



*Learning Together - Te Ako Ngātahi*

## **STRATEGIC PLAN 2022 - 2024**

Our three year strategic plan is our guiding document that provides a framework and direction forward for the next 3 years.

It was developed at the end of 2021. The goals and initiatives are a result of what has happened previously and through consultation with our students, our staff, our whanau and our community. We have also conducted many reviews over the last 3 years and have also identified new opportunities that will improve our school and the childrens' learning experiences.

This 3 year strategic plan will see us revisit a number of initiatives year after year. This decision has resulted from our review of our last strategic plan where at times we felt initiatives were focussed on for a time and then left. Just like learning, we think we need to revisit so positive changes are fully embedded into our school.

Our 3 Year strategic plan will not change however each year we will conduct regular reviews, then using the strategic plan and our regular review structure we will make changes if needed. Our world requires us to be flexible and adapt and that is what we will do. Our Annual plan will show any changes.

Our Annual Plan is the yearly document that contains more detail and is strongly connected to this document.

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## Waipawa Primary School Strategic Plan 2022 - 2024

### VISION:

**Learning Together - Te Ako Ngātahi**

### STRATEGIC GOALS:

<b>BELONGING</b>	<b>CURRICULUM</b>	<b>INNOVATION</b>
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### OUR ASPIRATIONS:

Waipawa Primary School will foster an environment and climate in which children can flourish.	Waipawa Primary School will implement a curriculum that enables all tamariki to grow and improve so they are ready for their next stage of learning.	Waipawa Primary School will utilise it's strengths in the school environment to bring the curriculum alive in a way that provides purpose and improves engagement across all areas of learning.
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### STRATEGIC INITIATIVES

<p><b>Who are we?'</b></p> <ul style="list-style-type: none"> <li>- All have a sense of identity and belonging with learning being accessible for all.</li> </ul> <p><b>'What makes me unique?'</b></p> <ul style="list-style-type: none"> <li>- All are empowered to support and enhance their own wellbeing.</li> </ul>	<p><b>'Weaving it together'</b></p> <ul style="list-style-type: none"> <li>- Strengthen teacher knowledge and understanding around curriculum integration and consistency with learning themes.</li> </ul> <p><b>'Take time to korero'</b></p> <ul style="list-style-type: none"> <li>- To develop a reflective culture throughout the school so all can explain, describe and articulate their thinking and reflect on their actions.</li> </ul> <p><b>'The three R's still matter'</b></p> <ul style="list-style-type: none"> <li>- Maintain an emphasis on the CORE learning areas of reading, writing and mathematics and show continuous improvement.</li> </ul> <p>-----</p> <p><b>'Refresh the Curriculum'</b></p> <ul style="list-style-type: none"> <li>- Be flexible and agile to be able to adapt to curriculum changes as they happen.</li> </ul>	<p><b>Learning is everywhere'</b></p> <ul style="list-style-type: none"> <li>- Upgrade and provide excellent and varied environments for learning outside of the classroom to complement and strengthen what happens in the classroom.</li> </ul> <p><b>'Be on the edge'</b></p> <ul style="list-style-type: none"> <li>- To strengthen the culture of future focussed innovation throughout the school and create the conditions for excellence in teaching and learning.</li> </ul>
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### Our Staff

<i>Culture, Coaching, Candour</i>	<i>The Waipawa Mindset</i>	<i>Community Partnership</i>
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Encouraging our people to take ownership of their roles and be agile and creative in their thinking.

### Our Values

<b>Kotahitanga</b> "We get along"	<b>Aroha</b> "We look after our place and our people"	<b>Hiwa</b> "We get stuck in"	<b>Hākinakina</b> "We are fit and active"	<b>Ako</b> "We are learners"	<b>Pārekareka</b> "We have fun"
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# ALL ABOUT US

## OUR SCHOOL

As at the end of 2021 Waipawa Primary School had a roll of 322 students. We have seen a huge increase in our numbers over the last 3 years so much that the Ministry of Education fast tracked an enrolment scheme that came into effect at the beginning of 2020 . Students are spread over 12 classrooms and in 2021 our hall will become our New Entrant Learning area. Classes are arranged according to numbers of students at particular year levels but most classes have 2 year levels in them, eg Yr 4, Yr 5.

Over the last two years Waipawa Primary School has seen 5 classrooms have a complete refurbishment. All these classrooms are situated in Block B. They have been completely transformed into modern learning classrooms. Due to the increase of roll numbers we now use all our rooms as classrooms. This means we have lost our library and music room. We have renovated our old swimming sheds into a music suite and we are regular users of the Waipawa Town Library. In addition to the classrooms and administration block, the Central Hawkes Bay Tech Centre is also at Waipawa School which provides most of the Year 7 and 8 students in CHB with technology education. Our resources are scattered throughout the school to ensure we are maximising quality space for our students. We are lucky enough to host a Learning Support Coordinator (LSC) who works in our school and a Resource Teacher of Literacy (RTLit). We also have 3 RTLB who use Waipawa School as their base when working in the area.

