



**Waimauku**  
**School**

# Strategic Plan

## 2024 – 2025

We Belong, We Grow, We Contribute

Ka whai turangawaewae tatou

Ka tipu tātou

Ka tākoha tātou



# We Belong, We Grow, We Contribute

## Information informing this plan (7b/7c):

Community Survey 17 July 2023  
 Link to ERO Report Review 2023  
 Whanau Hui 31 August 2023  
 Staff consultation  
 Board of Trustees consultation

Strategic Goal (71b):	Actions (7e.7f): <i>Define one to three high level tangible steps for each strategic goal to inform the annual targets.</i>	Success (7g): <i>Define what you expect to see at the end of two years</i>	NELPS & Relevant Strategies (7di,ii,iii):	Board Primary Objectives (71b):
1. Hauora To provide a relevant and holistic education for our children that fosters creativity, balance, well-being, resilience and a life-long enthusiasm for learning	<p>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</p> <ul style="list-style-type: none"> <li>Engage with Curriculum refresh</li> <li>Review and refresh our school curriculum including assessment and reporting</li> <li>Grow the capabilities of our leaders, kaiako and learning assistants to deliver high level differentiated instruction</li> </ul>	<ul style="list-style-type: none"> <li>A current school curriculum that reflects the aspirations of the community and the whakapapa of Te Mātaiho.</li> <li>School leaders, Kaiako and community who are informed, clear, and confident in engaging with Te Mātaiho</li> <li>Clear learning pathways embedded within the school curriculum and relevant and responsive assessment practices that are clearly outlined within the curriculum.</li> <li>Ākonga who are motivated to learn through a school curriculum that enables kaiako to design and facilitate learning experiences that are engaging and relevant for all.</li> </ul>	2,3,& 6	
2. 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	<p>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</p> <ul style="list-style-type: none"> <li>Implement our Maori Strategic Plan</li> <li>Strengthen links and relationships with local iwi and Marae</li> <li>Embedding KiVa programme throughout our school</li> <li>Continue using GoodSpace with our senior students</li> </ul>	<ul style="list-style-type: none"> <li>Whanau have been involved and are supportive of the implementation of the Maori Strategic Plan</li> <li>Visits to our local Marae</li> <li>Reciprocal relationships/contact with iwi and our local Marae</li> <li>Student survey shows a reduction in bullying</li> <li>Students feel heard and supported</li> </ul>	1, 2, 3 & 5	

**Evidence (7g):** Success towards the strategic goals will be measured through annual targets, planning and reporting. Ongoing ākonga learning and progress achievement data tracking and analysis. And the collation and tracking of stakeholder feedback.

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

Developing relationships with our local iwi. All curriculum areas will be developed with a mataranga māori lens, Mana ōrite will underpin the foundation of our school curriculum. A school curriculum that reflects the aspirations of our Māori community.



# We Belong, We Grow, We Contribute

## Information informing this plan (7b/7c):

Strategic Goal (71b):	<b>Actions (7e,7f):</b> <i>Define one to three high level tangible steps for each strategic goal to inform the annual targets.</i>	<b>Success (7g):</b> <i>Define what you expect to see at the end of two years</i>	NELPS & Relevant Strategies (7di,ii,iii):	Board Primary Objectives (71b):
3. Whakamānā 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	<p>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</p> <ul style="list-style-type: none"> <li>• Student Agency (PLD)</li> <li>• Create opportunities that are responsive to need</li> <li>• Focus on student agency to empower learners using our new Inquiry Cycle</li> </ul>	<ul style="list-style-type: none"> <li>• Students are working independently as appropriate</li> <li>• Students needs are identified and accommodated for</li> <li>• Inquiry Cycle is understood and used across the curriculum to effectively guide learning</li> </ul>	1, 2, 3 & 4	
4. Kāhui Ako To leverage the great work done by the local Kāhui Ako group for the benefit of our children and teaching staff	<p>We will ensure that we are an active member of the Kahui Ako o Kaipara, participating fully at school, staff and board levels</p> <ul style="list-style-type: none"> <li>• Introduce and share our Capabilities Framework across the Kahui Ako</li> <li>• Increase collaboration between all members of the Kahui Ako</li> <li>• Continue to grow our senior leadership across the Kahui Ako</li> </ul>	<ul style="list-style-type: none"> <li>• Capabilities are being taught and are being used across the school and introduced across the Kahui Ako</li> <li>• Regular contact between all schools at all levels in a meaningful way, including leaders, teachers and students</li> <li>• Senior leaders feel empowered and upskilled in their current roles</li> </ul>	2 & 7	

**Evidence (7g):** Success towards the strategic goals will be measured through annual targets, planning and reporting. Ongoing ākonga learning and progress achievement data tracking and analysis. And the collation and tracking of stakeholder feedback.

