



**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>	<b>NELPS &amp; Relevant Strategies (7di,ii,iii):</b>	<b>Board Primary Objectives (71b):</b>
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 2024

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. We have started to use Understand, Know, Do during staff meetings
3. SLT and Mathematics Leads have attended PLD

**Annual Targets (9a):**

*Informed by the strategic actions*

**Annual Target One**

- Engage with Curriculum refresh (Literacy, Maths)

**Annual Target Two**

- Review and refresh our school curriculum including assessment 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 kāiako 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 PLD . 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. We have started to use Understand, Know, Do during staff meetings
3. SLT and Mathematics Leads have attended PLD

**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):****2024 Targets****Reading**

Source: End-of-year data for 2023, 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 2024.

2024 year level	Working towards		Working at and beyond		Total	Number to move to reach 85%
	Number	%	Number	%	Number	
Year 2	16	17%	78	83%	94	2 students
Year 3	27	32%	58	68%	85	14 students
Year 4	17	19%	72	81%	89	4 students
Year 5	8	8%	89	92%	97	+7 students
Year 6	13	18%	61	82%	74	2 students
Year 7	13	13%	85	86%	98	+2 students
Year 8	12	14%	71	86%	83	0 students
Total	106*	17%	514*	83%	620*	22 students

\*numbers don't include Year 0 (2023) students

Analysis shows that 22 students need to realise accelerated progress in Reading during the 2024 academic year.

Further analysis shows that Year 2 (16 students), Year 3 (27 students) and Year 4 (17 students) will be our target years for 2024.

**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. We have started to use Understand, Know, Do during staff meetings
3. SLT and Mathematics Leads have attended PLD

**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 2023, 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 2024.

2024 year level	Working towards		Working at and beyond		Total	Number to move to reach 85%
	Number	%	Number	%	Number	
Year 2	19	20%	75	80%	94	5 students
Year 3	26	31%	59	69%	85	13 students
Year 4	29	33%	60	68%	89	16 students
Year 5	11	11%	86	89%	97	+4 students
Year 6	22	30%	52	70%	74	11 students
Year 7	18	18%	80	82%	98	3 students
Year 8	20	24%	63	76%	83	8 students
Total	145*	23%	475*	77%	620*	56 students

\*numbers don't include Year 0 (2023) students

Analysis shows that 56 students need to realise accelerated progress in Writing during the 2024 academic year.

Further analysis shows that Year 3 (26 students), Year 4 (29 students) and Year 6 (22 students) will be our target years for 2024.



**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. We have started to use Understand, Know, Do during staff meetings
3. SLT and Mathematics Leads have attended PLD

**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 2023, 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 2024.

2024 year level	Working towards		Working at and beyond		Total	Number to move to reach 85%
	Number	%	Number	%	Number	
Year 2	7	7%	87	92%	94	+7 students
Year 3	14	16%	71	84%	85	1 student
Year 4	25	28%	64	72%	89	12 students
Year 5	6	6%	91	94%	97	+9 students
Year 6	13	18%	61	82%	74	2 students
Year 7	20	20%	78	79%	98	5 students
Year 8	20	24%	63	76%	83	8 students
Total	105*	17%	515*	83%	620*	28 students

\*numbers don't include Year 0 (2023) students

Analysis shows that 28 students need to realise accelerated progress in Mathematics during the 2024 academic year.

Further analysis shows that Year 4 (25 students), Year 7 (20 students) and Year 8 (20 students) will be our target years for 2024.

**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. We have started to use Understand, Know, Do during staff meetings
3. SLT and Mathematics Leads have attended PLD

**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	59	16%	310	84%	369
Male	71	19%	303	81%	374

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, 59/369 girls and 71/374 boys were working towards expectation.

**Writing**

Gender	Working towards		Working at and beyond		Total
Female	58	16%	311	85%	369
Male	115	31%	259	69%	374

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 16% of girls were not writing at the expected level for their time at school. This shows an imbalance of 15% in favour of our female students.

