



Te Waotū School strategic plan 2024-2025

INTRODUCTION

Ko Heteri te puke-maunga
Ko Mangaorua te awa
Ko Ruakawa te Iwi
Nō Raukawa ngā hapū maha
Ko Te Waotū te kura rongonui

Heteri is the hill/mountain
Mangaorua is the river
Raukawa is the tribe
The may hapu of Raukawa reside here
Te Waotū is the school of peace

“He waotu tahi na rakau.” Tall bush that stands alone. When Taupo erupted in 186 AD a hill prevented the ash cloud from destroying an area of bush and it is from this that our area got its name.

Rongowhitiao Arekatera Te Wera a Te Puni, a Waotu Māori chief, believed that education was an opportunity for children in the district so he applied to the Inspector General of Schools to open a native school at Te Waotu. After site visits, the present location was chosen because of its centrality and also because it had the largest Māori population due to the milling of timber. In November 1886 Te Waotu Native School opened with a roll of 31 children with all but one being of Māori descent. Clara Haszard was the first teacher of the school. The house system of Rongowhitiao, Haszard, Barnett and Simmonds recognises our links to founding members of our community.

Te Waotu is a school that prides itself on its long history and is part of a landscape with a rich Māori narrative too and strong connections to Ngāti Huri. Our school is an important part of our rural community and as such we are well supported. The surrounding area offers plenty-the local agricultural scene is complemented by natural and recreational features such as native bush, the Waikato River trails, Lake Arapuni, Waikato River and Maungatautari. These unique features all combine to make Te Waotu School a special place.

It is our belief that we need to create children who are future ready. This means growing children who are active, self-managing, and resilient. Children who are active in the learning process achieve more and at Te Waotu School we foster this through a commitment towards creating a learning environment where there are high levels of student agency, where learner dispositions are valued, and teachers foster inclusive and high expectation learning environments.

We cater for students up to Year 8 have a school roll between 110-130 students, employing 5 teachers and additional support staff. Our school roll includes students of Māori, NZ European/Pakeha, Filipino, European, and Indian ethnicities. We have a skilled and stable Board of Trustees who take a very proactive role in the governance of our school.

OUR VISION “What we aspire to”

To be a confident and resilient lifelong learner.

OUR TEACHING BELIEFS “How will we achieve this?”

- Teachers will empower students to be active learners who work in partnership with the teacher.
- Teachers will ensure students know what they are learning, when they have been successful and where they are going to next.
- Self and peer assessment is a routine step in the learning process.
- Success criteria are most effective when great examples of work are used to show what quality looks like.
- Teachers will use the learning progressions in the curriculum in order to confidently work with a diverse range of students.
- The school recognises the influence of the home and will endeavour to build and nurture learning focussed partnerships with parents and whānau.

OUR VALUES “We believe in”

Respect, Responsibility, Honesty, Kindness, Courage

OUR LEARNER PROFILE

A Te Waotu School learner...

- Shows pride in Te Waotu School and our community.
- Is happy at school and has a positive outlook.
- Shows a passion for learning and participates enthusiastically within all education opportunities inside and outside the classroom.
- Models our school values of kindness, respect, honesty, responsibility and courage.
- Meets or exceeds expectations for reading, writing and maths.
- Is an active learner. *This means: they know what they are learning, why they are learning it, when they have been successful, what their next steps are, and how to problem solve in learning situations.*
- Is a self-regulated learner. *This means: they can manage their time, communicate ideas, are intrinsically motivated, understand their strengths and areas to work on, behave respectfully in different social and cultural contexts.*
- Is inclusive. *This means: they respect the customs and traditions of other cultures, uphold the bicultural heritage of New Zealand and is accepting of all learners.*
- Is environmentally aware and a guardian for our environment.
- Is curious. *This means: they ask questions, explore situations and locate information, organise their thinking and ideas, and take action.*
- Knows how to keep themselves safe, stand up for themselves, and resolve conflict.
- Is a skilled and responsible user of information technology.
- Contributes effectively as part of a team or group in learning, social or sporting contexts.
- Celebrates their successes and also the achievements of others.
- Strives to achieve goals, and is willing to take risks and be challenged with their learning.



