



# WHAKAMARU SCHOOL

## STRATEGIC PLAN 2023-2025

**Mission:** “At Whakamaru School we are Growing Creative Thinkers for life.

**Vision:** “We are **K.A.A.H.U.** kids

(**K**nowledge seekers, **A**lways respectful, **A**ccountable, **H**igh achievers, **U**nified”

***Whāia te iti kahurangi, ki te tuohu koe me he maunga teitei.***

***Pursue that which is precious and do not be deterred by anything less than a lofty mountain. REACHING FOR THE TOP***

Whakamaru School, Kaahu Rd, RD 1, Mangakino

MOE Number 2080

**Whakamaru School Annual Plan 2023**

<p><b><u>FINANCE</u></b></p> <ul style="list-style-type: none"><li>● Finance reports from ID services employment monitor in review 2023 budget - particularly with the impact of the decreased funding if there is a roll drop.</li><li>● Grant applications identified for school areas such as furniture, classroom programmes etc.</li><li>● Effectively report and monitor budget figures of the actual spend throughout the year to the BOT .</li><li>● Ensure our budget is of a standard that will easily service our school property, health and safety, infrastructure, personnel and community.</li><li>● Complete annual audit report and place on our school website - Finnz Te Awamutu</li><li>● Lodge Annual Report with the MoE.</li><li>● BoT treasurer and principal to present monthly accounts &amp; spending to the BoT in Principals report</li></ul>	<p><b><u>PROPERTY</u></b></p> <ul style="list-style-type: none"><li>● Improve classroom spaces and resources.</li><li>● 5YA/!OYPP project developments- improve Breakout spaces, toilets and create outside classrooms, and the classroom quality etc.</li><li>● Look at developing our school grounds into an enviroschool, creating gardens using our compost bins and our recycling programme effectively etc.</li><li>● Staying connected to the community wetland Mangakowhiriwhiri.</li><li>● Maintaining and monitoring our school house and flats ensuring they are up to standard for rental properties.</li><li>● Check tree safety</li></ul>	<p><b><u>HEALTH &amp; SAFETY</u></b></p> <ul style="list-style-type: none"><li>● Ensure the school environment meets MoH standards and guidelines.</li><li>● Ongoing review of behaviour management.</li><li>● Review &amp; implement PB4L strategies. Improve visual posters and formats of our values etc linked to PB4L.</li><li>● Check safety - links to the new health and safety legislative requirements.</li><li>● Complete risk analysis checks (Vulnerable children's ACT) on accepted staff in accordance with the VCA schedule</li><li>● School lunches set high standards for our students</li></ul>
<p><b><u>REVIEW</u></b></p> <ul style="list-style-type: none"><li>● Use our “Professional Growth Cycle” (PGC) to engage our self-review process, evaluating and analysing the effectiveness of teacher practises - document on Aranui or Google docs</li><li>● Keep up to date with ongoing self-review policies on our schools School Docs site.</li><li>● Charter and Strategic plan update into separate formats for 2023.</li><li>● Review Learning Support programmes and work with CoL to improve practises, with our Learning Support Coordinator to strengthen effectiveness for our school.</li><li>● Use our Rongohia te Hau matrix to ensure we are a “Culturally Responsive” school.</li><li>● Review ERO - Effective school evaluation documents also investigate the Board of Trustees governance manual.</li><li>● Review and set annual targets that focus on accelerated student progress.</li><li>● Principal to work in a Professional Learning Group to further assist with our PGC.</li></ul>	<p><b><u>PERSONNEL</u></b></p> <ul style="list-style-type: none"><li>● Develop our Professional Growth Cycle to strengthen the peer review process, particularly incorporating observations and documenting this on Aranui or Google docs.</li><li>● Use the Arinui tool to reflect on and discuss our Professional Standards of the Codes and Standards document.</li><li>● Continue to develop effective timetabling for our teacher aides and support staff.</li><li>● Continue with on-going development of Te Reo Maori in school - Normalising Te Reo in our school.</li><li>● Continue to develop our Play-based pedagogy in the classes. Use learning stories to show coverage of curriculum in the school.</li></ul>	
<p><b><u>COMMUNITY PARTNERSHIP</u></b></p> <p>Mangakowhiriwhiri restoration project (Whakamaru), *Parent information workshops * School community fun events, * Pet day and flower shows, *Community understanding about the New Zealand curriculum, *Community consultation, * Health promoting schools - fruit in schools - breakfast clubs - milk in schools, Lunch in Schools*Up to date School website * Link and create a tight partnership with our PTA - encourage participation in fundraising events, * use a range of multimedia formats to promote a range of school activities - School website, Skool Loop, Classdojo, Facebook, * Look for ways to engage our Maori, Pasifika and Asian communities, *Open the Whanau room/LSC space to the community groups * Provide opportunities to have sports teams and participate in a range of events throughout the region, *Provide a vehicle that would allow students to get some part-time music tutors to build confidence and skills in the Arts - kapa haka and guitar,”</p>		

**Whakamaru School Context****Annual Plan 2023****Student achievement by the end of 2023**

Our GOAL for 2023 - At least 80% of students achieve to the appropriate level according to the New Zealand Curriculum (Refer School Assessment Guidelines booklet)

**Literacy Reading** To focus on our Year 4,5,6,7 students and raise Māori & Pasifika achievement in 2023 with an aim to have 80% at or above their curriculum level.

**Literacy Writing** - To focus on our Year 5,6,7 students and to raise student achievement to 80% reaching the NZ Curriculum level and improve our Māori progress levels. To aim for at least 80% of Māori & 80% of our male students achieving at or working beyond their appropriate NZ Curriculum level. (Refer School Assessment Guidelines Booklet)

**Numeracy** To focus on Year 5 & 8 students and aim for at least 80% females as well as 80% of Māori and Pasifika to be achieving at or working beyond their appropriate NZ Curriculum level. (Refer School Assessment Guidelines Booklet)

**Taupo Kahui Ako (CoL)** to improve student and staff Hauora (Wellbeing), Effective Pedagogy, Responsive Curriculum, Culturally responsive practises such as Rongohia te Hau tool and the looking at the Poutama Pounamu programme.

