

# STANLEY BAY SCHOOL



## Strategic Plan

2022 - 2024

Ko era e mau te wehi ka hari te ora  
*Those who do their best do well*

# A GUIDE TO OUR STRATEGIC PLAN



STANLEY BAY SCHOOL

## BACKGROUND

Who Are We?

This is the background information about the school and what we stand for.

## OUR PLAN ON A PAGE

What are our long-term goals?

This is a one page summary of the strategic goals and measures of success from 2022 to 2024

## OUR STRATEGIC GOALS

What do we hope to achieve from 2022 to 2024?

These are our long-term goals and what we want to achieve in the next 3 years

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## BACKGROUND - Who Are We?

This is the background information about the school and what we stand for.

# Our Vision

*Growing confident, creative, curious learners who are connected to the community and wider world.*

Stanley Bay is a high-performing co-educational school situated in Devonport on Auckland's North Shore. The school caters for children in Year 0 to Year 6, and our roll has steadily increased in the past five years to approximately 260 students.

The school was built in 1909, and the two original school buildings form the heart of our school. Over time the school has been modernised to meet the needs of 21st century learners. The most recent property project was in 2020, when all the classroom spaces were upgraded into flexible learning spaces, and the grounds were developed to create extensive outdoor learning spaces.

The school population reflects the local community, with some students being the fourth generation to attend the school. The ethnic make-up is as follows:

NZ Māori 0.78% Pasifika 0% Australian 2% African 2%  
NZ European 78% British 7% Chinese 3% Other 7%

## High-Quality Teaching and Learning

At Stanley Bay, we pride ourselves on delivering consistently high-quality teaching and learning. Our learning programs focus on the foundation skills in language, literacy and numeracy and support and empower all students to achieve personal excellence, regardless of individual circumstances. In addition, our learning programs promote and instil a growth mindset and evoke curiosity and promote creativity and critical thinking. Through an integrated approach, students explore the curriculum in localised, relevant, and authentic contexts.

We are proud of our long history of high academic achievement. While we aim for personal excellence, we understand that success is more than academic progress and consider a range of outcomes valued by society, including social skills, well-being, culture, and identity. Stanley Bay embraces New Zealand's bi-cultural foundation and growing cultural diversity.

Teachers at Stanley Bay are continually learning and seeking improvement by exploring best practice; they are creative thinkers who instil wonder and curiosity into our students. Our teachers have high expectations and understand the importance of building strong relationships with students so that learning is personalised - meeting the needs of every child and providing challenge. We champion teachers who show children where to look and not what to find.

## **Putting our Learners at the Centre**

Our Graduate Profile and local curriculum encourage students to reflect on their learning and learn how to learn. These skills are fundamental life skills students need now and into the future. The Stanley Bay curriculum teaches children to reflect on their learning, to set challenging and specific learning goals, and to receive and respond to feedback (from peers, teachers, parents) related to their progress and next steps. As a result, Stanley Bay students are at the centre of decision making. They are culturally and digitally literate learners, critical and creative thinkers who are confident in leading their learning.

At Stanley Bay, we encourage parents and caregivers to be actively involved in their child's learning and believe that by working together we will achieve the best possible outcomes for all students. We value a strong collaborative relationship between home and school. At Stanley Bay, these learning-focussed partnerships go beyond a simple relationship between school leadership, teachers, and parents to one of shared accountability. Strong home-school partnerships support the school to teach students the skills, knowledge, attitudes, and values to improve their learning, and increase their motivation and achievement.

## **Barrier-Free Access and Cultural Connectedness**

We want all students to have barrier-free access to education and experience success regardless of their gender, ethnicity, skills, or abilities. To achieve this, we provide personalised learning opportunities that enable students to explore their heritage. In addition, by providing a localised curriculum, all students can celebrate their identity, language, and talents.

We recognise New Zealand's bicultural heritage and value the unique position of Maori in New Zealand society. Through a continuous cycle of improvement, with the support of the Maori Achievement Collaborative, we inquire into, recognise and overcome barriers impeding educational and cultural outcomes for Maori in partnership with students, whanau, hapu and iwi.

