



Waitetuna School  
Strategic Plan  
2024 - 2025





# Waitetuna School Strategic Plan



Na too manaaki, na tooku manaaki, ka puawai mai nga kaakano | Together we are growing the seeds of success

## Our Maahanga ki Aramiro co-designed Living Curriculum

### Waitetuna te Kura

### Tihei Mauri Ora

<b>Waitetuna School Living Curriculum Strategic Goals Puawai/Manaaki</b>	<b>Board Primary objectives and Education Requirements</b>	<b>What do we expect to see?</b>	<b>How will we achieve or make progress towards our goals?</b>	<b>How will we measure success?</b>
<p>Tamariki Puaawai, thriving in a nurturing, inclusive, multi-faceted environment where students can meet their potential, being active citizens with connections to many local contexts</p>	<ul style="list-style-type: none"> <li>NELP Priorities 1 to 4</li> <li>Attendance and Engagement strategy</li> <li>Wellbeing in Education</li> <li>The New Zealand Child and Wellbeing Strategy</li> <li>Ka Hikitia—Ka Hapaitia</li> </ul>	<p>Students social, emotional and academic needs are being met.</p> <p>Continued commitment to providing a high-quality education that values diversity and promotes the success of all students.</p>	<p><b>Community Engagement:</b> Strengthen partnerships with parents, caregivers, and the wider community to maintain a supportive educational environment. Encourage involvement in school activities and decision-making processes.</p>	<p>Continued high parent attendance and engagement in all school events</p> <p>Positive school culture and climate continues.</p>
	<ul style="list-style-type: none"> <li>The Action Plan for Pacific Ed 2020-2030</li> <li>Te Maataiaho and the Common Practice Model</li> <li>Te Maataiaho implementation</li> <li>The Literacy, Communication and Maths Strategy</li> </ul>		<p>Regularly monitor and assess student progress. Use data to identify areas for improvement and track the success of inclusive practices.</p> <p>Comprehensive student support program that addresses physical, emotional, and social well-being.</p>	<p>Student data against Te Maataiaho progressions, strengths based assessment/reporting</p> <p>Attendance at school</p> <p>Student voice</p>





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### Tihei Mauri Ora

Strategic Goals	Board Primary objectives and Education Requirements	What do we expect to see?	How will we achieve or make progress towards our goals?	How will we measure success?
<p>Through Manaaki we will work to progress, lift students learning so they have a strong sense of self and are provided the care and support within Te Whare Tapa Whaa to meet their potential</p>	<p>A board's primary objectives in governing a school are to ensure that:</p> <ol style="list-style-type: none"> <li>every student at the school is able to attain their highest possible standard in educational achievement; and</li> <li>the school—(i) is a physically and emotionally safe place for all students and staff; and (ii) gives effect to relevant student rights set out in this Act, the New Zealand Bill of Rights to eliminate racism, stigma, bullying, and any other forms of discrimination within the school;</li> <li>the school is inclusive of, and caters for, students with differing needs; and</li> <li>the school gives effect to Te Tiriti o Waitangi, including by—(i) working to ensure that its plans, policies, and local curriculum reflect local tikanga Māori, mātauranga Māori, and te ao Māori; and (ii) taking all reasonable steps to make instruction available in tikanga Māori and te reo Māori; and (iii) achieving equitable outcomes for Māori students.</li> </ol>	<p>Our thriving Living Curriculum that celebrates local</p> <p>Students are confident and caring leaders and learners</p> <p>Akonga, kaiako, whanau and school leaders are excited and engaged in our Living Curriculum</p> <p>Te Whare Tapa Whaa planning framework is used for planning, student wellbeing and learning</p>	<p>Staff will work on planning and implementing Te Maataiho</p> <p>All stakeholders are involved in our learning programmes</p> <p>Ensure that all students have equitable access to resources, extracurricular activities, and support services. Identify and address barriers that hinder access to educational opportunities.</p> <p>Develop and implement a curriculum that is inclusive, culturally responsive, and caters to the diverse learning needs of our students. Provide professional development for teachers to enhance their skills in inclusive teaching practices.</p> <p>Utilise PLD hours through Ngaa Uri o Maahanga Writing Revolution and Maths Rob Proffitt-White Mathematics Forum PLD</p>	<p>All stakeholders involved in planning and learning experiences provisions. Students active participants in their learning</p> <p>10YPP Property projects that support needs of students developed and underway</p> <p>Practical sustainability of our Living Curriculum</p> <p>Kura Ngaahere, Kura Awa and Kaitiaki Rangitahi, Mara Kai—environmental awareness and sustainability in the curriculum across all year levels through initiatives.</p>



