

ANNUAL IMPLEMENTATION PLAN 2024

Strategic Goal 1: School Culture and Engaging Whānau

Empower whānau and parents to participate fully in their children’s learning and engagement in the wider school community.

Annual Goals:

Whānau engage in consultation for future direction of our kura

Raise attendance levels through closer engagement and communication with whānau and ākongā

Connect and communicate with whānau regarding student engagement in relation to PB4L practice and expectations.

Expectations:

- Closely monitor and share Everyday Matters Termly average data for Cohort / Whole school attendance with school community.
- *(Term 1 23: 87.8% Term 2 23: 84.2% Term 3 23: 83.5% Term 4 23: 84.7%)*
- Maori students attending regularly (90-100% attendance) will have increased to be at or above the same rates as European
- *(Maori Term 4 2023 37.8% European/Pakeha Term 4 2023 47.3)*
- Individual termly attendance rates for those attending at 70-80% 2023, improved at least 10% against 2024 termly data.
- Whānau voice is reflected in 2025-2027 WNS Strategic Plan
- Whānau updated regularly if their child needs support around displaying our school values Whānau communication around behaviour and engagement shared and celebrated.
- Consistently provide opportunities for whānau to engage with school life in formal and informal settings

Key Actions	Who	Resources	Timeframe	Success measure
WNS Attendance Monitoring Procedure developed (including causes for low attendance and establishing Engagement plans).	Attendance and Engagement lead	Examples from Greymouth based kura	Early Term 2	Staff and whānau understand the WNS attendance process Increase in attendance rates
Regular, clear and concise communication with whānau regarding events and opportunities to engage with kura.	All staff	Seesaw, Facebook, WNS Website, Newsletters	Term 1-4	Whānau voice
Contact and conversations with whānau around engagement, success and pastrol concerns of ākongā.	PB4L Lead All staff	EDGE PB4L notifications	Term 2	Whānau voice
Māori whānau hui around aspirations for ākongā māori achieving as māori.	Cultural Lead	Ariana-Ngati Waewae	Term 2-3	Goals reflected in 2025-2027 Strategic Plan.
Encourage participation by whānau in the Kahui ako consultation hui, online survey and face-to-face conversations.	Principal	Seesaw, Facebook, WNS Website, Newsletters	Week 3-4 Term 2	Whānau voice collected and reflected



NELP Actions

- Partner with family and whānau to equip every learner to build and realise their potential
- Identify and respond to learner strengths, progress and needs, and learner and whānau aspirations.
- Build relationships with Māori, involve them in decision making, and partner with them to support rangatiratanga and Māori educational success and Māori

Strategic Goal 2: Effective Teaching

To sustain and grow professional teaching and leadership capability, collective capacity and well-being and use professional growth cycles to improve practice, impacting on positive outcomes for all learners.

Annual Goals:

Grow collective teacher efficacy and leadership knowledge

Kaiako sharing in high expectations and evidence of growth with each other

Students are engaged and motivated through the deliberate acts of teaching and design

Expectations:

- Curriculum and Team Leads have clear job descriptions and have developed Curriculum Development plans.
- Kaiako learning from each other, from current Best Practice and educational pedagogy (PGC)
- Kaiako are reflective and flexible in their practice to meet the diverse needs of ākonga
- Emotional literacy embedded within learning environments and within kura.
- Maturanga Māori evident within learning contexts explored with ākonga

Key Actions:	Who:	Resources	Timeframe	Success Measure
Collaborative and Proactive Solutions model reflected in WNS PB4L model Teacher Only	All staff TOD Day	Ross Greene Presentation	Term 2	Updated WNS PB4L model Shared language
Align Aotearoa Histories curriculum to incorporate Pūrakou from Ngati Waewae and Kawatiri history	Lara and Inquiry Team Kaiako	Ngati Waewae He Ruru Mātauranga Inquiry Development Plan	Term 2	WNS CaAP and classroom practice
Establish and implement WNS Professional Growth Cycle	Principal, Kaiako	Teachers Council	Term 1 – Term 4	Conversations and Observations
Update WNS Quality Teaching and Learning Statement using Ta Taiako incorporating whānau land environment lens	Kaiako, SMT	Ta Taiako NZ Teach Prof Stand	Wk 6 Term 1 Wk 10 Term 1	Observations

Zones of Regulations	RTLb, SMT, Kaiako	RTLb ZOR Shared Resources	Wk 11 Term 1 Term 2	Student Voice Observations
Continue to update WNS curriculum documents to reflect the Maths refresh	Sharon, Maths Team Kaiako	MOE Curriculum Leads Maths Development Plan	Term 2 Term 1-4	WNS CaAP and classroom practice
Science of Reading-Structed Literacy embedded into all classrooms (Helen Walls)	Jenny, Literacy Team	Literacy Development Plan Online workshop subscription	Term 1-4	Observations, Exemplars
Connections and collaborations with community groups to improve community engagement and future pathways.	Team leaders, Kaiako	Buller REAP EPIC	Term 1-4	Tamaiti voice and observations
Begin to unpack Hikairo Scheme	Cultural Lead, kaiako	Hikairo Scheme resource (Angus McFarlane)	Term 3-4	Beginning to embed in PB4L and WNS guiding documents.

