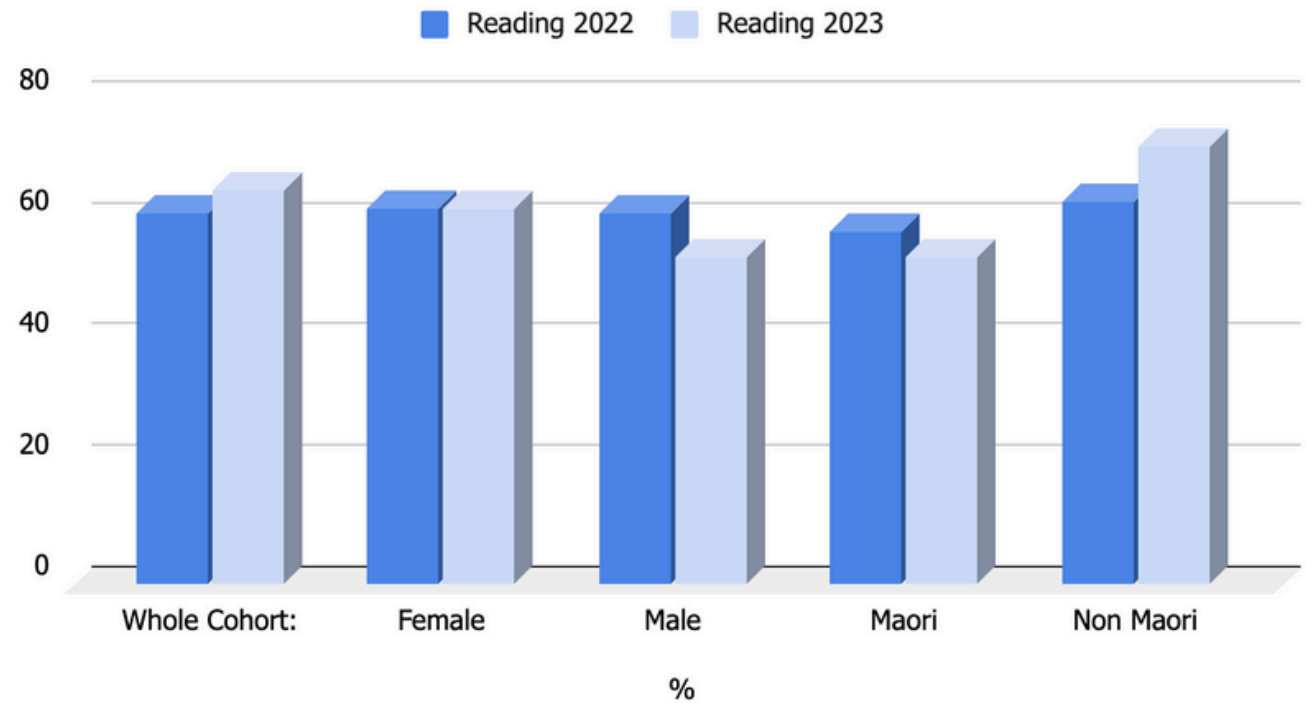- Create a combined resource to share social interventions across the Kāhui Ako

