NELP Objectives 2,5 & 6

#### Hauora

To provide a relevant and holisitic education for our children that fosters creativity, balance, wellbeing, resilience and a life-long enthusiasm for learning

NELP Objectives 1,2,3 & 5

#### Whakamānā

NELP Objectives 1,2,3 & 4

To enable our learners to reach their potential with a focus on empowering them each with skills to suit their specific learning needs and styles

Kaitiakitanga

To continue growing our

environmental awareness

(especially about

ecosystems and

sustainability) and to

understand what roles

and responsibilities we

might have as

**NELP Objectives** 

2.5.6 & 7

individuals and as a society

We Belong Ka whai turangawaewae tātou

> We Grow Ka tipu tātou

We Contribute Ka tākoha tātou

#### **OUR VISION**

turangawaewae tātou We Grow

## OUR MISSION

Every student leaves our school with a passion for learning and a kete of strategies to use in every area of life

#### Kaitiaki O Ngā Kaupapa

To govern the school effectively and efficiently so that our pupils, staff and community prosper and flourish

NELP Objectives 2 & 6

#### Whanaungatanga

To support every child to connect and contribute with their school, teachers, friends, whānau and community in ways that nourish and nurture both the child and those they relate to

#### Kāhui Ako

To leverage the great work done by the local Kāhui Ako group for the benefit of our children and teaching staff

NELP Objectives 2 & 7



# Waimauku School Strategic Aims 2022-2024

We celebrate the multicultural diversity within our school. We also recognise the importance of the bicultural nature of Aotearoa/ New Zealand and the special place of Māori as tangata whenua

We will reflect New Zealand's cultural diversity by:

Providing equal opportunities for all students

Through incorporating the principles of the Treaty of Waitangi within the teaching and learning environment. Where possible class programmes, contexts and practices will reflect New Zealand's cultural diversity and the unique position of the Māori culture where the identity, language and culture of Māori learners and their Whānau, hapu and iwi are affirmed.

The unique position of the Māori by:

With a quarter of our role Māori it is essential that this is reflected in the life of the school. With a focus on 'what works for Māori students, works for all students', programmes will reflect the bicultural nature of Aotearoa.

We will incorporate Tikanga and te reo Māori into the school's curriculum

by:

Incorporating mautauranga (Māori knowledge/ understanding) Te Reo/Tikanga Māori in all areas of the curriculum, providing powhiri for special occasions, marae study, waiata and kapa haka programmes and celebrating significant Māori occasions (matariki).

As the relationship between Whānau and school develops it is

anticipated further assistance will be provided to enhance the quality of Tikanga Māori programmes in the school.

Integrating Te Reo Māori as part of the curriculum areas in an appropriate manner.

To discover the views and concerns of the school's Māori community we will:

Consult with the school Whānau through our communication networks so we are aware of the views and concerns of the Māori community. We will also consult with Māori families through our annual survey aggregating their data separately. The Principal will report the aggregation of Māori achievement data to the BOT separately where appropriate.

Set specific goals & expectations for Māori students through reporting procedures

# Strategic Initiatives to to achieve our higher order Strategic Aims 2022- 2024

# NELP's 2, 5, 6

## Hauora:

We will make sure we get the foundations right with sound plans, frameworks and programmes that meet our education systems main objectives and standards, and yet are tailored to incorporate our local curriculum, context and goals

2022	2023	2024
Implement the Health and safety programme in line with the new legislative requirement	$\rightarrow$	$\rightarrow$
Cybersafety - Line Wise	$\rightarrow$	$\rightarrow$
Undertake regular safety checks and preventative maintenance programme	$\rightarrow$	$\rightarrow$
Continue to implement programmes that support student wellbeing eg. Activ8	$\rightarrow$	$\rightarrow$
	Implement the Good Space programme for Y7/8	Embed the good space programme First aid training for all staff every 2 years
Develop and graduate profile based on Capabilities	Implement KIVA programme  → Implement Graduate programme	Embed Kiva programme Embed Graduate Programme

# NELPs 1, 2, 3, 4, 5, 7

## Whakamānā

A distinctive characteristic of our philosophy is our goal to empower our learners whatever their needs and styles. Key to achieving this will be support our staff to ensure they have access to the knowledge and resources to be effective in pursuit of this aim

