



TO BE Valuing and nurturing individuals to be themselves
OUR BEST In all things there are many forms of best - as individuals and
as a community of learners we always strive to be our best

Educational Goals

2025 - 2027

At Waitohu School, while fostering a love of learning, we will focus on:

- Strong foundations in literacy, numeracy, oral language and inquiry
- The ethos of 'valuing and nurturing individuals to be themselves' as expressed within the mauri, taku Waitohutanga and reflection koru
- The acquisition of fundamental physical skills and the opportunity for students to experience and express themselves through 'The Arts'

Strategies to Meet Educational Goals

At Waitohu School, while fostering a love of learning, we will focus on strong foundations in literacy, numeracy, oral language and inquiry:

- 'Priority of Time' will be given to the development of literacy and numeracy
- Realistic, manageable and exciting programmes of learning that sequentially and developmentally enable meaningful and satisfying learning will be developed
- Realistic, manageable and meaningful assessment procedures will be developed and maintained that enable accurate and reliable assessment information to be gathered, analyzed and acted upon
- Recognised and successful strategies for identified diverse groups of learners i.e. Boys, English Speakers of Other Languages, Gifted Learners will be continually developed
- Ongoing targeted 'Professional Development' will be provided for all teachers.

At Waitohu School, while fostering a love of learning, we will focus on the ethos of 'valuing and nurturing individuals to be themselves' as expressed within the mauri and reflection koru:

- Within programmes of learning, opportunities will be made for individuals and cultural groups to share the 'lens' through which they view the world
- Balanced, integrated, wholesome and generous hearted people from all cultures will be our role models

At Waitohu School, while fostering a love of learning, we will focus on the acquisition of fundamental physical skills and the opportunity for students to experience and express themselves through 'The Arts':

- Opportunities to make healthy choices and to develop fundamental physical skills and prowess, as well as sustained aerobic fitness will be provided
- Opportunities to experience and participate in dance, drama, music and visual arts will be provided.

Waitohu School Strategic Plan 2025 - 2027

1: Curriculum	Goals:
<p><u>LEARNERS AT THE CENTRE</u> 1. Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying</p> <p><u>LEARNERS AT THE CENTRE</u> 2. 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><u>BARRIER FREE ACCESS</u> 3. Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs</p> <p><u>BARRIER FREE ACCESS</u> 4. Ensure every learner/ākonga gains sound foundation skills, including language, literacy and numeracy</p> <p><u>QUALITY TEACHING AND LEADERSHIP</u> 5. Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning</p> <p><u>QUALITY TEACHING AND LEADERSHIP</u> 6. Develop staff to strengthen teaching, leadership and learner support capability across the education workforce</p> <p><u>FUTURE OF LEARNING AND WORK</u> 7. Collaborate with industries and employers to ensure learners/ākonga have the skills, knowledge and pathways to succeed in work</p>	<ul style="list-style-type: none"> ● Realistic, manageable and exciting programmes of learning that sequentially and developmentally enable meaningful and satisfying learning will be developed ● 'Priority of Time' will be given to the development of literacy, numeracy, oral language and inquiry skills ● A consistent process of inquiry that is age appropriate, which empowers all students to discover and learn across all curriculum areas will be developed ● Information Communication Technologies knowledge and understandings will be integrated across all curricula ● Opportunities to make healthy choices and to develop fundamental physical skills and prowess, as well as sustained aerobic fitness will be provided ● Opportunities to experience and participate in dance, drama, music and visual arts will be provided ● Realistic, manageable and meaningful assessment procedures will be developed and maintained that enable accurate and reliable assessment information to be gathered, analyzed and acted upon ● School wide emphasis on numeracy and literacy achievement ● Annually analyse assessment data in order to identify patterns of student achievement ● Recognised and successful strategies for identified diverse groups of learners i.e. Boys, English Speakers of Other Languages, Gifted Learners will be continually developed ● Maintain and refine organizational structures to enable appropriate levels of learning assistance ● Maintain a process for consulting with the school's Maori community, making known to the school's community policies plans and targets for improving the achievement of Māori students ● To take all reasonable steps to provide opportunities for instruction in tikanga Māori and te reo Maori

