

WAIPU PRIMARY SCHOOL

Strategic Plan - 2024-2025

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| **Vision Statement:** **To be a learning community where ākonga will be happy, successful life-long learners, who are connected, confident and engaged.***This year our focus will be on continuing to support improving student achievement particularly in senior school writing, meeting individual student needs and engaging more widely with whanau.* |
| **Summary of the information used to develop the plan:**Data used included:* Consultation with the local community - full consultation with a variety of stakeholders e.g. parents, staff, children, teachers, local iwi, local businesses, Bream Bay College, contributing pre-schools, community groups, etc
* Remaining actions from last year’s strategic plan
* Government legislation requirements and National Education Learning Priorities
* ERO evaluation

Community engagement was conducted through an on-line survey as well as hui and one-to-one conversations.Common themes included:* Review communication with parents – too many different options
* Bullying – review policy and procedures
* Property – senior girl’s toilets, more colour, front fence
* Curriculum – homework frequency, content, reporting more often
* EOTC – trips, camps programmes, venues
* General – nutrition, uniform

Please refer to strategic goals to see how they reflect the aspirations of the community.  |
| **Strategic Goals:**1. **Learning Foundations** - *To provide ākonga/students with the foundations to become life-long learners.*
2. **Culture and Inclusiveness** - *Build a positive and inclusive school culture that develops connected, confident and engaged ākonga/students*
3. **Engagement** - *Build a collaborative and engaged  community to support Waipu Primary School.*
4. **Physical Environment** - *To enhance the facilities to foster a learning environment where our ākonga/students and staff are happy, connected and engaged.*

**These strategic goals meet the objectives of the Board of Trustees –** which are as follows..Every student at the school is able to attain their highest possible standard in education achievement the school:* 1. is a physically and emotionally safe place for all students and staff
	2. gives effect to relevant student rights
	3. takes all reasonable steps to eliminate racism, stigma, bullying, and any other forms of discrimination within the school

The school is inclusive of and caters for students with differing needs. The school gives effect to Te Tiriti o Waitangi including by:1. working to ensure its plans, policies and local curriculum reflect local tikanga Māori, mātauranga Māori and te ao Māori
2. taking all reasonable steps to make instruction available in tikanga Māori and te reo Māor
3. achieving equitable outcomes for Māori students.

**Each strategic action within the goal, shows links to the National Educational Learning Priorities.**  |
| **Links to Education Requirements:**Refer last four pages of this document “Giving Effect to Te Tiriti o Waitangi” |
| **What do we expect to see?**Refer ‘Expected Outcomes’ in the Annual Plan**How will we achieve or make progress towards our Strategic Goals?**Refer ‘Annual Plan 2024’ for specific actions.**How will we measure success?**Refer ‘Annual Plan 2024’ for specific measures. |

**Strategic Goal 1: Learning Foundations**

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| **Strategic Goal:***To provide ākonga/students with the foundations to become life-long learners.* |
| **Annual Target/Goal:***Students achieve success as a result of effective curriculum delivery**Students have acquired the attitudes and skills necessary to be able to manage their own learning**Students experience hauora within the school environment* |
| ***Actions****Accelerate the progress of students in Literacy and Numeracy**Writing: Target 80% of (seniors) at or above expectation (NELP 4.1 AND 4.2)** *Writers’ Toolbox - seniors*
* *IDEAL*
* *Monitor classroom programmes for effective delivery of writing programmes*
* *Gather Student Voice re writing attitudes / interests.*

*Reading: Target  90%  at or above expectation** *Structured Literacy whole school*
* *IDEAL seniors*
* *Focus on developing Critical thinking skills*

