



Normanby School Charter

'Titiro Ki Runga'

Strategic Plan and Annual Implementation Plan

2024-2025



Our Vision

To be 'Normanby S.T.A.Rs'

At our school we encourage and model the values, principles and intent of the New Zealand Curriculum with special emphasis on our school S.T.A.R values, which bring our Vision to life:



Our Mission

*To provide an inclusive environment
where positive relationships
support lifelong learners*



National Education and Learning Priorities (NELPs)

Education Guidelines

The Normanby School Board of Trustees recognises the National Education and Learning Priorities and will meet all statutory obligations.

<p>LEARNERS AT THE CENTRE Learners with their whānau are at the centre of education At Normanby School we will:</p> <ul style="list-style-type: none"> ★ Ensure Normanby School is a place of learning which is safe, inclusive and free from racism, discrimination and bullying ★ Have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures 	<p>BARRIER FREE ACCESS Great education opportunities and outcomes are within reach for every learner At Normanby School we will:</p> <ul style="list-style-type: none"> ★ Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs ★ Ensure every learner/ākonga gains sound foundation skills, including language, literacy and numeracy
<p>QUALITY TEACHING AND LEADERSHIP Quality teaching and leadership make the difference for learners and their whānau At Normanby School we will:</p> <ul style="list-style-type: none"> ★ Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of Normanby School ★ Develop staff to strengthen teaching, leadership and learner support capability across the education workforce 	<p>FUTURE OF LEARNING AND WORK Learning that is relevant to the lives of New Zealanders today and throughout their lives At Normanby School we will:</p> <ul style="list-style-type: none"> ★ Collaborate with industries and employers to ensure learners/ākonga have the skills, knowledge and pathways to succeed in work



South Taranaki Kahui Ako Achievement Challenges 2024-2025



Relationship-based Learning

Improve educational outcomes, particularly for Māori and other marginalised students, through improving relationships and teacher capability across the Kāhui Ako.

The Relationship-based Learning pedagogy is the foundation for all teaching and learning and will be self-sustaining across the Kāhui Ako.

Wellbeing

Enhance wellbeing by developing a school culture so ākonga can successfully participate in learning and contribute to the community.

Local Curriculum

Designing rich opportunities and coherent pathways for all learners.



Purpose of *Te Mātaiaho**

THE REFRESHED NEW ZEALAND CURRICULUM
DRAFT, 2023

Te Mātaiaho gives expression to the right to education set out in the Education and Training Act 2020 that every ākonga, no matter who they are, where they live, or what school they attend, can attain their highest possible standard in educational achievement. As such it also expresses the obligation on schools and kaiako to provide equitable access to this education. It starts from the premise that learners are taonga. It sets out obligations to nurture and care for every ākonga as an individual, as a member of a whānau, and as a citizen of Aotearoa and the world. Te Mātaiaho is designed to help ākonga understand what it means to live in Aotearoa New Zealand and the world, and their place in them. Central to this is a deepening of their understanding of Te Tiriti and its principles and the mutual obligations that derive from these. Te Mātaiaho supports every child to live individually and collectively, locally and globally, in a society that promotes peace, dignity, tolerance, freedom, equity, and social and environmental responsibility. It respects their cultural background, abilities and disabilities, gender, sexual orientation, and religion. It recognises the need to listen to young people's aspirations, and therefore Mātaitipu, a vision for young people expressed by young people themselves, is central to this curriculum.

Education and Learning Objectives

The Education and Training Act 2020

The educational and learning objectives for primary education are:

- (a) to help each child and young person attain their educational potential**
- (b) to promote the development, in each child and young person, of the following abilities and attributes:**
 - (i) resilience, determination, confidence, creative and critical thinking
 - (ii) good social skills and the ability to form good relationships
 - (iii) participation in community life and fulfilment of civic and social responsibilities
 - (iv) preparedness for work
- (c) to instill in each child and young person, an appreciation of the importance of:**
 - (i) the inclusion of different groups and persons with different personal characteristics
 - (ii) diversity, cultural knowledge, identity and the different official languages
 - (iii) Te Tiriti o Waitangi and te reo Maori

Strategic Goals

Goal One: Our Students

To provide our students with a range of learning opportunities to be lifelong learners.