STRATEGIC MEASURES:
- Baseline Data - Learning Support Register data - Term 2 2024.
- Shift Data - Learning Support Register data - Term 3 2024, Tem 1 2025, Term 3 2025. Term 4 2024, Term 2 2025, Term 4 2025
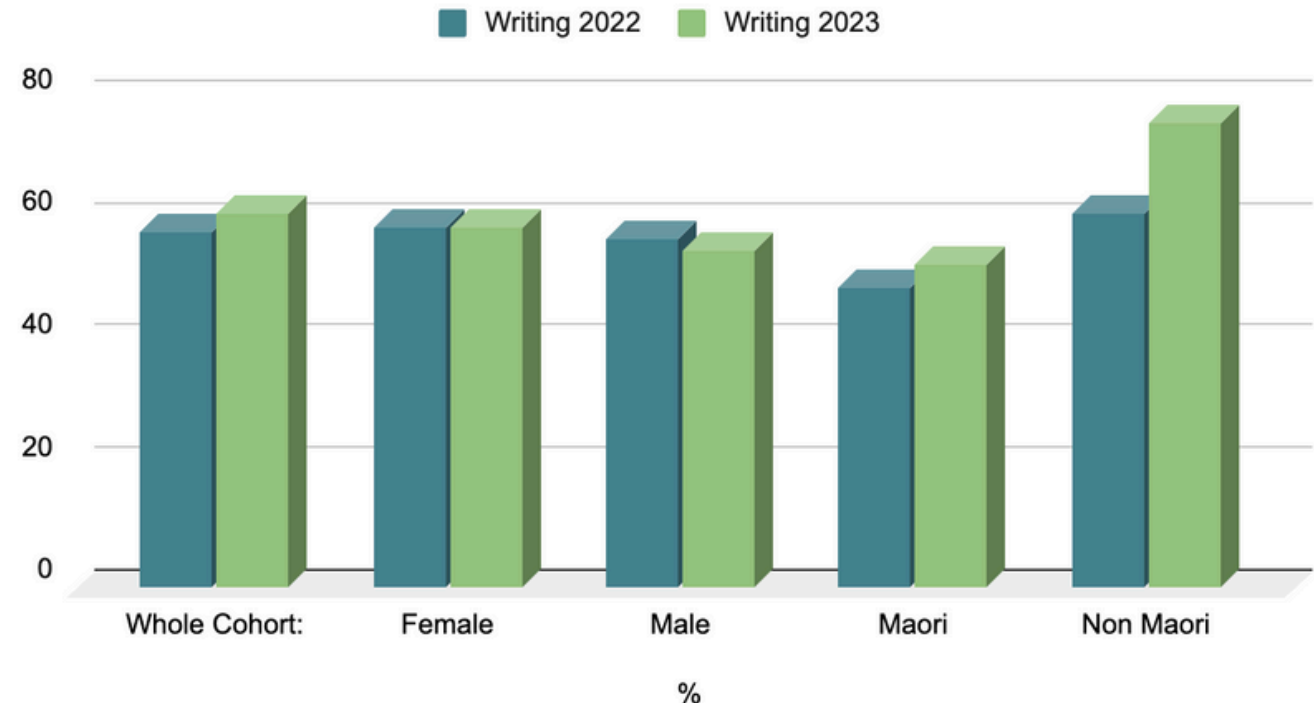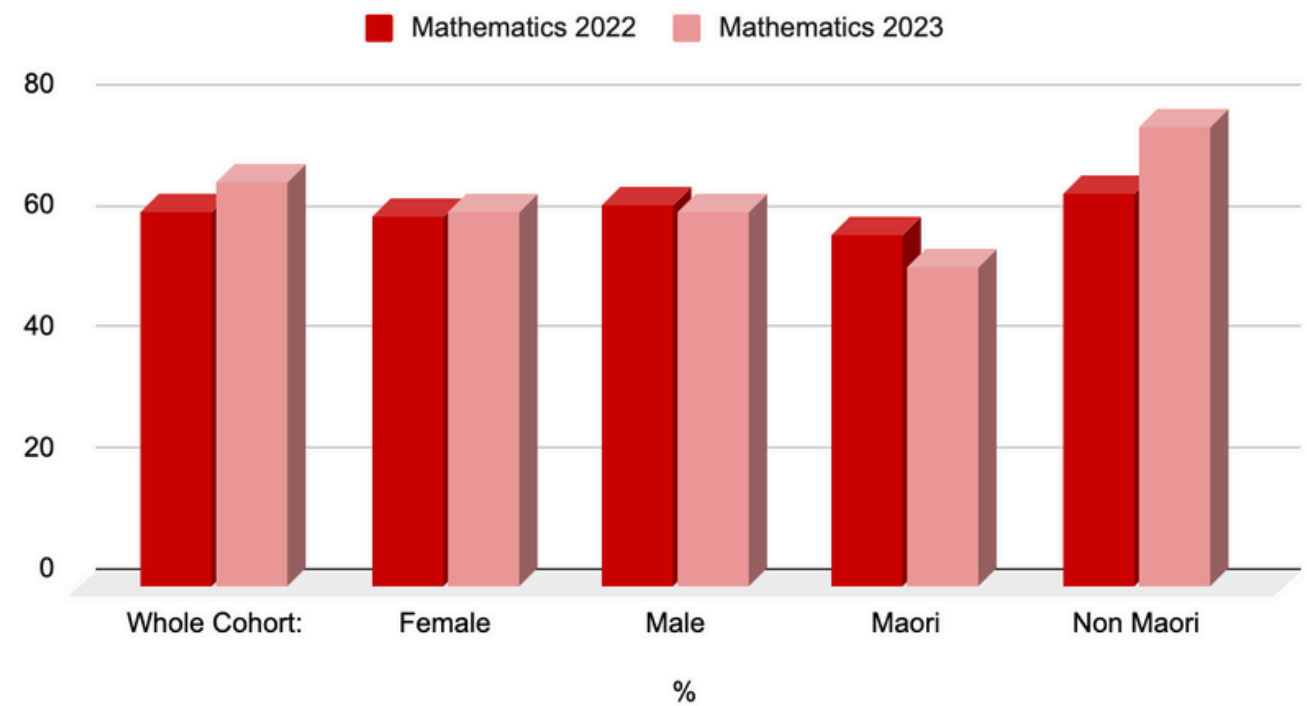
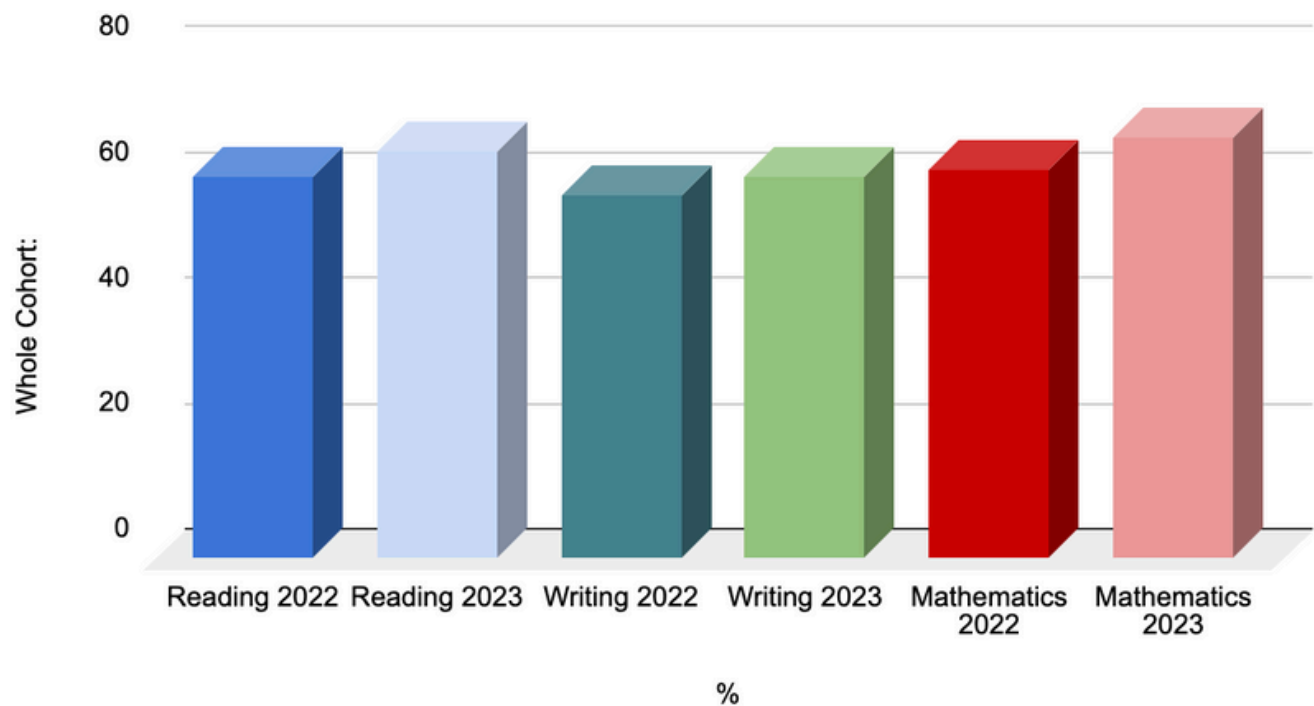# Apendix #1 Academic Data

Reporoa Kahui Ako

Reading 2022   Reading 2023

Reporoa Kahui Ako

Writing 2022   Writing 2023

Reporoa Kahui Ako

Mathematics 2022   Mathematics 2023

Whole Cohort: 2023 and 2023

Comment:
There are slight decreases in reading achievement for males and Māori, writing for males, and maths for Māori. However, the main concern is that across all areas the data sits around 60% achieving.
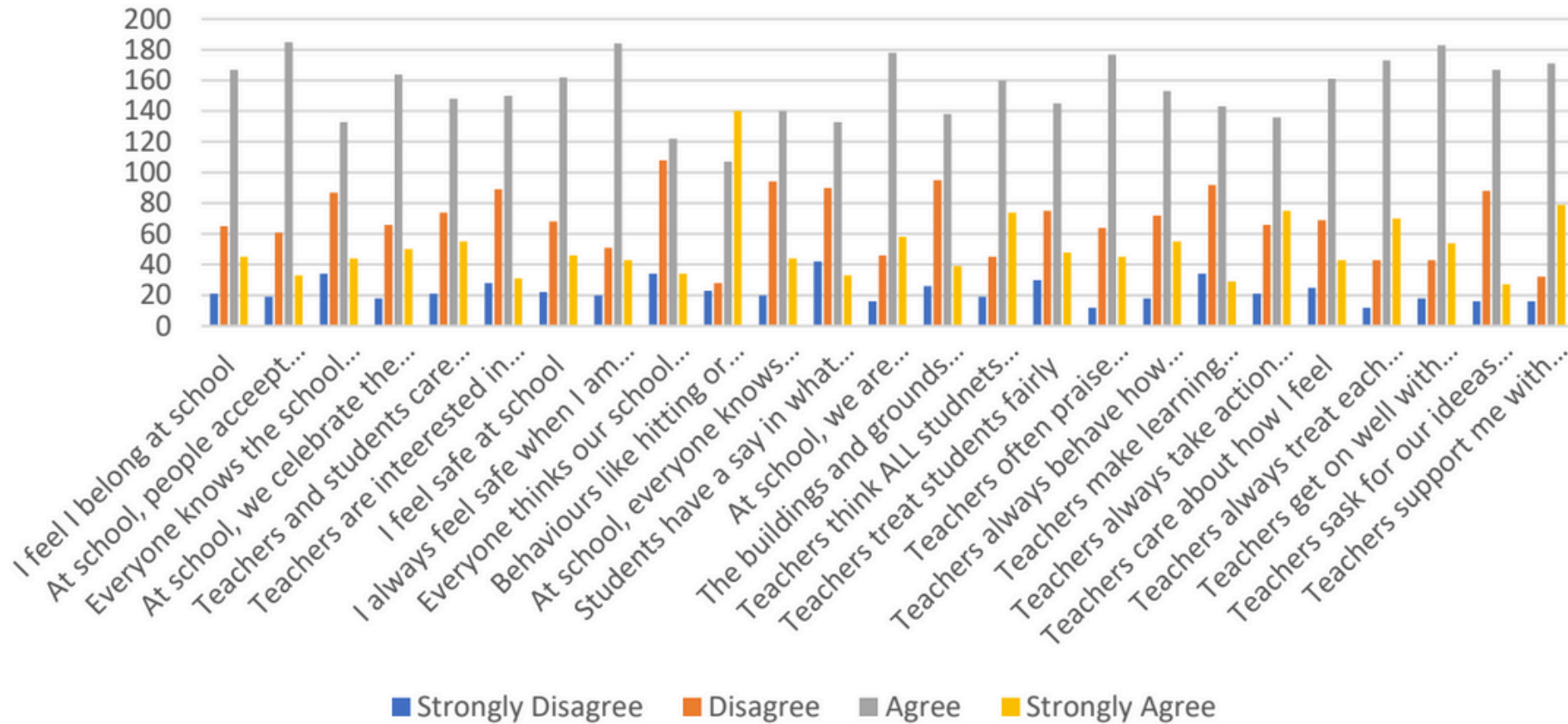
Note:
Not included in 2023 data are Galatea and Mihi - Due to new principals we could not source accurate data in the format used.

