



Geraldine Primary School Strategic Plan 2024 - 2025

Strategic Goals	Initiatives	Overall Outcomes
Enhance our positive learning environment for students to reach their full potential	1a.. Design an active student leader programme 1b.. Revise our policies and behaviour practices around emotional safety of children	A school that is emotionally centred, values students and has a range of different opportunities so students can achieve
Enrich our staff capabilities and wellbeing	2a. Implement the new NZC into our teaching planning and practice 2b. To continue to embed trauma informed practice in the school 2c.. Review and revise our assessment tools and processes 2d. Grow our understanding of and embed culturally responsive practice within our curriculum	We work together collaboratively on programmes that can best support our learners
Continue to build and foster relationships with our whānau and wider community	3a. To work with whānau to drive school wide attendance	Our school is culturally, socially and emotionally understanding and responsive

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		Business as usual - pause the growth and sustain what we currently have				A school that is emotionally centred, values students and has a range of different opportunities o students are encouraged to 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		Business as usual - pause the growth and sustain what we currently have				
	Design an active student leader programme			Research with current students		Initiate student leader playground champion programme		Review and sustain			
	Revise our policies and behaviour practices around emotional safety of children			Review current behaviour policies and practices		Continue to review and add trauma practices and knowledge into our policies		Review and sustain			
Enrich our staff capabilities and wellbeing	Implement the new NZC into our teaching planning and practice				Explore, read and discuss English and maths curriculum	Enable teachers to teach and report using the New National Curriculum		leaders to evaluate implementation to refine practices and systems		We work together collaboratively on programmes that can best support our learners	
	Review and revise our assessment tools and process						Consider new assessment tools and pilot these in certain year groups twice a year		Review and implement school wide		
	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			
	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 No longer centralised funding for this				Create a book club of teaching to the North East	Review and implement change		
Continue to build and foster relationships with our whānau and wider community	Continue to develop a community engagement group	Create whānau engagement group			Review 2025 plan	Business as usual - pause the growth and sustain what we currently have				Our School is culturally, socially and emotionally understanding and responsive	
	Enable student to be part of community projects	Connect with Geraldine.nz Plan strategy			Review programme	Business as usual - pause the growth and sustain what we currently have					
	To work with whānau to continue to drive school wide attendance			Scope with attendance services		Initiate an action plan		review	Implement change		



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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	Business as usual - pause the growth and sustain what we currently have CLAP	Student leaders Opportunities staff team	1 unit Release time for opportunities team	Ongoing	Achieved Progress underway Not yet started
1b.	Continue to drive an active student representative council that identifies the needs of young people in the school	Business as usual - pause the growth and sustain what we currently have CLAP	Principal Student leaders	Week , 4, 8 Thursday 1.30 - 2.15. Each term 1 child per class	Ongoing	Achieved Progress underway Not yet started
1c.	Design an active student leader peer support programme	Principal with WAVE Leaders to begin Playground champion programme (SEAL) Term 1 have six workshops	Principal Greg (WAVE)	Meeting with WAVE	Term 1 2025	Achieved Progress underway Not yet started
1d.	Refine our policies and behaviour practices around emotional safety of children	Review and refine our flow diagram and practices with a focus on Prevention strategies and restorative. 27th Jan Term 1 Review practice - reflect on trauma knowledge - adapt -assess PB4I data Term 2 Review process and refine our policy Term 3 Teacher voice Term 4 - collectively agree on a practice and policy for 2026	PB4L team Principal	PB4L lead teacher PB4L meetings	Ongoing	Achieved Progress underway Not yet started



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Strategic Goal 2: Enrich our staff capabilities and wellbeing

