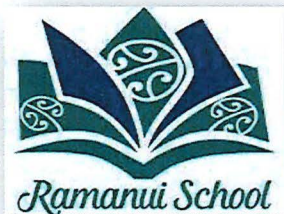




RAMANUI SCHOOL

Strategic Plan for 2024 - 2025

& Annual Plan for 2024 – 2025



Our School – To Tātou Kura

Ramanui School was established in 1953 to serve a newly developed area of Hawera. We are a small contributing U2 school, on the outskirts of Hawera.

Kaiako and tamariki work closely together to ensure that we have learning experiences that support the whole child and their learning needs.

Our Mission: Aronga Matua - Hikaia te Ahi Matauranga kia mura mo ake tonu atu.

“To provide the spark that kindles the flame of life-long learning.”

This is reflected in our RAMA Way – our guiding values,

Rangatiratanga; Self-worth and Independence, Aroha; Love,
Manaakitanga; Care and Respect, Awhina; Help and Support.

Our Vision: Ngā Uara - Kia whitikiria ki to hinengaro,

“Grab your weapon; power of the mind.”

At Ramanui School we believe our tamariki will be strong and able citizens now and in the future by having a strong sense of self, knowing, and understanding what is important to them and what they are working towards. This is reflected by the uniquely Ramanui Culture which is all inclusive and strives to celebrate every child with learning. This ensures our tamariki grow and succeed with mana. Our students will grow knowing who they are, where they come from and how they can contribute to the world that we live in.

Board of Trustees Endorsement:

Sarah Graham:



Principals Endorsement:

Deborah Drake:



Date:

23/02/2024

This is our founding document and outlines the goals that we wish to achieve for our kura over the next two years.

Ramanui School Strategic Plan 2024 - 25



Who we are...

We know what we need to achieve...

Our Strategic Goals
National Education and Learning Priorities.

what we're doing to achieve it...

Learning Priorities

Our Mission:
Hikiaia te Ahi Matauranga
kia mura mo ake tonu atu
– To provide the spark that kindles the flame of life-long learning.

What we are working for....

1
Learners at the Centre
Learners with their whanau are at the centre of education.

Priority 1:
Ensure places of learning are safe, inclusive, and free from racism, discrimination and bullying.

Priority 2:
Have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design education that responds to their needs, and sustain their identities, languages and cultures.

Our Vision:
Kia whitikiria ki to hinengaro

Grab your weapon;
power of the mind

What we want for the future...

2
Barrier Free Access
Great education opportunities and outcomes are within reach for every learner.

Priority 3:
Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs.

Priority 4:
Ensure every learner/ākonga gains sound foundation skills, including language, literacy, and numeracy.

Our Values:
The “RAMA Way”
Rangatiratanga
- Self-worth and Independence
Aroha - Love
Manaakitanga
- Care and Respect
Awhina
– Help and Support

What is important to us...

3
Quality Teaching and Leadership.
Quality teaching and leadership make the difference for learners and their whanau.

Priority 5:
Meaningfully incorporate te reo Māori into everyday life of the place of learning.

Priority 6:
Develop staff to strengthen teaching, leadership and learner support capability across the education workforce.



Strategic Plan 2024 - 2025

Objective 1	Learners at the Centre - <i>Learners with their whanau are at the centre of education.</i>
Priority 1	Ensure places of learning are safe, inclusive, and free from racism, discrimination and bullying
Actions to be taken	At Ramanui we:
<p>Ask learners/ākonga, whānau and staff about their experience of racism, discrimination, and bullying, and use that information to reduce these behaviours</p>	<ul style="list-style-type: none"> • Class and school conversations when/ if teachable moments occur. • Year 4 – 6 students using the Pivot tool. • Continued upskilling on our PB4L journey, recording of data. • Leadership team will regularly review procedures, student trends, student / teacher / whanau voice to evaluate student wellbeing and engagement.
<p>Have processes in place to promptly address and resolve any complaints or concerns about racism, discrimination, and bullying</p>	<ul style="list-style-type: none"> • Ramanui values are implemented in all areas of the school through PB4L. • Continue to develop staff understanding of nurturing and respecting student mana, through RBL. • Complaints policy / procedures on School Dcs • SWIS referrals available for all students
<p>Create a safe and inclusive culture where diversity is valued and all learners/ākonga and staff, including those who identify as LGBTQIA+, are disabled, have learning support needs, are neurodiverse, or from diverse ethnic communities, feel they belong</p>	<ul style="list-style-type: none"> • Continue to adapt and monitor programmes and events across the school to ensure that all tamariki have equitable access and are able to participate in the curriculum. • Continue to support and develop our inclusive environment with the Arahunga Hub based at Ramanui School. • On going support from RTLb, RTLit, LSC, LS, Attendance services, and SWIS • Pivot Tool • Zones of Emotional Regulation • RBL • PB4L – The RAMA Way • Regular Pastoral care meetings • Classroom Treaty • Staff - playground awareness for students with diverse needs • TA support • Uni-sex Staff toilets available for students



