



Analysis of Variance December 31 2023

A variance report on the implementation of our
Strategic Priorities 2019 to 2025 & Annual Plan 2023

Nga mokopuna o te ra nei nga rangatira o apopo.

The children of today are the leaders of tomorrow.

Strategic Priorities 2019-2025

1. Te Reo me ona tikanga Māori/Māori language, culture and identity

At Waikanae School, we celebrate our culture and unique identity within Aotearoa/New Zealand. We have a role to play in fostering and supporting Te Reo Māori and improving the use of our language. Our culture is celebrated and embedded in everything we do. We will:

- Grow and support the development of new Te Reo Māori learning for all of our Tamariki.
- Share our rich cultural history with our Tamariki in their learning and curriculum.
- Develop partnerships and connections with the local iwi/marae to facilitate cultural learning opportunities
- Grow Kaitiakitanga through exploring the role of the school in the guardianship of the local environment

2. Individualised learning and engaged students who have a strong voice in their own learning

We will focus on creating a learning environment that engages our Tamariki in learning and provides leadership and development opportunities with a focus on excellence.

We will:

- Develop programmes that engage all students in leadership opportunities
- Strengthen student voice in learning, including student led projects and passion based initiatives
- Strengthen reporting of student learning with students and parents by immersing our parent community in the learning outcomes of our Tamariki.

3. Students connected to the wider world and their local community – Think Global, Act Local

Global citizenship is a vital skill for the future of our children. It is critical that we create opportunities for our Tamariki to build an understanding of global and international issues, whilst understanding our unique place here in Waikanae.

We will:

- Ensure our Tamariki grow their understanding of issues facing them as global citizens and connect them to global opportunities
- Develop a better understanding of what has happened and is happening in Aotearoa New Zealand and how we contribute or are affected as citizens
- Connect our students to local community projects

4. Environmental education is a key component of student learning - Kaitiakitanga

A key focus of our school is environmental sustainability. We will ensure that our Tamariki continue to develop opportunities to support environmental initiatives and lead the community in sustainability and environmental stewardship.

We will:

- Develop a strong sustainability focus across the entire school that is embedded within our school culture.
- Grow and nurture our school environment for student engagement in Enviroschools learning
- Build relationships with local community groups/iwi/volunteer organisations to develop our Kaitiakitanga role as environmental champions.

5. Holistic learning for life

Preparing our Tamariki for an ever-changing world requires constant adaptation and innovation. Ensuring that our Tamariki are grounded through a rich curriculum to be able to adapt to an ever-changing world are critical to our success.

We will:

- Identify opportunities to grow wellbeing, growth mindset and key competencies as an integral part of everything we do.
- Provide opportunities for students to experience wider technology focus, including STEAM and practical technology e.g. building, engineering, cooking
- Experience digital technology as a part of the curriculum with a focus on problem solving and safety online
- Build on languages forming a key part of our curriculum including Asian languages
- Develop a financial literacy programme
- Create a safe nurturing environment that supports and builds resilient and confident Tamariki.

6. Student transition is seamless across their schooling years in and out of Waikanae School

We are committed to supporting our Tamariki and their whānau through the transition into, out of and within our school (i.e. between syndicates).

This aims to ensure continuous learning and positive social connectedness before, during and after this transition. We will:

- Strengthen transitions for students and whānau coming into the school, e.g. induction, powhiri, buddying across the school etc.
- Develop strong and enduring relationships between Waikanae School and other education providers within our community including early childhood education, primary, secondary and community education providers
- Raise awareness of support available to ensure whānau are well supported in the transition into and out of the school.
- Lead the community in collaborative initiatives regarding educational learning in our community.

Annual Plan 2023

National Education Learning Priority 1 - Learners at the centre - Learners with their whānau are at the centre of education.

National Education Learning Priority 2 - Barrier Free Access - Great education opportunities and outcomes are within reach for every learner.

National Education Learning Priority 3 - Quality Teaching and Leadership - makes the difference for learners and their whānau.

National Education Learning Priority 4 - Future of Learning and Work - Learning that is relevant to the lives of New Zealanders today and throughout their lives.