**Mathematics**

Gender	Working towards		Working at and beyond		Total
Female	67	18%	302	82%	369
Male	57	15%	317	85%	374

Analysis of the data indicates a slight imbalance between male and female achievement in mathematics. Across the school, 15% of boys were working towards expectations, whereas 18% 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

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**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. We have started to use Understand, Know, Do during staff meetings
3. SLT and Mathematics Leads have attended PLD

**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	27	22%	95	78%	112
NZ European	95	17%	464	83%	559

The disparity between NZ Māori and NZ European students in Reading is 5%

**Writing**

Ethnicity	Working towards		Working at and beyond		Total
	Count	Percentage	Count	Percentage	
NZ Māori	35	29%	87	71%	112
NZ European	124	22%	435	77%	559

The disparity between NZ Māori and NZ European students in Writing is 7%

**Mathematics**

Ethnicity	Working towards		Working at and beyond		Total
	Count	Percentage	Count	Percentage	
NZ Māori	26	21%	96	79%	112
NZ European	90	16%	469	84%	559

The disparity between NZ Māori and NZ European students in Mathematics is 5%

**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:** Engage with Curriculum refresh

Action (9b)	Resources (9c)	Evidence/Measures of success (9d)	Timeframe	Personnel	Mid year review: Achieved ✓ Working towards → Next Steps
<b>Establish curriculum teams for social sciences, English, Mathematics and the whakapapa of Te Mātaiaho. Teams to meet 2x term</b> <i>Checking with TL's 17/10</i>	Release time PLD Budget Curriculum implementation supports Common practice model	Members of teams named wk 5,T1 Meeting minutes Staff hui planned for & implemented	Week 5 T1-End of year	1x person per team TBC	
<b>Staff hui per term for each area</b>	Curriculum implementation supports PLD Staff hui x 3 per term	Team minutes Kaiako planning Professional conversations	Ongoing	Curriculum Teams to lead. All kaiako	
<b>Engage PLD provider to support leaders and kāiako engaging with Te Mātaiaho</b>	PLD budget Release for curriculum leads	PLD implementation plan reviewed at beginning, mid-point and end of hours	Term 1-4	SLT	
<b>Update staff notice board to reflect Te Mātaiaho content and direction</b>	Curriculum implementation supports	Monitor engagement through team minutes and team leaders meetings	Week 2 T1-week 5 Term 4	SLT Team Leaders Teachers	
<b>Engage with tangata whenua to ensure we are reflecting their aspirations in curriculum</b>	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	
<b><i>Cultural capabilities leader to review all new school curriculum content areas to identify opportunities to embed mātauranga Māori</i></b>	<i>Address this with staff</i>				

**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:** 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
<p><b>Review and update our school wide assessment schedule to align with the curriculum refresh</b></p> <p><b>Assessment schedule</b></p> <p><b>Meeting x2</b></p>	<p>Assessment schedule</p> <p>Te Mātaiaho - Mathematics and English Guidelines from the Ministry</p> <p>Team Leaders and SLT to collaborate on reviewing and updating our assessment schedule</p> <p>Guidelines from the Ministry</p>	<p>Current assessment school-wide schedule for assessments</p> <p>Completed assessment schedule</p> <p>Shared with and implemented by all teachers</p>	Term 1-4	SLT (Curriculum Director)	
<p><b>Review our reporting systems to align with Ministry requirements e.g. BOT, Ministry and whanau reporting</b></p> <p><b>Reporting systems</b></p> <p><b>Meeting x2</b></p>	<p>Ministry guidelines</p> <p>SMS update</p> <p>Team Leaders and SLT to collaborate on reviewing and updating our reporting systems</p> <p>Guidelines from the Ministry</p>	<p>All relevant reporting will be completed in a timely manner and will be aligned to requirements</p>	Term 1-4	<p>SLT</p> <p>All teachers</p> <p>Team Leaders</p> <p>BOT</p>	

**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. Draft Maori Strategic plan approved at 2023 hui
2. KiVa survey and implementation 2023
3. Good space introduced.

**Annual Targets (9a):**

*Informed by the strategic actions*

**Annual Target One**

- Implement our Maori Strategic Plan

**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**

- Whanau have been involved and are supportive of the implementation of the Maori Strategic Plan
- Visits to our local Marae
- Reciprocal relationships/contact with iwi and our local Marae

- Student survey shows a reduction in bullying
- Students feel heard and supported

**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.

**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 2023, results will be available in February 2024)

**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:** Draft Maori Strategic plan approved at 2023 hui

Action (9b)	Resources (9c)	Evidence/Measures of success (9d)	Timeframe	Personnel	Mid year review: Achieved ✓ Working towards → Next Steps
<b>Open and bless whare ako</b>	Whare ako Maori resources	An opening ceremony happens Whare ako is open for use	Term 1, 2024	Iwi Whanau All school staff	
<b>Establish protocols and procedures when using the whare ako</b>	Clear and displayed protocols and procedures within the whare ako	All users will be aware of the protocols when using the whare ako	Term 1, 2024	Whanau All school staff All users of the whare ako	
<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 Ng 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 2023

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	
Complete NZCER survey	Survey	Improved general results from 2022 survey	Term 1 2024	Year 5-8 students	
Unteach racism	MOE resources	Understand the definition of racism Fewer incidences of racism across the school	2024-2025 On-going	Whanau 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	



