



# Waiotira School – Annual Implementation plan 2024

## Summary of the plan

This year we will continue to focus on strengthening relationships within our community, taiao and promoting manaakitanga for all of our ā konga. We will revise the current school values and look at aligning a Well-being model that fits within it. We will delve deeper into Te Whare Tapa whā (Durie, 1985) and the Mana Model (Melinda Webber). We will invest in Professional Learning Development that will support an inclusive curriculum that targets ā konga that need additional intervention or support.

## Where we are currently at: Regulation 9 (1) (e)

### 2023:

- Attendance data showed an increase in the overall average attendance by 4.4% and a decline in the students that have less than 80% attendance by 22.2%.
- iDeaL learning approach introduced across both classrooms by the end of the year.
- Target students – intervention with LSC and RTLB

### 2024:

- Numeracy – will target the whole school with PRIME and MathsHub.
- Values – review, are they still fit for purpose? Incorporate te Ā o M ā ori.
- Well-being model – Mana Model, Te Whare Tapa whā
- Professional development that enhances teaching pedagogy to target learners with additional needs or require intervention to meet the curriculum standard. This will include the Incredible Year Teaching programme, Dyslexia (Learning Matters – iDeaL) and PB4L (MOE).

## How will our targets and actions give effect to Te Tiriti o Waitangi:

Integrated Te Ā o M ā ori into all curriculum areas that enhance Mana for all learners.

Continued kaupapa that gives authentic respect to Tikanga M ā ori – e.g. Karakia, Waiata, Mihimihi, Kapa Haka, M ā ori stories & legends, etc.

Your plan needs to include how the teaching and learning strategies and programmes of your school support students to progress and achieve with a particular emphasis on literacy and mathematics and on addressing the needs of students whose needs have not yet been well met .

You may like to include this in one or more of your Annual Targets/Goals or your Actions or you could write a summary to sit on this page.

### Regulation 9 (1) (f)

Literacy – iDeaL Learning Approach with a focus on students below the expectation – interventions that target specific learning needs

PB4L – Positive behaviour strategies that will continue to support all learners and their learning

Think and Be Me – an approach to support ā konga with their emotional regulation.

Incredible Years Teaching – a programme that supports PB4L and is empowering for kaiako.

## Strategic Goal 1

To promote manaakitanga for all ā konga so that we can provide an inclusive curriculum that promotes improved learner outcomes alongside our whā nua and community

## Annual Target/Goal:

Progression in all curriculum areas for the individual learner

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

1. Kaiako will continue to develop their knowledge and understanding of individual learners and their needs.
2. We have a developing relationship with ā konga, whānau and the wider community to ensure that we can reflect their aspirations for our school and give effect to Te Tiriti o Waitangi and its principles in our local school curriculum.
3. Kaiako, SENCO, LSC & RTLB will work collaboratively to support the progression of all of our students including all target students.

Actions	Who is responsible	Resources required	Timeframe	How will you measure success?
<b>Action 1</b>  Kaiako and Teacher Aides will engage in Professional Development that will support the needs of all learners.	<b>Principal (SENCO)</b>  <b>Teaching Staff</b>  <b>Teacher Aide</b>  <b>RTLB &amp; LSC</b>	<b>Professional Development:</b> Dyslexia (Learning Matters) – Lisa & Jess Incredible Years Teaching – Lisa & Amanda NZ Certificate in Education Support (Level 4) – Lauren <b>Operations Budget</b> <b>PLD Budget</b> <b>Staffing (FTTE) Allocation</b> <b>Te Mātaiaho Curriculum Document</b> <b>MOE Professional Development initiatives</b> <b>COL funded Professional Development</b> <b>AST support for iDeaL, Structured Literacy &amp; Writers toolbox</b> <b>LSC &amp; RTLB support for Target Students – IEP etc.</b> <b>RTLB funding for additional resources for Targeted students</b> <b>Principal's Wellbeing Fund – TTPA Conference, NZRASLA Conference, School of Transformation Conference</b>	<b>Term 1 – Term 4</b>	Kaiako feedback on Professional development completed  Progression of students by comparison of Beg and EOY data  Assessments to track targeted students  Planning revised and updated based upon new learnings
<b>Action 2</b>  Undertake clear and authentic engagement with whānau that are suitable to them so that we can understand the goals and aspirations of our ā konga.	<b>Principal</b>  <b>All staff</b>  <b>Whānau</b>	<a href="#"><u>NZSTA's guidance for community engagement</u></a>  <b>Ministry of Education's Toolkit on school planning and reporting for school boards, principals, and staff</b>  <b>Operations Budget</b>	<b>Term 1 – Term 4</b>	<b>Whānau feedback</b>  <b>Ākonga feedback</b>
<b>Action 3</b>  Partner with our community to develop authentic learning opportunities for all students	<b>Principal</b>  <b>All Staff</b>  <b>BOT</b>	<b>Identified community connections and expertise</b>  <b>Operations Budget</b>	<b>Term 1 – Term 4</b>	<b>Feedback from local community on engagement with community – google survey</b>  <b>Engagement in school events</b>

that honours Te Tiriti o Waitangi.				(planting, gardens, Matariki Evening etc.)
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<b>Strategic Goal 2</b>	To provide an environment that enhances our connection with taiao, promotes positive behaviour for well-being, and honours Te Tiriti o Waitangi for all learners
<b>Annual Target/Goal:</b>	To continue to develop learning areas in the school that provide opportunities for all learners
<b>What do we expect to see by the end of the year?</b>	
Positive & reciprocal relationships for all stakeholders in our kura – ā konga, kaiawhina, kaiako, tumuaki, whānau Indoor and Outdoor spaces that promote learning and continue to build connections with taiao Authentic learning for all learners that has Te Ā o M ā ori integrated into the kaupapa	

Actions	Who is responsible	Resources required	Timeframe	How will you measure success?
<b>Action 1</b>  Mara Kai Nui continues to develop with community input and flourish through the seasons – planting, harvesting, development of water, garden beds etc.	All staff  Community  Ākonga	Structure built that catches water for dry seasons  Community events  Operation Grant  Donations from community  NRC engagement – EnviroSchools	T1 – T4	Development of gardens – number of plants, trees in area.  Successful events and engagement in Mara Kai Nui space
<b>Action 2</b>  Review school values to ensure they fit our current kaupapa – Inclusive of Te Ā o M ā ori	Tumuaki  PB4L – Gina Kitchen	PB4L Initiative  Think and Be Me program	T1 – T4	Feedback from local community
<b>Action 3</b>  Continue to develop a Well-being model alongside school values that is fit for our kura	Tumuaki  Tania Courtts (CORE ED)	Tangihua Cluster – support in PLG,  Professional Development – TTPA Conference (Melinda Webber – Mana Model)	T1 – T4	Feedback from whānau