Stanley Bay School recognises that Tapuika (Te Arawa), Ngaiti Whatua, and Tauranga Moana/Maataatua iwi are interested in our students and will partner with us to contribute to their educational success. Following the views of iwi kainga and Tangata Whenua, we recognise that Te Reo Māori and tikanga are taonga. These are embedded and celebrated in our school culture.

Being actively involved in the Kahui Ako enhances our connections with the local community through the shared purpose of raising the achievement and outcomes of all students. In particular, we value our strong relationship with Belmont Intermediate School and embody this through the shared kaupapa between the two schools.

## **Our Values - The Stanley Bay Way**

The Stanley Bay Way is a key initiative, reflected in all aspects of school. The Stanley Bay Way uses the Positive Behaviour 4 Learning (PB4L) framework which is designed to optimise the learning culture by creating a safe and inclusive environment, where positive behaviour and learning is a way of life. Through changes to the school environment, systems and practices, staff and students can make positive choices. There is an expectation that all stakeholders uphold the school values of respect, resilience, and integrity.

The Stanley Bay Way initiative is led by a team of passionate coaches, including teachers and support staff, and in 2022, also by students. Based on evidence and data, staff work together to decide the focus for the year, term and week. They work through a process of co-design, trial and evaluation that is constantly flexing to meet the needs of our students and staff. The desired behaviours and dispositions are clearly communicated and taught and linked to a student-designed reward system.

We value learners who demonstrate:

- **Respect | Maanakitanga   Resilience | Manahau   Integrity | Tapatahi**

## Our Graduate Profile

The Stanley Bay curriculum is based on *The New Zealand Curriculum* (NZC). The NZC vision, principles, values, key competencies, and learning areas are expressed in our curriculum in ways that build on the strengths and meet the aspirations of our learners and parents. Our local curriculum is designed to meet the specific needs of our students, with a strong focus on the foundation skills of reading, writing and maths. It relies on us knowing our students' strengths, identities, needs, and aspirations so that teaching and learning is relevant, meaningful and engaging.

The graduate profile the dispositions our students need in order to thrive in learning and in life. They are taught through the curriculum, reflected in our school programmes and initiatives, and visible in everyday school life. Our learning spaces provide a modern environment for students to develop the graduate profile; to learn about teamwork, creative and critical thought and to become confident and capable. This means that when students leave Stanley Bay they are:

### **Kaikorero | Confident**

Positive in their own identity and are reflective, resilient learners who are motivated to excel. They are confident in their abilities, which enable them to take risks and be innovators.

### **Auhatanga | Creative**

Able to create something from personal feelings and experiences to reflect who they are and their place in the world. They can express themselves openly and without judgement.

### **Whaiwhakaaro | Critical Thinkers**

Critical thinkers who make informed decisions. They are active seekers, users, and creators of knowledge.

### **Nga hononga | Connected**

Effective communicators who can relate well to others. They are culturally and digitally literate and can effectively use a range of communication tools to participate in a wide range of life experiences, which connect them to their community, to their environment and to the world.