*Maths: Target  85% at or above expectation** *Use PACT assessment*
* *Adopt new Maths progressions*
* *Teachers attend professional development – share back to staff, incorporate practices into planning.*
 | **Who is Responsible**All staffAmy – Lead teacher LiteracyKaty / Julie L -Maths lead teachersJulie L / Katy attend Rob P-W and Jo Knox workshops. | **Resources Required**Writers Toolbox for 132 students$5200 +PD for teachersIDEAL subscription$2600 + Writers’ Toolbox resources$2000Learner First registration$3,200 | **How will we measure success?**Assessments (as per our assessment schedule)ObservationsIntroduce PACT.Utilise e-asttle and PAT assessment toolsTo make OTJsMid and End of Year reporting to parents | **Expected Outcomes**We will reach our achievement targets.Teachers will be more knowledgeable in the delivery of effective teaching practices. Use of new assessment tools will be embedded in practice.Students will be motivated and engaged in core curriculum subjects. |
| *Achieve annual achievement targets - refer separate document (NELP 4.1 and 4.2)* | TBD | TBD | TBD | We will reach our achievement targets. |
| *Extend those students who are achieving above expectation + Gifted Learners: (NELP 3.2)** *Develop a WPS definition for ‘above expectation’/ ‘Giftedness’*
* *Confirm a school wide approach for meeting the needs of ‘gifted’ students or students who need extension.*
* *Evaluate the opportunities already given e.g. EPro8. Mathex, Inventionators, Pukekauri Project, etc*
* *Consider additional  classroom strategies to meet the needs of ‘gifted’ students or students who need extension e.g. Inquiry*
 | JulieAll teachersKahui Ako lead principal and Across School LeadersKellie S/BAll teachers | Travel to venuesParent support | Class Descriptions / assessments  – will show progress.Observation / engagement of students.Document outlining definition an d strategies to extend learning. | Engagement and higher achievement of those students who are achieving above expectation.Expanded teacher knowledge about ways to meet needs of students. |
| *Continue to support all learners’ needs (NELP 6.1, 4.1, 4.2)** *Mana Ake (wellbeing)*
* *Learning Support co-ordinator – induct.*
* *Introduce ‘Zones of Regulation’ across the school*
* *Learner Profile - flesh out aspects of the profile*
* *Initiate support through other agencies as needed.*
* *Access professional development for teachers to better support learner needs.*
 | Kirsty S-B– Mana AkeAnna G – LSCSarah – PB4L leadJulie – lead Learner Profile implementation | PB4L coursesJiu Jitzu – fundedZones training / implementation  | Feedback / reports from Mana Ake.Student Voice (bullying, friendships)Etap data of behaviour entries | Students who experience anxiety / anger/ difficulty in social situations etc have their needs met and are able to manage their emotions and feel safe and supported within the school environment.Teachers explicitly work towards developing the capabilities in students outlined in the Learner Profile  |
| *Adopt and embed the Revised Curriculum - Te Mataiaho: (NELP 2.4)** *Utilising the planning template understand/know/do*
* *Ensure consistency with expectations e.g. : homework, SeeSaw*
* *‘Grow’ the Garden to Table programme - more teacher time*
* *Health - healthy food promotion*
* *Enviro studies – recycling, reducing, reusing.*
 | Rebecca C – G2TKahui Ako Teacher Only daysJane - Enviroschools | Staffing for Garden to TableKahui Ako teacher Only days | Feedback through community consultation.Survey Monkey surveyPlanning checks | Consistency across the school – parents know what to expect in terms of homework and SeeSaw communications.The Revised Curriculum is implemented as it becomes available.Policies regarding healthy food / recycling are followed within the school. |
| *Review the appraisal system for all teachers and Principal (NELP 6.1)** *Review the Professional Growth Cycle for teachers*
* *Implement a timeline for completion using the Spiral of Inquiry*
* *Utilise the process as outlined in ‘The Impact Cycle’ – Jim Knight – reading, templates.*
* *Co-construct indicators for Professional Standards*
 | Julie Senior Management team  |  | ObservationMeeting discussions with DP and Principal recorded in appraisal booklets.Checklists | The Professional Growth Cycle will align with the timeline of expected outcomes.Management team will be better able to complete comprehensive and informed judgements regarding effective teacher practice. Goals will be more visible and more regularly considered (in terms of strategies for improvement).More evidence of meeting the Professional Standards will be used upon which to base Attestation decisions. |