Strategic Plan 2024 - 2025

Objective 1	Learners at the Centre – <i>Learners with their whānau are at the centre of education.</i>
Priority 2	Have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design education that responds to their needs, and sustain their identities, languages, and cultures.
Actions to be taken	At Ramanui we:
Partner with family and whānau to equip every learner/ākonga to build and realise their aspirations	<ul style="list-style-type: none"> • Continue to build our parent attendance of home school partnerships and whānau hui. • Continue to nurture the relationships with tamariki, whānau, and school. • Introduce an information sheet for whānau to fill in asking about their child's interests, strengths etc. • Reporting to parents twice yearly and encourage whānau to contact school principal or classroom teacher with any concerns and successes for their child. • Continue to develop a learning culture that is inclusive of whānau, to share our ongoing learning. • Open door policy continued. Whānau Fun days. • Newsletters, text and social media is used to keep our whānau informed.
Help staff to build their awareness of bias and low expectations, and of how these impact learners/ākonga, staff and whānau	<ul style="list-style-type: none"> • Staff PD on Aotearoa Histories Social Sciences Curriculum to learn more about history of local Māori people. • Kahui Ako - RBL – building relationships and connections with tamariki
Identify and respond to learner/ākonga strengths, progress and needs, and learner/ākonga and whānau aspirations	<ul style="list-style-type: none"> • Through PB4L work with students to plan and undertake our activities for the children of the school to ensure students have a voice – student leadership. • Tracking target and priority learners across the school • Wellbeing tracking for tamariki and needs.
Build relationships with Māori, involve them in decision making, and partner with them to support rangatiratanga, and Māori educational success as Māori	<ul style="list-style-type: none"> • Whānau hui, survey whānau to build on what we currently do and suggestions for improvements. • Invite whānau as support for Kapa Haka, and class setting to share tikanga around traditions such as the Arts and Music • Termly Powhiri to welcome new students and embrace them into our school culture.
Collaborate with Māori communities to invest in, develop and deliver Māori medium learning	<ul style="list-style-type: none"> • Continue to develop and build on relationships with local iwi, Kaumatua involvement, local marae visits. • Participate in Tatarakihi and Punaga festivals, Puanga / Matariki celebrations.



Strategic Plan 2024 - 2025

Objective 2	Barrier Free Access – <i>Great education opportunities and outcomes are within reach for every learner</i>
Priority 3	Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs
Actions to be taken	At Ramanui we:
Work with whānau and Pacific families to identify and understand barriers that may prevent learners/ākonga from accessing, participating or remaining engaged in schooling, and work to address them	<ul style="list-style-type: none"> • Opportunities for whanau to engage with teachers to hear their voice eg: partnership meetings, surveys, access to outside agencies as appropriate, policies in place clearly outlining steps to attendance, access to resources such as digital tools • Continue with no school fees, no stationery costs, free swimming lessons at Aquatic centre. • KidsCan, Fruit in Schools, Breakfast Club, Duffy Books in Schools available to all tamariki
Ensure disabled learners/ākonga and staff, those with learning support needs, gifted learners/ākonga, and neurodiverse learners/ākonga are safe and included in their school or kura, their needs are supported, and that learning support programmes are robust and effective	<ul style="list-style-type: none"> • Continue to develop relationship with ECE and transition to school. • SENCO organises support, liaise with RTLB, keep concise information, collaborate with whanau and relevant support services to design programmes for children with a range of diverse needs. • Individual Education Plans and Individual Behaviour Plans are created with teachers and whanau. • Work in partnership with whanau to achieve individual learning goals as needed. • Funding levels reviewed for in class support and resource purchase. • Source PLD for all staff to upskill to understand and know about students' needs within our school. • Continue to develop strong relationships with Professionals eg: OT RTLB, LSC, LS, MoE • Develop a variety of learning opportunities for gifted and exceptional students eg: Music, Art, Dance, Drama
Where possible, reduce non-fee costs, including costs associated with BYOD2 policies, and take advantage of policies to reduce financial dependence on families and whānau	<ul style="list-style-type: none"> • Equitable access for all students to digital devices funded by school, policies set in place to enable this. • Board revisit policies regularly to ensure these policies reflect the community needs and where necessary change. • Money available for EOTC to keep costs down for all whanau. • No school fees, no stationery costs, no school uniform, funded swimming lessons Term 1 & 4



