



NURTURE, ENRICH, INSPIRE

# Waikaia School Strategic Plan 2024

**Kind | Responsible | Do our best**  
**Kia manawanui | Takanhanga | Mō**  
**te hemo tonu atu**

**Vision:**

**Waikaia School provides a safe and supportive environment where children, staff and the school community will have respect for themselves, others and the environment. Through this they will develop skills to become independent and lifelong learners.**



# Background Information

(The goals are as a result of the following over the 2023 year)

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## **Strategic Goals Development Process:**

- Data collection through achievement data and analysis about learning and the curriculum.
- Whānau voices gathered in a variety of ways, including a whānau consultation survey.

## **Whānau Consultation Survey Findings:**

- The school values are appropriate but could be taught in more depth to ensure children develop a deeper understanding.
- Whānau want Waikaia School children to:
  - Be their best version of themselves.
  - Grow and develop with confidence.
  - Be proud of who they are.
  - Be given appropriate challenges.
  - Be supported as diverse learners in recognition of their uniqueness.

# Strategic Goal 1

-to create an inclusive environment that allows all ākonga/learners to achieve to their best potential

## **Which community /Board goal does this strategic goal work towards meeting?**

- every student at the school can achieve their highest educational standard
- the school is inclusive of and caters for, student with differing needs

## **What is the anticipated result? What shifts /changes to teacher practice and learner outcomes do you expect to see? How will we achieve or make progress towards our strategic goals?**

- engagement in all Ākonga/Learners/Learners at Waikaia School
- PLD for all Kaiako/Teachers in Te Reo, iDeal, Math, Te Mataiaho, Goal Setting
- Attendance levels will increase
- Akonga/Learners taking responsibility for setting goals with Kaiako/Teachers

## **How will we measure what has worked and what has been achieved?**

- Using assessment data
- Through teacher observations
- Feedback from ākonga/learners, whanau
- Through ākonga/learners goal setting/wellbeing

## **Links to NELPs, Te Tiriti o Waitangi, Curriculum statements, Refreshed curriculum**

### Learners at the Centre

- ensure places of learning are safe, inclusive and free of racism, discrimination and bullying
- Have high aspirations for every ākonga/learners, 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

### Barrier Free Access

- Reduce barriers to education for all, including for Māori and Pacific learners/ākonga/learners, disabled learners and those with learning support needs
- Ensure every ākonga/learner gains sound foundation skills, including language\*, literacy and numeracy

### The School gives effect to Te Tiriti o Waitangi by:

- taking all reasonable steps to make instruction available in tikanga Maori and te reo Maori

# Strategic Goal 2

-review and refresh our school curriculum, including assessment, reporting and learning pathways

## **Which community /Board goal does this strategic goal work towards meeting?**

- every student at the school can achieve their highest educational standard
- the school is inclusive of and caters for, student with differing needs

## **What is the anticipated result? What shifts /changes to teacher practice and learner outcomes do you expect to see? How will we achieve or make progress towards our strategic goals?**

- Engagement for all ākonga/learners at Waikaia School
- PLD for all kaiako/teachers in Te Reo, iDeal, Math, Te Mataiaho
- Attendance levels will increase
- Ākonga/Learners taking responsibility for setting goals with Kaiako/Teachers

## **How will we measure what has worked and what has been achieved?**

- Using assessment data
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### Learners at the Centre

- Have high aspirations for every ākonga/learners, 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

### Barrier Free Access

- Ensure every ākonga/learner gains sound foundation skills, including language\*, literacy and numeracy

### Quality Teaching and Leadership

- meaningfully incorporate te reo Māori and tikana Māori into the everyday life of the place of learning
- develop staff to strengthen teaching, leadership and learner support capability across the education workforce

### The School gives effect to Te Tiriti o Waitangi by:

- working to ensure that its plans, policies and local curriculum reflect local tikanga Māori, mātautanga Māori, and te ao Māori

# Annual Plan 2025

**Strategic Goal 1:** To create an inclusive environment that allows all ākonga to achieve their best potential.

**Strategic Goal 2:** Review and refresh our school curriculum, including assessment, reporting, and learning pathways.

## Annual Targets:

1. Implement structured literacy and mathematics consistently across all year levels.
2. Fully integrate and apply Te Mātaiaho (the refreshed NZ curriculum).
3. Improve attendance and engagement through inclusive practices and student-led goal setting.
4. Review and refresh the school curriculum, ensuring alignment with new assessment and reporting requirements.