<p><i>Strategic Priority 1</i></p> <p><i>Te Reo me ona tikanga Māori/Māori language, culture and identity</i></p> <p>At Waikanae School, we celebrate our culture and unique identity within Aotearoa/New Zealand.</p> <p>We have a role to play in fostering and supporting Te Reo Māori and improving the use of our language.</p> <p>We will ensure our culture is celebrated and embedded in everything we do.</p>		
Area	Goal	Breakdown
Curriculum	<i>Improve teaching and learning for ākonga Māori and all students</i>	<ul style="list-style-type: none">Explore the Niho Taniwha model for teaching and learning, incorporating the Whai Ako Mau Tipu Framework, to feel connected, challenged and increasingly empowered. (Whai to follow/look for, Ako to teach/learn, Mau to grasp, Tipu to grow).Give mana to te Tiriti o Waitangi in the learning environment by identifying and implementing what we might see, hear and feel.Establish equitable partnerships to inform decision making.Identify and implement improved ways of showing whanaungatanga and having positive, effective relationships with ākonga Māori and their whānau, marae and iwi, seeking puna kōrero (many voices) to provide clarity about what can most help tamariki to be successful.Allow ākonga to be Māori - to succeed by being proud of who they are (identity). Enable ākonga to take risks, try their hardest with the right attitude and effort level, be problem solvers, and demonstrate manaakitanga (kindness).Continue to progress the knowledge journey of te reo me ōna tikanga Māori amongst all staff in everyday school life in authentic contexts.Use the Māori cultural responsiveness self review tool Hautū to help set further goals and areas of growth around competence, pedagogy and relationships to positively impact ākonga achievement. Review policies, support PLD and grow partnerships.Grow the leadership and curriculum team, as well as all staff, through PLD and mentoring.Implement Aotearoa New Zealand Histories Curriculum, starting with local knowledge, stories and taonga; supporting students to critically connect, and taking advantage of the kahui ako to pool knowledge and understanding of local history.Develop an understanding of the progressions that can be developed through year groups and strengthen our understanding of how we can integrate and incorporate them into our programmes for both language and history..Continue to further develop our Google Sites as kete for information and resources for staff.Encourage reciprocal learning through the professional growth cycle model to help improve staff's confidence and competence so they are able to identify opportunities to enrich learning.Track and monitor curriculum levels for ākonga Māori and address gaps.
<p><u>Commentary</u></p> <p>Five members of staff attended PLD in August on the Niho Taniwha model for teaching and learning and this helped us to see where we were giving mana to Te Tiriti o Waitangi in our learning environment and where we can better meet our obligations as Treaty partners. In 2023 we placed a whaikaro (He Piko He Tanwha) above our waharoa, gifted from a leaving member of staff and carved by a member of our local iwi. This taongo is the kaitiaki of continuous growth and development of Te Reo me ona Tikanga at Waikanae School. In addition we placed pou as a gateway to our school and have established student led school powhiri to welcome new staff, students and whānau each term. Our tukutuku panels, signs in both English and Te Reo around school, Te Reo Māori content on the website and in newsletters and Māori representation on our Board of Trustees are among the things that you would see at Waikanae School to show that we are honouring Te Tiriti o Waitangi. Te Reo Māori has status and mana and can be heard around school, being naturally integrated into teaching and learning environments. Visitors will often be greeted in Te Reo Māori and our local history curriculum is developing as relationships within the community are built. Integration of tikanga Māori is evident through school wide karakia, waiata, our powhiri, and through weekly Kapa Haka lessons that incorporate local stories. Māori values are being lived through our school values and Māori learners are well supported, learning about their own culture and being empowered to be successful as Māori with a strong sense of their cultural identity.</p> <p>Two staff attended a course to help us further understand how to teach Aotearoa New Zealand histories so that our students can critically connect with their history and the subject is beginning to be woven through our curriculum and be a part of our kaupapa. This has helped staff have a deeper understanding of our local history through taonga, local stories and culture and heritage sites - we started the year with a whole staff trip around our local areas of importance and our Google Site continues to develop as a kete for staff. Whilst we believe we honour the Treaty in many ways, we recognise that there is still more to be done. We continue to build equitable partnerships to inform decision making but our end of year community consultation for our new Strategic Plan was positive. Whilst staff have grown in this area, teachers would still like further development to specifically support the educational aspirations for Māori learners to achieve educational success as Māori and to further develop their knowledge of te reo and tikanga Māori, as identified in their professional growth cycle. Language progressions throughout school are still to be developed formally and is planned for 2024.</p> <p>At Board level, each meeting saw us discuss Hautū, the Māori Cultural Responsiveness Self Review tool to assess how culturally responsive our school is for Māori and identify priorities for development. This has seen an increase in cultural responsiveness and an increased awareness and understanding of our accountability for strengthening Māori student achievement. This will be seen by the setting of targets for Māori achievement in 2024. In general, we felt that our school was between developing and integrating on all criteria and actions have formed part of our new Strategic Plan for 2024-2025. We have tracked and monitored the educational success of our ākonga Māori and put interventions in place throughout the year. Eight Māori students were involved in a writing intervention in the latter part of 2023 designed to lift achievement for all students who were working towards expectation and who had not already received recent writing support – three in Year 2, two in Year 3, one in Year 5 and two in Year 6. Of these students, seven had made progress in writing as shown in the end of year data, with three of those students moving from working towards to at expectation.</p>		

