

WHITIKAHU SCHOOL

Strategic Direction & Implementation Plan



Country Learning At Its Best

2024-2025

WHITIKAHU SCHOOL



Country Learning At Its Best

Vision Statement

Our aakonga will be lifelong enthusiastic and highly motivated learners, who embrace challenges, find solutions, explore opportunities, think critically and creatively, and make informed decisions about their future.

Mission Statement

To provide 'Incredible Learning Opportunities in a Rural Landscape' by creating positive, caring, and whaanau-orientated spaces for all aakonga to thrive.

WHITIKAHU SCHOOL



Country Learning At Its Best

Strategic Goals



To enhance our quality future-focused teaching and learning approaches that equip aakonga with life-readiness and successful outcomes



To embrace future-focused learning approaches that equip aakonga with life-readiness



To nurture meaningful partnerships between BoT, whaanau, community and staff to support aakonga successes



KAHU

CARES

C OLLABORATION *Mahi Tahī*

A GENCY *Rangātiratanga*

R ESPECT *Manaakitanga*

E NGAGEMENT *Ngākau pai*

S ELF *Mana Motuhake*

OUR SCHOOL VALUES



COLLABORATION

AT WHITIKAHU, WE SHOW COLLABORATION BY WORKING AS A TEAM TO ACHIEVE A COMMON GOAL, INCLUDING OTHERS, ACTIVELY LISTENING, SHARING IDEAS AND RESPONDING TO DIVERSE VIEWPOINTS.



KAHU CARES



AGENCY

AT WHITIKAHU, WE ARE SELF-DIRECTED LEARNERS WHO SHOW AGENCY BY HAVING AN ACTIVE VOICE, AUTONOMY, RESPONSIBILITY AND OWNERSHIP TO CHOOSE WHAT WE WILL LEARN AND HOW WE WILL LEARN IT.



KAHU CARES



RESPECT

AT WHITIKAHU, WE SHOW RESPECT BY ACCEPTING OTHERS FOR WHO THEY ARE AND WHAT THEY BELIEVE, EMBRACING DIVERSE CULTURES, TAKING PRIDE IN OUR SCHOOL WORK, AND BY CARING FOR OUR ENVIRONMENT.



KAHU CARES



ENGAGEMENT

AT WHITIKAHU, WE SHOW ENGAGEMENT BY BEING ENTHUSIASTIC AND POSITIVE, EMBRACING ALL LEARNING EXPERIENCES, SEEING CHALLENGES AS OPPORTUNITIES TO GROW, AND DISPLAYING RESILIENCE.



