

Ma te huruhuru ka rere te manu / Adorn the birds with feathers so that it can fly!



Hauora Wellbeing

Success: we all belong here, feel valued and learn to fly together.

- Attendance and Engagement
- Learning Support
- Te whare tapa wha



WBS Curriculum

Success: we learn through a localised curriculum that allows everyone to fly in our lives and learning

- WBS Curriculum
- Whānau and iwi engagement



Learning Environment

Success: a learning environment that enables all learners to fly in their lives and learning

- 10 Year Property Plan
- 5 Year Property plan
- Environment Enhancement



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HAUORA / WELLBEING

Success: we all belong here, feel valued and learn to fly together.

ATTENDANCE AND ENGAGEMENT

- 60% of tamariki attending 90%+
- Whānau and tamariki engaged in their school and learning
 - Working bees, celebrating cultural diversity
 - 2024 small class sizes (BOT funded)

LEARNING SUPPORT

- Utilise networks to support our school community
- Professional learning to support all staff to plan and cater for our diverse learners.

TE WHARE TAPA WHĀ

- Our learners are healthy in their lives and learning
- Our learners are now achieving better learning outcomes because they have a strong foundation to work from.

WBS CURRICULUM

Success: our WBS curriculum allows everyone to fly in their lives and learning

WBS CURRICULUM

- Professional Learning, to Increase consistency and reduce variability in our teaching and learning
 - a. Curriculum refresh and refinement e.g. Literacy review
- Investigate ICAL centre which incorporates:, The Arts, Music, Dance, Drama, Visual, Performing and Digital Technology Curriculum: Robotics, Lego etc

WHĀNAU AND IWI ENGAGEMENT

- Incorporate Te Tai Whanake ki Tauranga Moana into T+L programme.
- Enhancement of Tikanga, Te Reo and Te Ao Māori in everyday situations
- Te Mana tikitiki development
- Kapa haka uniforms
- Parent Education opportunities

LEARNING ENVIRONMENT

Success: our learning environment enables us to effectively deliver our WBS curriculum.

10 YEAR PROPERTY PLAN

- Karaka / Kowhai modernisation
- School repaint
- Swimming pool heating fixed

ENVIRONMENT ENHANCEMENT to support our localised curriculum

● School Grounds:

- Sun safety:** Shade sails,
- School story mural**
- Cultural enhancement ideas:** Hangi pit, Flax weaving areas, Pou/waharoa at front of the school
- Fun items:** Pump/bike track, Senior playground upgrade
- School garden:** Stage 2

● Learning Spaces

- Classrooms:** Pohutukawa furniture
- ICAL Centre** development

STRATEGIC PLAN ROADMAP 2024 - 2025

	2024				2025				
KEY INITIATIVES	T1	T2	T3	T4	T1	T2	T3	T4	SUCCESS
WBS CURRICULUM	Leading to North East Professional learning Learn - Identify - Plan - Implement				Leading to the NE Review impact				We will see: <ul style="list-style-type: none"> Whānau understanding how we teach, what we teach and why Kaiako have developed knowledge of the NZ refreshed curriculum Kaiako have developed understanding of new Govt priorities in teaching and learning We understand our communities priorities for their tamariki A strong connection and growing understanding with tangata whenua to ensure we give effect to Te Tiriti o Waitangi and its principles in our local curriculum
	Data and Seesaw Implement			Seesaw Review: whānau					
	ICAL Opps and Review e.g. Robotics/Jambus Identify - Plan - Implement - Review				Jambus for a specific year group				
	Junior Literacy Identify - Plan - Implement - Review		Maths - circle back Review						
	EOTC Overview Review				EOTC Implement - Review				
WHĀNAU AND IWI ENGAGEMENT	Te Ara ki nga whetu transition to Te Mana Tiki tiki Learn - Implement - Plan - Review					Te Mana Tiki Tiki Implement			
	Kapa haka uniforms Identify - plan - implement		Kapa Haka tutor Identify - plan - implement						
	Te Tai Whanake ki Tauranga Moana Identify - plan - implement - review								
	Whānau Education/Curriculum Focus days Implement - Review								
ATTENDANCE AND ENGAGEMENT	Attendance drive. Identify - Plan - Implement - Review								We will see: <ul style="list-style-type: none"> Attendance and engagement improved Kaiako able to meet the learning needs of all tamariki