CULTURAL DIVERSITY

At Te Wautu School we honour Te Tiriti o Waitangi and our dual heritage, and recognise the unique position of Māori as tangata te whenua.

We will ensure that Māori can achieve educational success as Māori through the use of culturally responsive pedagogy and developing genuine, and reciprocal educational partnerships with all whānau. The school also acknowledges the increasing diversity of cultures present at Te Wautu School.

The board will create an inclusive school culture by:

- Welcoming all students
- Effectively and sensitively transitioning all students and whānau
- Providing an environment that is physically and emotionally safe
- Upholding the aspirations of Te Tiriti o Waitangi and Te Mātaiaho | NZ curriculum
- Respecting and celebrating the identity, language and culture of Māori, Pasifika and other ethnicities
- Having high expectations for all learners and providing targeted learning opportunities and programmes modelled on best practice
- Providing access to education and health and welfare agencies

We will endeavour to value Māori at Te Wautu School by:

- Acknowledging the history of the school and those who have gone before us
- Providing opportunities for students and whānau to connect with Pikitū Marae
- Incorporating tikanga Māori within daily teaching and learning and school procedures, e.g., meetings, welcoming or farewelling visitors to the school
- Consulting and involving whānau in strategic planning
- Supporting whānau to engage with the school around learning
- Providing targeted opportunities for te reo and tikanga Māori across the school and within our programmes.
- Providing professional learning for teachers

Te Wautu School Board of Trustees will take every opportunity to acknowledge and consult with Māori through:

- Possible representation on the Board of Trustees
- School reporting on Māori achievement
- Ongoing review and consultation with our Māori community

If a parent requests a higher level of te reo Māori and tikanga Māori the school and family will explore opportunities that may include one or more of the following:

- Advising of the current level of te reo and tikanga Māori available at school
- Offering to explore possibilities through:
 - Dual enrolment
 - Harnessing the expertise of local kura who offer a higher level of te reo instruction
 - Consultation with Māori advisors or Iwi for guidance and support
 - Accessing Māori language resources
 - On-going professional development for teacher

CHILDREN WITH SPECIAL NEEDS

At Te Waotu School we believe every child has the right to learn to high quality teaching and learning in order to extend their capabilities. We strive to improve the achievement for all students including those with special education needs.

Effective partnerships between the School, external agencies, and parents and whānau will provide a strong platform for meeting the special education needs of all students enrolled at Te Waotu School.

As a Board and School we see our role is to:

- Develop a culture that values learning and being challenged through building learning based relationships.
- Implement programmes that meet the needs of our students, no matter their ability.
- Build successful relationships. We will engage with parents, students and support agencies to improve outcomes for all students.
- Provide opportunities for parents and whānau in the development and review of learning programmes and teaching approaches related to their child.
- Provide professional learning opportunities for staff in support of student needs and school approaches towards learning.

Te Waotu School supports students with special needs in a number of ways:

- Identification of students through the analysis of data.
- Maintaining a register of students with identified needs (responsibility of the SENCo).
- Regular monitoring of data and the effectiveness of teaching programmes.
- Using external agencies (Resource Teacher of Learning and Behaviour, Resource Teacher of Literacy, child psychologists, speech and language therapists) to help enhance learning opportunities for all students.
- Employing teacher aides to work alongside identified students in collaboration with the classroom teacher.
- Trialling ways of engaging and supporting students who struggle with their learning.
- Working with parents and whānau and outside agencies to develop Individual Education Plans for students with high needs.

