



Confident
Whakamanawa

Believe in yourself
Mauria te pono



Connected
Herenga

We're in this together
E waka eke noa



Creative
Auahatanga

Nurture the seed and the blossom will grow
Poipoia te kakano kia puawai

GOAL:

1

Learners at the Centre
Ākongā

Ensuring the learner is engaged and achieves their potential in an inclusive environment.

GOAL:

2

Quality Teaching & Leadership
Rangatiratanga

Develop and implement a creative and responsive curriculum underpinned by evidence-based teaching and learning practices.

GOAL:

3

Connecting to the People
Manaakitanga

Strengthen our sense of community by improving the ways in which we communicate, engage and collaborate.

GOAL:

4

Connecting to the Place
Kaitiakitanga

Care for our unique environment while building a sustainable future.

Small enough to nurture dreams... Big enough to realise them.
He iti noa hei whakapoipoi moemoeā... He nui noa hei whakaea ai.



Wainui School will reflect New Zealand's cultural diversity by:

- Acknowledging all cultures within our community.
- Showing how important and unique other cultures are.
- Creating an environment of acceptance of cultural difference.
- Ensuring that children from other cultures have equal opportunities to succeed.

Wainui School will reflect the unique position of the Māori culture by:

- Embracing Hauora and taking reasonable steps to incorporate Te Ao Māori, Tikanga Māori, Te Reo Māori, Tataiako and Ka Hikitia
- Ensure our environment reflects biculturalism, both in the classroom and the external environment

What reasonable steps will the school take to incorporate Tikanga Māori (Māori culture and protocol) into the curriculum?

- Develop a partnership with Te Herenga Waka o Orewa (kaumatua) for support and akonga to strengthen the implementation of Tikanga Māori
- Work alongside other kura in our community to deliver the Te Kotahitanga programme for our tamariki
- Continue the curriculum leadership team to facilitate whole school development of Te Ao Māori, Te Reo Māori, and Tikanga Māori
- All staff (including support staff) have opportunities to learn and use waiata and simple greetings and commands and pronunciation of Te Reo Māori
- Establish the protocols (kawa) associated with pōwhiri, staff meetings, hui, and whole school assemblies and ensure teachers and students are aware of what the protocols and expectations are, and can behave appropriately
- Celebrate Matariki, integrating curriculum areas and linking with the wider community
- Develop shared tikanga across the Kāhui Ako o Orewa through karakia, waiata, and sharing of mātauranga (knowledge)
- Collaborate with Kāhui Ako o Orewa to ensure this is one of the foci for development, collation of data to analyse for trends in attendance and some aspects of literacy
- Continue to develop and strengthen kapa haka established within our school and community using an outside facilitator
- Align Wainui 5R's (Values) with the teaching and learning of Te Ao Māori
- Embed the curriculum competencies of NZC and Te Aho Arataki Marau mō te Ako i Te Reo Māori (Curriculum Guidelines for teaching learning of Te Reo Māori). These underpin the school's vision for learning Curriculum Competencies.
- Evaluate current funding, ensuring that no child would be adversely affected by the staffing and resource needs of a Te Ao Māori programme
- Consult our local kaumatua/Māori advisory on opportunities which may be available that suit the needs of the child
- Continue to strengthen engagement of whanau as established with Kāhui Ako o Orewa priorities
- Offer opportunities for hui/meeting and korero/conversation to discuss specific and general issues to develop Māori strategy
- Reflect on a trial in classrooms or year groups using NZCER assessment to see where children are at and to inform planning and programmes
- Continue to use documents Ka Hikitia and Tataiako to lead and further guide change.

What reasonable steps will the school take to provide instruction in Te Reo Māori (Māori Language) for full time students whose parents ask for it?

