



WAIMATAITAI SCHOOL STRATEGIC PLAN 2020-2022

Connected, Willing, Able | Kei o ringaringa te ao

Goals

Student led curriculum



Connected community

Resilient students able to make healthy choices and decisions

Strategic Initiatives

What's important about good learning?
What's OUR learning?
Students lead learning

Who is our community?
What are our community needs?
Our community working together

Developing resilience
What are our needs?
Wellbeing support across the community

Outcomes

Students leading learning and fully engaged in what, how and where they learn

All aspects of community belong, contribute and gain value from school connection

Resilient risk takers who are curious and making informed decisions

“Belonging and learning together”



Resilient Wai Learners are:

Respectful/Whakakoha | Reflective/Whai whakaaro | Curious/Pakiki | Motivated/Toitō manawa | Team players/Hoa Takaaro



Connected Willing Able

Kei o ringaringa te ao (the world's in your hands)

	2020				2021				2022				Outcomes
Strategic theme	Term 1	Term 2	Term 3	Term 4	Term 1	Term 2	Term 3	Term 4	Term 1	Term 2	Term 3	Term 4	
Learning Implement student led curriculum	The Nature of learning and learner agency				Student led learning				Localised curriculum				Students leading learning and fully engaged in what, how and where they learn
	Science pld		Digital Technology		Review school Inquiry learning model								
Community Strengthen connections with our whole community	Who is our community ? Connecting				What are our needs?				How can we work together to meet our needs? Willing, Able .				All aspects of community belong, contribute, and gain value from school connection. Demonstrate courage to be active, valued contributors to society
	Kaitiakitanga -Ongoing engagement with environmental initiatives in our community												
Wellbeing Resilient students able to make healthy choices and decisions	Resilience development												Resilient risk takers who are curious and make informed decisions. GRIT Have skills and know how to apply them to keep well and be safe around others
	Investigate needs for provision of Health and physical wellbeing learning – prioritising and being responsive to needs												
	Collaborative wellbeing support across the community						Impact of Ubiquitous technology						
Business as Usual	PB4L	Restorative Practice	Nurturing, safe, consistent environment				Student led Kaitiakitanga	Targeted students	Learning support	Induction			
	Strong governance and leadership				eLearning development				5 ways to wellbeing				

Managing the roll



Waimataitai School 2020-22
Connected Willing Able
Kei o ringaringa te ao



Theme	Learning <i>Ko te kai a te rangatira he korero</i> The food of chiefs is dialogue	Community <i>Tangata ako ana I te kaenga, te turanga ki te marae, tau ana</i> A person nurtured in the community contributes strongly to society	Wellbeing <i>Mauri tu, mauri ora</i> An active soul is a healthy soul	Business as usual @ Waimataitai
Strategic Goal	Implement student led curriculum	Strengthen connections with our whole community	Resilient students able to make healthy choices and decisions	PB4L
Strategic initiatives	<ul style="list-style-type: none"> Nature of Learning and learner agency (What makes good learning?) Localised curriculum (What's our Learning?) Student led learning 	<ul style="list-style-type: none"> Who is our community? What are our community needs? Our community working together 	Board actively communicates to raise profile	Restorative Practice Nurturing, safe, consistent environment Student led Kaitiakitanga Targeted students Learning support Strong governance leadership eLearning development
Success	Students leading learning and fully engaged in what, how, and where they learn	All aspects of community belong, contribute, and gain value from school connection. Demonstrate courage to be active valued contributors to society		Resilient risk takers who are curious and make informed decisions GRIT

Belonging and learning together

Resilient Wai Learners are;

*Respectful
Whakakoha*

*Reflective
Whai whakaaro*

*Curious
Pakiki*

*Motivated
Toitoi manawa*

*Team players
Hoa Takaaro*



Learning

Connected Willing Able

Annual Plan 2020

Kei o ringaringa te ao (the world's in your hands)