STANLEY BAY SCHOOL

# STRATEGIC GROWTH & DEVELOPMENT PLAN

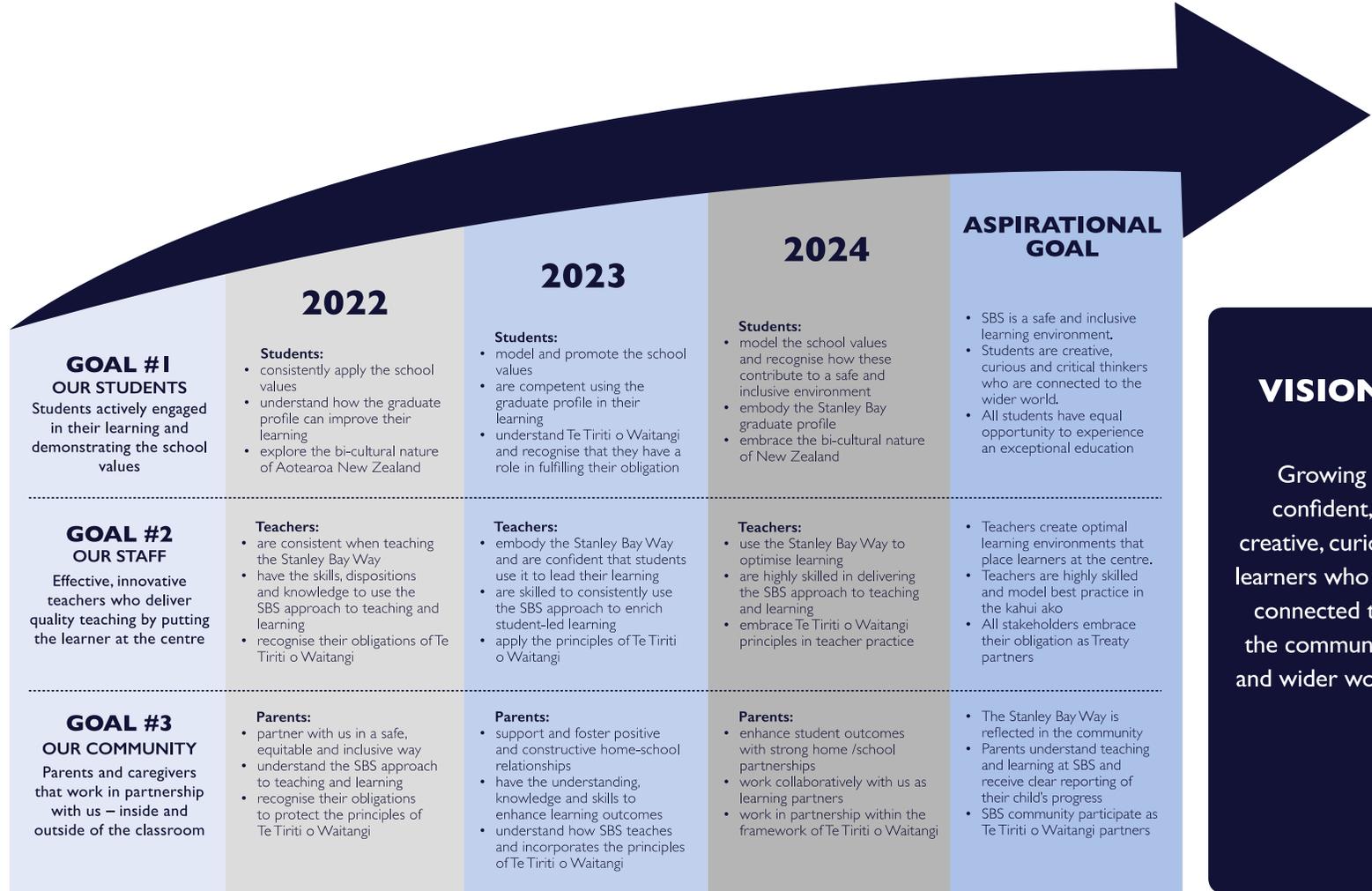
**VALUES**  
We value learners who demonstrate:

- Respect
- Resilience
- Integrity

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**GRADUATE PROFILE**  
When students leave SBS they are:

- Kaikorero - Confident
- Nga hononga - Connected
- Anahatanga - Creative
- Whai whakaaro - Critical Thinkers



**VISION**

Growing confident, creative, curious learners who are connected to the community and wider world.

THOSE WHO DO THEIR BEST DO WELL  
KO ERA E MAU TE WEHI KA HARI TO ORA

## OUR STRATEGIC GOALS – What we hope to achieve from 2022 to 2024

These are our long-term goals, that we want to achieve in the next 3 years

Our Strategic Goals		2022	2023	2024	Aspirational Goal
<b>Goal #1 Our Students</b>  Students actively engaged in their learning and who demonstrate the school values	#1.1 Embody the Stanley Bay Way	Students consistently apply the school values	Students model and promote Stanley Bay School values	All students model values and recognise how these contribute to a safe and inclusive environment (in and out of school)	SBS is a safe and inclusive learning environment
	#1.2 Demonstrate the Graduate Profile through the local curriculum,	Students understand how the graduate profile can improve their learning	All learners are competent using the graduate profile in their learning	All learners embody the Stanley Bay graduate profile	Students are creative, curious and critical thinkers who are connected to the wider world
	#1.3 Learn in a safe, inclusive environment that ensures students are culturally connected	Students explore the bi-cultural nature of Aotearoa New Zealand	Students understand Te Tiriti o Waitangi and recognise that they have a role in fulfilling their obligation	Students embrace the bi-cultural nature of New Zealand	All students have equal opportunity to experience exceptional education
<b>Goal #2 Our Staff</b>  Effective, innovative teachers who deliver quality teaching by putting the learner at the centre	#2.1 Embed the Stanley Bay Way	Teachers are consistent when teaching the Stanley Bay Way	Teachers embody the Stanley Bay Way and are confident that students use it to lead their learning	Teachers (and students) use the Stanley Bay Way to optimise learning	Teachers create optimal learning environments that place learners at the centre
	#2.2 Deliver a localised, innovative curriculum	Teachers have the skills, dispositions, and knowledge to use Stanley Bay School's approach to teaching and learning	Teachers are skilled to consistently use the Stanley Bay School approach to enrich student-led learning	Teachers are highly skilled in using the Stanley Bay School approach to teaching and learning	Teachers are highly skilled and model best practice in the Kahui Ako

