

Waitoki School 1558 Annual Implementation Plan 2024

Summary of the plan:

The Waitoki School vision is to create an inclusive school community that nurtures adaptive, creative, curious, life-long learners who achieve their best through perseverance and collaboration. To achieve this, the need to improve the capability of the staff to create a culturally responsive learning environment that recognises, supports, celebrates and learns from all of the cultures represented amongst our ākonga and whānau has been identified. The need to acknowledge, support and strengthen the hauora of all Waitoki School learners, staff and whānau to support the emotional health of all stakeholders has been recognised. In response to the introduction of Te Mātaiaho and the refreshed New Zealand Curriculum it is essential to review and revise the Waitoki local curriculum to ensure all ākonga are provided with a robust, relevant, exciting and local school curriculum that will be fully implemented by 2027.

Where we are currently at:

Waitoki School aspires to be culturally responsive and recognises the need to work on giving effect to Te Tiriti o Waitangi through our curriculum. We plan to do this by building the cultural capability of our whole community (teacher, students, board and whānau) and this journey starts by building teacher capability. We need to provide teachers with skills and knowledge around giving effect to Te Tiriti o Waitangi on a day to day basis. We need external expertise and support to do this. PLD will support us to deliver to the NELP's and be able to articulate and live our commitment to Te Tiriti o Waitangi.

The Waitoki School GOAT values have been revised and explicit teaching of these to develop a shared language has begun. The school does not have a graduate profile and this has identified a need to create a shared understanding between ākonga, kaiako and whānau of the qualities and dispositions we aspire all learners to leave Waitoki School with. There are concerns with the impact recent events such as COVID and flooding on the emotional health of students and the behaviours students are presenting as a result of these. The need for effective behaviour management systems and processes to be in place and understood by ākonga, kaiako and whānau has been recognised.

Staff at Waitoki have begun unpacking Te Mātaiaho and the refreshed New Zealand Curriculum in preparation for full implementation by 2027. Kaiako have reflected upon how they currently are delivering the New Zealand Curriculum, with a specific focus on their classroom programmes reflecting an "hour a day" of reading, writing and mathematics. The school is in its fourth year adopting the Liz Kane approach to structured literacy and this practice is becoming embedded school wide. Writing progressions are being developed by the Kahui ako and these are being to the schools structured literacy approach. Waitoki school has been engaged with DMIC PLD through Massey University for the past two years and this approach has been adopted by some teachers, identifying a need to develop a school wide shared understanding for teaching Mathematics.

How will our targets and actions give effect to Te Tiriti o Waitangi:

Kaiako will be supported and engaged in PLD to build capability and understanding of culturally responsive pedagogy. This will support Waitoki to develop a school culture that fosters and respects diversity. The three principles of the treaty, partnership, protection and participation will be considered and reflected in school systems and processes. Classrooms will be representative of the bi-culturalism of Aotearoa and all ākonga and other stakeholders. Kaiako will enable students to acquire knowledge of te reo Māori and tikanga Māori and these will be evident as part of everyday classroom experiences. A culture of teaching and learning is will be fostered that focuses on learning from ākonga and whānau rather than about them. Our unique rural environment will be celebrated and respected as a valuable part of the Waitoki school's culture. Our culturally capable teaching staff will work collaboratively and collectively with other Kura within the Kahui ako.

Waitoki School has three strategic aims;

Strategic Goal 1: Cultural Capabilities

To improve the capability of the school to create a culturally responsive learning environment that recognises, supports, celebrates and learns from all of the cultures represented amongst our ākonga and whānau.

Strategic Goal 2: Hauora

To acknowledge, support and strengthen the hauora of all Waitoki School learners, staff and whānau.

Strategic Goal 3: Local curriculum

To provide ākonga with a robust, relevant, exciting and refreshed local school curriculum, developed from Te Mātaiaho (the refreshed New Zealand Curriculum for full implementation by 2027) and with our community.