We need to begin to collect Asian data due to the growing population in the Kāhui Ako
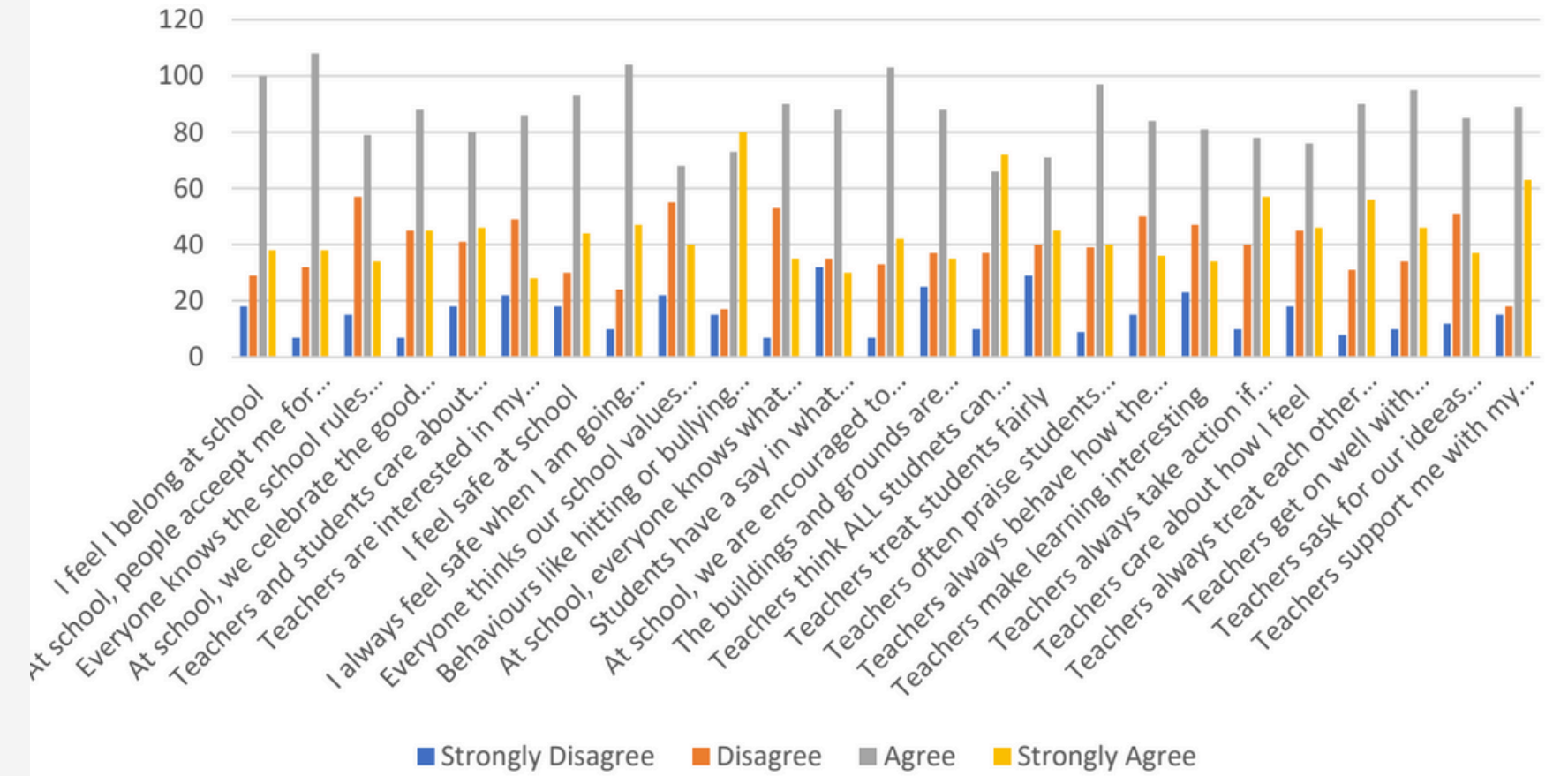
Year 0-8 only.

