



Waikite Valley School Strategic Plan 2024-2026



Our Vision for Waikite Valley School is 'Developing Learners for Life'
which is underpinned by our school values that guide our students, staff and whānau to
be the best they can.

Priority areas for improvement have been identified through consulting with the Education Review Office (ERO) and analysing student data.

Community consultation included:

- Staff and whānau voice
- Learner voice
- Iwi initiatives through our Kahui ako

Strategic Goal 1 - Teaching and Learning: To improve outcomes of equity and excellence for all learners with priority for those learners underachieving or at risk.

Relevant National Education and Learning Priorities (NELPs):

- **Objective 1** - Learners at the Centre. 2 Learners with their whānau are at the centre of education.
- **Objective 2** - Barrier Free Access 3 and 4. Great education opportunities and outcomes are within reach for every learner.
- **Objective 3** - Quality Teaching and Leadership 5 and 6. Quality teaching and leadership make the difference for learners and their whānau.

How will we achieve our strategic goal to improve equitable outcomes and excellence for all learners, with priority for learners who are underachieving or at risk?	Link to NELPs	Actions to make it happen: what are we going to do?	How will we know if we are successful?	How will we evaluate our progress?
Consistently and proactively support all learners to succeed in their learning and develop essential skills for demonstrating our school values and the key competencies.	2, 3, 4, 5,6	<p>Know learners needs by getting to know their families and talking to them about their children's strengths, challenges, interests, languages, and cultural values.</p> <p>Think critically about how to design teaching and learning that can be used flexibly to meet different learners' needs, and allocating resources to support this.</p> <p>Be aware of relevant contemporary research, and take cues from it through professional growth cycles/classroom release time, and professional learning and development.</p> <p>Prioritise support staff time and energy around supporting teaching and learning needs</p>	<p>Learners are engaged and settled in their learning environment.</p> <p>Learners know that they belong at school, and that their languages and cultures are visible, valued, and included.</p> <p>Learners grow in the key competencies and consistently demonstrate the school values.</p> <p>Support staff are deployed effectively to meet learning needs.</p>	<p>Feedback from tamariki and whānau, and staff.</p> <p>Carefully considering student data.</p> <p>All learning needs are met</p>
Develop a consistent and effective approach for Assessment for Learning across the school	2, 3,4,6	<p>PLD through Evaluation Associates for 2024 67 hours focussed on Assessment for learning (AFL) for all kaiako.</p> <p>WST works to meet the AFL goals for the kahui ako</p>	<p>Kaiako confidently use AFL and collaborate across classrooms and learning levels.</p> <p>AFL will be evident in Book Looks, learning walks, observations and professional talks</p>	Feedback from kaiako

Refresh, develop and implement the localised curriculum.	2,3,4,6	Incorporate feedback from community consultation in our local curriculum. Use the strengths of kaiako, community and Iwi to support the design and implementation of the curriculum. Consult with iwi for input and experiences into our local curriculum	Community and iwi contributions are visible in the curriculum and school events.	Community and Iwi members contribute to the curriculum. There is a clear direction of learning priorities for kaiako
Implement Te M ā taiaho Curriculum Refresh.	2,3,4,6	Identify strengths of kaiako to lead the numeracy and literacy curriculum refresh. Review and refine planning and assessment. Provide PLD for staff Provide resources	Kaiako communicate and collaborate to grow their understanding and confidence to implement the refreshed curriculum.	Feedback from kaiako. School wide plans for Math and Literacy are set up.
Implement programmes that align with the science of learning.	2,3,4,6	Provide PLD for BSLA Implement BSLA for years 1-3	Kaiako develop their understanding and confidence for using structured literacy approaches.	Feedback from kaiako and mentor Assessment will show progress of learners

Strategic Goal 2 - Community Engagement: The school is part of an educationally powerful partnership with its staff, community, whānau, and local iwi.

Relevant National Education and Learning Priorities (NELPs)

- **Objective 1-**Learners at the Centre- 2. Learners with their whanau are at the centre of education
- **Objective 2-** Barrier Free Access- 3. Great education opportunities and outcomes are within reach for every learner.
- **Objective 3-** Quality Teaching and Leadership 5 and 6. Quality teaching and leadership make the difference for learners and their whanau.

How we will achieve our strategic goal to make sure that the school is part of an educationally powerful partnership with its staff, community, whānau, and local iwi?	Link to NELPs	What are we going to do?	How will we know if we are successful?	How will we evaluate our progress?
Engage and consult with kaiako and support staff to seek their input on what is needed to best support learning outcomes for tamariki and to improve wellbeing for all.	2, 3, 4, 6	Ask staff to feed forward their insights, thoughts and ideas for teaching and learning approaches and priorities to best meet the needs of all learners.	Staff regularly share their insights, thoughts and ideas.	Feedback from staff.
Engage in culturally responsive practices	2,3,4,5	<p>Appoint a Cultural Leader who will:</p> <ul style="list-style-type: none"> • strengthen relationships with Iwi • foster whānau and community involvement. • lead the implementation of te reo Māori lessons • lead all cultural activities such as kapa haka, and the cultural festival. 	<p>The cultural leader participates in decision making around cultural practices.</p> <p>A programme for cultural practices is embedded in the local curriculum.</p>	Te reo is normalised within the classroom Culturally responsive practices are evident.
Actively engage and consult with iwi, whānau and the community to inform our actions and decisions.	2,3,5	<p>Creating processes and communication channels to co-design local curriculum and enhance the educational outcomes and experiences of our tamariki.</p> <p>Staff foster genuine and reciprocal relationships with mana whenua and other community members.</p>	Whānau, community members and mana whenua feel comfortable and regularly engage with staff to share their thoughts and ideas.	<p>Feedback from whānau and community.</p> <p>Iwi are part of the decision making process</p>