KAHU CARES



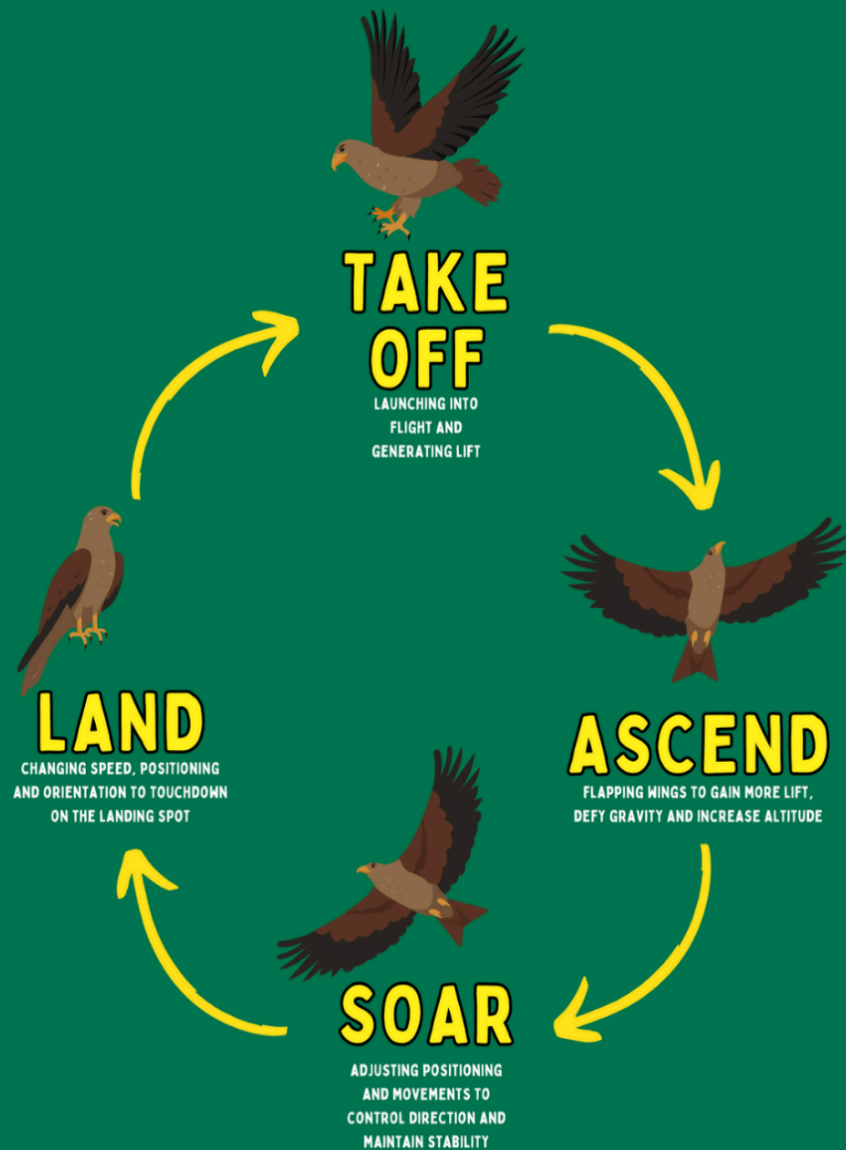
SELF

AT WHITIKAHU, WE HAVE A STRONG SENSE OF SELF BY CHOOSING A GROWTH MINDSET, BELIEVING IN OUR OWN CAPABILITIES, HAVING CONFIDENCE TO TAKE RISKS, SETTING GOALS, AND THINKING CRITICALLY TO MAKE INFORMED DECISIONS.