LEARNING SUPPORT	BTI Councillor Implement - Review	Peaceful Playgrounds Plan - Implement - Review					<ul style="list-style-type: none"> • Staff and students feel valued, connected to our kura and they are healthy in their lives and learning • Learners achieving better outcomes because of a strong foundation to work from.
	UDL Professional Learning Learn - identity - plan	Universal Design for Learning Implementation, review impact					
TE WHARE TAPA WHA	Te whare and Te Kura tapa wha Identify - Plan - Implement - Review						
LEARNING ENVIRONMENT	Library/ Kahikatea			New 5YA to start thinking about			We will see: <ul style="list-style-type: none"> • A learning environment that enables all learners to fly in their lives and learning
	Shade sail and pump track inv/grants	Furniture Grant					
		School Repaint					

2024 - 2025 Strategic Plan

Vision statement	Ma te huruhuru, ka rere te manu Adorn the bird with feathers so that it can fly!			
Summary of information used to develop this plan/How did you create this plan	(e.g. what data did you use, key themes from community engagement, how did you do your engagement, how do your goals reflect the aspirations of your community, how did you prioritise your strategic goals)			
	Summary and reflection on previous 5 years	Whānau engagement surveys	Ref;ection on whānau surveys from previous years- any common themes	Whānau hui/consultation
	Staff survey and consultation	Community survey and consultation	Tamariki survey	2024 thinking and beyond
	Student data overview	Student progress data 2019 - 2023	MOE tool kit on planning and reporting	2023 thinking and reflection

WBS CURRICULUM

Strategic Goals <small>Priorities for improvement identified through</small>	Links to Education requirements	What do you expect to see?	How will we achieve/make progress towards strategic goals?	How will you measure success?
<ul style="list-style-type: none"> • community consultation, • data • ERO evaluations. 	<ul style="list-style-type: none"> • This includes NELPs, education strategies or plans and curriculum statements. 	<ul style="list-style-type: none"> • What is the anticipated result of successful completion at the end of 3 years. • What evidence will you see of this? • What shifts and changes do you expect to see as a result of the goals set and actions taken to <ul style="list-style-type: none"> ◦ teachers' and leaders' practices, ◦ learner outcomes 	<ul style="list-style-type: none"> • What steps will you take that will work towards achieving your strategic goals - these will then be broken down into more detail in the annual implementation plans. • These must be based on the identities, needs and aspirations of your school community. • Some of these need to show giving effect to Te Tiriti o Waitangi and identifying and catering to students whose needs have not yet been well met. 	<ul style="list-style-type: none"> • How will you know how well you have achieved your goals? • How will you evaluate impact and learn about what worked, why it worked and what to do next? • What success indicators/tools/rubrics will you use to measure the shifts in practice and changes to learner outcomes? • What sources of evidence will you gather to support your evaluation? Who will be involved in gathering and making sense of the evidence?
To provide ākonga with a relevant, exciting and refreshed local curriculum which we have developed based on Te Mātaiaho and with our community	<ul style="list-style-type: none"> • NELP Priorities: 1, 2, 3, 4, 5, 6 • Common Practice model • Literacy and Math Strategy • Teaching Basic Brilliantly - new National Govt doc. • Attendance and Engagement Strategy 	<p>WBS Curriculum</p> <p>Our local school curriculum actively reflects Te Mātaiaho and our communities priorities for their tamariki and local tangata whenua</p> <ul style="list-style-type: none"> • Curriculum refresh • EOTC aligned 	We will implement the necessary NZ Curriculum refresh changes through the ongoing development of our local school curriculum and relationship with tangata whenua	<ul style="list-style-type: none"> • Annual tracking of our school curriculum against Te Mātaiaho implementation guidance • Annual community survey and feedback methods • Learning Catch Up check in survey on goals for year