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

Developing relationships with our local iwi. All curriculum areas will be developed with a mataranga māori lens, Mana ōrite will underpin the foundation of our school curriculum. A school curriculum that reflects the aspirations of our Māori community.



# We belong, We Grow, We Contribute

Year	2023				2024				2025			
Term	1	2	3	4	1	2	3	4	1	2	3	4
<b>Strategic Goal</b> Hauora To provide a relevant and holistic education for our children that fosters creativity, balance, well-being, resilience and a life-long enthusiasm for learning												
<b>Strategic Goal</b> 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												
<b>Strategic Goal</b> Whakamānā 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												
<b>Strategic Goal</b> Kāhui Ako To leverage the great work done by the local Kāhui Ako group for the benefit of our children and teaching staff												



**Waimauku  
School**

# Annual Plan 2025

We Belong, We Grow, We Contribute

Ka whai turangawaewae tātou

Ka tipu tātou

Ka tākoha tātou

**Strategic Goal (9a):**

Hauora To provide a relevant and holistic education for our children that fosters creativity, balance, well-being, resilience and a life-long enthusiasm for learning

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

**Starting point (9e):**

*Include details if what has been done previously, previous years performance, unmet targets*

1. Discussed and introduced the curriculum refresh to the BOT and Team Leaders
2. Using Understand, Know, Do for Concept and class inquiry
3. SLT and Mathematics Leads have attended PLD on Assessment and Data
4. Staff meetings for preparing teachers for curriculum refresh – English, and Mathematics and Statistics, and Prime

**Annual Targets (9a):**

*Informed by the strategic actions*

**Annual Target One**

- Implement Te Mātaiaho, the New Zealand Curriculum, English Year 0-6 and Mathematics and Statistics Year 0-8

**Annual Target Two**

- Review and update our school curriculum including assessment, overviews and reporting

**Success (9d): What we expect to see at the end of the year**

Kaiako who are knowledgeable and confident with content of these areas.  
Kaiako are engaging with the content to plan and deliver learning.  
School curriculum reflecting the whakapapa of Te Mātaiaho

Clearly defined assessment practices (assessment for learning)  
A kete of assessment tools which kaiako are confident using  
Kaiako who understand assessment for learning practices and are confident assessing their learners

**Describe how the annual targets and actions give effect to Te Tiriti o Waitangi (9g):**

Tikanga Māori, mātauranga Māori, and te ao Māori will be woven through the curriculum.  
The whakapapa of Te Mātaiaho will provide the foundation for learning.  
Kaiako will engage with cultural capabilities practices (WSL) .  
Kura will consult with Tangata whenua to ensure that the aspirations of Māori are being delivered through the schools implementation of Te Mātaiaho.

**Describe how the annual targets &/or actions support student progress (literacy/numeracy/students whose needs have not been met) (9f):**

## Strategic Goal (9a):

Hauora To provide a relevant and holistic education for our children that fosters creativity, balance, well-being, resilience and a life-long enthusiasm for learning  
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

### Starting point (9e):

*Include details if what has been done previously, previous years performance, unmet targets*

1. Discussed and introduced the curriculum refresh to the BOT and Team Leaders
2. Using Understand, Know, Do for Concept and class inquiry
3. SLT and Mathematics Lead have attended PLD on Assessment and Data
4. Staff meetings for preparing teachers for curriculum refresh - English, and Mathematics and Statistics, and Prime

## Annual Targets (9a):

*Informed by the strategic actions*

## Describe how the annual targets &/or actions support student progress (*literacy/numeracy/students whose needs have not been met*) (9f):

### 2025 Targets

#### Reading

Source: End-of-year data for 2024, whole school, overall Teacher Judgement Summary

Target: That 85% of our students will be working at and beyond the expected level by the end of 2025.