<div>Strategic Priority 2</div> <div>Individualised learning and engaged students who have a strong voice in their own learning</div> <div>We will focus on creating a learning environment that engages our tamariki in learning and provides leadership and development opportunities with a focus on excellence.</div>		
Area	Goal	Breakdown
Assessment, Moderation and Reporting	Raise achievement for our identified priority learners and all ākonga	<ul style="list-style-type: none">Undertake a thorough investigation into assessment - what, how, why - to develop a better understanding of where children are at.Decide which assessment tools allow the best analysis of data to inform teaching and learning.Ensure consistency across the school and curriculum levels through moderation of assessment and goals met.Identify priority learners through Hero and other assessments, identify gaps, and plan how to address these, including the use of both internal and external interventions.Track and monitor student progress.Strengthen assessment and moderation systems to use Hero more accurately to inform individual and class next learning steps, taking into account in particular, a balanced literacy approach and the imminent Curriculum Refresh.Keep whānau informed of changes and progress made.Revitalise children’s learning journeys from NE to Y8 and embed children’s knowledge from Y5-8 on how to set their own goals, log into Hero and post evidence of their own work.
<div>Commentary</div> <p>Throughout 2023 we seconded Kelsey Taylor, who was on study leave, to work alongside Paul Hammond to investigate the assessment tools we use throughout the year to assess students. This included both the formative tools- which help to understand students' strengths and next steps for learning to help direct teaching, and summative assessments which can help form an understanding of achievement levels. A new assessment map was created and work is underway to implement this in 2024.</p> <p>Once individual teachers are supported to understand the new assessment tools, syndicates can moderate and gain a shared understanding of where students are achieving. In 2024 Essie Russell will lead a whole school focus on writing and moderation across the school to ensure that teachers understand levels below and above the age group they are teaching. With a clear understanding of the tools and what achievement looks like we will strengthen our ability to have accurate snapshots of achievement and might go someway toward addressing the underachievement of the writing area. Although we will start with writing, reading and math will follow with the development of teacher capability and confidence to use assessment tools and have a shared understanding of achievement.</p> <p>At the beginning of 2024, we will consult our community on our reporting procedures and build an understanding of when and what they would like to be informed of. The aim is to increase their involvement in their child's learning.</p> <p>As part of our strategic priorities for 2024-2025, we will be building students’ learner agency and ability to understand their achievement and next learning steps; this is a proven strategy to increase engagement and raise achievement.</p>		