Building Relationships

Goal Two: Our Staff

To develop professional capability always aiming for effectiveness and excellence.

Goal Three: Our Community

To engage our community to be actively involved in the life of our school and to have a positive home-school partnership.

Our Values

S

SELF MANAGERS

means I ...
Make good choices and know when
and how to act, independently.

T

TEAM

means I...
Belong and include others

A

ACHIEVE

means I...
Always strive to succeed

R

RESPECT

means I...
Respect myself, others and the
environment by what I do,
what I say and how I think

Our Graduate Profile



SELF MANAGE

S

means I...

make good choices
and know when
and how to act,
independently.

- Have a positive mind-set
- Persevere
- Set goals
- Have high standards
- Be resilient
- Solve problems and ask for help when I need to
- Be ready for learning
- Be prepared and organised by having home learning, stationery and correct gear e.g. swimming togs



T

TEAM means I... belong and include others

- Be a positive team member by encouraging, including and supporting others
- Show empathy and good sportsmanship
- Co-operate and work as a team
- Negotiate and compromise
- Communicate respectfully
- Consider others and accept diversity and difference
- Participate and contribute
- Relate well to others



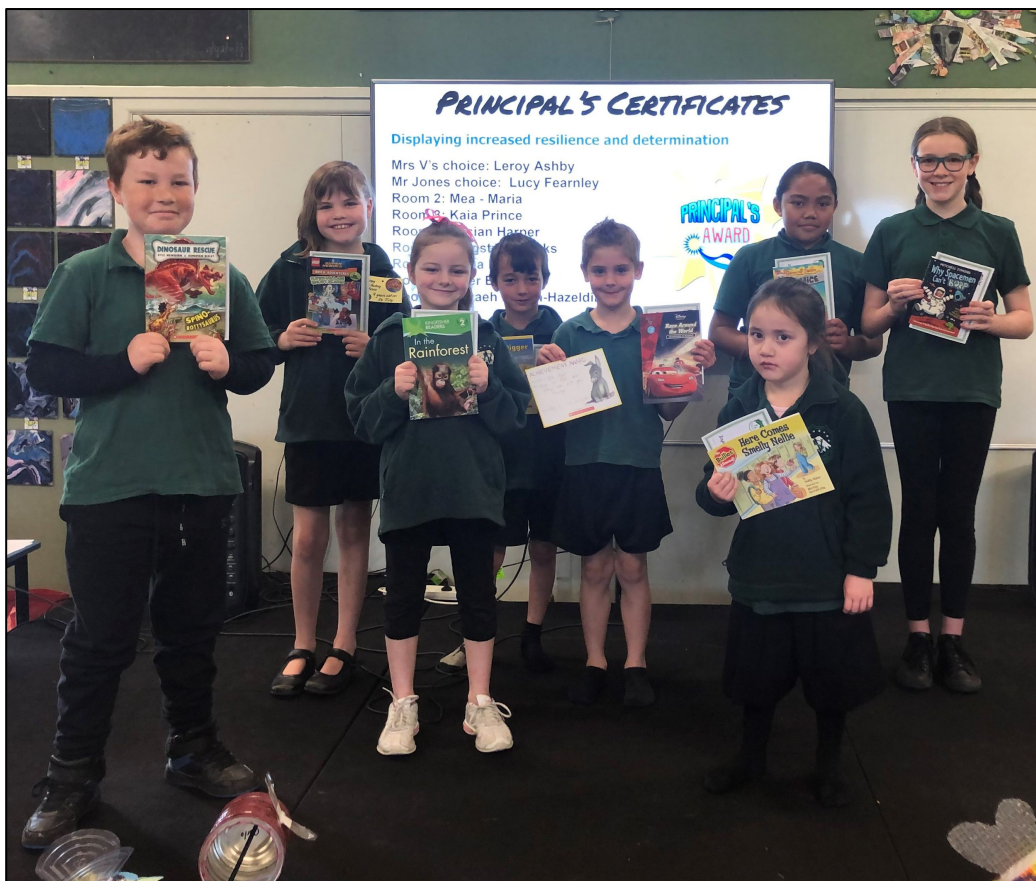
A

Achieve

means I...