	<ul style="list-style-type: none"> Wellbeing in Education Strategy Ka Hikitia - Ka Hāpatia Tau Mai te reo 	<ul style="list-style-type: none"> ICAL Opps: Music/Arts growth/STEAM, Robotics Kapa haka uniforms Literacy review completed Maths NZ Refresh implemented Te tai whanake embedded UDL Homework 		
	<p>Teaching and Learning</p> <p>Kaiako are clear and confident on the learning that matters within our local school curriculum and access and utilise it easily with ākongā</p>	<ul style="list-style-type: none"> Common practice model One stop shop for planning Leading to North East professional learning BAU agreed upon and actioned <ul style="list-style-type: none"> Accountability check ins on targets set e.g. Seesaw Universal Design for Learning professional development 	<ul style="list-style-type: none"> Kaiako are confident on the learning that matters for their tamariki Staff and teams across the school have consistency of practise 	
	<p>Data and assessment</p> <p>We have established systems and processes to measure and report on individual and school-wide student progress with respect to our local school curriculum</p>	<ul style="list-style-type: none"> Accountability check ins on targets set Leading to North East professional learning ETAP development and understanding 	<ul style="list-style-type: none"> Each student has formative and summative assessment that measures progress and achievement and identifies learning needs Seesaw used timely and effectively for real time reporting, whānau feedback positive Mid term and end of year report tweaks made Annual staff, student and community surveys to measure satisfaction on reports - clarity being key! 	

				<ul style="list-style-type: none"> • Data analysed in teams, focus on progress/achievement and then targets groups needed
	<p>Whānau and Iwi engagement Improved whānau connections across the school and community which enhance student outcomes.</p>	<ul style="list-style-type: none"> • Parent education opportunities • Surveys and open communication • Seesaw used effectively 	<ul style="list-style-type: none"> • Strategic collaboration has enhanced our educationally powerful connections with whānau • Whānau feel connected and listened to • Annual surveys and check ins • Kapa haka uniforms • Te mana tiki tiki 	

Hauora | Wellbeing and Learning Support

Strategic Goals	Links to Education requirements	What do you expect to see?	How will we achieve/make progress towards strategic goals?	How will you measure success?
<p>A positive culture of wellbeing will be embedded across our school achieved through a focus on hauora/well being and the Learning Support model.</p>	<ul style="list-style-type: none"> • NELP 1, 2, 3, 5 • Attendance and Engagement Strategy • MOE: Attendance and shared responsibility • Wellbeing in Education Strategy 	<p>Tamariki engaged in learning and attending regularly</p>	<ul style="list-style-type: none"> • Attendance and Engagement in school strategy implemented 	<p>Attendance date improved Reduced behaviour incidents related to learning</p>
		<p>Students physical, emotional, social and learning needs are supported</p>	<ul style="list-style-type: none"> • Learning Support model used effectively to identify need and then address • PB4L: PB4L data entry sheet updated with all learning areas and Team Alerts tick option • BTI councillor trial in place • Peaceful playground initiative • Health Active Learning <ul style="list-style-type: none"> ○ an initiative in the Strategy that supports schools, kura and early learning services to improve child and youth wellbeing through healthy eating and quality physical activity. 	<p>Pastoral care and student voice Reduction in behaviour issues Improved child and youth wellbeing through healthy eating and quality physical activity.</p>
			<ul style="list-style-type: none"> • Universal Design for Learning professional development 	<p>Staff can plan and cater for the diverse learners in their learning environment</p>

				Our learning environments are designed to cater for all learners
		Staff and students feel valued, connected to our kura and they are healthy in their lives and learning	<ul style="list-style-type: none"> ● Te whare tapa wha transitioning into Te Kura tapa wha 	<p>Our learners are now achieving better learning outcomes because they have a strong foundation to work from.</p> <ul style="list-style-type: none"> ● Learners set goals and work on areas they need to strengthen ● School reflects on its T+L to ensure it provides opportunities for dimensions to be strengthened. ● Staff surveyed on understanding and learning of Te Kura tapa wha (T4) and how this will impact on their T+L