



Waikaia School Strategic Plan 4036

School Vision

School Values

We are Kind/Kia Manawanui
We are Responsible/Takahanga
We do our Best/Mō te hemo tonu atu

Waikaia School provides a safe and supportive environment where children, staff and the school community will have respect for themselves, others and the environment. Through this they will develop skills to become independent and life long learners.

Background Information

(The goals are as a result of the following over the 2023 year)

Strategic goals were developed through the following process; data collection through achievement data and analysis about learning and the curriculum, whanau voice in a variety of ways and a whanau consultation survey.

The whanau consultation survey showed that our values are appropriate but could be taught in more depth so children have a deeper understanding. Whanau would like Waikaia School children to be their best version, grow and develop, to be confident, be proud of who they are, to give challenges when appropriate and to support our diverse learners in recognition of uniqueness.

Strategic Goal 1

- to create an inclusive environment that allows all ākonga/learners to achieve to their best potential

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| <p>Which community /Board goal does this strategic goal work towards meeting?</p> <ul style="list-style-type: none"> • every student at the school can achieve their highest educational standard • the school is inclusive of and caters for, student with differing needs | <p>What is the anticipated result? What shifts /changes to teacher practice and learner outcomes do you expect to see? How will we achieve or make progress towards our strategic goals?</p> | <p>How will we measure what has worked and what has been achieved?</p> |
| <p>Links to NELPs, Te Tiriti o Waitangi, Curriculum statements, Refreshed curriculum</p> <p>Learners at the Centre</p> <ul style="list-style-type: none"> • ensure places of learning are safe, inclusive and free of racism, discrimination and bullying • Have high aspirations for every ākonga/learners, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures <p>Barrier Free Access</p> <ul style="list-style-type: none"> • Reduce barriers to education for all, including for Māori and Pacific learners/ākonga/learners, disabled learners and those with learning support needs • Ensure every ākonga/learner gains sound foundation skills, including language*, literacy and numeracy <p>The School gives effect to Te Tiriti o Waitangi by:</p> <ul style="list-style-type: none"> • taking all reasonable steps to make instruction available in tikanga Maori and te reo Maori | <p>Engagement in all Ākonga/Learners/Learners at Waikaia School</p> <p>PLD for all Kaiako/Teachers in Te Reo, BSL, Te Mataiaho, Goal Setting</p> <p>Attendance levels will increase</p> <p>Akonga/Learners taking responsibility for setting goals with Kaiako/Teachers</p> | <p>Using assessment data</p> <p>Through teacher observations</p> <p>Feedback from ākonga/learners, whanau</p> <p>Through ākonga/learners goal setting/wellbeing</p> |

Strategic Goal 2

- review and refresh our school curriculum, including assessment, reporting and learning pathways

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| <p>Which community /Board goal does this strategic goal work towards meeting?</p> <ul style="list-style-type: none"> every student at the school can achieve their highest educational standard the school is inclusive of and caters for, student with differing needs | <p>What is the anticipated result? What shifts /changes to teacher practice and learner outcomes do you expect to see? How will we achieve or make progress towards our strategic goals?</p> | <p>How will we measure what has worked and what has been achieved?</p> |
| <p>Links to NELPs, Te Tiriti o Waitangi, Curriculum statements, Refreshed curriculum</p> <p>Learners at the Centre</p> <ul style="list-style-type: none"> Have high aspirations for every ākonga/learner, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures <p>Barrier Free Access</p> <ul style="list-style-type: none"> Ensure every ākonga/learners gains sound foundation skills, including language*, literacy and numeracy <p>Quality Teaching and Leadership</p> <ul style="list-style-type: none"> meaningfully incorporate te reo Māori and tikana Māori into the everyday life of the place of learning develop staff to strengthen teaching, leadership and learner support capability across the education workforce <p>The School gives effect to Te Tiriti o Waitangi by:</p> <ul style="list-style-type: none"> working to ensure that its plans, policies and local curriculum reflect local tikanga Māori, mātautanga Māori, and te ao Māori | <p>Engagement for all ākonga/learners at Waikaia School</p> <p>PLD for all kaiako/teachers in Te Reo, BSL, Te Mataiaho</p> <p>Attendance levels will increase</p> <p>Ākonga/Learners taking responsibility for setting goals with Kaiako/Teachers</p> | <p>Using assessment data</p> <p>Through teacher observations</p> <p>Feedback from ākonga/learners whanau</p> |

Annual Plan

Strategic Goal 1

- to create an inclusive environment that allows all Ākonga/Learners (learners) to achieve to their best potential

Annual Target

- to create an learning environment that caters for all learning styles

What do we expect to see by the end of the year?