Appendix #2.1 Wellbeing Data

Kahui Ako Senior Wellbeing Survey T2 2022

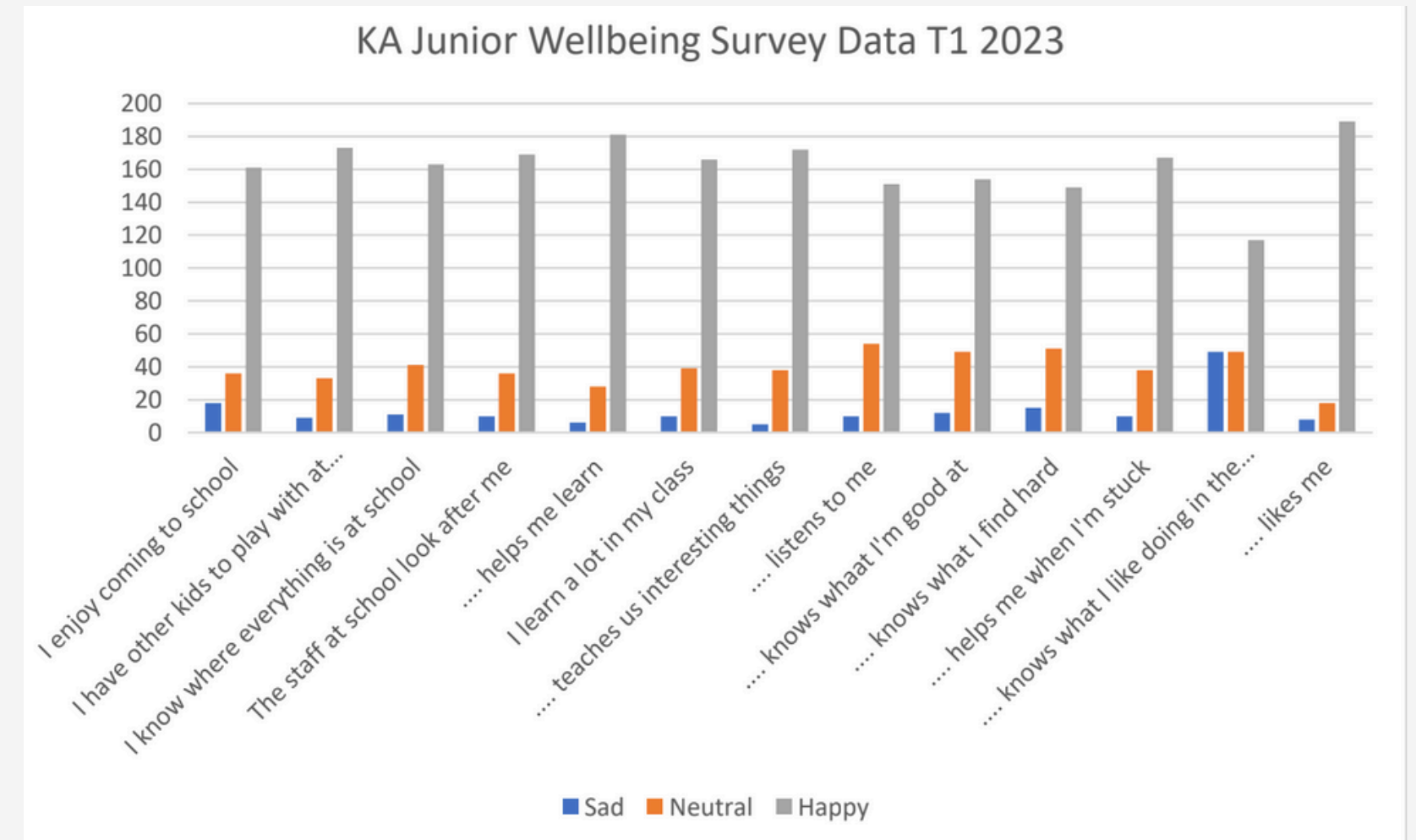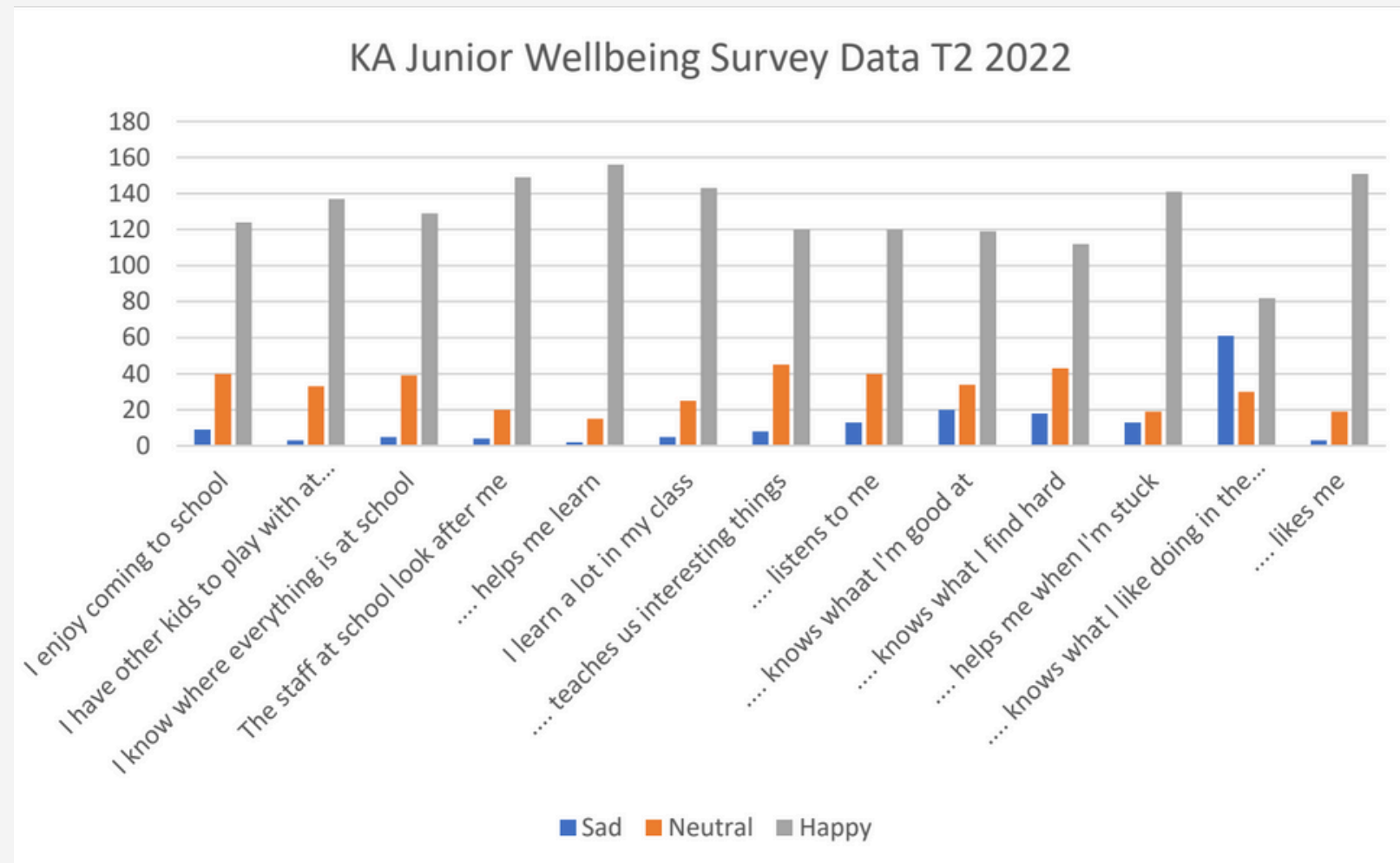Kahui Ako Senior Wellbeing Survey T1 2023

In regards to student learning and wellbeing, from this data 7 key areas have been picked out to specifically track and monitor. (Agree and strongly agree have been merged to say "agree")
These are:

- Teachers care about how I feel - **T2 2022** 202/296 senior students (68%) think teachers care about how they feel.   **T1 2023** 122/185 senior students (66%) of them think teachers care about how they feel. 2% decrease
- Teachers think all students can do well - **T2 2022** 228/296 senior students (77%) think their teachers think they can do well. **T1 2023** 138/185 senior students (74%) of them agree. 3% increase
- Teachers make learning interesting - **T2 2022** 208/296 senior students (70%) think their teachers make learning interesting. **T1 2023** 115/185 senior students (62%) of them agree. 8% decrease
- I feel like I belong   **T2 2022** 208/296 senior students (70%) feel like they belong. **T1 2023** 138/185 senior students (75%) of them agree. 5% increase
- I feel safe at school. **T2 2022** 208/296 senior students (70%) feel safe at school. **T1 2023** 137/185 Senior students (74%) of them agree. 4% increase
- Teachers are interested in my culture **Term 2 2022** 182/296 of senior students (61%) feel their teachers are interested in their culture. **T1 2023 114/185** senior students (62%) of them agree. 1% increase

Appendix #2.2 Wellbeing Data

In regards to student learning and wellbeing, from this data 3 key areas have been picked out to specifically track and monitor.
These are: I enjoy coming to school, The staff at school look after me and my teacher helps me learn.