2022	2023	2024
Curriculum delivery development Implementing the NZ curriculum and the Waimauku School local curriculum	Curriculum delivery development  → Implement the refreshed NZC in Maths/ Literacy	Curriculum delivery development →
Develop and implement the school scheme in line with the NZC  Develop a local curriculum	Develop and implement the school scheme in line with the revised NZC  Develop a local curriculum and implement	Develop and implement the school scheme in line with the revised NZC  Develop a local curriculum and embed
Integrate key Competencies/ Capabilities and school values	the NZ Histories Curriculum Integrate Capabilities and school values Promote the use of digital technologies	histories curriculum Embed Capabilities and school values Promote the use of digital technologies
Promote the use of digital technologies Powerful learning to include Inquiry and Student agency	Powerful learning to include Inquiry and Student agency	Powerful learning to include Inquiry and Student agency
Effective Pedagogy Teachers inquiry into Practice Coaching and mentoring in Relation Based Learning(RBL) Collaborative and co- teaching strategies	→ Teachers inquiry into Practice Coaching and mentoring in Relation Based Learning Collaborative and co- teaching strategies	→ Teachers inquiry into Practice Coaching and mentoring in Relation Based Learning(RBL) Collaborative and co- teaching strategies

Literacy and Numeracy	Literacy and Numeracy	Literacy and Numeracy
<b>Numeracy</b> : With support from Jo Knox( to be	Just in time Maths - embed	$\rightarrow$
reviewed annually)	→With support from Rob Profitt White we will	
	implement the revised Maths Curriculum	$\rightarrow$
	→ Implementation of new Revised Literacy	$\rightarrow$
	curriculum	
<b>Literacy</b> :Regular moderation across teams.	Regular moderation across teams. Across	Regular moderation across teams. Across
Across school and across Kāhui Ako	school and across Kāhui Ako	school and across Kāhui Ako
Enhancing student Achievement	Enhancing student Achievement	Enhancing student Achievement
Cater for students with diverse and	Cater for students with diverse and	Cater for students with diverse and
individual learning needs	individual learning needs	individual learning needs
Develop students who are confident and	Develop students who are confident and	Develop students who are confident and
connected learners	connected learners	connected learners
Continue to develop student agency	$\rightarrow$	$\rightarrow$
Year 7 and 8 Careers education	Collaboate with local business to share skills	$\rightarrow$
	and needed for their pathways	
Targets in Numeracy and Literacy	$\rightarrow$	$\rightarrow$
Whole School Professional development	Whole School Professional development	Whole School Professional development
Te Wānanga Aotearoa PD starting in	He Papa Whakaaro level 3	Te Wānanga Aotearoa level 4
September	Te Wānanga Aotearoa PD continue	Review Maths Programme
Te Ahu o te Reo Māori - MOE	Maths - Rob Profitt White	Review Local Curriculum
Develop Local Curriculum	BSLA Year 2's	Embedding KIVA programme
	Implement Local Curriculum - Histories	Embed the Kiva programme

Implement KIVA

Effective Pedagogy -	Effective Pedagogy -	Effective Pedagogy -
Inquiry into practice (RBL)	Inquiry into Niho Taniwha	Implement Niho Taniwha
Practice analysis conversations	Promote and plan Student Agency	$\rightarrow$
	opportunities	
	BSLA-Year 1's embedding and Year 2's	BSLA-Year 1&2 Structured programme
	Developing the Structured literacy	embedded
Students as learners and Inquirers	programme	
	Year 2 and 6 developing a pedagogy in	Year 2 and 6 embedding pedagogy in the ILE
	preparation of the ILE move	
	Students as learners and Inquirers	Students as learners and Inquirers

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2022	2023	2024
Curriculum Review	Curriculum Review	Curriculum Review
Literacy and Numeracy	Literacy and Numeracy	Literacy and Numeracy
Annual targets	Annual targets	Annual targets
Student achievement	Student achievement	Student achievement
Trial Capabilities	Embed Capabilities	Trial Capabilities
Literacy and Numeracy	Literacy and Numeracy	Literacy and Numeracy
Achievement of Kāhui Ako o Kaipara (new	Achievement of Kāhui Ako o Kaipara	Achievement of Kāhui Ako o Kaipara
challenge implemented)	(ongoing)	(ongoing)
Community Consultation		
Māori	$\rightarrow$	$\rightarrow$
Health		
School Policy and Procedure	School Policy and Procedure	School Policy and Procedure

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# NELPs 1, 3

# Whānaungatanga

We will explore ways to increase the quality of the relationships throughout our school. This will involve effort to understand and appreciate the cultures and backgrounds of our children and families