**Learning through Play** – Link Play with learning and look at curriculum coverage through Play.

Development focus	Professional development	Monitor and implement
<ul style="list-style-type: none"> <li>Linking the New Zealand curriculum with the <b>Learning and Teaching through Play</b> model.</li> <li>Creating learning stories through student urges and linking this to subjects in the <b>New Zealand curriculum</b>.</li> <li><b>Mentoring and modelling</b> play pedagogy with mentors from <b>Longworth Education</b>.</li> <li>Use <b>learning progressions</b> in <b>Writing, Reading and Numeracy</b> effectively so students can easily identify next steps and set goals in their learning.</li> <li>Use <b>learning progressions and score-sheets</b> to identify goals and next steps for students.</li> <li>Review behavioural plan - <b>Restorative Justice practice</b>.</li> <li><b>Normalising Te Reo Maori</b> in school</li> <li>Use our teacher capacity through the Reading Recovery programme.</li> </ul>	<ul style="list-style-type: none"> <li>Longworth education implementing practices to strengthen learning and teaching through play pedagogy - links and tracking to ensure we have coverage of all areas of the NZ curriculum.</li> <li>Writing school wide focus - Write that essay, learning through play.</li> <li>Structured Literacy - The Code &amp; Haggerty understanding and implementation.</li> <li>MAC support to normalise Te reo maori in our school.</li> <li>Reading Recovery training to help teacher capacity throughout our whole staff.</li> </ul>	<ul style="list-style-type: none"> <li>Using our Localised Curriculum documents effectively - Overview, Pedagogy, Assessment, Learning Support and Templates.</li> <li>Monitor and focus creative thinking around trends and patterns in school-wide data.</li> <li>Education Outside the Classroom as a vehicle for developing student/teacher/whanau relationships and involvement.</li> <li>Identify and use progression sheets for individual student goal-setting practices that link to the current achievement levels in reading writing and numeracy.</li> <li>Students will strengthen their ability to verbalise their goals and next steps to parents or caregivers when using our school learning progression walls or score-sheets.</li> </ul>

## **STRATEGIC PLAN – Annual Plan ONE 2023–2025**

### **Goal One: - To ensure we provide a high quality education of best practice**

#### **Initiatives: (NELP objective 3/4/5)**

1. Strengthen Learning through Play pedagogy within and across the school linking our localised and NZ curriculum, identifying core subjects and gain curriculum coverage.
2. Enhancing school wide consistency in our teaching practice using our Whakamaru School Localised Curriculum documents to integrate all aspects of NZC.
3. Improve teaching pedagogy to enhance all staff and student learning outcomes- Professional Growth Cycle & Learning through Play Observation sheets
4. Align assessment tools with “Deliberate Acts of Teaching” and our Curriculum document (review effectiveness of assessment data).
5. Move to level 2 Te Reo school while normalising Te Reo in the school.

Action 1A	Measure	When	Who	Budget/ Resources	How	Drivers
<b>2023</b> <b>Play based learning</b>  <b>Link aspects of PLAY to the curriculum and track curriculum coverage.</b>	Student agency through the power of play. Longworth mentorship 2023  <b>Notice Recognise &amp; Respond (NR&amp;R) staff meetings</b>  <b>PBL Observation sheets &amp; Tracking sheets or discover any app</b>	Time Required	All teaching staff	<b>\$1500</b> Loose parts and intelligent Play things from their Schema. MoE <b>PD support fund</b> <b>Longworth - Tracking sheets link to NZC</b>  <b>Learning story apps</b>	I. Implement 2022 recommendations from our Longworth mentor action plan.. II. Use observation sheets daily to help inform students' learning based on a range of different curriculum areas. III. Track learning through the NZ curriculum tracking sheets to identify curriculum coverage - use Pedagogy document. IV. Identify next learning opportunities from the fortnightly Notice, Recognise and Responding (NRR) staff hui. V. Timetable non-negotiable sessions for ‘Deliberate Acts of teaching’ . VI. Create learning stories from a range of apps and share these with whanau on Classdojo. VII. Use provocations whenever necessary to create depth of thinking and to expand learning. VIII. Create learning spaces into clear areas of Learning through Play schema - Construction, Enclosure, Transporting, Trajectory, Transformation.	Lead teacher - Keriana  Leanda (Senior)  James
		Two/three coaching visits a term - Longworth Ed - Wk 3, 6, 9 Fortnight NRR hui in staff meetings  Termly reflections End of term 1, 2, 3, 4 Staff meetings time - weekly review	<b>Longworth Ed</b> Jill Skjitttrup, Sara Aiono			
Action	Measure	When	Who	Budget/ Resources	How	Drivers
<b>2024</b> <b>Play based learning</b>	Use AoV data to identify learning improvements.  Learning story template or app	Time Required	All teaching staff	\$1500 Gather more loose parts.	I. Implement 2023 actions from the Longworth PD II. Continue to budget for more PD related to PBL. III. Improve our Learning Stories and tracking of our curriculum to reinforce effective coverage. IV. Review and challenge our teaching practices and PBL pedagogy through mentorship and support.	Lead teacher - Keriana / Leanda
		Termly reflections End of term 1, 2, 3, 4	Longworth support, Lead teacher - Keriana			
Action	Measure	When	Who	Budget/ Resources	How	Drivers
<b>2025</b> <b>Play based learning</b>	Continue to work with Longworth on our PBL journey.	Time Required	Ensure current facilitators involved	TBC 2025	I. Continue to review and challenge our teaching practices. II. Look into environmental changes to link to student learning. III. Implement 2024 recommendations from Longworth.	Lead teacher/ principals
		Termly reflections				