- I enjoy coming to school **T2 2022** 124/173 junior students (72%) feel happy to come to school **T1 2023** 161/215 junior students (75%) of them feel happy coming to school.
- The staff at school look after me **T2 2022** 149/173 (86%) junior students think the staff look after them **T1 2023** 169/215 junior students (79%) of them think the staff look after them.
- My teacher helps me learn   **T2 2022** 156/173 (90%) junior students think the teachers help them learn **T1 2023** 181/215 junior students (84%) think the teachers help them learn.

- I enjoy coming to school 3% increase in junior students happiness to come to school.
- The staff at school look after me 7% decrease in juniors thinking that their teacher looks after them.
- My teacher helps me learn 6% decrease in juniors thinking that their teachers help them.

Ambugity around "my teacher looks after me - we are adapting to "At school, my teacher looks after me"

Appendix #2.3 Staff Wellbeing
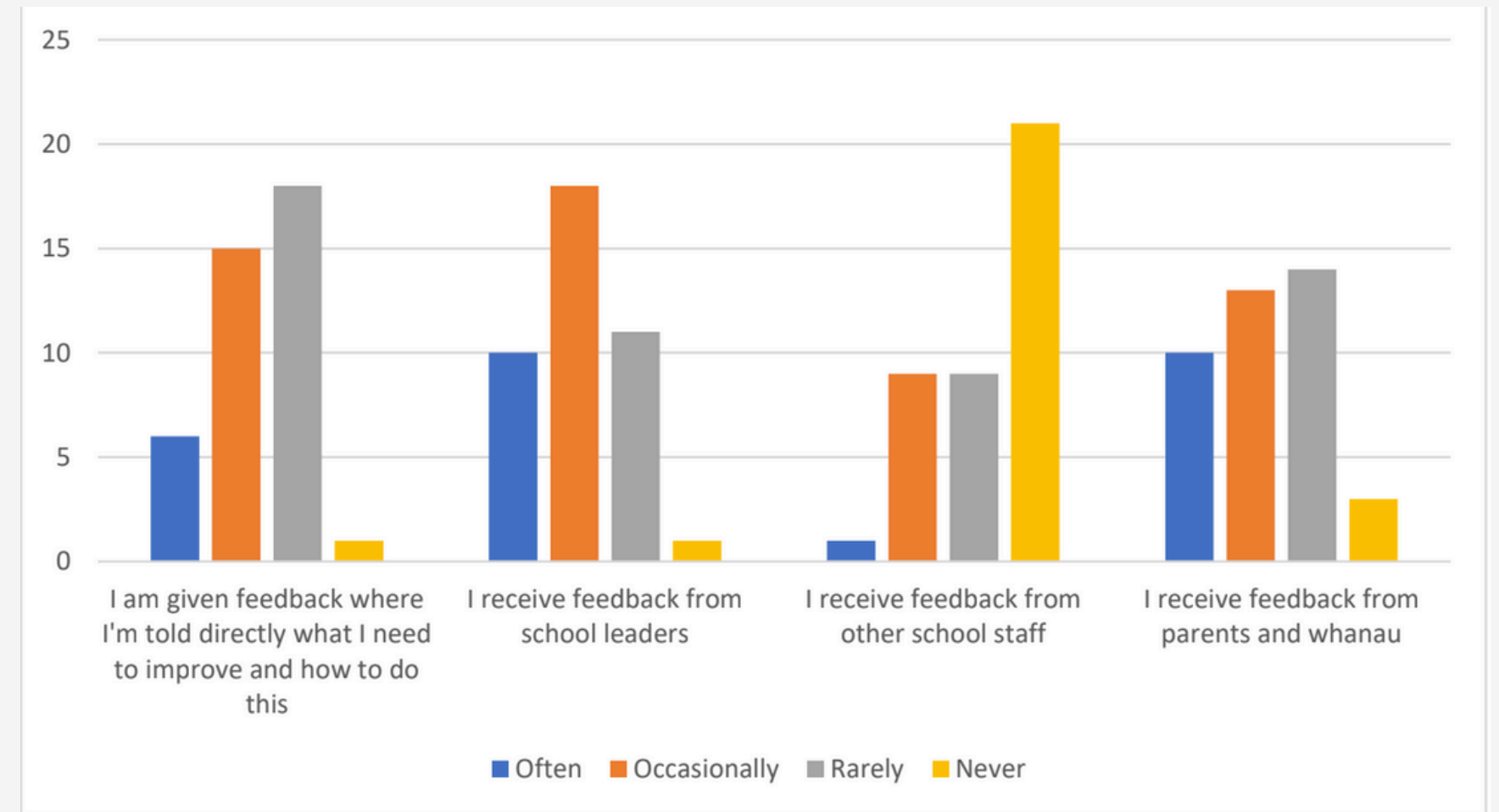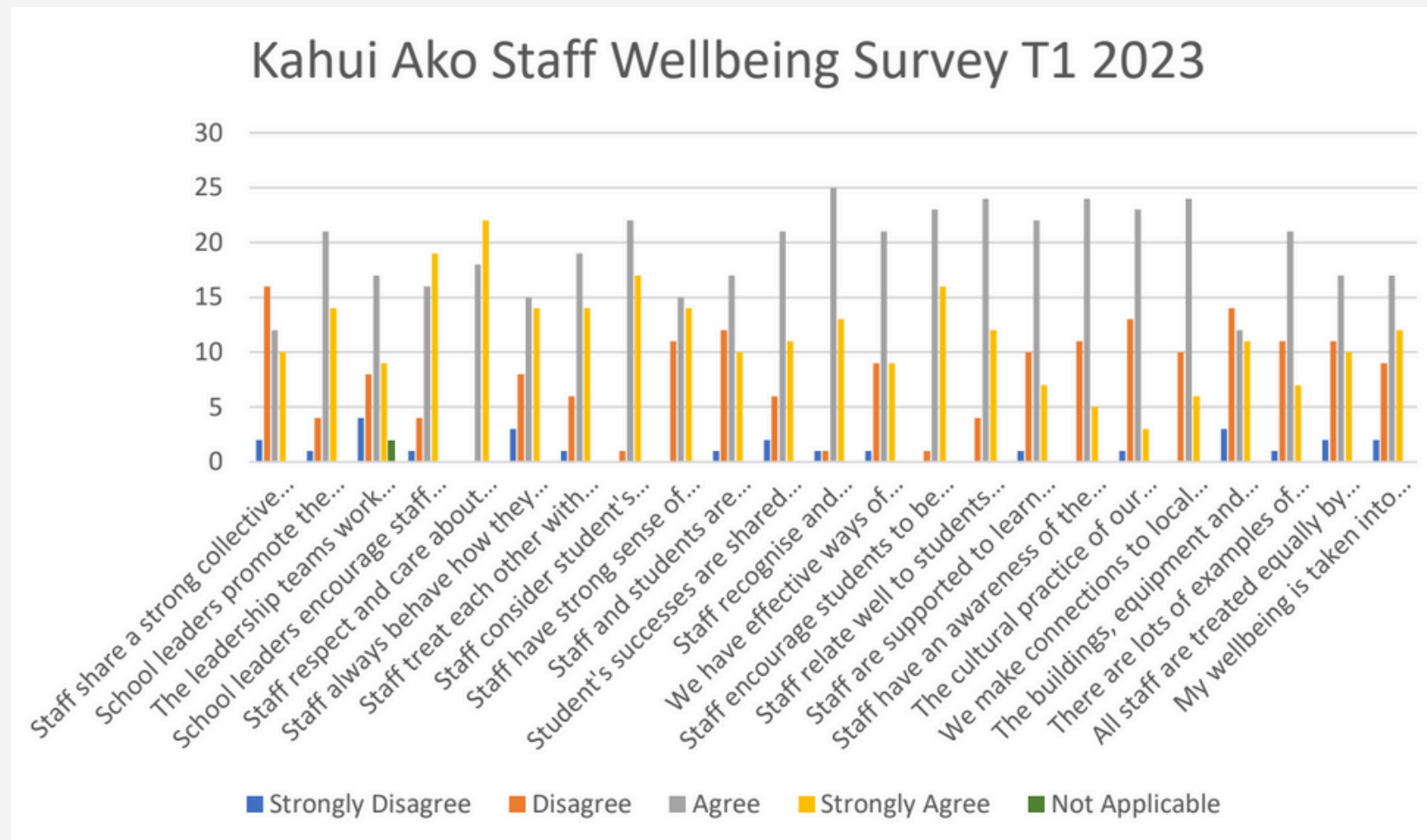
This is first time data for the Kāhui Ako staff wellbeing so currently there is nothing to compare to yet.

