Strategic Plan 2024 - 2025

Our Vision: Learning today for a better tomorrow

Our Mission: To provide a positive, holistic learning environment which promotes success for all students and encourages a partnership between home, school and the community.

Our Values:

Kotahitanga:	Manaakitanga:	Whanaungatanga:	Rangatiratanga:
All students engage in reciprocal, learning focused relationships	All students experience an enabling learning environment	All students experience a responsive curriculum	All students experience success

National Education and Learning Priorities:

OBJECTIVE 1	OBJECTIVE 2	OBJECTIVE 3	OBJECTIVE 4
LEARNERS AT THE CENTRE Learners with their whānau are at the centre of education	**BARRIER FREE ACCESS** Great education opportunities and outcomes are within reach for every learner	**QUALITY TEACHING AND LEADERSHIP** Quality teaching and leadership make the difference for learners and their whānau	**FUTURE OF LEARNING AND WORK** Learning that is relevant to the lives of New Zealanders today and throughout their lives

Wiri Central School recognises the Government's National Education and Learning Priorities giving them full consideration when planning school developments and programmes. Literacy and numeracy are recognised as curriculum priorities in years 1-8. Achievement information is analysed regularly to identify student progress and students/groups at risk. Strategies are implemented to improve achievement outcomes.

Consultation:

The Board will maintain ongoing reporting, self review and community consultation over the period of this strategic plan. Reports from reviews will form the basis of school improvement priorities. This will involve communication and consultation with whānau/aiga/caregivers, staff and stakeholders in respect to strategic and annual planning and student achievement

Mā whero mā pango e oti ai te mahi.
'By working together we will accomplish things'

Leadership	Curriculum Teaching and Learning	Parents, Whānau and Community

Raising attendance and engagement

Empowerment through language, culture, values and identity: ● Promoting use of home languages and culture into the school curriculum ● Encouraging whānau participation in school ● Student engagement and agency in their own learning ● Assessment practices upholding the mana of the learner	**Building social/emotional capacity of students through:** ● Regular revisiting of Wiri Whānau Way and school values ● Increased understanding of UDL, neurodiversity and trauma informed practices ● Increased knowledge and understanding of child protection practices ● Regular review of IYT strategy implementation, celebrating and sharing successes

Raising student achievement

Language for Literacy Build teacher knowledge of oral language strategies ● Model strategies (external expertise) ● Coaching partners, LoL and curriculum leader observations and feedback cycles - focused on strategy implementation ● Planning connected to data/needs	**STEAM/Integrated Inquiry** Inquiry topics connected to student interests, needs and current events (local, national, international) Focus on learning through Arts (external expertise)	**Maths** Develop teacher knowledge of the numeracy framework and strengthen effective (consistent) implementation (internal expertise) Focus areas: ● Place value ● Basic facts

Te Mātaiaho Continue to unpack and build knowledge of the refreshed curriculum Explore implementation into practice ● Vision for Young People ● English ● Maths and Statistics ● Common Practice Model	**Reporting to Parents** Develop and introduce new format for reporting to parents ● Spotlight - eTAP

2024 Annual Plan

Mā whero mā pango e oti ai te mahi.

'By working together we will accomplish all things'

Wiri Central School
Learning today for a better tomorrow

Leadership	Curriculum Teaching and Learning	Parents, Whānau and Community

Strategic Goal	Annual Target	Key Actions and Outcomes	Tracking and Evaluation
Raising attendance and engagement **Empowerment through language, culture, values and identity:** ● Promoting use of home languages and culture into the school curriculum ● Encouraging whānau participation in school ● Student engagement and agency in their own learning ● Assessment practices upholding the mana of the learner **Building social/emotional capacity of students through:** ● Regular revisiting of Wiri Whānau Way and school values ● Increased understanding of UDL, neurodiversity and trauma informed practices ● Increased knowledge	**ATTENDANCE** 2023 overall attendance - 82% 2024 target - 90% 2023 students achieving 90%+ attendance - 34% 2024 target - 45% The 34 classroom target students currently achieving 70-89% attendance (2023) to achieve 90% attendance in 2024 2023 number of students achieving <50% attendance - 7 2024 target - 0 2023 overall 9% of unexplained absences - 2024 target - 0 **READING** |	2023	2024 Target
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English	43	60
Fofoa i Vaoese	58	60
Mōkai Āwhina	53	60		Strengthen teacher knowledge of eTAP. Teachers identify specific target students. Data shared in roopū meetings to track, discuss and implement strategies to address student attendance. Develop strong learning focused relationships with whānau. Implement attendance incentives - class awards for full attendance, term celebrations for 100%, visual tracking of class/roopū attendance, sharing and celebrating successes. Weekly list of unexplained absences. Regular liaison between DP (Attendance), School AO, Principal, LoLs, teachers Continue to build connections with mana whenua/local iwi through participating in meaningful opportunities for engagement (what can we do for them). Implement whānau engagement and participation through school events - Family Fun Night, Home School Conferences, Cultural Concert, roopū sharing sessions, 8x WWW rewards and 4x challenges. Strengthen the use of te reo Māori schoolwide. Teacher participation in te reo Māori PD. Encourage and promote use of home language at school, make it visible in classrooms. Celebrate cultural language weeks. Invite parents to share language and cultural knowledge/skills. Provide opportunities for relevant PD for teachers and teacher aides.	