Always strive to
succeed

- work hard to achieve goals
- do the best we can
- take responsibility for ourselves
- challenge ourselves - set goals, make plans, reflect, evaluate and apply my skills and knowledge
- talk about my learning with others
- have a positive attitude
- keep trying to overcome challenges





RESPECT

means I...

R

respect myself,
others and the
environment by
what I do, what I
say and how I
think

Respect for self

- Have self-belief/giving all things a go (Growth Mindset)
- Care for my body through healthy food, exercise & hygiene
- Keeping myself safe

Respect for others

- Be polite & respectful when speaking to others
- To not be a bystander during social issues
- Ask to borrow or use other people's things
- Respect other people's thoughts, opinions & differences
- Reacting positively to others in social situations
- Communicating: When I do not understand something and when I need things explained
- Keeping others safe

Respect for the Environment

- Always have a tidy work area (desks, art area, etc.)
- Pick rubbish up and use the bins
- Manage belongings and resources
- Look after school equipment and property

Curriculum Principles

*These principles give effect to the purpose statement for **Te Mātaiaho**. They are a catalyst for equity and excellence and contribute to wellbeing for all ākonga:*

- ★ **Give effect to the Treaty of Waitangi** – There is a shift towards authentic understanding and valuing of Te Tiriti o Waitangi and its principles. Curriculum interventions and initiatives can best serve the needs of ākonga Māori by enabling student identities and cultural backgrounds to be legitimated, included, and expressed through and in the learning contexts in which they are situated. Giving effect to Te Tiriti and its principles in schools means ensuring that expressions of Māori language, knowledge, and culture, and therefore the identity of ākonga Māori, are valued and inequities are addressed.
- ★ **Hold a broad view of ākonga success** – This principle establishes the value Te Mātaiaho places on both wellbeing (cultural, physical, emotional, social, and psychological) and excellence as connected and important outcomes of schooling. Te Mātaiaho reinforces the values of inclusion, through a focus on positive, inclusive relationships, a sense of belonging for all, and the promotion of diversity as ordinary and expected. It sets an expectation of planning from the outset for all ākonga and views every learner as having open-ended potential.
- ★ **Hold high expectations for all ākonga** – The curriculum is designed to recognise the strengths, interests, and open-ended potential of every ākonga. It acknowledges that, while ākonga have different starting points and progress in different ways, they must all be able to access rigorous learning to develop the knowledge, skills, and capabilities that will enable them to excel in schooling and beyond.

At Normanby School we are also committed to the following principles in order to achieve our mission, *to provide an inclusive environment where positive relationships support lifelong learners.*

- ★ **Future Focus** – learning experiences include a future focus and therefore are relevant to the changing world in which we live. We foster students' appreciation of the resources in our local environment and problem-solve ways for protecting them for future generations.
- ★ **Learning to Learn** – We are creating an environment where all learners are empowered to participate in all activities and achieve within the Key Competencies and learning areas of the New Zealand Curriculum. We encourage our students to reflect on their own learning processes and learn *how* to learn, empowering them to be lifelong learners. We are committed to delivering a curriculum that enables all students to become active, confident, creative and innovative learners and thinkers and effective users of communication tools.
- ★ **Community Engagement** – We develop a community of learners where teachers, students, whānau and the wider community work in partnership.