	#2.3 Initiate the Stanley Bay kaupapa as part of the MAC (Maori Achievement Collaborative)	Teachers recognise their obligations of Te Tiriti o Waitangi	Teachers apply the principles of Te Tiriti o Waitangi	Te Tiriti o Waitangi principles are authentic in teacher practice	All stakeholders embrace their obligation as treaty partners
<b>Goal #3 Our Community</b>  Parents and caregivers that work in partnership with us – inside and outside of the classroom	#3.1 Partner with the school to use the Stanley Bay Way to build positive and respectful relationships	Parents work with us in a safe, equitable, and inclusive way	Parents support and foster positive and constructive home/school relationships	Enhance student outcomes with strong home/school partnerships	The Stanley Bay Way is reflected in the community
	#3.2 Development of a parent curriculum to connect and inform parents and whanau about their child's learning	Parents and whanau understand Stanley Bay School's approach to teaching and learning	Parents and whanau have the understanding, knowledge and skills to enhance learning outcomes	Parents and whanau work collaboratively with us as learning partners	Parents understand teaching and learning at SBS and receive clear reporting of their child's progress
	#3.3 Partner with SBS to fulfil our obligations to Te Tiriti o Waitangi	Parents and whanau recognise their obligations to protect the principles of Te Tiriti o Waitangi	Parents and whanau understand how Stanley Bay applies, teaches and incorporates the principles of Te Tiriti o Waitangi	Parents and whanau work in partnership with us deliver on the principles of Te Tiriti o Waitangi	SBS community work in partnership within the framework of Te Tiriti o Waitangi

## Business as Usual

Whole school 2022 targets for student achievement.

End of 2021		Mid 2022 Target		End 2022 Target	
Reading	Above: 16% (31) At: 81% (153) Below: 3% (6)	Reading	Above: 18% At: 80% Below: 2%	Reading	Above: 20% At: 79% Below: 1%
Maori	At: 100% (1)	Maori	At: 100%	Maori	Above: 100%
Writing	Above: 9% (18) At: 86% (172) Below: 5% (10)	Writing	Above: 11% At: 85% Below: 4%	Writing	Above: 14% At: 84% Below: 2%
Maori	At: 100% (1)	Maori	At: 100%	Maori	Above: 100%
Mathematics	Above: 19% At: 76% Below: 5%	Mathematics	Above: 21% At: 75% Below: 4%	Mathematics	Above: 24% At: 75% Below: 1%
Maori	At: 100% (1)	Maori	At: 100%	Maori	Above: 100%

- There are 1 Maori student.
- There are 0 Pasifika students

## ROADMAP – What initiatives are we working on?

This is the timeframe of the initiation, development, embedding and sustaining of new initiatives

Initiative	2022	2023	2024	2025
The Stanley Bay Way	Embed	Sustain	Sustain	Sustain
Localised Curriculum	Develop	Embed	Embed	Sustain
Structured Literacy	Develop	Embed	Sustain	Sustain
Problem Solving Maths	Develop	Develop	Embed	Sustain
ERO Evaluation Plan	Initiate	Develop	Develop	Embed
Maori Achievement Collaborative	Initiate	Develop	Develop	Embed
NZSTA HR Review	Initiate	Develop	Embed	Sustain

## OUR ANNUAL MEASURES – What is happening in 2022?

This is the action we will take and the initiatives we will implement to achieve our annual goals and how we will measure our progress.