The school grounds are both extensive and aesthetically pleasing. We have a huge grassed area, a sealed court, a huge playground, sandpit, a bike track and massive oak trees that provide shade and comfort on hot CHB days. In 2020 we were fortunate enough to construct a brand new two court astroturf . This has been a wonderful addition to the school. We have also laid a new scooter path loop and in 2022 we will be replacing our old pole playground with a fitness trail. We also own a block out the back that we will develop into a curriculum resource in the coming years. Our outside environment is a feature of the school and we hope to improve this even more over the next 5-10 years by providing better outdoor meeting and eating areas and developing outside learning areas by rooms 1-7.

The School Administration block includes school offices, a medical room, staff room, principal office and offices for teachers and external agencies to work in. Over the last two years we have invested heavily in iPads and TV screens for the classrooms. The year 7/8 children also have 1-1 access to chromebooks. We use a google platform throughout the school.

The teachers all work together but we have structured collaborative teams and critical friends. We are flexible in our approach to different school events and we work collaboratively across the school and year levels in many different forms.

Although the Principal has overall responsibility for all areas, the senior leaders and other teachers have delegated responsibilities. There are many important roles within a school and we like to spread the leadership throughout so all teaching staff are contributing and having a chance to progress their leadership skills.

Waipawa School is the only school in Waipawa. Most of the students come from Waipawa but we have children from the surrounding country areas and Waipukurau attend our school. Children attending Waipawa from outside our enrolment zone will become less and less over the next few years.

The community has high expectations of the school. As you work your way through this document you will see that over the next three years we have an emphasis on 3 key areas - Belonging, Curriculum and Innovation.

These areas will improve the learning outcomes of all students and lead us on the right path to enable all children to succeed. The annual plan contains more detailed information around the key actions related to each of these initiatives listed above.

## OUR PLACE

Over the next 3 years we hope to be able to add more relevant information to this section

Waipawa was founded on the banks of the Waipawa River by runholder Frederick Abbot in 1860. The town, originally named Abbotsford, was located next to a ford in the river. Settlers preferred its Māori name, Waipawa. Te Taipairu pā was established near the town in 1872

### **Our Awa - Waipawa River**

The Waipawa river is a significant waterway for Heretaunga Tamatea. It lies at the heart of their spiritual and physical wellbeing. The river is significant for its resources and the inland access it provides. In early times, a trading post was set up on the river, with boats travelling up and down from the Tukituki river mouth

A narrative exists on the way in which the Waipawa River came into existence. A large lake was located in what is now the Ruataniwha Plains, which was home to two taniwha. On one occasion a boy fell into the lake and the two taniwha fought over their prey. The resulting destruction on the landscape created breaks in the hills through which the lake drained away. One of the channels through which the lake drained was the Waipawa River.

From the headwaters to the sea the Waipawa River is considered wāhi tapu. There are registered wāhi tapu sites in proximity to the Makaroro dam site and within the wider Makaroro catchment (Makaroro is a tributary of the Waipawa and was the site of the proposed Ruataniwha Water Storage Scheme). Wāhi Tapu sites extend along the Waipawa and Tukituki rivers to the mouth. Most of these locations are strategic pā sites, some on top of the surrounding hilltops and some near the rivers..

The Waipawa River provides an access way into the Ruahine Range through which the hapū of Heretaunga Tamatea would cross into Mōkai Pātea (another Treaty entity based in Taihape). The river also provided access to resources in the Ruahine Range. A number of archaeological sites indicating the presence of pā and kāinga have been recorded along Pourerere Road, and near the Waipawa township. Other pā have been recorded up river which show the strategic significance of the Waipawa River. Near the headwaters was Motu-o-Puku pā which belonged to the

descendants of Te Rangitekahutia and the descendants of Te Upokoiri. Pukehou Marae and Mataweka Marae were located near the Waipawa River. The great tipuna, Te Hauapu and his marae were not far from Mataweka. This was a fortified marae and Te Hauapu is buried there. Other ancestors are buried close to the river and there are two urupā further up the river.

*(Source: Hawkes Bay Regional Council)*

## OUR LOGO



The Waipawa Primary School logo is based around:

- The family/whanau and community being shaped into the symbol of an Oak tree (Oak trees are a feature of Waipawa School particularly the mighty oak situated at the entrance of the school)
- The Waipawa river flows in front (which symbolises our connection with the community, environment and early Maori).
- The predominant colours of navy blue and sky blue are our school colours and the koru symbolises our biculturalism as a school.

## OUR VISION

### *Learning Together - Te Ako Ngātahi*

## OUR KAUPAPA

At Waipawa School we help learners to prepare themselves for anything. No one can do this alone so it is up to all of us to come together, support and grow each other into better learners and better people.

We aspire our tamariki to :

- Crave learning that is hands-on, authentic and relevant to their life, now and in the future.
- Learn about the full curriculum, themselves, their hauora and others.
- Have a positive impact on themselves, others and our local and global community / environment.

Waipawa learners are empowered to explore their strengths and push their limits knowing they have the support of others to do so. We strive to inspire our tamariki to learn and act positively and courageously in all aspects of their lives, while being proud of who they are and where they are from.

