



WAIHI EAST SCHOOL TE KURA RAWHITI O WAIHI



Academic - Celebrating progress and growing literacy

Initiatives:

- Engaging tamariki in literacy through cross curricula activities and experiences
- Engaging with whānau and celebrating success in different ways
- Continuing to investigate the science of reading and literacy development within our context.

Tiriti O Waitangi growth and understanding along with cultural inclusivity for all.

Initiatives:

- Continued growth and development of Localised Curriculum with culturally responsive teaching practices embedded.
- Ensure Te Tiriti o Waitangi is reflected and lived in plans policies and curriculum across our kura.
- Board education

Hauora and Holistic Wellbeing

Initiatives:

- Inclusive, barrier free environment that is based on strengthening our understanding of trauma informed practice.
- Student and whānau voice is valued and we are responsive to our community's needs
- Acknowledging and celebrating giftedness in a range of contexts



WAIHI EAST SCHOOL
TE KURA RAWHITI O WAIHI



STRATEGIC PLAN 2024-25

Waihi East School is part of the Waihi Kāhui Ako. This Strategic Plan aligns with their strategic goals under Partnerships, Localised Curriculum & Hauora.

OUR PROCESS

Waihi East School went through the following consultation process to determine their strategic goals:

- Consultation with Tāngata whenua
- Analysis of student progress and achievement data.
- Consultation with Board
- Consultation with MAC
- Consultation with Staff
- Consultation with students.
- Consultation with whānau/parents
- Consultation with external agencies and providers

Waihi East School Strategic Goals 2024-2025

ACADEMIC

Academic - Celebrating progress and growing literacy

Initiatives:

- Engaging tamariki in literacy through cross curricula activities and experiences
- Engaging with whānau and celebrating success in different ways
- Continuing to investigate the science of reading and literacy development within our context.

Section 127(1 a-d, 2 a&b) Board Primary Objectives.

NELP's 1,2,3,4,5,6

Attendance and Engagement Strategy, Te Mātaiaho and the Common Practice Model .The Te Mātaiaho Implementation supports pack, The Literacy and Communication and Maths Strategy, Te Ara Huarau | School Improvement Framework

TIRITI O WAITANGI

Tiriti O Waitangi growth and understanding along with cultural inclusivity for all.

Initiatives:

- Continued growth and development of Localised Curriculum with culturally responsive teaching practices embedded.
- Ensure Te Tiriti o Waitangi is reflected and lived in plans policies and curriculum across our kura.
- Board education

All of section 127(1) Board Primary Objectives.

NELP's 1,2,3,4,5,6

Attendance and Engagement Strategy, Wellbeing in Education Strategy, Ka Hikitia - Ka Hāpaitia, Tau Mai te Reo, Oranga Tamariki Act 1989, The Action Plan for Pacific Education 2020-2030, NZSTA's guidance for giving effect to Te Tiriti o Waitangi

HAUORA

Hauora and holistic wellbeing

Initiatives:

- Inclusive, barrier free environment that is based on strengthening our understanding of trauma informed practice.
- Student and whanau voice is valued and we are responsive to our community's needs
- Acknowledging and celebrating giftedness in a range of contexts

All of sections 127 (1 a-c & 2b) Board Primary Objectives .

NELP's 1,2,3,4,5,6

Attendance and Engagement Strategy, Wellbeing in Education Strategy, The New Zealand Child and Wellbeing Strategy Ka Hikitia - Ka Hāpaitia, Tau Mai te Reo, Oranga Tamariki Act 1989, The Action Plan for Pacific Education 2020-2030.

Waihi East School Strategic Goals 2024-2025

PERSONNEL

Waihi East School is a good employer.

Initiatives:

- Robust induction processes for all staff
- Promoting Hauora for all in a way that makes sense for the individual
- Building a whanau culture that encompasses a shared understanding of the Waihi East way.
- Provide consistency of staff so that akonga can develop positive relationships to support learning and well being.

All of section 127(1 & 2e) Board Primary Objectives.
NELP's 1 & 6
NZ Bill of Rights 1990,
Human Rights Act 1993.

PROPERTY & FINANCE

Equitable and planned use of resources enable quality teaching and learning.

Initiatives:

- Attend to the 10YPP Plan with agreed resources to provide for this and adhere to our maintenance schedule.
- Prioritising finances and resourcing the school according to our agreed need within policy.
- To continue to resource the school within the learning contexts required for the current clientele.

All of section 127(2 c & e) Board Primary Objectives.
NELP 1,
Crown Entities Act, 2004.

HEALTH & SAFETY

A safe environment that fosters hauora.

