



Waitohu School

TO BE Valuing and nurturing individuals to be themselves
OUR BEST In all things there are many forms of best - as individuals and
as a community of learners we always strive to be our best

Educational Goals

2024 - 2026

At Waitohu School, while fostering a love of learning, we will focus on:

- Strong foundations in literacy, numeracy, oral language and inquiry
- The ethos of 'valuing and nurturing individuals to be themselves' as expressed within the mauri, taku Waitohutanga and reflection koru
- The acquisition of fundamental physical skills and the opportunity for students to experience and express themselves through 'The Arts'

Strategies to Meet Educational Goals

At Waitohu School, while fostering a love of learning, we will focus on strong foundations in literacy, numeracy, oral language and inquiry:

- 'Priority of Time' will be given to the development of literacy and numeracy
- Realistic, manageable and exciting programmes of learning that sequentially and developmentally enable meaningful and satisfying learning will be developed
- Realistic, manageable and meaningful assessment procedures will be developed and maintained that enable accurate and reliable assessment information to be gathered, analyzed and acted upon
- Recognised and successful strategies for identified diverse groups of learners i.e. Boys, English Speakers of Other Languages, Gifted Learners will be continually developed
- Ongoing targeted 'Professional Development' will be provided for all teachers.

At Waitohu School, while fostering a love of learning, we will focus on the ethos of 'valuing and nurturing individuals to be themselves' as expressed within the mauri and reflection koru:

- Within programmes of learning, opportunities will be made for individuals and cultural groups to share the 'lens' through which they view the world
- Balanced, integrated, wholesome and generous hearted people from all cultures will be our role models

At Waitohu School, while fostering a love of learning, we will focus on the acquisition of fundamental physical skills and the opportunity for students to experience and express themselves through 'The Arts':

- Opportunities to make healthy choices and to develop fundamental physical skills and prowess, as well as sustained aerobic fitness will be provided
- Opportunities to experience and participate in dance, drama, music and visual arts will be provided.

Waitohu School Strategic Plan 2024 - 2026

1: Curriculum	Goals:
<p><u>LEARNERS AT THE CENTRE</u> 1. Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying</p> <p><u>LEARNERS AT THE CENTRE</u> 2. Have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures</p> <p><u>BARRIER FREE ACCESS</u> 3. Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs</p> <p><u>BARRIER FREE ACCESS</u> 4. Ensure every learner/ākonga gains sound foundation skills, including language, literacy and numeracy</p> <p><u>QUALITY TEACHING AND LEADERSHIP</u> 5. Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning</p> <p><u>QUALITY TEACHING AND LEADERSHIP</u> 6. Develop staff to strengthen teaching, leadership and learner support capability across the education workforce</p> <p><u>FUTURE OF LEARNING AND WORK</u> 7. Collaborate with industries and employers to ensure learners/ākonga have the skills, knowledge and pathways to succeed in work</p>	<ul style="list-style-type: none"> ● Realistic, manageable and exciting programmes of learning that sequentially and developmentally enable meaningful and satisfying learning will be developed ● 'Priority of Time' will be given to the development of literacy, numeracy, oral language and inquiry skills ● A consistent process of inquiry that is age appropriate, which empowers all students to discover and learn across all curriculum areas will be developed ● Information Communication Technologies knowledge and understandings will be integrated across all curricula ● Opportunities to make healthy choices and to develop fundamental physical skills and prowess, as well as sustained aerobic fitness will be provided ● Opportunities to experience and participate in dance, drama, music and visual arts will be provided ● Realistic, manageable and meaningful assessment procedures will be developed and maintained that enable accurate and reliable assessment information to be gathered, analyzed and acted upon ● School wide emphasis on numeracy and literacy achievement ● Annually analyse assessment data in order to identify patterns of student achievement ● Recognised and successful strategies for identified diverse groups of learners i.e. Boys, English Speakers of Other Languages, Gifted Learners will be continually developed ● Maintain and refine organizational structures to enable appropriate levels of learning assistance ● Maintain a process for consulting with the school's Maori community, making known to the school's community policies plans and targets for improving the achievement of Māori students ● To take all reasonable steps to provide opportunities for instruction in tikanga Māori and te reo Maori