2025 year level	Working towards		Working at and beyond		Total	Number to move to reach 85%
	Number	%	Number	%	Number	
Year 2	13	14%	77	86%	90	+1 students
Year 3	27	29%	67	71%	94	13 students
Year 4	27	31%	60	69%	87	14 students
Year 5	12	14%	71	85%	83	+1 students
Year 6	8	9%	85	91%	93	+6 students
Year 7	13	18%	61	83%	74	2 students
Year 8	10	12%	71	88%	81	+2 students
Total	110*	18%	492*	82%	602*	29 students

\*numbers don't include Year 0 (2024) students

Analysis shows that 29 students need to realise accelerated progress in Reading during the 2025 academic year. Further analysis shows that Year 3 (27 students), and Year 4 (27 students) will be our target years for 2025.

**Strategic Goal (9a):**

Hauora To provide a relevant and holistic education for our children that fosters creativity, balance, well-being, resilience and a life-long enthusiasm for learning

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

**Starting point (9e):**

*Include details if what has been done previously, previous years performance, unmet targets*

1. Discussed and introduced the curriculum refresh to the BOT and Team Leaders
2. Using Understand, Know, Do for Concept and class inquiry
3. SLT and Mathematics Lead have attended PLD on Assessment and Data
4. Staff meetings for preparing teachers for curriculum refresh – English, and Mathematics and Statistics, and Prime

**Annual Targets (9a):**  
*Informed by the strategic actions*

**Describe how the annual targets &/or actions support student progress (literacy/numeracy/students whose needs have not been met) (9f):**

**Writing**

Source: End-of-year data for 2024, whole school, overall Teacher Judgement Summary

Target: That 80% of our students will be working at and beyond the expected level by the end of 2025.

2025 year level	Working towards		Working at and beyond		Total	Number to move to reach 80%
	Number	%	Number	%	Number	
Year 2	19	21%	71	79%	90	1 students
Year 3	23	24%	71	75%	94	4 students
Year 4	31	36%	56	64%	87	14 students
Year 5	20	24%	63	75%	83	3 students
Year 6	12	13%	81	87%	93	+7 students
Year 7	24	32%	51	68%	75	9 students
Year 8	20	25%	61	76%	81	4 students
Total	149*	25%	454*	75%	603*	35 students

\*numbers don't include Year 0 (2024) students

Analysis shows that 35 students need to realise accelerated progress in Writing during the 2025 academic year.

Further analysis shows that Year 3 (23 students), Year 4 (31 students), Year 7 (24 students) and Year 8 (20 students) will be our target years for 2025.



**Strategic Goal (9a):**

Hauora To provide a relevant and holistic education for our children that fosters creativity, balance, well-being, resilience and a life-long enthusiasm for learning

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

**Starting point (9e):**

*Include details if what has been done previously, previous years performance, unmet targets*

1. Discussed and introduced the curriculum refresh to the BOT and Team Leaders
2. Using Understand, Know, Do for Concept and class inquiry
3. SLT and Mathematics Lead have attended PLD on Assessment and Data
4. Staff meetings for preparing teachers for curriculum refresh - English, and Mathematics and Statistics, and Prime

**Annual Targets (9a):**

*Informed by the strategic actions*

**Describe how the annual targets &/or actions support student progress (literacy/numeracy/students whose needs have not been met) (9f):****Mathematics**

Source: End-of-year data for 2024, whole school, overall Teacher Judgement Summary

Target: That 85% of our students will be working at and beyond the expected level by the end of 2025.

2025 year level	Working towards		Working at and beyond		Total	Number to move to reach 85%
	Number	%	Number	%	Number	
Year 2	6	7%	84	94%	90	+8 students
Year 3	17	18%	77	82%	94	3 student
Year 4	23	26%	64	74%	87	10 students
Year 5	16	19%	67	80%	83	4 students
Year 6	8	9%	85	92%	93	+6 students
Year 7	9	12%	65	88%	74	+2 students
Year 8	13	16%	68	84%	81	1 students
Total	92*	15%	510*	85%	602*	18 students

\*numbers don't include Year 0 (2024) students

Analysis shows that 18 students need to realise accelerated progress in Mathematics during the 2025 academic year.