Initiatives:

- School is an environment free from discrimination with inclusive practices.
- School is a physically safe space that promotes well being.
- Ensure key documentation is kept up to date and relevant registered are attended to.

All of section 127(1 & 2e) Board Primary Objectives.
NELP 7
NZ Bill of Rights 1990,
Human Rights Act 1993.



WAIHI EAST SCHOOL
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Academic - Celebrating progress and growing literacy.

NELPs 1, 2, 3, 4, 5,6.

Tiriti O Waitangi growth and understanding along with cultural inclusivity for all.

NELPs 1, 2, 3, 4,5 6.

Hauora and holistic wellbeing

NELPs 1, 2, 3, 4,5, 6.

Strategic 1 year Roadmap

2024

TERM 1	TERM 2	TERM 3	TERM 4
PLD ongoing, SEED, Oral language, BLSA			
Whanau engagement and workshops to showcase literacy and curriculum - termly			
Tracking monitoring of progress - termly			
Hub hui to develop understanding of curriculum progression 3x a term minimum.			
NZ History and Localised History learning, via school wide intention themes, tikanga and learning opportunities.			
Actively showing respect for all cultures termly, via calendarised themes, and celebrations including, Diwali, Chinese New Year, Matariki, and other festival represented among our whanāu. Including crafting pou and a flag wall to visually celebrate.			
Responsive practices with Trauma informed views - ongoing PLD and PB4L.			
Commitment to Te Reo classes weekly. Commitment to personal growth in Te reo and tikanga - reflected in both mid and end of year PGC.			
Review of tikanga practices along with mihi whakatau. Introduction of Kai and closing karakia.			
MAC mahi - imbedded in curriculum delivery and ongoing PLD. Key docs include, MFG, Traffic Lights, Te Reo survey			
Induction hui fortnightly as required for new staff. PRT hui weekly/fortnightly as required. Mentoring induction as required.			
Continue and embed trauma informed practice via cultural responsiveness and PB4L. Continue to hold Multi agency hui.			
PB4L ongoing review and implementations			
Explore, review, define giftedness in our context.			



WAIHI EAST SCHOOL
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Waihi East School Annual Plan

ACADEMIC: Celebrating progress and growing literacy - NELPs 1, 2, 3, 4, 5, 6

ACTIONS TO ACHIEVE STRATEGIC GOALS	WHAT SUCCESS MIGHT LOOK LIKE	MEASURES	WHO WILL LEAD?	RESOURCING
Continue SEED and CODE teaching and learning	Continuity across the school in teaching	Literacy data outcomes. Teacher knowledge of curriculum outcomes and teaching gaps. Continuity of language used across the school.	Vanessa and Dorette	PLD - CODE / SEED - SEED cards - Internal modelling
BSLA training for teachers of Year 0 -2	Growth of teachers knowledge illiteracy teaching and positive progress for our tamariki	Team knowledge and application of process. Team knowledge of unpacking the tool to identify next learning steps, and the WHY.	Renee / Shawnee	-BSLA training and resources
Whanau education on literacy progress and development	Whanau engaging in literacy workshops	Whanau engagement	Leadership	Kai Resources to use at home. Teacher time
Looking a different ways to engage with whanau around their children's progress.	Whanau at school, in classrooms engaging with school in cross curricula activities.	Whanau engagement and attendance data	Leadership Teachers	Kai Students Literacy resources.



WAIHI EAST SCHOOL
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Waihi East School Annual Plan

Tiriti o Waitangi / CULTURE: NELPs 1, 2, 3, 4, 5, 6

ACTIONS TO ACHIEVE STRATEGIC GOALS	WHAT SUCCESS MIGHT LOOK LIKE	MEASURES	WHO WILL LEAD?	RESOURCING
Localised Curriculum with culturally responsive teaching practices	<p>Tamariki having a deeper understanding of our local area and the people who have gone before.</p> <p>All tamariki feel their culture is respected and reflected in their learning.</p> <p>Staff continue to develop their own skills around culturally responsive practice.</p> <p>Continue MAC mahi</p> <p>Celebrate all cultures and their special events - how is this done visually?</p>	<p>Experience and narratives.</p> <p>Student voice via NZCER Wellbeing.</p> <p>Collective agency. PGC sign off.</p> <p>MFG</p> <p>Acknowledgement of all cultures via pepha, flag wall, pou.</p>	<p>Teachers WSL Leadership All</p> <p>All</p> <p>MAC Leadership</p>	<p>Area story kete Local iwi reps</p> <p>Planning holistically Pou</p> <p>PLD Narrative discussions Funding for PLD</p>
TOW is reflected in policy and curriculum	<p>NZ Histories curriculum embedded</p> <p>Localised lens across planning and implementation.</p> <p>Whare Tapa wha explicitly taught as way of being.</p> <p>New staff and BOT to undertake Te Pumaomao as a priority.</p> <p>MFG to be monitored closely and next steps implemented.</p> <p>MAC Te whare tapu o te ngakau Māori</p>	<p>Pre and post data collected.</p> <p>School wide planning. KA workshops attended.</p> <p>BOT training NZSTA / Te Pumaomao</p> <p>MFG growth</p> <p>PLD via book, implementation via planning and documentation</p>	<p>All</p> <p>All KA Leadership</p> <p>Health & PE champion All</p> <p>Leadership BOT Staff Leadership MAC Leadership MAC Staff</p>	<p>NZC</p> <p>KA</p> <p>Internal</p> <p>PLD</p> <p>MAC</p>
Board Education	<p>Hautu</p> <p>Share MAC mahi</p>	<p>NZSTA</p> <p>MAC workshops</p>	<p>Leadership</p> <p>Leadership</p>	