# Waitetuna School Annual Plan



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## WAITETUNA SCHOOL STRATEGIC GOALS EMCOMPASS -

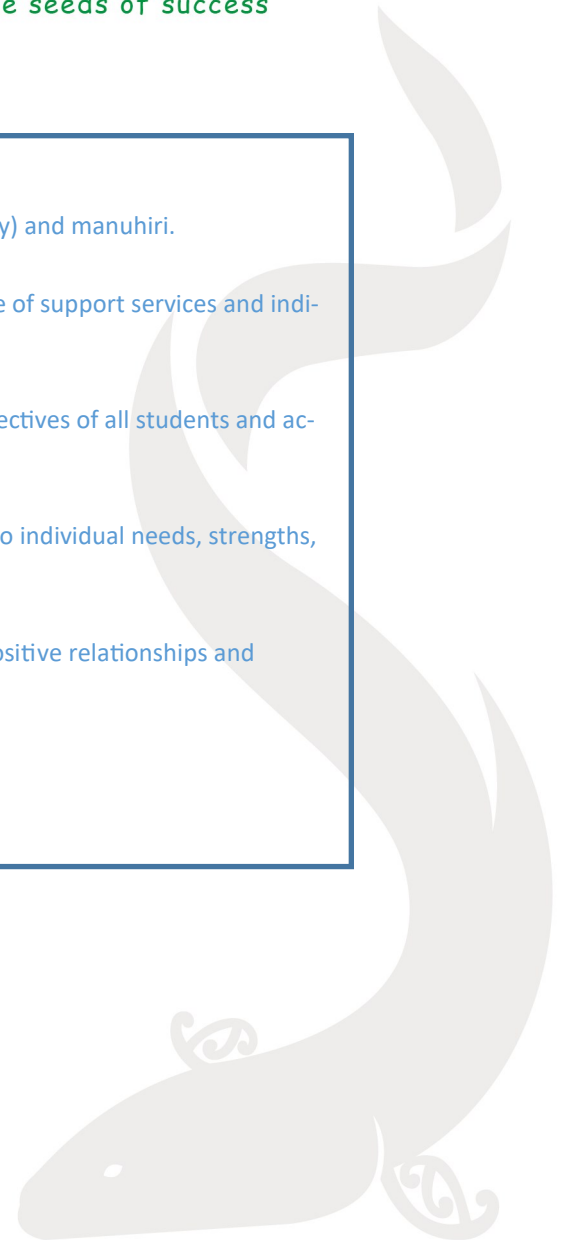
Fostering a culture of manaaki that promotes kindness, inclusivity, and hospitality towards all students, staff, and whānau (family) and manuhiri.

Providing a caring and supportive environment that prioritizes the wellbeing and mental health of all learners, and offers a range of support services and individualised pastoral care and restorative behaviour practises.

Embracing cultural diversity and promoting biculturalism, by recognizing and respecting the unique cultural identities and perspectives of all students and actively including tikanga Māori (Māori protocols) and te reo Māori (Māori language) into curriculum and school life.

Ensuring that each student reaches their full potential, by providing high-quality teaching and learning opportunities that cater to individual needs, strengths, and interests.

Collaborating with whānau and the wider community to create a cohesive and connected learning environment that nurtures positive relationships and strengthens learners' sense of identity





# Waitetuna School Annual Plan



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## 2025—Living Curriculum Maahanga—co-designed, connected to people, place

Progress for all, our tamatiki reach their potential, identity, culture, belonging, teaching practices that meet the needs of the students to progress.

