

If resources, time or money were no object, what would you like for our school over the next five years?

Children to engage in purposeful experiences that mirror real life.

Teachers to value play and see the valuable learning that occurs in it.

Experience leaning mixed with classroom learning and devices for all children supplied

Support for high needs tamariki so my own tamaiti did not have his own learning impacted.

A gifted programme, like MindPlus, since the nearest place that has the one day school is in Otari-Wilton, or alternately, Naenae. My child is gifted, and you have nothing for him. His teacher is amazing, she sees him, but there is nothing within the school to engage, extend and help him thrive, no way for him to develop his gifts beyond the year level he is "supposed" to be at. Research has shown that kids who are gifted are often left to coast. They get bored and then fail to achieve, or are treated as disruptive. It's unacceptable for that to be where Plimmerton School's gifted kids are headed.

Better support for special education, extended library hours, holiday pool access

Interactive whiteboards in the classes. Something to be done for the fields to not be so waterlogged (eg drainage system or astroturf or fake grass). More technology for learners. Example exposure to learning on ipad/tablet from an earlier age.

Smaller class sizes

No mixed years, so kids stay with kids their own age

Science in year 1 and 2, smaller class sizes, guest speakers to inspire.

Increased tikanga and te reo Māori instruction for the children; increased learning outside of the classroom, not just in field trips to museums, etc., but in exploring the world at the doorstep such as the beach, the train station, etc.

Outdoor experiences, more outdoor excursions, looking at different way children learn and ensuring there was enough support for children who don't learn the way MOE want them to.

Extra tutors for maths and learning. More out of kura trips and camps. Extra music lessons and kapa haka lessons available

More time, resources and effort put into structured literacy.

Teacher aids/ separate classes_ individual learning programs for kids that need more learning support.

Not sure.

Better support for teachers (more teacher aides) and better support for neuro diverse kids.

More focused on studies.

More focus on basic skills - reading, writing maths and increased cultural capability. Smaller class sizes and more teachers with greater ability to plan and engage with parents and students one on one.

Extra teachers to support diverse learners. Time for the teachers to up-skill, observe others, visit other schools, grow as professionals. More personality around the school - murals, images, visuals that speak of the Plimmerton School way. More opportunities for every age and type of student to 'find their fun' at play times (bike track, games room, quiet space, organised games, etc). Paid additional staff to supervise lunchtimes to free up staff to lead extracurricular clubs.

More library books, dragon girl ones.

A strong and meaningful relationship with Ngati Toa for students, teachers and whanau to learn, understand and celebrate Maori worldview. We are one of a hand of countries that speak 1 language and this is a great opportunity to change this.

To be carbon sink to provide students an opportunity to learn through action of climate.

More sport options in years 1 and 2

Music - teaching instruments, higher education in English for age groups e.g. persuasive text, narratives, recipes and cooking and presenting to family/friends/community, reading and writing your own chapter, reading and writing as a character from the book, green screen/technology to retell a story, community service/volunteering days, engaging older students with younger students/peers - buddying for reading or other lessons, handwriting, step by step achieving goals

Having more support for kids with learning difficulties and also kids with disabilities. I would like more communication with teachers too

Keep class sizes small , additional teaching resource. Deepen relationship/connection with mana whenua, te ao Maori, mahi toi and te reo me nga tikanga. Inject cash into the arts and creativity

More teacher aides

New playgrounds sports academies ie netball skill based programs

More education outside the classroom. Making use of our amazing beaches, harbour and bush to learn as well as help students feel connected to nature.

Nicer bathrooms for the year seven and eights, more playground equipment, better drainage so field doesn't flood.

More teacher aides and better class ratios in senior school. More optional activities happening at lunchtimes, like tennis coaching or basketball social games. A relaxing space (spare room) set up where children with sensory challenges or anyone who needs it during break times (but maybe some kids need it during class too) can hang out (with bean bags, little tents , hammocks , indoor swings) and a teacher aide or teacher keeps an eye on the room.

I would like to see more money being spent on teachers and reducing the class sizes. Children do not learn best with 30+ in a class! It's neither great for the wellbeing of the children or the teacher.

Smaller class sizes, learning focused on a balanced curriculum not regurgitating left wing pie in the sky ideologies.

Something awesome up on the bank area. Bush walk, learning space.

a bike/scooter track for the bottom field, less computers and more books for our tamariki, beach trips and more engagement with our local environment, more hands on learning, more te reo in class and an immersion option or bilingual option, gardens for children to do garden to table classes

Smaller class sizes

I think focussing on learning objectives. If each student isn't up to the standard then what can we do to help them get there. Schools are about learning.

Smaller class sizes, more support for teachers (including resources, teacher aides, professional development)

A cohesive and supportive approach to staff, students and whanau.

