

Our Vision: Students will be empowered to achieve as adaptive, creative, curious life-long learners who confidently achieve excellence through integrity and perseverance.

Waitoki School Strategic Plan
 2020 - 2023

OUR VALUES
 OUR GUIDE
 OUR ACTIONS

We are proudly Waitoki through and through.

We are creating great humans not just academic results.

A culture of progress.

We celebrate a child's progress rather than just achievement. The ability to see ongoing progress enables all children to feel a sense of achievement no matter where they are on their learning journey. Momentum creates engagement and that creates results.

Hauora.

We foster great humans by nurturing the whole person. Supporting their health, self confidence, self esteem and their personal values, beliefs and dreams.

Measure what matters.


Our approach to learning focuses on your child being one of one. Understanding what inspires them to learn and grow.


Always welcome.

Waitoki is a place of belonging, purpose, support, collaboration and trust. We have strong connections, even beyond the school gate.



Key Components of Learning At Waitoki School

Taking Action	<ul style="list-style-type: none"> • Action Competency • Student Voice • STEM • Purposeful 
Inquiry Model	<ul style="list-style-type: none"> • Wonder • Explore • Sort & Explain • Share & Apply
G.O.A.T Values	<ul style="list-style-type: none"> • GRIT • Ownership • Acceptance • Tolerance
Key Foundation Stones	<ul style="list-style-type: none"> • Deliberate Acts of Teaching • Integrated Curriculum • One size fits one • Integrating Te Reo throughout subjects and values • Key Graduation Points Reception / Yr3 / Yr6 Primary School / Yr8 Intermediate
GRIT	<ul style="list-style-type: none"> • <u>Waitoki</u> School believes our inclination to revere natural talent is misguided: in terms of achievement, the effort we put in and our reaction to set-backs count for far more. GRIT is something that can be learned and offers a new formula for individual and collective success.
Student Capabilities	<ul style="list-style-type: none"> • Making meaning in discipline-specific ways. • Critical Inquiry. • Perspective taking. • Taking Action

Foundational Statement	<p>Waitoki School is a place of belonging, purpose, support, collaboration and trust. We have strong connections, even beyond the school gate. We foster great humans by nurturing the whole person. Supporting their health, self confidence, self esteem and their personal values, beliefs and dreams.</p>
Māori Dimensions and Cultural Diversity	<p>Waitoki School recognises their commitment to Te Tiriti o Waitangi and acknowledges the right of tangata whenua to have focussed input into the educational priorities of their tamariki and mokopuna. We are committed to working with whānau and specifically Ngati Whātua to ensure Waitoki School meets the needs of its Māori learners and respects local tikanga. The school will provide regular opportunity for hui. For all our learners, term focusses will begin with te ao Māori as its starting platform. Waitoki School provides tuition in te reo Māori as a stand-alone subject weekly, and it is immersed through the teaching and learning programme.</p> <p>All cultures within Waitoki School will be valued and respected as evidenced by our school's core values. We will embrace opportunities to learn about the richness of each culture within our school community, and celebrate the diversity of cultures, languages and heritages within it.</p>
Community  <small>Kāhui Ako o Kaipara Community of Learning</small>	<p>The school has a rich historical base, with many of the school community and whānau having lifelong connections to the area and school. Within a semi-rural community, it is important to families that this is reflected in events such as the school's annual Agricultural Day.</p> <p>In mid-2018 Waitoki School joined the Kaipara Kahui Ako Community of Learning and are enjoying the benefits of working collaboratively and sharing best practice within it. As a school we focus on opening our school and classroom doors on multiple occasions to share our learning with the extended Waitoki community and proactively seek opportunities to engage with community organisations.</p>
National Education and Learning Priorities	<p>Waitoki School's strategic goals and annual plan are focused around putting into effect the objectives set out in the national education and learning priorities of:</p> <ul style="list-style-type: none"> • Learners at the centre • Barrier free access • Quality teaching and leadership • Future of learning and work • World class inclusive public education

