

WAIKOIKOI SCHOOL

Strategic Plan 2024 - 2025

Actions

- Create an environment where akonga are provided a tailored programme to excel and engage the whanau and wider community
- Review, adjust and inquire into NZC refresh.
- a continued focus on building and using formative assessment practices

Success

- Professional development of teachers to build capacity and implement changes.
- improved academic performance
- Refreshed school curriculum documents

01

Goal One

Improve outcomes for all students and accelerate progress through strong relationships with whanau and community.

Actions

- Create a welcoming and actively engaging atmosphere where everyone feels valued.
- Learners are happy to engage and make authentic progress, connections and integrate learning into all learning contexts.
- Akonga actively engage safely (emotionally, socially and digitally)
- Development of a shared language of learning within the school and its community.

Success

- Increased whanau ns community participation, engagement and support.
- A strong focus on celebration and opportunities to come together.

02

Goal Two

Develop a responsive and engaging local curriculum that meets the needs of akonga and embeds our environmental philosophy

WAIKOIKOI SCHOOL

Strategic Plan for 2024 - 2025

NELP OBJECTIVE 1: LEARNERS AT THE CENTER. Learners with their Whānau are at the center of Education Priority 1: Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying Priority 2: Have high aspirations for every learner/ākonga 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 NELP ACTIONS 1a. Grow collective teacher efficacy A clear, quality form of reporting to parents on a regular basis is embedded within the school curriculum and relationships with parents become partnerships regarding their child's education Priority learners are identified early and their learning is tracked closely as per the plan Gifted and talented students are identified early and projects that increase motivation is supported Action 3.6.2 develop teacher confidence and competence to teach diverse learners/ākonga with varying needs, and to appropriately modify teaching approaches Kaiako learning from each other and from recent literature and research (John Hattie and Rachel Ells Collective Efficacy) Observation Peer/self review Progress of students Self-reflection using Growth Cycle Professional Standards Leadership Capability Model (Tomal, (2007) Kaiako assessment is used for planning Report template Parent/whānau survey NELP OBJECTIVE 3: QUALITY TEACHING AND LEADERSHIP. Quality teaching and leadership make the difference for learners and their whānau Priority 5: Meaningfully incorporate te reo Māori into the everyday life of the place of learning Priority 6: Develop staff to strengthen teaching, leadership and learner support capability across the education workforce

Goal One

Improve outcomes for all students and accelerate progress through strong relationships with whanau and community.

Link to the NELP & Relevant Strategies/curriculum (7di,ii,iii) 2,3,

Link to BOT Primary objectives (71b) 127

- Strategies for giving effect to Te Tiriti o Waitangi (7fi,ii,iii):
- Ensuring school policies, curriculum, and activities reflect and celebrate the environment and backgrounds of the school community, including Māori culture, to promote cultural inclusivity and respect.
 - Promote principles of Te Tiriti through learning of the whenua and mana of the community
 - Collect data on the progress and success of all ākonga to ensure that the support provided is effective and supporting them to achieve at their standard.

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Goal Two
 Develop a responsive and engaging local curriculum that meets the needs of akonga and embeds our environmental philosophy.

Link to the NELP & Relevant Strategies/curriculum
 (7di,ii,iii)
 1,2,3,4

Link to BOT Primary objectives
 (71b)
 127

Strategies for giving effect to Te Tiriti o Waitangi (7fi,ii,iii):

- Host cultural events and celebrations that reflect the richness of Māori culture, such as Matariki and involve the community in these celebrations.
- Building positive and respectful relationships with whānau, students, iwi and the community by actively listening to their needs and perspectives, and collaborating to meet these needs effectively.

Strategic Goal - Improve outcomes for all students and accelerate progress through strong relationships with whanau and community.

<p>Baseline Data -</p>	<p>Waikoikoi School students have shown improvement but some are still not achieving 'at the expected level for their age. Students are achieving but this movement needs to be more efficient. Students from 2022 have moved from well below the expected level to within (less than 1 year below) the expected level. Students from 2023 have moved within the expected level and now they are required to be achieving at the expected level.</p>		<p>Targets -</p> <ul style="list-style-type: none"> • That all at risk students achieve 'within' their expected curriculum level in reading for their age. • That all students achieve within the expected curriculum level for their age in writing and mathematics. 		
<p>Annual Goal</p>	<p>Actions</p>	<p>Who</p>	<p>When</p>	<p>Expected Outcomes</p>	<p>Outcomes</p>
<ul style="list-style-type: none"> • Create and environment where akonga are provided a tailored programme to excel and engage the whanau and wider community • Review, adjust and inquire into NZC refresh. • a continued focus on building and using formative 	<ul style="list-style-type: none"> • Analyse student data to ascertain learning needs and 'at risk' students. • Target students to have group/individual plans and regular monitoring • Teacher PLD into the Ideal platform for spelling and reading • Unpack what has caused success in accelerating progress and apply to all students. Review and improve on successes in learning. • Share individual student achievement information with learners, parents and other staff. • Set Goals in relation to the Critical Capabilities with parents in term one and review in term 3. • Staff to load data into the shared document which covers all areas of school life to ensure that every teacher is aware of progress. • Use the knowledge of individual programmes that meet diverse and individual needs • Students are encouraged to set and review goals. 	<p>Staff</p>	<p>Reviewed each term</p>	<p>Accelerated progress for students at risk of underachieving.</p> <p>Continued improvement of students achieving at or above the expected level.</p> <p>Students/Whanau (and all participants) receive current student learning achievement information at regular intervals throughout the year.</p> <p>Students taking responsibility for their actions and learning.</p>	

<p>assessment practices</p>	<ul style="list-style-type: none"> • Staff learn from each other and implement learning in the classroom daily so students are able to navigate devices effectively. Update devices for all students. • Learn and attend PLD around The NZ Curriculum Refresh 			<p>That google will be used by teachers and students to enhance learning and open learning pathways that strengthen classroom learning. Being the outside world into the classroom in a safe and inclusive manner. The students become creators not just consumers of technology through thinking and creation</p>	
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Strategic Goal - Develop a responsive and engaging local curriculum that meets the needs of akonga and embeds our environmental philosophy.

Annual Goals	Actions	Who	When	Indicators	Outcomes
<ul style="list-style-type: none"> ● Create a welcoming and actively engaging atmosphere where everyone feels valued. ● Learners are happy to engage and make authentic progress, connections and integrate learning into all learning contexts. ● Akonga actively engage safely (emotionally, socially and digitally) ● Development of a shared language of learning within the school and its community 	<ul style="list-style-type: none"> ● Set of expectations for appropriate behaviour for students and whanau. ● Encourage a positive / non punitive environment where students are expected to find solutions for inappropriate actions. ● School assemblies focus on positive outcomes and celebrations ● Develop and adapt the delivery of Te Reo and Tikanga Maori programmes. Employ Specialists teachers ● In consultation with students and caregivers, learn about a student's strengths and passions. ● Accept opportunities for cultural and multi ethnic to perform for students ● Code of conduct for all community members developed and adhered to ● Fostering community spirit in the school with a number of shared activities including open days and special event days. 	<p>Teachers, Board members, Specialist teachers.</p>	<p>Termly</p>	<p>Parents understand that the parent and visitor code of conduct is an expectation when entering/dealing/being involved with the school.</p> <p>The students will confidently use Maori language in the classroom.</p>	

