

Waatea School

STRATEGIC PLAN 2020-2022



Delivering a localised curriculum that balances cultural identity with academic success

Developing learner profiles and targeted learning programmes to meet individual student needs.

Enabling consistent evidence based teacher practice across the school through a comprehensive programme of professional development.

Contributing to the sustainability of the Waatea community through a focus on the Marae and Natural Environment

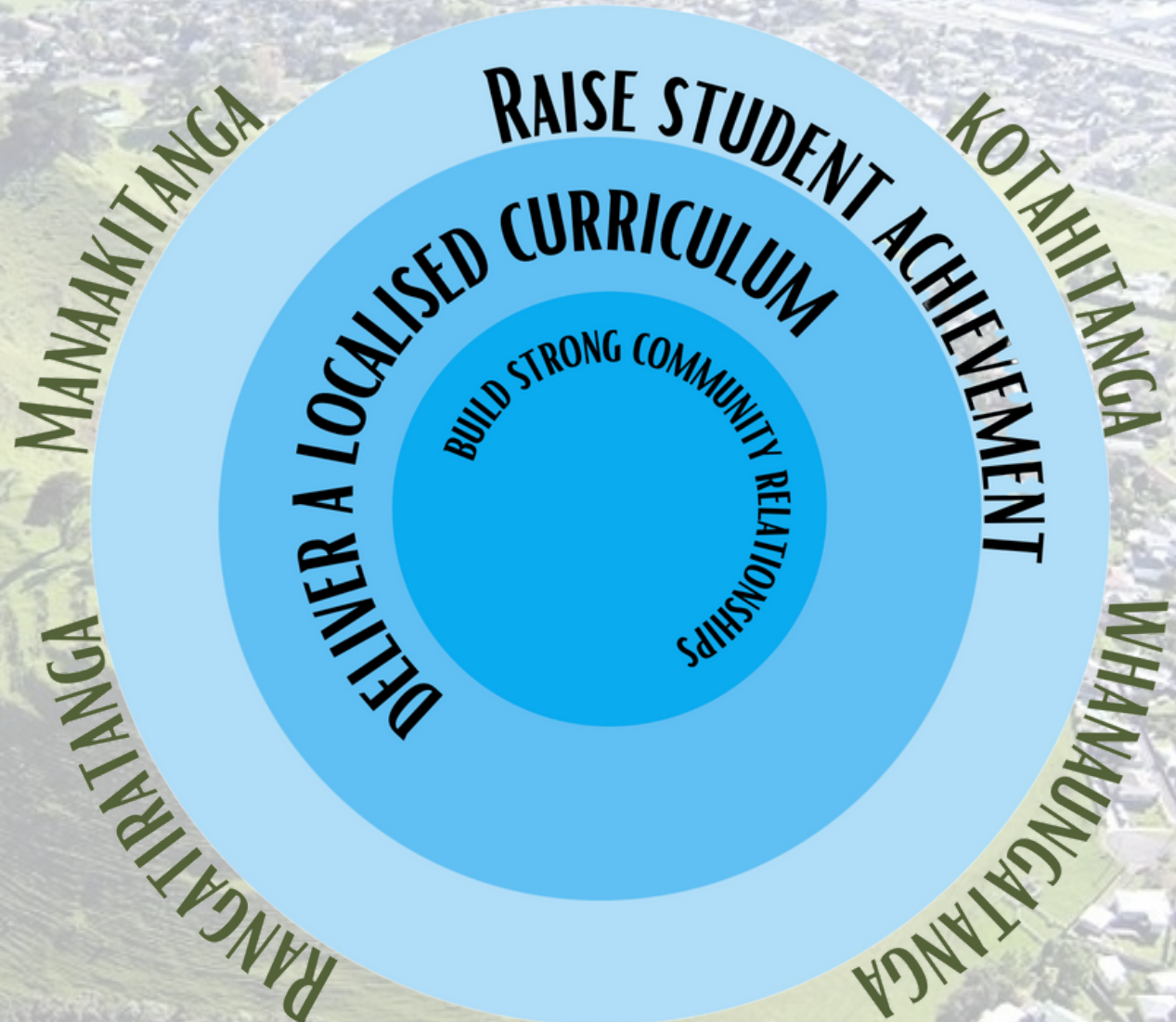
Providing a programme of cultural opportunities that encourage involvement by all students

Developing a culturally rich school environment to fully engage students in their learning.

Operating multiple channels of communication to encourage on-going whanau engagement

Developing an engagement plan with the focus on reciprocal relationships

Enabling collaboration across school, support services and whanau to support student learning





Our Goals

STRATEGIC PLAN 2020-2022



OUR
Values

OUR
Vision



Culturally proud creators of the future

Kaiako

Enabling consistent evidence-based teacher practice across the school through a comprehensive programme of professional development



Akonga

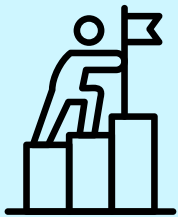
Developing learner profiles and targeted learning programmes to meet individual student needs.