and understanding of child protection practices ● Regular review of IYT strategy implementation, celebrating and sharing successes	<u>2024 Targets</u> The 14 Year 2 (EM) students who are achieving at 1E in February to be working at L1 by the end of the year The 6 Year 2 (MĀ) students who are achieving at 1E in February to be working at L1 by the end of the year The 5 Year 4 (FiV) students who are achieving at L1 in February to be working at L2 by the end of the year **WRITING** 		2023	2024 Target
English	41	60
Fofoa i Vaoese	61	65
Mōkai Āwhina	33	50		Creating an inclusive environment that fosters participation and success for all students. Develop strong learning focused relationships with students. Sharing learning data with students, teaching self assessment and active reflection (AfL). Increase staff knowledge and understanding of student behaviour through PD in child protection, trauma informed practices and neurodiversity. Implement WWW procedures consistently schoolwide ➔ Expectations and values regularly discussed (with students and whānau) and displayed. ➔ Targeted WWW lessons planned and taught ➔ Consistent use of incident records and follow up with students and whānau ➔ Classroom and playground reward systems implemented. Regular sharing of successes with students and whānau ➔ Social/emotional coaching of students by teachers ➔ Regular roopū discussions to support students and teachers ➔ Development of individual behaviour plans as required (from data)	
Raising student achievement **Language for Literacy** Build teacher knowledge of oral language strategies ● Model strategies (external expertise) ● Coaching partners, LoL and curriculum leader observations and feedback cycles - focused on strategy implementation ● Planning connected to data/needs	<u>2024 Targets</u> The 10 Year 6 (EM) students who are achieving at 2E in February to be working at 3E by the end of the year The 5 Year 7 (MĀ) students who are achieving at L2 in February to be working at L3 by the end of the year The 5 Year 7/8 (FiV) students who are achieving at 3E in February to be working at 4E by the end of the year	Continue to work with Joanna Vivash (MOE LS) to progress schoolwide teaching inquiry into increasing students' language capability in order to raise literacy achievement. L4L classroom environments sectioned by teachers. Engagement of external, expert facilitators (Tools4Teachers) to support implementation of specific strategies to promote and develop students' oral language - increased opportunities in classrooms for students to do the talking (the learning). Increase staff knowledge and understanding of effective reading practice through RTLB support and PD to implement: ➔ BSLA/Hanganga Reo (Y0-2 & Y3/4 teachers) ➔ Reciprocal reading (Y5-8) Continue to implement one hour of reading, writing and maths daily.	

	Maths / STEAM / Reporting / Te Mātaiaho	MATHS data	Strategy

Maths
Develop teacher knowledge of the numeracy framework and strengthen effective (consistent) implementation (internal expertise)

STEAM/Integrated Inquiry
Inquiry topics connected to student interests, needs and current events (local, national, international)
Focus on learning through Arts (external expertise)

Reporting to Parents
Develop and introduce new format for reporting to parents
- Spotlight - eTAP

Te Mātaiaho
Continue to unpack and build knowledge of the refreshed curriculum
Explore implementation into practice
- Vision for Young People
- English
- Maths and Statistics
- Common Practice Model

MATHS

	2023	2024 Target
English	39	60
Fofoa i Vaoese	67	70
Mōkai Āwhina	64	70

2024 Targets
20% of all WCS students are achieving at the expected level in basic facts. Increase this to 50% of students by the end of the year

The 16 Year 4 (EM) students who are achieving at L1 in February to be working at L2 by the end of the year

The 8 Year 7/8 (MĀ) students who are achieving at L3 in February to be working within L4 by the end of the year

20% of (FiV) students are achieving at the expected level in basic facts. Increase this to 50% of students by the end of the year

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Consistent implementation of the Numeracy Framework evidenced through teacher planning and teaching. Support for roopū/LoLs to build teacher knowledge and confidence in teaching place value and basic facts.

Engagement of external, expert facilitator (Evaluation Associates) to support senior staff to implement effective coaching for teachers - regular observation and feedback cycles and unpacking of roopū data. Leaders strengthening teacher knowledge of assessment practices:
➔ Sharing learning data with students, teaching self assessment and active reflection (AfL).
➔ Consistent and accurate implementation of assessment tools
➔ Analysis of data to inform future planning - using eTAP to monitor and track student progress in relation to 2024 targets

Implement contexts for learning that are motivating and relevant to learners. Planned provision of hands-on learning experiences to support development of key competencies, concepts and skills and to extend oral language. Provide opportunities for staff to learn about our local history and embed this within our local curriculum/Integrated Inquiry.

Initial implementation of Spotlight (eTAP) for teacher planning, tracking of learning progress and reporting to parents:
➔ PD sessions for teachers with eTAP expert as required
➔ Develop overview to guide staged, schoolwide implementation (2 years)
➔ Unpack with roopū, implement as per overview - teachers to use for grouping, identifying specific learning intentions and collecting evidence of learning

Develop and implement interim reporting to parents format for 2024 that incorporates Spotlight reporting where possible (Reading/Writing).