



WAIKAKA PRIMARY SCHOOL

Strategic Plan 2024 - 2025

School Vision

Waikaka School cultivates a culture that inspires all to achieve beyond what they thought possible

*E hara taku toa i te takitahi, he toa takitini
My strength is not as an individual, but as a collective*

School Motto

Learning for Life

Our School Values

| <u>Noho Tahi Cooperation</u> | <u>Mahi Ngatahi Collaboration</u> | <u>Tauwhainga Competition</u> |
|---|---|--|
| Manaaki, tiaki tetahi i tetahi Be compassionate and respectful to each other | He waka eke noa We're in this together, work as a collective | Ma te kounga e kitea ai te angitu By giving your all, your excellence will show |

Background Information

Goals are as a result of the following over the 2023 year:

- Student voice
- Whānau voice
- Staff voice
- Collaborative sessions with BOT
- Data collection and analysis

The two goals are reflective of the school vision and align with our values. The same processes will be used to measure progress in 2024 and 2025.

Strategic Goal Alignment

Education and Training Act 2020

| s127 - Objectives of boards in governing schools | Goal 1 | Goal 2 |
|--|--------|--------|
| Every student at the school is able to attain their highest possible standard in education achievement | ✓ | |
| The school: <ul style="list-style-type: none"> • Is a physically and emotionally safe place for all students and staff • Gives effect to relevant student rights • Takes all reasonable steps to eliminate racism, stigma, bullying and any other forms of discrimination within the school | | ✓ |
| The school is inclusive and caters for students with differing needs | ✓ | ✓ |
| The school gives effect to Te Tiriti o Waitangi by: <ul style="list-style-type: none"> • Working to ensure its plans, policies and local curriculum reflect local tikanga Māori, mātauranga Māori and te ao Māori • Taking all reasonable steps to make instruction available in tikanga Māori and te reo Māori • Achieving equitable outcomes for Māori students | | ✓ |

Strategic Goal Alignment
National Education Learning Priorities
Cooperation ~ Collaboration ~ Competition

| | | |
|---|--------|--------|
| LEARNERS AT THE CENTRE - Learners with their whānau are at the centre of education | Goal 1 | Goal 2 |
| Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying | | ✓ |
| Have high aspirations for every learner/ākonga, and support these by partnering with their whanau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures | ✓ | ✓ |
| BARRIER FREE ACCESS - Great education opportunities and outcomes are within reach for every learner | | |
| Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning needs | ✓ | ✓ |
| Ensure every learner/ākonga gains sound foundation skills, including language, literacy and numeracy | ✓ | |
| QUALITY TEACHING AND LEADERSHIP - Quality teaching and leadership make the difference for learners and their whānau | | |
| Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place and learning | | ✓ |
| Develop staff to strengthen teaching, leadership and learner support capability across the education workforce | ✓ | ✓ |
| FUTURE OF LEARNING AND WORK - Learning that is relevant to the lives of New Zealanders today and throughout their lives | | |
| Collaborate with industries and employers to ensure learners/ākonga have the skills, knowledge and pathways to succeed in work | ✓ | ✓ |

| STRATEGIC GOAL 1: Strengthen and review reading, writing and science using a local curriculum Cooperation ~ Collaboration ~ Competition | | Te Tiriti o Waitangi | | |
|--|--|----------------------|-------|-------|
| | | Art 1 | Art 2 | Art 3 |
| 2024 | Review and refine literacy teaching and learning | ✓ | | ✓ |
| | Te Mātaiaho alignment with school expectations and teaching models in literacy | ✓ | | |
| 2025 | Implement evidence based strategies to enhance literacy instruction and outcomes | | ✓ | ✓ |

| STRATEGIC GOAL 2: To foster community connections, student engagement and educational growth Cooperation ~ Collaboration ~ Competition | | Te Tiriti o Waitangi | | |
|---|---|----------------------|-------|-------|
| | | Art 1 | Art 2 | Art 3 |
| 2024 | Review our local school curriculum to ensure that it is relevant for all students | | ✓ | ✓ |
| | Strengthen community involvement and engagement in learning and in the school environment | | ✓ | ✓ |
| 2025 | Implement a local curriculum that is relevant for all students | ✓ | ✓ | ✓ |

Te Tiriti o Waitangi
Article 1 Kāwanatanga/Governance - Article 2 Rangatiratanga/Agency - Article 3
Ōritetanga/Equity

Annual Plan 2024

Cooperation ~ Collaboration ~ Competition

STRATEGIC GOAL 1: Strengthen and review reading, writing and science using a local curriculum