2022	2023	2024
Māori Continue to develop and enhance practice (within class PD) Develop Knowledge of Māori students and Tikanga	Māori Continue to develop and enhance practice(within class PD) Develop Knowledge of Māori students and Tikanga Unpack Niho Taniwha and develop our pedagogy	Māori Continue to develop and enhance practice( within class PD) Develop Knowledge of Māori students and Tikanga →

# NELPs 2, 5, 6, 7

# Kaitiakitanga

As something central to our school's philosophy, we will seek our opportunities to get out into our environment, to help take care of it, and deepen our understanding of how it works and how we interact with it

2022	2023	2024
Camp for years 5/6 and 7/8 EOTC trip across the school	$\rightarrow$	Camp for years 5/ 6 and 7/ 8
Beach Programme Y7/8		Beach Programme Y7/8

# **NELPs 2, 7**

## Kāhui Ako

We will ensure that we are an active member of the Kāhui Ako o Kaipara, participating fully at school, staff and board levels

2022	2023	2024
Transitions in all levels at school, capabilities	Achievement of Kāhui Ako o Kaipara (new challenge implemented)	Achievement of Kāhui Ako o Kaipara (new challenge ongoing)
Management Leadership development	Develop Local curriculum, Capabilities, Literature Ongoing management leadership development	Develop and embedLocal curriculum, Capabilities, Literature Ongoing management leadership development

# NELPs 2,6

# Kaitiaki O Ngā Kaupapa

As the Board, we will upskill ourselves, look for ways and opportunities to engage with Iwi and those we serve, and put in the mahi to get our core frameworks and processes working well

2022	2023	2024
Curriculum Review	Curriculum Review	Curriculum Review
Literacy and Numeracy	Literacy and Numeracy	Literacy and Numeracy
Annual targets	Annual targets	Annual targets
Community Consultation  Māori  Health	$\rightarrow$	$\rightarrow$
School Policy and Procedure	School Policy and Procedure	School Policy and Procedure
Keep up to date with all legislative requirements including, Charter development and Strategic planning development		

## **ANNUAL PLAN 2023**

Strategic Initiatives	Initiative	Actions	Measures Output + Outcome = Measure of Success	Responsible	Forecast Completion Date
Goal 1  Hauora  We will make sure we get the foundations right with sound plans, frameworks and programmes that meet our education system's main objectives and standards and yet are tailored to incorporate our local curriculum, context and goals	1. To address the results of the 2022 KiVa survey	1.1 Years 2-7 complete KiVa survey 1.2 TOD and PLD for all staff with KiVa facilitators 1.3 Establish a KiVa team who wil receive extra training 1.4 Communicate and educate parents of the aims and philosophy of the KiVa programme 1.5 Programme implementation throughout the school 1.6 Teachers will teach the programme's content across the school 1.7 Regular reviews/ monitoring and updates will be given from KiVa team will take place	1.1 The November KiVa survey will reflect the improvement in positive behaviours towards each other and show a reduction in bullying 1.2 Parents are informed of the definition of bullying and processes that are followed if bullying occurs	All school staff Kiva Team Students	Ongoing
	2. Monitor senior school mental health and well-being	2.1 Good Space Questionaires completed once per term for intermediate students 2.2 LSC and Senco to follow up on students' results and take appropriate actions	2.1 Intermediate students can articulate when they need help 2.2 Students understand when they do not require ongoing assistance 2.3 Review of survey results	LSC, Senco Intermediate teachers and students	

Goal 2	1. Implement BSLA in Year 2 and	1.1 All Year 2 teachers will undertake post grad course	1.1 Improved end of year reading result for all Year 1 and 2	CD as a facilitator. All year 1 and 2	
Whakamānā	embed it in Year 1	1.2 Two remaining Year 1 teachers will undertake the post grad course	students	teachers. LSC to assist	
A distinctive characteristic of our		1.3 Curriculum Director will complete			
philosophy is our goal to		facilitator post grad course			
empower our learners, whatever		00			
their needs and styles. The key to	2. Student agency	2.1 TOD with external facilitator to develop a Waimauku inquiry cycle	2.1 Students and staff are using the revised inquiry cycle		
achieving this will be to support		which can be used across the	whenever appropriate		
our staff to ensure they have		curriculum and throughout the	The state of the s		
access to the knowledge and		school			
resources to be effective in					
pursuit of this aim	3. Focus on learner agency to	3.1 Graphic to develop a visual representation of the cycle that will	3.1 Students have been taught the skills to use the cycle		
	empower learners	link to our new school logo	independently and apply it to a		
	with our new	3.2 Concepts will be delivered using	task		
	inquiry cycle	the new inquiry cycle			
	4. To implement the revised Maths and English Curriculum	4.1 Combined PLD to take place twice a term with external facilitator( Rob Profitt White) 4.2 All teachers are upskilled and supported to implement revised curriculum	4.1 Teachers have been upskilled and feel comfortable using the refreshed curriculum.	CD, Maths leaders, Team leaders, facilitator, all teachers and students	
	5. Continue to develop Māori tikanga and Te reo Māori	5.1 New Curriculum lead appointed 5.2 Establishing connections with Whānau representative( BOT and Hui) 5.3 Staff are continuing with Level 4 He Tikanga Whakaaro and Level 3 He papa Tikanga	5.1 100% of teachers use te reo in the learning space daily, and students are able to converse in te reo using two or more sentences 5.2 All staff pass the various levels of their courses	Māori lead, Whaea Ihapera, Teachers Whānau Rep	
	6. Embed collaborative and co-teaching strategies	6.1 Embed regular collaborative conversations in the learning space that respond to the needs of teachers	6.1 Collaborative teams are holding learning conversations as needed	Teachers and team leaders Curriculum Leader	