Action 1B	Measure	When	Who	Budget/ Resources	How	Drivers
<b>2023</b> <b>Te Reo Maori</b> To Normalisation Te Reo Māori in school  Aspirations of reaching Level 2 Te Reo Maori - to a multilingual school.	MAC Wayne Lunjevich to help identify how to measure our progress.  Teacher observations of student use and teacher oral delivery	Time Required	MAC Wayne Lunjevich Teachers Support Staff Grant Hohepa Taupo CoL Kaahui Ako - Snow Rameka  Ngati Tuwharetoa Raukawa  Margret McCarthy - specialist Te Reo Support	Te Reo Māori \$3,000 Kapa Haka support  Funding from REAP  Google Doc - Creating Cultural Capability and Sustainability Whakamaru	I. Grow Te Reo and tikanga in classes but also promote other languages within our school from students' own backgrounds. II. Find a kaumatua to support our school. III. Attend and work with MAC to further develop the school tikanga - karakia, assemblies and beliefs to normalise Maoritanga.. IV. Kapa Haka weekly and prepare for a community festival in Taupo. V. Use our whakamarutereo site as a resource, during Staff Meetings. VI. Use the Ngati Tuwharetoa - Cultural Knowledge Project to ensure we follow the direction Tuwharetoa iwi is heading. See Ka ora Kainga document. VII. Use Matariki week and Te Wiki o te Reo Māori to further promote and celebrate Te Reo Maori. VIII. Support our specialist Te Reo kaiako to further develop teachers' (kaiako) and students (ākongā) use of Te Reo in the classroom and around the school. IX. Use te reo in all aspects of school, develop a plan to create a level 2 te reo maori language class. X. Provide authentic context with yearly trips to different Marae, for an authentic experience on a Marae.	Donna  James  Wayne Lunjevich from MAC  Marg McCarthy Te reo tutor
		Share new kupu in staff meetings weekly.  Termly review				
Action	Measure	When	Who	Budget/ Resources	How	Drivers
<b>2024</b> <b>Te Reo Māori Normalisation</b>	MAC Wayne Lunjevich to help identify how to measure our progress.	Time Required	MAC Wayne Lunjevich Teachers Support Staff Grant Hohepa Ngati Tuwharetoa Raukawa	Te Reo Maori \$3,000  Funding from REAP	I. Review our school Te Reo practises 2023 and continue to improve. II. Strive to become or maintain a level 2 Te Reo school. III. Normalise our practises of te reo and continue with Kapa Haka. IV. Develop a dual medium class - and visit other schools to see this in action. V. Create authentic experiences to improve te reo maori at our school.	Donna James Wayne Lunjevich Marg McCarthy
		Termly review				
Action	Measure	When	Who	Budget/ Resources	How	Drivers
<b>2025</b> <b>Te Reo Māori Normalisation</b>	MAC Wayne Lunjevich to help identify how to measure our progress.	Time Required	MAC Wayne Lunjevich Teachers / Support Staff Grant Hohepa Ngati Tuwharetoa /Raukawa	Te Reo Maori \$3,000 Funding from REAP	I. Review 2024 practices and look for ways to improve te reo in the school. II. Implement 2024 recommendations.	As above
		Termly review				

Action 1C	Measure	When	Who	Budget/ Resources	How	Drivers
<b>2023 Digital Curriculum</b>	Digital curriculum effectiveness in school	Time Required	James Leana Teachers students	TTS - CoL  Google Drive - Online learning PD Wintech 2020	I. Use Class Dojo as ePortfolios for students to share learning and goals. II. Use the Hapara Teacher Dashboard in the senior class as a forum to help students develop their Google format use. III. Use Minecraft to build and develop imagination and creativity in PLAY. IV. Look at different Robotics and Coding opportunities for our classes to develop Computational thinking. V. Look at other apps to use in Play such as - tracking & trapping app, sketchups etc. to further develop thinking and PLAY.	James
		Syndicate Meetings Staff Meetings Admin Meetings				
Action	Measure	When	Who	Budget/ Resources	How	Drivers
<b>2024 Digital Technology</b>	Review digital curriculum effectiveness in school	Time Required	James Teachers students	TTS - CoL? Modelled sessions based on staff need - PLD Budget	I. Develop a section of our school curriculum that links Play with Digital tech. II. Use tracking and trapping app to monitor pests in our wetland area Mangakowhiriwhiri, III. Review previous years digital direction and implement recommendations from students, staff and community. IV. Review Classdojo use and effectiveness and see if the community is happy to continue the use of this app.	James
		Syndicate Meetings Staff Meetings Admin Meeting				
Action	Measure	When	Who	Budget/ Resources	How	Drivers
<b>2025 Digital Technology</b>	As above	Time Required	James Teachers students	TTS	I. Start to embed some digital tech practises in Play. II. Review 2023 Digital Tech use. III. Implement 2023 recommendations.	James

Action 1D	Measure	When	Who	Budget/ Resources	How	Drivers
<b>2023 Oral Language</b>	PAT vocab (Seniors) NE - KLST (Juniors) ELLPs (ESOL) COL - PD options Record of Oral Language Reading recovery	Time Required	RTLB Teachers Teacher aide Learning Support CoL across school teachers. LSC - Rachel	PD - Play Longworth ed LSC	I. Use our localised Pedagogy curriculum document to develop our oral language in Play, using the Longworth Tracking document to discuss learning with students as well as effective learning stories. II. If required, timetable our ESOL programme for our Circle and Niggle students and work with our Teacher aides to support this programme. III. Whole school use of oral language through PBL and provocations. IV. Use programmes such as Heggerty, TALK for oral language, The Code to strengthen literacy knowledge and word understanding.	Keriana James
		Weekly staff meetings  Termly review				
Action	Measure	When	Who	Budget/ Resources	How	Drivers
<b>2024 Oral Language</b>	PAT vocab (Seniors), NE - KLST (Juniors) ELLPs (ESOL)	Time Required	RTLB Teachers Teacher aide, Learning Support CoL across	PD - Play Longworth ed LSC	I. Review oral language see developments of PD in Taupo Kahui Ako (CoL) II. Identify PD opportunities to improve oral language in school. III. Review assessment of oral language for the whole school, especially in Play.	Keriana James
		Termly review				