Belonging and learning together

Ko te kai a te rangatira he korero

The food of chiefs is dialogue

GOAL	Term 1	Term 2	Term 3	Term 4
Implement student led curriculum	The nature of learning and learner agency			
			Localised curriculum	
	Science pld		Digital Technology pld	

INITIATIVE	Action	Who	Timeframe	Resources	INDICATORS/Measure	Reflection
Nature of learning and learner agency	Revisit and develop a collective, detailed understanding of "Nature of Learning" (What makes good learning?). Sharing practice, giving children choice and ownership, scaffolding this. Teacher directed, student choice, student directed.	Principal and Leadership team to lead/workshop	Term 1	Planning time Staff pld meeting time, Team meeting time	Shift in musts- could. On-task behaviour /attendance. Interest/ engagement of learning carries on outside of school, ubiquitous. Student initiated, student directed activity increases.	
	What is learner agency? What do teachers understand student agency or learner agency to be, look, feel and sound like? Supported self management strategies, grow learner self management. Teachers use feedback to enhance student agency.	Principal and Leadership team to lead/workshop	Term1-2	Planning time Staff pld meeting time, Team meeting time	Students are able to build their own learning, solve their own problems, and build their own understandings with the support of teachers.	
	Student voice, goal setting next steps, what is the goal, how will you achieve it, what will it look like when you have achieved it? Who will do what? Backward mapping, I can, I have, I need to	Principal and Leadership team to lead	Prior to Student Led Learning Conferences Term 1	Planning time Staff pld meeting time, Team meeting time	Student Led Learning Conferences ability to talk about learning Personal reflection /goal setting	
	Students use learning progressions to set learning goals and are able to articulate their next learning steps.	Principal and Leadership team to lead	Term 2-4	Planning time Staff pld meeting time, Team meeting time	Evidence in student work and goal setting. Student conversations	

	Students are taught to use feedback and feedforward to each other, and practise using it . Teachers model and scaffold	<i>Pld lead by PB4L, leaders Teachers model</i>	<i>Term 1-2</i>	<i>Planning time Staff pld meeting time, Team meeting time Pb4l Lessons</i>	<i>Scaffolds for feedback/feedforward visible Evidence in walkthroughs/ student work observations/ student conversations Respectful Team player behaviour</i>	
	Growth mindset ... grit Keep trying to search for ways to success when difficult	PB4L team Lead	<i>Term 2</i>	<i>Staff pld meeting time, Team meeting time PB4L lessons</i>	<i>PB4L plans, evidence of determination, can do attitude, behaviour data, motivation and resilience recognised through Pb4L</i>	
<i>Localised Curriculum</i>	Localised curriculum (what's our Learning?) developed with student input; what is current? what is relevant? what is engaging? Plan process.	<i>Principal/ leaders lead workshops</i>	<i>Term 3</i>	<i>Staff pld meeting time, Team meeting time</i>	<i>Records of feedback and feed in mechanisms from students /whanau about learning – scaffolded by leaders and pb4l teams</i>	
	Trial implementation of a localised curriculum topic, stocktake of process to inform next steps.	<i>Team leaders</i>	<i>Term 4</i>	<i>Leadership team/ Team meeting time</i>	<i>Ongoing review records , minutes/evaluations</i>	
<i>Student Led learning</i>	Student led learning Develop student leadership and voice mechanisms to influence what they learn, where they learn and how they learn and show their learning.	<i>PB4L House leaders Student Council</i>	<i>Term 1-4</i>	<i>Pb4l meeting time/ House leaders/ student council meeting time</i>	<i>Records of feedback and feed in mechanisms from students about learning – scaffolded by leaders and pb4l teams</i>	
	Science – Nature of Science and science capabilities explored to allow the basis of strong science learning development across the school	<i>Pld facilitator and Science/tech lead</i>	<i>Complete end term 2</i>	<i>Staff pld meeting time, Team meeting time, Release for observations PLD budget \$3000</i>	<i>Evidence in planning and evaluation, student work, progression across the school</i>	
	Develop understanding and implementation of Digital technology within school wide Technology and eLearning strategy	<i>Pld facilitator and Science/tech lead</i>	<i>Commence Term 3</i>	<i>Staff pld meeting time, Team meeting time, Release for observations PLD budget \$3000</i>	<i>Evidence in planning and evaluation, student work, progression across the school Exploration and risk taking by teachers being shared.</i>	