STEM! Teach them practical skills and not just in years 7 and 8. Basic electronics, technology, programming, engineering things, scientific experiments etc.

A school where children have an environment where they can question findings academic and social and are give respect from the teachers, without a forced policy (pb4I) that only caters to the teacher and NOT the child. We find an outdated policy witch doesn't cater for children who are nuro diverse at all.

Allowing for more cohesive lesson plans and structure around projects.

A shift away from digital learning and back towards more book based learning especially for maths

Spend time with each student, understand who they are and create individual learning plans that show development & growth for every child (& meet the needs of that child). Then communicate that with the child & the caregiver (please encourage communicating constructively & from a growth mindset with students about their learning). Invest & recognise those incredible staff members who do see the child, that are there to encourage learning & demonstrably grow the students in their care. Plimmerton still has some truly magnificent staff, don't lose them or lose sight of what they bring. Recognise them, learn from them, celebrate them, remunerate them as much as you possibly can, work with them to give them the opportunities they want. Identify staff who may need support & provide it. Be clear about what your objectives are, how you're going to do it, what's going to change, what's going to be different & what people can expect & then communicate to parents/caregivers. Be kind. Encourage community, which requires communication & no cliques & hierarchies. School should first be about each student.

High quality teachers providing additional opportunities

A focus on the basics, english, maths, science and te reo maori.

Continued progression of the structured literacy program across tiers 1, 2 & 3.

Smaller classes in the senior school.

A bilingual and Pacifica curriculum to meet the needs of these students.

A kura where our tamariki can grow there learning in a happy environment with a stronger focus on cultural diversity and greater use of te reo Maori

33 kids in the class is unacceptable. Get classes down to 24 like the privileged private schools. Teacher aide in every class. Hugely improved care of all the children who are like canaries down a mine and are falling over with distress because the current school environment is unhelpful and at times damaging due in part to lack of adequate resources. Learn IT or another language like Chinese. Not maori

Two teachers per classrooms

Definitely new toilets the Taupo syndicate ones are tiny and they are all (senior and junior toilets) definitely in need of a refresh. The junior playground is also very old and could definitely do with a refresh with keeping in mind children with physical restrictions as well. I would like to see more practical skills being taught to older children (more technology or elective classes on things that interest them) maybe clubs, book clubs, gamer clubs, drama clubs, something that gives them a wider friend group that share other interests outside of normal friend groups.

More support and understanding around neuro diverse learning.

High level of achievement for majority of students in literacy and numeracy. A solid foundation in the building blocks of knowledge and learning. Smaller class sizes, or more support for teachers in the classroom.

Every student feels safe and happy at school

An education on par with private schools where all children are not only meeting standards but excelling in them, while enjoying being at school and enjoying learning. And not fearful of a few teachers or staff. /

Smaller classes. Improve our intermediate syndicate so that it is a place where students and teachers want to come to our school to be a part of, one that prepares students for college, one where they work hard, are challenged and are respectful people.

A better literacy program the current one is awful

Less children in classrooms (1 teacher for max25 students)

Make the national exams from year 5-8 compulsory and pay the entry fee, students have to learn to cope with this sort of stress rather earlier than later.

Continuing to implement evidence-based approaches like the iDeaL reading programme. Provide an individualised approach to learning catering for the unique needs of all students. Building an environment and providing experiences that foster social and emotional development and resilience.

Further teacher support, assessment facilities and dedicated space for neurodiverse kids. A music lab. Gender neutral toilets and pool changing facilities. Further/continued teacher training on structured literacy and mathematics. Stronger crack done on bullying behaviour.

An awesome bike track around the school, some form of sporting/music for the younger kids. Assisted learning for children that need it without having to rely on the government to put this into place. If a child needs a reader / writer or a teacher aid they should be more readily available and funded.

Please describe the skills you would like children to leave our School with.

A love of learning, having a strong sense of belonging at school, being confident in knowing who they are, resilient, strong social skills.

Good all round achieving at the right levels in preparation for high school

Critical thinking, being open to other ideas, ability to manage themselves in difficult situations, good understanding of math, spelling and grammar, self-awareness of their skills and passions, empathy and kindness.

Confidence in themselves, their abilities.

Awareness and appreciation of other cultures, social and emotional skills, civic thinking, resilience

To be a good citizen. To see the importance of school, hard work and perseverance. Want to be better.

Solid knowledge of the basics, so they can excel at high school. Also, confidence in their abilities and willingness to take on challenges

Aside from academic - confidence, social, ethics

Above average in reading, writing & maths. Able to be a good friend & make friends. Community minded/service to others.

Confidence and sense of self; inquisitive learning dispositions; social conscience

Building relationships, money literacy, conflict resolution

Resilience, confidence, ability to be upto date with education before college.