Strategic Goal	2022 Annual Goal	Initiative	Expected Outcome So that...	Success We know we have been successful when...
<b>Goal #1 Our Students</b>  Students actively engaged in their learning and who demonstrate the school values	#1.1 Students consistently apply the Stanley Bay School values	Embed The Stanley Bay Way ( <b>PB4L</b> )	Students learn in an environment that is safe and inclusive	Tool: Wellbeing@School survey <i>Baseline:</i>  <i>2022 Goal:</i>
	#1.2 Students understand how the Graduate Profile can improve their learning	Implement the <b>ERO Evaluation plan</b> focusing on student-led learning within the context of the school's Graduate Profile	The Graduate Profile supports student-led learning to improve outcomes for our priority learners	Tool: Graduate profile assessment rubric <i>Baseline:</i>  <i>2022 Goal:</i>
	#1.3 Students understand the bi-cultural nature of Aotearoa New Zealand	Develop the <b>Māori achievement Collaborative</b> (MAC) to create a SBS kaupapa	All students have equitable opportunity to experience exceptional education	Tool: MAC planning TBC <i>Baseline:</i>  <i>2022 Goal:</i>
<b>Goal #2 Our Staff</b>  Effective, innovative teachers who deliver quality teaching by putting the learner at the centre	#2.1 Teachers are consistent when teaching the Stanley Bay Way	Consistently implement The Stanley Bay Way ( <b>PB4L</b> ), including Chances Behaviour Plan	Teachers create optimal learning environments that place learners at the centre	Tool: Teacher survey <i>Baseline: 17% of teachers strongly agree (5)</i> <i>2022 Goal: 100% of teachers strongly agree (5)</i>
	#2.2 Teachers have the skills, dispositions, and knowledge to use Stanley Bay School's approach to teaching and learning	Undertake PLD in: - <b>Localised Curriculum</b> (Steve Saville) - <b>Structured Literacy</b> (University)	Teachers are highly skilled, and are capable of modelling best practices within and beyond the school	Tool: Teacher survey <i>Baseline:</i> <i>Local Curriculum: 50% of teachers agree (4)</i>

		of Canterbury) - <b>Problem Solving Maths</b> (Lucie Cheeseman)		<p>2022 Goal: 100% of teachers agree or strongly agree (4 or 5)</p> <p>Literacy: 17% of teachers agree (4) 2022 Goal: 100% of teachers agree or strongly agree (4 or 5)</p> <p>Maths: 42% of teachers agree (4) 2022 Goal: 100% of teachers agree or strongly agree (4 or 5)</p>
	#2.3 Teachers recognise their obligations of Te Tiriti o Waitangi	Develop the <b>Maori achievement Collaborative</b> (MAC)	Teachers embrace their obligation as treaty partners	<p>Tool: Teacher survey / MAC planning Baseline: 64% of teachers agree or strongly agree (4)</p> <p>2022 Goal: 100% of teachers agree or strongly agree (4 or 5)</p>
<b>Goal #3 Our Community</b>  Parents and caregivers that work in partnership with us – inside and outside of the classroom	#3.1 Partner with the school to use the Stanley Bay Way to build positive and respectful relationships	Carry out <b>NZSTA HR Review</b> Create and promote a parent/community code of conduct	The Stanley Bay Way is reflected in the community	<p>Tool: Teacher surveys Baseline: 24% of teachers agree or strongly agree (4 or 5)</p> <p>2022 Goal: 80% of teachers agree or strongly agree</p>
	#3.2 Development of a parent curriculum to connect and inform parents and whanau about their child's learning	Develop a parent curriculum	Parents and whanau work collaboratively as learning partners	<p>Tool: Community consultation Baseline:</p> <p>2022 Goal:</p>
	#3.3 Parents and whanau recognise their obligations to Te Tiriti o Waitangi	Develop the <b>Maori achievement Collaborative</b> (MAC) to create a SBS kaupapa	SBS community participate as Te Tirititi o Waitangi partners	<p>Tool: Parent survey, MY parent interviews Baseline:</p> <p>2022 Goal:</p>

## ANNUAL MEASURE #1 Raising student achievement by improving STUDENT AGENCY

We will see... students who are actively engaged in their learning and demonstrate the school values