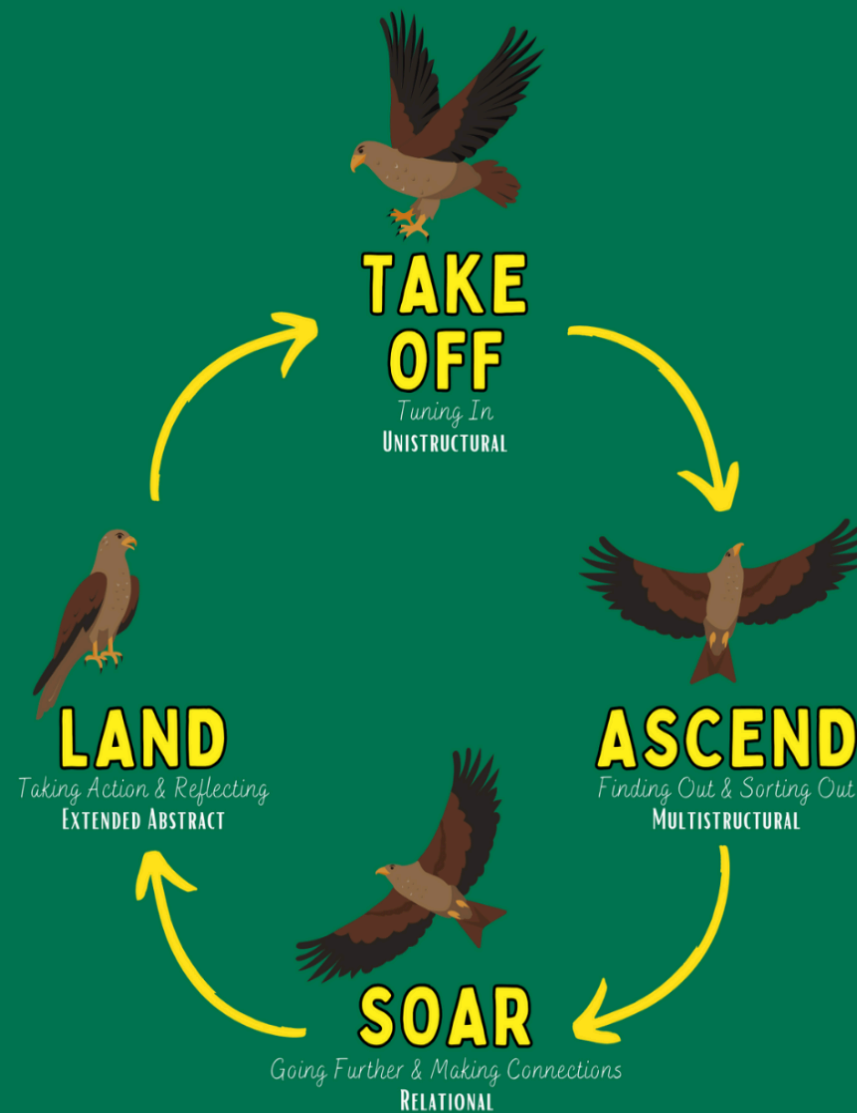


KAHU CARES

FLIGHT *Learning Journey*



FLIGHT *Learning Journey*



Links to SOLO Taxonomy & Kath Murdoch's Inquiry Cycle

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Future-Focused Teaching & Learning

Strategic Goal: To enhance our quality future-focused teaching and learning approaches that equip aakonga with life-readiness and successful outcomes

Elaboration & Rationale

- Developing best-practice teaching and learning approaches that are consistent across the school and evidence-based.
- Developing best-practice teaching and learning approaches that embrace and celebrate the cultural heritage of our aakonga and enable them to thrive within their own cultural identity.
- Adhering to Ministry of Education requirements and changes to New Zealand Curriculum (2007)/Te Mataiaho to remain abreast with current educational policies.
- Ensuring best-practice professional development and growth opportunities for staff to further enhance aakonga outcomes.
- Providing highly engaging, hands-on, real-life and authentic learning experiences that enable aakonga to find purpose and connection in their learning and in the world around them.
- Ensuring our most 'Vulnerable' and 'At Risk Learners' are identified, tracked and supported to ensure they are given the best opportunities for success.
- Using 'Assessment For Learning' to engage in a diagnostic approach to identifying specific and targeted learning needs.
- Designing modern, innovative and adaptive 'future-focused' learning programmes and spaces within a rural context.
- Having an innovative and adaptive Local Curriculum that reflects the needs, interests and aspirations of our continuously changing and evolving community.
- Implementing a robust Long Term Plan and Inquiry Plan to support consistent and highly effective learning programmes that promote life-readiness and successful outcomes for aakonga.
- Embedding our values and learner attributes of 'KAHU CARES' in all that we do as this is our 'Whitikaahu Way'.
- Equipping our learners to be life-ready as confident and adaptive 21st Century leaders of learning.
- Acquiring ongoing professional and external support to further enhance our future-focused learning programmes and networking.

NELPs

Objective 1: Learners at the centre

- Priority 1: Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying
- Priority 2: Have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures

Objective 2: Barrier-free access

- Priority 3: Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs
- Priority 4: Ensure every learner/ākonga gains sound foundation skills, including language, literacy and numeracy

Objective 3: Quality teaching and leadership

- Priority 5: Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning
- Priority 6: Develop staff to strengthen teaching, leadership and learner support capability across the education workforce

Objective 4: Future of learning and work

- Priority 7: Collaborate with industries and employers to ensure learners/ ākonga have the skills, knowledge and pathways to succeed in work