Confidence to try new things & stand up and be heard.

Strong math and literacy skills.

Literacy, numeracy, inter-personal skills. The ability to find information they need and teach themselves things.

Confidence to learn new things and have courage to venture into the unknown.

Being more confident and practical reality.

Confidence and an enthusiasm for learning, all the basic skills and cultural competence.

The six Cs. Key competencies. Everything else I think of fits into those!

Read, write, publish, be able to go to college.

To be positive contributors to global society. To accept people from all walks of life and to stand up for those less fortunate

Money skills

Honesty, trust, confidence in self, respect for elders and other peoples differences, appreciation, positive communication, ability to listen without judgment, patience, actions and consequences

Respect others, good academic knowledge, caring for people

Strong sense of identity, resilience, cultural competencies, love of learning and community.

Reading, writing, maths and science. The ability to write an essay. Public speaking skills

Ahead in basics maths writing and reading and then good respectful social skills

Compassion. Independence. Confidence in themselves.

Confidence and empathy, ability to be a good friend, ability to seek out knowledge, kids who know what things make them happy , children who value others and their surroundings.

Foreign languages, knowledge of other cultures and countries as well as those of NZ. Hands on technology based, more outdoor education, people coming into school to teach them trades/skills - especially in the intermediate years.

Communication and social skills, being able to problem solve and think for themselves.

Self motivated to learn good work ethic

well mannered and respectful

Resilience and strategies to cope and find answers they don't already have

literacy, more te reo, strong friendships, work ethic

Willingness to work hard, learn to accept failure to achieve goals

I really don't think that is up for the parents to decide. There is a whole Ministry of Education that goes through the process of deciding these from a learning perspective. I think that understanding and promoting these objectives would be good.

In terms of soft skills, I want them to be kind and courteous, understand that like is about working with others and doing things in a group and collaborating with others for the best outcome. I really dislike the term resilience. I think it is a scapegoat term for children to just internalise a lot of bad treatment / things that go on. Well actually you can handle that by being more resilient makes the problem with them and not the other person / experience of the world.

Confidence in themselves and their abilities from an academic, social, emotional and physical perspective.

Competent in maths, have a better understanding and empathy of different cultures and be able to use te reo Maori. I would also like to have children leave school feeling they were looked after, respected and feeling like their options mattered.

Self-awareness and confidence in their own abilities.

General Computer Skills on Windows and/or Macs

Coding Knowledge

Confident children who are able to question

numeracy and literacy skills

Social skills- cooperation, empathy and consideration

With knowledge they were liked and were safe

A learning mindset, skills relevant to their level of academic learning, social skills, understanding of Maataurangi Māori & resilience. Collaboration, critical thinking, problem solving, adaptability, resilience, questioning and curiosity.

Better maths skills and learning around the basics. Although the whole school learning project for the market day was a good idea it was very poorly implemented and poorly executed, more holistic learning around profit and loss, science and even climate change could have been included and a much missed opportunity from everyone involved. and while a good idea not great for any learning and defiantly not something i wish to see continued term after term. I would like to see them being able to speak the main language of Aotearoa (Maori) in a much more fluent and confident manner. and to hear the teachers using it and writing with it (correctly)!!

Necessary literacy and numeracy knowledge.

An awareness of their place in the world - including cultural awareness and the range of socioeconomic status (wealth/poverty) across Porirua and nz.

Life skills e.g. being active, working together, organising self and belongings etc.

Compassion empathy as well as the basics in academic areas.

To be a confident, kind young person who has the ability to problem solve, remain optimistic, have a love of learning and a belief in themselves.

Bilingual understanding

See above

Times tables, world geography and history knowledge, and for all the kids not in a clique, a feeling of belonging, that they matter and that not being "successful" at Plimmerton school means nothing as far as future success goes.

Respect for other and themselves and enjoying learning.

A better all around understand of who they are, an acceptance for their own uniqueness and an array of tools and strategies that only work for their own benefit in how to go about life.

Of course the ability to continue their education in the next environment but also to have experienced options that they might like to pursue further like languages, art, sciences. Introductions to different career paths they can start considering the skills that might be helpful or they enjoy. This doesn't have to be on a really indepth level, maybe a few sessions in a few elective classes through the year offering them a glimpse of different subjects and activities.

Better understanding around curriculum basics at level or above

Excellent literacy and numeracy skills. Ability to listen, reason, form arguments and ask useful questions.

Managing self, confidence, loves learning

Academically excelling and happy with an enjoyment for leaning.

Kindness, empathy, independence, good work ethic.

Happy confident and getting high levels in the main curriculum subjects with a good rapor with their teachers/staff.

Children should leave with the skills needed for our future leaders, such as critical thinking, problem solving, collaboration, digital literacy, adaptability and resilience, emotional intelligence, empathy, global + cultural awareness.