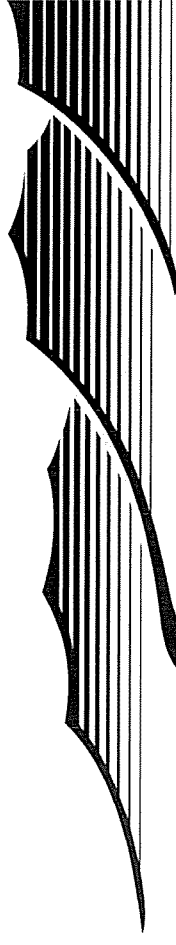
2: Self Review	Goals:
<p><u>LEARNERS AT THE CENTRE</u> 1. Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying</p> <p><u>LEARNERS AT THE CENTRE</u> 2. Have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures</p> <p><u>BARRIER FREE ACCESS</u> 3. Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs</p> <p><u>BARRIER FREE ACCESS</u> 4. Ensure every learner/ākonga gains sound foundation skills, including language, literacy and numeracy</p> <p><u>QUALITY TEACHING AND LEADERSHIP</u> 5. Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning</p> <p><u>QUALITY TEACHING AND LEADERSHIP</u> 6. Develop staff to strengthen teaching, leadership and learner support capability across the education workforce</p> <p><u>FUTURE OF LEARNING AND WORK</u> 7. Collaborate with industries and employers to ensure learners/ākonga have the skills, knowledge and pathways to succeed in work</p>	<ul style="list-style-type: none"> • Put new policies, plans and procedures in place • Follow the Board's self review programme • Formally report to students and their parents on an individual basis twice yearly on the student's achievement • Report to the community on an annual basis on the achievement of students as a whole • Formally report to students and their parents on an individual basis twice yearly on the student's achievement

3: Personnel	Goals:
<p><u>LEARNERS AT THE CENTRE</u> 1. Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying</p> <p><u>LEARNERS AT THE CENTRE</u> 2. 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><u>BARRIER FREE ACCESS</u> 3. Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs</p> <p><u>BARRIER FREE ACCESS</u> 4. Ensure every learner/ākonga gains sound foundation skills, including language, literacy and numeracy</p> <p><u>QUALITY TEACHING AND LEADERSHIP</u> 5. Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning</p> <p><u>QUALITY TEACHING AND LEADERSHIP</u> 6. Develop staff to strengthen teaching, leadership and learner support capability across the education workforce</p> <p><u>FUTURE OF LEARNING AND WORK</u> 7. Collaborate with industries and employers to ensure learners/ākonga have the skills, knowledge and pathways to succeed in work</p>	<ul style="list-style-type: none"> • Maintain and refine an effective staff appraisal system • Ongoing targeted 'Professional Development' will be provided for all teachers • Maintain effective systems that acknowledge the value and contribution staff make to the school • Maintain a balance of personnel i.e. teaching experience, teaching strengths, when recruiting staff

4: Financial / Property	Goals:
<p><u>LEARNERS AT THE CENTRE</u> 1. Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying</p> <p><u>LEARNERS AT THE CENTRE</u> 2. 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><u>BARRIER FREE ACCESS</u> 3. Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs</p> <p><u>BARRIER FREE ACCESS</u> 4. Ensure every learner/ākonga gains sound foundation skills, including language, literacy and numeracy</p> <p><u>QUALITY TEACHING AND LEADERSHIP</u> 5. Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning</p> <p><u>QUALITY TEACHING AND LEADERSHIP</u> 6. Develop staff to strengthen teaching, leadership and learner support capability across the education workforce</p> <p><u>FUTURE OF LEARNING AND WORK</u> 7. Collaborate with industries and employers to ensure learners/ākonga have the skills, knowledge and pathways to succeed in work</p>	<ul style="list-style-type: none"> • Prepare an annual budget each year that reflects the school's identified priorities • Prepare an annual report in accordance with all legislative requirements • Maintain and follow a regularly updated five year maintenance programme plan • Maintain and follow a systematic process for identifying and removing any physical hazards