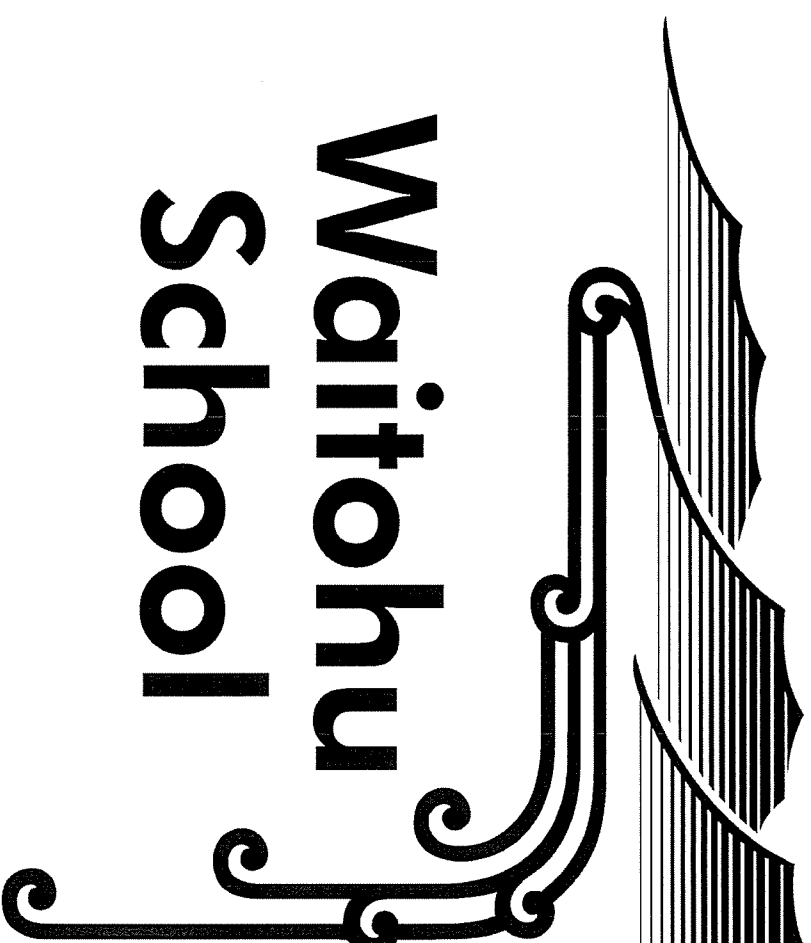
2: Self Review	Goals:
<p><u>LEARNERS AT THE CENTRE</u> 1. Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying</p> <p><u>LEARNERS AT THE CENTRE</u> 2. Have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures</p> <p><u>BARRIER FREE ACCESS</u> 3. Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs</p> <p><u>BARRIER FREE ACCESS</u> 4. Ensure every learner/ākonga gains sound foundation skills, including language, literacy and numeracy</p> <p><u>QUALITY TEACHING AND LEADERSHIP</u> 5. Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning</p> <p><u>QUALITY TEACHING AND LEADERSHIP</u> 6. Develop staff to strengthen teaching, leadership and learner support capability across the education workforce</p> <p><u>FUTURE OF LEARNING AND WORK</u> 7. Collaborate with industries and employers to ensure learners/ākonga have the skills, knowledge and pathways to succeed in work</p>	<ul style="list-style-type: none"> ● Put new policies, plans and procedures in place ● Follow the Board's self review programme ● Formally report to students and their parents on an individual basis twice yearly on the student's achievement ● Report to the community on an annual basis on the achievement of students as a whole ● Formally report to students and their parents on an individual basis twice yearly on the student's achievement

