



Geraldine Primary School Strategic Plan 2024 - 2025

Strategic Goals	Initiatives	Overall Outcomes
<p>Enhance our positive learning environment for students to reach their full potential</p>	<p>1a. Review and develop our programme of academic, cultural and sporting opportunities</p> <p>1b. Create an active student representative council that identifies the needs of young people in the school</p> <p>1c. Design an active student leader peer support programme</p> <p>1d. Revise our policies and behaviour practices around emotional safety of children</p>	<p>A school that is emotionally centred, values students and has a range of different opportunities so students can achieve</p>
<p>Enrich our staff capabilities and wellbeing</p>	<p>2a. Grow our understanding of and plan strategies to embed trauma informed practice in the school</p> <p>2b. Grow our understanding of and embed culturally responsive practice within our curriculum</p> <p>2c. Research and implement the TALL programme for ESOL learners</p>	<p>We work together collaboratively on programmes that can best support our learners</p>
<p>Continue to build and foster relationships with our whānau and wider community</p>	<p>3a. Co-design and implement termly community days</p> <p>3b. Create and implement a year calendar celebrating cultural events</p> <p>3c. Enable student leaders to be part of community projects</p> <p>3d. Create a Geraldine Primary School Brand including reviewing our vision statement</p>	<p>Our school is culturally, socially and emotionally understanding and responsive</p>

Strategic Overview 2019 - 2025

Strategic Goal 1

2019 Digital Technologies (Year 3)	2020 Digital Technologies (Year 4)	2021 Student Achievement (Year 1)	2022 Student Achievement (Year 2)	2023 Student Achievement (Year 3)	2024 Enhance our positive learning environment (Year 1)	2025 Enhance our positive learning environment (Year 2)
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Strategic Goal 2

2019 Transitions (Year 2)	2020 Transitions (Year 3)	2021 Transitions (Year 4)	2022 Diversity (Year 1)	2023 Diversity (Year 2)	2024 Enrich Staff capabilities (Year 1)	2025 Enrich Staff capabilities (Year 2)
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Strategic Goal 3

2019 Wellbeing (Year 2)	2020 Wellbeing (Year 3)	2021 Wellbeing (Year 4)	2022 Wellbeing (Year 5)	2023	2024 Foster whānau and community relationships (Year 1)	2025 Foster whānau and community relationships (Year 2)
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2 Year Roadmap 2024 - 2025

2024						2025				Success
Goals	Initiatives	T1	T2	T3	T4	T1	T2	T3	T4	
Enhance our positive learning environment for students to reach their full potential	Review and develop our programme of academic, cultural and sporting opportunities	Review opportunities, initiate a programme		Review current programme		Revise, embed and sustain				A school that is emotionally centred, values students and has a range of different opportunities so students can achieve
	Create an active student representative council that identifies the needs of young people in the school	Select student council Initiate policy and process, hold 2 meetings per term Initiate school focus			Review and reflect	Embed and sustain process for future years				
	Design an active student leader peer support programme			Research with WAVE		Initiate Peer support training			Review and sustain	
	Revise our policies and behaviour practices around emotional safety of children			Review current behaviour policies and practices		Implement change			Review and sustain	
Enrich our staff capabilities and wellbeing	Grow our understanding of and plan strategies to embed trauma informed practice in the school	Jase Williams PLD Research and Build awareness	Build implementation plan	Implementation plan - continue Trial	Review - implement change	Embed new programme		Review and sustain		We work together collaboratively on programmes that can best support our learners
	Grow our understanding of and embed culturally responsive practice within our curriculum	Research Cultural Competency Engage with Te Aitarakihī		SLT 'Teaching and Leading to North East Visit schools Apply for funding		Cognitive Education Coaching model		Review and implement change		
	Research and implement the TALL programme for ESOL learners	Initiate programme			Review			Review		
Continue to build and foster relationships with our whānau and wider community	Co-design and implement termly community days	Initiate community days			Review set future dates			Review		Our School is culturally, socially and emotionally understanding and responsive
	Create and implement a year calendar celebrating cultural events	Create whānau engagement group Explore and embed cultural calendar			Review 2025 plan			Review 2026 plan		
	Enable student leaders to be part of community projects	Connect with Geraldine.nz Plan strategy			Review programme			Review		
	Create a Geraldine Primary School Brand including reviewing our vision statement			Scope with BOT		Initiate a review		Feedback	Implement change	



Geraldine Primary School Annual Plan - 2024



Strategic Goal 1: Enhance our positive learning environment for students to reach their full potential

