



WAIKAIA SCHOOL

NURTURE, ENRICH, INSPIRE

Strategic Plan 2024

Kind | Responsible | Do our best
Kia manawanui | Takanhanga | Mō
te hemo tonu atu

Vision:

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 lifelong learners.

Mission:

At Waikaia School, we are a small rural school committed to excellence in education and the development of strong values. Through positive and engaging learning experiences, we nurture confident, capable learners. Our low teacher-to-student ratio allows us to personalise learning, ensuring every child's needs are met and potential is realised.

Background Information

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

Strategic Goals Development Process:

- Data collection through achievement data and analysis about learning and the curriculum.
- Whānau voices gathered in a variety of ways, including a whānau consultation survey.

Whānau Consultation Survey Findings:

- The school values are appropriate but could be taught in more depth to ensure children develop a deeper understanding.
- Whānau want Waikaia School children to:
 - Be their best version of themselves.
 - Grow and develop with confidence.
 - Be proud of who they are.
 - Be given appropriate challenges.
 - Be supported as diverse learners in recognition of their uniqueness.

Strategic Goal 1

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

Which community /Board goal does this strategic goal work towards meeting?

- every student at the school can achieve their highest educational standard
- the school is inclusive of and caters for, student with differing needs

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?

- engagement in all Ākonga/Learners/Learners at Waikaia School
- PLD for all Kaiako/Teachers in Te Reo, iDeal, Math, Te Mataiaho, Goal Setting
- Attendance levels will increase
- Akonga/Learners taking responsibility for setting goals with Kaiako/Teachers

How will we measure what has worked and what has been achieved?

- Using assessment data
- Through teacher observations
- Feedback from ākonga/learners, whanau
- Through ākonga/learners goal setting/wellbeing

Links to NELPs, Te Tiriti o Waitangi, Curriculum statements, Refreshed curriculum

Learners at the Centre

- 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

Barrier Free Access

- 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

The School gives effect to Te Tiriti o Waitangi by:

- taking all reasonable steps to make instruction available in tikanga Maori and te reo Maori

Strategic Goal 2

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

Which community /Board goal does this strategic goal work towards meeting?

- every student at the school can achieve their highest educational standard
- the school is inclusive of and caters for, student with differing needs

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?

- Engagement for all ākonga/learners at Waikaia School
- PLD for all kaiako/teachers in Te Reo, iDeal, Math, Te Mataiaho
- Attendance levels will increase
- Ākonga/Learners taking responsibility for setting goals with Kaiako/Teachers

How will we measure what has worked and what has been achieved?

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Barrier Free Access

- Ensure every ākonga/learner gains sound foundation skills, including language*, literacy and numeracy

Quality Teaching and Leadership

- 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

The School gives effect to Te Tiriti o Waitangi by:

- working to ensure that its plans, policies and local curriculum reflect local tikanga Māori, mātautanga Māori, and te ao Māori

Annual Implementation Plan 2025

Strategic Goal 1:

To create an inclusive environment that allows all ākonga to achieve their best potential.

Annual Goal:

Developing engaging learning opportunities for our tamariki so they regularly attend school.

Annual Targets:

Attendance data for Term Four 2024 showed 82% attended school regularly. Target for attendance data to improve from 82% to 90% regular attendance.

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

- Students regularly attend school as per government priority.
- Students wanting to be at school.
- Students are engaged in their learning.
- Students can talk about their learning.
- Students are making positive choices in the school.

Alignment with NELP and Te Tiriti o Waitangi:

- **Learners at the Centre:** Ensuring an inclusive, safe learning environment free from discrimination.
- **Barrier-Free Access:** Reducing barriers for Māori, Pacific learners, and students with learning support needs.
- **Quality Teaching and Leadership:** Strengthening staff capabilities to implement the refreshed curriculum.
- **Te Tiriti o Waitangi:** Ensuring plans, policies, and the local curriculum reflect local tikanga Māori, mātauranga Māori, and te ao Māori.

