

Waitoki School - Strategic Plan 2024-2026 - Confirmed



Vision Statement:

An inclusive school community that nurtures adaptive, creative, curious, life-long learners who achieve their best through perseverance and collaboration.







Summary of the information used to develop this plan/How did you create this plan:

Consultation with students, staff and parents, Te Mātaiaho curriculum, previous Strategic Plan 2020 - 2023, The Education Act (2020), advice from NZSTA, student performance data, Kāhui Ako o Kaipara references.

Strategic Goals <i>These are your priorities for improvement which have been identified through your community consultation, your data and/or your ERO evaluations.</i>	Which Board Primary Objective does this strategic goal work towards meeting? <i>These are set out in Section 127 of the Education and Training Act 2020.</i>	Links to Education requirements <i>This includes National Education Learning Priorities, education strategies or plans and curriculum statements.</i>	What do you expect to see? <i>What is the anticipated result of successful completion of your Objectives - at the end of 2 years. What evidence will you see of this? What shifts and changes to teachers' and leaders' practices, and learner outcomes do you expect to see as a result of the goals set and actions you will take?</i>	How will we achieve or make progress towards our strategic goals? <i>What high-level tangible steps will you take that will work towards achieving your strategic goals - these will then be broken down into more detail in the annual implementation plans. These must be based on the identities, needs and aspirations of your school community. Some of these need to show giving effect to Te Tiriti o Waitangi and identifying and catering to students whose needs have not yet been well met.</i>	How will you measure success? <i>Consider: How will you know how well you have achieved your goals? How will you evaluate impact and learn about what worked, why it worked and what to do next? What success indicators/tools/rubrics will you use to measure the shifts in practice and changes to learner outcomes? What sources of evidence will you gather to support your evaluation? Who will be involved in gathering and making sense of the evidence?</i>
Strategic Goal 1: Cultural Capabilities To improve the capability of the school to create a culturally responsive learning environment that recognises, supports, celebrates and learns from all of the cultures represented amongst our ākonga and whānau.	Emotional safety and understanding. Creating an inclusive school environment. Caters for students with differing needs. Giving effect to Te Tiriti o Waitangi.	NELP priorities 1,2,3,4,5,6 Ka Hikitia Tau Mai te reo The Action plan for Pacific Education 2020 - 2030 Te Mātaiaho The Education Act (2020)	Kaiako are supported and engaged in PLD to build capability and understanding of culturally responsive pedagogy. A school culture is fostered that respects diversity and classrooms are representative of the bi-culturalism of Aotearoa and all ākonga. A culture of teaching and learning is fostered - learning from ākonga not about them. Our unique rural environment is celebrated and respected as a valuable part of the school's culture. Culturally capable teaching staff who work collaboratively and collectively with other Kura within the Kahui ako.	We will build awareness and grow understanding of culturally responsive pedagogy with kaiako and the wider school community. School leaders and Kaiako will engage in ongoing PLD opportunities collectively and collaboratively with the Kaipara Kahui ako. We will ensure we have learning opportunities that support, sustain and encourage our rural essence to an education at Waitoki School. All cultures will be respected and regarded as valuable learning opportunities.	Greater shared understanding of cultural capabilities within our school community will be evident. Annual consultation with ākonga/learners, kaiako/teachers, staff and whānau to measure engagement and understanding cultural capabilities. The wellbeing, connection and sense of belonging of ākonga are measured using surveys and by gathering student voices.

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<p>Strategic Goal 2: Hauora</p> <p>To acknowledge, support and strengthen the Hauora of all Waitoki School learners, staff and whānau.</p>	<p>Emotional safety and understanding.</p> <p>Creating an inclusive school environment.</p> <p>Giving effect to Te Tiriti o Waitangi.</p> <p>Physically safe place.</p> <p>Caters for students with differing needs.</p>	<p>NELP priorities 1,2,3,4,5,6</p> <p>The Education Act (2020)</p> <p>MOE Inclusive Education website</p>	<p></p> <p>The Waitoki School graduate profile in place and understood by ākonga, kaiako and whanau.</p> <p>The Waitoki School GOAT values (Grit, Ownership, Aroha and Teamwork) are understood and used by ākonga, kaiako and whanau.</p> <p>Effective behaviour management systems and processes are in place and understood by ākonga, kaiako and whanau.</p> <p>A shared language of learning is used by ākonga, kaiako and whānau.</p> <p>The physical learning spaces, work areas and school grounds are fully utilised in a way that supports the physical, social and mental wellbeing of learners, staff and the school community.</p>	<p></p> <p>A schoolwide graduate profile has been specifically designed to reflect Waitoki Kura ākonga.</p> <p>The Waitoki School GOAT values (Grit, Ownership, Aroha and Teamwork) are specifically taught so they are understood and used by ākonga, kaiako and whanau.</p> <p>Effective behaviour management systems and processes are developed and implemented so they are understood by ākonga, kaiako and whanau.</p> <p>Explicit teaching of the shared language and terminology used by ākonga, kaiako and whānau.</p> <p>Learning spaces, work areas and school grounds will be well maintained and enhanced, providing a safe, healthy, engaging environment that supports wellbeing for all learners, staff and whanau.</p>	<p></p> <p>Student attendance data will measure increased student attendance.</p> <p>e-TAP school management system data will be analysed to measure behaviour incidents and identify a decrease in these.</p> <p>Progress and achievement data analysis will demonstrate an improvement.</p> <p>Wellbeing and belonging will be measured using surveys of staff, students and community and by gathering student voices.</p>
<p>Strategic Goal 3: Local Curriculum</p> <p>To provide ākonga with a robust, relevant, exciting and refreshed local school curriculum, developed from Te Mātaiaho (the refreshed New Zealand Curriculum for full implementation by 2027) and with our community.</p>	<p>Every student is able to attain their highest possible standard in educational achievement.</p> <p>Caters for students with differing needs.</p> <p>Giving effect to Te Tiriti o Waitangi.</p>	<p>Te Mātaiaho</p> <p>The Common Practice Model</p> <p>Refreshed English and Maths curriculum</p> <p>NELP priorities 1,2,3,4,5,6</p> <p>The Education Act (2020)</p>	<p></p> <p>The local curriculum reflects Te Mātaiaho and our communities priorities for our tamariki.</p> <p>School leaders, Kaiako, whanau, and akonga are actively engaged with their local curriculum.</p> <p>The local curriculum is published on the school website.</p> <p>Kaiako are clear and confident on the learning that matters within our local curriculum and are able to utilise it with ākonga.</p> <p>There are established systems and processes to report on individual and school-wide student progress in relation to our local curriculum.</p>	<p></p> <p>We will implement the necessary curriculum refresh changes through the development of our local curriculum and our relationship with tangata whenua.</p> <p>We will ensure matauranga Maori, te reo Maori and tikanga Maori and included in the curriculum.</p> <p>We will build awareness and grow understanding of Te Mātaiaho with kaiako and the wider school community.</p> <p>School leaders and Kaiako will engage in ongoing PLD opportunities about Te Mātaiaho.</p>	<p></p> <p>Annual tracking of our local curriculum and the implementation plan for Te Mātaiaho.</p> <p>Tangata whenua are satisfied that the local curriculum has been co-designed with them.</p> <p>Annual consultation with ākonga, kaiako and whānau to measure engagement and understanding of our local curriculum.</p> <p>Progress and achievement data analysis in relation to our local curriculum will demonstrate an improvement.</p>