Further analysis shows that Year 3 (17 students), Year 4 (23 students) and, Year 5 (16 students) will be our target years for 2025.

**Strategic Goal (9a):**

Hauora To provide a relevant and holistic education for our children that fosters creativity, balance, well-being, resilience and a life-long enthusiasm for learning

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

**Starting point (9e):**

*Include details if what has been done previously, previous years performance, unmet targets*

1. Discussed and introduced the curriculum refresh to the BOT and Team Leaders
2. Using Understand, Know, Do for Concept and class inquiry
3. SLT and Mathematics Lead have attended PLD on Assessment and Data
4. Staff meetings for preparing teachers for curriculum refresh - English, and Mathematics and Statistics, and Prime

**Annual Targets (9a):**

*Informed by the strategic actions*

**Describe how the annual targets &/or actions support student progress (literacy/numeracy/students whose needs have not been met) (9f):****Gender****Reading**

Gender	Working towards		Working at and beyond		Total
Female	57	16%	293	83%	350
Male	70	19%	293	81%	363

Data analysis indicates an imbalance in the number of male and female students achieving success in Reading. Across the school, 19% of boys and 16 % of girls were working towards expectations. When looking at the number of students, 57/350 girls and 70/363 boys were working towards expectation.

**Writing**

Gender	Working towards		Working at and beyond		Total
Female	62	18%	288	82%	350
Male	113	31%	251	69%	364

Analysis of the data indicates an imbalance between male and female achievement in Writing. Across the school, 31% of boys were working towards expectations, whereas 18% of girls were not writing at the expected level for their time at school. This shows an imbalance of 13% in favour of our female students.

**Mathematics**

Gender	Working towards		Working at and beyond		Total
Female	58	17%	292	83%	350
Male	51	14%	312	86%	363

Analysis of the data indicates a slight imbalance between male and female achievement in mathematics. Across the school, 14% of boys were working towards expectations, whereas 17% of girls were not working at the expected level for their time at school. This shows an imbalance of 3% in favour of our male students.

**Strategic Goal (9a):**

Hauora To provide a relevant and holistic education for our children that fosters creativity, balance, well-being, resilience and a life-long enthusiasm for learning

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

**Starting point (9e):**

*Include details if what has been done previously, previous years performance, unmet targets*

1. Discussed and introduced the curriculum refresh to the BOT and Team Leaders
2. Using Understand, Know, Do for Concept and class inquiry
3. SLT and Mathematics Lead have attended PLD on Assessment and Data
4. Staff meetings for preparing teachers for curriculum refresh - English, and Mathematics and Statistics, and Prime

**Annual Targets (9a):**

*Informed by the strategic actions*

**Describe how the annual targets &/or actions support student progress (literacy/numeracy/students whose needs have not been met) (9f):**

**Ethnic**  
**All NZ Māori and NZ European**

**Reading**

Ethnicity	Working towards		Working at and beyond		Total
	Count	Percentage	Count	Percentage	
NZ Māori	30	24%	96	76%	126
NZ European	83	16%	442	84%	525

The disparity between NZ Māori and NZ European students in Reading is 8%

**Writing**

Ethnicity	Working towards		Working at and beyond		Total
	Count	Percentage	Count	Percentage	
NZ Māori	37	29%	89	71%	126
NZ European	121	23%	405	77%	526

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

**Mathematics**

Ethnicity	Working towards		Working at and beyond		Total
	Count	Percentage	Count	Percentage	
NZ Māori	30	24%	96	76%	126
NZ European	73	14%	452	86%	525

The disparity between NZ Māori and NZ European students in Mathematics is 10%

**Strategic goal:** .Hauora To provide a relevant and holistic education for our children that fosters creativity, balance, well-being, resilience and a life-long enthusiasm for learning

**Annual Target:** Implement Te Mātaiaho, The New Zealand curriculum. English, Year 0-6 and, Mathematics and Statistics, Year 0-8