	Record of Oral Language Reading recovery COL - PD options		school teachers. LSC - Rachel			
Action	Measure	When	Who	Budget/ Resources	How	Drivers
<b>2025 Oral Language</b>	PAT vocab (Seniors) NE - KLST (Juniors) ELLPs (ESOL) CoL - PD options	Time Required	RTL Teachers Teacher aide	Longworth ed LSC	I. Review 2021 oral language practises and make improvements. II. Identify possible PD that fits the PBL model. III. Implement 2021 recommendations.	Keriana James
		Fortnightly SENCO meetings				

Action 1E	Measure	When	Who	Budget/ Resources	How	Drivers
<b>2023 SENCO - Learning Support LSC</b> to provide effective support for our SENCO by collaborating with school and external agencies to complete applications etc for students	Whakamaru Circles  ETap data  CoL Assay data	Time Required	<b>SENC</b> O Keriana, James & Staff, <b>LSC</b> -Rachel Te Heuheu <b>RTL</b> B - Alison Lindup <b>SWIS</b> - Jess Wana <b>PHN</b> - TBC <b>MoE/SL</b> - Shelley Clements	Budget from a range of Teaching Resources Transition plans *Social Story books *Support either teacher or the child to their new place IEP/CAP plans *Assessment tools that are applicable	I. Use our Learning Support document and develop it into a live document. II. Fortnightly meetings with Principal, SENCO, RTL and MoE as well as other agencies deemed to be needed for our students' support. III. Gather data for applications & support the completion of applications IV. Create a <b>Transition Plan and Pack</b> to support New Entrant students to transition from ECE to school and Year 8s from school to college. V. Liaise with others for students with specific needs eg. whānau, iwi, MoE LS, RTL VI. Visit ECE, Intermediate, College to establish different levels of development. VII. Determine the most useful. assessment too for our students, see Learning Support and Assessment document. VIII. Support implementation programmes for the identified need. IX. Follow up with implementation plans and collaborate and support when appropriate X. PD for teachers/TA if applicable	Keriana  Rachel  James
		Weekly admin meetings  Fortnightly SENCO meetings				
Action	Measure	When	Who	Budget/ Resources	How	Drivers
<b>2024 SENCO Learning support</b>	Whakamaru Circles  ETap data  CoL Assay data	Time Required	<b>SENC</b> O Keriana, Jame, Staff, <b>LSC</b> -Rachel Te Heuheu <b>RTL</b> B - Alison Lindup <b>SWIS</b> - Jess Wana <b>PHN</b> - TBC <b>MoE/SL</b> - Shelley Clements	SENC, LSC SWIS, PHN, RTL, ESOL	I. Review our school LSC link and make improvements to the programme. II. Look at 2023 and make adjustments to further improve classroom and school practices. III. Reflect on established roles and review to see how effective these have been. IV. Complete applications for 2025 to support our at risk students.	Keriana
		Fortnightly SENCO meetings				

Action	Measure	When	Who	Budget/ Resources	How	Drivers
<b>2025 SENCO Learning support</b>	Whakamaru Circles ETap data CoL Assay data	Time Required	As above	SENCO, LSC SWiS, PHN RTLB, ESOL	I. Review our school LSC link and make improvements to the programme. II. Implement 2024 recommendations. III. Look at applications for 2025	James Keriana
		Fortnightly SENCO meetings				

Action 1F	Measure	When	Who	Budget/ Resources	How	Drivers
<b>2023 Health &amp; Physical Education</b> To provide a Health & Physical Education programme that strengthens wellbeing	Engagement in programmes, Health and wellbeing. Positive visual and meaningful improvements in mental and physical approach to school.  PBL observations see Pedagogy Plan	Time Required	All teachers Donna Kiwi Sports Taupo KiwiCan Pinelands Cluster WFPS sports Taupo Sports	Kiwi Sport PE \$1000 Life ed - \$200 KiwiCan \$1800 PB4L	I. Continue to provide a diverse PE programme that covers a range of sports and cultures - Kiwi sports, Taupo sport etc support II. Promotion of the KAAHU values through sporting events and Maunga challenges throughout the year. III. KiwiCan to support and model positive role modelling and promoting wellbeing, personal growth and a supportive forum for students. IV. Pinelands cluster to provide opportunities to play sports against other schools. V. School Lunches to promote healthy eating and raise awareness of eating well for personal health. Include school tikanga in eating. VI. Life Ed to provide a range of health lessons suited for the year level that improves learner knowledge around wellbeing and personal health and growth. VII. Look at an EOTC plan providing new opportunities for all students in different environments eg. Marae Noho, Sea, Lake, City camps etc	Donna  James
		Termly review with staff  Monthly review with Pinelands Cluster				
Action	Measure	When	Who	Budget/ Resources	How	Drivers
<b>2024 Health &amp; Physical Education</b>		Time Required	All teachers James KiwiS Sports Taupo KiwiCan Pinelands Cluster	Kiwi Sport PE \$1000 Life ed - \$500 KiwiCan \$1800 PB4L	I. Review all the programmes implemented in 2023 and make improvements to increase student wellbeing. II. Continue to provide a range of sporting opportunities that challenge and improve student health. III. Identify a range of Life Education lessons that would suit the students in 2023	James Donna
		Termly review Monthly review with Pinelands Cluster				
Action	Measure	When	Who	Budget/ Resources	How	Drivers
<b>2025 Health &amp; Physical Education</b>		Time Required	All teachers Kiwi Sports Taupo KiwiCan Pinelands Cluster	Kiwi Sport / PB4L PE \$1000 Life ed - \$500 KiwiCan \$1800	I. Review our school Health & Physical Education programme and make improving changes to suit our students needs. II. Implement recommendations made from 2024	Donna James
		Termly review Monthly review				