Targeted Actions	Owners	Resources
<ul style="list-style-type: none"> Mathematics - School-wide implementation and consolidation of evidence-based PRIME Mathematics programme from Years 0-8. Teachers are confident in using the 'Concrete-Pictorial-Abstract' model as the cornerstone to their Math programme. Mathematics and Math Seeds digital tools to be a continued support and enrichment to classroom Mathematics learning programmes. Reading & Spelling - School-wide implementation and consolidation of evidence-based iDeaL Approach to Structured Literacy from Years 0-8. Teachers to be confident in using the 'Reading Brain' and 'The Building Blocks of Reading Success' models as the cornerstone to their English programmes. Reading Eggs and EPIC digital tools to be continued support and enrichment to classroom Reading programmes. Inquiry - Continued implementation of our bespoke signature pedagogy called 'FLIGHT Learning Journey' for inquiry learning. There will be 3 cycles per year that cover each of the 6 PYP Themes. Inquiry as a learning area will focus on integrating different aspects of the curriculum that link to each theme (the Arts, Sciences and Social Sciences). Planning - Ensuring all teachers are planning for 1 hour of Reading, Writing and Mathematics each day. Ensuring there is consistency of all teachers using 'Whitikahu School Planning Templates' for Weekly, English & Communication, Inquiry and Mathematics & Statistics. All teachers to be aware of the planning checklist and to use this to support ongoing development of effective planning practices. Termly self-reviews using the checklist to support next steps and best-practice. Writing - Exploration, professional learning and implementation of evidence-based strategies found in 'The Writing Revolution' by Judith C. Hochman and Natalie Wexler and 'Building Young Writer's' by Murray Gadd. STEAM - Continuation of designing and integrating learning opportunities that are hands-on, project-based, real-life, authentic and developed around STEAM. Ongoing investment in utilising the resources in the House of Science Kits to promote aakonga learning around the Science Capabilities and the Nature of Science. Health & PE - ongoing intentional development of aakonga fundamental skills (locomotor and manipulative) and fostering a love of sport and PE Te Ao Maori - Continuation of explicit teaching and learning around Tikanga, Te Reo and Te Ao Maori world-view. Kapa Haka to be an ongoing focus as well as incorporating waiata in class programmes and whole-school assemblies. Te Mataiaho - Continue to explore and implement changes to the New Zealand Curriculum/Te Mataiaho. Further develop knowledge base of the Understand, Know and Do approach and 'Universal Design for Learning (UKD)' model. Planning - Continuation of Termly Long Term Plans that are responsive to our learners and their needs. Mana-Enhancing Practices - Fostering Te Tiriti-Centric approaches that enhance the mana and cultural identity of each aakonga. Teachers acknowledge the rich and diverse cultural whakapapa that each student brings as a cornerstone to their success as a learner and their sense of belonging. Ongoing professional development around 'Niho Taniwha: Improving Teaching and Learning for Ākonga Māori' by Melanie Riwai-Couch. 	<p>Teachers</p> <p>Principal</p> <p>Deputy Principal</p> <p>BoT</p> <p>Staff</p> <p>MOE</p> <p>External Providers</p> <p>Unit Holders</p>	<p>Whitikahu School- Planning Checklist</p> <p>https://www.thewritingrevolution.org/method/</p> <p>Whitikahu School Digital Technology Implementation Plan</p> <p>https://teachingcouncil.nz/professional-practice/professional-growth-cycle/</p> <p>MOE Funding</p> <p>Budget:</p> <p>Ministry of Education Teacher Only Days (2)</p> <p>Relevant Ministry & Curriculum Resources</p> <p>Assessment Schedule</p> <p>Whitikahu School Planning Templates</p> <p>Planning Checklist</p> <p>Kapa Haka</p> <p>Kapa Haka Online</p> <p>Wai Ako</p> <p>'The Writing Revolution' by Judith</p>