## OUR VALUES



# OUR REQUIREMENTS

## NELP(National Education and Learning Priorities)

All state and state-integrated schools are governed and operate within a national legislative framework that changed in 2020. In relation to strategic thinking, there are now three sets of aligned objectives and priorities to consider:

- At a national level there are education and learning objectives (*Education and Training Act 2020 section 5 - Education and learning objectives*)
- At board level, four primary objectives set out the board's responsibilities around achieving the education and learning objectives (*Education and Training Act 2020 section 127 - Objectives of boards in governing schools*)
- To achieve both sets of objectives, the Minister of Education has issued a set of National Education and Learning Priorities (*Statement of National Education and Learning Priorities*)

These objectives and priorities need to be reflected in the board's strategic thinking, goal setting and planning. They focus on the board on ensuring these things:

- The requirement that every student attains their educational potential.
- Students develop an appreciation of the importance of inclusion, diversity, cultural knowledge, identity, the different official languages of New Zealand, te Tiriti o Waitangi and te reo Māori.
- The school is a physically and emotionally safe place for students and staff that is inclusive of and caters for their different needs.
- The school gives effect to te tiriti o Waitangi by ensuring that plans, policies and local curriculum reflect local tokanga Māori, mātauranga Māori and te ao Māori, instruction is given in tikanga Māori and te reo Māori and that equitable outcomes are achieved for Māori students.
- Learners are placed at the centre of all we do - ensuring that schools are safe, inclusive and free from discrimination and that we have high aspirations for our students that are established in partnerships with parents, whānau and community.
- We provide barrier-free access to education - including for Māori, Pacific and disabled students and those with learning support needs. For all students, we focus on the foundation skills of language, literacy and numeracy so that they can better access the rest of the curriculum.

*An inclusive school is one where every student feels that they belong. They enjoy and want to go to school where they have friends.*

*Diversity is respected and upheld. Students feel safe.*

*Students' identities, ethnicities, beliefs, languages, gender, abilities and talents are recognised and affirmed and their learning needs are addressed.*

*They are challenged to learn, achieve and experience success.*

# The Statement of National Education and Learning Priorities (NELP) & Tertiary Education Strategy (TES)

The Statement of National Education and Learning Priorities (NELP) and the Tertiary Education Strategy (TES) are issued under the Education and Training Act 2020.

The NELP must be consistent with the objectives for education. These are: helping children and young people to attain their educational potential; preparing young

people for participation in civic and community life and for work, and promoting resilience, determination, confidence, creative and critical thinking, good social skills and the ability to form good relationships; and helping children and young people to appreciate diversity, inclusion and Te Tiriti o Waitangi.

The TES must set out the Government's long-term strategic direction for tertiary education, including economic, social, and environmental goals, and the development aspirations of Māori and other population groups.

One of the purposes of the Act is to establish and regulate an education system that honours Te Tiriti o Waitangi and

supports Māori-Crown relationships. Section 9 sets out the main provisions of the Act in relation to the Crown's responsibility to give effect to Te Tiriti o Waitangi. These provisions include obligations in relation to Te Tiriti o Waitangi for school boards, tertiary education institutions and education agencies.

OBJECTIVES	<p><b>OBJECTIVE</b></p> <p><b>1</b></p> <p><b>LEARNERS AT THE CENTRE</b></p> <p>Learners with their whānau are at the centre of education</p>	<p><b>OBJECTIVE</b></p> <p><b>2</b></p> <p><b>BARRIER FREE ACCESS</b></p> <p>Great education opportunities and outcomes are within reach for every learner</p>	<p><b>OBJECTIVE</b></p> <p><b>3</b></p> <p><b>QUALITY TEACHING AND LEADERSHIP</b></p> <p>Quality teaching and leadership make the difference for learners and their whānau</p>	<p><b>OBJECTIVE</b></p> <p><b>4</b></p> <p><b>FUTURE OF LEARNING AND WORK</b></p> <p>Learning that is relevant to the lives of New Zealanders today and throughout their lives</p>	<p><b>OBJECTIVE</b></p> <p><b>5</b></p> <p><b>WORLD CLASS INCLUSIVE PUBLIC EDUCATION</b></p> <p>New Zealand education is trusted and sustainable</p>
PRIORITIES	<p><b>1</b> Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying</p>	<p><b>3</b> Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs</p>	<p><b>5</b> Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning</p>	<p><b>7</b> Collaborate with industries and employers to ensure learners/ākonga have the skills, knowledge and pathways to succeed in work</p>	<p><b>8</b> Enhance the contribution of research and mātauranga Māori in addressing local and global challenges (TES ONLY)</p>
	<p><b>2</b> Have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures</p>	<p><b>4</b> Ensure every learner/ākonga gains sound foundation skills, including language*, literacy and numeracy</p> <p><small>* Oral language encompasses any method of communication the learner/ākonga uses as a first language, including New Zealand sign language</small></p>	<p><b>6</b> Develop staff to strengthen teaching, leadership and learner support capability across the education workforce</p>	<p>The NELP and TES are statutory documents enabled by the Education and Training Act 2020 that set out the Government's priorities for education. This document forms both the NELP (priorities 1-7) and the TES (priorities 1-8).</p> <p>Some aspects of these priorities will be more applicable to one sector than others.</p> <p>The NELP is designed to guide those who govern licensed early learning services, ngā kohanga reo, schools and kura.</p> <p>In particular, licensed early learning services are required to have regard to the NELP as part of the Governance, Management and Administration (GMA) Standard. Boards of schools and kura must have particular regard to the NELP, including when developing or renewing their charters.</p> <p>The TES sets the direction for tertiary education. Tertiary Education Organisations are required to show how they have regard for the TES. The Tertiary Education Commission must give effect to the TES, and the New Zealand Qualifications Authority must have regard for the TES.</p>	