3: Personnel	Goals:
<p><u>LEARNERS AT THE CENTRE</u> 1. Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying</p> <p><u>LEARNERS AT THE CENTRE</u> 2. Have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures</p> <p><u>BARRIER FREE ACCESS</u> 3. Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs</p> <p><u>BARRIER FREE ACCESS</u> 4. Ensure every learner/ākonga gains sound foundation skills, including language, literacy and numeracy</p> <p><u>QUALITY TEACHING AND LEADERSHIP</u> 5. Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning</p> <p><u>QUALITY TEACHING AND LEADERSHIP</u> 6. Develop staff to strengthen teaching, leadership and learner support capability across the education workforce</p> <p><u>FUTURE OF LEARNING AND WORK</u> 7. Collaborate with industries and employers to ensure learners/ākonga have the skills, knowledge and pathways to succeed in work</p>	<ul style="list-style-type: none"> ● Maintain and refine an effective staff appraisal system ● Ongoing targeted 'Professional Development' will be provided for all teachers ● Maintain effective systems that acknowledge the value and contribution staff make to the school ● Maintain a balance of personnel i.e. teaching experience, teaching strengths, when recruiting staff

<p>4: Financial / Property</p> <p><u>LEARNERS AT THE CENTRE</u> 1. Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying</p> <p><u>LEARNERS AT THE CENTRE</u> 2. Have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures</p> <p><u>BARRIER FREE ACCESS</u> 3. Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs</p> <p><u>BARRIER FREE ACCESS</u> 4. Ensure every learner/ākonga gains sound foundation skills, including language, literacy and numeracy</p> <p><u>QUALITY TEACHING AND LEADERSHIP</u> 5. Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning</p> <p><u>QUALITY TEACHING AND LEADERSHIP</u> 6. Develop staff to strengthen teaching, leadership and learner support capability across the education workforce</p> <p><u>FUTURE OF LEARNING AND WORK</u> 7. Collaborate with industries and employers to ensure learners/ākonga have the skills, knowledge and pathways to succeed in work</p>	<p>Goals:</p> <ul style="list-style-type: none"> • Prepare an annual budget each year that reflects the school's identified priorities • Prepare an annual report in accordance with all legislative requirements • Maintain and follow a regularly updated five year maintenance programme plan • Maintain and follow a systematic process for identifying and removing any physical hazards
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<p>5: Health and Safety</p> <p><u>LEARNERS AT THE CENTRE</u> 1. Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying</p> <p><u>LEARNERS AT THE CENTRE</u> 2. Have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures</p> <p><u>BARRIER FREE ACCESS</u> 3. Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs</p> <p><u>BARRIER FREE ACCESS</u> 4. Ensure every learner/ākonga gains sound foundation skills, including language, literacy and numeracy</p> <p><u>QUALITY TEACHING AND LEADERSHIP</u> 5. Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning</p> <p><u>QUALITY TEACHING AND LEADERSHIP</u> 6. Develop staff to strengthen teaching, leadership and learner support capability across the education workforce</p> <p><u>FUTURE OF LEARNING AND WORK</u> 7. Collaborate with industries and employers to ensure learners/ākonga have the skills, knowledge and pathways to succeed in work</p>	<p>Goals:</p> <ul style="list-style-type: none"> • Ensure pastoral systems / processes are maintained to ensure support for all students • The attitude of reflection is fostered in all things. Our 'Reflection Koru' incorporating language of learning words, flag wall mural and action learning mental model directs our reflection • Within programmes of learning opportunities will be made for individuals and cultural groups to share the 'lens' through which they view the world • Balanced, integrated, wholesome and generous hearted people from all cultures will be our role models • Ensure that audit systems for the safety of all students and staff are maintained
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6: Administration	Goals:
<p><u>LEARNERS AT THE CENTRE</u> 1. Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying</p> <p><u>LEARNERS AT THE CENTRE</u> 2. Have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures</p> <p><u>BARRIER FREE ACCESS</u> 3. Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs</p> <p><u>BARRIER FREE ACCESS</u> 4. Ensure every learner/ākonga gains sound foundation skills, including language, literacy and numeracy</p> <p><u>QUALITY TEACHING AND LEADERSHIP</u> 5. Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning</p> <p><u>QUALITY TEACHING AND LEADERSHIP</u> 6. Develop staff to strengthen teaching, leadership and learner support capability across the education workforce</p> <p><u>FUTURE OF LEARNING AND WORK</u> 7. Collaborate with industries and employers to ensure learners/ākonga have the skills, knowledge and pathways to succeed in work</p>	<ul style="list-style-type: none"> ● Meet all legislative requirements ● Complete an annual update of our school charter and provide the Secretary for Education with a copy of the updated school charter before 1 March of the relevant year ● Provide an analysis of any variance between our school's performance and the relevant aims, objectives, directions, priorities, or targets set out in our school charter at the same time as the updated school charter provided to the Secretary for Education.