<ul style="list-style-type: none"> • EOTC /Excursions - Continuation of excursions and education outside of the classroom opportunities to enrich and expose aakonga to a broad range of learning experiences. • 'At Risk' Learners - regularly identified (Maaori, Below or Well Below in EOY Reports/Term 1 Assessment Data, Neurodiverse, Behavioural), monitored and supported through use of IEPs and/or Action Plans on our 'At Risk' Tracker. Strategies shared amongst staff to support Priority Learner and Vulnerable Learner success, achievement and progress. IEP and/or Action Plan meetings to be set up by Leadership & Teachers with whaanau. • Assessments - Cumulative collation of all assessment data for each aakonga in a folder that is designated for each class near the photocopier for all teachers and parents to have access to (supporting open-door policy and "being a teacher of all students" approach). 'Assessment For Learning' to be the model that is used by all staff whereby assessment is used to support targeted and interventional approaches to closing learning gaps and raising aakonga achievement. Assessment schedule to be selective and responsive to our strategic goals and Long Term Plan. • Digital Technology - Continued ratio of BoT funded 1-1 devices for Years 2-8. Years 4-8 to use Chromebooks and Years 2-3 to use iPads to support life-readiness. BoT and PTA to continue to purchase access to digital platforms that align to our Strategic Goals. BoT to fund interactive whiteboards in every learning space to be utilised according to their purpose, enhancing innovative learning programmes. Teachers to implement the 'Whitikahu School Digital Technology Implementation Plan'. • Professional Growth Cycle and Development - Continuation of annual 'PGC Trackers' for all teachers to support ongoing professional development. Implementation of a 'coaching' approach to professional goal setting and our appraisal process. Formal observations to be conducted a minimum of three times a year. External PD providers sourced annually to support activation of our Local Curriculum and Strategic Goals. • Learner Profile - Regular tracking and sharing of aakonga progress from 'Growing-Improving-Excelling-Leading' of CARES (Collaboration, Agency, Respect, Engagement, Self) to promote life-readiness. Ongoing celebrations of aakonga who "live by " our values and role model the Whitikahu Way to others. • Innovative Spaces - Ensuring ongoing modifications and infrastructure support innovative learning spaces that are well resourced and equipped to deliver "future-focussed" learning approaches, to meet our aspirations within the Strategic Goals. • Local Curriculum - Regular reviews of the Local Curriculum to ensure that it represents our Strategic Goals and local community. • Networking - Building professional partnerships that honour our 'Whitikahu Way' with external agencies, providers and other schools to enhance our curriculum delivery and Whitikahu learning community. 		<p>C. Hochman and Natalie Wexler</p> <p>'Building Young Writer's' by Murray Gadd.</p> <p>'Niho Taniwha: Improving Teaching and Learning for Ākonga Māori' by Melanie Riwai-Couch</p> <p>'At Risk' Tracker</p> <p>Te Mataiaho</p> <p>'Whitikahu School Digital Technology Implementation Plan'</p> <p>PGC Trackers</p> <p>CARES Rubric</p> <p>Mathletics/ Reading Eggs/Mathseeds funded for 2024</p> <p>Seesaw Funded</p> <p>Prime Resources</p> <p>iDeal Literacy Funded</p>
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To nurture meaningful partnerships between BoT, whānau, community and staff to support ākonga successes

Focus: Relationships

Strategic Goal: To nurture meaningful partnerships between BoT, whānau, community and staff to support ākonga successes

Elaboration & Rationale

- Hosting highly engaging events that encourage and promote members of the community to belong to our school and participate in our learning.
- Building partnerships with the mana-whenua and local iwi to promote cultural responsiveness and Te Tiriti Centric practices.
- Maintain our open-door policies where learning, well-being, progress and achievement regarding ākonga is continuously shared and communicated with parents.
- Committed staff who are proactive in building and maintaining connections and partnerships with whānau, BoT and wider community.
- Networking with other kura within our Kahui Ako and EWCS cluster to build strong partnerships for ākonga successes.
- Authentically capture community voice to contribute to our review processes and strategic direction.
- Purposeful, timely and accessible communication from school to our wider community.
- Actively involved and highly committed board members who support all ākonga progress and achievement through effective governance.
- Having effective management of our school by a cohesive, unified, collaborative and highly motivated leadership team who aspire to promote, deliver and fulfil our vision statement, mission statement, strategic goals and values.