Strong reading, writing, maths and problem solving skills. respectful of all (teachers/fellow students). Kind and caring to everyone.

Goal setting, communication, teamwork, initiative, responsibility, build healthy relationships, boundaries, speak out when necessary and work ethics. Perhaps some money handling skills and cyber safety. While I understand alot of skills come from parents ie manners, respect etc - the school should align with those and support in these areas also.

What is our School doing well? Select as many as you like.

Giving clarity in how parents/whanaū/caregivers can help children learn

Caring for our students, Giving clarity in how parents/whanaū/caregivers can help children learn, Delivering a well rounded curriculum, Connecting to Te Ao Māori and Kaupapa Māori, Involving whanaū/family in school life, Teaching non-academic skills (e.g. building resilience), Being inclusive of all learners

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Delivering a well rounded curriculum

Caring for our students, Giving clarity in how parents/whanaū/caregivers can help children learn, Involving whanaū/family in school life, Teaching non-academic skills (e.g. building resilience), Putting the children at the centre, Structured literacy

Giving clarity in how parents/whanaū/caregivers can help children learn, Teaching non-academic skills (e.g. building resilience)

Caring for our students, Giving clarity in how parents/whanaū/caregivers can help children learn, Delivering a well rounded curriculum, Involving whanaū/family in school life, Putting the children at the centre, Being inclusive of all learners

Caring for our students, Being inclusive of all learners

Caring for our students, Teaching non-academic skills (e.g. building resilience)

Delivering a well rounded curriculum, Connecting to Te Ao Māori and Kaupapa Māori, Involving whanaū/family in school life, Offering extra-curricular activities

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I can't say its doing anything well at the moment.

Caring for our students, Delivering a well rounded curriculum, Involving whanaū/family in school life, Teaching non-academic skills (e.g. building resilience)

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Teaching non-academic skills (e.g. building resilience)

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Overall all areas need improvement

None of the above

Offering extra-curricular activities

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Caring for our students, Connecting to Te Ao Māori and Kaupapa Māori, Involving whanaū/family in school life, Offering extra-curricular activities, Being inclusive of all learners

I really can't answer this question as I have no basis of comparison.

Caring for our students, Teaching non-academic skills (e.g. building resilience), Putting the children at the centre

None of the above

Caring for our students, Involving whanaū/family in school life, Teaching non-academic skills (e.g. building resilience)

Caring for our students, Connecting to Te Ao Māori and Kaupapa Māori, Teaching non-academic skills (e.g. building resilience)

Being inclusive of all learners

Connecting to Te Ao Māori and Kaupapa Māori, Involving whanaū/family in school life

Teaching non-academic skills (e.g. building resilience), ■.

Fundraising

Caring for our students, Involving whanaū/family in school life

Offering extra-curricular activities

Caring for our students, Giving clarity in how parents/whanaū/caregivers can help children learn, Delivering a well rounded curriculum, Involving whanaū/family in school life, Teaching non-academic skills (e.g. building resilience), Offering extra-curricular activities, Putting the children at the centre

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Involving whanaū/family in school life, Offering extra-curricular activities

Individuals have tried and tried and cared deeply. The school as a whole not so much. And the education system in Plimmerton and indeed NZ is in a very poor state.

Caring for our students, Putting the children at the centre

Connecting to Te Ao Māori and Kaupapa Māori, Involving whanaū/family in school life, Teaching non-academic skills (e.g. building resilience), Putting the children at the centre

Caring for our students, Giving clarity in how parents/whanaū/caregivers can help children learn, Delivering a well rounded curriculum, Connecting to Te Ao Māori and Kaupapa Māori, Involving whanaū/family in school life, Teaching non-academic skills (e.g. building resilience)

Not supporting staff with concerns and issues.

Connecting to Te Ao Māori and Kaupapa Māori, Involving whanaū/family in school life, Teaching non-academic skills (e.g. building resilience), Putting the children at the centre

Connecting to Te Ao Māori and Kaupapa Māori

Involving whanaū/family in school life, Offering extra-curricular activities

Caring for our students, Involving whanaū/family in school life, Offering extra-curricular activities

Delivering a well rounded curriculum

Caring for our students, Involving whanaū/family in school life, Being inclusive of all learners

Caring for our students, Teaching non-academic skills (e.g. building resilience), Offering extra-curricular activities, Putting the children at the centre, Being inclusive of all learners

Caring for our students

Caring for our students, Giving clarity in how parents/whanaū/caregivers can help children learn, Involving whanaū/family in school life, As a new parent it's difficult to say yes or no to most of these as I really don't know. I think the school does involve Whanau in school life but more notice would be great. I've found we might get a day or two notice for this or that and it's not always possible for working families. Also I really like the way the syndicates are set up. I like the younger kids NOT being mixed with older kids until they are older.

