



# Wakanui School Strategic Plan 2024-2026

## Review- Annual Goals for 2024

<b>Strategic Goal 1- The current NZ Curriculum is taught so that all students acquire learning skills and are able to develop their individual strengths and talents</b>			
Context: NELPs: 2- 'Great education opportunities and outcomes are within reach for every learner' Wakanui-			
<b>Action Areas Why is this important?</b>	<b>What we will see? i.e. outcomes &amp; measures</b>	<b>Review</b>	<b>Support &amp; resources</b>
Local Curriculum development Is a 2024 focus	A curriculum that encompasses the NZ Curriculum as well as meeting the needs of our School and community	It is important to note the many government 'shifts' that occurred during 2024 with their priority changes from local curriculum to: reading , writing, maths and attendance. Therefore we also adjusted our PLD support to focus more on our general curriculum. Underway: <a href="https://drive.google.com/file/d/1V8S57II0CvGes1LBkMoHb0KrzW5Zd7X-/view?usp=drive_link">https://drive.google.com/file/d/1V8S57II0CvGes1LBkMoHb0KrzW5Zd7X-/view?usp=drive_link</a> ***	We have PLD funding in 2024 -Impact Ed that will specifically support Wakanui School to develop our own curriculum  Our Community  Te Mātaiaho- Ministry resources
Assessment for Learning Kāhui		Assessment plan under development. Starting to develop from Kāhui provided PLD	

<p>Ako focus in 2024</p> <p>Reacting to the needs of our students- by looking at 'where they are at' and 'where they need to be'</p> <p>2024- implementing set extension programmes</p> <p>Te Reo and further knowledge of Te Tiriti o Waitangi</p> <p>Knowledge of local and national history at the forefront</p>	<p>Streamlined assessment tools development across the Kāhui Ako</p> <ul style="list-style-type: none"> <li>• Increased achievement</li> </ul> <p>An increase of 2-3% in literacy and numeracy for students at or above by the end of the year. Using OTJ's (overall teacher judgement)</p> <ul style="list-style-type: none"> <li>• Te Tiriti o Waitangi and te ao Māori are reflected in the School's curriculum;</li> <li>• The Aotearoa NZ history</li> </ul>	<p><a href="https://drive.google.com/file/d/1k2W6eRxpnbyEy_ZWBv_FUrtiQ-fJ9qfW/view?usp=drive_link">https://drive.google.com/file/d/1k2W6eRxpnbyEy_ZWBv_FUrtiQ-fJ9qfW/view?usp=drive_link</a></p> <p><b>Target results EOY</b></p> <p><b>Maths</b> students at or above: March 68%- November 79%- Increase of 11%</p> <p><b>Reading</b> students at or above: March 70%- November 74%- Increase of 4 %</p> <p><b>Writing</b> students at or above: March 56%- November 76%- Increase of 20%</p>	<p>Other Principals and Teachers in our community- Kāhui</p> <p>Overall extremely pleasing results - I do believe that judgments in writing were particularly cautious. The increase in Year 3 was the largest which I believe is down to the introduction of BSLA for those students.</p> <p>When you are looking at student numbers around the 100 mark percentages can change a lot with a small group of students.</p>
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Support students to have the knowledge needed to develop their skills beyond the classroom	<p>curriculum is refreshed and delivered;</p> <ul style="list-style-type: none"> <li>• Excursions and trips for students are used to broaden their perspectives and learning experiences;</li> <li>• Students are supported to safely explore a variety of views, societal trends and issues;</li> <li>• Students learn financial literacy through practical experiences at School;</li> <li>• Students are prepared for the role of emerging technologies such as Artificial intelligence (AI).</li> </ul>	<p>Resourcing and support has been provided to individual teachers who have used these to enhance their programme.</p> <p>Te reo continues to be developed to be embedded in our school in a natural way through greetings, naming of areas and references.</p> <p>The Aotearoa NZ History curriculum was part of our whole school body of work at the beginning of the year when we visited the Hakatere Marae and learned local Pūrakau stories.</p> <p>Our Year 8 students also had another opportunity to visit the marae and complete activities alongside College students.</p> <p>Year 7/8 Camp was to the Bay of Islands and included a trip to the Waitangi Treaty grounds.</p> <p>Clubs – a popular addition to the year 4-8 which provided the opportunity for students in small groups to explore something they were passionate about across a large variety of topics.</p>	<p>Our Within School Teacher is using release to support the Kaiako in ensuring they have the resources to enhance their use of Te Reo. Alongside this we have specific teaching and learning to help develop our ability to honour Te Tiriti o Waitangi</p>
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			Clubs- broader to encompass teaching and learning.
A School plan and direction to ensure coverage of what they are taught.	All students attending Wakanui School will have received teaching in all areas of the curriculum at the different levels throughout Year 1 -8	A coverage plan has been included in our curriculum planning above ***	Accessible plan for all staff : current and future/relievers/community