**Strategic Goal 2: Culture and Inclusiveness**

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| **Strategic Goal:***Build a positive and inclusive school culture that develops connected, confident and engaged ākonga/students* |
| **Annual Target/Goal:***PB4L values, processes and practices are embedded into the school culture.**We display knowledge and understanding of and respect for our unique community and its culture and heritage.**Ownership and understanding of our WPS culture is evident and visible.* |
| **Actions:**Communication*Evaluate the effectiveness of the various ways in which the school communicates with the parents. (NELP 2.1)** *Conduct a survey to determine preferred methods of communication*
* *Refine methods as feedback suggests*
* *Review content and presentation of newsletter – include more student activities*
* *Review the use of SeeSaw for consistency of content / purpose / timing across the school.*
* *Ensure communications are timely – one week prior to event (unless circumstances don’t allow).*
 | **Who is Responsible***Julie**Teachers**Dee F* | **Resources Required**Survey MonkeyDee – newsletter creatorWorkable WebsiteApp - Skoolloop | **How will we measure success?**Parent voice /FeedbackSurvey resultsUptake of Seesaw views.Use of Skool loop app by school and parents. | **Expected Outcomes**Parents will know where to easily access the information they need.Parents will be able to support their child’s learning by seeing what their child/ren are doing in class.Parents will celebrate their child/ren in their learning. |
| *Continue to build the cultural capabilities of akonga and kaiako. (NELP 5.2)** *Host Matariki at WPS*
* *Organise PD for teachers in te reo*
* *Act upon suggestions from recent iwi consultation*
* *Establish a Pasifika Club*
* *Consider wider opportunities to recognise and celebrate a broader range of cultures.*
 | Sub-committee to organise MatarikiMel M? Tutor in te reo, Harlen Keepa.Mooka – Pasifika Club / Tara UieseTara UieseJordan | Funding to host Matariki | Increased use of te reo in class communications, everyday discussions, progress in levels of learning. Confidence levels.Feedback page following Matariki Festival | Te reo Māori will be naturally included into communication with students, staff and whanau.All students will feel included and accepted (proud) as their culture is recognised and celebrated. |
| *PB4L - continue to develop ways in which to foster our school values and behavioural expectations (NELP 1.1 AND 1.2)** *Investigate the degree of bullying in the school - educate on strategies, definition and school processes. Deliver the ‘Keeping Ourselves Safe’ programme.*
* *Develop relationships between Junior and Senior students - break down assumptions, build relationships, use of outdoor facilities, scooter track etc*
* *Implement ‘Zones of Regulation’ to encourage children to be more aware of their emotions and how to manage them.*
* *Create a Sensory Room – investigate what would need to be provided, management etc*
* *Extend the visuals – displaying our values, Learner Profile, behaviour expectations.*
* *Complete the Activity Path which incorporates the school values*
 | SarahJulieGleniceJordanSarahSarahSarah / Lisa C | PB4L workshops – new teachers – relieving teacher / travel costs.Funding – Project Fund $5000$5000 project fund PB4L | Students – level / degree of behavioural incidents as recorded on etap.Feedback from students. Responses to survey. | Inappropriate behaviour levels within the school will decrease.Students will be better able to manage their responses / emotions.Relationships between teina / tuakana (older / younger) students will be positive and supportive.Younger students will feel ‘comfortable’ relating to older students.PB4L goal*: “to provide a positive school climate and to create a supportive environment for personal, social, and academic growth for students and staff”* is achieved. |
| *Conduct a biennial Health Survey (NELP 1.3)* | JulieKatyKara-Jane | Survey Monkey | Results of the survey collated | We will be meeting the desired outcomes of our parents in Health, by providing a curriculum that covers the prescribed curriculum but also caters to parents preferences. |