Date Ratified: 13 February 2023

Date to be Submitted to MOE: 1 March 2023



Action 1G	Measure	When	Who	Budget/ Resources	How	Drivers
<b>2023 - Literacy READING - See Statement of Variance 2022</b> To aim for at least 70% of Māori & 80% of our male students achieving at or working beyond their appropriate NZ Curriculum level. (Refer School Assessment Guidelines Booklet)	Regular writing moderation sessions linked to the exemplar sheets. Progressions for Reading & Writing, See Assessment Booklet and overview calendar with deadlines. Running records, PROBE Teacher observations and judgement using Play Based Learning NZ School Curriculum Tracking Doc English section.	Time Required	RTLB Learning Support Coordinator.	Ops Grant \$1000 ARBS - online resourcing. Reading recovery (0.1 a fortnight) Reading & Writing Learning progressions Write that essay (CoL)  <i>See Statement of Variance 2022 for Reading Actions &amp; Goals</i>	I. Use School Progressions in Reading for our students to identify where they are at and provide next steps for their learning. II. Continue to use PD opportunities in literacy from the Taupo CoL (LSC) to strengthen learning in reading and writing e.g. The Code, structured literacy approach etc. III. Support the development of a new Reading Recovery tutor in 2023. IV. Use Learning Circles to identify targeted students to accelerate learning. (See AoV) through a range of programmes Quick60, Reading recovery programmes. V. Provide appropriate programmes for students, such as Heggerty, The Code etc VI. Three week cycle to update Learning Progressions Boards, once each at staff meetings. VII. Use digital tools and apps to hook students into reading and writing. VIII. Use assessment tools (see assessment document) to find 'Deliberate Acts of Teaching' to plan sessions. IX. Use the Statement of Variance 2022 Reading Review and follow the 'Improvement Plan' to promote progress in literacy. X. Regular student use of the Library site - Assessit to help find books and research. XI. Use literacy invitations & provocations in PLAY to further develop thinking.	Keriana  James (AoV)  Lianne (RR tutor)  All teachers
		Week 6 every term writing moderation.  Progression Board updates, <b>Writing</b> T1Wk 1, 3 & 7 T2/3/4Wk 1, 4, 7  <b>Reading</b> T1Wk 1, 4 & 8 T2/3/4Wk 2, 5, 8  Termly AoV review	Lead in reading Keriana  <b>Reading</b> To focus on our Year 3, 4, 5 & 7 students 2023 with an aim to have 80% at or above their curriculum level.			
Action	Measure	When	Who	Budget/ Resources	How	Drivers
<b>2024 Literacy</b> <i>See AoV 2023 for Reading and Writing Actions &amp; Goals</i>	As above. Review effectiveness of the tools of measure..	Time Required	Lead in reading Keriana	Reading recovery Reading & Writing Learning progressions	I. Identify Professional Development for future literacy programmes. II. Review current literacy programmes, and make improvements where needed including assessment. III. Look at the effectiveness of our learning progressions. IV. Review the effectiveness of our assessment tools and links to our learning progressions. V. Use 2023 data from 2024 AoV to identify target year group and subject.	Keriana  James (AoV)  Lianne (RR tutor)
		Week 6 every term to mediate.  Progression Board updates, twice termly.				
Action	Measure	When	Who	Budget/ Resources	How	Drivers
<b>2025 Literacy</b> <i>See AoV 2024 for Reading and Writing Actions &amp; Goals</i>	As above and review effectiveness of these tools of measurement	Time Required	Lead in writing Lead in reading	Learning progressions	I. Review assessment tools and effectiveness of each tool. II. Review learning progressions by asking students about their learning and how it relates to the learning progressions. III. Implement 2024 recommendations.	Keriana

Date Ratified: 13 February 2023

Date to be Submitted to MOE: 1 March 2023

Action 1G	Measure	When	Who	Budget/ Resources	How	Drivers
<b>2023 - Literacy Writing - See Statement of Variance 2022</b> To aim for at least 70% of Māori & 80% of our male students achieving at or working beyond their appropriate NZ Curriculum level. (Refer School Assessment Guidelines Booklet)	Regular writing moderation sessions linked to the exemplar sheets. Progressions for Writing, See Assessment Overview - deadline Running records Teacher observations and judgement using Play Based Learning NZ School Curriculum Tracking Doc - English section.	Time Required	RTL Learning Support Coordinator.	Ops Grant \$1000 Reading & Writing Learning progressions Write that essay (CoL)	I. Use School Progressions in Writing for our students to identify where they are at and provide next steps for their learning. II. Continue to use PD opportunities in literacy from the Taupo CoL to strengthen learning in writing e.g. Writes Toolbox, The Code, structured literacy etc. III. Regular moderation sessions linked to the exemplar sheets termly. IV. Use assessment tools to find "Deliberate Acts to inform our teaching where to plan lessons for the students needs. V. Use Learning Circles to identify targeted students to accelerate learning See AoV 2022 for direction. VI. Three week cycle to update Learning Progressions Boards, once each at staff meetings. VII. Use digital tools and apps to hook students into writing such as Blogging on their own ePortfolio's on ClassDojo, Google Docs etc VIII. Use the Statement of Variance 2022 Reading and Writing Review and follow the 'Improvement Plan' to promote progress in literacy.	Leanda  James (AoV)  All teachers
		Week 6 every term writing moderation.  Progression Board updates, <b>Writing</b> T1Wk 1, 3 & 7 T2/3/4Wk 1, 4, 7  <b>Reading</b> T1Wk 1, 4 & 8 T2/3/4Wk 2, 5, 8  Termly AoV review	Lead in writing Leadna  <b>Writing</b> To focus on our Year 3, 4, 5 & 7 students 2023 with an aim to have 80% at or above their curriculum level.	See Statement of Variance 2022 for Writing Actions & Goals		
Action	Measure	When	Who	Budget/ Resources	How	Drivers
<b>2024 - Literacy Writing</b> See AoV 2023 for Writing Actions & Goals	As above. Review effectiveness of the tools of measure..	Time Required	Lead in writing Leadna	Reading recovery Reading & Writing Learning progressions	I. Identify Professional Development for future literacy programmes. II. Review current literacy programmes, and make improvements where needed including assessment. III. Look at the effectiveness of our learning progressions. IV. Review the effectiveness of our assessment tools and links to our learning progressions. V. Use 2023 data from 2024 AoV to identify target year group and subject.	Leanda  James (AoV)  All teachers
		Week 6 every term to mediate.  Progression Board updates, twice termly.	Lead in reading Keriana			
Action	Measure	When	Who	Budget/ Resources	How	Drivers
<b>2025 Literacy</b> See AoV 2024 for Writing Actions & Goals	As above and review effectiveness of these tools of measurement	Time Required	Lead in writing Lead in reading	Learning progressions	I. Review assessment tools and effectiveness of each tool. II. Review learning progressions by asking students about their learning and how it relates to the learning progressions. III. Implement 2024 recommendations.	Leanda James All teachers
		Progression Board updates, twice termly.				