From the survey in Term 1 2023 the following key areas from the whole Kāhui Ako were considered to be goals. These are:

- Staff share a strong collective vision 22/40 (55%)
- Staff have an awareness of the concepts and practices of tangata whenua 29/40 (72%)
- All staff are treated equally by our school leaders 27/40 (67.5%)
- I receive feedback from school leaders 12/40 (30%)
- The cultural practice of our students are reflected in school life 26/40 (65%)

Individual schools will get a break down of their own data to create goals based on what their school needs are, and what the data shows.

Appendix #2.4 Attendance

Combined historic attendance data for schools in the Reporoa Kāhui Ako, Term 4 2020 – Term 1 2024
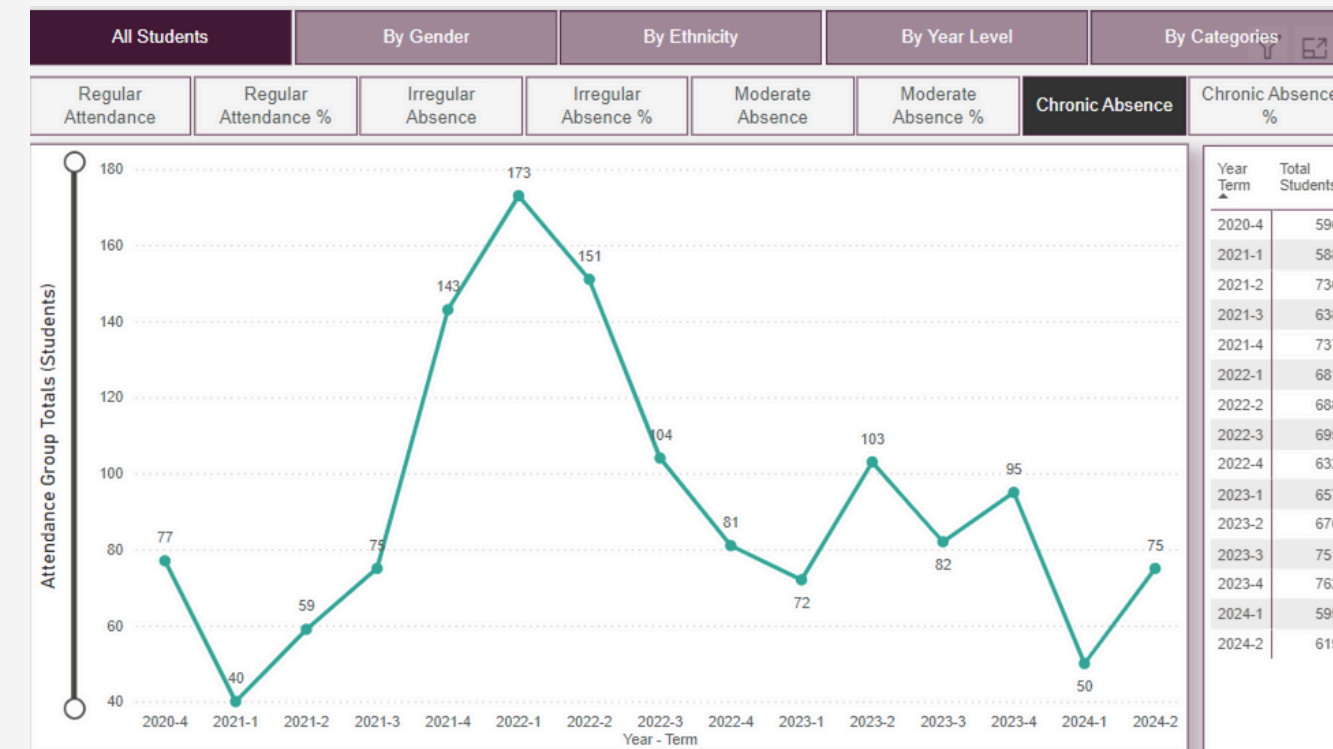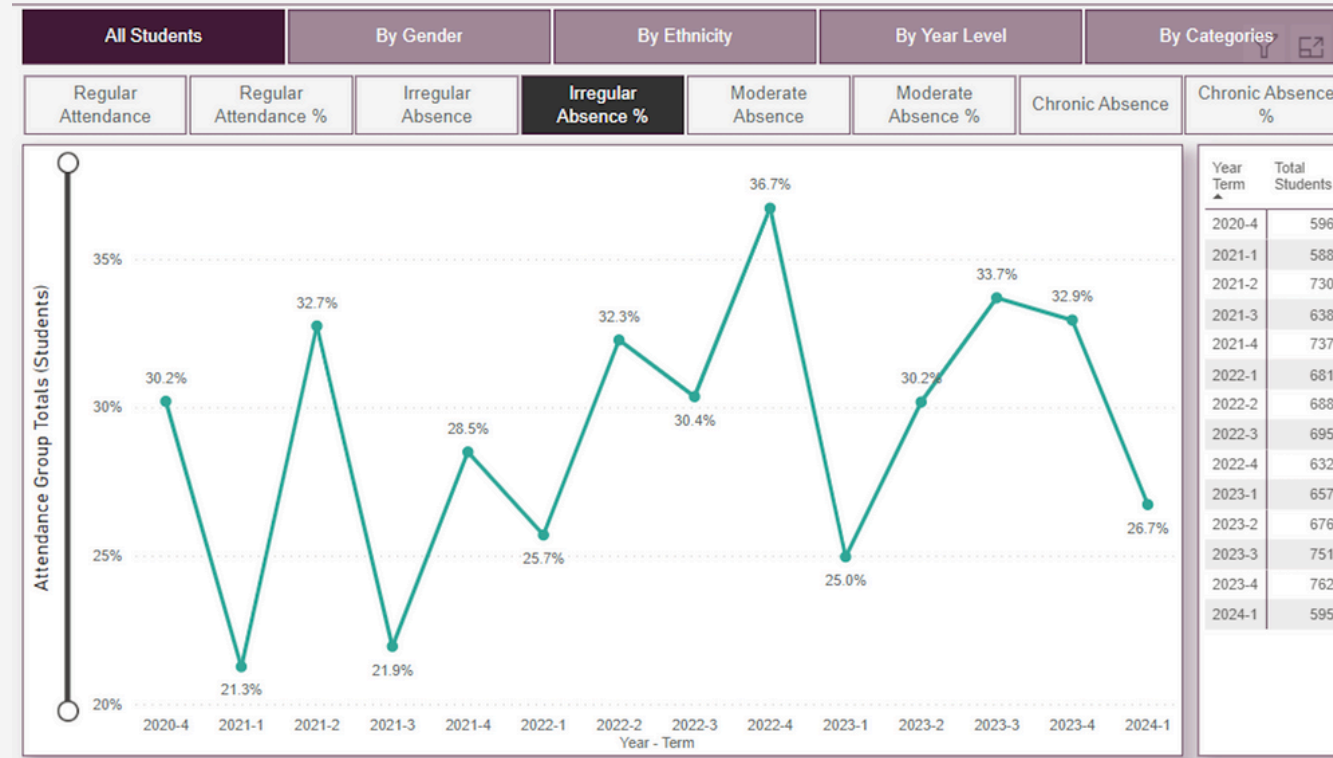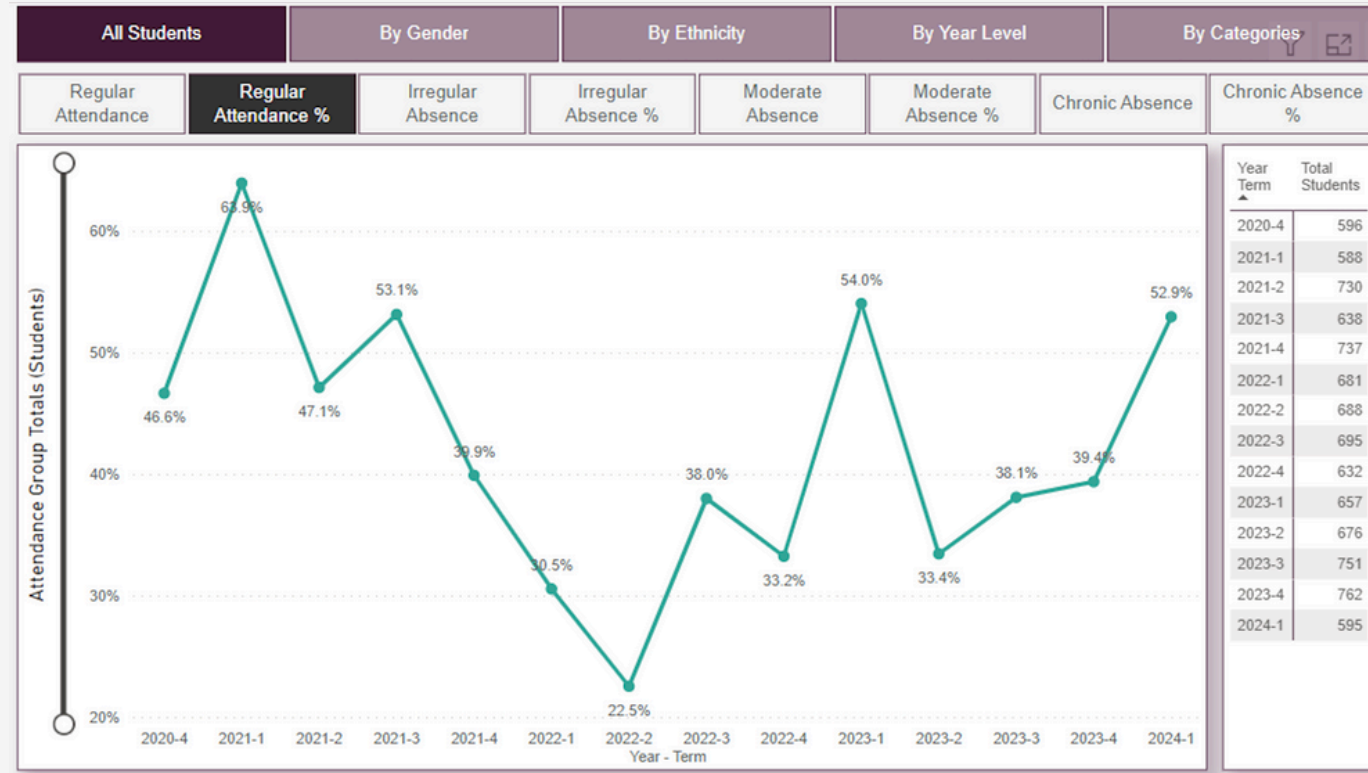
Comment:

While regular attendance is on the rise since term 2 2023, Chronic attendance is also increasing in 2024.
Irregular and moderate attendance have been decreasing since early 2023.

Appendix #3 Learning Support Data

Analysis of KA sLSR 2023 - Analysed By PBW (LSC)

Reported needs for (394, -6.9%) students.

Top Needs Identified:

ESOL: 42, 16% of needs.

Development Delay: 37, 14% of needs.

Pastoral: 31, 12% of needs.

Inability to Focus: 23, 9% of needs.

Social Relationships: 15, 6% of needs.

Attendance Concern: 70% of these students attend +80%

Ethnicity: 48% Maori.

Gender: 60% Male.

Lead Agencies: RTLB - 30, 36%   ORS - 10, 12%.   Other -18, 22%

Priority Academic Area: Reading

Action to Date: Teacher's Aide-24%, Differentiated Programme-15%, Other-8%, ICS-7%, Counselling-7%, SAC-6%, RTLB-6%

Levels of Assistance: 64% of cases were receiving sufficient levels of assistance.

Reporoa Kahui Ako ANNUAL IMPLEMENTATION PLAN 2024/25:

Achievement Challenge: Learner Agency

INITIATIVE 1: Implement Formative Assessment practices

OUTCOME:		MEASURES:			
To be responsive to ākonga needs, having common high expectations and robust assessment practices.		Capabilities matrix Data from e-asTTle/PAT			

ACTIONS:	ACCOUNTABLE:	RESPONSIBLE:	RESOURCES:	COMPLETED:	✅
Develop a shared 'Student Profile'.	KA Lead Principal Principals SLT & AST	WST/AST Teachers	Student profile examples Shared criteria	Term 3 2025	
Unpack what high expectations look like through the capabilities matrix.	KA Lead Principal AST	Amy Chakif (Evaluation Associates) AST/WST	Capabilities matrix PLD Hours	Term 4 2024	
Share high standards and expertise to raise capability across the Kāhui Ako.	KA Lead Principal AST	Amy Chakif (Evaluation Associates) AST	100 PLD Hours (Evaluation Associates)	Term 1 2025	

INITIATIVE 2: Accelerate Progress in Reading, Writing and Maths

OUTCOME:		MEASURES:			
For all students achieving just below in Reading, Writing and Maths to reach their expected level.		Baseline Data - % of students at or above expected levels in Reading, Writing and Maths OTJ End of Term 2 2024 Shift Data - % of students at or above expected levels in Reading, Writing and Maths OTJ End of Term 4 2024, End of Term 2 2025, End of Term 4 2024			

ACTIONS:	ACCOUNTABLE:	RESPONSIBLE:	RESOURCES:	COMPLETED:	✅

Unpack, make sense of and implement the English curriculum, using structured literacy methods. Moderate across schools, sharing high standards and expertise to raise capability.	Principals AST and SLT	Lead curriculum teachers WST's & teachers	English curriculum e-asTTle/PAT Moderation panel Work samples	Term 4 2025	
Unpack, make sense of and implement the Mathematics curriculum, using structured maths methods. Moderate across schools, sharing high standards and expertise to raise capability.	Principals AST and SLT	Lead curriculum teachers WST's & teachers	Maths curriculum e-asTTle/PAT Moderation panel Work samples	Term 4 2025	
Track progress across this group and meet together termly to find solutions to barriers for learning.	Principals/Lead Principal	AST/WST/Principals	Panel hui Target student tracker/data	MID 2024 EOY 2024 MID 2025 EOY 2025	