Whānau

Developing an engagement plan with the focus on reciprocal relationships





Strategic Plan & NELPS

2023



OBJECTIVE 1		OBJECTIVE 2		OBJECTIVE 3	
LEARNERS AT THE CENTRE Learners with their whānau are at the centre of education		BARRIER FREE ACCESS Great education opportunities and outcomes are within reach for every learner		QUALITY TEACHING AND LEADERSHIP Quality teaching and leadership make the difference for learners and their whānau	
1 Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying	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	3 Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs	4 Ensure every learner/ākonga gains sound foundation skills, including language, literacy and numeracy	5 Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning	6 Develop staff to strengthen teaching, leadership and learner support capability across the education workforce

Kaiako

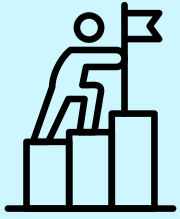


Akonga



Whānau





Goal One

2023



ENABLING CONSISTENT EVIDENCE-BASED TEACHER PRACTICE ACROSS THE SCHOOL THROUGH A COMPREHENSIVE PROGRAMME OF PROFESSIONAL DEVELOPMENT

Kaiako



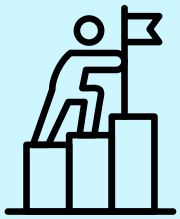
NELPS

Learners at the centre

Barrier Free Access

Quality Teaching & Leadership

1	2
3	4
5	6



Goal One

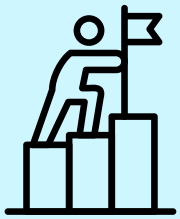
2023

Kaiako



Enabling consistent evidence-based teacher practice across the school through a comprehensive programme of professional development

Outcome	Actions	When/Who	Progress Indicators	Monitor
1.1 Professional development is inclusive of the needs of students and staff	→ A professional development program will reflect the priority areas for teaching & learning	<div>1 2 3 4</div> Zara, Traci, Staff	<ul style="list-style-type: none"> Teachers will have a clear understanding of the PD focus for the year PD is evident in planning & teaching 	<ul style="list-style-type: none"> Discussions Staff hui Planning - individual & whole school
	→ Teachers will have opportunities to share/lead in areas of expertise to grow leadership across the school	<div>2 3 4</div> Staff	<ul style="list-style-type: none"> Staff hui will provide opportunities for teachers to share and apply new learning Personal PD will align with whole school priorities 	<ul style="list-style-type: none"> Staff hui minutes PGC check ins
1.2 Develop and implement a PGC framework that integrates professional development and quality teaching practices	→ A new PGC format will be developed and implemented for 2023. Teachers will choose from the school's priority areas to reflect on their own practice throughout the year	<div>1</div> Zara, Traci, Staff	<ul style="list-style-type: none"> Teachers are using the new PGC model PGC discussions and observations are taking place 	<ul style="list-style-type: none"> Tuakana/Teina discussions Teacher observations Staff hui
	→ Establish, implement and reflect on "Quality teaching practices" at Waatea School	<div>3 4</div> Staff	<ul style="list-style-type: none"> Teachers will be able to depict quality teaching practices against the professional standards 	<ul style="list-style-type: none"> Observations Alignment with PGC
	→ Teachers will apply new learning to reflect on their practice through their personal PGC	<div>2 3 4</div> Zara, Staff, Traci	<ul style="list-style-type: none"> Using the PGC flow chart, teachers will be able to apply new learning to make changes to their practice 	<ul style="list-style-type: none"> Planning Observations



Goal Two

2023



**DEVELOPING LEARNER PROFILES AND
TARGETED LEARNING PROGRAMS TO
MEET INDIVIDUAL STUDENT NEEDS.**

Akonga



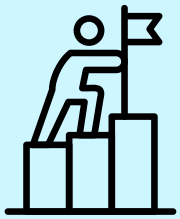
NELPS

Learners at the centre

Barrier Free Access

Quality Teaching & Leadership

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Goal Two

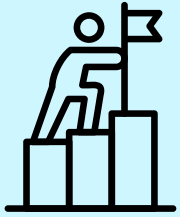
2023

Akonga



Developing learner profiles and targeted learning programs to meet individual student needs.