Strategic Plan 2024 - 2025

Objective 2	Barrier Free Access – <i>Great education opportunities and outcomes are within reach for every learner</i>
Priority 4	Ensure every learner/ākonga gains sound foundation skills, including language, literacy, and numeracy
Actions to be taken	At Ramanui we:
Ensure all learners/ākonga have ongoing opportunities to develop key capabilities, including communication, problem solving, critical thinking and interpersonal skills	<ul style="list-style-type: none"> • Opportunities for whanau to engage with teachers to hear their voice eg: partnership meetings, surveys, access to outside agencies as appropriate, policies in place clearly outlining steps to attendance, access to resources such as digital tools • Continue with no school fees, no stationery costs, free swimming lessons at Aquatic centre. • KidsCan, Fruit in Schools, Breakfast Club, Duffy Books in Schools available to all Tamariki – no school uniform.
Identify learners/ākonga who are not making sufficient progress in key foundation skills, and adjust learning opportunities, teaching approaches and supports, including seeking additional support from specialists	<ul style="list-style-type: none"> • With teachers' collaboration children are identified, data analysed and observations made along with discussions and critiquing teaching methods and resources • SENCO coordinates learning programmes including IEPs, behavioural plans while support is sought with RTLB, RTLit, LSC or MoE services • Source PLD for whole staff to upskill. • Reading Recovery, BSLA
Value the heritage languages spoken by Pacific learners/ ākonga, and provide opportunities to use and to build on them	<ul style="list-style-type: none"> • Teaching staff to celebrate in the programme's specific language weeks through an integrated approach. • Whanau hui invites parents and whanau to give their voice. • Resources are to be brought to be used in class programmes to teach and celebrate each other's cultures both within NZ context and in the Pacific Islands



Strategic Plan 2024 - 2025

Objective 3	Quality Teaching and Leadership – <i>Quality teaching and leadership make the difference for learners and their whānau</i>
Priority 5	Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning
Actions to be taken	At Ramanui we:
Seek advice from Māori on how best to include tikanga Māori in values, practices, and organisational culture	<ul style="list-style-type: none"> • Continue to develop relationship with whanau and local iwi to gather views. • Use of RTM and staff
Use development opportunities for teachers/kaiako and leaders to build their teaching capability, knowledge, and skills in te reo Māori and tikanga Māori.	<ul style="list-style-type: none"> • Continue to develop the culture of Ramanui with the ongoing use of music and singing and actions for waiata • Continue to develop the integration of Te Reo and tikanga within all learning areas of the school
Talk with learners/ākonga and staff about why correct pronunciation of te reo Māori is important, and provide them with opportunities to learn and practice without judgement.	<ul style="list-style-type: none"> • Continued development of the use of Te Reo practice within all learning areas • Ensure and review use of correct pronunciation for vowel sounds and when using common phrases, commands, korero with learning.