	Initiative	Actions Required	Key Personnel	Resourcing	Timeframe	Status
2a.	Implement the new NZC into our teaching planning and practice	<p>Schedule Oxford Maths Programme PLD into January 27th TOD - continue to review and refine this programme in staff meeting time and syndicate meetings</p> <p>Schedule maths PLD days into our two TOD in 2025</p> <p>Continue to unpack literacy and numeracy curriculum content and student outcomes in curriculum team meetings and staff meetings.</p> <p>Revisit Tahurangi termly - ensuring teachers understand how to find and use resources.</p> <p>For selected staff to attend structured literacy PLD throughout the year.</p> <p>To continue to develop a school literacy and numeracy long term plan - allowing continuity, coherence, coverage</p>	Kirsty Smith - maths team Sarah Wilson - literacy team	<p>1 unit - Maths In school kahui ako literacy leader</p> <p>Structured Literacy PLD 3 staff Maths PLD whole staff Oxford maths programme PLD whole staff</p> <p>COL TOD Maths</p>	Term 1	<p>Achieved</p> <p>Progress underway</p> <p>Not yet started</p>
2b.	Review and revise our assessment tools and process	<p>To research and implement a standardised assessment tool across the school.</p> <p>Pilot two year groups with this assessment approach</p> <p>Analyse data on student progress and outcome</p> <p>Implement phonics checks at 20 weeks and 40 weeks</p>	SLT	Investment in PAT or Easttle Easttle PLD in march	Term 1	<p>Achieved</p> <p>Progress underway</p> <p>Not yet started</p>
2c.	Through our understanding of trauma informed practice, the school to explicitly teach our social and emotional programme	<p>To implement Te Āiotanga - tranquility, calm and peace - GPS social emotional programme</p> <p>To review its progress and student and teacher outcomes termly</p>	SLT Principal Cathy Taiaroa - co lead	1 unit Release Time	Ongoing	<p>Achieved</p> <p>Progress underway</p> <p>Not yet started</p>
2d.	To grow our understanding of and embed culturally responsive practice within our curriculum	<p>- SLT and BOT to continue to engage with Te Aitarakihī Cultural Competency Course and giving effect to Te Tiriti O Waitangi</p> <p>In term 3 to begin a staff book club centred around teaching to the NE</p>	SLT BOT Arowhenua Whanau Services	Staff meeting time Cognitive education coaching PLD Te Aitarakihī PLD \$695 +GST Literature Release time for PLD	<p>- Term 1-2</p> <p>- Term 2-3</p> <p>- Term 3</p>	<p>Achieved</p> <p>Progress underway</p> <p>Not yet started</p>



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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.	Continue to develop a community engagement group	Business as usual - pause the growth and sustain what we currently have. Meetings twice a term, one community event per term and two mix and mingle events per term	Whanau Staff rep Head students	Twice termly meetings Kai	Ongoing	Achieved Progress underway Not yet started
3b.	Enable student leaders to be part of community projects	Business as usual - pause the growth and sustain what we currently have. Working with Mens Shed, Waihi Lodge and Friends of Geraldine	Principal Geraldine.nz Local companies	Weekly morning meetings Review meetings	Ongoing	Achieved Progress underway Not yet started
3c.	To work with whānau to continue to drive school wide attendance	Work with whanau, partner schools, attendance services and outside agencies to ensure all students attend school regularly	Principal DP	Monday meeting time ROC ON meetings	Ongoing	Achieved Progress underway Not yet started



How we will measure our initiative outcomes



Initiative	NELP/Board Objective/ Ka Hikitia	Initiative Outcome	Measurement
<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>.....</p>	<p>NELP 1, 2 Board Objective 1, 2, 3</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>.....</p>	<p>.....</p> <p>1c. Playtime referrals</p> <p>.....</p> <p>1d. Policies reflect our diverse learners and their environments</p> <p>.....</p>
<p>.....</p> <p>2a. To implement the NZC into our daily practice and planning</p> <p>.....</p> <p>2b. To review and revise our assessment practices</p> <p>.....</p> <p>2c..Through our understanding of trauma informed practice, the school to explicitly teach our social and emotional programme</p> <p>.....</p> <p>2b. Grow our understanding of and embed culturally responsive practice within our curriculum</p> <p>.....</p>	<p>NELP: 1, 2, 3, Board Objective 1, 3, 4</p>	<p>.....</p> <p>2a. Teachers are able to confidently and explicitly teach the NZC</p> <p>.....</p> <p>2b. To align our school wide assessment with national standardised testing.</p> <p>.....</p> <p>2c. Teachers are able to explicitly teach social emotional regulation, so that nothing is left to chance.</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>.....</p> <p>2a. The know, understand, do can be seen in daily planning and teaching</p> <p>.....</p> <p>2b. The school is using one or a combination of standardised assessment</p> <p>.....</p> <p>2c. Students and teachers are able to self regulate. Classroom incidents</p> <p>.....</p> <p>2b. Impact of PD; teachers implementing culturally responsive practice in their teaching and learning programmes</p> <p>.....</p>
<p>.....</p> <p>3a. To work with whānau to continue to drive school wide attendance</p> <p>.....</p>	<p>NELP: 1, 2, 3, 4 Board Objective 2, 3, 4</p>	<p>.....</p> <p>3a. All students attend school regularly and access our curriculum and opportunities</p> <p>.....</p>	<p>.....</p> <p>3a. Our school wide attendance is above 90%</p> <p>.....</p>

Appendix 1 - Te Tiriti o Waitangi -. We will give effect to Te Tiriti o Waitangi through our goal 2 of enriching our staff capabilities and wellbeing and the initiative of growing our understanding of and embedding culturally responsive practice within our curriculum. -In the development plan we reached out to Arowhenua Whanau services