Outcome	Actions	When/Who	Progress Indicators	Monitor
2.1 Create a localised curriculum that meets the needs of our students	→ Develop learner and graduate profiles	<div> <div></div> <div>2</div> <div>3</div> <div>4</div> </div> Zara, Traci, Teachers	<ul style="list-style-type: none"> Staff, Student, and whānau voice are evident in the learner and graduate profiles 	<ul style="list-style-type: none"> Collection of voice - Whānau, students, staff
	→ Align the school's vision, values, and mission to learner and graduate profiles	<div> <div></div> <div></div> <div>3</div> <div>4</div> </div> Zara, Teachers, Whānau	<ul style="list-style-type: none"> Clear links between the school's mission, vision, and values Staff, students, and whānau understand the profiles 	<ul style="list-style-type: none"> Consultations Collection of voice Final copies of learner & graduate
	→ Develop school wide learning progressions across writing, reading, maths, and Te Reo Māori	<div> <div></div> <div>2</div> <div>3</div> <div>4</div> </div> Zara, Teachers, MU - Kenya	<ul style="list-style-type: none"> Schoolwide progressions are used and applied to planning, assessment, teaching & learning 	<ul style="list-style-type: none"> Curriculum links School wide progressions developed
2.2 Implement teaching strategies that impact student achievement	→ Display and understand where ALL of our students are learning and create target learning groups	<div> <div>1</div> <div>2</div> <div>3</div> <div>4</div> </div> Zara, Teachers, Whānau	<ul style="list-style-type: none"> Target groups are evident in each classroom and discussed frequently Use the information gathered to inform next teaching and learning steps 	<ul style="list-style-type: none"> Staff Hui discussions Planning checks PGC
	→ Pilot and track the structured literacy approach across one class	<div> <div>1</div> <div>2</div> <div>3</div> <div>4</div> </div> Zara, Anni	<ul style="list-style-type: none"> Pre and Post assessment data informs student progress Compile PD for focus in 2024 	<ul style="list-style-type: none"> Assessment data Discussions, Whānau engagement
	→ Collate student behaviour data to inform internal/external support	<div> <div>1</div> <div>2</div> <div>3</div> <div>4</div> </div> Zara, Margy	<ul style="list-style-type: none"> Students identified as learning/behaviour needs are referred School wide SENCO plan 	<ul style="list-style-type: none"> Observations Target groups Whānau voice



Goal Three

2023



**DEVELOPING AN ENGAGEMENT PLAN
WITH THE FOCUS ON RECIPROCAL
RELATIONSHIPS**

Whānau



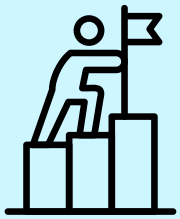
NELPS

Learners at the centre

Barrier Free Access

Quality Teaching & Leadership

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Goal Three

2023

Whānau



Developing an engagement plan with the focus on reciprocal relationships

Outcome	Actions	When/Who	Progress Indicators	Monitor
3.1 Build strong community relationships <div> Whānau Hui Attendance Goal 2023 100% </div>	→ Whānau hui aims to provide meaningful and voice capturing events	<div>1 2 3 4</div> Zara	<ul style="list-style-type: none"> Whānau hui attendance increased with a common and shared understanding of the importance of whānau/school partnership 	<ul style="list-style-type: none"> Whānau Hui Whānau Voice
	→ Whānau voice is collected and supported/represented by whānau board reps	<div>2 3 4</div> Zara, BOT Reps	<ul style="list-style-type: none"> Whānau board reps are empowered to share and propose new ideas/strategies to the board 	<ul style="list-style-type: none"> Board Hui Whānau focus groups
	→ Liaise with mana whenua and local landmarks to incorporate knowledge of history in local curriculum	<div>2 3 4</div> Zara, MU - Kenya	<ul style="list-style-type: none"> Local history implemented in local curriculum - teaching and learning Story of Waatea history embedded in classrooms 	<ul style="list-style-type: none"> Student voice Whānau voice Staff Voice Planning
3.2 Enabling collaboration across the school, support services and whānau to support student learning	→ Work in collaboration with mana whenua on site to provide meaningful learning experiences for tamariki	<div>1 2 3 4</div> Zara, Kenya	<ul style="list-style-type: none"> Haka pōwhiri performed and run by kura Connectedness across the marae with ECC and Kura at the centre 	<ul style="list-style-type: none"> Haka pōwhiri Waiata tautoko Student voice
	→ Liaise with Whānau Ora to support past and present whānau	<div>1 2 3 4</div> Zara	<ul style="list-style-type: none"> Whānau's needs are supported through Whānau Ora including but not limited to, school and home support 	<ul style="list-style-type: none"> Whānau Direct applications Whānau Voice
	→ Whānau focus groups and wananga are planned and depict the community desire for our tamariki and their learning	<div>2 3 4</div> Zara, Teachers, Whānau	<ul style="list-style-type: none"> Wananga support the needs of whānau to collaboratively come together for specific marae events such as pōwhiri 	<ul style="list-style-type: none"> Wananga Feedback Focus group surveys Whānau voice