<b>Strategic Goal (9a):</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>Starting point (9e):</b> <i>Include details if what has been done previously, previous years performance, unmet targets</i>	<ol style="list-style-type: none"> <li>1. Through our new school visioning process it was identified that student agency was an area of development.</li> <li>2. Our school vision also highlighted the need for an Inquiry Cycle that reflected our new vision and could be used across the curriculum and at all levels.</li> </ol>	
<b>Annual Targets (9a):</b> <i>Informed by the strategic actions</i>		
<b>Annual Target One</b>	<b>Annual Target Two</b>	
<ul style="list-style-type: none"> <li>• Student Agency (PLD)</li> </ul>	<ul style="list-style-type: none"> <li>• Focus on student agency to empower learners using our new Inquiry Cycle</li> </ul>	
<b>Success (9d): What we expect to see at the end of the year</b>		
<ul style="list-style-type: none"> <li>• Students are working independently as appropriate</li> <li>• Students needs are identified and accommodated for</li> </ul>	<ul style="list-style-type: none"> <li>• Inquiry Cycle is understood and used across the curriculum to effectively guide learning</li> </ul>	
<b>Describe how the annual targets and actions give effect to Te Tiriti o Waitangi (9g):</b>		
<p>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.</p>		
<b>Describe how the annual targets &amp;/or actions support student progress (literacy/numeracy/students whose needs have not been met) (9f):</b>		

**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:**

- Student Agency (PLD)

Action (9b)	Resources (9c)	Evidence/Measures of success (9d)	Timeframe	Personnel	Mid year review: Achieved ✓ Working towards → Next Steps
<b>Appoint CORE Education as our PLD provider</b>	PLD hours Nikki Ulrich (facilitator)	Achieving our Mid-point and end-of-point milestones	Term 1 and 2, 2024	SLT TL's Facilitator All staff	
<b>Use hours to upskill our team leaders</b>	Facilitators coaching and mentoring of our team leaders	Team leaders feel supported and feel confident to grow their team members to establish student agency within their classes	2024-2025 On-going	Facilitator All staff	

**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 new Inquiry Cycle

Action (9b)	Resources (9c)	Evidence/Measures of success (9d)	Timeframe	Personnel	Mid year review: Achieved ✓ Working towards → Next Steps
<b>Staff to unpack the Inquiry Cycle with their students, appropriate to their level</b>	Waimauku School Inquiry Cycle	Students understand and know how to implement the spirals of inquiry	2024-2025 On-going	All students All staff	
<b>Begin using our new Inquiry Cycle across the curriculum</b>	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	
<i>Review the use of the inquiry cycle Staff meeting to share and celebrate</i>					

**Strategic Goal (9a):**

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

**Starting point (9e):***Include details if what has been done previously, previous years performance, unmet targets***Annual Targets (9a):**  
*Informed by the strategic actions***Annual Target One**

- Introduce and share our Capabilities Framework across the Kahui Ako

**Annual Target Two**

- Increase collaboration between all members of the Kahui Ako

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

- Capabilities are being taught and are being used across the school and introduced across the Kahui Ako

- Regular contact between all schools at all levels in a meaningful way, including leaders, teachers and students

**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.

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

**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:**

- Introduce and share our Capabilities Framework across the Kahui Ako

Action (9b)	Resources (9c)	Evidence/Measures of success (9d)	Timeframe	Personnel	Mid year review: Achieved ✓ Working towards → Next Steps
<b>Timetable staff meetings as required to finalise our Capabilities Framework</b>	WSL's x2 Coherent Pathways document Capabilities framework	Staff meetings will be held and teachers will gain a better understanding of the framework	Term 1 and 2, 2024	WSL's All teachers	
<b>To implement our Capabilities Framework across the school</b>	WSL's x2 Coherent Pathways document Capabilities framework	Staff and students will use the framework within their classrooms Framework is being used as an assessment tool Staff and students will use the language of the framework	Term 2-4, 2024	WSL's All teachers All students	
<b>To update our reporting to whanau forms to reflect the capabilities framework</b>	Etap framework	Report to reflect framework statements New reports to be used for reporting to whanau	Term 4, 2024	SLT Teachers	
<b>Share our Capabilities Framework with our local Kahui Ako schools at the Kahui Ako TOD</b>	WSL's x2 Coherent Pathways document Capabilities framework	Every school has received a copy of the framework and are making it their own	Term 2-4, 2024	WSL's Principals	

**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	
<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	
<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	
<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	
<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	
<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	
<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	