Goal 3	1. Continue to implement the	1.1 Whānau meeting held to discuss the implementation of the Strategic	1.1 Whānau are informed and happy with the direction of the	Kaumatua, Whānau,	
Whānaungatanga  We will explore ways to increase the quality of the relationships throughout our school. This will involve an effort to understand	Māori Strategic plan	Plan 1.2 Establishment of a committee to oversee the development of our school wharenui 1.3 Protocols are developed for the wharenui	school 1.2 Wharenui established using BOT gifted classroom 1.3 Everyone understands the protocols for using the wharenui	SLT, Staff and students	
and appreciate the cultures and backgrounds of our children and families	2. Embed the school pepeha 3. To upgrade our school signage to reflect our biculturalism	2.1 Consult with Whānau regarding the appropriate language  3.1 Purchase and install new signage	3.1 School is well sign posted	BOT, principal, Whānau	

Goal 4  Kaitiakitanga  As something central to our	1. Embed implementation of EOTC processes	1.1 Staff to use new procedures and forms to reflect best practices 1.2 Workshops to be held for staff needing to upskill	1.1 Staff are well informed and follow best practice	Curriculum Leader, Health lead, Team leaders, Staff and BOT	
school's philosophy, we will seek opportunities to get out into our environment, to help take care of it, and deepen our understanding of how it works and how we interact with it	2. To develop our local histories curriculum for our school and the local community to use	2.1 Students to research our school's historical stories, ready to present and share with our local community through the use of QR codes	2.1 Community can access our school stories through the use of QR codes which will be attached to the appropriate artefact 2.2 Students sense of belonging will be promoted	CD, Curriculum lead, Team Leaders, Staff and students	

Goal 5  Kāhui Ako  We will ensure that we are active members of the Kāhui Ako o Kaipara, participating fully at	1. Teachers and leaders to complete Capabilities framework  2. Increased	1.1 WSL's to facilitate PD and staff meetings on Capabilities framework  2.1 Regular meetings with Lead	1.1 Frameworks finalised and teachers implementing the Capabilities in their practice 1.2 Frameworks shared with Kāhui Ako  2.1 Acknowledging and using	Principal, WSL's Lead Principal, Staff Principals, ASL's	
school, staff and board levels	collaboration between all members of participating schools	Principal, DP's with eternal facilitator, ASL and WSL meetings 2.2 TOD - 2 June	expertise across the Kāhui Ako	WSL's, Staff	
Goal 6  Kaitiaki O Ngā Kaupapa  As the Board, we will upskill ourselves, look for ways and opportunities to engage with Iwi and those we serve, and put in the mahi to get our core frameworks and processes working well	1. To provide the best possible resources, facilities and teachers for all staff and students	1.1 Oversee building of eight new learning spaces 1.2 Explore option for a sports and hall storage 1.3 Upgrade electronic signage 1.4 Artificial turf installation on grassy knoll outside R14- R16	1.1 Space completed on time 1.2 New storage built 1.3 Sign installed and functioning 1.4 Turf installation completed	Principal, BOT, Caretaker and Contractors	

## 2023 Targets

## Reading

Source: End-of-year data for 2022, whole school, Overall Teacher Judgment Summary

Target: That 85% of our students will be working at and beyond the expected level by the end of 2023.