INITIATIVE 3: Cultural Responsiveness - Actively and visibly honour Te Tiriti

OUTCOME: To close the achievement gap (Reading 18%, Writing 23%, Maths 23%) between Māori and non-Māori, implementing cultural responsiveness and iwi education plans as normalised practice.		MEASURES: Reading/Writing/Math data as above Wellbeing data (cultural questions)			
ACTIONS:	**ACCOUNTABLE:**	**RESPONSIBLE:**	**RESOURCES:**	**COMPLETED:**	✅
Combined PLD in Culturally Responsive Pedagogy.	Lead Principal/Principals	Cultural Leads AST/WST	TOD Teaching to the NE OR Niho Taniwha	Term 3 2025	
Create a combined localised curriculum resource and a kete of localised resources to use across the Kāhui Ako.	Lead Principal and Runanga manager - Richelle and Evelyn (NTNW)	Teachers	20 hours hui and workshopping	Term 3 2025	
Provide funded Rūnanga support in the teaching of te reo, tikanga and pūrākau	Lead Principal and Runanga manager - Richelle and Evelyn (NTNW)	Te Reo teachers and Cultural Leads	5 hours hui and planning	Term 2 2024	✅

Achievement Challenge: Wellbeing

INITIATIVE 1: Smooth and consistent Transitions

OUTCOME:	MEASURES:
To have seamless transitions between Early Childhood, Primary and College	Student learning profile Timeline for visits

ACTIONS:	ACCOUNTABLE:	RESPONSIBLE:	RESOURCES:	COMPLETED:	✅
Improve communication systems for transition between ECE, primary, and college.	Principals SLT	Year 1, 6, & 8 teachers NE teachers Teacher/Deans LSC	Release to develop a matrix of shared expectations	Term 3 2025	
Use the student learning profile to follow tamaiti through all transition stages.	Teachers Lead Principal AST/WST's	Teachers	Student Learning Profile	Term 3 2025 (created) Term 4 2025 (implemented)	
Increased and supported visits to transition schools for students who require further support.	SENCo LSC Teacher/Deans	SENCo RTLB LSC Teacher/Deans	Support/release for teachers who need to attend transition huis	Term 4 2024	

INITIATIVE 2: Increase Attendance & Engagement

OUTCOME:	MEASURES:
To improve ākonga engagement to participate, learn and achieve. Move from 55% regular attendance to 65% in 2024, and 75% in 2025.	Attendance data

ACTIONS:	ACCOUNTABLE:	RESPONSIBLE:	RESOURCES:	COMPLETED:	✅

Create a combined resource to share attendance and engagement practices across the Kāhui Ako	Lead Principal/AST	LSC	Attendance data	Term 1 2025	
Employ a Kaitakawaenga (Community Connector) to address attendance and engagement issues.	Lead Principal	Lead Principal	JD and $60 000	Term 1 2024	
Analyse the attendance data together to understand barriers better.	Lead Principal Principals AST	Panel hui SENCO LSC	Attendance data	Term 4 2024	

INITIATIVE 3: Inclusive of all cultures and needs

OUTCOME: To be inclusive of and value all cultures, building strong educational connections with whānau, foster resilience, self-efficiency, belonging and a growth mindset.		**MEASURES:** Baseline Data - Wellbeing survey data for juniors, seniors and staff - Term 1 2024. Attendance data - Term 2 2024. Shift Data - Wellbeing survey data for juniors, seniors and staff - Term 3 2024, Term 1 2025, Term 3 2025. Term 4 2024, Term 2 2025, Term 4 2025 Community survey and Cultural Register			
ACTIONS:	**ACCOUNTABLE:**	**RESPONSIBLE:**	**RESOURCES:**	**COMPLETED:**	✅
Set up a register of community groups/members who can provide diverse learning experiences in a range of contexts.	Lead Principal	LSC's SENCo	Cultural Register	Term 1 2025	
Educational powerful connections, communication and relationships and with Māori whānau, hapū, iwi and parents, families and communities including families new to NZ.	Lead Principal/AST	Teachers Principals	Time to meet with whānau	Term 2 2025	
Combine a multicultural event across the Kāhui Ako that showcases all cultures in our Kāhui Ako.	Lead Principal/AST	LSC Teachers Principals	Time to meet to discuss moving from a bicultural festival to multicultural	Term 3 2025 (Multicultural festival)	

Achievement Challenge: Learning Support

INITIATIVE 1: Cater for ESOL needs

OUTCOME: To accelerate learning for 42 ESOL children through focused programmes.	MEASURES: MID and EOY Data ESOL monitoring through interventions Learning Support Register Baseline Data - Learning Support Register data - Term 2 2024. Shift Data - Learning Support Register data - Term 3 2024, Tem 1 2025, Term 3 2025. Term 4 2024, Term 2 2025, Term 4 2025				

ACTIONS:	ACCOUNTABLE:	RESPONSIBLE:	RESOURCES:	COMPLETED:	✅
Investigate and implement effective programmes for our ESOL students.	AST	AST/LSC/MOE ESOL support	Time to research and meet with other schools to look at their programmes	Term 3 2024	✅
Track progress across this group and discuss at panel hui to find solutions to barriers for learning.	LSC	LSC SENCo AST	Progress /Data of ESOL	Term 3 2024	✅
Develop a communication network and support group with ESOL whānau.	LSC	LSC SENCo	Hui time with ESOL community	Term 2 2025	

INITIATIVE 2: Effective Learning Interventions

OUTCOME: To accelerate learning for 60 students requiring extra support through high quality, timely, and appropriate to need intervention.	MEASURES: MID and EOY Data ESOL monitoring through interventions Learning Support Register

ACTIONS:	ACCOUNTABLE:	RESPONSIBLE:	RESOURCES:	COMPLETED:	✅
Use the LSR with fidelity to track trends and provide interventions where there is need.	LSC SENCo	LSC SENCo	LSR	Term 3 2024	✅
Review the panel hui and use effective models to improve outcomes for students on the LSR.	Lead Principal	Lead Principal	Panel hui/LSR Other schools effective models	Term 3 2024	
Triage referrals quickly and effectively to the appropriate support/intervention.	SENCo	Teachers RTLB	SENCo support system in schools	Term 3 3024	

INITIATIVE 3: Effective Social Interventions

OUTCOME: To support 27 students with social needs through high quality, timely, and appropriate to need intervention.		MEASURES: Increased social skills through big brother programme Kaitakawaenga (data tracking)			
ACTIONS:	**ACCOUNTABLE:**	**RESPONSIBLE:**	**RESOURCES:**	**COMPLETED:**	✅
Use the Kaitakawaenga (Community Connector) to facilitate programmes that assist students with social needs	Lead Principal	Lead Principal/AST	JD and $10 000	Term 1 2025	
Create a Big Brother Big Sister model to provide tuakana/teina support across the Kāhui Ako	Lead Principal/AST	LSC Kaitakawaenga (Community Connector)	Funding for personnel and release time	Term 2 2025	
Create a combined resource to share social interventions across the Kāhui Ako	Lead Principal/AST	LSC SENCo	Combined resource	Term 2 2025	