



'Empowering a Community of Learners - Kia whakamana ai i to hapori akonga'

STRATEGIC DIRECTION 2024 - 2026

Vision Statement:

Wānaka Primary School is a dynamic learning community where children respect themselves and others as they grow the knowledge, skills, and attitudes that are necessary for taking an active part in an ever-changing global world. All children at Wānaka Primary School are given the opportunities to thrive and achieve to the best of their abilities in a joint partnership with parents, teachers, and the community to achieve successful learning outcomes. Our mission is to **'empower a community of learners - kia whakamana ai i te hapori akonga'**.

Information used to develop this plan:

- I. A Strategic Direction survey for staff, the parent community, and Board (over 30% response rate from families) sent out in Term 3, 2023 sought feedback on our:
 - Current values
 - Learner dispositions
 - Foundational literacy and mathematics approach
 - Deep Learning and PB4L frameworks, as well as the extra-curricula opportunities for our tamarikiOur current direction was affirmed, along with future focuses being:
 - Health Education following our current review of Health priorities
 - Including more financial literacy instruction in our maths programmes
 - Further education in learners dealing with the social media environment
 - Extending the Garden to Table initiatives
 - Continuing the futures perspective and competencies associated with NPD and PB4L (resilience, wellbeing, our school values etc.)
 - Promoting happy, caring learners
- II. The Board considered and prioritised the results from the survey, as did the leadership team and staff.
- III. Drop in sessions and small group discussions to consider the main themes of the survey results and a draft strategy were held and led by the Board of Trustees.
- IV. Schoolwide monitoring of mid and end of year OTJs, and results of school wide assessments have identified groups of students requiring extra support in literacy and mathematics, so there is an ongoing need for Literacy Lift and mathematics interventions.
- V. Maths and Writing were a focus (both PLD and implementation) in 2023. A review led by Dr. Murray Gadd identified priorities in writing for 2024. The Maths PLD contract focused on the documenting of a WPS overview for maths and teaching.

STRATEGIC AIM:

A Futures Approach to learning maximises student well-being, engagement, progress and achievement

- Quality teaching and learning maximise student wellbeing, engagement and achievement
- The expertise of staff is utilised and developed to lift student achievement
- The individual interests, passions and talents of all learners are developed and nurtured
- Special learning needs and diversity are recognised and supported
- We connect with our parent and wider community so they are involved in the life of the school to enhance powerful learning relationships

STRATEGIC GOALS Regulation 7 (1) (b)	Outcomes Regulation 7(g)	Links to the Education Act, NELPs, Curriculum Statements etc Regulation 7 (d)	What will we do? Regulations 7(e), 7(f)	Progress indicators Regulations 7(g)
<p>1. Quality teaching and learning maximise student well-being, progress, and engagement. The expertise of staff is also developed to lift student achievement.</p>	<p>Every child is able to attain their highest possible standard of educational achievement. Staff engage in quality, relevant PLD to enhance their pedagogical knowledge.</p>	<p>The learner is at the centre. Ensure every learner gains sound foundational skills in literacy and numeracy. Quality instructional leadership. All students gain the highest possible standard in educational achievement (NELPs). Te Mataiaho and Common Practice Model.</p>	<p>1. Implement localised maths plan developed in 2022 & 2023 and continue into 3rd year of PLD contract.</p>	<p>A local maths curriculum will provide structure and school wide consistency for learners and teachers including planning, coverage, teacher strategies, assessment and a deeper look at financial literacy skills at all levels.</p>
			<p>2. Complete review of PE/Health education consulting with stakeholders and develop a refreshed local curriculum plan based on identified priorities. Teachers to engage in PLD around updated changes in Health Education legislation.</p>	<p>Implement the PE/Health Review Plan and PLD plan involving the teaching team and community being consulted and informed. Design a Curriculum overview.</p>
			<p>3. Continue to build Global Competency Capabilities through Deep Learning Pedagogies and NPDL with a focus on building learner agency using the Teacher Toolkit and the Student Backpack model.</p>	<p>PLD using the Learning Landscape model (James Anderson) will pull together the toolkit and backpack to align with the WPS model based on our logo, to support Deep Learning pedagogy and learner progress an achievement. Extend Garden to Table programme throughout the school.</p>

			4. Implement the targets and actions identified in the School Improvement Framework review Term 4 2023 around Te Tiriti O Waitangi, learner progress and achievement.	WPS School Improvement Audit T4 2023.
2. Special learning needs and cultural diversity are recognised and supported and the individual interests, passions and talents of all students are developed and recognised.	Every child is able to attain their highest possible standard of educational achievement. Reduce barriers for all.	Help each child and young person attain educational potential. Reduce barriers for all (NELPs).	1. Implement Literacy Lift programme.	Enhanced Literacy Lift outcomes will be evident in end of year results/reporting.
			2. Implement Learning Support programmes.	All high needs students will receive support in learning, emotional and social wellbeing. IEPs and ILPs provide a differentiated plan for these children and includes specialist interventions when necessary.
			3. Implement extension programmes in writing as well as extra opportunities for reluctant and low performing writers.	Evidence of quality opportunities for writing will be reported on, with the identified groups progress and achievement also highlighted. A variety of learning, leadership, social and well-being opportunities will support the interests, passions and talents of our tamariki.

<p>3. The school is a physically and emotionally safe, caring and happy place for all students, their families and staff.</p>	<p>We connect with our parent and wider community so they are involved in the life of the school, to enhance powerful learning relationships.</p>	<p>Programmes promote the development of resilience, determination, confidence, creativity and critical thinking.</p>	<p>1. Provide a targeted programme for the growing number of ESOL students. This includes connecting more closely and frequently with ESOL parents.</p>	<p>Creative ways to connect with all ESOL families. in an ongoing manner, are created.</p> <p>Well-being, cultural and learning opportunities are tailored to meet students’ needs.</p> <p>School wide showcases and sharing of cultures featuring our ESOL children are celebrated.</p>
	<p>We actively and explicitly promote the development of our school values, good social skills and ability to form relationships and confidence in using the global competencies,</p>	<p>We have high aspirations for every learner/ ākonga and support these by partnering with whanau and communities to design and deliver education that responds to each student’s needs and sustains their identity, language and cultures (NELPs).</p>	<p>2. Sustain and nurture Tiers 1, 2 and 3 of the PB4L programme.</p>	<p>The PB4L SW team and coach meet to promote the framework and systems.</p> <p>A large percentage of our student leaders) are actively involved in ‘well-being leadership’.</p> <p>The Rock and Water programme is in place for targeted groups.</p>
	<p>Our Taha Wairua instills an appreciation of the importance of Te Tiriti o Waitangi and te reo Māori and the inclusion of different groups, their diversity, culture and knowledge, identity and difference, and their languages.</p>		<p>3. Provide PLD for staff in Te Tiriti o Waitangi and Te Reo/Tikanga (ERO School Improvement Indicator).</p>	<p>A lead teacher in Māori has been allocated an M unit to lead this process.</p> <p>Staff workshops and across school programme design will result in consistency in the teaching with a Māori World view and language.</p>
<p>There is an inclusive learning, social and emotional climate.</p>				