- Evaluate current funding ensuring that no child would be adversely affected by the staffing and resource needs of a Te Reo Māori programme
- Contact other Te Reo Māori immersion units/schools which may be equipped to better meet the child's learning needs
- Consult our local kaumatua/Māori advisory on opportunities that may be available that suit the needs of the child
- Contact the Ministry of Education to advise that we have taken all reasonable steps and seek their assistance should it be required
- Acknowledge Te Wiki o Te Reo Māori (Māori Language Week), integrating curriculum areas and linking with the wider community

2021

Goal
1Goal 1 . Learners at the center - *Akonga**Ensuring the learner is engaged and achieves their potential in an inclusive environment*

Strategic Initiative	Actions	Measures
Students are visible learners, aware of their learning needs (student Agency) and are able to articulate goals and access resources needed to succeed	<p>Students are using the learning progression frameworks for maths, reading and writing to identify where they are at and set goals for their learning</p> <p>The learning progression frameworks are being used school-wide to show progress and achievement</p> <p>Students are participating and leading their Inquiries</p> <p>Parent and school conversations are learner-centered, goal oriented, respectful, inclusive, and focussed on learning</p>	<p>Students can articulate where they are at and their next steps using progressions in reading, writing and maths</p> <p>The progressions are being used so whanau understand where their children are at and their next steps for learning using SEESAW or Spotlight (eTAP)</p> <p>Younger students passion projects, team projects, older students enterprise projects, leadership projects</p> <p>Learning conversations are held twice a year, other conversations are planned with outcomes as required</p>
Implement inclusive and responsive practices that meet the needs of all students PL = Priority Learners	<p>SENCO to work with all teams to establish clear pathways for success</p> <p>Use a range of assessment tools to collect more information about our children identified as accelerated learners for the early identification of PL's</p> <p>Measure and evaluate/audit acceleration of achievement and engagement of students</p> <p>Enrichment programmes are offered to extend gifted and talented children</p>	<p>The SENCO will have a clearly defined role focussed on learner support through teams</p> <p>Identified PL children and their teachers will have support in place in class, Teacher Aide, individualised programme or other</p> <p>Data used and analysed to identify PL's and Gifted and Talented from a range of assessment tools. Including whānau / anecdotal voice</p> <p>Planned programmes cater for all domains of giftedness</p> <p>Teacher planning shows opportunities for extension</p>
Measure and evaluate wellbeing at Wainui School	<p>Regularly review aspects of pastoral care, behavioural management, PB4L programme with our school values system</p> <p>Year 5-8 to complete the Wellbeing Survey at the beginning of 2021 and the end of 2021 to highlight themes that need to be addressed</p>	<p>School wide systems of review reported each term, by teams, student voice, and PB4L team</p> <p>Use the NZCER Wellbeing Survey Pre and Post Data and compare the two sets of data</p>
Māori students are enjoying and achieving education success as Māori	<p>Investigate what it means for Māori students to achieve success as Māori</p> <p>Build and share a framework (Ko Te Rautaki Reo document) that encompasses what it means to achieve as Māori - guided by the principles of Kaupapa Māori (Rangahau document)</p>	<p>Findings from Inquiry are implemented across our school</p> <p>A framework is built, shared and understood by all staff and whānau</p>

Review Māori achievement and engagement at monthly management meetings

Management meeting once a month will review achievement practice and engagement

2021

Goal
2

Goal 2 Quality teaching and Leadership - *Rangatiratanga*
Develop and implement a creative and responsive curriculum underpinned by evidence -based teaching practice and learning practice