Action (9b)	Resources (9c)	Evidence/Measures of success (9d)	Timeframe	Personnel	Mid year review: Achieved ✓ Working towards → Next Steps
Engage with tangata whenua to ensure we are reflecting their aspirations in curriculum	Ka Hikitia review Te Mātaiaho	Ka Hikita review and next steps identified Relationship developed with tangata whenua through hui consultation	Term 1-4	SLT Whanau	
<i>Cultural capabilities leader to review all new school curriculum content areas to identify opportunities to embed mātauranga Māori</i>	<i>Address this with staff</i>		ongoing	WSL - Kate	
Review and update our school wide assessment schedule to align with the curriculum refresh	Assessment schedule Te Mātaiaho - Mathematics and English Guidelines from the Ministry Team Leaders and SLT to collaborate on reviewing and updating our assessment schedule Guidelines from the Ministry	Current assessment school-wide schedule for assessments Completed assessment schedule Shared with and implemented by all teachers	Term 1-4	SLT (Curriculum Director)	
Review our reporting systems to align with Ministry requirements e.g. BOT, Ministry and whanau reporting	Ministry guidelines SMS update Team Leaders and SLT to collaborate on reviewing and updating our reporting systems Guidelines from the Ministry	All relevant reporting will be completed in a timely manner and will be aligned to requirements	Term 1-4	SLT All teachers Team Leaders  BOT	

**Strategic goal:** .Hauora To provide a relevant and holistic education for our children that fosters creativity, balance, well-being, resilience and a life-long enthusiasm for learning

**Annual Target:** Implement Te Mātaiaho, The New Zealand curriculum. English, Year 0-6 and, Mathematics and Statistics, Year 0-8  
Review and refresh our school curriculum including assessment and reporting

Action (9b)	Resources (9c)	Evidence/Measures of success (9d)	Timeframe	Personnel	Mid year review: Achieved ✓ Working towards ➡ Next Steps
<b>Implementation of English Curriculum, Year 0-6</b>	Curriculum implementation supports, Common practice model Guidelines from the Ministry	Building knowledge of English Curriculum is a priority Understanding of what students need to achieve by the end of their current year	Term 1-4	SLT CD Team Leaders Teachers	
<b>Continued implementation of Structured Literacy</b>	Y0-3 - continue with BSLA implementation BSLA training for remaining two teachers Y4 - continue with BSLA implementation, Taumata Y5/6 - WSL's writing inquiry	Teachers using BSLA ensuring fidelity of all aspects - Quality picture book, Taumata, PHoM and small group teaching WSL's inquiry will be supporting teachers grow as teachers of writing Students will show improved writing outcomes	Term 1-4	CD Team Leaders Teachers WSL's	
<b>Implementation of Mathematics and Statistics Curriculum, Year 0-8</b>	Curriculum implementation supports, Common practice model Guidelines from the Ministry	Building knowledge of Mathematics and Statistics Curriculum is a priority Understanding of what students need to achieve by the end of their current year	Term 1-4	SLT CD Maths Leads Team Leaders Teachers	
<b>Implementation of Structured Mathematics - Prime, Year 0-8</b>	Prime resources provided	Building knowledge of Prime resources, placement tests, checkpoint assessments, Bar Model, online programme, alignment with the Curriculum etc.	Term 1-4	SLT CD Maths Leads Team Leaders Teachers	
<b>Plan for accelerated progress by reviewing SPAAP use</b>	SMS, SPAAP MOE - Planning to accelerate progress ERO - SIF (School Improvement Framework)	Identified target students will realise accelerated progress evidenced by EOY data	ongoing	SLT Teachers Whanau	
<b>Use evidence to identify, track and monitor targeted support</b>	SMS, SPAAP MOE - Planning to accelerate progress ERO - SIF (School Improvement Framework) PAT webinars x2 101 and analysis	Team minutes of robust, collaborative conversations about individual students Team Leaders will be upskilled in assessment and data to lead their team	ongoing	SLT Team Leaders Teachers Whanau	

**Strategic goal:** .Hauora To provide a relevant and holistic education for our children that fosters creativity, balance, well-being, resilience and a life-long enthusiasm for learning

**Annual Target:** To meet the Government's target for 80% of students to attend regularly, that is to attend school more than 90% of the time.