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Waihi East School Annual Plan

Hauora and Holistic Wellbeing: NELP 1, 2, 3, 4, 5, 6

ACTIONS TO ACHIEVE STRATEGIC GOALS	WHAT SUCCESS MIGHT LOOK LIKE	MEASURES	WHO WILL LEAD?	RESOURCING
Staff team culture, growth mindset	Robust Induction processes. Robust PRT programme Teambuilding and well being fostered Transparent supportive culture	NZCER survey PRT documentation and feedback.	Leadership Leadership - Mentor teachers Whole Staff Whole Staff	Kai
Inclusive, barrier-free environment that is based on strengthening our understanding of trauma informed practice.	PLD that reflects our TIP journey Working with agencies to meet the increasing complex needs of whanau.	PD plan Staff feedback on PD Support register	Leadership Leadership SENCO	Funding streams eg Kahui Ako, allocated funds
PB4L - reinvigorated to reflect cultural identity.	Values being explicitly taught in a range of contexts that make sense to our cultural identity.	PB4L survey Student voice Staff voice Whānau voice	PB4L leader Leadership Staff	PLD funding & training
Developing WES understanding of giftedness from multiple contexts and addressing these needs.	Inclusive understanding and opportunity to explore giftedness in context such as cultural, oral, academics, artists etc.	Giftedness shared understanding documentation. Staff, student and whānau voice. Implementation plan.	Whole Staff	Funding allocated to support initiatives



WAIHI EAST SCHOOL
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Waihi East School Annual Plan

Personnel, Property & Finance, Health & Safety

ACTIONS TO ACHIEVE STRATEGIC GOALS	WHAT SUCCESS MIGHT LOOK LIKE	MEASURES	WHO WILL LEAD?	RESOURCING
Personnel Induction for new staff PTR programme in place for beginning teachers Consistent casual and part time staff.	 Robust and regular induction programme Programme reflective and proactive of needs. Established relationships with tamariki feeling secure within changes.	 Induction documentation and plan. New staff feedback PTR documentation and termly report Ongoing (Staffing reports)	 Leadership DP Mentors Leadership	 PLD funding Funding School Docs and processes
Property & Finance Attend to the 10YPP Plan with agreed resources to provide for this and adhere to our maintenance schedule. Prioritising finances and resourcing the school according to our agreed need within policy. To continue to resource the school within the learning contexts required for the current clientele.	 A well resourced and well maintained school. Our resources reflect our strategic planning and the needs identified for our tamariki. Well resourced classrooms that reflect the learning needs of all tamariki.	 Board reports: Property & Finance. Board reports (Property & Finance) Board reports (Property and Finance)	 Leadership BoT Leadership BoT Leadership	 10YPP funding Allocated funding Allocated funding



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Waihi East School Annual Plan

Personnel, Property & Finance, Health & Safety

ACTIONS TO ACHIEVE STRATEGIC GOALS	WHAT SUCCESS MIGHT LOOK LIKE	MEASURES	WHO WILL LEAD?	RESOURCING
Health & Safety Environment is free from discrimination and exudes inclusive practices. School is physically well maintained and safe for students. School docs are regularly reviewed and changes implemented.	All being aware of what this looks like at WES, and also the law behind this, making every effort to accommodate all, at all times. H&S register and monthly checks. Daily playground checks. Contractors and planned building projects undertaken. Review process is followed and changes required are made.	End of term 2 NZCER survey Termly. Health and Safety board reports and register. 2x Termly. School docs review plan.	Leadership Attendance Caretaker Leadership BOT Leadership BOT	Funding Policy 10Ypp Cyclical Maintenance plan Funding Human resources