



# Waikaretu School

Continuously Thrive and Learn

## Annual Implementation Plan 2024

<b>Strategic Goal 1:</b>	To implement deliberate actions to increase student achievement and attain equitable outcomes for all students in literacy and mathematics.
<b>Annual Aim 1:</b>	To lift student achievement in writing. We aim for students to be at or above the cohort from 59% to 70% or from 15 out of 25 students to 18 out of 25 students.

What do we expect to see by the end of the year?

- Hit the target in writing
- As a minimum, retain reading and maths data results from the end of year 2023
- Teachers run a successful writing programme supported by structured literacy approaches
- Target students have been identified and receive targeted support

**End of year 2023 data:**

Whole school Reading	Whole school Maths	Whole school Writing
28 out of 34 students are at/above expectation 82% 6 out of 34 students are below expectation 18%	25 out of 34 students are at/above expectation 74% 9 out of 34 students are below expectation 26%	22 out of 34 students are at/above expectation 65% 12 out of 34 students are below expectation 35%

Actions	Who is responsible?	Resources (Time / Money)	Timeline	Success Measure
<ul style="list-style-type: none"> <li>● Develop clear, mutual understandings of assessment data and the use of this to inform reading, writing, maths teaching and learning. This includes staff understandings, what we report to whaanau and expectations shared with students.</li> <li>● Build teacher confidence and capabilities in delivering a successful writing programme and support teachers and leadership with across-schools Kaahui ako workstreams aiming to raise achievement in writing</li> </ul>	<ul style="list-style-type: none"> <li>● The Principal</li> <li>● School Board</li> <li>● All teaching Staff</li> <li>● Across-schools Teacher from our Kaahui ako workstreams</li> <li>● Learning Support Coordinator</li> </ul>	<ul style="list-style-type: none"> <li>● Staff meeting fortnightly to re-evaluate processes and identify needs</li> <li>● Purchase writing resources for teaching</li> <li>● Teacher Aide weekly timetable</li> <li>● Engage with and activate effective Professional Development in writing and structured literacy from experts and from existing staff expertise</li> </ul>	<ul style="list-style-type: none"> <li>● Throughout the year</li> <li>● Term 2</li> <li>● Teacher Aide timetable will be reviewed every term, informed by student needs</li> <li>● Term 2 &amp; 3</li> </ul>	<ul style="list-style-type: none"> <li>● Staff feedback through professional discussion around Overall Teacher Judgement (OTJ) and assessment data making sure knowledge and processes align</li> <li>● Positive and frequent hui with whaanau reporting on feedback and feedforward for students' learning</li> <li>● Student voice is collected to determine if they understand learning goals</li> <li>● Teaching observations, attestations and professional reflections</li> </ul>

<b>Strategic Goal 2:</b>	To extend reciprocal learning-centred partnerships between school and whaanau that improve student attendance and student achievement outcomes.
<b>Annual Aim 2 &amp; 4:</b>	To strengthen the reciprocal home-school relationship by sharing information and resources to support student attendance and student learning outcomes. Identify whaanau aspirations to build on community relationships that will enable teachers to identify and support students' needs, interests and cultural values.

**What do we expect to see by the end of the year?**

- Positive relationships with students, whaanau and caregivers
- Attendance data shows improvement from 2023 and Ministry of Education Attendance Targets are achieved
- Cultural values and whaanau interests are identified and used to inform school procedures and practices

Ministry of Education Attendance Targets			
Measure	2022 WS	2023 EOY Target	2023 WS
Percentage of akōnga attending school regularly (attending more than 90%, an average of 9 days a fortnight)	7%	Aim 55% EOY	40%
Percentage of akōnga who are moderately absent (attending more than 70% up to 90%, missing two to three days a fortnight)	63%	Aim 37.5%	55%
Percentage of akōnga who are chronically absent (attending 70% or less, missing three or more days a fortnight)	30%	Aim 7.5% EOY	5%

Actions	Who is responsible?	Resources (Time / Money)	Timeline	Success Measure
<ul style="list-style-type: none"> <li>● Identify preferred whaanau communication tools and procedures through community consultations</li> <li>● Identify staff communication strengths and areas for growth</li> <li>● Engage positively and frequently with all stakeholders on varied platforms about the importance of regular attendance</li> <li>● Continue PB4L and update TIC (Team Implementation Checklist for PB4L) to inform schoolwide Positive Behaviour for Learning</li> <li>● Regularly collect and analyse attendance data</li> </ul>	<ul style="list-style-type: none"> <li>● The Principal</li> <li>● School Board</li> <li>● All staff at school</li> <li>● Across-schools attendance support teacher from our Kaahui ako schools</li> <li>● Learning Support Coordinator</li> </ul>	<ul style="list-style-type: none"> <li>● Whaanau consultation (time)</li> <li>● Professional discussion around effective communication practices and procedures in educational settings (time)</li> <li>● Donation or purchase of a trophy (money)</li> <li>● Set time and dates for workshops and possibly speakers (time and money)</li> <li>● The Principal and Learning Support Coordinator</li> </ul>	<ul style="list-style-type: none"> <li>● Term 1 and Term 4</li> <li>● Term 1</li> <li>● Throughout the year</li> <li>● By the end of term 3</li> <li>● Term 2 initial TIC - Term 4 TIC review</li> </ul>	<ul style="list-style-type: none"> <li>● Positive and frequent hui with whaanau reporting on feedback and feedforward</li> <li>● Community surveys are collected and analysed to inform successful outcomes and our next steps</li> <li>● Comparison of term data analysis shows improvement and targets are met</li> <li>● Review TIC (Team Implementation Checklist for PB4L)</li> </ul>