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In all things there are many forms of best - as individuals and as a community of learners we always strive to be our best

2024 - ANNUAL PLAN

1: Curriculum - Goals	Action:	Expected Outcomes:	Responsibility:
<ul style="list-style-type: none"> Realistic, manageable and exciting programmes of learning that sequentially and developmentally enable meaningful and satisfying learning will be developed 'Priority of Time' will be given to the development of literacy, numeracy, oral language and inquiry skills A consistent process of inquiry that is age appropriate, which empowers all students to discover and learn across all curriculum areas will be developed Information Communication Technologies knowledge and understandings will be integrated across all curricula Opportunities to make healthy choices and to develop fundamental physical skills and prowess, as well as sustained aerobic fitness will be provided Opportunities to experience and participate in dance, drama, music and visual arts will be provided Realistic, manageable and meaningful assessment procedures will be developed and maintained that enable accurate and reliable assessment information to be gathered, analyzed and acted upon 	<p>Teachers of Year 4, 5 & 6 students regularly meet to collaboratively unpack and implement the Manaiakalani Reading Programme Intensive</p> <p>Teachers of Year 1, 2 & 3 students continue to develop and implement the Liz Kane phonic based reading programme as the introduction to learning to read and write.</p> <p>Increase the development of staff proficiency in day to day use of conversational te reo Māori and understanding tikanga Māori.</p>	<p>Jason Ward and Alison Tennant to undertake the 9 full day Manaiakalani Reading Programme Intensive (RPI) professional development sessions.</p> <p>All five senior syndicate staff meet the following week of the RPI for a full day to collaboratively unpack and implement the RPI</p> <p>Year 1 & 2 teachers will continue to assess and evaluate the effectiveness of the Liz Kane literacy phonics based programme.</p> <p>Maine will lead regular staff hui enabling staff to:</p> <ul style="list-style-type: none"> learn from and plan to implement the Te Puna Reo Māori online teacher professional development and classroom resources programme Identify next learning steps Practice next learning steps Be confident in use of learned te reo Māori in regular in school and out of school settings <p>Continued development and updating of resources with:</p> <ul style="list-style-type: none"> Curriculum Koru <ul style="list-style-type: none"> Learn Create Share Taku Waitohutanga Koru <ul style="list-style-type: none"> Te reo Māori Kaitiaki te awa o Waitohu Reflection Koru <ul style="list-style-type: none"> Resilience 	<p>Annie Spratt</p> <p>DP / AP</p> <p>Principal</p> <p>Principal Annie Spratt</p>