Community

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Annual Plan 2020

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Belonging and learning together

Tangata ako ana I te kaenga, te turanga ki te marae, tau ana
 A person nurtured in the community contributes strongly to society

Goal	Term 1	Term 2	Term 3	Term 4
Strengthen connections with our whole community	Who is our community ? connecting			
				What are our needs?
	Kaitiakitanga -Ongoing engagement with environmental initiatives in our community			

INITIATIVE	Action	Who	Timeframe	Resources	INDICATORS/Measure	Reflection
Who and what is in our community -	Map of our community What is community? And how are we part of it, what is our role? What are our opportunities?	Lead by Community and connections unit holder/ Principal	Term 1 Week 6	Time for relationship building/ connections beginning of year. Staff engagement time.	Class and team maps, map of community, demographics of groups known Children will understand their own culture , community, all staff know students/whanau	
	Connection plan for community/cultural events for the year developed, input from all focus groups, team leaders, PTA	Lead by Community and connections unit holder/ Principal	End of Term 1	Time for input and consultation with key stakeholders	Connection plan developed and shared.	
	Implement plan for the year, monitored	Lead by Community and connections unit holder/ Principal	Term 2-4	Additional time outside of school time to accommodate community	Engagement at community events/attendance, school events and roles monitored and recorded	
	Design mechanisms for input, connecting with all aspects community What are our community needs? How do we meet these?	Lead by Community and connections unit holder/ Principal	Term 3 -4	Time to connect and gain input/ feedback-use of opportunities to connect	Collation of feedback and records of sources of feedback, Mechanisms used.	
	Students lead community initiatives	Kaitiakitanga Student council, House leaders PB4L team	Term 1-4	Meeting time and planning and implementation for students	Initiatives undertaken, evidence of achievements, feedback	

	Maori Achievement plan reviewed and developed – consultation	<i>Lead by Te reo and Tikanga Maori Lead/ principal</i>	<i>Term 2</i>	<i>Time to connect and gain input/ feedback- use of opportunities to connect</i>	<i>Reviewed and updated plan</i>	
	Pasifika Achievement plan reviewed and developed – consultation	<i>Lead by Pasifika Lead and connection leads</i>	<i>Term 2</i>	<i>Time to connect and gain input/ feedback- use of opportunities to connect</i>	<i>Reviewed and updated plan</i>	



Wellbeing

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Mauri tu, mauri ora

An active soul is a healthy soul

GOAL	Term 1	Term 2	Term 3	Term 4
Resilient students able to make healthy choices and decisions	Resilience development			
	Investigate needs for provision of Health and physical wellbeing learning – prioritising and being responsive to needs			
	Impact of Ubiquitous technology			

INITIATIVE	Action	Who	Timeframe	Resources	INDICATORS/Measure	Reflection
Resilience development	Teach mindfulness to develop empathetic interpretations, gratitude, and a way to relax and refresh. Mindfulness embedded as part of daily programme	Outside provider-	Staff only day 31 January	PLD budget \$1000 Staff debrief and sharing time at staff pld meetings	Timetable, resources developed and shared, and visible across the school	
	Through PB4L approach; use PB4L data to establish which resilience tools may be appropriate to develop: Build a needs based strategy development plan	PB4L Team	By end Term 1	PB4L Data, PB4L meeting time and planning time	PB4L planning	
	Implement needs based resilience strategy plan	All staff	Term 2-4	Planning time	Planning	
Provision of health and wellbeing Identify priorities	Consultation with key stakeholders on health and wellbeing needs; student voice, parent whanau survey, staff, agencies. Utilise various forms, Student lead conferences, community events.	Hauora team, principal	SLC initial consultation phase	Opportunities to maximise consultation and input, SLCs, school events, focus groups	Records of input, preparation of plans	
	Implement needs based plan	Hauora team leading staff	Term 3-4	Planning and discussion time, full staff and teams	Evidence in planning, evaluations.	
Ubiquitous Technology	Raise awareness of the impact of ubiquitous technology on our health and wellbeing, working with students, parents and whanau	eLearning team and Hauora team	Term 2-4	School communication systems	Parent/ whanau engagement/discussions re topic, reported changes in student behaviour, surveys	

HOW WILL WE KNOW WE ARE ON THE RIGHT TRACK?