Action 1H	Measure	When	Who	Budget/ Resources	How	Drivers
<b>2023 Mathematics</b>  <b>See Statement of Variance 2022</b> To focus on Years 5 and 8. All Year groups we aim to have over 80% at or above.	Progressions in Maths GLOSS PAT Maths (on line)  Teacher observations and judgement	Time Required	Lead in Maths Lianne	NZCER Online PAT adaptive test Extra Maths for Ipads Progressions in Maths  <i>See Statement of Variance 2022 for Mathematics Actions &amp; Goals</i>	I. Use School Progressions in Mathematics for students to identify where they are and next steps. II. Using assessment tools such as GLOSS and School Numeracy Progressions to inform our teaching. See Assessment Overview document. III. Develop Maths knowledge through (e.g. Prodigy Maths) activities and other online sites and a range of websites.. IV. Use mathematical problems as provocations in PLAY. V. Lead teacher to provide support and direction in numeracy for niggles and circle students. VI. Use assessment tools to find "Deliberate Acts to inform our teaching. VII. Use Learning Circles to identify targeted students to accelerate learning See AoV 2022 for direction.	Lianne  All teachers
		Termly Progression Board T1Wk 1, 5 & 9 T2/3/4Wk 3, 6, 8				
Action	Measure	When	Who	Budget/ Resources	How	Drivers
<b>2024 Mathematics</b>  See AoV for Numeracy	Progressions in Maths GLOSS PAT Maths (on line)	Time Required	Lead in Maths Lianne	NZCER Online PAT adaptive test Extra Maths for Ipads Progressions in Maths	I. Find Professional Development for future Maths programmes. II. Continue to improve and use School Progressions in Maths for students' easy use. III. Review current Mathematical programmes and make improvements where needed including assessment. IV. Use 2023 data from 2022 SoV to identify the target year group in 2023.	Lianne  All teachers
		Termly				
Action	Measure	When	Who	Budget/ Resources	How	Drivers
<b>2023 Mathematics</b> See AoV for Numeracy	Progressions in Maths GLOSS PAT Maths (on line)	Time Required	Lead in Maths	NZCER Online test Progressions in Maths	I. Review assessment tools and effectiveness of each tool. II. Review learning progressions by asking students about their learning and how it relates to the learning progressions. III. Implement 2023 recommendations.	Lianne  All teachers

## **STRATEGIC PLAN - Annual Plan TWO 2023-2025**

**Goal Two: To create student success through a strong sense of cultural identity (Tuakini), belonging (Turangawaewae) and connection (Whanaungatanga) with a focus on the health & wellbeing (Hauora) of our whole community.**

**Initiatives: (NELP 1 - 2)**

1. Look at ways to continue to engage our community through a range of activities at school.
2. Work with Raukawa & Ngati Tuwharetoa to create some documentation around the area - historical facts, stories and connections to the whenua (land) and our kura.
3. Be involved in the Taupo & Tokoroa CoL to learn alongside and support future strategic plans for our ropu. As well as looking at culturally responsive practices such as the Rongohia te hau tool and the Poutama Pounamu tool.
4. Align our Localised curriculum with our current vision & mission statement and the Enviro-schools philosophy as well as our surrounding environment projects in our community - Mangakowhiriwhiri development.
5. Collect a range of stories from this area to share with our community.

Action 2A	Measure	When	Who	Budget/ Resources	How	Drivers
<b>2023 Community engagement</b> After subsequent Lockdowns - reignite school community engagement.	Use Classdojo, Skool Loop, school website and Facebook page through follows, likes and comments.  BoT and PTA meetings and discussions Attendance at events.	Time Required	CoL Snow Ramika	CoL Ngati Tuwharetoa monthly PD Miriam Prentice & Kristy Northcroft  Raukawa - Phyllis Tahere or Marley Jenkins	I. Encourage community re-engagement of community events such as touch during term 1 & 4 II. Link Enviro-schools to the wetland plan and native bush area. Look to encourage community engagement in the planning and planting of these areas, alongside Mercury.. III. Digital Curriculum - use the tracking and trapping pest app - pest free zone at Mangakowhiriwhiri. IV. Tikanga from Ngati Tuwharetoa & Raukawa and how it fits in our community. V. Find an iwi representative to support the school. VI. Look at projects at school that could encourage parents to feel comfortable to engage in the school. VII. Encourage a new lot of PTA parents to drive fundraising ideas for the school. To help give some direction of the school. VIII. Engage with Poutama Pounamu and implement reading in staff meetings.	James  All staff  Parents/ caregivers
		Weekly staff admin meetings  BoT Monthly review from meetings.	Ngati Tuwharetoa - Miriam Prentice & Kristy Northcroft			
Action	Measure	When	Who	Budget/ Resources	How	Drivers
<b>2024 Community engagement</b>	Use Classdojo, Skool Loop, school website and Facebook	Time Required	CoL Snow Ramika	CoL survey Ngati Tuwharetoa monthly PD Raukawa	I. Implement findings from the Poutama Pounamu tool. II. Review current community activities and continue to improve community engagement. III. Support our iwi representative to connect with our school.	James All staff
		Monthly review from meetings.	Ngati Tuwharetoa - Miriam Prentice & Kristy Northcroft			

Date Ratified: 13 February 2023

Date to be Submitted to MOE: 1 March 2023

	page <b>BoT and PTA meetings and discussions</b>		<b>Raukawa</b> - Phyllis Tahere or Marley Jenkins	Mercury	IV. Work with iwi to improve local knowledge and tikanga of our rohe.	
Action	Measure	When	Who	Budget/ Resources	How	Drivers
<b>2025 Community engagement</b>	BoT and PTA meetings and discussions	Time Required	<b>CoL Ngati Tuwharetoa - Raukawa</b> -	As above	I. Survey school community to review any priorities. II. Re-new support from our iwi, hapu and whanau	James All staff
		Monthly review from meetings.				