## NELP: What will good look like?

*These priorities aim to improve outcomes for all learners / ākonga across the education system; in early learning, schooling and tertiary education and training. When the NELP priorities are given effect across the education system, learners / ākonga in all parts of their education journey should experience a better, more responsive education.*

### **Learners at the centre**

#### *Priority 1:*

- Our school embraces diversity and provide for good wellbeing, physical health and mental health for all learners / ākonga, teachers / kaiako and staff.
- Our school has robust policies, plans and support to address racism, sexism, bias and low expectations.
- All learners / ākonga and staff, including disabled people, those with learning support needs or are neurodiverse, and those who identify as LBBTQIA are welcomed, supported, valued and listened to.

#### *Priority 2:*

- Learners / ākonga experience inclusive cultures that value, affirm and reflect their identities
- High aspirations for all learners / ākonga are the new assumption. Old bias, and low expectations are challenged and eliminated.
- Whānau and communities are actively included and valued in the design and delivery of education, and in the learning environment.
- Education and training pathways are available for and deliver equitably for all learners / ākonga.
- Māori enjoy and achieve educational success as Māori, and education supports Māori rangatiratanga.

### **Barrier free access**

#### *Priority 3:*

- The learning environment is inclusive and responsive to learner / ākonga needs, and all learners / ākonga can participate in social and learning opportunities.
- Learners / ākonga face no unnecessary physical, access, support or financial barriers to education.
- Additional support is available for disabled learners / ākonga and those with additional needs to stay engaged and succeed in education.
- Learners / ākonga are successfully supported to successfully transition education.
- Specialist knowledge and support is available for learners / ākonga, whānau, iwi, Pacific families, and educators, when it is needed.
- Learners / ākonga have access to the appropriate digital technologies they need to participate in all learning experiences.

#### *Priority 4:*

- Learners / ākonga are equipped with language, literacy, numeracy and digital literacy skills that enable future learning and development.
- All learners / ākonga build key competencies and capabilities including communication, problem solving, critical thinking, resilience, and interpersonal skills.
- Learners / ākonga who have not developed key foundation skills sufficiently are identified and able to access additional specialist support
- Where appropriate, learners / ākonga have a variety of learning opportunities to develop digital literacy and are able to make sense of the digital information they are engaging with.

## **Quality teaching and leadership**

### *Priority 5:*

- Tikanga Māori is embedded in values, practices and organisational culture, based on advice from and engagement with Māori
- Leaders, teachers / kaiako and staff are supported to develop their te reo Māori and tikanga Māori skills and competencies
- Learners / ākonga have opportunities to learn, and learn in, te reo Māori.
- A commitment to te Tiriti / the Treaty is embedded in all policy and practices including strategy, behaviours, actions, services, and resourcing.
- Māori identity, language and culture are incorporated into teaching, learning and pastoral care.

### *Priority 6:*

- Places of learning identify and respond to gaps in capability and invest in their staff to strengthen teaching, leadership, learning support, and skills to support online and distance learning.
- Teachers / kaiako and staff, including educators, teacher aides, support staff, leaders and specialists, have ongoing support and opportunities to upskill throughout their career.
- Teachers / kaiako and educators are confident and competent in educating diverse learners / ākonga.
- Places of learning grow, value and retain highly competent, diverse educators, including those with Māori or Pacific heritage, or are disabled.

## **Future of learning and work**

### *Priority 7:*

- Teaching and learning focuses and responds more closely to workplace needs.
- Learners / ākonga are supported and encouraged to pursue education and career pathways that appeal to them, and are not restricted by stereotypes and biases that may narrow their choices.
- A more active careers service supports clever learning and employment pathways.
- People can upskill and retrain throughout their lives and gain skills that are relevant for employment.
- Learners / ākonga can easily access flexible and adaptable programmes and education models that reflect their needs and the needs of employers.

## **TE TIRITI O WAITANGI**

The New Zealand Curriculum states: “The Treaty of Waitangi is one of eight principles in *The New Zealand Curriculum* that provide a foundation for schools’ decision making. The Treaty of Waitangi principle puts students at the centre of teaching and learning, asserting that they should experience a curriculum that engages and challenges them, is forward-looking and inclusive, and affirms New Zealand’s unique identity.” The three “P’s”, as they are often referred to, are the principles of partnership, participation and protection. These underpin the relationship between the Government and Māori under the Treaty of Waitangi. These principles are derived from the underlying tenets of the Treaty. They are used to bridge the gap between the literal differences between the Māori and English texts.