2023 year level	Working towards V		Working at and bey	ond/	Total	Number to move
	Number	%	Number	%	Number	to reach 85%
Year 2	29	36%	52	64%	81	17 students
Year 3	18	21%	69	79%	87	5 students
Year 4	9	10%	82	90%	91	+ 5 students
Year 5	14	19%	60	82%	74	3 students
Year 6	16	16%	83	84%	99	1 student
Year 7	8	10%	71	90%	79	+ 4 students
Year 8	18	21%	67	78%	85	5 students
Total	112*	19%	506*	81%	596*	31 students

<sup>\*</sup>numbers don't include Year 0 (2022) students

Analysis shows that 31 students need to realise accelerated progress in Reading during the 2023 academic year. Further analysis shows that Year 2 (17 students), Year 3 (5 students) and Year 8 (5 students) will be our target years for 2023.

## Writing

Source: End-of-year data for 2022, whole school, Overall Teacher Judgment Summary

Target: That 85% of our students will be working at and beyond the expected level by the end of 2023.

2023 year level	Working towards		Working at and bey	ond ond	Total	Number to move
	Number	%	Number	%	Number	to reach 85%
Year 2	20	25%	61	75%	81	8 students
Year 3	20	23%	67	77%	87	7 students
Year 4	21	23%	70	77%	91	7 students
Year 5	21	28%	53	72%	74	10 students
Year 6	22	22%	77	78%	99	7 students
Year 7	12	15%	67	85%	79	0 students
Year 8	26	31%	59	69%	85	13 students
Total	142*	24%	454*	76%	596*	52 students

<sup>\*</sup>numbers don't include Year 0 (2022) students

Analysis shows that 52 students need to realise accelerated progress in Writing during the 2023 academic year. Further analysis shows that Year 2 (8 students), Year 5 (10 students) and Year 8 (13 students) will be our target years for 2023.

### **Mathematics**

Source: End-of-year data for 2022, whole school, Overall Teacher Judgment Summary

Target: That 85% of our students will be working at and beyond the expected level by the end of 2023.

2023 year level	Working towards		Working at and bey	ond ond	Total	Number to move
	Number	%	Number	%	Number	to reach 85%
Year 2	11	14%	70	87%	81	1 student
Year 3	21	24%	66	76%	87	8 students
Year 4	15	16%	76	84%	91	1 student
Year 5	13	18%	61	83%	74	2 students
Year 6	19	19%	80	81%	99	4 students
Year 7	15	19%	64	81%	79	3 students
Year 8	22	26%	63	74%	85	9 students
Total	116	19%	480	81%	596*	28 students

<sup>\*</sup>numbers don't include Year 0 (2022) students

Analysis shows that 28 students need to realise accelerated progress in Mathematics during the 2023 academic year. Further analysis shows that Year 3 (8 students) and Year 8 (9 students) will be our target years for 2023.

#### Gender

#### Reading

Gender	Working towards		Working at and beyond		Total
Female	59	19%	245	80%	304
Male	62	19%	261	81%	323

Analysis of the data indicates a slight imbalance in numbers of male and female students achievement in Reading. Across the school, 19% of boys and girls were working towards expectation, however, when looking at the number of students, there are 59/304 girls and 62/323 boys working towards expectation.

#### Writing

Gender	Working towards		Working at and beyond		Total
Female	60	20%	244	81%	304
Male	90	28%	233	72%	323

Analysis of the data indicates an imbalance between male and female achievement in Writing. Across the school, 28% of boys were working towards expectations, whereas 20% of girls were not writing at the expected level for their time at school. This shows an imbalance of 8% in favour of our female students.

#### **Mathematics**

Gender	Working towards		Working at and beyond		Total
Female	75	25%	229	75%	304
Male	47	15%	276	86%	323

Analysis of the data indicates an imbalance between male and female achievement in mathematics. Across the school, 15% of boys were working towards expectations, whereas 25% of girls were not working at the expected level for their time at school. This shows an imbalance of 10% in favour of our male students.

#### **Ethnic**

## All Māori and NZ European

## Reading

Ethnicity	Working towards		Working at and beyond		Total
Māori	24	24%	74	75%	98
NZ European	86	18%	389	82%	475

The disparity between Māori and NZ European students in Reading is 6%

### Writing

Ethnicity	Working towards		Working at and beyond		Total
Māori	31	32%	67	68%	98
NZ European	107	23%	368	77%	475

The disparity between Māori and NZ European students in Writing is 9%

#### **Mathematics**

Ethnicity	Working towards		Working at and beyond		Total
Māori	21	21%	77	56%	98
NZ European	90	19%	385	81%	475

The disparity between Māori and NZ European students in Mathematics is 2%