NELPs

Objective 1: Learners at the centre

- Priority 1: Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying
- Priority 2: Have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures

Objective 2: Barrier-free access

- Priority 3: Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs
- Priority 4: Ensure every learner/ākonga gains sound foundation skills, including language, literacy and numeracy

Objective 3: Quality teaching and leadership

- Priority 5: Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning
- Priority 6: Develop staff to strengthen teaching, leadership and learner support capability across the education workforce

Objective 4: Future of learning and work

- Priority 7: Collaborate with industries and employers to ensure learners/ākonga have the skills, knowledge and pathways to succeed in work

Targeted Actions	Owners	Resources
<ul style="list-style-type: none"> • BOT - Democratically elected members of the community to sit as trustees on our school board with the responsibility of governance. Tri-annual elections to be held in 2025. Roles to be allocated annually are Presiding Member, Treasurer, Community Liaison, Staff Representative, Principal, Project Support, Property Lead and Special Projects. BOT meet twice termly. • PTA - The Whitikahu School PTA is a group of volunteers (staff and community members) who are passionate about supporting school to provide all aakonga with the events, fun and resources they need for a meaningful and purposeful education experience. The PTA runs a variety of fundraising initiatives throughout the year to contribute towards classroom resources, sports gear, and reducing camp/excursion fees. • Events - Termly Community Engagement events are calendarised to support our 'open-door' policy and to promote partnerships between school and the wider community. Parent Information Evenings (PIE Nights) are purposed to regularly update the community on new initiatives or learning focuses within our school. House Events are purposed to engage and involve the community in fun, interactive and competitive activities. Special Events are designed around the context, culture and celebrations of our community. • Kahui Ako - Staff and Leadership are involved and participate in our Kahui Ako to achieve the aspirations of the Achievement Challenges. • EWCS - Staff and Leadership support and promote the activities created by Eastern Waikato Country Schools, embracing the special character of our rural network. • Staff - Are highly committed and consistently use a range of positive, personalised and mana-enhancing communication strategies to establish strong connections with students and whaanau. Staff actively seek opportunities to collaborate with our Whitikahu whaanau and community to model and enhance positive relationships. • Whaanau - Ongoing activation of our open-door policies where learning, well-being, progress and achievement regarding aakonga is continuously shared and communicated via digital and non-digital platforms. • Mana Whenua - Staff and Leadership are committed to building whakawhanaungatanga with local iwi and mana whenua. • Consultation - Annual feedback from the community regarding our operations in the form of a 'Review'. Regular anecdotal feedback from the community via our termly events and embedded 'open-door' policy. • Communication platforms - Ongoing and regular communication regarding school-life is shared by staff and leadership with the wider community on a variety of digital platforms such as email, newsletters and apps. • Leadership - Committed to maintaining effective management of Whitikahu School by being cohesive, unified, collaborative and highly motivated. Leadership continues to aspire to fulfil the vision statement, mission statement, strategic goals and values of Whitikahu School. 	<p>Teachers</p> <p>Principal</p> <p>Deputy Principal</p> <p>BOT</p> <p>PTA</p> <p>Kahui Ako</p> <p>EWCS</p> <p>Whaana/Community</p> <p>Mana Whenua/Iwi</p>	<p>Community Expectation Policy/Code of Conduct</p> <p>School Annual Review Plan</p> <p>Ministry of Education Health and Safety information</p> <p>Education Outdoor NZ</p> <p>School Docs</p> <p>EWCS Guidelines/Policies</p> <p>Tauhei Marae</p> <p>Seesaw Website School App</p> <p>Events Planner</p> <p>School Calendar</p> <p>BoT Funding/Budget</p> <p>Staff Code of Conduct</p> <p>Morrinsville Kahui Ako Strategic Plan</p> <p>BOT Minutes</p> <p>PTA Minutes</p>

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Focus: Learning Cultures & Spaces

Strategic Goal: To create safe, inclusive, diverse, healthy, and positive learning cultures and spaces where aakonga can thrive

Elaboration & Rationale

- Ensuring all physical spaces are health and safety compliant, clean, organised and ready for learning.
- Ensuring a robust system for creating, reviewing and updating policies that protect our aakonga and staff.
- Promoting and celebrating the cultural heritage of our aakonga and staff, enabling them to thrive within their own cultural identities.
- Ensuring best-practice and evidence-based approaches are implemented to support positive behaviours within our school community.
- Maintaining and progressing our infrastructure to enable our school to operate at its highest functional level.
- Providing support to promote healthy well-being for kaiako and aakonga to thrive.