<b>Strategic Goal 2-Our School's teaching and learning approach is responsive to the individual needs of students and emerging social changes and issues</b>			
Context: <b>NELPs: 2-</b> <i>'Great education opportunities and outcomes are within reach for every learner'</i> 3- <i>'Quality teaching and leadership makes the difference for learners and their whānau'</i> <b>Wakanui-</b>			
<b>Action Areas</b> <b>Why is this important?</b>	<b>What we will see?</b> <b>i.e. outcomes &amp; measures</b>	<b>Review</b>	<b>Support &amp; resources</b>
Teaching and learning is at the heart of what we do.	<ul style="list-style-type: none"> <li>Teaching staff confidently identify and adapt their teaching to meet a broad range of learning needs;</li> </ul>	PLD has been readily available to support all teachers throughout the year. We have done this via staff	<b>RTLb</b> Worked directly with 2 teachers who had identified the need for support with a range of diverse learners in their classroom

<p>Weekly time for SENCO (Special Education needs Coordinator) and LSC (Learning Support Coordinator) to develop the programmes to suit the students who need extra support.</p> <p>IEP's (Individual Education Programmes)</p> <p>Extension programmes</p>	<ul style="list-style-type: none"> <li>• Professional development for teaching staff supports them to respond to emerging social trends and behaviours;</li> <li>• Kaiawhina (Learning Assistants) are funded to support teaching staff with students who have high learning needs;</li> <li>• Staff access specialist agencies through SENCO and LSC for additional support;</li> <li>• Staff seek advice and support from the local Kāhui Ako e.g. teaching students with high needs, options for relief staff.</li> </ul>	<p>meetings, Teacher Only days Kāhui Ako connect weeks and workshops. Also opportunities to attend courses during evening, after school and holiday times.</p> <p>3 teachers undertook the BSLA (Better Start Literacy Approach) micro credential in the second half of the year providing a structured approach to literacy, which will carry on into 2025.</p> <p>IEP's were conducted twice a year with the team involved for each child who has an Individual Education Programme -supported by SENCO and LSC</p> <p>Extension programmes were conducted in areas of Science,</p>	<p><b>Mana Ake</b> Supported individual students through our the year</p> <p><b>Impact Ed-</b> were ourPLD provider (from our funded PLD application) who worked with senior Leadership and all staff specifically with curriculum planning and assessment practices.</p>
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		Drama, Te reo and Reading	
Professional Growth Cycles	Shared and developed by and with colleagues to support the best learning for our students.	<b>Review</b> Feedback from colleagues vital for this development. There was specific feedback for the teachers involved in the BSLA programme	CRT time supports the time to develop these.