In the areas we not doing well in, how can we do better?

The transition from ece to school, value play, question the purpose of testing for our new entrants. Question the purpose of work sheets, how are we supporting new entrants to build relationships with other children.

Love to have the younger kids being able to play interschool sports

The only area for me as a parent with a tamaiti who is a strong learner is the worry that tamariki who need more focused attention inadvertently 'take away' from those who could stretch more in their learning.

Include all learners, instead of just saying you will. Perhaps the government is failing this school in funding, but the special education part doesn't appear to exist.

Addressing bullying, celebrating differences

We are very happy with how things are going.

While my children's experience has been fine, because they do not have special needs, I have heard from a number of other parents that they struggle to get the support they need for children with different abilities

The irony of the grammar in this question. 😊 Anti-social behaviour/bullying. You talk the talk but don't walk the walk. I've heard too many stories now of kids kicking, biting my son or taking his ball away now to believe there's no smoke without fire. I wonder during free time what the monitors are doing.

■ A better buddy system for starting school & first 2 years would have made a huge difference for us. Paremata have a great system. Definitely an opportunity to do more around Te Ao Māori. There was nothing for Matariki before the school holidays and it would have been great to celebrate it and see our kids perform.

Also I haven't heard anything about kapahaka which is disappointing. I think this could be something where we connect better with Hongoeka Marae for support

Offering more extra curricular activities. More Te Reo used in every classroom. More creative activities e.g drama

Giving clarity around how parents can help kids learn. Need a learning plan

I'm intrigued that the only areas being asked about are non-academic. According to the news, New Zealand is falling behind other countries in academic areas.

Understand the needs of neurodiverse children.

Overall experience with school is good but if the kids being given sheet homework rather than in screens.

■ Clear, consistent message about homework. Overhaul of the kapa haka 'programme'. Targeted teaching.

By caring and helping and showing people what to do.

Use of TV mainly YouTube is an area I am interested to understand more. I know technology is part of life but I am concerned the amount of times when we asked our kids what they did at school and they say watching YouTube of shows etc.

I'm not sure

Unsure at this moment..

Perhaps more communication from teachers, not only at teacher/parent interviews. Better support for kids with learning difficulties. Cultural responsiveness and connection to te taiao. Kapahaka. Drama and fun. Building strengths our tamariki have. Get creative with the curriculum and help continue making learning fun.

Make them do some tough exercise every day, a run or fast game. Make sure all kids get a chance to speak and lead assembly.

None of my 3 kids have ever been asked to be part of that. Continue reading recovery for those who need it. Encourage google text

to speech for those that need to use it and give those neuro diverse kids training on tech they can use to help them. Reporting on how well they are doing is poor reports is hard to get a gauge where they are at. What they have learned/ know. Parent teacher catch ups are irregular. Need to work on consistency of staffing across a year. Quite a few disrupted years with teachers. Some unavoidable but not ideal.

1. It isn't clear how the NZ history curriculum is being implemented.

2. I like the hero app, I think it's an improvement but there is still A LOT of comms for whānau to read, remember and respond to.

3. kapa haka once a week feels like the minimum .. it would be great to see more tikanga and reo used daily/as part of school culture. Offering reo classes to whānau was great, many whānau have limited knowledge themselves of history, reo and tikanga.

4. inclusivity for neurodiverse children and whānau, simple things like preparing them for a change in classroom teacher or routine. This is shifting from a societal perspective, it would be great to engage w neurodiverse whānau to help inform how plimmerton school can do better.

5. The kids seem to spend an extreme amount of time on screens in the classroom. My five year old used to sing ads at home, that they'd seen on YouTube at school, at a time when we'd never watched YouTube with them. Any time it rains they seem to watch a movie.

I wrote this above I think in the if money was not a problem. But mostly lately I've been noticing it's the changes that other schools also need to make to provide an environment for neurodiverse learners to succeed as well.

Succinct communication to parents - we have information overload currently which has meant a disconnect for our family. Hero for reporting is not great - copy and paste comments which display nothing of value and tell us nothing about where our children sit in the curriculum?!! Taupo hub needs seriously looking at - this should be an intermediate level for these children with engaging curriculum based activities that can extend children whatever their needs.

Stop jumping on every left wing band wagon that goes past the school gates.

Don't be afraid of the students being upset or disciplined it is not the teachers role to be their friends.

Try getting the students to write with their hands not on a Chromebook.