Strategic Initiative	Actions	Measures
<p>Build teacher capability in using evidence based practice</p>	<p>Teachers inquire into their practice and look for new ways to bring about student success, link to Professional Growth Cycle</p> <p>Raise achievement in literacy with PD in reading, writing link to Professional Development (PD)</p> <p>Maths programmes to be reviewed, revised and strengthened with focussed staff meetings</p> <p>Professional Development (PD) in the use of PaCT by all teachers to strengthen</p> <p>PD to support teachers to develop classroom enrichment practices. How can we add challenge? How can we aim higher for all children?</p> <p>Investigate how we can use the NZCER assessment of Te Reo Māori to support teaching and learning</p>	<p>Professional Growth Cycle developed and incorporates individual and team inquiries</p> <p>PD in Sharp Reading, PD in reading progressions</p> <p>Literacy PD in writing to raise capability of teachers</p> <p>Maths programmes reviewed and revised to meet needs of the ākonga</p> <p>PD in the use of LPF's completed and PaCT tool used by all teachers competently with eTAP system</p> <p>Developing inquiries/ programmes that enable enrichment and challenge to classroom programmes.</p> <p>NZCER Te Reo Māori assessment investigated and reviewed as a support to our teaching and learning</p>
<p>Build teacher confidence and capability in using digital tools within the classroom to implement the digital technology curriculum across all learning areas</p>	<p>Provide PD for staff to build capability within the Digital Curriculum through the contract</p> <p>Digital Curriculum is embedded into classroom programmes</p> <p>Improve foundation understanding of the computational thinking, digital fluency and technology area</p> <p>All children take part in a school wide TechXpo</p>	<p>Digital curriculum PD will occur through participation in Digital Curriculum contract</p> <p>Staff will implement the Digital Curriculum by integrating it into their programmes. This will be evidenced in teacher planning</p> <p>Digital Curriculum team to engage with extra learning e.g Digital Readiness Online courses, Digital Passport and Google Certification</p> <p>Children are able to demonstrate digital fluency across the curriculum</p> <p>All classes will have a display at the TechXpo</p>

Develop and grow an authentic Professional Growth Cycle	<p>Develop a school plan linking the Growth Coaching and attestation with professional development</p> <p>Quality Practice Statements incorporated into inquiry goals</p> <p>Develop team inquiries to link to the professional standards</p> <p>Up skilling as a staff in well being initiatives, PD with Kathryn Berkett, Charlotte Danielson, and Rich Rowley</p>	<p>Growth Coaching plan developed and implemented</p> <p>Investigation of Quality Practice Statements to enable these to be incorporated into inquiry goals</p> <p>Team inquires in planning and linked to Professional Growth Cycle</p> <p>Staff investigated models of well being and intiatives that directly align to improvement of wellbeing</p>
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2021	Goal # 3
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Goal 3 . Connecting to the People - *Manaakitanga*
Strengthen our sense of community by improving the ways in which we communicate engage and collaborate

Strategic Initiative	Actions	Measures
Optimise school wide communication to increase engagement and collaboration with our school/whanau and the wider school community	<p>Audit and optimise all current methods used to communicate and collaborate with the wider school community. Investigate adding a school APP</p>	<p>Audit completed and communication tools improved enabling us to serve our whanau and wider community</p> <p>A "School App" added, to increase effectiveness of communication.</p>

<p>Foster effective communication practices and positive partnerships with all stakeholders in the community</p>	<p>Continue to build strong connections that are positive partnerships guided with productive guidelines of operation these include</p> <ul style="list-style-type: none"> • Māori whānau • Te Herenga Waka o Orewa • Friends of Wainui (FOWS) • Sponsorship partners • Orewa Kahui Ako • Local community bodies and people; Auckland Transport, Forest Bridge Trust etc. • International students; Hatsushiba Ritsumeikan and in future rebuild when we can more diverse connection • External providers of service; Thinking Caps, Skids, Music, Dance, Llife Education • External agencies MOE, RTLB, OT, Waitemata Health, NZ Police 	<p>Connections are built that are strong, positive and a partnership of trust and productivity.</p> <p>Hui held once a year with the whānau of Wainui School</p> <p>All staff and BOT have engaged and connected</p> <p>FOWS continues as an effective fundraising and communicating group</p> <p>Build sponsorship of the school using the sponsorship guidelines established</p> <p>Improved the collaboration, connection and outcomes with the Orewa Kahui Ako</p> <p>Enhance and strengthen local body connection to improve the environment, health and safety and well being of our school</p> <p>Rebuild partnerships when COVID Levels of operation allow to develop the rich diversity we built up over the last 10 years</p> <p>Collate a working action list of service providers.</p> <p>Collate a working action list of service providers, to aide the support</p>
<p>Celebrate the cultural diversity growing in our school</p>	<p>Investigate how we can provide opportunities for our Pasifika children to connect with their culture (fono)</p> <p>Celebrate and share the cultures of all children and encourage families to actively participate.</p> <p>Plan a whole school cultural day with the purpose of celebrating diversity of cultures within our school.</p>	<p>Families invited to a fono (meeting) and support or resources are available for aiga (family)</p> <p>Children's voice will be evident in school wide initiatives. Families are involved through local curriculum initiatives</p> <p>A whole-school cultural day is planned and carried out</p>