Goal	Initiative	Action What actions will we take to achieve our goal?	How will we measure progress?	Responsible/ Accountable	Due
#1.1 All students consistently apply the Stanley Bay School values	Continue to implement the SBS Way	<ul style="list-style-type: none"> <li>Students use the SBS Way matrix to set personal goals</li> <li>Students participate in weekly SBS Way lessons</li> <li>SBS Way is regularly shared in assemblies</li> </ul>	PB4L Rubric to record progress	R: Leah A: Scott	Ongoing
	Model and promote the SBS Way	<ul style="list-style-type: none"> <li>Awards and certificates recognise achievements in line with SBS Way</li> <li>Taniwha / Atawhai visible in school</li> <li>Include SBS Way in the News bulletin</li> </ul>	PB4L Rubric to record progress	R: Leah A: Scott	Ongoing
	Share the Chances Behaviour Plan as part of the SBS Way	<ul style="list-style-type: none"> <li>Share the Chances Behaviour Plan in assembly</li> <li>Chances Behaviour Plan is visible in classrooms</li> <li>Staff support students through the Chances Behaviour plan - students understand the consequences of their actions</li> </ul>	Recording of incidents on etap	R: Leah A: Scott	T1 & Ongoing
#1.2 All learners understand how the Graduate Profile can improve outcomes	Revitalise the Graduate Profile	<ul style="list-style-type: none"> <li>Termly school-wide focus on each of the graduate dispositions eg. planned for, taught and assessed</li> <li>Continue to work with an external expert (Steve Saville) to develop the localised curriculum</li> <li>The graduate profile is visible when reporting to parents</li> </ul>	Graduate profile assessment rubric	R: Scott A: Lucy	Term 2
	Revise the Graduate Profile assessment rubric	<ul style="list-style-type: none"> <li>Review the Graduate Profile assessment rubric</li> <li>Refine the Graduate Profile rubric to include progression of outcomes</li> <li>Students use the Graduate Profile assessment rubric to identify successes and next steps</li> </ul>	Completion of GP Matrix	R: Scott A: Lucy	Term 2
#1.3 Students understand the bi-cultural nature of Aotearoa New Zealand	Commit to becoming authentic Treaty Partners	<ul style="list-style-type: none"> <li>Whenua and iwi connections to Auckland are specifically taught</li> <li>Termly events eg. mihi whakatau are documented and planned for</li> <li>Matariki is planned for and celebrated school-wide</li> </ul>	Teachers planning	R: Emma A: Lucy	Term 1
	Implement the MAC Plan	<ul style="list-style-type: none"> <li>Implement the MAC action plan</li> <li>Rangatira to initiate and meet with the BIS Cultural leaders to plan kaupapa</li> </ul>	MAC Action Plan	R: Emma A: Lucy	Term 2

## ANNUAL MEASURE #2 Raising student achievement by improving TEACHER AGENCY

We will see... effective, innovative teachers who deliver quality teaching by putting the learner at the centre