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Strategic Goal 1: Cultural Capabilities To improve the capability of the school to create a culturally responsive learning environment that recognises, supports, celebrates and learns from all of the cultures represented amongst our ākonga and whānau.				
Annual Target/Goal: A school culture that respects diversity and classrooms are representative of the bi-culturalism of Aotearoa and all ākonga is evident. Kaiako are confident having been engaged in PLD to build capability and understanding of culturally responsive pedagogy through working collaboratively and collectively with other Kura within the Kāhui ako. The Waitoki School's unique rural environment is interwoven throughout the curriculum and central to students learning.				
What do we expect to see by the end of the year? (What expectations do you have for this target for this year? What evidence will you see? This can flow on from the expectations listed in your strategic plan for the full 3-years.)				
<ul style="list-style-type: none"> • Kaiako are supported and engaged in PLD to build capability and understanding of culturally responsive pedagogy. • A school culture is fostered that respects diversity and classrooms are representative of the bi-culturalism of Aotearoa and all ākonga. • A culture of teaching and learning is fostered - learning from ākonga and whānau rather than about them. • Our unique rural environment is celebrated and respected as a valuable part of the school's culture. • Culturally capable teaching staff who work collaboratively and collectively with other Kura within the Kahui ako. 				
Actions <i>Detail the key actions you'll take this year to reach your annual target listed above</i>	Who is Responsible	Resources Required	Timeframe <i>This is optional however is useful to help with your planning</i>	How will you measure success? <i>Think about what you expect to see at the end of the year and detail the measurements you'll use to check on your progress. You'll want to reference the success measures from your strategic plan template.</i>
Kaiako are supported and engaged in PLD to build capability and understanding of culturally responsive pedagogy.	SLT Kāhui ako WSL MU holders MAC (TBC)	<ul style="list-style-type: none"> • Tataiako self-assessment tool • Unteach Racism https://www.unteachracism.nz/ • Niho Taniwha (Riwa-Couch) • Hikairo Schema (Macfarlane et al.) • Teaching to the North East (Bishop) 	By end of term 2	<ul style="list-style-type: none"> • All cultures are respected and regarded as valuable learning opportunities. • Kaiako and ākonga will be using te ao maori more authentically in the playground and classroom. • Te ao maori present around the kura and in classrooms. • Students understand the significance of Matariki. • Karakia at the start of gatherings. • Kaiako and ākonga have a deep understanding of their Tūrangawaewae. • ākonga will have a Pepeha that they know and understand the meaning of. • Children's learning on display. • GTT and kapa haka programmes present. • Positive responses and vibe from community and staff. • All cultures are respected and regarded as valuable learning opportunities.
A school culture is fostered that respects diversity and classrooms are representative of the bi-culturalism of Aotearoa and all ākonga.	SLT Kāhui ako WSL MU holders		Throughout 2024	
A culture of teaching and learning is fostered - learning from ākonga not about them.	SLT Kāhui ako WSL MU holders Kaiako		Throughout 2024	
Our unique rural environment is celebrated and respected as a valuable part of the school's culture.	SLT Kāhui ako WSL MU holders MAC (TBC)		By the end of 2024	
Culturally capable staff who work collaboratively and collectively with other Kura within the Kāhui ako.	SLT Kāhui ako WSL MU holders		Throughout 2024	

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Strategic Goal 2: Hauora

To acknowledge, support and strengthen the hauora of all Waitoki School learners, staff and whānau.

Annual Target/Goal:

For all learners to feel connected to Waitoki School, with a shared understanding and shared language in place that is understood by all ākonga, kaiako and whānau. There are embedded school wide values, effective behaviour management systems and processes, and graduate profile in place and these are all understood by ākonga, kaiako and whānau.

What do we expect to see by the end of the year?

(What expectations do you have for this target for this year? What evidence will you see? This can flow on from the expectations listed in your strategic plan for the full 3-years.)

- The Waitoki School graduate profile in place and understood by ākonga, kaiako and whānau.
- The Waitoki School GOAT values (Grit, Ownership, Aroha, Teamwork) are understood and used by ākonga, kaiako and whānau.
- Effective behaviour management systems and processes are in place and understood by ākonga, kaiako and whānau.
- A shared language of learning is used by ākonga, kaiako and whānau.
- The physical learning spaces, work areas and school grounds are fully utilised in a way that supports the physical, social and mental wellbeing of learners, staff and the school community.