In 2025 we will continue to breath life into our Living Curriculum Maahanga, our community continues to support the student learning

Living Pepeha, Te Whare Tapa Whaa planning wellbeing framework

Fostering Inclusive Excellence for Every Student

### Actions

*Our school Living Curriculum Maahanga*

*The Waitetuna way*

*Setting expectations for the year for classes, for leaders, for staff*

*Implement the new Mathematics and Statistics and English Curriculum areas*

*Further embed assessment tools, their use and using them formatively and summatively*

*Develop new reporting to parents systems with the phases and progressions as part of this reporting*

*Support for students and their whaanau with Te Whare Tapa whaa that ensures their attendance is improving over time*

### Resourcing/Timeline

*Maths PLD Ministry Curriculum days*

*Working through options in 2025*

### Success looks like

*Our School Living Curriculum continues to evolve with student learning and needs at the forefront, teachers passions and interests are interwoven*

*The Mathematics and English new curriculum are evident in planning and classroom teaching and learning*

*Assessment schedule updated*

*The Sciences of Learnings are embedded*

*PRiME and Numicon resources continue to support student progress*

*Accelerated practices are used to support progress for all students, to meet their potential*

*Curriculum days are used to support our learning with the mathematics and statistics new curriculum, working alongside other local schools*

*We will continue to develop new Reporting to parents systems as needed*





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## 2025—Living Curriculum Maahanga—co-designed, connected to people, place

Progress for all, our tamatiki reach their potential, identity, culture, belonging, teaching practices that meet the needs of the students to progress.

Thriving in environments rich in literacy and numeracy Te tupu pāhautea i te taiao ako e haumako ana i te reo matatini me te pāngarau

In 2025 we will continue to breath life into our Living Curriculum Maahanga, our community continues to support the student learning

Living Pepeha, Te Whare Tapa Whaa wellbeing,

Fostering Inclusive Excellence for Every Student

### Actions

#### Our school Living Curriculum Maahanga

Continue to implement progressive and cumulative approach to the acquisition of knowledge, skills, and competencies in order to build student mastery based on teaching guidance of effective practice.

1 hour a day of reading, writing and maths—teach the critical content as identified by Te Mataiaho and Prime Scope and Sequence

Continue to use assessment information to identify particular learning and teaching strategies that reflect students' prior knowledge and that will extend and deepen this knowledge. Provide learner-focused feedback and reflect on and evaluate students' responses to learning to plan future teaching.

### Resourcing/Timeline

#### Ministry funded resources

#### Prime Maths

### Success looks like

Staff planning within and between phases, supporting all students from where they are at to where they are going, with clear progress for all to meet their potential.

Students connect school maths with the wider world and identify the critical learning in maths.

Children have a positive relationship with maths.

Teachers are utilising new online resources—maths curriculum sequence videos, Tahuurangi maths and literacy hub.

Structured Literacy approaches continue to be implemented with best practice evident daily.

Use PAT data formatively

Use the No More Marking site in conjunction with other schools to moderate student writing

Continue to build on understandings and develop resources using 'The Writing Revolution' resource with an Aotearoa New Zealand theme





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Living Pepeha, Te Whare Tapa Whaa wellbeing,

Fostering Inclusive Excellence for Every Student, relentlessly pursuing support for all students

### Actions

#### Our school Living Curriculum Maahanga

Work with Aramiro on projects to grow wellbeing and mana that are based at the Paa and local whenua

Oranga Kura, Parakoe—waste systems are effectively managed and reduction targets identified for achievement

Attendance—work with whaanau to support all students to be at school daily.