Waitoki School Strategic Plan 2022 - 2024

Strategic Focus	2022	2023 Mid point target tracking	2024 Target Analysis Year
<p style="text-align: center;">Academic. All our students/Akongā will progress and achieve to their highest possible educational potential through</p> <p style="text-align: center;">Quality teaching and learning,</p> <p style="text-align: center;">Safe environments</p> <p style="text-align: center;">and</p> <p style="text-align: center;">Positive relationships.</p>	<p>Quality teaching and Learning.</p> <ul style="list-style-type: none"> <input type="checkbox"/> 2021 Reading Data Analysis - aligning with the structured literacy prog <input type="checkbox"/> 2021 Maths Data Analysis - DMIC Maths <input type="checkbox"/> Incorporation of the Capabilities / and Refreshed curriculum graduation points NE / Yr 3 / Yr 6 / Yr8 . <ul style="list-style-type: none"> <input type="checkbox"/> Utilization of the refreshed curriculums (History 1st). <input type="checkbox"/> Teaching Teams and data tracking to be constructed around these graduation points. <input type="checkbox"/> Construction of graduate profiles at each of these points. <input type="checkbox"/> During 2022 we should see the draft literacy curriculum presented. <input type="checkbox"/> Student Agency - Engagement / Behaviour determinate. <ul style="list-style-type: none"> <input type="checkbox"/> Senior School collection of Student voice (wellbeing / curriculum delivery). <input type="checkbox"/> Teachers to monitor time engaged in learning <input type="checkbox"/> Develop a school wide definition of Student Agency link this to the graduation profiles mentioned above. <input type="checkbox"/> Gifted and Talented programme for the extension across all year groups. <input type="checkbox"/> Post COVID Intervention plan <ul style="list-style-type: none"> <input type="checkbox"/> Recognition and catch up for all students adversely effect by the COVID lockdowns. <ul style="list-style-type: none"> <input type="checkbox"/> Academic <input type="checkbox"/> Social - Attendance. 	<ul style="list-style-type: none"> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 	<ul style="list-style-type: none"> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<p style="text-align: center;">Hauora Every child in every way. To foster the hauora of our life long learners in our Whānau / Community / Iwi</p>	<p>G.O.A.T</p> <ul style="list-style-type: none"> <input type="checkbox"/> Awards based system revolving are G.O.A.T Values. <ul style="list-style-type: none"> <input type="checkbox"/> Certificates & Wristbands <input type="checkbox"/> Measuring of progress against Values. <ul style="list-style-type: none"> <input type="checkbox"/> Rubrics <input type="checkbox"/> Publicising G.O.A.T better in the Community. <ul style="list-style-type: none"> <input type="checkbox"/> Visual representations <input type="checkbox"/> Newsletters 	<ul style="list-style-type: none"> <input type="checkbox"/> Visual representation of Goats. <input type="checkbox"/> Student voice used to help construct the G.O.A.T Rubric - monitoring of progress. <input type="checkbox"/> Imbedding the elements constructed in 2019. 	<ul style="list-style-type: none"> <input type="checkbox"/> G.O.A.T is monitored through an individual rubric used these three categories - Understood / Demonstrated / Practice (being part of natural behaviour). <input type="checkbox"/> Awards system has been imbedded.
<p style="text-align: center;">Preserving our Essence Culture. Inclusiveness Ruralness</p>	<p>Learning Together Information Evenings.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Social Information evenings on Topics ranging from 'Mindfulness' through to 'Behaviour Management' to Child Physiology. <p>Social and Rural Connectedness</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Rearing and caring for animals or plant is 	<ul style="list-style-type: none"> <input type="checkbox"/>

<p>Community Engagement. As the school grows we need to take positive action to sustain the very things which have attracted families to Waitoki School.</p>	<input type="checkbox"/> Redevelopment of House Names. <input type="checkbox"/> Introduce greater raising and caring of animals. <input type="checkbox"/> Turangawaewae.	<p>increased and developed further into curriculum learning - culminating in a public event - eg AG Day.</p>	
	<p>Ratio of Adults to students.</p> <input type="checkbox"/> Encouraging Parents to become part of the school's learning programme. <input type="checkbox"/> Finalise Zoning.	<input type="checkbox"/> Correct full year of zone implementation. <input type="checkbox"/>	<input type="checkbox"/> Maintaining a number of students around the 210 mark.