NELPs

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Targeted Actions	Owners	Resources
<ul style="list-style-type: none"> • Health & Safety - Regular review and implementation of the cyclical 5YA Property Plan. BOT committed to partnering with external property management providers to ensure the physical grounds are safe for all staff and students. School grounds are maintained by our caretaker and BOT Property Lead. Ongoing professional development around EOTC and ensuring RAMS for excursions are fit for purpose and compliant with MOE guidelines. • Staff - Highly committed by taking pride in our learning spaces to maintain clean, organised and visually appealing environments that are welcoming, vibrant and promote learning readiness. • Policies - Regular maintenance and review of our policies on School Docs to ensure we are compliant with legislation and Ministry of Education requirements. Regular documentation of health and safety incidents or concerns is logged on our Learning Management System (LMS) as well as on a register. • Culture - Ongoing celebration, promotion and inclusion of aakonga and staff cultural heritages and identities through curriculum implementation and planning, school-wide policies, professional development and event planning. • Positive Behaviours - Ongoing partnership with the Ministry of Education 'PB4L School-Wide' (Positive Behaviour For Learning) programme to support and assist a whole-school approach to Restorative Practices. Implementation and use of 'Restorative Pyramid' and 'Restorative STEPS' to promote aakonga agency and empowerment to redirect negative behaviours towards positive outcomes. Partnership with parents/caregivers via IEPs to wrap-around extra support for students with specific behavioural needs. Regular celebrations and praise for students showing KAHU CARES in assemblies, prize giving and class reward schemes. • Well-being - Whitikau School promotes a culture of care by ensuring strategies and systems are embedded to promote positive well-being for staff and students. EAP services, No-Questions-Asked Days, well-being check-ins, well-being morning teas/lunches and personalised flexibility around work arrangements are provided for staff on a needs-basis. Peer mentoring, Buddy Reading, Tuakana-Teina, House Leaders, Student Ambassadors, targeted focus groups and consultation with external agencies supports a positive student culture for learning. • Learning Programmes - Include focuses on: goal setting, KAHU CARES, Growth Mindset, The Learning Pit, Mindfulness, leadership, values, inclusion, diversity and The Health & PE Curriculum. • Innovative Spaces - Ensuring ongoing modifications and infrastructure support innovative learning spaces that are well resourced and equipped to deliver "future-focussed" learning approaches, to meet our aspirations within the Strategic Goals. • Library - To be regularly maintained and updated. Staff to be using Access IT! And exploring its full capabilities as a programme and tool to promote "future-focused learning". 	<p>Teachers</p> <p>Principal</p> <p>Deputy Principal</p> <p>BOT</p> <p>Whaanau/Iwi</p> <p>MOE - PB4L</p> <p>Health & Safety Officer</p> <p>EAP</p> <p>Unit Holders</p>	<p><u>External Health & Well-being Providers:</u></p> <ul style="list-style-type: none"> • NEST Consulting • Life Education Trust • Olympic Ambassadors • GRIP Leadership • Keeping Ourselves Safe • Career Insights • Yummy Stickers • Cyber Safety • Outdoor Education NZ <p><u>External Sports Providers:</u></p> <ul style="list-style-type: none"> • Kelly Sports • Waikato Touch • Northern Brave Cricket • EWCS Sporting • Te Ahi Ora • Kootuitui - Football <p>MOE Funding</p> <p>WPS</p> <p>Waikato District Council</p> <p>School Docs</p> <p>Niho Taniwha</p> <p><u>Mental Health Education Years 1-13</u> A GUIDE FOR TEACHERS, LEADERS, AND SCHOOL BOARDS</p>