<ul style="list-style-type: none"> <li>● Introduce an attendance award at the end of the year and an end of term certificate to celebrate attendance</li> <li>● Develop workshops for whaanau to support their children at home with their learning</li> <li>● Support students and their needs by creating a holistic support network or wrap around service that aims to improve the wellbeing of all stakeholders involved - he waka eke noa (we're all in this together)</li> </ul>			<ul style="list-style-type: none"> <li>● At the end of each term and at the end of year celebrations</li> <li>● Throughout the year</li> <li>● Throughout the year</li> </ul>	<ul style="list-style-type: none"> <li>● Learning Support Coordinator and Leadership have developed Individual Care Plans for students with needs</li> </ul>
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<b>Strategic Goal 3:</b>	To further strengthen collaborative internal evaluation practices to create sustainability and continuous professional improvement.
<b>Annual Aim 3:</b>	To use collaborative approaches to collect and analyse data, to reflect on practice, and to share professional knowledge with a focus on writing and Te Reo Maaori / Local Tikanga.

What do we expect to see by the end of the year?

- Students are excited to talk about their learning in class and can identify their next steps
- Teachers continue to reflect on their practice and can sharing their level of understandings with confidence; teachers can talk about their next steps within their professional growth cycle
- Our kura is visible at mana whenua (Tainui & Ngaati Tahinga) and Kaahui Ako events and hui
- Students can share some history, engage confidently in waiata, inoi (karakia), tikanga and te reo Maaori from mana whenua (Tainui & Ngaati Tahinga)

<b>Actions</b>	<b>Who is responsible?</b>	<b>Resources (Time / Money)</b>	<b>Timeline</b>	<b>Success Measure</b>
<ul style="list-style-type: none"> <li>● Build teacher and student confidence and capabilities within an environment that is positive, professional and accepts levels of knowledge and skills without judgement</li> </ul>	<ul style="list-style-type: none"> <li>● All School Staff</li> <li>● Principal</li> <li>● School Board</li> <li>● Kaahui Ako across school teacher (appointed by the Kaahui Ako from Te Kauwhata Primary School and Te Kauwhata High School)</li> </ul>	<ul style="list-style-type: none"> <li>● PB4L (Positive Behaviour for Learning- Ministry funded resource) (time &amp; money)</li> <li>● Regular student-teacher conferences (time)</li> <li>● Regular, scheduled staff meetings and PLD (time)</li> </ul>	<ul style="list-style-type: none"> <li>Term 2 &amp; 3</li> <li>Throughout the year</li> <li>Throughout the year</li> </ul>	<ul style="list-style-type: none"> <li>● Wellbeing survey for teachers and students (The WAI -Way informed)</li> <li>● Students can talk about their learning during the 3-way conference</li> <li>● Students can identify next steps on learning goal charts</li> <li>● PB4L schoolwide to include staff - we display</li> </ul>

<ul style="list-style-type: none"> <li>● Continue to develop and engage in a reciprocal relationship with mana whenua</li> <li>● Build teacher cultural capabilities and te reo Maaori skills</li> <li>● Integrate Localised Curriculum/Aotearoa New Zealand Histories across all curriculum areas informed by our Kaahui ako schools</li> <li>● Community consultation that supports our localised curriculum. This will be informed by our local kaumatua &amp; members of Ngaati Tahinga</li> </ul>		<ul style="list-style-type: none"> <li>● Board funding reserved for PLD for teachers and leadership and for in class resources in te reo and tikanga Maaori (time &amp; money)</li> <li>● Board funding / koha reserved for cultural community consultation and cultural events (money)</li> </ul>	Throughout the year	<p>what we do and what we say (The WAI- Way).</p> <ul style="list-style-type: none"> <li>● Facilitate staff meetings and design meeting notes that reflect collaboration and a theory of improvement</li> <li>● Teaching observations, attestations and professional reflections</li> <li>● Our self-review tool (Poutama Reo) for implementing te reo Maaori indicates a shift in indicators to where we sit as a school, as teachers, as leadership, as students and as whaanau, hapuu and iwi involvement</li> <li>● Continued engagement with mana whenua</li> <li>● Student engagement and proficiency in te reo and tikanga Maaori is measurable and sustainable</li> </ul>
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Waikaretu School is part of the Too Taatou Haeranga Kaahui Ako (Community of Learning group) with the following schools:



The Kaahui Ako aims to implement the following theory for improvement with the below success statements:



## TOO TAATOU HAERENGA THEORY FOR IMPROVEMENT

Ki te whakapono i te moemoeaa, ka kikii te kete ki te whakaute,  
te raupii, te aroha, ko te momoho te kite ko ngaa pangore kua  
eke ki te maunga tapu o Taupiri

If (we) believe in the dream/vision, (and our) kete is filled with  
respect, support and love, (you) will see the rewards, (which will  
be that) the children reach the (highest) pinnacle of Taupiri.  
Ref. Too Taatou Haerenga ~ North Waikato Kaahui Ako

Clear and purposeful  
pathways for our learners that  
meet their educational &  
emotional needs.

Quality teachers and  
leaders who draw on  
collective strengths through  
ongoing collaboration.

Our plans, policies, and  
local curriculum reflect local  
tikanga Māori, mātauranga  
Māori and te ao Māori