5: Health and Safety	Goals:
<p><u>LEARNERS AT THE CENTRE</u> 1. Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying</p> <p><u>LEARNERS AT THE CENTRE</u> 2. 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><u>BARRIER FREE ACCESS</u> 3. Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs</p> <p><u>BARRIER FREE ACCESS</u> 4. Ensure every learner/ākonga gains sound foundation skills, including language, literacy and numeracy</p> <p><u>QUALITY TEACHING AND LEADERSHIP</u> 5. Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning</p> <p><u>QUALITY TEACHING AND LEADERSHIP</u> 6. Develop staff to strengthen teaching, leadership and learner support capability across the education workforce</p> <p><u>FUTURE OF LEARNING AND WORK</u> 7. Collaborate with industries and employers to ensure learners/ākonga have the skills, knowledge and pathways to succeed in work</p>	<ul style="list-style-type: none"> • Ensure pastoral systems / processes are maintained to ensure support for all students • The attitude of reflection is fostered in all things. Our 'Reflection Koru' incorporating language of learning words, flag wall mural and action learning mental model directs our reflection • Within programmes of learning opportunities will be made for individuals and cultural groups to share the 'lens' through which they view the world • Balanced, integrated, wholesome and generous hearted people from all cultures will be our role models • Ensure that audit systems for the safety of all students and staff are maintained

6: Administration	Goals:
<p><u>LEARNERS AT THE CENTRE</u> 1. Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying</p> <p><u>LEARNERS AT THE CENTRE</u> 2. 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><u>BARRIER FREE ACCESS</u> 3. Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs</p> <p><u>BARRIER FREE ACCESS</u> 4. Ensure every learner/ākonga gains sound foundation skills, including language, literacy and numeracy</p> <p><u>QUALITY TEACHING AND LEADERSHIP</u> 5. Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning</p> <p><u>QUALITY TEACHING AND LEADERSHIP</u> 6. Develop staff to strengthen teaching, leadership and learner support capability across the education workforce</p> <p><u>FUTURE OF LEARNING AND WORK</u> 7. Collaborate with industries and employers to ensure learners/ākonga have the skills, knowledge and pathways to succeed in work</p>	<ul style="list-style-type: none"> • Meet all legislative requirements • Complete an annual update of our school charter and provide the Secretary for Education with a copy of the updated school charter before 1 March of the relevant year • Provide an analysis of any variance between our school's performance and the relevant aims, objectives, directions, priorities, or targets set out in our school charter at the same time as the updated school charter provided to the Secretary for Education.



Waitohu School

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2025 - ANNUAL PLAN

1: Curriculum - Goals	Action:	Expected Outcomes:	Responsibility:
<ul style="list-style-type: none"> Realistic, manageable and exciting programmes of learning that sequentially and developmentally enable meaningful and satisfying learning will be developed 'Priority of Time' will be given to the development of literacy, numeracy, oral language and inquiry skills A consistent process of inquiry that is age appropriate, which empowers all students to discover and learn across all curriculum areas will be developed Information Communication Technologies knowledge and understandings will be integrated across all curricula Opportunities to make healthy choices and to develop fundamental physical skills and prowess, as well as sustained aerobic fitness will be provided Opportunities to experience and participate in dance, drama, music and visual arts will be provided Realistic, manageable and meaningful assessment procedures will be developed and maintained that enable accurate and reliable assessment information to be gathered, analyzed and acted upon 	<p>To trial the use of the junior and senior literacy reflective rubrics for professional development reflection and goal setting, to support implementation fidelity within literacy programmes.</p> <p>Teachers working within the junior classes who are new to Liz Kane's Little Learners phonic based reading programme, will attend a three day professional development.</p> <p>Increase the development of staff proficiency in day to day use of conversational te reo Māori and understanding of tikanga Māori.</p> <p>Continued development of the 'next layer' of supporting resources within our Fluro Folder resource that further unpacks our koru.</p> <p>Continued engagement with Te Kāhui Tokotoko o Ōtaki.</p>	<p>Term one goal setting for teachers will be based around the developed junior literacy programme (structured literacy) and senior literacy programme (based on the Manaiakalani Reading Programme Intensive) reflective rubrics.</p> <p>Adam McCallum, Jason Ward, Kahura Cameron and Aleisha Blakeley to attend the two day Little Learners professional development programme.</p> <p>Kahura Cameron and Ariana Summers to continue to lead development in use of te reo and tikanga Māori.</p> <p>Review Mathematics within the Curriculum koru. Align resources to expectations.</p> <p>Working with the Te Reanga Ipurangi Trust and principals within Te Kāhui o Ōtaki o Tokotoko Maine will:</p> <ul style="list-style-type: none"> - develop a realistic prioritising of goals - support Annie to provide within school leadership - continue to represent our kahui ako at the convenor cluster meetings 	<p>Denise Creasy Annie Spratt</p> <p>Principal</p> <p>Kahura Cameron Ariana Summers</p> <p>Principal DP / AP</p> <p>Principal Annie Spratt</p>