Action (9b)	Resources (9c)	Evidence/Measures of success (9d)	Timeframe	Personnel	Mid year review: Achieved ✓ Working towards → Next Steps
Monitor attendance weekly for patterns and trends of absence	SMS, Etap,	Improvement from current attendance 69-70%	ongoing	SLT Office Admin Teachers Whanau	
Clear communication to parents on attendance expectations and steps taken in the event of absence	School docs School newsletter (fortnightly) Notify Whanau - letter, phone call, email MOE - Stepped Attendance Response - STAR BOT (reported at every meeting)	When a child is at risk of not meeting 90% attendance - work through steps	ongoing	SLT Office Admin Teachers Whanau Attendance service	
Encourage and celebrate attendance	SMS, Etap Certificates (termly) for 100% attendance, presented at team assembly	Improved attendance % Meeting MOE target	ongoing	SLT Office Admin Teachers Whanau	

**Strategic Goal (9a):**

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

**Starting point (9e):**

*Include details if what has been done previously, previous years performance, unmet targets*

1. Maori Strategic plan 2024-2025
2. KiVa survey and implementation 2024
3. Good space introduced
4. See, Hear, Feel – When our kura honours to Tiriti o Waitangi introduced to staff

**Annual Targets (9a):**

*Informed by the strategic actions*

**Annual Target One**

- Implement our Maori Strategic Plan 2024-2025

**Annual Target Two**

- Embedding KiVa programme throughout our school
- Review and refine the use of GoodSpace with our senior students

**Success (9d): What we expect to see at the end of the year**

- |   |   |
|---|---|
| <ul style="list-style-type: none"> <li>• Whanau have been involved and are supportive of the implementation of the Maori Strategic Plan</li> <li>• Visits to our local Marae</li> <li>• Reciprocal relationships/contact with iwi and our local Marae</li> <li>• WSL - Cultural Capabilities appointed to support relationships</li> <li>• TOD - 31 January 2025, Hone Heke Ngapua-Rankin, Rewiti Marae</li> <li>• Nga Uria Tane badge - all staff will have their 'green' badge</li> <li>• COL PLD with Woodhill School and Hone Heke Ngapua-Rankin to assist with reciprocal relationships, local curriculum and cultural capabilities</li> </ul> | <ul style="list-style-type: none"> <li>• Student survey shows a reduction in bullying</li> <li>• Students feel heard and supported</li> </ul> |
|---|---|

**Describe how the annual targets and actions give effect to Te Tiriti o Waitangi (9g):**

Tikanga Māori, mātauranga Māori, and te ao Māori will be woven through the curriculum.  
 The whakapapa of Te Mātaiaho will provide the foundation for learning.  
 Kaiako will engage with cultural capabilities PLD.  
 Kura will consult with Tangata whenua to ensure that the aspirations of Māori are being delivered through the schools implementation of Te Mātaiaho.  
 Unpack See, Hear, Feel document

**Describe how the annual targets &/or actions support student progress (literacy/numeracy/students whose needs have not been met) (9f):**

KiVa survey will reflect a reduction in bullying events (taken in November 2024, results will be available in February 2025)  
 Staff meeting - refresher course for staff, term 1  
 SLT - face to face training, term 1

**Strategic goal:** 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

**Annual Target:** Maori Strategic plan 2024-2025

Action (9b)	Resources (9c)	Evidence/Measures of success (9d)	Timeframe	Personnel	Mid year review: Achieved ✓ Working towards → Next Steps
<b>Implement Maori Strategic Plan 2024-2025</b> <a href="#">Maori Strategic Plan 2024-2025</a>	Maori Strategic Plan Appropriate resources to support this plan	A community where Māori students can achieve success as Māori – refer maori Strategic Plan	2024-2025	Whanau Iwi SLT All staff Students	
<b>Appoint Cultural Capabilities Facilitator</b>	<i>Honi Heke Ngapua-Rankin</i> Local marae	Successful application of PLD hours Successful appointment of facilitator Establish links with local marae Local History resources are developed and ready to use	2024-2025	Facilitator Iwi All school staff	



