

WATERLOO SCHOOL STRATEGIC PLAN 2024-2025

OUR VISION Te Pae Tiwhiti	Empowering active learners		
OUR VALUES Ngā Uaratanga	Respect Responsibility Resilience Kia Takohanga Kia Manawaroa Kia Ngana		
OUR ACTIVE LEARNER TRAITS	Thinking Me Managing Me Collaborating Me Communicating Me Whakaaro Motuhaketanga Mahi Tahī Whakakakau		
STRATEGIC GOALS	TEACHING / WHAKAAKO Empower staff to provide optimum learning outcomes for our students by growing their professional practice.	LEARNING / AKORANGA Learn through a culturally responsive, localised curriculum that empowers and excites our students to be successful.	PARTNERSHIP / WHAKAWHANAUNGA Strengthen community partnerships to foster whanaungatanga.
RATIONALE	Quality teaching is essential to make a progressive difference for all students. Our work needs to focus on equipping all our students with sound foundational skills in order for them to progress and be successful. Differentiated instruction is necessary.	The New Zealand Curriculum is currently being refreshed to ensure it gives effect to Te Tiriti, is inclusive and identifies important learning for students. Our local curriculum needs to reflect the changes and support students to engage with the relevant knowledge, values and key competencies.	A strong partnership with whānau is essential. We need to be working together for tamariki to be successful. We acknowledge the unique place of mana whenua and our obligation to honour Te Tiriti o Waitangi. And we acknowledge the diverse cultures within our school and the learning this brings.
TARGETS / INITIATIVES	1a Consolidate structured literacy teaching and learning practices. 1b Strengthen staff knowledge of inclusive practices so diversity is acknowledged and valued. 1c Support teachers to develop their capability to explicitly teach physical education.	2a Implement Te Mātaiaho (NZ Curriculum Refresh) through our local curriculum. 2b Embed the Active Learner Traits (ALT) within teaching and learning programmes.	3a Communicate and connect effectively with our school community. 3b Engage with whānau and iwi to strengthen our cultural capabilities and practices across the school and community. 3c Celebrate the cultural diversity across our school.
MEASURES	Increase in student literacy achievement data across the school. The gap for all priority learners is reduced. Positive feedback through student and whānau surveys regarding the inclusiveness of Waterloo School.	Students are involved in authentic, relevant and purposeful learning. Evidence of refreshed Social Sciences, English and Mathematics curriculums within planning. Increase in Active Learner Traits dispositional data across the school.	Increase in positive feedback from parents regarding internal and external communications. Greater number of events and activities for parents to engage with the school.

	Increase in positive parent feedback regarding the inclusiveness of the school. Increase in staff and student feedback on quality of PE skill teaching.	Increase in students using the language of the Active Learner Traits.	Increase in the number of students and whānau reporting strong cultural competency within the school. Positive feedback through student and whānau surveys regarding the school's recognition and celebration of cultures.
SUCCESS OUTCOMES	<ul style="list-style-type: none"> Improved literacy student achievement data Diverse student needs are understood and suitably responded to Students are engaged in regular and effective physical education 	<ul style="list-style-type: none"> Students are actively engaged in relevant learning, through authentic and fun contexts Students show progress in developing the skills and capabilities within our active learner traits 	<ul style="list-style-type: none"> Improved communication and engagement with whānau Relationship with Te Atiawa, working in partnership to support our learners Cultural connections strengthened for students and whānau
Education strategies alignment	NELP Priorities 1, 2, 3, 5, 6 Te Mātaiaho, The Literacy & Communication and Maths Strategy	NELP Priorities 1, 2, 3, 4, 6 Ka Hikitia, Te Mātaiaho, Common Practice Model, The Literacy & Communication and Maths Strategy	NELP Priorities 2, 4, 5, 6, 7 Ka Hikitia, Te Mātaiaho, Attendance & Engagement Strategy
Board Primary Objectives	1 (a) (b) (c) (d); 2 (a) (b) (c) (e)	1 (b) (c) (d); 2 (a) (b) (c) (e)	1 (a) (c) (d); 2 (a) (b) (c) (e)

Information informing this plan	Our strategic goals were created through analysis of the following: school wide student achievement data, community consultation survey feedback, Māori whānau feedback, leadership analysis of teacher and student needs, 2023 internal school review information, student voice. Consultation with the community includes school newsletters, whānau hui, Board meetings, Student Learning Conversations, consultation surveys, and kanohi ki te kanohi (face to face).	Strategies for giving effect to Te Tiriti o Waitangi	<ul style="list-style-type: none"> Developing relationships with our local iwi Creating a curriculum that reflects the aspirations of our Māori community Beginning to develop curriculum areas with a Mātauranga Māori lens (Māori knowledge) Mana Ōrite (equal status) will underpin the foundation of our school curriculum Provide learning opportunities in te reo and tikanga Māori for all students Provide experiences and understandings in Māori traditions, language and local and national histories
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2024 ANNUAL IMPLEMENTATION PLAN