Having higher expectations of year 7&8

Less activity outside for my child and more focus on academic progress

Communicating with parents about events in a timely fashion. Some things are last minute for some of my children

Currently, I'm not happy with the communication- compared to other schools in the area, we get no updates on our children. Most schools get regular pictures and updates. I have absolutely no idea what my children are learning or if they are learning. For example, my son has gone backwards and is bored- he spends a lot of time on the computer and seems to have learned nothing- last year, he had structured learning, regular update and homework and a nice group of friends. I think friendship groups should stay together instead of being disrupted from one syndicate to the next as the transition from Year 2 to year 3 hasn't been positive. As a parent to a new entrant, again, updates would be helpful. We also miss lots of communication- last minute hero messages are sent but often after the fact. Overall, we are not happy with the school. We liked Storypark and don't like Hero. I would like to see music celebrated more and more lunchtime activities. It seems that there's a particular type of child celebrated- the same children get certificates, opportunities to dance or perform in assembly. My children aren't included in anything - they don't get awards, they don't get to perform, they don't get included in events. We are contemplating a move to St Theresas or enrolling in a school elsewhere and will look for guidance from the Ministry of Education on what to do if we feel our children aren't learning at their local school

Less playing on computers. All children should take the external exams for experience as failure doesn't matter. Give parents their child's class test results to work with their child on the errors.

That is an interesting one. I think it's less about the school and more about the students.

What is the academic achievement of the students? I think the building blocks are just academic achievement and a nice place for the children to go each day that supports them reaching their goals.

I have one child who loves school and learns everything and tells me everything and does exceptionally well. I have another child who doesn't tell me anything and does not see the point in school at all and sees it as a waste of time - he's yet to understand why he is there.

I would recommend the school change different things for each of my children, but you can't tailor it.

Ultimately, I am happy with the school when my children meet the learning outcomes and aren't emotionally or physically harmed in the process. I think children in class with children who have special needs / behavioural problems need more support as one of my children sees a lot of a child with behavioural problems and it concerns him. I don't want him to be shielded from this person, but I think it needs to be discussed more in class, so kids understand that everyone deserves to go to school, and we can all be tolerant and supportive - not resilient - there is a big difference as I think kids interpret resilience as 'harden up' and this is the opposite of what you want. Consideration of the impact on the children from an emotional level from having this behaviour in class - not just have they been physically hurt or not (which my child has been).

Feels like a drop off post-covid of the community and school connection.

Working on the basics! human rights - offering a safe a safe environment for all. Happy teachers creates a much better learning environment for all.

I feel that communication could be improved. I know teachers are busy, and that most care about our children, however parent to teacher communication is really important and I feel that has been a bit lost this year. Some teachers use the Hero app. Some don't. Some reply to emails, some don't.

Some examples where communication could have been better.

I have found the Market Day project confusing and frustrating. With two different syndicates doing different projects it would have been helpful to know at the start that Hongoeka are making samples for pre order. I've been asking my daughter questions about the project (how much will this be, when will you be making this, when do you need materials by) and her response is "I don't

know". We needed an emergency trip to buy materials for the group project.

I also feel there is a disjointed feeling to Taupo at the moment with teachers leaving and replacements not being found. Apparently my son's class is on their own quite a lot. Next term they only have a teacher 4 days of the week. This is not reassuring or conducive and supportive to learning at this quite major time in their lives.

I realise these are day to day issues but communication is such a basic, but vital part of any relationship.

Change the computer plan - Chromebooks and Minecraft is not teaching our kids useful skills.

Science - It doesn't appear to take place?

Get rid of hero and the constant useless information we are bombarded with. We want real communication from the school on the real big issues rather than hiding behind meaningless information.

Shifting mathematics back to non digital based learning/

See children as individuals & invest in each child's development while seeking & then recognising growth, greater reflection on the curriculum & research occurring about methods that are (& aren't) supporting achievement, ERO has a useful resource on how to build genuine learning partnerships with parents/caregivers. Suspect you're not recognizing & developing the talent you have, and not seeing development as crucial for everyone (teacher, management & student).

Collaborative, innovative teaching and learning models. High quality professional development.

I am overwhelmed with notices from the school regarding everyday issues and silly notices however the lack of any information or communication regarding the big issues and concerns is noticeably missing in this past year. Communication from the school has been awful as is the lack of care or regard for students.

Explore a learning through play approach for some learners where needed.

Explore the Māori world view and philosophies more.

Creating a caring inclusive environment that has better focus on children with issues and who learn differently

While it is not an area I have had to deal with, many of my friends with neuro diverse children have not felt well supported or heard when advocating for their child. In a post pandemic world, there are also a lot of mental health challenges and some of the behaviour in the senior school is distressing, both for tamariki and parents. I feel very disconnected from the school now, the

syndicate is experiencing a massive upheaval, and it's hard for the kids and parents to remain engaged,

Continue to build a bicultural teaching team who can confidently implement bicultural teaching practices

All of the boxes not ticked

Put away the computers and U learn. Put away the headphones to listen to music while u work, get kids writing with pen and paper and working out sums on paper so College and University aren't horrified by the loss of the basics, get individual learning plans in place the moment it becomes obvious the child is one of the canaries, get teacher aides in place quickly, get educational psychologist to do a thorough assessment and feedback what exactly the school's role will be in ensuring every child is able to engage. Recognise that resilience and grit is something that many kids demonstrate every day for years by forcing themselves in to the classroom. A hostile environment for many but keep on hoping and trying until eventually they break.