**Strategic goal:** 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

**Annual Target:** KiVa survey and implementation 2024

Action (9b)	Resources (9c)	Evidence/Measures of success (9d)	Timeframe	Personnel	Mid year review: Achieved ✓ Working towards → Next Steps
Review 2023 end of year survey results	survey	Reduced number of reported bullying incidents from students Students understand the meaning of bullying and steps to take when bullying is identified	Term 1	LSC SLT	
Continue to embed and refine our KiVa programme throughout our school	KiVa resources with lessons plans Survey	Students and parents understand the process	2024-2025 On-going	Whanau KiVa team All staff All students	
Embed GoodSpace in senior team	GoodSpace survey GoodSpace webinars	Senior school students well-being is well supported in a timely manner	2024-2025 Once per term	LSC Senco	
Staff meeting Refresher course covering resources, in-class and on-line and reporting using SMS SLT zoom training	Meg from KiVa for PD with staff and SLT	Improved results for EOY 2025 survey Teachers upskilled to take programme with students Understanding of KiVa programme approach, reporting and follow-up	Term 1 Term 4 ongoing	All staff All students KiVa team	

**Strategic goal:**

Whakamānā 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

**Annual Target:**

- Focus on student agency to empower learners using Our Inquiry Cycle

Action (9b)	Resources (9c)	Evidence/Measures of success (9d)	Timeframe	Personnel	Mid year review: Achieved ✓ Working towards → Next Steps
Staff to use the Inquiry Cycle with their students, appropriate to their level	Waimauku School Inquiry Cycle	Students understand and know how to implement the spirals of inquiry	2024-2025 On-going	All students All staff	
Begin using our new Inquiry Cycle across the curriculum	Waimauku School Inquiry Cycle	Inquiry Cycle evident in all planning across the curriculum Classroom environments reflecting the Inquiry Cycle	2024-2025 On-going	All students All staff Curriculum leaders	
Use of the inquiry cycle during Staff meetings	Waimauku School Inquiry cycle	Evidenced in team planning Evidenced in classrooms Evidenced at staff meetings	ongoing	All students All staff Curriculum leaders	

**Strategic goal:**

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

**Annual Target:**

- Increase collaboration between all members of the Kahui Ako

Action (9b)	Resources (9c)	Evidence/Measures of success (9d)	Timeframe	Personnel	Mid year review: Achieved ✓ Working towards → Next Steps
<b>Principal meetings x4 (one per term)</b>	Kahui Ako Achievement Challenge Agenda set by Lead Principal	Productive meetings that follow the agenda with specific outcomes Principal's collaborating	On-going	Principals ASL	2 meeting per term have been held
<b>Deputy Principal meetings X8 (two per term)</b>	Agenda specific set by facilitator e.g. curriculum refresh or professional readings Niho Taniwha	Deputy Principal's collaborating and sharing best practice Deputy Principal's feel supported and heard	On-going	Facilitator Deputy Principals	One meeting per term has been held
<b>WSL meetings x8 (two per term)</b>	Achievement Challenge Inquiry as per WSL person	WSL's are collaborating with others from across the Kahui Ako WSL's are sharing their inquiries with other schools	On-going	ASL's WSL's Lead Principal	WSL have worked on their inquiries all year and were shared at our TOD held in October
<b>Kahui Ako teacher only day</b>	Agenda set by Lead and member Principal's in accordance to the Achievement Challenge	Staff are collaborating with each others while supporting and sharing knowledge and expertise	On-going	All staff members from all schools	A very successful TOD was held in October highlighting all the work done by our WSL's and Asl's
<b>Cultural Kahui Ako Hui x4 (one per term)</b>	Kahui Ako songs and waiata	The kahui Ako is developing a sense of identity through shared waiata Performing together as a wider group at the Kaipara Festival	On-going	ASL Kapa Haka students	Our Kapa Haka has grown from strength to strength performing at various events with the highlight being the Kaipara festival
<b>Extra curriculum activities e.g. sports days, science fair, transition day, mathletics, Kapa Haka festival, Y5-8 speeches</b>	As needed for each activity	Events will encourage participation and be successful and enjoyed by all that participate	On-going	Selected students and teachers	This has been ongoing throughout the year with lots of collaboration and student success
<b>LSC meeting fortnightly</b>	Agenda set by LSCs and MOE representatives. Consultation with RTLB and Te Whatu Ora	Minutes shared with all participates and reviewed for next agenda if necessary. LSC support each other.	On-going	LSC	Achieved