Strategic Goal: 1	TEACHING / WHAKAAKO Empower staff to provide optimum learning outcomes for our students by growing their professional practice.				
Current Position	In 2023 all staff were involved in Structured Literacy professional learning with Learning Matters, with a focus on spelling and then reading. All staff have demonstrated a significant increase in their pedagogical knowledge and we are seeing consistent practice across the school. We plan to move into Writing PLD in Term 3, 2024. Professional learning and support is provided to the Lower Hutt special needs coordinators. We want to provide opportunities to share new learning with our staff to grow their knowledge and kete of strategies. The level of our students' physical ability needs deliberate focus. We have many students who have limited skill and fitness. We intend to support our teachers to provide regular and appropriate PE programmes.				
Target/Initiative	Key actions	Who	Timeframe	Resources	12 month milestone
1a Consolidate structured literacy teaching and learning practices.	<ul style="list-style-type: none"> Continue with MOE PLD with Learning Matters with a focus on teaching reading and spelling Develop and implement an Induction model for new teachers to support them to upskill in structured literacy quickly and effectively Professional learning on Dyslexia and reading difficulties Begin PLD on Writing with Learning Matters - staff meetings, modelling, observations and feedback, coaching Begin a Whānau Reading programme Unpack and begin to review the refreshed English curriculum Confirm assessment, data report and student reporting requirements for reading and writing 	<p>Staff</p> <p>Anna & PLD team</p> <p>SL Leads</p> <p>SL Leads & Staff</p> <p>Toni & PLD team</p> <p>SL Leads</p> <p>SL Leads</p>	<p>Term 1-2</p> <p>Term 1</p> <p>Term 1-2</p> <p>Term 3-4</p> <p>Term 2-3</p> <p>Term 3-4</p> <p>Term 3-4</p>	<p>PLD budget</p> <p>2023 resources</p> <p>Staff mtg time</p> <p>Release time to observe and make resources</p> <p>Time to review curriculum</p>	<p>Increased teacher confidence and capability in teaching the structured literacy approach.</p> <p>Increase in students' reading achievement levels and confidence.</p> <p>Evidence of effective literacy practice across the school.</p>
1b Strengthen staff knowledge of inclusive practices so diversity is acknowledged and valued.	<ul style="list-style-type: none"> Involvement in the Lower Hutt Puni Kura PLD, sharing new learnings with staff Staff professional learning on ASD, ADHD, anxiety, trauma, gender identity Workshops for Teacher Aides to support them with the students they are working with Investigate Trauma informed practice - moving from reacting to behaviours, to responding to needs Utilise the Inclusive Practices Self-Review toolkit to review how well our school includes all students 	<p>Karen, Chris</p> <p>Karen</p> <p>Karen</p> <p>Karen</p> <p>Karen, Suzanne</p>	<p>Term 1-4</p> <p>Term 1-4</p> <p>Term 2-3</p> <p>Term 2-4</p> <p>Term 2-4</p>	<p>Staff mtg time</p> <p>Release DPs for meetings</p> <p>Toolkit Team</p>	<p>Greater staff understanding of diverse needs and how to respond to them.</p> <p>Appropriate differentiation of learning programmes to meet student needs.</p> <p>Students and whānau feel included and connected to the school.</p>

1c Support teachers to develop their capability to explicitly teach physical education.	<ul style="list-style-type: none"> ● Clear expectations for PE teaching developed and shared with teachers 	Sam	Term 1	Funding / grant for PE equipment	Increased confidence and capability in teaching physical education.
	<ul style="list-style-type: none"> ● Support in explicitly teaching PE skills provided to teachers. 	Sam	Term 1-4		
	<ul style="list-style-type: none"> ● School wide PE long term plan developed, along with a schedule to allocate spaces for PE 	Sam	Term 2		
	<ul style="list-style-type: none"> ● Purchase of adequate PE equipment to support skills teaching 	Sam, Jen T	Term 1		
	<ul style="list-style-type: none"> ● Consistent PE planning across the school - Sharing of best practice, use of Sportstart/Movewell 	Teachers	Term 1-4		
	<ul style="list-style-type: none"> ● Utilising staff expertise to support the teaching of classroom PE lessons 	Sam	Term 1-4		