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

- Ākonga receive meaningful, relevant, and engaging learning experiences.
- Structured literacy and mathematics (iDeal and Oxford Maths) are fully implemented across all levels.
- Te Mātaiaho is integrated into teaching and learning practices.
- Attendance rates improve, with increased engagement from whānau.
- Ākonga take ownership of their learning through goal setting and self-reflection.
- Staff demonstrate confidence in delivering structured literacy, numeracy, and inclusive practices.
- A refreshed school curriculum is in place, aligning with the latest national standards.
- Improved assessment and reporting practices support better tracking of student progress.

## Alignment with NELP and Te Tiriti o Waitangi:

- **Learners at the Centre:** Ensuring an inclusive, safe learning environment free from discrimination.
- **Barrier-Free Access:** Reducing barriers for Māori, Pacific learners, and students with learning support needs.
- **Quality Teaching and Leadership:** Strengthening staff capabilities to implement the refreshed curriculum.
- **Te Tiriti o Waitangi:** Ensuring plans, policies, and the local curriculum reflect local tikanga Māori, mātauranga Māori, and te ao Māori.

## Monitoring & Review:

- Termly progress check-ins with staff and whānau.
- Mid-year and end-of-year review of assessment data.
- Regular attendance tracking and intervention where needed.
- Curriculum and assessment updates reviewed in staff meetings.

<b>Actions</b>	<b>Who is responsible</b>	<b>Resources</b>	<b>Timeframe</b>	<b>Measures</b>	<b>Monitoring/Evaluating</b>
Deliver structured literacy and mathematics instruction daily	Kaiako/ Teachers	iDeal Structured Literacy, Oxford Maths, MoE PLD resources, in-school materials	Ongoing (all year)	PATs, e-asTTle assessments, student work samples	
Ensure all staff engage in PLD for Te Mātaiaho and Te Reo	Tumuaki, Kaiako	MoE PLD funding, external facilitators	Term 1-3	Teacher reflections, lesson observations, evidence in planning	
Develop a school-wide structured literacy and mathematics progression framework	Tumuaki, Kaiako	iDeal Structured Literacy & Oxford Maths framework, exemplars from MoE	Term 1-2	Internal reviews, progress monitoring	
Implement student goal-setting conferences to enhance engagement and responsibility	Kaiako, Ākonga	Goal-setting templates, digital tracking tools	Term 1-4	Student self-assessment, teacher tracking, whānau feedback	
Establish a system to track attendance daily and engage whānau in improving attendance	Admin, Tumuaki	Electronic Attendance Register (eAR), regular whānau communication	Term 1	Increased attendance rates, reduced unexplained absences	
Use culturally responsive teaching to create inclusive learning experiences	Kaiako, Tumuaki	MoE guidelines, local iwi partnership	Ongoing	Student engagement levels, whānau feedback	
Review and refresh the school's curriculum and assessment practices to align with Te Mātaiaho	Tumuaki, Curriculum Leaders	MoE curriculum updates, professional learning resources	Term 1-4	Updated curriculum documentation, assessment consistency	
Implement new assessment and reporting systems to track student progress effectively	Tumuaki, Kaiako	Digital assessment tools, student portfolios	Term 2	Consistent reporting practices, improved student data tracking	
In school and agency learning support	Tumuaki, Kaiako	Teacher aide, RTL professionals	Ongoing all year	Improved achievement, working at age level	
Grow te Āo Maori	Tumuaki, Kaiako	Te Reo platform, EOTC, Active Southland, Te whare tapa whā	Ongoing all year	Increased Te Reo proficiency, enjoyment/respect nature	