2021 | **Goal # 4**

Goal 4 . Connecting to the Place - *Kaitiakitanga*
Care for our unique environment while building a sustainable future

Strategic Initiative	Actions	Measures
<p>Develop and design rich opportunities for all learners that</p>	<p>Develop place based curriculum that enables connection and caring about our place to occur</p>	<p>Placed-based curriculum developed and enables connection</p>

<p>enable the continued development of innovative Learning environments that respond to our unique place</p>	<p>Collaborative learning opportunities with authentic outcomes developed as a school community that capture the interests and heritage and builds pride</p> <p>Continue to resource and develop the programmes we have that develop a sense of kaitiakitanga, Garden to Table, “Bee”, “Classroom without walls, bush programmes, pest control, Learning Through Play</p>	<p>Collaborative opportunities enable the heritage and interest of our people to be captured, fostered and grown.</p> <p>Programmes that respond to our place are reviewed, resourced and are manageable and successful for responsive learning to occur.</p>
<p>Develop our Local Curriculum to build a sustainable future</p>	<p>Redevelop an inquiry cycle use a spiral of inquiry process that enables learners to “take Action” (student agency)</p> <p>Include high impact practice to design our local curriculum</p> <p>Authentic opportunities to care for and develop our sustainable future</p>	<p>Successful inquiry cycles reviewed resulting in a rich curriculum inquiry cycle to be used.</p> <p>Research high impact practice, using MOE resources, ERO publications and kahui Ako collaboration.</p>

<p>2021</p>	<p>Target</p>
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<p>Target</p>	<p>Actions</p>	<p>Measures</p>
<p>To develop and strengthen all literacy programmes so 100% of learners have achieved at or above their expected level</p>	<p>Audit what is happening in teams, classes with Teacher aides</p> <p>Explicit teaching of literacy skills, habits and strategies to occur in success, habits, autonomy, routine, and progression.</p> <p>Overview of skills developed at each level</p> <p>Assessment against LPF’s (learning progression frameworks)</p> <p>Particular focus on Years 2,3,4,5</p> <p>Sharp Reading, PaCT. LPF’s, phonics, Wainui Writing model, to be included in each teacher’s planning</p> <p>Aspirational aim for 100% of learners to achieve at their expected level or above</p> <p>Collaborative methods of teaching to be incorporated to extend and enrich teaching and learning</p>	<p>Term one; audit what is happening now in literacy across the school. Team, year group and classes.</p> <p>Plan and include explicit skills and habits to teach literacy at levels 2.3.4.5</p> <p>Overview of skills have been developed</p> <p>Assessments against LPFs have occurred and PaCT tool use to enter OTJ’s</p> <p>Planning and explicit teaching of Literacy foci evident in year 2-5 and reflect targets</p> <p>Baseline data beg of year, mid year and end of year collated and tracked</p> <p>Staff meetings, team meetings and management meetings include research at regular intervals into collaboration what is successful in other schools</p>