<b>Strategic Goal 3-The community is involved and supportive of the teaching and learning at the school</b>			
Context: <b>NELPs 1-</b> ‘Learners with their whānau are at the centre of their learning’ <b>Wakanui-</b> The optimal School roll is 126 to ensure stable resourcing and a balance of learning opportunities for all students , allowing us to support 6 classes (3x y1-3 and 3x Y4-6)			
<b>Action Areas</b> <b>Why is this important?</b>	<b>What we will see?</b> <b>i.e. outcomes &amp; measures</b>	<b>Review</b>	<b>Support &amp; resources</b>
Develop a strategy for retaining students for Year 7 & 8 Eg specific event for Year 5 & 6 whānau with positive feedback from Year 7& 8 whānau and students. Specific community events targeting the Year 7 and 8 programme	<ul style="list-style-type: none"> <li>Students remain at Wakanui for Year 7 and 8 and continue to achieve well in their College years.</li> </ul>	COSARS (Connecting our small and rural schools) has offered events throughout the school year which our 7/8 students have made the most of being involved in.	Extend Senior leadership opportunities Year 7 and 8 students to be involved in community events.

<p>Review of what our community wants regarding reporting and communication.</p> <p>Be sure that our community understands the implications and importance of maintaining the local support and fundraising and how this directly affects the funding to manage the school e.g pea straw.</p>	<ul style="list-style-type: none"> <li>● The School roll is maintained at a level that preserves the School's unique and rural character;</li> </ul>	<p>Key elements of leadership have continued to be developed throughout the year.</p> <p>Our new website has received positive feedback and the calendar shared on Skool Loop and the website has supported keeping everyone updated and informed.</p> <p>Only two out of Zone students have enrolled at Intermediate for 2025. Other leavers are because of families shifting out of town or to another area of town. We have four students in 2025 enrolled in our school that were not expected as well as a</p>	<p>Kāhui Ako Transition programmes</p>
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<p>Explain to the community what these funds are specifically used for eg Teacher Aide hours, reducing class sizes.</p> <p>(could do more of this)</p>	<ul style="list-style-type: none"> <li>• Whānau understand and are supportive of the teaching approach used in the School;</li> <li>• Whānau collaborate with the School to identify learning and behaviour strategies for their children;</li> <li>• Whānau are regularly updated and understand their children's learning and progress;</li> <li>• There is community support for shared property projects e.g. swimming pool, community transport.</li> </ul>	<p>full number of new entrants.</p> <p>e.g Written reports twice yearly, 3 way conferences twice yearly. Meet the teacher BBQ- beginning of year, matariki evening, open afternoon Kōwhai. Year 7/8 open evening.</p> <p>WESCT Trust approached us and have donated to the new pool cover, which is an asset to the community</p>	
<p>Development of the transition processes ECE- NE and Year 8 – College. Specifically set up systems for pre school visits and preschool programs.</p>	<ul style="list-style-type: none"> <li>• The School shares student information with other schools where this will support learning and help with transitions between schools ;</li> </ul>	<p><b>Review</b></p> <p>This has been a year of progress regarding the making of connections with the pre schools that students attend. Alongside pre visits for our new entrants visits</p>	



		<p>have been made to see the student in their pre school setting.</p> <p>Kōwhai open afternoons have been a part of our calendar to encourage interest in enrolments.</p>	
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### **Giving effect to Te Tiriti o Waitangi**

Wakanui Kura has given effect to Te Tiriti o Waitangi by:

- Te Reo Māori and Tikanga are taught, valued and celebrated
- Whānau are consulted in meaningful and reciprocal ways *Māori consultation was asked for, Relationships first initial surveys were conducted with students, staff and whānau (to be reported on in 2025)*
- The diversity of Māori is recognised and valued
- Educational barriers and inequalities are addressed to ensure equitable educational outcomes
- Education content and delivery reflects Aotearoa and our dual heritage
- Akonga participate in kapa haka (Y0-3 and Y4-8)
- All staff are encouraged and supported to increase their own learning of Te Reo. This opportunity is also extended to Board members. *1 teacher undertook evening Te Reo lessons to Level 2 and one also progressed to Level 3*