

Waterlea School Strategic Plan 2013 – 2015

Our long term aims, objectives, directions and priorities for Waterlea learners' outcomes, our school's performance and use of resources.

In the context of our mission *Great Learning Happens at Waterlea* and integral to the vision and values found in the *Waterlea Way: Look after yourself, Look after others, Look after the environment and Look after your learning* our strategic goals are:

1. Through a full and rich curriculum we are learning to:

A. Connect to community (people and places) through multiple methods:

- EOTC (camps, foreshore, sports, mountain, farm, village, library, marae)
- Two way community contribution (utilize local skills)
- Guardianship skills
- Our school is a safe and healthy place

Annually:

- i. EOTC linked to concepts and Key Competencies to enhance learning.
- ii. Utilise our local surroundings.
- iii. Children understand that learning happens in many places.
- iv. Children learn:
 1. the responsibility they play in being a member of a group, our school, their family and the community.
 2. learn ways of showing appreciation and gratitude
 3. learn resilience, self confidence and a sense of belonging
- v. Children experience the opportunities of giving back to the community and giving service to the community.
- vi. Empower children to stand up for what is right.
- vii. Grow children's awareness and empathy towards others and issues
- viii. Making links to the cultural competencies of the Tanga Whenuatanga
- ix. Continue to live the Waterlea Way
- x. Teachers know their children and are empathetic and responsive
- xi. Ensure student's voice is heard
- xii. Policies, procedures, systems and routines are in place and are reviewed, in consultation with the community, in a timely way .

B. Connect to our culture

- Respect the local –tikanga, Kaumatua, leadership
- People valued for what they bring and contribute
- School is inclusive/responsive to all cultures
- Explore local myths and legends
- School is responsive to children's needs and interests

Annually:

- i. Through teaching and learning programmes explore myths and legends
- ii. Staff actively assist the transition to the group.
- iii. Adequate resourcing is provided to enable goals to be achieved.
- iv. Explore different ways to create a strong home – school connection
- v. The learner's needs and interests are the focus of our work.
- vi. Provide more opportunities for cultures to share e.g. connect with our families through celebrations e.g. food and musicals
- vii. ESOL trained teachers support teaching and learning for bilingual learners across the school.

C. Connect to our world

- Digital citizens
- Locally, nationally and internationally
- Hands on activities

Annually

- i. Appropriately resource e-learning.
- ii. Ensure hardware and software is meeting the learning needs of the students needs
- iii. Continue to up skill teachers; further unpack the 'why' or purpose of e-learning in the 21st century; support teachers to develop pedagogy to support e-learning
- iv. Teach the skills of problem solving
- v. Develop digital citizenship for all learners
- vi. Help children navigate our global community
- vii. E-learning team has key people
- viii. Leadership ensures that our curriculum plan intentionally includes hands on activities within our concepts and local, national and international contexts
- ix. Teaching and learning will support higher order collaborative learning using SOLO

D. Connect to our future:

- Planning the physical environment- 2013 develop 10 year plan
- Empower our children with the academic, social and emotional skills to navigate the future
- Wisely manage our resources, assets and liabilities including human resources, finances, property and other ownership matters.

Annually:

- i. Provide children's gardens
- ii. Multipurpose court and middle school playground revamp
- iii. Planting shade trees
- iv. Deliberate acts of teaching that reinforce the key competencies
- v. Provide children with the social and emotional skills
- vi. Explore the use of role models
- vii. Create environments and opportunities for children to be independent problem solvers
- viii. Develop children's individual passions.
- ix. Use the SOLO framework to provide goal setting, thinking, questioning and reflecting so our children are active learners.
- x. Teaching as inquiry is ongoing development for our teachers.
- xi. To create an awareness of NZ's global position and connections in the world e.g. the importance of our Asian neighbours.
- xii. Develop an awareness of financial literacy across the curriculum.
- xiii. Review the use of our resources, assets and liabilities. Appraise and attest our staff.
- xiv. Review or renew our 5YA and 10YPP

2. Fulfil the National Education Guidelines (NEGS) and the National Achievement Goals(NAGS)

- A. Follow the policy objectives of the national education guidelines
- B. Develop for the school, policies and practices to reflect New Zealand's cultural diversity and the unique position of the Māori culture.
- C. Take all reasonable steps to provide instruction in tikanga Māori (Māori culture) and te reo Māori (Māori language) for full-time students whose parents ask for it.
- D. Set targets for student achievement, including the assessment of students against any National Standard and that reflect the Government's priorities.

Annually:

- i. Review policies, procedures and strategic plan as per the school's review cycle
- ii. Set an annual plan that reflects the needs of the school
- iii. Engage in self review activities with the view to improvement
- iv. Update any changes made by the Ministry of Education
- v. Maori culture:
 1. Consult with the community when appropriate
 2. Welcome guests with an appropriate powhiri
 3. Provide professional development for staff
 4. Guided by Ka Hikitia
- vi. Tikanga and Te Reo Maori:
 1. Establish an annual plan for te reo and tikanga Maori
 2. Provide professional development for staff
 3. encourage staff to use commands in te reo
 4. incorporate things Maori in concept maps e.g. visits to local marae
- vii. Set and review student achievement targets including National Standards as directed by MOE