Teaching maori is irrelevant outside of NZ. Better off learning Chinese as 1 in 5 people in the world are Chinese.

Being open to alternative learning strategies such as Waldorf or Montessori or nature school (self learning through outdoor play) could be very beneficial for the children.

I don't see a lot of extra curricular activities other than sports. I think this could be explored more to include children who don't have such an interest in sport but would like the experience of being part of a group for example clubs

Listen to staff and parents regarding concerns: we don't want term topics throughout the year (one a year is enough) and we don't want pod learning or consultants to be brought in to implement changes. We want the school's finances to be put towards doing what we are doing already but better with a focus on neuro diversity.

As a parent of multiple children at the school the volume of notices that may be given at once is daunting - especially around start/end of term. It is also hard to go back and find information about significant dates eg Taupo social once we've gone past the original notice about it. Hero updates around learning are good, and I'd also like to see paper reports brought home as it's much easier to engage with the kids with that in hand. Also, the reports have become more and more generic - and less and less meaningful - would be great to hear more of the teachers voice in them.

Take a zero tolerance to bullying; taking caregivers concerns seriously; improving frequency and ease of comms (Hero app is awful) and we rely on our kids to keep us informed; more extracurricular sports; early notification to parents if student progress is slipping (rather than 6 months into the year). Basically everything did that is no longer happening.

The pressure of parents to attend school events and activities has increased so much over the past few terms and is becoming stressful and exhausting to balance with work. I was unable to get tokens for the market day due to illness and when I contacted the school to ask for some after the closing deadline but a few days before the market day I was told I couldn't get any. Creating great upset for my children and others including community members who wanted to be involved but are outside of school messages. This non caring no flexibility attitude has increased recently and is definitely not putting the child or the parent/community at the centre. In fact the opposite. I don't believe the school is inclusive of all learners at all and has a long way to go before it even starts to get there. We are given information on how to help with basic learning through constant newsletters via hero which is always crashing and an awful unhelpful app. Hate it as do many other parents. But we are not given any links to fuller more in-depth learning on subjects. So much "rounded curriculum" learning could have been done around market day with maths and money and climate change, caring for the environment and linking in more with local people who were willing to help etc but none of this was done so again failing at this tick box. I would like to see more te reo Maori being taught to link with Kaupapa. Teaching of resilience is being taught in a very negative way making for an less than ideal learning environment and creating stress for the children and teachers. Children are currently not at the centre of the school and their concerns and issues are being ignored to a scary extent.

Student behaviour in the senior area of the school.

Please can you look at the awful literacy program the books are non inclusive, teach awful ideals and words "Tom is a tit" is very inappropriate as is police only catching "bad men" there is no culture included in the books and it's very gender heavy to men being great. Outdated and archaic in it later teaching and delivery and shocking undertones being projected onto children. I would like to see more culture (not religious) integrated and a higher use of te reo Maori along with in-depth teaching of history without a bias!! You need a better communication app hero crashes and is not user friendly and doesn't report absences half the time. It would be good to get further information from the teachers on learning materials to back up classroom learning. The learning that was created around their last term project was very poor and could have included a lot more. We had to do a lot of extra learning around the topic at home to the point it felt that we were home schooling and doing more than they were at school!

We would also like to see our concerns taken seriously and respected around management of the school, and to see our children and their concerns and complaints "put at the centre"

Pushing students harder, they have to learn that they have to do things, even if they don't want to, at work we can't always choose to do work if we only want to.

Haven't been with the school long enough to answer this, but my only suggestion is perhaps lunch time clubs e.g. chess club and coding clubs be available for the less sporty kids

do some/more of the above (doing well items). Be stronger on bullying and rude behaviour. Be stronger on the curriculum and what parents can do to support their kids at home.

Unless I haven't heard about it but extra curricular activities for the younger children ie music lessons, art lessons or sports.

Complete the sentence: "Plimmerton School should focus more on..."

Relationships

Holistic education experience

students with high needs to allow the others to 'fly' with their learning.

Supporting neurodiverse students to engage in their particular areas of strength, the topics they love, and helping them to identify like-minded peers to share in enjoying those joys.

... teaching kids how to support each other, and learn from the world around them.