**Strategic Goal 3: Engagement**

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| **Strategic Goal:***Build a collaborative and engaged  community to support Waipu Primary School.* |
| **Annual Target/Goal:*** Work collaboratively within our Kahui Ako to better achieve our Waipu Primary School goals
* Whanau have a better understanding of how to better support their child’s learning
* Staff are supported to accept leadership roles and opportunities within our school.
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| **Actions** | **Who is Responsible** | **Resources Required** | **How will we measure success?** | **Expected Outcomes** |
| *Focus on Science - STEAM (NELP 6.2)** *Science Showcase for whanau*
* *Register for use of Science boxes – utilise in classrooms*
 | JordanDebra / Gill | $800 purchase science boxes – registration to use. | Engagement in Science Showcase | Engagement in Science activities will be high. Knowledge and capabilities within the Science curriculum will increase.  |
| *Implement Innovative Learning Environment pedagogy (NELP 6.2)** *(Finally) Open up Rooms 1 and 2 so that these two Year 5 and 6 classes can work collaboratively.*
* *Focus on developing the ‘Seven Principles of Learning’ from the OECD –*
* Learner at the Centre
* Social Nature of Learning
* Emotions are Integral
* Recognising Individual differences
* Stretching all students
* Assessment for Learning
* Building horizontal connections
* *focus on developing critical thinking and communications skills*
* *Innovative Learning Environment pedagogies are evident in classroom practice.*
* *Inquiry Learning based upon developing understandings as outlined in Te Mataiaho (understand / know/ do) are*

*utilized to increase engagement in learning.* | JulieJordanKatyAll teachers |  | Three way learning conferences – communication child to parent.Cost of renovation. 5YA | All students will have an increased understanding of their own learning needs which will in turn lead to higher levels on engagement.Innovative (modern) learning pedagogies will be evident in classrooms / teacher practice.Students will work in ways which are evidence based and which supports students to ‘learn how to learn’.Opportunities within our local environment will be utilised as part of our learning programmes.Planning format and delivery will be consistent across the school. |
| *Learners demonstrate agency in their learning to improve their achievement outcomes. (NELP 6.2)** *Formative practice is evident – use of progressions in writing, children knowing where they are at, where to next, being able to articulate learning, and show evidence in their own work.*

 |  |  |  | Students will develop universal understandings as a result of Inquiries.Assessment information will be used to  inform teaching practice. Engaged learners who can talk about their learning and who can plan their own learning process. |
| *Kahui Ako – involvement in initiatives…(NELP 5.1, 6.3)** *Pukekauri – trapping project*
* *Inventionators – continue to expand opportunities e.g. problem solving, music, visual art, science.*
* *Telling Our Stories – build on existing project work*
* *Collaboration between four schools*
 | Kellie – Within School LeadJess B – Across School LeadShirley W – Lead PrincipalEmma S-J Across School Lead. | Funding to pay for local iwi involvement | Student engagement in activities providedObservation / student voice in transition to BBC experience.Feedback from BBC | Year 6 students transition to college will be seamless as they will have developed relationships with students from other schools prior to attending BBC.Students who have specialised interests / abilities will have been given the opportunity to develop these further. |
| *Continue to extend Learning Opportunities offered  to support learners (NELP 2.3)** *Jiu Jitzu*
* *Beekeepers*
* *Choir / ukelele*
* *Garden to Table*
* *Reading Angels – additional support and recognition*
 | Jonathon Woodhead Emma C / Penny GRebecca CDebra / Gill | Funded through applications Additional staffing for G2T | Etap entriesEngagement in activities providedReading progress / assessment | Students who have specialised interests / abilities will have been given the opportunity to develop these further.Hauora will be enhanced as a result of engaging in these opportunities. |
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# Strategic Goal 4: Physical environment