Giving effect to Te Tiriti o Waitangi

Normanby School leaders and the Board recognise the importance of giving effect to our Te Tiriti o Waitangi obligations. We value New Zealand's cultural diversity and the unique position of Māori culture globally. Our strategies include:

- ★ Consultation with local iwi and our Māori community on Charter development
- ★ Reflecting on and giving consideration to the unique place of our Māori learners and their whānau within our policy documentation and curriculum statements
- ★ The continuing development of policies and practices that reflect Aotearoa New Zealand's cultural diversity
- ★ Provide opportunities for all students to experience and develop understanding in Māori language, knowledge and culture.
- ★ Leading kaiako to establish a culture of high expectations for themselves and for ākonga, and to develop the ability of ākonga to be self-regulating learners who strive for excellence
- ★ Leading kaiako to be courageous in designing culturally rich and coherent pathways and a relevant and authentic local school curriculum
- ★ Leading kaiako to take ākonga beyond their immediate experience, inspire new curiosities, and open up new horizons, so that ākonga develop both broad and specialised knowledge and grow and excel as local and global citizens with a contribution to make
- ★ Ensure that our Kapa Haka has opportunity to develop and perform.
- ★ To continue to forge strong, reciprocal relationships with local iwi and marae

WE RECOGNISE AND VALUE THE UNIQUE POSITION OF MĀORI CULTURE IN NEW ZEALAND by ensuring that all learners have the opportunity to acquire basic te reo and an understanding of everyday conversational language. We will acknowledge and respect the values, traditions and history of tangata whenua, observe cultural sensitivity to tikanga Māori and build respectful, reciprocal relationships with local Māori who are connected to Normanby School.

INCORPORATING TE REO MĀORI ME NGĀ TIKANGA MĀORI

Te reo lessons are scheduled daily and is integrated across the curriculum, as much as classroom teachers are able to do so. Teachers are engaging with language learning providers as part of their Professional Growth Cycle (2 staff in 2023, 6 staff in 2024). The school subscribe to two online programmes that support teachers to immerse Normanby ākonga in te Ao Māori. We have built up our collection of pūrākau, myths, legends, picture books, junior fiction, non-fiction and other print material that help students make connections with te Ao Māori. We encourage the correct pronunciation of Māori kupu by our staff. We include all students in weekly Kapa Haka sessions and have a strong Kapa Haka performance group, taught and guided by an experienced tutor. Our Kapa Haka perform both in school and for the wider community.

TO ENSURE EQUITABLE OUTCOMES FOR MĀORI WE NEED TO IDENTIFY LEARNERS WHO ARE at risk of not achieving or have learning needs so that programmes and resources can be targeted to cater for individual needs. Our student management system, Hero collates this data and teachers work together in moderation and co-construction meetings to identify priority target learners.

REPORTING to the Board of Trustees on the achievement of Māori learners will be done mid and end of every academic year, ensuring targets are set and resourcing put in place.

TO DISCOVER THE VIEWS AND ASPIRATIONS OF THE MĀORI COMMUNITY

consultations will take place with the school's community to develop our school Charter, policies, plans and targets for improving achievement outcomes of Māori learners..



Annual Implementation Plan 2024

Key Objectives:

1. Te Ao Māori

Provide a culturally responsive school environment and give effect to Te Tiriti o Waitangi in order for our learners and their whānau

2. Wellbeing

Ensuring all aspects of our students' and staff wellbeing are supported so we can all excel, so we can all help our whānau and our community thrive, and so we can all contribute to a productive, sustainable, inclusive and caring society.

3. Local Curriculum

To provide a balanced curriculum that makes effective use of our local resources to enable our akonga to connect with and value their environment, heritage, language, identity and culture.

Te Ao Māori

Key Objective 1:

Provide a culturally responsive school environment and give effect to Te Tiriti o Waitangi