	Initiative	Actions Required	Key Personnel	Resourcing	Timeframe	Status
1a	Review and develop our programme of academic, cultural and sporting opportunities	<ul style="list-style-type: none"> - review opportunities - seek community expertise - Develop and initiate a programme - investigate and plan cross school sporting tournaments - keep a register - Review current programme and add a new initiative for 2025 	Student leaders Opportunities staff team	1 unit Release time for opportunities team	Ongoing	<p style="text-align: center;">Achieved</p> <p style="text-align: center;">Progress underway</p> <p style="text-align: center;">Not yet started</p>
1b.	Create an active student representative council that identifies the needs of young people in the school	<ul style="list-style-type: none"> - create student council policy and process - School student council selection. - Three meetings per term - Gather voice and initiate a school focus - implement and embed new focus 	Principal Student leaders Greg (Wave)	Week , 3, 5, 8 Thursday 1.30 - 2.15. Each term 1 child per class	Ongoing	<p style="text-align: center;">Achieved</p> <p style="text-align: center;">Progress underway</p> <p style="text-align: center;">Not yet started</p>
1c.	Design an active student leader peer support programme	Principal to research peer support programme with WAVE	Principal Greg (WAVE)	Meeting with WAVE	Term 3 - 4	<p style="text-align: center;">Achieved</p> <p style="text-align: center;">Progress underway</p> <p style="text-align: center;">Not yet started</p>
1d.	Revise our policies and behaviour practices around emotional safety of children	During trauma informed research and growing knowledge phase consider present practices <ul style="list-style-type: none"> - Review present behaviour policies and practices 	PB4L team Principal	PB4L lead teacher PB4L meetings	Term 3 - 4	<p style="text-align: center;">Achieved</p> <p style="text-align: center;">Progress underway</p> <p style="text-align: center;">Not yet started</p>



Geraldine Primary School Annual Plan - 2024



Strategic Goal 2: Enrich our staff capabilities and wellbeing

	Initiative	Actions Required	Key Personnel	Resourcing	Timeframe	Status
2a.	To grow our understanding of and plan strategies to embed trauma informed practice in the school	<ul style="list-style-type: none"> - Jase Williams PLD TOD - Term 1 Staff PD meeting time to build awareness of trauma informed practice - Staff to read chosen literature - split into two groups and feedback, discuss - Term 2 Staff to collaborate and build an implementation plan - TOD - Term 3 Continue to build GPS trauma informed implementation plan and grow understanding - Staff to collectively trial a part of our implementation plan in their daily practice. - To decide and build what our school programme and practice will look like - Term 4 review the GPS programme and implement change - Principal to complete neurosequential model in education online course and share learnings 	SLT Principal Cathy Taiaroa - co lead	Term 1 TOD Term 2 TOD Staff meeting time Literature - The Boy who grew up as a dog x 4 What happened to you x6 Neurosequential model in education PLD	<ul style="list-style-type: none"> - Term 1 - Term 1- 3 - Term 3 - Term 4 - Term 1-2 	<p style="text-align: center; color: green;">Achieved</p> <p style="text-align: center; color: orange;">Progress underway</p> <p style="text-align: center; color: red;">Not yet started</p>
2b.	To grow our understanding of and embed culturally responsive practice within our curriculum	<ul style="list-style-type: none"> - SLT and BOT to engage with Te Aitarakahi Cultural Competency Course and giving effect to Te Tiriti O Waitangi SLT - focus on 'teaching and leading to North East' and look at how it is embedded within the Common Practice Model - SLT to visit schools and have conversations - Apply for central PLD - cognitive education 	SLT BOT Arowhenua Whanau Services	Staff meeting time Cognitive education coaching PLD Te Aitarakahi PLD \$695 +GST Literature Release time for PLD	<ul style="list-style-type: none"> - Term 1-2 - Term 2-3 - Term 3 	<p style="text-align: center; color: green;">Achieved</p> <p style="text-align: center; color: orange;">Progress underway</p> <p style="text-align: center; color: red;">Not yet started</p>
2c.	To research and implement the TALL programme for ESOL learners	<ul style="list-style-type: none"> - Selected staff and TAs initiated into programme - Attend 4 workshops, facilitator meetings and online workshops - Assess teach and monitor small group of students - Share findings during staff meetings and attend an Impact and celebration day - Board meeting presentation - Community presentation - Embed effective teaching and learning strategies 	SENCO Staff and TA	MOE centrally funding Release days	<ul style="list-style-type: none"> - Term 1-2 - Term 3-4 	<p style="text-align: center; color: green;">Achieved</p> <p style="text-align: center; color: orange;">Progress underway</p> <p style="text-align: center; color: red;">Not yet started</p>



Geraldine Primary School Annual Plan - 2024



Strategic Goal 3: To continue to build and foster relationships with our whānau and wider community.