Action 2B	Measure	When	Who	Budget/ Resources	How	Drivers
<b>2023 Taupo Kahui Ako (CoL)</b> To collaboratively and inclusively ensure the success of each akonga's journey within Ngati Tuwharetoa.  CPPA hui	Wellbeing - Rongohia te hau tool	Time Required	Tracey Fraser (Lead of CoL)	Annual fee to be involved with the Kahui Ako	I. Use tools such as Rongohia te hau & look into the Poutama Pounamu programme and implement aspects into staff meetings.. II. Be involved in the Ngati Tuwharetoa Cultural knowledge project, attend the Mana Whenua PD provided by Tuwharetoa. III. Attend monthly Kahui Ako Governance meetings - listen to the discussions and look at the impact on our school. IV. Share opportunities to improve teacher practices with ongoing Kahui Ako PD options. The ASL's will also continue with the Strategic Plan - Literacy, Mathematics, V. Effectively use Ngati Tuwharetoa Cultural Knowledge, Ka Ora Kainga Rua & Kawenata document, Hauora and Culturally Responsive and Relational Pedagogy to help guide our learning. VI. Look to create some professional relationships and provide opportunities to visit different schools in our area. VII. Look into how current Kahui Ako strategies will help our school such as Hauora/wellbeing, Literacies (WTB- oral language), Effective pedagogy (community engagement), Responsive Curriculum (Ngati Tuwharetoa, community, localised and national curriculum) VIII. Look to strengthen our LSC programme in our area.	Tim Lovelock Lead principal  All principals LSC, ASL, WSL  James
	Poutama pounamu tool  Writers toolbox  Oral language  LSC support	Monthly hui  Monthly PD opportunities	James			
Action	Measure	When	Who	Budget/ Resources	How	Drivers
<b>2024 Taupo Kahui Ako</b>	Wellbeing - Rongohia te hau tool Poutama pounamu tool Writers toolbox Oral language	Time Required	Tracey Fraser (Lead of CoL)	Annual fee to be involved with the Kahui Ako	I. Review our involvement in the Kahui Ako and the effectiveness of the support. II. Review LSC programme III. Look further into the Pounamu Poutama programme and use findings to improve learning. IV. Use the Ngati Tuwharetoa Cultural Knowledge project (Ka Ora Kainga Rua)	Tim Lovelock Lead principal  All principals LSC, ASL, WSL
		Monthly hui	James			

	LSC support				V. To ensure this is a developing and reviewed school programme.	James
Action	Measure	When	Who	Budget/ Resources	How	Drivers
<b>2025 Taupo Kahui Ako</b>	Reviewed options	Time Required	Tracey Fraser (Lead of CoL)	Annual fee to be involved with the Kahui Ako	I. Review and support opportunities that the Kahui Ako provide that support our students, staff and community at Whakamaru School.	Tim Lovelock Lead principal All principals LSC, ASL, WSL James
		Monthly hui	James			

<b>Action 2C</b>	<b>Measure</b>	<b>When</b>	<b>Who</b>	<b>Budget/ Resources</b>	<b>How</b>	<b>Drivers</b>
<b>2023 Enviro - schools &amp; Wetland development</b> Due to subsequent lockdowns we will look at reviving this action	Use of the Enviro-schools Teachers kit to create provocations in PLAY	Time Required	James	Enviro-school theme areas folder	I. Use Enviro-schools resources to develop our learning and teaching through play. II. Work with Mercury to develop the Mangakowhiriwhiri wetland. Start trapping and monitoring this area through the Trap NZ app. III. Plant and identify different species who use the wetland space and in our new native bush area with the support of enviro-schools. IV. Use resources and PD provided to become an Enviro-School. V. Through the Enviro-Schools programme we will look at ways to strengthen our community connection. VI. Monitor our rubbish audit and promote recycling to become a Stage 5 Resource Wise School Taupo District Council.	James Jennifer Leanda  Enviro Leaders  Students
		Termly review	Enviro-schools - Jennifer Scothern-King  Wetland Mercury Natalie Haines	Enviro school kit.		
Action	Measure	When	Who	Budget/ Resources	How	Drivers
<b>2024 Enviro-schools &amp; Wetland development</b>	Enviro-schools Teachers kit evaluation	Time Required	Enviro-schools - Jennifer Scothern-King	Enviro-school theme areas folder Enviro school kit.	I. Start to embed some of the enviro-schools ideas into school. II. Develop our school grounds into an enviro-school. III. Review 2021 practices and adapt them to our school plan and vision.	James Enviro Leaders Taupo District council - Shannon Hanson
		Weekly	Wetland Mercury Natalie Haines			
Action	Measure	When	Who	Budget/ Resources	How	Drivers
<b>2025</b>	Enviro-schools Teachers kit evaluation	Time Required	James	Enviro-school theme areas folder Enviro school kit.	I. Start to embed some of the enviro-schools practises. II. Develop our school grounds into an enviro-school. III. Review 2023 practices and adapt them to our school plan and vision.	James Enviro Leaders Students
		Weekly	Enviro-schools - Jennifer Scothern-King			