<ul style="list-style-type: none"> ● School wide emphasis on numeracy and literacy achievement ● Annually analyse assessment data in order to identify patterns of student achievement ● Recognised and successful strategies for identified diverse groups of learners i.e. Boys, English Speakers of Other Languages, Gifted Learners will be continually developed ● Maintain and refine organisational structures to enable appropriate levels of learning assistance ● Maintain a process for consulting with the school's Māori community, making known to the school's community policies plans and targets for improving the achievement of Maori students ● To take all reasonable steps to provide opportunities for instruction in tikanga Māori and te reo Māori 	Analyse schoolwide assessment data	<p>School assessment data is analysed</p> <p>Assessment information used to target and raise student achievement, with opportunities for staff to work co-operatively in the setting and reviewing of goals set for targeted students.</p>	Principal SENCO
	Development of extension programmes through the use of available resources	Extension programmes developed through the use of available resources	Principal SENCO
	Within available resources, provision of appropriate additional classroom support	Within available resources, students with moderate to high learning needs are supported	Principal SENCO
	Provide opportunities for the school's Māori community to be informed of and provide feedback about the achievement of Māori students	Communication opportunities provided	Principal
	Further modify implementation of tikanga Māori to utilize strengths of staff and community	Tikanga Māori successfully implemented using strengths from within staff and community	Principal

2: Self Review - Goals	Action:	Expected Outcomes:	Responsibility:
<ul style="list-style-type: none"> Put new policies, plans and procedures in place Follow the Board's self review programme Formally report to students and their parents on an individual basis twice yearly on the student's achievement Report to the community on an annual basis on the achievement of students as a whole 	<p>Review and update policies and procedures as per Self Review Procedure 1 schedule: - 1: Curriculum - 2: Self Review</p> <p>Start of and mid-year parent-teacher interviews End of year report</p> <p>Community Perceptions Survey conducted</p> <p>Annual report written and reported upon to community</p>	<p>1: Curriculum 2: Self Review policies and procedures reviewed</p> <p>Interviews held Students reports completed</p> <p>Community Perceptions Survey conducted and analysed</p> <p>Annual report completed</p>	<p>Principal</p> <p>Principal</p> <p>Principal</p> <p>Principal</p>

3: Personnel - Goals	Action:	Expected Outcomes:	Responsibility:
<ul style="list-style-type: none"> Maintain and refine an effective staff appraisal system Ongoing targeted 'Professional Development' will be provided for all teachers Maintain effective systems that acknowledge the value and contribution staff make to the school Maintain a balance of personnel i.e. teaching experience, teaching strengths, when recruiting staff 	<p>Maintenance of effective staff appraisal system</p> <p>A full and rich professional development programme will be planned Individual development as identified / requested</p> <p>Appraisals Annual principal – teacher interviews</p> <p>Recruit the most appropriate applicant for positions arising</p>	<p>Appraisals implemented</p> <p>Professional development plan implemented</p> <p>Appraisals implemented Interviews held</p> <p>Most appropriate applicants offered available positions</p>	<p>Principal DP / AP</p> <p>Principal</p> <p>Principal DP / AP</p> <p>Principal Appointments Committee</p>