OUR STRATEGIC PLANNING IS UNDERPINNED BY:

Education and Training Act 2020: Clause 127 of the Education and Training Act refocuses Boards on a wider range of objectives, with educational achievement sitting alongside three other, equally as important, primary objectives. These are to ensure that:

1. Every student at the school is able to attain their highest possible standard in educational achievement
2. The school is a physically and emotionally safe place for all students and staff; and gives effect to relevant student rights and takes all reasonable steps to eliminate racism, stigma, bullying, and any other forms of discrimination within the school
3. The school is inclusive of, and caters for, students with differing needs; and
4. The school gives effect to Te Tiriti o Waitangi, including by—
 - a. Working to ensure that its plans, policies, and local curriculum reflect local tikanga Māori, mātauranga Māori, and te ao Māori; and
 - b. Taking all reasonable steps to make instruction available in tikanga Māori and te reo Māori; and
 - c. Achieving equitable outcomes for Māori students.

The National Education and Learning Priorities: Ministry of Education 2021

LEARNERS AT THE CENTRE: Learners with their whānau are at the centre of education

- 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

BARRIER FREE ACCESS: Great education opportunities and outcomes are within reach for every learner

- 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

QUALITY TEACHING AND LEADERSHIP: Quality teaching and leadership make the difference for learners and their whānau

- 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

FUTURE OF LEARNING AND WORK: Learning that is relevant to the lives of New Zealanders today and throughout their lives

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

WORLD CLASS INCLUSIVE PUBLIC EDUCATION: New Zealand education is trusted and sustainable

STRATEGIC GOALS FOR 2024-2025

We will make every effort to all learners will thrive and actively contribute towards their learning, and where teachers are gently relentless in the pursuit of excellence and success for all learners.

Ako Thriving learning

- Provide a rigorous, well balanced curriculum that caters for all learners.
- Ensure high quality professional learning for all teachers.
- Develop a curriculum underpinned by Te Mātaiaho.

Tangata Thriving people

- Foster enduring, educational partnerships with all members of our school community.
- Empower all children with a strong sense of identity and belonging.
- Opportunities for success are within reach of all learners.

Kaupapa Thriving organisation

- Maintain quality leadership that will sustain our school culture.
- Create an inclusive and high quality physical environment.

Provide a rigorous, well-balanced curriculum that caters for all learners			
Focus:	What success could look like:	Progress:	Outcomes to date:
Teaching and learning reflects best practice: Assessment for Learning pedagogy is evident within all rooms.	<ul style="list-style-type: none"> • AfL pedagogy aligned across the school. • Shift in ability evident using measures in the Student and Teacher Capability Matrix. • Principal maintains a presence as an instructional leader. • Internal review used to maintain high expectation learning environments. • Students demonstrate high levels of agency and ownership of learning. • Students make a minimum of one years progress, and accelerated progress for those not meeting expectations. 		
Teaching and learning reflects best practice: Structured literacy is a signature practice within junior literacy programme.	<ul style="list-style-type: none"> • Structured literacy programmes are aligned across all participating classrooms. • Principal maintains a presence as an instructional leader. • Internal review used to maintain high expectation learning environments. • Students experience accelerated achievement. 		
Teachers understand their impact on student achievement.	<ul style="list-style-type: none"> • Teachers engage in professional dialogue and inquiry to improve outcomes for children, e.g., practice analysis conversations, data moderation, case management meetings. • Teachers make robust decisions about teaching and learning through having a deep understanding of assessment information. • Culturally responsive methods of assessment are used to determine what children can do. • School systems for recording and tracking the achievement of children are refined. 		

Ensure high quality professional learning for all teachers

Focus:	What success could look like:	Progress:	Outcomes to date:
Develop Assessment for Learning and structured literacy capabilities amongst staff.	<ul style="list-style-type: none"> Differentiated professional learning is delivered internally and also through facilitation. Internal review and self-reflection identifies areas for growth and development. 		
Teachers are supported to implement Te Mātaiaho NZ curriculum.	<ul style="list-style-type: none"> Participation in Te Mātaiaho PLD. Units aligned to Te Mātaiaho framework and principles are implemented. Assessment procedures modified to meet new progressions framework. 		
Teachers are deliberate in the use of culturally sustaining practices.	<ul style="list-style-type: none"> The school is actively pursuing Putāruru Kahui Ako achievement goals. Measurable gains are made in the areas of Te Whānau (responding to learners within the context of their whānau), Te Tuakiritanga (ensuring Māori language, culture and identity is prominent). Inquiry using Niho Taniwha supports the school and teachers to improve their practice. Teachers use culturally responsive pedagogies when delivering learning. Teachers understand the achievement of Māori and support them to make accelerated progress. Teachers attend the Incredible Years programme. 		