### Resourcing/Timeline

Funding from enviro organisations

Funding through Oranga Kura, Xtreme waste

Funding from Regional Response Fund

### Success looks like

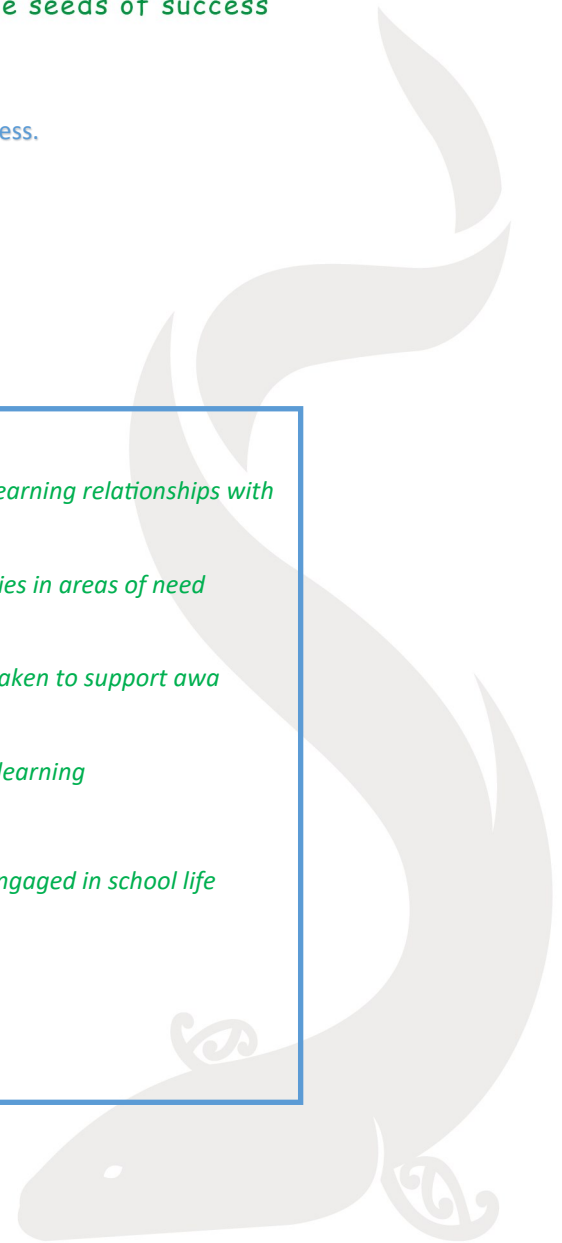
Support and work with local hapuu to maintain strong learning relationships with all whaanau in our school communtiy

Planting and nurturing native Miro trees and other species in areas of need throughout the valley

Local hapuu are involved with awa testing and actions taken to support awa health

Hapuu join the Junior Room at Totara Grove to support learning

Students attending school and students and whaanau engaged in school life





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Living Curriculum Maahanga—co-designed, connected to people, place

NELPs

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Living Pepeha, Te Whare Tapa Whaa wellbeing,

Fostering Inclusive Excellence for Every Student

## Actions

Each aspect of our school Living Curriculum is implemented in each classroom— including

Kura Ngaahere—Junior Room

Kura Awa—Middle room

Kaitiaki Rangatahi—Senior Room

Mara kai

Te Whare Tapa Wha Planning Framework planning is implemented across all levels of the school

Review our school values

Continue to investigate green infrastructure for our school.

Use RTLB services to reintroduce Six Bricks (Brick Club)

Attendance - Everyday counts theme - en-

## Resourcing/Timeline

Weekly events where possible

Funding from applications where needed to target specific areas of our TWTW Living Pepeha

Lego packs purchased as needed, use lego packs previously purchased first

RRF—Whaanau Ora personnel employed to support cluster of schools.

## Success looks like

Students and whanau connected to school, attending and we continue to have a high parent attendance and engagement in all school events.

Principal and teachers continue to keep in close contact with parents to acknowledge successes and next steps. Strengths based learning and reporting is our focus and students know their strengths and how they learn.

All students participate in one or more of our TWTW Living Pepeha—know the pepeha, measuring awa, students share research on local native plant species

Assessment for learning tools used—students know where they are in their learning

Students who feel connected to our school, who know our school motto and what this encompasses, who contribute to our school and community in many ways

Our school values are reviewed and changes made as agreed by our stakeholders

Acknowledge teachers' efforts and successes

Hapuu continue to be a close part of Kura Ngaahere and Kura Awa to share knowledge of traditional whenua, plant use and staff understand cultural significance of local events and places

Brick club is supporting students hauora, team work, group skills, co-operation, empathy, understanding of others.