4: Financial / Property - Goals	Action:	Expected Outcomes:	Responsibility:
<ul style="list-style-type: none"> Prepare an annual budget each year that reflects the school's identified priorities 	Principal to prepare an annual budget that reflects school's identified priorities	Annual budget approved by B.O.T.	Principal
<ul style="list-style-type: none"> Prepare an annual report in accordance with all legislative requirements 	Annual report prepared	Annual report approved by Ministry	Principal B.O.T. Chair
<ul style="list-style-type: none"> Maintain and follow a regularly updated five year maintenance programme plan 	Follow and implement five year maintenance plan	Maintenance programme implemented	Principal Caretaker
<ul style="list-style-type: none"> Maintain and follow a systematic process for identifying and removing any physical hazards 	Monthly meeting of Principal and Caretaker to overview property matters	Process for identifying and removing any physical hazards implemented	Principal Caretaker
	Regular schoolwide emergency drills	Regular schoolwide emergency drills held	Principal

5: Health and Safety - Goals	Action:	Expected Outcomes:	Responsibility:
<ul style="list-style-type: none"> Ensure pastoral systems / processes are maintained to ensure support for all students 	Student needs regularly discussed within senior management, syndicate and staff meetings	Identified student needs addressed	Principal DP / AP
<ul style="list-style-type: none"> The attitude of reflection is fostered in all things. Our 'Reflection Koru' incorporating Language of Learning Lords, Inspiration Wall and Resilience directs our reflection 	Ongoing embedding of use Resilience neuroscience and choice theory tools Ongoing integration of use of Language of Learning words and Inspiration Wall people	The Livingwell Consultancy resources integrating neuroscience and choice theory will be taught. Language of Learning Words and Inspiration Wall people will be integrated into assemblies and class learning in a systemic way.	Principal
<ul style="list-style-type: none"> Within programmes of learning opportunities will be made for individuals and cultural groups to share the 'lens' through which they view the world 	Opportunities will be sought within curriculum and extra curricula learning to include balanced, integrated, wholesome and generous hearted people from all cultures to share their skills, talents and perspectives	Opportunities for a variety of people to 'share' with students will have been provided	Principal DP / AP
<ul style="list-style-type: none"> Balanced, integrated, wholesome and generous hearted people from all cultures will be our role models 	Identify and address (through B.O.T. Chair - Principal, Senior Management, Principal – Office Manager and Principal-Caretaker, Staff meetings) any student or staff safety concerns	Student or staff safety concerns identified and addressed	Principal
<ul style="list-style-type: none"> Ensure that audit systems for the safety of all students and staff are maintained 			

6: Legislation - Goals	Action:	Expected Outcomes:	Responsibility
<ul style="list-style-type: none"> Meet all legislative requirements Complete an annual update of our school charter and provide the Secretary for Education with a copy of the updated school charter before 1 March of the relevant year Provide an analysis of any variance between our school's performance and the relevant aims, objectives, directions, priorities, or targets set out in our school charter at the same time as the updated school charter provided to the Secretary for Education 	<p>Implementation of all requirements brought about by the Education and Training Amendment Act 2022</p> <p>Annual update of our school charter provided to the Secretary for Education before 1 March</p> <p>An analysis of any variance between our school's performance and the relevant aims, objectives, directions, priorities, or targets set out in our school charter is provided to the Secretary for Education before 1 March</p>	<p>All legislative requirements met</p> <p>Secretary for Education receives our updated school charter before 1 March</p> <p>Secretary for Education receives our analysis of any variance before 1 March</p>	<p>BOT Principal</p> <p>BOT Chair Principal</p> <p>BOT Chair Principal</p>