Strategic Goal: 2	LEARNING / AKORANGA				
	Learn through a culturally responsive, localised curriculum that empowers and excites our students to be successful.				
Current Position	Our teachers have been involved in professional learning about Te Mātaiaho and the Aotearoa NZ Histories (ANZH) curriculum. This curriculum is used for planning and teachers are becoming familiar with the Understand, Know, Do elements. We have yet to unpack the other learning areas, which are planned for this year. Last year we reviewed our Active Learner Traits, ensuring they were important for our students. We simplified the language and created rubrics in 'kids speak'. Data has been gathered and we need to make time for moderation to ensure consistency across the school.				
Target/Initiative	Key actions	Who	Timeframe	Resources	12 month milestone
2a Implement Te Mātaiaho (NZ Curriculum Refresh) through our local curriculum.	<ul style="list-style-type: none"> ● Aotearoa NZ Histories (ANZH) planned for in teaching and learning programmes ● Begin to use the Te au tangata/Social Sciences curriculum for planning ● Unpack and begin to review the refreshed Mathematics curriculum ● Unpack the phases of learning and progressions for assessment and reporting ● Continue to develop and finalise our local curriculum documentation outlining key approaches and expectations for learning ● Create learning statements for our local curriculum ● Determine Inquiry learning and contexts/curriculum coverage 	<p>Janice</p> <p>Teachers</p> <p>Janice</p> <p>Janice, teachers</p> <p>Janice</p> <p>Janice</p> <p>Janice, teachers</p>	<p>Term 1-4</p> <p>Term 1-4</p> <p>Term 2-3</p> <p>Term 2-4</p> <p>Term 1-3</p> <p>Term 1-2</p> <p>Term 3</p>	<p>MOE resources and workshops</p> <p>Time to review curriculum</p> <p>Staff meeting time</p>	<p>Local curriculum clearly documented for all to understand</p> <ul style="list-style-type: none"> ● Concepts ● Possible contexts ● Pedagogical practices ● Processes for planning <p>A deep, wide local curriculum with rich learning opportunities to engage all students.</p> <p>The local community and environs are an integrated part of the learning programmes.</p>

2b Embed the Active Learner Traits (ALT) within teaching and learning programmes.	<ul style="list-style-type: none"> Teachers supported to integrate ALT in termly planning 	Carolyn	Termly	ALT posters	ALT evident in teacher planning across learning areas.
	<ul style="list-style-type: none"> Deliberate teaching of the ALT, specifically Thinking Me and Communicating Me 	Teachers	Ongoing	Rubric posters	The language of ALTs used by students and staff.
	<ul style="list-style-type: none"> Progressions utilised by students and teachers 	Teachers	Ongoing	Time for moderation	ALT progressions used in student reflections and to identify next steps.
	<ul style="list-style-type: none"> Students regularly share their reflections on the ALT with whānau 	Teachers	Ongoing		
	<ul style="list-style-type: none"> Students to self-assess against the ALT rubric 	Teachers	Term 1 & 3		
<ul style="list-style-type: none"> Data gathered against progressions to monitor student progress for all ALT, data analysed 	Carolyn	Term 1 & 3			
<ul style="list-style-type: none"> Moderation of ALT across the school 	Carolyn	Term 1 & 3			

Strategic Goal: 3	PARTNERSHIP / WHAKAWHANAUNGA Strengthen community partnerships to foster whanaungatanga.				
Current Position	Community consultation from 2023 identified the need to strengthen our communication practices across the school. Post COVID, we also need to provide greater opportunities for whānau to come into the school. We changed our school communication method and now need to ensure it is working successfully for all whānau. Strengthening our cultural capability has been a focus for the last 3 years and significant shifts have been made for staff and ākonga. Involvement in PD with Kura Ahurea has grown our knowledge of local stories. Engagement with whānau Māori has begun, but needs to continue to be of focus. Developing a relationship with mana whenua is a priority. Our roll consists of a very diverse range of ethnicities. We always try to acknowledge these ethnicities, but we want to take a more thorough approach this year.				
Target/Initiative	Key actions	Who	Timeframe	Resources	12 month milestone
3a Communicate and connect effectively with our school community.	<ul style="list-style-type: none"> Develop a plan for community events and activities for the year, providing opportunities for parents to come into school Begin a Whānau Reading programme within school time Review termly syndicate overviews to share term's learning with whānau, clear expectations developed Behaviour management plan shared with whānau Develop clear expectations for Seesaw across the school Review and streamline school communications, internal and external Ensure clear messaging regarding financial payments to the school 	<p>Suzanne</p> <p>Toni & PLD Team Leadership Team, Suzanne</p> <p>Suzanne</p> <p>Suzanne</p> <p>Suzanne</p> <p>Suzanne</p>	<p>Term 1</p> <p>Term 2-3</p> <p>Termly</p> <p>Term 1 & 3</p> <p>Term 1-2</p> <p>Term 1-2</p> <p>Term 1-4</p>	<p>Release time for Toni</p> <p>Website updates</p> <p>Seesaw subscription</p>	<p>Greater community involvement in school activities.</p> <p>Parents feel more connected with the school and their children's learning.</p> <p>Clear and consistent communication within the school and with whānau.</p>