Sport. I would like the younger grades to have more exposure to sports

In Taupō, focus more on academics and less on sport and all the challenges they seem to do (I feel like intermediate really needs to be preparing them for high school better)

Understanding each kid is different and developing strategies that meet all needs.

Generally we think you are doing a great job.

Helping students understand their place within the world.

Te Ao Māori

Plimmerton School should focus more on Literacy

Core subjects. Writing - getting letter formation correct from the beginning. Reading - communicate clearly with parent what the homework is (eg in a book) rather than expecting the child to be honest with the parent that there is a reading book or structured literacy (mine usually tell me they have no homework). Maths - basic facts rather than doing the fun stuff in the classroom and then expecting parents to go over and practice basic facts with children at home.

Being inclusive.

Studies

The school's culture and supporting the children to achieve by listening to teachers and treating them with more respect. Get the basics right.

Understanding the learners from NE to Year 8 - being a cohesive unit, all on the same page, all focused on what really matters: building good people!

Caring for each other.

As a community how do we help others less fortunate

I'm not sure

Children learning to be a positive part of the school, community/wider community

Having more communication from teachers

Growing, building reforming as a community

Finding great teachers and keeping them happy

Basics

Being integrated into the wider Porirua community, not just the Plimmerton community. I think this would help with developing perspective and understanding of diversity for children and whānau.

The children and families. That's always it. I just hope the school gets some more staff and some more resourcing to make the school meet the present and future challenges.

Taupo. This area really concerns us as parents.

The basics

respect and a balanced and engaging learning programme across the whole school

everything! learning, the basics, communication with whānau, including whānau- we don't feel included in learning or able to come to our children's class. We are not sure what learning is happening or how to help our children.

Giving challenges to brighter students in class

Learning objectives, just core education. Maths, reading, writing. I don't really want to hear about my children watching movies at

school. Consistent teachers. More skills repetition of the basic skills. It does not need to be fancy. Some things you just need to learn. If my child is not good at writing, then he needs to do more of that each day. Over and over. I think we need to tell kids what level they need to get to, so they know when they get there and it's not ambiguous and mixed in with the soft skills. They want to know this.

Less of your about average, they are in the range etc. etc. more binary they have this, or they don't, they are at the level, or they are not. They are in primary school - It doesn't need to be harder than that.

Ensuring a consistent approach across all classes to quality teaching environments for children to be their best.

Accountability, respecting boundaries and providing a happy environment

A cohesive response to students and whanau from both teaching staff and management. There was a Taupo assembly early in the term where teacher's told they kids they wouldn't be yelled at. Then they were yelled and inappropriate language was used. Some serious consideration needs to be applied here to role modelling. If children are expected to behave a certain way, it should be role-modelled by all staff.

challenging students academically

Communicating and dealing with the big issues

Non digital based activities

supporting each child's development & recognising it accordingly.

High quality teaching and learning, with a lens on essential skills with a pedagogical approach.

getting the basics right

Mmm summed up above I guess.

Listening to parents who have serious and concerning issues with the management and dealings with those effectively and correctly

Keeping kids engaged and excited about their learning. This means keeping teachers happy and motivated about their roles.

Providing a bicultural curriculum

Listening to parent and students issues and taking greater action around this. There has been a big change in attitudes, inclusivity and support in the past year which is a big shame. You need to listen to the "communities voice" more and act on there concerns the changes I have seen are not a positive one unfortunately

The lost kids, the missing kids. The "they just need to get a grip" kids. Much more hands on teaching, much less staring at a list of things to do on a computer, much more one to a few teaching sessions so that the natural achievers don't shine brighter and brighter while other super bright but overwhelmed kids don't have their starlight snuffed out. The irony is that once they get to college so much more is done on paper and no one can believe how bad their handwriting and graphing skills etc are.

Not sure sorry.

Better conditions and environment for teachers to be able to attend each child's unique way of learning.

Working outside of the box, we are seeing a rise in Neuro diverse children and children with different needs these days and traditional schooling can be harder for them. I'd like to see plimmerton embrace the opportunity to offer a safe and happy learning environment for all it's students.

Doing what we are doing already but being more aware of how our students learn best and catering to them.

core learning building blocks.

Student wellbeing and communication with parents.

n/a

Dealing with the poor manage and growing issues of the school, parents feel like their voices are not been heard or taken seriously- this needs to change

The basics and natur environment, use the surroundings and spend less time on technology, especially the first 4years

Media literacy and digital citizenship, so children can critically evaluate information sources, discern misinformation, awareness of AI and its implications both positive and negative, understand the influence of traditional media/social media, and understand responsible online behavior and staying safe online.

Anti-bullying and kinder behaviour with stronger leadership and united teachers and parents on the issue.

following through and doing things well with whanau and students and in mind. (not saying you don't already - this question was hard).