Increased attendance for all students







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Living Pepeha, Te Whare Tapa Whaa wellbeing,

Fostering Inclusive Excellence for Every Student

## Actions

Te Maataiaho—the refreshed NZ Curriculum

Continue to refer to Te Maataiaho as part of ongoing school review

Continue to strenghten our co-design

Inclusive practice is daily

Connect with our cluster of schools

Support our local resources and companies

Plan for and participate in professional learning to support the Common Practice Model, identify opportunities to begin CPM implementation, Observation based on CPM/PGC/Poutama

Ensure equitable access to all resources for all students as needed

## Resourcing/Timeline

Term 1 feedback—  
Curriculum areas—  
technology

Term 2, 4—TOD

Staff meetings

Common Practice Model—  
Term 1

## Success looks like

Staff have provided feedback in term 1 of draft content for science, technology and the arts learning areas, and by the end of the year provided feedback on learning languages and health and PE

Staff have used the refreshed English, Mathematics and Statistics learning areas with existing programmes

Using the progression model and UKD elements to design topics and tasks.

CPM implementation has begun using the Maths/stats and English learning areas

All students have access to the equitable resouces they need to make progress and meet their potential

Plan and provide PLD for teachers on the updated curriculum/communicate curriculum changes to parents and caregivers

The community is involved in all curriculum related events or activities

Writing Revolution PLD implemented in classrooms to support accelerated shift for our priority students and shifts in students across all tiers.





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## Actions

*Professional Growth cycle—all staff*

*Poutama of Learning*

*Use PLD hours through Ngaa Uri o Maahanga*

*Structured Literacy practice grows—sustainable growth made by all teachers and by all support staff*

*MSL—Robyn to participate in this course*

*Clicker Writer PLD attendance*

## Resourcing/Timeline

*PLD hours*

*Staff Meetings*

*Cluster PLD*

*Opportunities for observation in own and other schools*

*Funding provided by the Gallagher foundation*

## Success looks like

*Staff continue to build their knowledge and understandings of our Te Whare Tapa Whaa planning framework and this is evident in their classrooms*

*Staff share and develop best practice understanding through PGC*

*Teachers know how the Tiriti is enacted in their classrooms and they have used their Poutama of Learning to undersadnd, and build on their knowledge and use of Te Reo Maaori and Mataurange Maaori*

*Our school senior leaders guide our school journey through their student voice*

*Students respect our bi-cultural school, they are part of all things Maaori in our school community and can articulate a growing number of examples.*

*Continued use of a range of tools to support student's writing progress*





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## Actions

Share learning online and look at the best ways to share learning with parents, review systems of sharing and look at the best options that integrate learning through Te Maataiaho

Investigate the edge platforms as an alternative to Seesaw

Teachers use best practice to improve literacy

Structured Literacy continues to be part of daily Literacy programmes

We continue to adapt the programme to ensure we have a fully inclusive school Living Curriculum

Complete Writing Revolution and Maths Rob Proffitt-White Mathematics Forum PLD

## Resourcing/Timeline

Prime Maths budgeted for and resources purchased

Budgeting for relievers for teachers and Principal to attend refreshed curriculum PLD, Writing Revolution PLD and Maths Forum

## Success looks like

Our school agreed quality practice statements are evident in classrooms

Our students are progressing and meeting their potential.

We have reviewed our school reporting to parents and made adaptations based on what works best for our parents.

Students and parents share, see and be a part of all events, see the integration of curriculum areas and use the online platforms, including ongoing options Seesaw, facebook, newsletters, emails, messenger, texts.

Robyn to attend MSL course

Bush regeneration, regular water testing and macroinvertebrate surveys to monitor and maintain healthy eco-systems

Karioi project and other enviro groups contribute to our schools curriculum

Accelerated shifts in progress in writing and maths as teachers bring in new learning from = Writing Revolution and Maths Rob Proffitt-White Mathematics Forum PLD