## **Partnership**

Partnership involves Waipawa Primary School working together with iwi, hapū, whānau and Māori communities to develop strategies for Māori education. Partnership encourages and requires Māori to be involved at all levels of the education sector, including decision-making, planning, and development of curriculum.

Partnership is:

- engaging with Māori community
- inquiry- place based learning-finding out about the Māori origins of your rōhe, mountains, rivers, history
- having Māori representatives on boards of trustees
- equity for Māori
- power sharing

Partnership relies on us welcoming and having genuine relationships with our Māori community. Sometimes these relationships take time and effort. For most communities, once they feel there is genuine relationship building, they will be more than happy to be a part of the school and add expertise.

### **Protection**

Protection means actively protecting Māori knowledge, interests, values, and other tāonga. Identity, language, and culture are important expressions of what it means to be a culturally located learner. Ka Hikitia (Ministry of Education, 2007) emphasises that “culture counts” and describes a commitment to “knowing, respecting and valuing where students are, where they come from and building on what they bring with them”

Protection is:

- valuing, validating and protecting local knowledge (place-based learning)
- normalising te reo Māori
- learning and including tikanga school-wide
- equity for Māori

At Waipawa Primary we aim to implement these principles every day. Normalising te reo not only in the classroom, but in staff meetings, the staff room, on duty, at assemblies and in other areas. Adding a Māori perspective to topics and inquiry is an opportunity for us to weave tikanga and Māori view point into everyday situations.

### **Participation**

At Waipawa Primary School we will emphasise positive Māori involvement at all levels of education, as expressed in NEG 9: “Increased participation and success by Māori through the advancement of Māori educational initiatives, including education in Te Reo Māori, consistent with the principles of the Treaty of Waitangi.”

Participation is:

- working to strengthen home-school relationships
- Māori participating in school decision making
- School environment reflecting the biculturalism of Aotearoa
- aspirations of Māori whānau reflected in school planning
- equity for Māori

# STRATEGIC PLAN 2022 - 2024

Our Strategic Plan 2022-2024 contains 3 main strategic goals that sit under the headings of

- Belonging
- Curriculum
- Innovation.

Under these 3 headings sit an aspirational statement (our dream) and a number of initiatives. Under each initiative sits a few 'Big Ideas'.

Alongside each 'Big idea' is a

- link to the NELP
- a short statement that summarises where we are at now
- a short statement that summarises what a successful end point may look like

The detail sits in our school Annual Plan for the year

<p><u>Strategic Goal 1:</u></p> <h1 style="margin: 0;">BELONGING</h1>	<p><u>Our Aspiration:</u></p> <p style="font-size: 1.2em;">Waipawa Primary School will foster an environment and climate in which all tamariki can flourish.</p>	<p><u>Our Initiatives:</u></p> <p><b>'Who are we?'</b></p> <ul style="list-style-type: none"> <li>- All have a sense of identity and belonging with learning being accessible for all.</li> <li>-</li> </ul> <p><b>'What makes me unique?'</b></p> <ul style="list-style-type: none"> <li>- All are empowered to support and enhance their own wellbeing.</li> </ul>
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Strategic Initiative: 'Who are we?'			
BIG IDEAS	Links to NELP (Main Connection)	Where are we now? (Our position at the end of 2021)	A Successful End Point
<p><b>1. <u>School Values:</u></b> To explicitly teach and focus on our new school values so they are visible and consistently in action throughout the school.</p>	<p>Objective - 1, 4 Priority - 1, 7</p>	<p>We are in our first phase of introducing and implementing our new values. We have focussed and implemented three so far.</p>	<ul style="list-style-type: none"> <li>- School Values to be embedded in daily practice and through everything we do.</li> <li>- All to articulate and reflect on values as a way to better ourselves</li> <li>- Values to be visible around our school - inside and outside</li> </ul>
<p><b>2. <u>Identity and Culture:</u></b> To build a strong and confident identity of</p>	<p>Objective - 1, 2, 3 Priority - 1, 2, 3, 5</p>	<p>Most children feel like they belong here at Waipawa</p>	<ul style="list-style-type: none"> <li>- All are individuals are strong and proud of their own identity and culture</li> </ul>