	Initiative	Actions Required	Key Personnel	Resourcing	Timeframe	Status
3a.	Co-design and implement termly community days	<ul style="list-style-type: none"> - Welcome back community day - Staff to plan the focus and strategy of our GPS community days, which will be held once a term - Plan and set dates - Review 	All Staff	Staff meetings - planning time Kai	Ongoing	Achieved Progress underway Not yet started
3b.	Create and implement a year calendar celebrating cultural events	<ul style="list-style-type: none"> - Create a whānau engagement group that reflects our cultures - First meeting focus on initiating a 2024 cultural calendar - Two meetings per term - Follow the whānau cultural celebration calendar - 28th July school Matariki event - Review and plan for 2025, including whānau group members 	Principal Whānau	During and after school meetings Drinks and kai	Ongoing	Achieved Progress underway Not yet started
3c.	Enable student leaders to be part of community projects	<ul style="list-style-type: none"> - Connect with Geraldine.NZ and develop an awareness of our local area and an understanding of the various projects that our students can be involved with. - Plan a strategy and focus areas - Implement the programme - Review 	Principal Geraldine.nz Local companies Head students	Weekly morning meetings Review meetings	Ongoing	Achieved Progress underway Not yet started
3d.	Create a Geraldine Primary School Brand including reviewing our vision statement	<ul style="list-style-type: none"> - Start to scope what that could look like with BOT and initiate a review of our vision statement 	BOT	BOT meetings	Term 3 -4	Achieved Progress underway Not yet started



How we will measure our initiative outcomes



Initiative	NELP/Board Objective/ Ka Hikitia	Initiative Outcome	Measurement
<p>1a. Review and develop our programme of academic, cultural and sporting opportunities</p> <p>.....</p> <p>1b. Create an active student representative council that identifies the needs of young people in the school</p> <p>.....</p> <p>1c. Design an active student leader peer support programme</p> <p>.....</p> <p>1d. Revise our policies and behaviour practices around emotional safety of children</p>	<p>NELP 1, 2 Board Objective 1, 2, 3</p>	<p>1a. Students can take part in a range of opportunities to cater for their interests and needs</p> <p>.....</p> <p>1b. For elected students to represent their voice of all tamariki and improve their school</p> <p>.....</p> <p>1c. Leaders have the confidence to deal with conflicts within a systematic approach and restore positive relationships</p> <p>.....</p> <p>1d. The school is an emotionally safe and caring environment</p>	<p>1a. Register of what and range of opportunities that have been offered,</p> <p>.....</p> <p>1b. Register of attendees, agenda and meeting notes, completion of one school project</p> <p>.....</p> <p>1c. Playtime referrals</p> <p>.....</p> <p>1d. Policies reflect our diverse learners and their environments</p>
<p>2a. Grow our understanding of and plan strategies to embed trauma informed practice in the school</p> <p>.....</p> <p>2b. Grow our understanding of and embed culturally responsive practice within our curriculum</p> <p>.....</p> <p>2c. Research and implement the TALL programme for ESOL learners</p>	<p>NELP: 1, 2, 3, Board Objective 1, 3, 4</p>	<p>2a. Leaders and kaiako are able to effectively respond to the unique social behavioural and learning challenges of children impacted by trauma</p> <p>.....</p> <p>2b. Leaders and kaiako have developed their cultural competencies including Te reo maori me nga tikanga maori skills and competencies</p> <p>.....</p> <p>2c. Leaders, teachers and TAs will develop their knowledge of additional language teaching theories and strategies</p>	<p>2a. Impact of PD; a developed and sustainable trauma informed Implementation Plan</p> <p>.....</p> <p>2b. Impact of PD; teachers implementing culturally responsive practice in their teaching and learning programmes</p> <p>.....</p> <p>2c. Impact of PD; developed a systematic and consistent approach for all English language learners</p>
<p>3a. Co-design and implement termly community days</p> <p>.....</p> <p>3b. Create and implement a year calendar celebrating cultural events</p> <p>.....</p> <p>3c. Enable student leaders to be part of community projects</p> <p>.....</p> <p>3d. Create a Geraldine Primary School Brand including reviewing our vision statement</p>	<p>NELP: 1, 2, 3, 4 Board Objective 2, 3, 4</p>	<p>3a. For our whānau to feel engaged with our kura</p> <p>.....</p> <p>3b. For all whānau to have their cultures reflected in our kura</p> <p>.....</p> <p>3c. Students develop relationships with our local community</p> <p>.....</p> <p>3d. Collectively have a GPS kaupapa - set of foundations and turangawaewae - a place where we stand</p>	<p>3a. Conversations, whānau hui</p> <p>.....</p> <p>3b. Observational checklist from Whānau engagement group</p> <p>.....</p> <p>3c. Keeping a photographic and written journal showing students actively participating in community events and projects</p> <p>.....</p> <p>3d. How collectively engaged are with our present school vision and logo</p>