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| **Strategic Goal:***To enhance the facilities to foster a learning environment where our ākonga/students and staff are happy, connected and engaged.* |
| **Annual Target/Goal:***Upgrading of school playground equipment to promote use and safe play**Ensuring we are providing a safe and healthy environment for our students, staff and whanau.**Classroom are fit for purpose and provide an attractive and comfortable work environment* |
| **What do we expect to see by the end of the year?****(What expectations do you have for this target for this year? What evidence will you see? This can flow on from the expectations listed in your strategic plan for the full 3-years.)***As above* |
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| **Actions***Complete AMS project - Rms 1 and 2 (doorway) Rms 7 and 8 refurbishment (NELP 1.3, 3.2)* | **Who is Responsible**SCOPEJulieVaughan | **Resources Required**MoE funded for 5 YA projects | **How will we measure success?**When the projects have been completed to our satisfaction. | **Expected Outcomes**Projects will be completed to our satisfaction.Teachers will be utilising their new spaces effectively. |
| *Complete concreting of the driveway* | SCOPEJulieVaughan | MoE funding | When the projects have been completed to our satisfaction. | Drainage issues will be remediated.Projects will be completed to our satisfaction. |
| *Add a new structure to the playground - climbing frame? (web)** Remove existing wooden structures – working bee
 | P.T.A  | Funding - PTA | Completion of new play equipment |  |
| *Explore upgrading of the senior girl’s / boys bathrooms* | SCOPE | MoE funding |  | The senior bathrooms will be a pleasure to use! |
| *Explore ways in which we can adopt a more ‘Healthy’ and sustainable practices.(NELP 6.2** *Introduce the Enviroschools programme to reduce, reuse, recycle.*
* *Review school food policies and implement healthy choices*
 | RebeccaKara-JaneJulieJulie | Enviroschools programme | Amount of waste – skip empties per month.Contents of waste will be compostable. | The amount and nature of waste produced by the school will be reduced.Staff will be aware of the need to become more sustainable in their use of resources.Food and drinks provided by the school will be healthy / occasional (once a term) sweet treats. |



***Giving Effect to Te Tiriti o Waitangi***

*An inclusive school is one where all students are engaged and achieve through being present, participating, learning and belonging.*

*We acknowledge New Zealand's cultural diversity and the unique position of Māori as tangata whenua.*

*Te Tiriti o Waitangi (the Treaty of Waitangi) is one of eight principles in The New Zealand Curriculum that provide a foundation for a school's decision making. "The curriculum acknowledges the principles of the Treaty of Waitangi, and the bicultural foundations of Aotearoa New Zealand.*

*All students have the opportunity to acquire knowledge of te reo Māori me ōna tikanga." The New Zealand Curriculum, p 9. The Education and Training Act 2020 sets giving effect to te Tiriti o Waitangi as a primary objective for the board, including by: - ensuring plans, policies, and local curriculum include local tikanga Māori, mātauranga Māori, and te ao Māori - taking reasonable steps to offer or make available instruction in tikanga Māori and te reo Māori - having equitable outcomes for Māori students.*

**Waipu Primary School will:**

· Encourage the use of te reo with and by the children as part of the daily classroom programme

· Engage in staff development in te reo where possible

· Use the Ministry of Education documents -‘Ka Hikitea – Managing for Success’, ‘Ka Hikitea – Accelerating Success’, ‘Tataiako’ to guide

 the development of school programmes and ‘Hautu’ as a review tool for the Board of Trustees.

· Use Kaumatua and other local resource people to support classroom programmes

· Involve representatives from the Māori community in any decisions affecting Māori students, policy making and programmes

· Include Māori student achievement in reports to the Board of Trustees

· Honour Te Tiriti O Waitangi

· Incorporate Local Histories teaching into the school curriculum

**New Zealand’s cultural diversity:**

The school will:

· Respect and recognise children’s cultural and spiritual backgrounds

· Value the language children bring to school

· Develop class programmes to encourage the exploration of cultures, with a particular emphasis on Māori and Pasifika cultures which

 will be included in our curriculum structure

· Provide opportunities for children to share their cultures and celebrations

· Use the resources supplied by the Ministry of Education

**What reasonable steps will the school take to incorporate tikanga Maori (Maori culture and protocol) into the school’s curriculum?**

· All school assemblies begin with our national anthem sung first in Māori and then in English.

· Incorporate teaching about local Māori history and culture into the Curr

iculum programmes.

· Minimum 30 minutes per week in all classrooms devoted to Tikanga and Te Reo.

· Whole school will visit the local Marae annually – Takahiwai Marae.

· Consultation with family members of Takahiwai Marae in regard to the protocol expected with visit e.g children to say their mihi.



· A percentage of budget spending will be allocated to Māori resources.

· Incorporate teaching about local Māori history and culture into the Curriculum programmes.

· Minimum 30 minutes per week in all classrooms devoted to Tikanga and Te Reo.

· Whole school will visit the local Marae annually – Takahiwai Marae.

· Consultation with family members of Takahiwai Marae in regard to the protocol expected with visit e.g

 children to say their mihi.