Strategic Goal	<p>Goal 1: To provide our students with a range of learning opportunities to be lifelong learners.</p> <p>Goal 2: To develop professional capability, always aiming for effectiveness and excellence.</p> <p>Goal 3: To engage our community to be actively involved in the life of our school and to have a positive home-school partnership.</p>	
NELP	<p>Objective 1: LEARNERS AT THE CENTRE</p> <p>Objective 2: BARRIER FREE ACCESS</p> <p>Objective 3: QUALITY TEACHING AND LEADERSHIP</p>	
Goal	'Calls to Action' 2024	Indicators and Review
<p>Develop and strengthen an authentic understanding and valuing of Te Tiriti o Waitangi and its principles</p>	<p>Lead kaiako to give effect to our obligations to Te Tiriti o Waitangi and its principles by:</p> <ul style="list-style-type: none"> actively delivering, through our local curriculum and quality teaching practices and approaches (RbL), fair and equitable processes and outcomes for Māori and for all ākonga <p>Lead kaiako to give effect to our obligations to Te Tiriti o Waitangi and its principles by:</p> <ul style="list-style-type: none"> Encouraging collaboration with whānau, hapū, and iwi to incorporate the taonga, te reo Māori, tikanga Māori, and mātauranga Māori, into the school curriculum Design and plan learning programmes that provide all ākonga access to knowledge, understandings, and practices that are relevant to ā them, and that promote achievement, inclusion and equity Enable kaiako to actively protect te reo Māori, tikanga Māori, and mātauranga Māori by continuing to support our kaiako to further their own te reo language learning journey. In 2023 two staff members completed Te Ataarangi, a programme that builds professional capability through immersion programmes of language learning. In 2024 six staff members are participating in Te Ataarangi. 	<ul style="list-style-type: none"> ★ Teacher planning, observations, learning and celebration posts ★ Teacher participation levels in Te Ataarangi ★ Analyse attendance data ★ Monitor participation and contribution levels of students in te reo lessons, Kapa Haka ★ Collect student voice through Part 3 of the RbL observation tool ★ Collect and analyse student and whānau voice ★ Achievement data analysis ★ Hero learning and celebration real-time reporting
<p>Engaging with parents, whānau, hapu and iwi to enhance the success of Māori learners.</p>	<p>Regular engagement and reporting to whānau and community:</p> <ul style="list-style-type: none"> Head Start Hui in Term 1 - What are your goals and aspirations for your child? Parent Information Evening Term 1, Term 4 Learning Conferences in Term 3 - How is your child going? What progress and success is evidenced? 	<ul style="list-style-type: none"> ★ Collect and analyse whānau/community voice ★ Monitor engagement levels by whānau on Hero ★ Conversations where curriculum learning goals and Personal Learning Pathway goals are set with students and whānau, then reviewed and reported on in real time

Te Ao Māori cont.

	<ul style="list-style-type: none"> ● Real-time learning and celebration reporting (Hero SMS) ● Regular reporting to the BOT (achievement, RbL, community engagement) ● Strive to find mutually beneficial ways to connect with the Māori school community and whānau, in order to actively protect te reo Māori, tikanga Māori, and mātauranga Māori, and collaborate with whānau, hapū, and iwi to incorporate these taonga, into the school curriculum ● Invite local Māori knowledge and expertise into the school. Connect with local iwi and build a strong reciprocal relationship with the tangata whenua at local marae (Aotea), arranging experiences where students get to learn about 	
<p>Enable commitment to and understanding of Māori enjoying and achieving education success as Māori. Lifting the achievement of Māori learners to higher levels of proficiency across the curriculum.</p>	<ul style="list-style-type: none"> ● Continue to grow staff knowledge about culturally responsive and relational pedagogy to enable Māori to achieve success as Māori (Relationship-based Learning pedagogy, professional reading; 'Teaching to the North-East' by Russell Bishop, 'Niho Taniwha' by Melanie Riwai-Couch). ● To ensure equitable outcomes for Māori, teachers will identify learners who are at risk of not achieving or have additional learning needs, so that programmes and resources can be targeted to cater for these students. ● Evaluation of Māori cohort as part of regular assessment timetable, identification of priority groups for targeted teaching and reporting to all stakeholders. 	<ul style="list-style-type: none"> ● Teacher planning, classroom observation. ● BOT Reports ● Achievement Reports ● Continue to update planning, assessment and reporting overview ● Responsive local curriculum design ● Collect and analyse whanau/community voice ● Monitor engagement levels of whānau on Hero ● Conversations where curriculum learning goals and Personal Learning Pathway goals are set with students and whānau, then reviewed and reported on in real time

Wellbeing

Objective:

To enhance wellbeing by developing a school culture so akonga can successfully participate in learning and contribute to the community.

● Well Being

Ensuring all aspects of our students' and staff wellbeing are supported so we can all be effective participants and contributors. To adopt the Pause, Breathe, Smile programme school wide. To be active and make healthy choices.