Inputs		Evidence /indicators	2020 milestones	2021 milestones	2022 milestones	What success looks like
Staff Time students Community resources	Learning Implement student led curriculum	Pld schedules/minutes Teacher/leader release time Teacher IDPs, goals and reviews Staff/student survey results Walkthroughs observations Planning and evaluation documentation Contribution to Appraisal process	Learners can articulate current learning and next steps. Teacher action – student impact/ capability matrix IDP I will..... because Walkthroughs – indicators/ evidence of shift in teacher directed, student choice, student directed Shift in musts.. could On-task behaviour /attendance/ Students ability to talk about learning at Student Led Learning Conferences Continue learning outside of school, student initiated, student directed activity	Evidence collected on student voice, goal setting next steps, what the is goal, how will you achieve it? ... I can, I have. I need to... Able to give and receive and act on feedback and feed forward Students asked; How much do you get a say in what or how you learn at school? 1= no say, 10=I consistently have a say in all areas of my learning	Localised curriculum developed with student input, what is current, what is relevant. what is engaging? Implement local curriculum based on student led input Review and further investigate inquiry model , get it, sort it, use it, Learn. Create, share..? Student Lead Learning Student leadership and voice mechanisms and outcomes of inquiry	Students leading learning and fully engaged in what, how and where they learn Deep learning happens when students are involved in their learning.
	Community Strengthen connections with our whole community	Planning Calendar Visitors register EOTC plans Planning and evaluation documentation Newsletters Contribution to Appraisal process	Plan for year – all staff know students/whanau Record and evaluations of regular authentic cultural experiences to learn about, celebrate and acknowledge cultures with our community. Engagement at community events / attendance recorded. Survey of students/parents on community needs/ opportunities for value	Increased opportunities for students and community members in various roles and positions with skills. expertise and experiences in out of school interacting with students learning and benefiting from each other (AKO), 3 way evaluation record. Follow up initiatives undertaken. Increased no of people/roles/orgs/agencies /businesses/groups involved with school Student led community initiatives	Invitational school creating belonging, and thanking community Inspire community to be part of the school Purposeful partnerships with community groups and businesses Establish and sustain business connections locally School is a hub of a community productive and connected community	All aspects of community belong, contribute and gain value from school connection. Demonstrate courage to be active valued contributors to society <i>Authentic and varied community involvement is evident, mutually beneficial relationships.</i>
	Wellbeing Resilient students able to make healthy choices and decisions	PB4L data Wellbeing data Staff/student survey results Timetables Contribution to Appraisal process	Resilience development; PB4L data demonstrates shift in resilience Mindfulness embedded as part of timetable. Evidence of Growth Mindset Students report on use and value in student survey. Wellbeing at school survey Results of survey of Provision of health and wellbeing priorities from (student voice) parent survey needs analysis – slc’s student parent/community voice; (in particular sexual wellbeing/healthy relationships) Plan prepared for implementation of priorities	Students report on use of resilience tools, e.g. Positive speak, practising gratitude in student survey. PB4L data demonstrates positive changes is relating to and understanding others when things go wrong , and students positively adapting behaviour to different situations Wellbeing at school survey Implement Health and Wellbeing priority plan using reciprocal approach with community	Collaborative wellbeing support across the community Recorded opportunities and evaluations of students, whanau wellbeing supported through mutually beneficially relationships, (ako) with community groups and organising	Resilient risk takers who are curious and make informed decisions GRIT Have skills and know how to apply them to keep well and be safe around others