Actions <i>Detail the key actions you'll take this year to reach your annual target listed above</i>	Who is Responsible	Resources Required	Timeframe <i>This is optional however is useful to help with your planning</i>	How will you measure success? <i>Think about what you expect to see at the end of the year and detail the measurements you'll use to check on your progress. You'll want to reference the success measures from your strategic plan template.</i>
The Waitoki School graduate profile in place and understood by ākonga, kaiako and whānau.	SLT MU holders Kaiako	<ul style="list-style-type: none"> • KidPower: https://www.kidpower.org/ • Zones of regulation (RTLB): https://zonesofregulation.com/ • Smiling Mind: https://www.smilingmind.com.au/ • Google Forms using GAFE. • Zones of Regulation book and resources (purchased and uploaded to Waitoki shared drive). • PB4L: https://pb4l.tki.org.nz/PB4L-School-Wide • Peer Mediator resources. • Visit other schools. 	End of Term 4, 2024	<ul style="list-style-type: none"> • Student attendance data will measure increased student attendance. • Student wellbeing and belonging will be measured using surveys and by gathering student voices. • Progress and achievement data analysis will demonstrate an improvement. • Wellbeing and belonging will be measured using surveys and by gathering student voices. • e-TAP school management system data will be analysed to measure behaviour incidents and identify a decrease in these.
The Waitoki School GOAT values (G rit, O wnership, A roha and T eamwork) are understood and used by ākonga, kaiako and whānau.	SLT LSC MU holders Kaiako		End of Term 4, 2024	
Effective behaviour management systems and processes are in place and understood by ākonga, kaiako and whānau.	SLT LSC MU holders RTLB		End of Term 4, 2024	
A shared language of learning is used by ākonga, kaiako and whānau.	SLT LSC MU holders Kaiako		End of Term 4, 2024	
The physical learning spaces, work areas and school grounds are fully utilised in a way that supports the physical, social and mental wellbeing of learners, staff and community.	Caretaker Principal Admin officer		Ongoing throughout 2024	

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Strategic Goal 3: Local curriculum

To provide ākonga with a robust, relevant, exciting and refreshed local school curriculum, developed from Te Mātaiaho (the refreshed New Zealand Curriculum for full implementation by 2027) and with our community.

Annual Target/Goal:

School leaders, Kaiako, whānau, and akonga are actively engaged and work collaboratively to develop the Waitoki School local curriculum so that it reflects Te Mātaiaho and the community's priorities for our tamariki. The curriculum is accessible to all and caters for students with differing learning needs. Student progress and achievement is reported to parents regularly through effective systems and processes.

What do we expect to see by the end of the year?

(What expectations do you have for this target for this year? What evidence will you see? This can flow on from the expectations listed in your strategic plan for the full 3-years.)

- The local curriculum reflects Te Mātaiaho and our community's priorities for our tamariki.
- School leaders, kaiako, whānau, and ākonga are actively engaged with their local curriculum.
- The local curriculum is published on the school website.
- Kaiako are clear and confident on the learning that matters within our local curriculum and are able to utilise it with ākonga.
- There are established systems and processes to report on individual and school-wide student progress in relation to our local curriculum.

Actions <i>Detail the key actions you'll take this year to reach your annual target listed above</i>	Who is Responsible	Resources Required	Timeframe <i>This is optional however is useful to help with your planning</i>	How will you measure success? <i>Think about what you expect to see at the end of the year and detail the measurements you'll use to check on your progress. You'll want to reference the success measures from your strategic plan template.</i>
The local curriculum reflects Te Mātaiaho and our communities priorities for our tamariki.	SLT MU holders Kaiako	<ul style="list-style-type: none"> • Te Mātaiaho • Refreshed curriculum documents; Maths, English & Social Science • New Zealand Curriculum • The Common Practise Model • Curriculum elaborations • Student achievement data • School Website • Maths Leads within our Kahui Ako • Staff and team meeting time • DMIC task booklets • Tori Christie • EnviroSchools documents • Garden to Table website • Jess Charnley - GTT liaise • Release time 	End of Term 4, 2024	<ul style="list-style-type: none"> • Annual tracking of our local curriculum and the implementation plan for Te Mātaiaho. • Annual consultation with ākonga, kaiako and whānau to measure engagement and understanding of our local curriculum. • Tangata whenua are satisfied that the local curriculum gives effect to Te Tiriti o Waitangi. • Progress and achievement data analysis in relation to our local curriculum will demonstrate an improvement.
School leaders, Kaiako, whānau, and akonga are actively engaged with their local curriculum.	SLT MU holders Kaiako		Ongoing throughout 2024	
The local curriculum is accessible to the wider school community. It caters for students with differing learning needs.	Principal Admin officer MU holders Kaiako		Ongoing throughout 2024	
There are established systems and processes to report on individual and school-wide student progress in relation to our local curriculum.	SLT Kaiako Board		End of Term 4, 2024	