- children who are struggling with their learning receiving extra support as required
- children knowing and setting their learning goals
- children who are above their expected level will be challenged in their learning

| Actions | Who is responsible | Resources | Timeframe | How will we measure success/progress | Monitoring/Evaluating |
|--|-------------------------|---------------------------|---|--|-----------------------|
| Akonga/Learners will <ul style="list-style-type: none"> set will set and know their own learning goals. | Staff | Goal Setting resources | monitor termly as required by the ākonga/learners | children working towards their own learning goals in literacy and mathematics making notes in home learning books - "in ____ eyes | |
| Akonga/Learners will <ul style="list-style-type: none"> receive extra support in their learning as needed | Tumuaki Kaiako/Teachers | Teacher Aide | monitor termly conversations will happen weekly | progress in literacy attendance % increase engagement in their learning | |
| Akonga/Learners will <ul style="list-style-type: none"> be challenged in their learning | Tumuaki Kaiako/Teachers | REAP Writing competitions | monitor ½ termly | engagement in their learning to keep challenge | |

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| Kaiako/Teachers will <ul style="list-style-type: none"> support children in goal setting | Tumuaki | Goal Setting resources | Monitor termly | goals being achieved whanau support with goals - meeting in Term 1 with our ākonga/learners notes in home learning books regarding goal progress | |
| Kaiako/Teachers will <ul style="list-style-type: none"> ensure ākonga/learners that require extra support will receive it | Tumuaki Kaiako/Teachers | Teacher Aide (training as required) | monitor termly | through process the ākonga/learners are making | |
| Kaiako/Teachers will <ul style="list-style-type: none"> provide learning programmes that cater for all learning in their classes | Tumuaki | Team planning challenges for children teacher aide | monitor termly | through progress in literacy enjoyment of learning attendance % increase through planning | |

Annual Plan

Strategic Goal 1

- to create an inclusive environment that allows all Akonga/Learners (learners) to achieve to their best potential

Annual Target

- to create a learning environment where children's uniqueness is valued, cultural, represents our values and vision

What do we expect to see by the end of the year?

- Children to explain our school vision and values - an understanding of what it means to them (PB4L)
- Cultural reflection within the school
- Strengths developed with Ākonga/Learners through wellbeing

| Actions | Who is responsible | Resources | Timeframe | How will we measure success/progress | Updates |
|---|----------------------------------|---|-----------|---|---------|
| Akonga/Learners will <ul style="list-style-type: none"> understand our vision and value and talk about it in their own words | Tumuaki | Hokonui Rūnanga - values in Te Reo Display of values in each setting PB4L - gold nuggets - classroom and playground | Yearly | PB4L - SET score Use of values in settings around the school | |
| Akonga/Learners will <ul style="list-style-type: none"> grow Te Āo Maori - through tikanga and te reo | Tumuaki Kaiako/Teachers | Te Reo Waiata Kapa Haka Use of another school | Yearly | Use of Te Ao Maori the school Assessment with outcomes for year levels | |
| Kaiako/Teachers will <ul style="list-style-type: none"> grow Te Āo Maori - through tikanga and te reo | Tumuaki Kaiako/Teachers Board | displays Te Reo/Waiata - taught (Lisa Johnston) REĀP | Yearly | Use of Te Ao Maori the school create expectations around achievement at each level | |

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| <div>Kaiako/Teachers will<ul style="list-style-type: none">through wellbeing strategies begin to use these with our ākonga/Learnersdevelop a school-wide plan for well-being</div> | <div>Tumuaki Staff</div> | <div>PLD - Tumuaki (Collective Resilience Well-being lead) Active Southland</div> | <div>Yearly</div> | <div>Kaiako/Teachers choose a well-being plan suitable for Waikaia School</div> <div>Adopt the Whare Tapa Wha wellbeing model</div> | |
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Annual Plan

Strategic Goal 2

- review and refresh our school curriculum, including assessment, reporting and learning pathways

Annual Target

- use BSL (structured literacy) school-wide as our phonics programme
- review our school curriculum so it reflects our local curriculum
- review, implement Te Mātaiaho

What do we expect to see by the end of the year?

- receiving learning programmes that are meaningful, relevant and enjoyable for all Akonga/Learners
- full implementation of our structured literacy programmes (BSL)
- the use of literacy, mathematics and histories within the refreshed curriculum

| Actions | Who is responsible | Resources | Timeframe | How will we measure success/progress | Updates |
|--|----------------------------|--|----------------|--|---------|
| Akonga/Learners will <ul style="list-style-type: none"> at Year 0-2 make progress in literacy using BSL and phonics knowledge | Kaiako/Teachers - Year 0-2 | BSL resources Phonics Plus Books Picture Books Whiteboards | 1 year ongoing | BSL assessment Use of sounds/patterns within writing time | |
| Akonga/Learners will <ul style="list-style-type: none"> at Year 3+ will make progress in BSL and a spelling programme | Kaiako/Teachers - Year 3+ | CODE resource | 1 year ongoing | Running Record assessment (PROBE) use of spelling patterns in writing | |
| Kaiako/Teachers will <ul style="list-style-type: none"> implement BSL 4 times a week into their literacy programme | Kaiako/Teachers | BSL resources Phonics Plus Books Picture Books Whiteboards | monitor termly | BSL assessment Easttle | |
| Kaiako/Teachers will <ul style="list-style-type: none"> implement BSL into their literacy programme | Tumuaki Kaiako/Teachers | CODE BSL resources | monitor termly | BSL/CODE assessment Easttle | |

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| | | School visit to see programmes in action | | | |
| Kaiako/Teachers will <ul style="list-style-type: none"> provide learning programmes that are meaningful, relevant and enjoyable for all Akonga/Learners | Tumuaki Kaiako/Teachers | relevant up-to-date resources PLD Te Tāhurangi | yearly staff meetings | children's survey enjoyment goals | |
| Kaiako/Teachers will <ul style="list-style-type: none"> begin to implement Te Mātaiaho - literacy, mathematics and histories | Tumuaki | te tāhurangi online resource assessment | year staff meetings | through planning Sharing of ideas within te tāhunrangi | |