Annual Plan 2022

Improvement Plan: Learning	
<p>Strategic Goal 1</p> <p style="text-align: center;">Academic.</p> <p>All our students/Akongā will progress and achieve to their highest possible educational potential through</p>	<ul style="list-style-type: none"> • DMIC Maths Approach • Structured Literacy (Including a COVID intervention programme) • Learner Capabilities • Graduation Points
<p>Further develop structures which incorporate the Refreshed New Zealand Curriculum Documents.</p> <p>Bring to life the Learner Capabilities.</p> <p>Develop Pedagogy in Literacy and Maths which accelerates learning.</p>	
<p>Outcome:</p> <p>A more detailed structured understanding of learners progression within Literacy and maths, while establishing a progression model at each of the graduation points.</p>	

When	What	Who	Indicators of Progress/Success Factors
Term 1 Tuesday and Wednesdays - for the remainder of the year	COVID Intervention Programme 7-8 week focussed reading programmes. Students who are just below	Deputy Principal Junior School / Senco	Improvement in Reading ability for students in the junior school: <ul style="list-style-type: none"> • Reading Level Levels are collected and reported to the BOT.
Term 1 and Term2	Purchasing of Structure Literacy student readers	Literacy Leader and Principal	<ul style="list-style-type: none"> • Increase in the number of books • Increase in the number of senior readers Teachers in Yrs 1-4 use the structured literacy approach with all students at or below the literacy level. Teachers in the senior school start to use the structured Literacy approach with students who have shown themselves to have always struggled reading.
Term 3	Full School Professional Development Day - Structured Literacy	Literacy Leader	Graduated adoption across the school, starting with the juniors and working up through the years - dependent on student ability.
June 4th	Kahui Ako o Kaipara - district T.O.D focus being the Learner Capabilities	All Staff	Full participation across staff.
Term1 and Term2, Term 3	DMIC Training and observations	Senior School Teachers. Massey University	Engage , critique, adapt
Throughout the year - leading to the presentation at the end of the year.	Development of N/E , Yr3 , Yr 6 and Yr 8 Graduation Portfolios	All staff in Junior and Senior teams	Portfolios at least including: <ul style="list-style-type: none"> • Capabilities • History Curriculum

			<ul style="list-style-type: none"> • Reading and Maths
Throughout the year - leading to the presentation at the end of the year.	An understanding of the Capabilities and how they might progress through the Year groups. As well as investigating how this might be measured.	All staff in Junior and Senior teams	

Improvement Plan: Hauora

Strategic Goal 2

Hauora

Every child in every way.

To foster the hauora of our life long learners in our Whanau / Community / Iwi

- Awards based system revolving are G.O.A.T Values
- Certificates & Wristbands
- Measuring of progress against Values.
- Rubrics

Further develop structures which bring to life the G.O.A.T Values across the school. With both short and long term rewards. Support by the construction of opportunities with which progress can be earnt or won.

Outcome:

Learners will strengthen their use of the G.O.A.T Values. Place emphasis on earning recognition awards - enhancing the behaviour and atmosphere of the school.

When	What	Who	Indicators of Progress/Success Factors
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Term 4	Alignment of the reward structure.	Staff	An overview of where all the various reward systems sit, and how they interrelate with each other, from stickers to cups. No ambiguity.
End of Term 3	A means of students recording the collection of rewards, as to build to the next reward or level	Chris and SLT	When we have a system which is clear and easy to use, that is able to be continued from year to year. That incorporates the key component leaf structure from the strategic plan poster.
End of Term 3	Purchasing of the wrist band recognition system.	Claire	As close to gold, silver and bronze as possible - trendy look to them.
Term 4	First test run - this will be used to help fill in criteria - where the criteria is generic as the whole school, how this will be interpreted at each year level will of course be different.	All staff	Criteria complete - with students being able to communicate the meaning of criteria.

Improvement Plan: Culture

<p>Strategic Goal 3</p> <p>Preserving our Essence Culture. Inclusiveness Ruralness Community Engagement.</p> <p>As the school grows we need to take positive action to sustain the very things which have attracted families to Waitoki School.</p>	<ul style="list-style-type: none"> ● Communication ● Events-Informative / Social / Sport ● Parents involved in learning programmes ● A.G Day ● Gardening groups
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Reinstate activities and events which may have fallen off due to COVID restrictions over the last two years. Bringing families back into the school.

Outcome:
 Grandparent reading programme, sports training seasons, fundraising - all are up and running again. The number of parents helping out in the school increases.

When	What	Who	Indicators of Progress/Success Factors
Term 3	High Tea	Donna and Melissa N	First re-engagement event. Quality
Terms 2 and 3	Sporting opportunities	Chelsea and Teachers	Hockey, Rippa, Netball, Cross Country, Touch Rugby, A.G. Day,
End of term 4	Adult get togethers	SLT and BOT	Engagement of parents who may have joined the school since 2020. Re-connection of friendships.
Term 4	Whanau Huis	SLT	Literacy changes Board Candidates. RSE Curriculum
Term 4	Grandparent Reading Programme	Lynda Peebles	The we re-establish a collection of Grandparents to come in work with join school sudents