OBJECTIVE 3
QUALITY TEACHING AND LEADERSHIP
Quality teaching and leadership make the difference for learners and their whānau

5 Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning

6 Develop staff to strengthen teaching, leadership and learner support capability across the education workforce

OBJECTIVE 4
FUTURE OF LEARNING AND WORK
Learning that is relevant to the lives of New Zealanders today and throughout their lives

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

NELP Actions

- Use development opportunities for teachers/kaiako and leaders to build their teaching capability, knowledge and skills in te reo Māori and tikanga Maori
- Identify gaps in teaching capability and invest in opportunities for teachers/kaiako and staff to strengthen teaching, leadership and learning support.
- Develop teacher/kaiako confidence and competence to teach diverse learners/ākonga with varying needs and to appropriately modify teaching approaches.
- Support learners/ākonga to see the connection between what they're learning and the world of work.

Students diverse needs are supported with appropriate resources, planning and decision making with student progress, achievement and well-being at the centre to ensure equity for all learners.

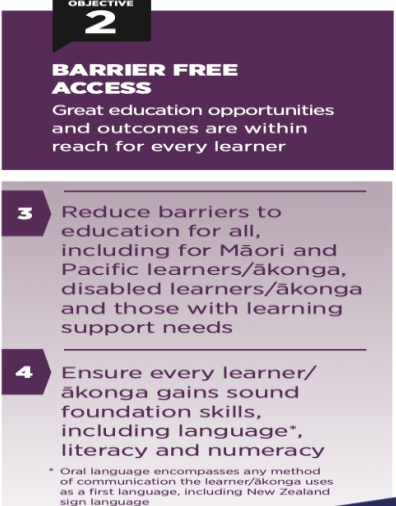
Annual Goals:

Clear and concise learning pathways developed for students requiring Tailored and Targeted learning support (Universal Learning model)
Ongoing communication with whānau on the supports and resources being utilised to support their child’s learning, engagement or well-being.
Opportunities for learners with diverse needs to learn outside the classroom are embraced.

Expectations:

- SENCO liase with whānau when organising hui for ICS and ORRS ākongā.
- RTLB to support SENCO and kaiako to develop plans through the Needs Mapping Process
- Kaiako to communicate with whānau throughout the term on the Tailored/Targeted approaches used to support their child’s progress
- Mana ake programmes used to engage small groups of ākongā around better social, emotional and well-being outcomes.
- Kaiako seek and embrace the resources in the wider Kawatiri to engage diverse learners (all dimensions of Te Whare tapawha)

Key Actions	Who	Resources	Timeframe	Success Measure
Needs Mapping using the Universal Learning model (Universal, Targeted, Tailored)	Kaiako, SENCO	RTLB, RTLit, Swiss	Wk 10 Term 1 Wk 2 Term 3	Kaiako, student voice
Individual Learning Plan (hui and planning days) for ORRS and ICS teaching	SESCO, Whānau and kaiako and teacher aides	RTLB, Learning Support	Week 9 Term 1 Wk 10 Term 2	Plan reflections Student voice TA voice, kaiako voice
Utilise Emotional and Social behavioural group programmes	SESCO, Kaiako	Mana Ake	Term 2, Term 3	Tamaiti Voice Kaiako voic
Increase TA hours to support learning plans	Principal. SENCO	2024 Budget, RTLB, ICS, ORRS funding	2024	Increase number of students support in learning
Raising Rangitahi Programme	Senior Team Leader, Senior teachers	Buller REAP	Term 2	Tamaiti & Whānau voice
Mau Rakau to run for 2024 with year 7-8 tamaiti		Funding-Matua Jake	Term 1-4 Tuesday 10-11am	Student voice
Garden to Table to continue	Whāea Aimee, Waiti	Teacher aide hours	Wednesdays Term 1-4	Tamaiti/Kaiako voice
Year 7-8 Adapted Aquatics programme (Surfing/Kyaking)	Health and PE Team Senior Team Leader	Funding, Surf/Kyaking instructors		Increased participation

ESOL and Oral language programmes establish to support success for identified learners.	SENCO, Kaiako, Teacher aides	ESOL funding, online ESOL professional development	Term 1-4	ESOL and Oral Lang benchmarks
 <p>OBJECTIVE 2 BARRIER FREE ACCESS Great education opportunities and outcomes are within reach for every learner</p> <p>3 Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs</p> <p>4 Ensure every learner/ākonga gains sound foundation skills, including language*, literacy and numeracy</p> <p><small>* Oral language encompasses any method of communication the learner/ākonga uses as a first language, including New Zealand sign language</small></p>		<p><u>NELP Actions</u></p> <ul style="list-style-type: none"> • Work with whānau and Pacific families to identify and understand barriers that may prevent ākonga from accessing, participating or remaining engaged in schooling, and work to address them. • Ensure disabled ākonga and staff, those with learning support needs, gifted ākonga and neurodiverse ākonga are safe and included in their school kura, their needs are supported and that learning support programmes are robust and effective. • Ensure all ākonga have ongoing opportunities to develop key capabilities, including communication, problem solving, critical thinking and interpersonal skills. • Identify ākonga who are not making sufficient progress in key foundation skills, and adjust learning opportunities, teaching approaches and supports including seeking additional support from specialists. 		