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<b>Enviro-schools &amp; Wetland development</b>			Wetland Mercury Natalie Haines			
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Action 2D	Measure	When	Who	Budget/ Resources	How	Drivers
<b>2023 Education Outside the Classroom</b>	<b>Year 7-8</b> annually weekly camps <b>Year 5-6</b> three day camps <b>Year 1-4</b> overnight or 2x EoTC trips a year.	Time Required	All teachers Principal	Budget will vary due to campsite and activities	I. Continue with a two/three year cycle of camps - City, Beach and Lake for the Year 7-8s II. Senior classes to visit a marae each year. III. All students have an opportunity to go on a trip or overnight camp at least twice a year. IV. Plan early at least 2 terms in advance. V. Create a breakdown of expectations of camps.	All teachers Community Students
		Yearly review				
Action	Measure	When	Who	Budget/ Resources	How	Drivers
<b>2024 Education Outside the Classroom</b>	<b>Year 7-8</b> annually weekly camps <b>Year 4-6</b> three day camps <b>Year 0-3</b> overnight camp	Time Required	All teachers Principal	Budget will vary due to campsite and activities	I. Review 2023 camps and choose if it was to stay in the cycle. II. Implement the changes from the 2023 review.	James Community Students
Action	Measure	When	Who	Budget/ Resources	How	Drivers
<b>2025 Education Outside the Classroom</b>	<b>Year 7-8</b> annually weekly camps <b>Year 4-6</b> three day camps <b>Year 0-3</b> overnight camp	Time Required	All teachers Principal	Budget will vary due to campsite and activities	I. Review 2024 camps and choose if it was to stay in the 3 year cycle. II. Implement the changes from the 2023 review.	James Community Students

**STRATEGIC PLAN - Annual Plan THREE 2023-2025**

**Goal Three - To upgrade our space to ensure we deliver a high quality education, with support from our governing BoT, Community and students.**

**Initiative**

- A. Update our Cyclical Maintenance to complete the painting of the school - internal painting with external planned for 2029
- B. Create learning spaces around the school, breakout spaces, outside classrooms etc to align with our teaching and learning through play philosophy.
- C. Look at our 5YA plan and start to create projects that improve our current learning spaces.
- D. Review and work with our BoT, PTA and the Ministry of Education to develop a comprehensive property plan to improve our learning spaces inside and outside the classroom.

Action 3A	Measure	When	Who	Budget/ Resources	How	Drivers
<b>2023</b> <b>School Property</b> Develop the 5YA plan to upgrade our school property according to our current school direction.	Building BWoF	Time Required	Dayle Franklyn - Watershed - Property Projects	10PP - Cyclical Maintenance	I. Follow the Cyclical Maintenance plan to complete our cycle of school painting. Internal painting to be complete.	James PTA BoT Staff MoE property advisor
	Argus property checklist	Monthly review with BoT	Kiri Cheetham MoE Property	5YA Ops Grant - Grounds	II. Follow the 5YA plan and start projects for 2023 - WSP - MoE support III. Use our rental property plan to keep property up to rental standards. Align with rental agreements.	
	Inspections from Watershed	Review with MoE & Watershed TBC	Roger Allsopp & Sarah Yzendoorn WSP James BoT	Grants	IV. Use a property manager to take control of rental inspections. V. Ensure the infrastructure of the school buildings is fit for purpose. VI. Follow up on removing Room 7 and ensure Room 6 is weather tight. VII. Monthly inspections for compliance checks H&S manual and Rural Safe plan. VIII. Plan to upgrade toilets and breakout spaces from the 10YPP & 5YA plans.	
Action	Measure	When	Who	Budget/ Resources	How	Drivers
<b>2024</b>	Building BWoF	Time Required	Kiri Cheetham MoE	10PP - Cyclical Maintenance	I. Review the current situation of the Cyclical maintenance plan	James PTA BoT Staff
	Argus property checklist	Monthly review with BoT	Roger Allsopp & Sarah Yzendoorn WSP James BoT	5YA Grants	II. Review rental plan. III. Work with MoE to ensure infrastructure meets the requirements of the school roll.	
Action	Measure	When	Who	Budget/ Resources	How	Drivers
<b>2025</b>	Building BWoF	Time Required	Kiri Cheetham MoE	10PP - Cyclical Maintenance	I. Ensure infrastructure is sufficient to meet the needs of the current school roll.	James PTA BoT Staff
	Argus property checklist	Monthly review with BoT	Roger Allsopp & Sarah Yzendoorn WSP James	5YA Grants	II. Continue to develop plans from 2023. III. Review the current situation of the Cyclical maintenance plan get quotes to add to the 7-10 year plan.	



Action 3B	Measure	When	Who	Budget/ Resources	How	Drivers
<b>2023 Learning through Play environment</b> Modernise our school to help the pedagogical shift into 'Learning through Play'	Effectiveness and use of this space. Monitor student use or teacher use of space.	Time Required	Teachers Students James Kiri Cheetham MoE Roger Allsopp & Sarah Yzendoorn - WSP Helen - funding Connections BoT	5YA budget 10PP Helen -  Grants Funding connections	I. Furnish school to help improve our 'Learning through Play philosophy II. Upgrade our breakout spaces for TA's for students to use. III. Look into funds to build a number of storage sheds to meet individual schema in Play - Develop storage for loose parts IV. Autex walls in the classroom and Whare Manaaki V. Investigate the implementation of a cycle track VI. Develop school gardens to create a Dirt2Table programme. VII. Repurpose materials to create an outside classroom.	James PTA BoT Staff
		Termly review				
Action	Measure	When	Who	Budget/ Resources	How	Drivers
<b>2024 Learning through Play environment</b>	Review use of learning spaces.	Time Required	Teachers Students James Kiri Cheetham MoE Roger Allsopp & Sarah Yzendoorn - WSP BoT	5YA budget 10PP	I. Buy the correct furniture for this space. II. Look at Autex for the classroom walls using 5YA money	James PTA BoT Staff
		Termly review				
Action	Measure	When	Who	Budget/ Resources	How	Drivers
<b>2025 Learning through Play environment</b>	Continue to review the use of learning space.	Time Required	Teachers Students James Kiri Cheetham MoE Roger Allsopp & Sarah Yzendoorn & Sarah Yzendoorn- WSP BoT	5YA budget 10PP	I. Review spaces and plans to fit with the future direction and vision.	James PTA BoT Staff
		Termly review				