Strategic Plan 2024 - 2025

Objective 3	Quality Teaching and Leadership – <i>Quality teaching and leadership make the difference for learners and their whānau</i>
Priority 6	Develop staff to strengthen teaching, leadership and learner support capabilities across the education workforce
Actions to be taken	At Ramanui we:
Identify gaps in teaching capability and invest in opportunities for teachers/ kaiako and staff to strengthen teaching, leadership and learning support.	<ul style="list-style-type: none"> • Continue to be involved with Kahui Ako discussions for coherent pathways and building professional knowledge and competencies in moderation across Literacy (Reading, Writing) and Math • Regular monitoring and unpacking noticing for our targeted and priority learners during Staff meetings • Continued development through PLD to design and complete our Ramanui Curriculum • Continue to build learning capability to keep each other informed and share strategies, techniques, and resources. • Develop a mentor programme so that staff may share their skills with others at staff meetings. • PLD Professional Growth Cycle
Develop teacher/kaiako confidence and competence to teach diverse learners/ākonga with varying needs, and to appropriately modify teaching approaches.	<ul style="list-style-type: none"> • Ongoing upskilling through PLD, Staff meetings, Specialist visitors, Kahui Ako and Readings, PB4L • Review our curriculum to ensure that it meets the needs of our learners. • Review our curriculum resources, including technology to ensure that it meets the needs of our curriculum.
Expect and support teachers/ kaiako to build their understanding of learners’/ ākonga contexts, including languages spoken at home, histories, stories, and cultural values, to provide culturally responsive teaching.	<ul style="list-style-type: none"> • Ko Wai Au – Who Am I? - inquiry at the start of the year - students knowing who they are, where they come from • Continued development on the Aotearoa New Zealand Histories Curriculum through PLD and planning • Language Weeks



Annual Plan 2024

Objective 1

Learners at the Centre - Learners with their whānau are at the centre of education.

Priority	2024 Actions to be Taken.	Specific Requirements How we will do it.	Time Frame	Personnel Responsible
1 Ensure places of learning are safe, inclusive, and free from racism, discrimination and bullying	Ask learners/ākonga, whānau and staff about their experience of racism, discrimination, and bullying, and use that information to reduce these behaviours	Through PB4L – RAMA Way - teachable moments Year 4 – 6 students using the Pivot tool.	<ul style="list-style-type: none"> On going 	<ul style="list-style-type: none"> Leadership Team Teaching Staff
	Have processes in place to promptly address and resolve any complaints or concerns about racism, discrimination, and bullying	Rama Way – Ramanui Values Continued Staff development staff understanding of Tamariki mana – RBL Support from SWIS Any complaints – School Doc	<ul style="list-style-type: none"> On going 	<ul style="list-style-type: none"> Leadership Team Teacher Staff
	Create a safe and inclusive culture where diversity is valued and all learners/ākonga and staff, including those who identify as LGBTQIA+, are disabled, have learning support needs, are neurodiverse, or from diverse ethnic communities, feel they belong	Programmes, supports and events in school – ensure all tamariki have access and able to participate in the curriculum some supports <ul style="list-style-type: none"> TA, RTLb, RTLit, LSC RBL, PB4L, Ensuring all staff are aware of tamariki requiring support in all areas of the school – sense of belonging	<ul style="list-style-type: none"> On going 	<ul style="list-style-type: none"> Leadership All Staff
2 Have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design education that responds to their needs, and sustain their identities, languages, and cultures.	Partner with family and whānau to equip every learner/ākonga to build and realise their aspirations	Regular contact with whānau – fun days, home school partnerships, twice yearly reporting (written) Sharing successes with whānau Open door policy – ensure whānau know this	<ul style="list-style-type: none"> On going 	<ul style="list-style-type: none"> Leadership Teaching staff
	Help staff to build their awareness of bias and low expectations, and of how these impact learners/ākonga, staff and whānau	PLD Aotearoa Histories / Kahui Ako - RBL building relationships and connections with tamariki, their whānau. Everyone belonging	<ul style="list-style-type: none"> On going 	<ul style="list-style-type: none"> Leadership All Staff
	Identify and respond to learner/ākonga strengths, progress and needs, and learner/ākonga and whānau aspirations	PB4L - Student leadership / voice plan activities to together listening to students ideas, wants and needs.	<ul style="list-style-type: none"> On going Termly activities / hui 	<ul style="list-style-type: none"> PB4L Leadership Teaching staff
	Build relationships with Māori, involve them in decision making, and partner with them to support rangatiratanga, and Māori educational success as Māori	Whānau hui / survey – opportunities made for whānau and local iwi to be involved.	<ul style="list-style-type: none"> On going 	<ul style="list-style-type: none"> Leadership Team All Staff
	Collaborate with Māori communities to invest in, develop and deliver Māori medium learning.	Building relationships with iwi – Kaumatua visits, local marae visits, Kapa Haka / entertainment group – local festivals	<ul style="list-style-type: none"> On going 	<ul style="list-style-type: none"> Leadership Team



Annual Plan 2024

Objective 2

Barrier Free Access – Great education opportunities and out comes are within reach for every learner.