<ul style="list-style-type: none"> ● School wide emphasis on numeracy and literacy achievement ● Annually analyse assessment data in order to identify patterns of student achievement ● Recognised and successful strategies for identified diverse groups of learners i.e. Boys, English Speakers of Other Languages, Gifted Learners will be continually developed ● Maintain and refine organisational structures to enable appropriate levels of learning assistance ● Maintain a process for consulting with the school's Māori community, making known to the school's community policies, plans and targets for improving the achievement of Māori students ● To take all reasonable steps to provide opportunities for instruction in tikanga Māori and te reo Māori 			
<p>Continue the development and integration of the Living Well neuroscience and Choice Theory mental health tools within classroom programmes to teach resilience to students and whānau.</p> <p>Continued engagement with Te Kāhui Tokotoko o Ōtaki.</p>	<p>Analyse schoolwide assessment data</p> <p>Development of extension programmes through the use of available resources</p> <p>Within available resources, provision of appropriate additional classroom support</p> <p>Provide opportunities for the school's Māori community to be informed of and provide feedback about the achievement of Māori students</p> <p>Further modify implementation of tikanga Māori to utilize strengths of staff and community</p>	<p>Working with Living Well Consulting Ltd, Maine will lead the development and integration of neuroscience and Choice Theory within classroom programmes. This will involve:</p> <ul style="list-style-type: none"> - regular time provided during staff, syndicate and professional development days for staff to plan and evaluate lessons - access to resources required to implement the lessons planned <p>Working with the Te Reanga Ipurangi Trust and principals within Te Kāhui o Ōtaki o Tokotoko Maine will:</p> <ul style="list-style-type: none"> - develop a realistic prioritising of goals - support Annie to provide within school leadership - continue to represent our kahui ako at the convenor cluster meetings <p>School assessment data is analysed</p> <p>Assessment information used to target and raise student achievement, with opportunities for staff to work co-operatively in the setting and reviewing of goals set for targeted students.</p> <p>Extension programmes developed through the use of available resources</p> <p>Within available resources, students with moderate to high learning needs are supported</p> <p>Communication opportunities provided</p> <p>Tikanga Māori successfully implemented using strengths from within staff and community</p>	<p>Principal</p> <p>Principal DP / AP</p> <p>Principal SENCO</p> <p>Principal SENCO</p> <p>Principal</p> <p>Principal</p>
<p>Principal</p>	<p>Principal</p>	<p>Principal</p>	<p>Principal</p>

2: Self Review - Goals	Action:	Expected Outcomes:	Responsibility:
<ul style="list-style-type: none"> Put new policies, plans and procedures in place Follow the Board's self review programme Formally report to students and their parents on an individual basis twice yearly on the student's achievement Report to the community on an annual basis on the achievement of students as a whole 	<p>Review and update policies and procedures as per Self Review Procedure 1 schedule: - 5: Health and Safety - 6: Legislation</p> <p>Start of and mid-year parent-teacher interviews End of year report</p> <p>Annual report written and reported upon to community</p>	<p>5: Health and Safety & 6: Legislation policies and procedures reviewed</p> <p>Interviews held Students reports completed</p> <p>Annual report completed</p>	<p>Principal</p> <p>Principal</p> <p>Principal</p>

3: Personnel - Goals	Action:	Expected Outcomes:	Responsibility:
<ul style="list-style-type: none"> Maintain and refine an effective staff appraisal system Ongoing targeted 'Professional Development' will be provided for all teachers 	<p>Maintenance of effective staff appraisal system</p> <p>A full and rich professional development programme will be planned Individual development as identified / requested</p>	<p>Appraisals implemented</p> <p>Professional development plan implemented</p>	<p>Principal DP / AP</p> <p>Principal</p>
<ul style="list-style-type: none"> Maintain effective systems that acknowledge the value and contribution staff make to the school Maintain a balance of personnel i.e. teaching experience, teaching strengths, when recruiting staff 	<p>Appraisals Annual principal – teacher interviews</p> <p>Recruit the most appropriate applicant for positions arising</p>	<p>Appraisals implemented Interviews held</p> <p>Most appropriate applicants offered available positions</p>	<p>Principal DP / AP</p> <p>Principal Appointments Committee</p>