· Kapa haka (junior and senior) will be available on a weekly basis for approximately one hour. There will

 be efforts made to find performance opportunities and so every opportunity will be taken for the school

 kapa haka group, to perform publicly.

* Taumata will be taken on a Monday for senior students – led by senior students.
* Te Kohiri will be available to support developing student leaders

*What will the school do to provide instruction in Te Reo Māori (Māori language) for full time students whose parents ask for it?*

· All such requests will be given full and careful consideration by the Board of Trustees and regard will be given to: availability of personnel with the requisite skills and qualifications and the overall school financial position.

 *What steps will be taken to discover the views and concerns of the school’s Māori community?*

* Consultation with the Māori community on a regular basis.
* Parent interviews
* Open door policy and invitations for parent to express their opinions
* Information hui or gatherings – target key people to encourage participation by the Māori community
* Regular communication with the local Patuharekeke iwi – via Ari Carrington and Gina Murray

At present about 18% of our school roll is made up of Māori students.

*(Refer below for how, as a Kahui Ako, we’re giving effect to Te Tiriti o Waitangi).*

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| English Medium Setting – what we do already within our individual kura and kahui Ako…. |  |
| Tāonga Displays in officeAdding macrons to our school signageNewsletter, website, signs in class, NZLC, Matariki Festival, Readers / InquirySchool Tīkanga - powhiri, karakia to start meetingsMāori representation on BOT, PTA, Team Leaders, Curriculum Leaders, Assessment Team, Patuharakeke presence in the kura - new staff pōwhiriAri’s kōrero about this roheANZHistories curriculum - PDStaff involved in Te Reo PDWāhi haumaruVideos home to whānau of te reo usePart of who we are - Mahi o te ata / culture of kuraNew learning - Maramataka (Māori calendar)PD sessions - staff huiSchool values Pōwhiri / Karakia / Morning routinesEnd of day karakia Kids realise the benefits of tuakana / teina relationshipsAll staff, kura representatives, ākonga to learn the compilation of a pepeha (supports connection & relationships)A sense of pride in where we come from (as above), of how we feel when we sing our waiata from this areaWe have a lot of connection with our local experts / kaumātuaSharing local knowledge with us / whānauKanohi ki te kanohi with whanau for teachers to gain understanding of parents aspirations for their tamarikiSelf determination - Genuine opportunity for children to set their own aspirations/goals and teachers planning around these goals to support children in their learningBreakfast hui as an informal way for our community to come together to set goals and agree on next steps in learningWānanga/hui to share and discuss learning, education, transition to ece/school, parenting tools and strategies, support families etcI roto i te pono me te aroha - genuine, sincere and with love and compassion - incorporating cultural values/dispositions such as manaakitanga, whakawhanaungatanga, kaitiakitanga, kotahitanga…woven into our daily curriculumMihi whakatau for each new family/childFunds of knowledge from whanau to strengthen our understanding and inform practiceCommitment from teachers to improve, develop understandingLanguage, tikanga, pūrākau, pakiwaitaraA large variety of cultural resources always available for tamariki to use to support learning trajectoriesWhanau time - morning hui, each team starts with karakia, waiataKapa haka |  |

Next steps: we identified the following:

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| English Medium Setting |
| SignageMuralsWaharoa (Entryway to school)Ingoa (name) of syndicatesMore visits to the marae (new staff & students)Staff to do a version of their mihi (Pōwhiri / whakatau/Pepeha)More use of te reo by staffKaumātua / Kuia coming to talk with tamariki - encouragePūrākau of this areaCommunication to help with understanding for tikanga / kaupapa MāoriUsing maramataka for event planningWhānau consultationKāhui Ako consultation with iwiProvide more opportunities for tamariki to display / share knowledgeShared decision makingStudent voiceANZ Histories - develop / align with Kāhui Ako goalsBuddy classes to encourage / reinforce tuakana / teinaDisrupt misconceptions / divisions perceivedDevelop understandings / knowledge of cultures / languageIntegration of the Mana Model into Learner ProfilesUse of professional readings to develop understanding of Board / staff.  |