Priority	2024 Actions to be Taken	Specific Requirements How we will do it.	Time frame	Personnel Responsible
3 Reduce barriers to education for all, including for Māori and Pacific learners/ākonga disabled learners/ ākonga and those with learning support needs	Work with whānau and Pacific families to identify and understand barriers that may prevent learners/ākonga from accessing, participating, or remaining engaged in schooling, and work to address them.	Engagement with whanau for supporting tamariki with learning No school fees, stationery costs, swimming lessons Terms 1 & 4– funded by school. External supports – Kids Can – lunches, Breakfast Club, Fruit in Schools and Duffy Books	<ul style="list-style-type: none"> On going 	<ul style="list-style-type: none"> Leadership Team BOT
	Ensure disabled learners/ākonga and staff, those with learning support needs, gifted learners/ ākonga, and neurodiverse learners/ākonga are safe and included in their school or kura, their needs are supported, and that learning support programmes are robust and effective	Collaboration with whanau and relevant support services to design programmes to meet the needs/ goals of learners. PLD for staff to upskill and better their understanding of learners needs. Transition periods – school entry IEP / IBP partnership with whanau TA support – funded by BOT	<ul style="list-style-type: none"> On going 	<ul style="list-style-type: none"> Leadership Team Teaching Staff BOT
	Where possible, reduce non-fee costs, including costs associated with BYOD2 policies, and take advantage of policies to reduce financial dependence on families and whānau	School supplied devices for tamariki Funding available for EOTC to keep costs down for whanau - no school fees, stationery costs, swimming lessons Terms 1 & 4– funded by school.	<ul style="list-style-type: none"> On going 	<ul style="list-style-type: none"> Leadership Team Teaching Staff BOT
4 Ensure every learner/ākonga gains sound foundation skills, including language, literacy, and numeracy	Ensure all learners/ākonga have ongoing opportunities to develop key capabilities, including communication, problem solving, critical thinking and interpersonal skills	Whanau engagement with teachers - access support from internal sources and outside agencies. Policies for attendance and use of digital tools.	<ul style="list-style-type: none"> On going 	<ul style="list-style-type: none"> Leadership Team Teaching Staff
	Identify learners/ākonga who are not making sufficient progress in key foundation skills, and adjust learning opportunities, teaching approaches and supports, including seeking additional support from specialists	Identifying target students. Provide specific programmes / purchase resources / provision of teacher aide time to support	<ul style="list-style-type: none"> On going 	<ul style="list-style-type: none"> Leadership Team Teaching Staff
	Value the heritage languages spoken by Pacific learners/ ākonga, and provide opportunities to use and to build on them	Celebrate specific language weeks Include whanau /external resources in the community Purchase resources	<ul style="list-style-type: none"> On going 	<ul style="list-style-type: none"> Teaching Staff



Annual Plan 2024

Objective 3

Quality Teaching and Leadership – *Quality teaching and leadership make the difference for learners and their whānau*