Goals What do we want to achieve?	Action Plan How will we do it?	Evaluation How will we measure success?
<p>Continue to strengthen our ability to provide an inclusive school environment which supports learners.</p> <p><i>- To adopt the Pause, Breathe, Smile Programme across the school</i></p>	<ul style="list-style-type: none"> - To actively implement STAR values across the school and wider community to promote student well being. - To adopt the Pause, Breathe, Smile Programme across the school. - Leaders will keep up to date with educational research and using it to prioritise Health and Wellbeing and Equity goals. - To develop a well coordinated approach to Pastoral care of students. - All students well being is actively monitored by teachers, team leaders, SENCO and principal. - Appropriate measures and supports are put in place for students, who require additional well being support or monitoring. - Actively building relationships and strategies with whanau and caregivers of students who require additional support. - Further develop a safe supportive school environment to promote learning and wellbeing. - All teachers using PB4L strategies and plans and implement PB4L Normanby Primary School - Promote 5 areas of well being in the school (active links for teachers). <ul style="list-style-type: none"> ● Connect. me whakawhanaunga ● Give. tukua ● Take notice. me aro tonu ● Keep learning. me ako tonu ● Be active. me kori tonu 	<ul style="list-style-type: none"> - Classroom planning and observations. - SENCO profile. - Student assessment and identification of needs. - Intervention programmes. - collection of student and whānau voice. - Hero, ongoing monitoring and analysis of behaviour profiles.

Wellbeing

Objective:

To enhance wellbeing by developing a school culture so akonga can successfully participate in learning and contribute to the community.

● Well Being

Ensuring all aspects of our students' and staff wellbeing are supported so we can all be effective participants and contributors. To adopt the Pause, Breathe, Smile programme school wide. To be active and make healthy choices.

Goals What do we want to achieve?	Action Plan How will we do it?	Evaluation How will we measure success?
To promote a culture where students are active and have opportunities for physical activity.	- Healthy Active Learning - a more inclusive version of sport and PE in our School. We want all of our tamariki to feel included and inspire them to take risks and step up to challenges offered to them. We want our tamariki to feel proud of their effort and strive to succeed in sport and PE.	- Classroom planning and observations. - collection of student and whānau voice.
To develop a culture where student voice and agency is valued and school leader feedback is used to amplify student voice and agency.	<ul style="list-style-type: none"> - To actively implement STAR values across the school and wider community to promote student well being. - Students actively involved in decisions that impact on their well being. - Further develop student leadership in the senior school. - Use agency support when required to access additional support for students and whanau. - Develop opportunities for leadership within the school for students of all ages. - Students actively involved in decisions that impact on their well being through the curriculum, PB4L, and identifying their priorities. - Implement a range of healthy activities for Year 5-6 to increase physical activity, leadership and mana. 	<ul style="list-style-type: none"> - Classroom planning and observations. - collection of student and whānau voice. - Hero, ongoing monitoring and analysis of behaviour profiles.

Local Curriculum

Objective: *To develop a balanced curriculum that makes effective use of our local resources to connect our children with their environment, heritage, and culture. To promote a school culture that values Maori students' identity, language and culture.*