Goal	Initiative	Action What actions will we take to achieve our goal?	How will we measure progress?	Responsible Accountable	Due
#2.1 Teachers are consistent in teaching the Stanley Bay Way	Embed the SBS Way	<ul style="list-style-type: none"> <li>Weekly SBS Way focus and lessons</li> <li>All staff to participate in PLD</li> <li>Complete SBS Way Matrix</li> <li>Induct new staff into SBS Way</li> </ul>	SBS Matrix W@S Me & My School	R: Leah A: Scott	Ongoing
	Realign Chances Behaviour Plan to SBS Way	<ul style="list-style-type: none"> <li>Provide whole staff PLD to introduce Chances Behaviour Plan</li> <li>PLD in how to record and track behaviour on Etap</li> <li>Team leaders to regularly demonstrate and support staff in following the plan</li> </ul>	Teacher survey - ease of use, incident reporting	R: Scott A: Lucy	TOW
#2.2 Teachers have the skills, dispositions, and knowledge to use Stanley Bay School's approach to teaching and learning	Localise SBS curriculum so that it is culturally responsive and integrates learning through play	Work with Steve Saville (external expert) to deliver PLD: <ul style="list-style-type: none"> <li>Develop integrated assessment rubric</li> <li>Create consistency in school wide planning for inquiry</li> <li>Integrate ILE pedagogies to support inquiry learning</li> </ul>	Teacher survey	R: Scott A: Lucy	Term 2
	Focus on core curriculum - mathematics (whole school)	<ul style="list-style-type: none"> <li>School-wide PLD provided by Lucie Cheeseman (Communities of Mathematics)</li> <li>Continue to lead work with Kahui Ako</li> </ul>		R: Rachel A: Scott	TOW and ongoing
	Focus on core curriculum - Structured Literacy (Junior and middle school)	<ul style="list-style-type: none"> <li>Selected teachers to complete University of Canterbury micro-credentials in Structured Literacy</li> <li>Lead / coach BSL</li> </ul>	BSL Micro credential outcomes	R: Scott A: Lucy	Ongoing
	Provide PLD in ILE pedagogy - the how and why	<ul style="list-style-type: none"> <li>Arrange 'road trip' for selected teachers to see effective ILE pedagogy</li> <li>Develop SBS methods of using ILE spaces effectively</li> <li>Fortnightly meetings with teachers in ILE spaces to develop 'ways of working'</li> <li>All teachers to implement elements of ILE pedagogy in their practice</li> </ul>	ILE	R: Scott A: Lucy	Term 2
#2.3 Teachers recognise their obligations of Te Tiriti o Waitangi	Explore the Te Tiriti o Waitangi	<ul style="list-style-type: none"> <li>PLD from MAC facilitator to unpack Te Tiriti o Waitangi (TOD and staff meetings)</li> <li>Teachers write and share pepeha</li> </ul>	MAC Action Plan	R: Emma A: Lucy	Term 1 and ongoing
	Develop SBS kaupapa	<ul style="list-style-type: none"> <li>Termly staff meetings to explore how SBS meets obligations of Te Tiriti o Waitangi</li> <li>Co-construct action plan with staff and MAC facilitator that focuses on participation, partnership and protection</li> <li>Document tikanaga expectations eg. mihi, kai, waiata</li> </ul>	MAC Action plan	R: Emma A: Lucy	Term 1 and ongoing

## ANNUAL MEASURE #3 Raising student achievement by improving COMMUNITY AGENCY

We will see...parents and caregivers that work in partnership with us – inside and outside of the classroom

Goal	Action	Action What deliberate actions will we take to achieve our goal?	How will we measure progress?	Responsible Accountable	Due
#3.1 Parents work with SBS in a safe, equitable and inclusive way	Develop parent curriculum	<ul style="list-style-type: none"> <li>NZSTA HR review</li> <li>Wellbeing @ School outcomes</li> </ul>	Wellbeing @ School Survey	R: Lucy A: Lucy	Term 4
#3.2 Parents and whanau understand Stanley Bay School's approach to teaching and learning	Re-establish opportunities for parents to engage in learning	<ul style="list-style-type: none"> <li>Each term parents can participate in a shared learning experience</li> <li>Update the 'Teaching and learning' area of the school website</li> <li>Termly information events for parents about learning, local curriculum, ILE pedagogy etc.</li> <li>Actively encourage parents and whanau to share their expertise and skills</li> </ul>	Attendance at events	R: Lucy A: Lucy	Ongoing
	Develop Learner Led Conferences	<ul style="list-style-type: none"> <li>Term 1 and 3 Learner Led Conferences are student led</li> <li>Learner Conferences have a 'sharing element'</li> <li>Survey / review after each Learner Conference</li> </ul>	Survey / review after each Learner Conference	R: Lucy A: Lucy	Ongoing
	Strengthen a 'fit for purpose' reporting framework	<ul style="list-style-type: none"> <li>Spotlight reporting will show student progress as well as achievement</li> <li>Student voice to be an ongoing part of reporting to parents</li> <li>Refine Spotlight reporting to provide parents with increasingly robust data and evidence of their child's learning</li> </ul>	Parent survey / review	R: Lucy A: Lucy	Term 3
#3.3 Parents and whanau recognise their obligations to protect the principles of Te tiriti o Waitangi		<ul style="list-style-type: none"> <li>Regular Inclusion of articles in news bulletin</li> <li>Observe tikanaga at parent events</li> </ul>		R: Emma A: Lucy	Ongoing