Develop a curriculum underpinned by Te Mātaiaho

Focus:	What success could look like:	Progress:	Outcomes to date:
Our local curriculum reflects the aspirations of our community, the unique character of our school, and Te Mātaiaho.	<ul style="list-style-type: none"> Classroom programmes are consistently delivered throughout the school-they adhere to week, term and annual expectations. The process to develop our local curriculum is implemented. Timely consultation with parents and whānau. 		

Foster enduring, educational partnerships with all members of our school community

Focus:	What success could look like:	Progress:	Outcomes to date:
Staff build authentic, educational connections with whānau.	<ul style="list-style-type: none"> • Schools provides opportunities for all whānau to build their capabilities to support their child’s learning. • Schools provides opportunities for whānau attend academic and wider curriculum initiatives (i.e. parent/teacher interviews, student led conferences, school camp, sports events etc). • Consultation with whānau indicates that they feel engaged and part of our School community. • Measures are taken to ensure that consultation voice reflects our diverse school community. 		

Empower all children with a strong sense of identity and belonging

Focus:	What success could look like:	Progress:	Outcomes to date:
Children are empowered to take ownership of their learning.	<ul style="list-style-type: none"> • Our vision, values, teaching beliefs, and learner profile are revised as part of our local curriculum. • Units of work promote our active learner philosophy. • Transition to school visits supports children and whānau to settle into our learning culture. 		
Teachers bring language, culture and identity to life.	<ul style="list-style-type: none"> • Our physical environment reflects our bicultural heritage. • Our relationship with Ngāti Huri is nurtured and strengthened. • Teachers use culturally responsive pedagogy when delivering learning. • Children are immersed in the Te Waotu School cultural narrative-school origin, houses, pepeha. • School activities and contexts for learning reflect our bicultural heritage. • School procedures reflect our bicultural heritage. 		

Opportunities for success are within reach of all ākonga

Focus:	What success could look like:	Progress:	Outcomes to date:
The school prioritises the wellbeing of students and families.	<ul style="list-style-type: none"> • We will create well rounded children through the provision of opportunities that develop our values, student leadership capabilities, and social/emotional capabilities of our children. 		
The school prioritises the wellbeing of teachers.	<ul style="list-style-type: none"> • Opportunities are provided for staff to connect beyond the classroom. • Contributions of staff are recognised by the school and Board. 		
Steps are taken to strengthen our attendance data.	<ul style="list-style-type: none"> • Robust attendance procedures are implemented. • The target set by the Ministry of Education is 70% regular attendance by 2024. We plan to improve our regular attendance rate beyond 58% and reduce chronic absence to less than 5%. 		
Diverse learners are supported to be their best.	<ul style="list-style-type: none"> • Relationships with a range of educational support agencies flourish. • Resources are dedicated towards areas of identified need. • SENCo is active in supporting children with needs. 		

Maintain quality leadership that will sustain our school culture

Focus:	What success could look like:	Progress:	Outcomes to date:
School policies, procedures, and consultation reflect best practice.	<ul style="list-style-type: none"> • Board follows annual work plan and legislation to update policies. • Board responds to requests for new policies, e.g., physical restraint and phones. • School procedures updated. • IT agreements updated. • Support staff police vetting conducted annually. 		
Our school maintains a strong financial position.	<ul style="list-style-type: none"> • Maintain available funds of \$1 000 per student or \$100 000 (whichever is greater) using 1st July roll as the count. • Budget reflects key strategic priorities. 		
Our school is promoted in order to sustain current staffing levels	<ul style="list-style-type: none"> • School roll grown to within 115-125 range. • Review and modification of our enrolment zone. • Bus routes reviewed to strengthen our position as the school of choice. • School website reflects school operations. 		