Goals What do we want to achieve?	Action Plan How will we do it?	Evaluation How will we measure success?
Continue to seek and use relevant, readily available resources/matauranga maori - people, cultural, heritage organisations, local venues, museums, etc.	<ul style="list-style-type: none"> - Leaders of Te Ao to liaise with classroom teachers, Resource Teacher of Maori and other key people to ensure cultural appropriateness of teaching and learning decisions. - Consider when to re-use Community Survey (last whanau voice collection in 2022). Suggested bi-annually - schedule for 2024. - Leader of Te Ao to reconnect with Resource Teacher of Maori, Ngaraina Brooks for ongoing guidance towards developing a reciprocal relationship with local iwi, and to strengthen our existing connection with Aotea Marae. 	<ul style="list-style-type: none"> - Seeking guidance on ways to reciprocate Aotea Marae support of Normanby School. - use of experts to facilitate and plan. - classroom planning and observations.
Demonstrate our commitment to the teaching of the new ANZH Social Science curriculum.	<ul style="list-style-type: none"> - PLM to review the curriculum refresh to date, and to develop understanding of the new 'Understand, Know, Do' framework and learning progressions. - Teachers to follow the curriculum delivery plan as set out in our Three-Year Inquiry Overview to ensure that our learners have the opportunity to develop the key understandings or 'Big Ideas' of the ANZH curriculum. 	<ul style="list-style-type: none"> - PLM planning, presentations and meeting minutes. - classroom planning and observations. - Teacher growth cycles.
Support the training of a fourth staff member in the 'Better Start Literacy Approach' in an effort to spread this effective teaching practice further.	<ul style="list-style-type: none"> - Enroll our Year 1-2 teacher in the micro-credential through Canterbury University (Cohort 5) - Provide support in the form of two release days per year and discussions during regular team meetings (BSLA is an agenda item for every team meeting). 	<ul style="list-style-type: none"> - Collection of BSLA Baseline, 10-week, 20-week, 30-week progress data.
Sustain our Relationship-based Learning pedagogy.	<ul style="list-style-type: none"> -transition our more experienced RbL teachers towards a group coaching model in 2023. -ensure our second impact coach is accredited in 2023. -provide RbL workshops for new staff and PCTs. 	<ul style="list-style-type: none"> -co-construction meeting minutes

Local Curriculum

Objective: To develop a balanced curriculum that makes effective use of our local resources to connect our children with their environment, heritage, and culture. To promote a school culture that values Maori students' identity, language and culture.

Goals What do we want to achieve?	Action Plan How will we do it?	Evaluation How will we measure success?
<p>Reflect on our teaching and learning programmes regularly and collaboratively to ensure they continue to meet the needs and priorities of our community. We aim to be responsive to the needs, identities, languages, cultures, interests, strengths and aspirations of our learners and their whānau.</p>	<ul style="list-style-type: none"> - Headstart Hui held on Monday, 30th January using an online booking system. ✓ - During Headstart Hui, individual student Personal Learning Pathway goals set in discussion with student and whanau and recorded on Hero. PLP goals focus on our STAR values and the Key Competencies. ✓ PLP goals are reflected on by learners, their whanau and teachers twice yearly and reported on in a <i>General Comment</i> on each student's Hero Report page. - Consider when to re-use Community Survey (last whanau voice collection in 2022). Suggested bi-annually - schedule for 2024. - Regular collection of student voice during Professional Growth Cycle observations (using the <i>Relationship-based Learning</i> tools relevant to Part 3 of the profile). - Have a clear pedagogical focus on RbL strategies and practices that support the progress of all learners, and provide impact coaching to support teachers in their own inquiry around effective teaching practice in maths. - Help students understand Te Tiriti o Waitangi - its past, present, and future by following the curriculum delivery plan as set out in our Three-Year Inquiry Overview, to ensure that our learners have the opportunity to develop the key understandings or 'Big Ideas' of the ANZH curriculum. - Help students engage with local knowledge, school values, and key competencies, so they can go on to be confident and connected lifelong learners. 	<ul style="list-style-type: none"> - Whānau participation in student learning hui. - Mid and End of Year General Comment scheduled on Planning, Assessment and Reporting Overview, 2023. - PLM planning, presentations and meeting minutes. - classroom planning and observations. - Teacher growth cycles.

Other BOT Priorities for 2023

Priority	Who	Approx Cost
Te Reo me Tikanga Programmes - Wai Ako - Hiha	Teachers	\$700
Senco - Investigate funding for SENCO, .3	BOT/Principal	.4 teacher salary
Kapa Haka and Mau Rakau Programme	Principal/Clive Tonga	
House Funds Project	BOT/Principal	\$430 000
Enviro-School Project	Principal/Teachers	Postponed until further notice.
Improvements and bark for Senior Playground	BOT	
Improvement in STEM infrastructure and Professional Development. - Computational Thinking	Principal/BOT/Teachers	\$10,000
Commitment to External Swimming Lessons	Principal/BOT/Teachers/Hawera Aquatic Centre.	