<p>3b Engage with whānau and iwi to strengthen our cultural capabilities and practices across the school and community.</p>	<ul style="list-style-type: none"> ● Create a plan to engage with whānau, utilising key members of our school community - whānau hui ● Continue involvement in Kura Ahurea, Year 3 ● Review staff Te Ao Māori survey and establish next steps, including PD ● Develop a plan to engage with mana whenua, alongside the Lower Hutt Principals' Association strategy ● Continue to unpack Aotearoa NZ Histories (ANZH) curriculum ● Investigate professional learning on 'Niho Taniwha - Improving Teaching and Learning For Ākonga Māori' ● Detailed analysis of Māori student achievement data ● Involvement in MAC (Māori Achievement Collaborative) 	<p>Paul, Jason</p> <p>Paul, Jason Paul</p> <p>Paul, Suzanne</p> <p>Paul</p> <p>Paul, Suzanne</p> <p>Paul</p> <p>Suzanne</p>	<p>Term 1-2</p> <p>Term 1-4 Term 1</p> <p>Term 1-2</p> <p>Ongoing</p> <p>Term 1-2</p> <p>Term 2 & 4</p> <p>Terms 1-4</p>	<p>PLD funding</p> <p>Time for review and to plan actions</p> <p>Koha for mana whenua</p> <p>Niho Taniwha texts</p> <p>MAC / Trina Bennett</p>	<p>Increased use of Te Reo across the school by staff and students.</p> <p>Stronger connections with whānau and mana whenua.</p> <p>Shared knowledge and understanding of Te Tiriti o Waitangi and Māori histories.</p> <p>Māori students will feel valued and will make suitable progress with learning outcomes.</p>
<p>3c Celebrate the cultural diversity across our school.</p>	<ul style="list-style-type: none"> ● Create a schedule for annual language weeks and cultural celebrations, i.e. festivals, Diwali, etc ● Share supporting resources for language weeks and cultural celebrations for teachers to utilise ● Plan for any school wide cultural celebrations ● All cultures acknowledged and valued within own spaces ● Create cultural artefacts and artworks around the school ● Investigate multi cultural signage for the school 	<p>Glynnis</p> <p>Glynnis</p> <p>Glynnis Staff</p> <p>Staff</p> <p>Glynnis,Suzanne</p>	<p>Term 1</p> <p>Ongoing</p> <p>Term 1-4 Ongoing</p> <p>Term 1-4</p> <p>Term 1-2</p>	<p>Budget for cultural resources</p> <p>Budget for artworks</p> <p>Funding for bilingual signage</p>	<p>Students will have a sense of belonging and feel their culture is valued.</p> <p>Cultural knowledge and respect will increase for all students.</p>

NB: Targets in purple text demonstrate where we are giving effect to Te Tiriti o Waitangi.

STRATEGIC ROAD MAPPING

Targets/ Initiatives		2024				2025			
		Term 1	Term 2	Term 3	Term 4	Term 1	Term 2	Term 3	Term 4
TEACHING	S.1a	Embed Spelling and Reading structured literacy approach		Engage in Writing PLD		Embed and sustain Spelling, Reading and Writing structured literacy approaches across the school			
			Review refreshed English curriculum		Implement refreshed English curriculum				
	S.1b	Professional learning and support for staff - Dyslexia, ASD, Anxiety, Trauma, Gender Identity, ADHD							
		Engage with the Inclusive Practices Self-Review toolkit		Implement recommendations from the Self-Review toolkit					
S.1c	Professional learning and support for teachers on teaching PE skills				Review PE skills teaching				
LEARNING	S.2a	Finalise Waterloo School curriculum documentation							
		Implement ANZH curriculum and Social Sciences curriculum							
			Review refreshed Maths curriculum		Implement refreshed Maths curriculums				
S.2b	Explicit teaching of Thinking Me & Communicating Me ALTs				Explicit teaching & data collection of all ALTs				
PARTNERSHIP	S.3a	Develop & implement a plan for community engagement				Collect Whānau voice on engagement in revise plan			
		Review communication channels		Review & implement expectations for Seesaw use					
	S.3b	Develop a whānau engagement plan		Implement whānau engagement plan			Review whānau engagement plan		
		Develop an iwi engagement plan		Begin to develop connections with mana whenua & Waiwhetu marae					
		Involvement in Year 3 Kura Ahurea			Waterloo Te Reo curriculum developed				
S.3c	Schedule for cultural celebrations		Celebrate the many cultures and languages at Waterloo School						