ourselves, our school and our community.		school. We just need to strengthen this area across the school.	- Our school has a clear identity and we share this with our community
<b>3. <u>Staff culturacy (cultural literacy):</u></b> To continue and up the ante on improving our cultural literacy and improving knowledge and implementation of Te Ao Maori, Te Reo and Tikanga	Objective - 1, 2, 3 Priority - 1, 2, 3, 5, 6	We have inconsistencies through the school with pockets of really confident people. Our school approach is not clearly defined.	- Staff to become more competent with Te Reo - To have appropriate tikanga in everyday school life in and out of the classroom - The school to have consistency with Integrated learning themes and for these to be based around Te Ao Maori
<b>4. <u>Lower barriers:</u></b> To tap into experts to help us gain more knowledge and practical strategies to ensure we can cater for the many needs in our learning environments.	Objective - 1, 2, 3 Priority - 1, 2, 3, 6	We use experts to target specific children and teachers. We lack consistency across the school. Some teachers lack knowledge in certain areas.	- Staff know they can cater and they have the tools and mindset to make a difference for all learners no matter what their needs. - All children know they can be successful and are successful across the curriculum
<b>5. <u>Teach for diversity</u></b> To have skilled teachers and teacher aides that can differentiate learning and make the necessary modifications to ensure all children are actively participating in all learning activities.	Objective - 1, 2, 3 Priority - 1, 2, 3, 5, 6	Teachers do this as well as we can but we haven't done something as a staff to ensure there is consistency across the school	- Staff know they can cater and they have the tools and mindset to make a difference for all learners no matter what their needs. - All children know they can be successful and are successful across the curriculum

### Strategic Initiative: "What makes me unique?"

BIG IDEAS	Links to NELP (Main Connection)	Where are we now? (Our position at the end of 2021)	A Successful End Point
<b>1. <u>Wellbeing Models:</u></b> Explore and research different wellbeing models that have been implemented in schools and decide on an approach or approaches that can be used throughout the school	Objective 1, 2, 3 Priority 1, 2, 3, 6	Sporadic examples of people using various models. Sexuality Education touches on mental health / wellbeing	- A model is implemented throughout the school (or to what is age appropriate) and mental health strategies are taught and focussed on - It fits in with school values so it is complementary of each other.
<b>2. <u>Self Regulation Strategies:</u></b> To upskill our toolbox of techniques so we can help children to better regulate themselves in a variety of environments	Objective 1, 2, 3 Priority 1, 2, 3, 6	Sporadic examples of people using various models.	- To upskill and have more tools to help kids regulate their emotions. These may range from short little techniques to bigger undertakings such as mindfulness, yoga etc.

<p><b>3. Restorative Justice Model:</b> To be knowledgeable around the process, the when and why and to be able to use the model with individuals, small groups and a whole class.</p>	<p>Objective 1, 2, 3 Priority 1, 2, 3, 6</p>	<p>Sporadic examples of people using various forms of this approach - not always successfully.</p>	<p>- All staff have the skills and confidence to run a restorative process with children in a variety of settings</p>
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<p><u>Strategic Goal 2:</u></p> <h1 style="margin: 0;">CURRICULUM</h1>	<p><u>Our Aspiration:</u></p> <p>Waipawa Primary School will implement a curriculum that enables all tamariki to grow and improve so they are ready for their next stage of learning.</p>	<p><u>Our Initiatives:</u></p> <p><b>'Weaving it together'</b></p> <ul style="list-style-type: none"> <li>- Strengthen teacher knowledge and understanding around curriculum integration and consistency with learning themes.</li> </ul> <p><b>'Take time to korero'</b></p> <ul style="list-style-type: none"> <li>- To develop a reflective culture throughout the school so all can explain, describe and articulate their thinking and reflect on their actions.</li> </ul> <p><b>'The three R's still matter'</b></p> <ul style="list-style-type: none"> <li>- Maintain an emphasis on the CORE learning areas of reading, writing and mathematics and show continuous improvement.</li> </ul> <p>-----</p> <p><b>'Refresh the Curriculum'</b></p> <ul style="list-style-type: none"> <li>- Be flexible and agile to be able to adapt to curriculum changes as they happen.</li> </ul>
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Strategic Initiative: "Weaving it together"			
BIG IDEAS	Links to NELP (Main Connection)	Where are we now? (Our position at the end of 2021)	A Successful End Point
<p><b>1. Understand, Know Do:</b> Dig deeper into the proposed curriculum model of 'Understand, Know, Do. Bring this alive in all our integrated learning themes</p>	<p>Objective - 3 Priority - 6</p>	<p>We have not used this model/ framework at all.</p>	<p>- The model is used successful to add depth to the learning process and is used across all curriculum areas.</p>
<p><b>2. Coherence across the school:</b> To make decisions around what integration</p>	<p>Objective 1, 3 Priority</p>	<p>Integration of learning happens across the school but we do not have a progressive</p>	<p>- We have a clear progression through the year levels in many curriculum areas so teachers know the expectations and can plan</p>

of learning themes look across the different year levels and have clear expectations around this.	2, 6	framework to show what it looks like.	and teach to them. - We are assessing and evaluating children and learning programmes in relevant and meaningful ways
<b>3. <u>Integrated Learning Themes:</u></b> To settle on a structure/framework for learning themes throughout the school and decide on how we assess and evaluate the success of learning themes.	Objective 1, 2, 3 Priority 2, 3, 5, 6	We have tried various forms of this over the last 3 years and made continual changes	- Settle on a structure around this OR decide that it needs to be flexible. - We develop tools to effectively assess and evaluate the learning themes