Monitoring & Review:

- Monitor regular attendance rates and identify trends or barriers.
- Compare attendance data term by term against the 90% target.
- Collect feedback on engagement, learning experiences, and school enjoyment (e.g. surveys, interviews).
- Check whether students can talk about their learning and feel motivated to attend.
- Review engagement levels through classroom observations and student participation.
- Analyse behavioural data for evidence of positive decision-making.
- Reflect on the effectiveness of strategies to create engaging learning opportunities.
- Share successful approaches in staff meetings and adjust practice as needed.
- Maintain regular communication with whānau, especially those of students with lower attendance.
- Involve families in supporting student attendance and learning.

| Actions | Who is responsible | Resources | Timeframe | Measures |
|--|---------------------------|--|------------------|---|
| Establish a system to track attendance daily and engage whānau in improving attendance | Admin, Tumuaki | Electronic Attendance Register (eAR), regular whānau communication | Term 1 | Increased attendance rates, reduced unexplained absences |
| Use culturally responsive teaching to create inclusive learning experiences | Kaiako, Tumuaki | MoE guidelines, local iwi partnership | Term 1 | Student engagement levels, whānau feedback |
| Grow te Āo Maori | Tumuaki, Kaiako | Te Reo platform, EOTC, Active Southland, Te whare tapa whā | Term 2 | Increased Te Reo proficiency, enjoyment/respect nature |
| Review attendance policy/procedure to align with STAR | Tumuaki | Schooldocs, STAR documentation and outline | Term 2 | Everyday matters improved data for all student categories |
| Carry out community consultation | Tumuaki | | Term 3 | New Strategic goals confirmed |

Strategic Goal 2:

Review and refresh our school curriculum, including assessment, reporting, and learning pathways.

Annual Goal:

Build our knowledge and understanding of the new curriculum to improve student achievement across the school.

Annual Target:

To have 80% of students at or above expected curriculum level.

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

- New English and Mathematics curriculum implemented across the school.
- Assessment data used to inform teaching and learning programmes.
- Students know what they are learning and their next steps.
- Parents / community are informed about their child's learning and pathway.

Alignment with NELP and Te Tiriti o Waitangi:

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- **Quality Teaching and Leadership:** Strengthening staff capabilities to implement the refreshed curriculum.
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Monitoring & Review:

- Regularly collect and analyse assessment data to monitor progress toward the 80% target.
- Use data to inform planning and adjust teaching strategies accordingly.
- Check that English and Mathematics curriculum content is being consistently applied across the school.
- Gather teacher feedback on confidence, understanding, and application of the refreshed curriculum.
- Use student voice to confirm whether students understand what they are learning and their next steps.
- Monitor use of learning intentions and success criteria in classrooms.
- Provide regular updates to parents about curriculum changes, assessment, and their child's progress.
- Encourage whānau involvement in learning pathways through reporting and conferences.
- Reflect on the impact of PLD related to the refreshed curriculum.
- Use staff meetings and collaborative planning sessions to support implementation and consistency.

| Actions | Who is responsible | Resources | Timeframe | Measures |
|---|--------------------------------|---|------------------|--|
| Deliver structured literacy and mathematics instruction daily | Kaiako/ Teachers | iDeal Structured Literacy, Oxford Maths, MoE PLD resources, in-school materials | Term 1 | PATs, e-asTTle assessments, student work samples |
| Implement student goal-setting conferences to enhance engagement and responsibility | Kaiako, Ākonga | Goal-setting templates, digital tracking tools | Term 1 | Student self-assessment, teacher tracking, whānau feedback |
| Strengthen moderation of student achievement and set new goals | All staff | Moderation framework and conferences | Term 1 | Students reaching goals, reflecting on success and setting new goals |
| Develop a learning support register and programmes for targeted students | Tumuaki | Learning support coordinator | Term 2 | Targeted students achieving success within set programmes, students re-engaging standard curriculum. |
| In school and agency learning support | Tumuaki, Kaiako | Teacher aide, RTLB professionals | Term 2 | Improved achievement, working at age level |
| All staff engage in PLD for Te Mātaiaho and Te Reo | Tumuaki, Kaiako | MoE PLD funding, external facilitators | Term 2 | Teacher reflections, lesson observations, evidence in planning |
| Grow te Āo Maori | Tumuaki, Kaiako | Te Reo platform, EOTC, Active Southland, Te whare tapa whā | Term 3 | Increased Te Reo proficiency, enjoyment/ respect nature |
| Develop a school-wide structured literacy and mathematics progression framework | Tumuaki, Kaiako | iDeal Structured Literacy & Oxford Maths framework, exemplars from MoE | Term 3 | Internal reviews, progress monitoring |
| Review and refresh the school's curriculum and assessment practices to align with Te Mātaiaho | Tumuaki, Curriculum Leaders | MoE curriculum updates, professional learning resources | Term 4 | Updated curriculum documentation, assessment consistency |
| Implement new assessment and reporting systems to track student progress effectively | Tumuaki, Kaiako | Digital assessment tools, student portfolios | Term 4 | Consistent reporting practices, improved student data tracking |