4: Financial / Property - Goals	Action:	Expected Outcomes:	Responsibility:
<ul style="list-style-type: none"> Prepare an annual budget each year that reflects the school's identified priorities Prepare an annual report in accordance with all legislative requirements Maintain and follow a regularly updated five year maintenance programme plan Maintain and follow a systematic process for identifying and removing any physical hazards 	<p>Principal to prepare an annual budget that reflects school's identified priorities</p> <p>Annual report prepared</p> <p>Follow and implement five year maintenance plan</p> <p>Monthly meeting of Principal and Caretaker to overview property matters</p> <p>Regular schoolwide emergency drills</p>	<p>Annual budget approved by B.O.T.</p> <p>Annual report approved by Ministry</p> <p>Maintenance programme implemented</p> <p>Process for identifying and removing any physical hazards implemented</p> <p>Regular schoolwide emergency drills held</p>	<p>Principal</p> <p>Principal B.O.T. Chair</p> <p>Principal Caretaker</p> <p>Principal Caretaker</p> <p>Principal</p>

5: Health and Safety - Goals	Action:	Expected Outcomes:	Responsibility:
<ul style="list-style-type: none"> Ensure pastoral systems / processes are maintained to ensure support for all students The attitude of reflection is fostered in all things. Our 'Reflection Koru' incorporating Language of Learning Lords, Inspiration Wall and Resilience directs our reflection Within programmes of learning opportunities will be made for individuals and cultural groups to share the 'lens' through which they view the world Balanced, integrated, wholesome and generous hearted people from all cultures will be our role models Ensure that audit systems for the safety of all students and staff are maintained 	<p>Student needs regularly discussed within senior management, syndicate and staff meetings</p> <p>Ongoing embedding of use Resilience neuroscience and choice theory tools</p> <p>Ongoing integration of use of Language of Learning words and Inspiration Wall people</p> <p>Opportunities will be sought within curriculum and extra curricula learning to include balanced, integrated, wholesome and generous hearted people from all cultures to share their skills, talents and perspectives</p> <p>Identify and address (through B.O.T. Chair - Principal, Senior Management, Principal – Office Manager and Principal-Caretaker, Staff meetings) any student or staff safety concerns</p>	<p>Identified student needs addressed</p> <p>The Livingwell Consultancy resources integrating neuroscience and choice theory will be taught.</p> <p>Language of Learning Words and Inspiration Wall people will be integrated into assemblies and class learning in a systemic way.</p> <p>Opportunities for a variety of people to 'share' with students will have been provided</p> <p>Student or staff safety concerns identified and addressed</p>	<p>Principal DP / AP</p> <p>Principal</p> <p>Principal DP / AP</p> <p>Principal</p>

6: Legislation - Goals	Action:	Expected Outcomes:	Responsibility
<ul style="list-style-type: none"> • Meet all legislative requirements • Complete an annual update of our school charter and provide the Secretary for Education with a copy of the updated school charter before 1 March of the relevant year • Provide an analysis of any variance between our school's performance and the relevant aims, objectives, directions, priorities, or targets set out in our school charter at the same time as the updated school charter provided to the Secretary for Education 	<p>Implementation of all requirements brought about by the Education and Training Amendment Act 2022</p> <p>Annual update of our school charter provided to the Secretary for Education before 1 March</p> <p>An analysis of any variance between our school's performance and the relevant aims, objectives, directions, priorities, or targets set out in our school charter is provided to the Secretary for Education before 1 March</p>	<p>All legislative requirements met</p> <p>Secretary for Education receives our updated school charter before 1 March</p> <p>Secretary for Education receives our analysis of any variance before 1 March</p>	<p>BOT Principal</p> <p>BOT Chair Principal</p> <p>BOT Chair Principal</p>