<b>Strategic Initiative: “Take time to korero”</b>			
<b>BIG IDEAS</b>	<b>Links to NELP (Main Connection)</b>	<b>Where are we now? (Our position at the end of 2021)</b>	<b>A Successful End Point</b>
<b>1. <u>Clarity in the Classroom:</u></b> Teachers understand the nature of student learning, the relationship that needs to be present and what they need to do for students to learn effectively.	Objective 3 Priority 6	The classroom practice is really strong across the school. This is about a reminder and a vehicle to improve consistency and collaboration across the school	- Teachers are expert with the deliberate acts of teaching. - Any areas of improvement are identified in a teachers practice and supports are put in place - Teachers are able to critically examine them self as a teacher
<b>2. <u>Reflective Culture</u></b> To ensure we consistently conference 1 on 1 with children and teach and give opportunities for them to reflect on their learning and actions.	Objective 2 Priority 3, 4	To ad hoc across the school. Not enough student voice	- All staff and children engage in a process of regular reflection and future actions. - Teachers conference a lot more and use student voice a lot better
<b>3. <u>With Whanau:</u></b> To talk and listen to each whanau so the connection between home and school is strong and everyone is on the same waka.	Objective 1, 2 Priority 1, 2, 3	Good relationships with whanau, however COVID has affected the face to face	- The connection between home and school is further strengthened. - To have developed ways to measure the strength of the connection

<b>Strategic Initiative: “The three R’s still matter”</b>			
<b>BIG IDEAS</b>	<b>Links to NELP (Main Connection)</b>	<b>Where are we now? (Our position at the end of 2021)</b>	<b>A Successful End Point</b>

<p><b>1. PaCT:</b> To use maths PaCT for our teacher judgements and reporting and the maths LPF in our maths planning.</p>	<p>Objective 2, 3 Priority 3, 4, 6</p>	<p>We use PaCt for Reading and writing for children from Year 3-8. We are pleased with the tool and how we use it.</p>	<p>- To be making curriculum judgements in maths using this tool - Have assurance that data is consistent across the school</p>
<p><b>2. Targeted Initiatives:</b> To implement a variety of initiatives throughout the school at specific year levels to target literacy progress and achievement.</p>	<p>Objective 2, 3 Priority 3, 4, 6</p>	<p>We currently do this and just need to keep doing this and look to be more specific in targeting areas (curriculum and/or children)</p>	<p>- A difference is made to areas of the school that we identify as needing something extra - We are aware of what has made a difference so we can embed and spread the specific practices.</p>
<p><b>3. Mathematics:</b> To consolidate our learnings from the DMIC PLD we have received and induct new staff, while also working on ensuring we have balance in our programmes.</p>	<p>Objective 2, 3 Priority 3, 4, 6</p>	<p>We had had maths PLD for 3 years and leant on experts and advisers. We need to stand on our own feet now and ensure the practices are embedded throughout the school</p>	<p>- We have confident and highly competent teachers of maths that can cater for the different abilities and attitudes towards this learning area. - Achievement data in this area improves year after year</p>

### Strategic Initiative: "Refresh the Curriculum"

Refresh the Curriculum: Over the next 5 years there is a refresh of the New Zealand Curriculum. This will impact on the above initiatives and key improvement strategies but we intend to keep pace with the changes and implement them as these changes take place. We feel the Big Ideas that sit under our Strategic Goals and Initiatives have enough scope and flexibility for us to be able to do this.

<p>Strategic Goal 3:</p> <h1>INNOVATION</h1>	<p><u>Our Aspiration</u></p> <p>Waipawa Primary School will utilise its strengths in the school environment to bring that curriculum alive in a way that provides purpose and improves engagement across</p>	<p><u>Our Initiatives:</u></p> <p><b>'Learning is everywhere'</b></p> <ul style="list-style-type: none"> <li>- Upgrade and provide excellent and varied environments for learning outside of the classroom to complement and strengthen what happens in the classroom.</li> </ul> <p><b>'Be on the edge'</b></p> <ul style="list-style-type: none"> <li>- To strengthen the culture of future focussed innovation throughout the</li> </ul>
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all areas of learning.

school and create the conditions for excellence in teaching and learning.

**Strategic Initiative: “Learning is everywhere”**

Key Improvement Actions	Links to NELP (Main Connection)	Where are we now? (Our position at the end of 2021)	A Successful End Point
<p><b>1. <u>Outside Spaces Development:</u></b> To develop a number of outside environments around the school into areas that provide rich opportunities to learn.</p>	<p>Objective 1, 2, 3 Priority 1, 2, 3, 4, 5, 6</p>	<p>We have many undeveloped outdoor spaces that we could develop to enrich our curriculum</p>	<ul style="list-style-type: none"> <li>- Community garden area is completed and enhances our curriculum for all students</li> <li>- Area outside room 1-7 is an area that allows for creative and hands on learning</li> </ul>
<p><b>2. <u>Community Connection:</u></b> To involve ourselves out in the community by either learning about the people and places in our community.</p>	<p>Objective 1, 2 Priority 1, 2, 3</p>	<p>We do this pretty well depending on learning theme - but we could tap into our community resources a lot better</p>	<ul style="list-style-type: none"> <li>- We are making a difference in our community by our actions that come from our learning</li> <li>- We utilise the resources in our community so learning is 'more real' and authentic and a connection is created</li> </ul>