Create an inclusive and high quality physical environment

Focus:	What success could look like:	Progress:	Outcomes to date:
Improvements made to maintain a safe and organised environment.	<ul style="list-style-type: none"> • Ongoing junior and senior playground improvements. • Asset register reviewed and updated. • Cyclical maintenance reviewed and work conducted where necessary. 		
Improvements made in alignment with our 10YPP.	<ul style="list-style-type: none"> • Roofing project assigned and completed. • New 10 Year Property Plan developed. 		

CURRICULUM LEARNING FOCUS 2024

Reading

Target:	Possible strategies for improvement:	Review:																																																
<ul style="list-style-type: none"> • To support students working below or well below curriculum expectations in reading in order for them to make accelerated progress. <i>Accelerated progress is defined as “when a child makes more than one year’s progress over the year, on a trajectory that will indicate they are on a pathway to achieve at or above expectations by the end of Year 8”.</i> • Summary of 2023 reading data: <ul style="list-style-type: none"> ○ Māori: 48% are at or above expectations. 52% (12/23) below or well below expectations. This is 10 male, 2 female students. These students are at most levels of the school but a significant proportion of these students are in Years 2/3. <table border="1" style="margin: 10px auto; border-collapse: collapse; text-align: center;"> <thead> <tr> <th></th> <th>F</th> <th>M</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>ab</td> <td>4</td> <td>2</td> <td>6</td> </tr> <tr> <td>at</td> <td>2</td> <td>3</td> <td>5</td> </tr> <tr> <td>bel</td> <td>2</td> <td>6</td> <td>8</td> </tr> <tr> <td>wbel</td> <td></td> <td>4</td> <td>4</td> </tr> <tr> <td>Total</td> <td>8</td> <td>15</td> <td>23</td> </tr> </tbody> </table> <ul style="list-style-type: none"> ○ Non Māori: 87% are at or above expectations. 13% (7/67) of students are below or well below expectations. Of those below and well below, 3 are male, 4 are female, they are mostly in Years 4 and 5. Some of these children have identified learning difficulties or English as a second language. <table border="1" style="margin: 10px auto; border-collapse: collapse; text-align: center;"> <thead> <tr> <th></th> <th>F</th> <th>M</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>ab</td> <td>17</td> <td>23</td> <td>40</td> </tr> <tr> <td>at</td> <td>10</td> <td>18</td> <td>28</td> </tr> <tr> <td>bel</td> <td>3</td> <td>3</td> <td>6</td> </tr> <tr> <td>wbel</td> <td>2</td> <td>2</td> <td>4</td> </tr> <tr> <td>Total</td> <td>32</td> <td>46</td> <td>78</td> </tr> </tbody> </table> 		F	M	Total	ab	4	2	6	at	2	3	5	bel	2	6	8	wbel		4	4	Total	8	15	23		F	M	Total	ab	17	23	40	at	10	18	28	bel	3	3	6	wbel	2	2	4	Total	32	46	78	<ul style="list-style-type: none"> • Explore the Niho Taniwha framework for unpacking the story of underachievement for all students, but in particular, that of Māori students. • Consultation with students and whānau to gather their voice around achievement in reading. • Review of attendance data and procedures to improve outcomes for those children not meeting expectations. • Implement culturally responsive approaches towards teaching and learning, including assessment. • Continued implementation of and aligned approach for structured literacy and ‘The Code’. • Align Assessment for Learning pedagogy across all rooms. • Adopt practices that allow teachers to understand the impact they are having on student achievement, and in particular, that of Māori: <ul style="list-style-type: none"> ○ Learning walls, data displays, case management meetings ○ Reflections using the teacher and student capability matrix ○ Collaborative moderation of data ○ Teachers actively involved in classroom observations and practice analysis conversations to improve their teaching practice. • Professional learning connected to Te Mātaiaho NZ curriculum-phases connected to reading, writing, mathematics. 	
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