Strategy - Review and refine literacy teaching and learning

Outcomes Expected

| Children will | Teachers will |
|---|---|
| Increase their knowledge and application of sounds and spelling patterns Read with fluency and understanding Know their next steps as a reader and writer (goals) and know what they need to do to get there Achieve as a reader and writer at levels appropriate to their age/curriculum expectations | Teach phonological and phonemic knowledge Regularly monitor and review student progress in literacy Adjust practice to better meet children's needs Provide specific feedback and next learning steps Support whānau with practical strategies to help learning at home Utilise science as a tool to engage learners |

Strategy - Te Mātaiaho alignment with school expectations and teaching models in literacy

Outcomes Expected

| Children will | Teachers will |
|---|---|
| Experience learning and teaching programmes that align with Te Mātaiaho (the refreshed curriculum) expectations | Review current school literacy expectations per year for alignment with Te Mātaiaho (the refreshed curriculum) Implement any changes identified as required Review teaching sequences and planning to incorporate understand, know and do as a teaching model |

STRATEGIC GOAL 2: To foster community connections, student engagement and educational growth

Strategy - Review our local school curriculum to ensure that it is relevant for all students

Outcomes Expected

| Children will | Teachers will |
|---|--|
| Show increased engagement in their learning Make connections to their community Work alongside and learn from their community Explain Enviroschools ideology | Consider & explore local resources and opportunities available when planning Integrate local resources and skills into our localised curriculum Work alongside and learn from our community Implement Enviroschools ideology Achieve Enviroschools bronze award Deliver a localised and relevant curriculum that reflects the diversity and needs of our children |

Strategy - Strengthen community involvement and engagement in learning and in the school environment

Outcomes Expected

| Children will | Teachers will |
|---|--|
| Share and talk about their learning Invite whānau to learning celebrations | Provide opportunities for whānau to engage in learning opportunities at school Strengthen connections between the school and local community Support children to present their learning to whānau Receive positive feedback from the community Provide a strong sense of inclusivity Strengthen all communication between home and school |

Actions

| Strategic Goal 1 | Strategic Goal 2 |
|---|--|
| Use of school documentation Teacher meeting content prioritised Sharing of practice Feedback on practise Data analysis Ongoing tracking of progress Plans developed and implemented PLD as required - (Pomahaka Kāhui Ako) Using Te Mātaiaho (the refreshed curriculum) resources | Use of school documentation Teacher meeting content prioritised Student surveys Data analysis Sharing of practise Observation of lessons Timetabling for priorities in classrooms Plans developed and implemented Using Te Mātaiaho (the refreshed curriculum) resources |

Timelines - all actions will run all year
 Resourcing - budget, staffing and Mā unit allocation prioritised to meet actions above
 Priority - given to learners' whose needs have not yet been met within the actions and resourcing above

Annual Targets 2024

Cooperation ~ Collaboration ~ Competition

| | |
|-------------------|---|
| Strategic Goal 1 | Strengthen and review reading, writing and science using a local curriculum |
| Strategy | Review and refine literacy teaching and learning |
| Outcomes Expected | <p><u>Children will:</u> Increase their knowledge and application of sounds and spelling patterns Read with fluency and understanding Know their next steps as a reader and writer (goals) and know what they need to do to get there Achieve as a reader and writer at levels appropriate to their age/curriculum expectations</p> <p><u>Teachers will:</u> Teach phonological and phonemic knowledge Regularly monitor and review student progress in literacy Adjust practice to better meet childrens' needs Provide specific feedback and next learning steps Support whānau with practical strategies to help learning at home Utilise science as a tool to engage learners</p> |

| Baseline Data | Achievement Target |
|--|---|
| At the beginning of 2024 19 out of 58 children or 33% are writing below their year level expectation | All students that are writing below the year level expectation will make more that one years progress in 2024 |
| At the beginning of 2024 16 out of 58 children or 28% are reading below their year level expectation | All students that are reading below the year level expectation will make more that one years progress in 2024 |

| | |
|-------------------|--|
| Strategic Goal 2 | To foster community connections, student engagement and educational growth |
| Strategy | Strengthen community involvement and engagement in learning and the school environment |
| Outcomes Expected | <p><u>Children will:</u> Share and talk about their learning Invite whānau to learning celebrations</p> <p><u>Teachers will:</u> Provide opportunities for whānau to engage in learning opportunities at school Strengthen connections between the school and local community Support children to present their learning to whānau Receive positive feedback from the community Provide a strong sense of inclusivity</p> |

| Baseline Data | Achievement Target |
|---|--|
| Unable to get baseline data due to the little amount of current qualitative data available at the beginning of 2024 | More community engagement in school life |