**Strategic Initiative: “Be on the edge”**

BIG IDEA	Links to NELP (Main Connection)	Where are we now? (Our position at the end of 2021)	A Successful End Point
<p><b>1. <u>Innovate Waipawa:</u></b> To encourage and allow for innovation across the school in a number of areas and to have the resources available for this to happen.</p>	<p>Objective 1, 2, 3 Priority 1, 2, 3, 4, 5, 6</p>	<p>We have slipped in this area since COVID started</p>	<ul style="list-style-type: none"> <li>- To allow space and time for staff to be innovative and improve on what we do.</li> <li>- To see more creativity for students and staff</li> <li>- To have the available resources to allow for creativity and innovative practice</li> </ul>
<p><b>2. <u>Year 7/8 Challenge</u></b> To develop a Year 7/8 profile that promotes our school values and provides challenge and incentives that engages our intermediate learners.</p>	<p>Objective 1, 2, 3 Priority 1, 2, 3, 4, 5, 6</p>	<p>We don't have anything special or specific for our intermediate children</p>	<ul style="list-style-type: none"> <li>- That an engaging Year 7/8 profile is developed and implemented that motivates and inspires our intermediate learners.</li> </ul>

## OTHER DETAILS

### BOARD'S UNDERTAKINGS

#### Consultation

The Waipawa Primary School Board consults annually with the Māori community and wider community. Processes for consultation include School Newsletters and Board Meetings, Parent Teacher Interviews, Curriculum Evenings, annual hui, and kanohi ki te kanohi (face to face with parents and family).

#### Planning Year

Waipawa Primary School's planning year is January 1 to December 31. The implementation of the school's plans is from the beginning of the new school year.

#### School's Charter

The Waipawa Primary School Board sends a copy of the School Charter to the Ministry of Education annually by March 1.

#### Annual Report

The Waipawa Primary School Board sends a copy of the Annual Report to the Ministry of Education annually by May 31. This report outlines the previous year's operations, including a financial report and a report on student achievement.

### OUR CODE OUR STANDARDS

The Code of Professional Responsibility has been developed to:

- Set out the high standards of ethical behaviour expected of all members of the teaching profession
- Provide learners, their families and whanau , their communities and the public with trust and confidence in teachers and the profession
- Honour teaching as a profession of high trust and integrity

The Standards for the Teaching Profession are made up of six standards that provide holistic descriptions of what high-quality teaching practice looks like and what it means to be a teacher in Aotearoa New Zealand. At Waipawa School we have a responsibility to each other, to make sure we all understand these expectations and make the right decisions each and every day and support teachers to identify and develop high quality practices in their settings.

### SCHOOL OPERATIONS GOVERNANCE AND MANAGEMENT

#### NAG1: Student Achievement

Key school documents that inform the Waipawa Primary School Charter relating to curriculum include:

- New Zealand Curriculum Framework

- Professional Growth Cycles
- School Curriculum
- Curriculum Achievement Action Plans
- Individual Class Raising Achievement Plans
- Student Assessment schedule
- Student Individual learning Pathways
- Associated Policies
- Waipawa Primary School Annual Plans
- Waipawa Primary School: Strategic Initiative Reviews

#### NAG2: Self Review

Key school documents that inform the Waipawa Primary School Charter relating to self review include:

- Strategic goals based on strategic, regular and emergent self reviews
- Job Descriptions
- Performance Agreements
- Professional Growth Cycles
- Education Council Practising Teacher Criteria
- Professional dialogue sessions
- Accidents & Medical register
- Waipawa Primary School Annual Plans

#### NAG3: Personnel

Key school documents that inform the Waipawa Primary School Charter relating to personnel include:

- Job Descriptions
- Performance Agreements
- Staff Appraisals
- Education Council Practising Teacher Criteria
- Staff Handbook
- School Information Documents
- Staff Professional development Programme
- Roles & Responsibilities Schedule
- Accidents & Medical Register
- Personnel & Curriculum Policies
- Waipawa Primary School Annual Plans

#### NAG4: Finance/Property

Key school documents that inform the Waipawa Primary School Charter relating to finances include:

- Annual Budget
- 10 Year Property Plan

- 5 Year Property Schedule
- Current project updates
- SUE Reports
- Assets Register
- Auditors Reports
- Maintenance Schedule
- Hazard's Register
- Health and Safety Procedures
- School Lockdown & Evacuation Procedures
- Plant & Machinery Practices & Procedures
- Insurance
- Associated Policies & Procedures
- Waipawa Primary School Annual Plans

#### NAG5: Health and Safety

Key school documents that inform the Waipawa Primary School Charter relating to health and safety include:

- Strategic Plan
- Operational Plan
- Hazard's Register
- Maintenance Schedule
- Emergency Plan / Pandemic Plan / Evacuations Procedures/ School Lockdown Procedures
- Student Support Programmes and Procedures
- School Health & Safety Management System
- Vulnerable Children's Act
- Associated Policies
- Waipawa Primary School Annual Plans