Priority	2024 Actions to be Taken	Specific Requirements How we will do it.	Time frame	Personnel Responsible
5 Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning	Seek advice from Māori on how best to include tikanga Māori in values, practices, and organisational culture	Building relationships with whanau and local iwi	• On going	<ul style="list-style-type: none"> • Leadership Team • Cultural Leadership Teacher • RTM
	Use development opportunities for teachers/kaiako and leaders to build their teaching capability, knowledge, and skills in te reo Māori and tikanga Māori.	Continued development our Ramanui culture Kapa Haka, music, waiata actions Continued integration of Te Reo and tikanga within all learning areas	• On going	<ul style="list-style-type: none"> • Leadership Team • Cultural Leadership Teacher • RTM
	Talk with learners/ākonga and staff about why correct pronunciation of te reo Māori is important and provide them with opportunities to learn and practice without judgement.	Continued development /use and review of Te Reo and Tikanga Maori	• On going	<ul style="list-style-type: none"> • Leadership Team • Cultural Leadership Teacher • RTM
6 Develop staff to strengthen teaching leadership and learner support capabilities across the education workforce	Identify gaps in teaching capability and invest in opportunities for teachers/ kaiako and staff to strengthen teaching, leadership and learning support	Building professional knowledge and competencies across Literacy (Reading and Writing) and Math PLD – continued design and development to complete our Ramanui Curriculum PGC – PLD. Appraisals Continue to build learning capabilities share strategies, techniques and resourses	• On Going	<ul style="list-style-type: none"> • Leadership Team • Teaching Staff
	Develop teacher/kaiako confidence and competence to teach diverse learners/ākonga with varying needs, and to appropriately modify teaching approaches.	Upskilling through PLD, Staff Meetings Specialist visits PB4L Ensure our curriculum meets the needs of our tamariki Review and upskill curriculum resources inc. technology	• On Going	<ul style="list-style-type: none"> • Leadership Team • Teaching Staff
	Expect and support teachers/ kaiako to build their understanding of learners'/ ākonga contexts, including languages spoken at home, histories, stories, and cultural values, to provide culturally responsive teaching.	Knowing our students Students knowing who they are, where they come from. Aotearoa New Zealand Curriculum PLD and planning	• On Going	<ul style="list-style-type: none"> • Leadership Team • Teaching Staff



Supporting Documentation

Curriculum	Our Learning Community	Asset and Systems Management
NZ Curriculum	Job descriptions and performance agreements	Charter and Strategic plans
Ramanui School Curriculum	Staff professional goals	Governance Policies and Procedures
Curriculum Achievement Plans	School Information booklet	Annual Budget and Audited Accounts
Curriculum Policies and Procedures	Parent Newsletters	Ten Year property plan and 5YA
	Class Newsletters	Health and Safety Guidelines
Assessment Schedule	Social Media Posts	School Organisation Folders
Class Programme Plans	Board of Trustees meeting report	Meeting Minutes
Individual Learning Plans	Community Consultation documentation	
Student Records	MoE publications e.g Kahikatea, Tataiako etc	
Raising Achievement Plans	Behaviour Plan	
	Culture Counts – Collection of Voices	



Strategic Annual Targets for Ramanui School 2024

Our Aim: All Tamariki are able to access the New Zealand Curriculum as evidenced by progress and achievement and give priority to student achievement in Reading, Writing and Mathematics.

Math Target 1

Year 3 & 4 Math	Below	At	Above
2023 End of Year Final Data	4	5	
<u>2024 - End of Term 1</u>			
End of Term 2			
End of Term 3			
End of Term 4 Final Data			
<i>Recommendations:</i>			

Math Target 2

Year 5 & 6 Math	Below	At	Above
2023 End of Year Final Data	9	6	
<u>2024 End of Term 1</u>			
End of Term 2			
End of Term 3			
End of Term 4 Final Data			
<i>Recommendations:</i>			



Writing Target 1

Year 3 & 4 Writing	Below	At	Above
2023 End of Year Final Data	7	2	
<u>2024</u> - End of Term 1			
End of Term 2			
End of Term 3			
End of Term 4 Final Data			
<i>Recommendations:</i>			

Writing Target 2

Year 5 & 6 Writing	Below	At	Above
2023 End of Year Final Data	16	0	
<u>2024</u> - End of Term 1			
End of Term 2			
End of Term 3			
End of Term 4 Final Data			
<i>Recommendations:</i>			



Action Required	Who	When	Actual Outcome
Create Target Achievement Plans based on our target groups above.	Principal / Staff	T1	
Report on target students as part of our staff meetings – Report to Board	Principal / Staff	T1 - T4	
Review and update Target Achievement Plans at the end of each term.	Principal / Staff	T1 - T4	
Review our school local curriculum.	Principal / Staff	T1 – T 4	
Undertake professional development in Math & Writing	Principal / Teachers	T1 - T4	
Review our Maths / Writing Programmes and Resources.	Principal Teachers	T1 - T4	
Hold whanau evenings to share learning - strategies, activities and games and how parents can support this at home	Principal / Staff / Whanau	T1 - T4	