<div>Strategic Priority 3</div> <div>Students connected to the wider world and their local community</div> <div>Global citizenship is a vital skill for the future of our children. It is critical that we create opportunities for our Tamariki to build an understanding of global and international issues, whilst understanding our unique place here in Waikanae. ‘Think Globally, Act Locally’</div>		
Area	Goal	Breakdown
International Students	Further develop our capacity to host international students (both short and long stay)	<ul style="list-style-type: none">Ensure we keep up to date with any changes to the NZQA Education (Pastoral Care of International Students) Code of Practice 2016 requirements for Code signatories.Retain our membership of SIEBA and professional development for key personnel.Through our membership of Kapiti International Student Hub, explore possible future markets as part of a geographical group alongside our colleagues at neighbouring schools and colleges, some of whom already have connections with agents overseas.
<div>Commentary</div> <p>We have been impressed with the way our first International Student settled into his class as a Year 7 student in July 2023 and are delighted that he has extended his time at Waikanae School until the end of Term 2 this year. He contributes in class, plays football with friends at lunchtime and is showing us his sense of humour. Although he received some initial ESOL support from a TA, he is performing academically at the appropriate level across all areas of the curriculum and delivered an outstanding speech to his class about Willie Apiata in late 2023. Both he and his Mum were welcomed to Waikanae School at our pōwhiri last July, and his Mum reports that he is happy at school.</p> <p>As we step through each stage of our International Student process for the first time, we are establishing administrative and filing systems for enrolling future students, including amending documents and developing enrolment and self-review processes. From a marketing point of view, we are improving our SIEBA website profile and planning ways to make contacts with new agents, including preparing to take part at the next opportunity in a SIEBA Meet the Agents Forum. Karen Fitzgerald has been employed for 10 hours a week to provide ESOL support as required and to help with administration and marketing tasks.</p>		

International Languages	<i>Further, develop and embed the teaching and learning of international languages across the school</i>	<ul style="list-style-type: none">Continue with the Kāpiti Cluster International Languages Programme.<ul style="list-style-type: none">Extend the group of teacher volunteers to teach French, German, Spanish, Mandarin or Japanese in their classes.Undertake the second language teaching pedagogy PD provided through Tui Tuia as part of the Kāpiti Cluster International Languages Programme.Work collaboratively with our local native speakers (French, German, Spanish and Japanese) and our Mandarin Language Assistant (brought from China by the Confucius Institute for the 2023 school year) to enrich the teaching and learning of language and culture.Ensure that the inseparable links between language and culture are celebrated as part of the language learning experience, so as to extend students’ cultural understanding and their ability to interact appropriately with speakers of other languages.Contract to be led by Elizabeth Couchman and employed by Waikanae School.Provide opportunities for international intern teachers (eg, from Hungary / Denmark Dec 2022 - Feb 2023, and from Germany May - July 2023) to join classes at Waikanae School to broaden students’ understanding of cultures which are different from our own.
<p><u>Commentary</u></p> <p>In 2023 seventeen teachers from schools across the Kāpiti Coast, including six from Waikanae School (three teaching Japanese, two French and one Mandarin) took part in the second year of our international languages programme. This opportunity came about through the funding we received from Tui Tuia, University of Auckland, at the start of 2022, which was originally designed to be used in one year. Covid restrictions at the start of 2022 and the resulting delayed start, however, meant that we have been able to continue the programme into 2023. The majority of the funding was spent on employing native speakers to support teachers in their classes with the teaching of their chosen language (apart from Mandarin, as our Mandarin Language Assistant comes free of charge).</p> <p>As Waikanae is the lead school, we coordinated the running of the programme. This involved liaising with the teachers, our local native speakers (two Japanese, one French and one Spanish), our Mandarin Language Assistant and Tui Tuia. On Thursday 20 July two members of Tui Tuia staff and four National Language Advisers provided a full day workshop in our school hall for the teachers to explore second language teaching pedagogy and classroom ideas and activities.</p> <p>The original premise of the funding was to upskill and empower our teachers in second language teaching by providing them with initial language support and resources, with a view to language teaching being sustainable into the future. The most valuable resource has of course been our wonderful local native speakers, who have provided language and cultural expertise, as well as sharing the resources they have made to our Google Drive so that the wealth of knowledge we have built up is retained for future use. A tangible extra benefit of the programme is the positive impact this language teaching experience has on participating teachers’ te reo teaching.</p> <p>Tui Tuia can continue to support, free of charge, any teacher wishing to continue teaching a language in the future. This includes opportunities such as:</p> <ul style="list-style-type: none">up to \$500 per teacher to enable them to attend a language course of their choice,access to Tui Tuia language teaching pedagogy programmes,opportunities to apply for language immersion programmes in relevant countries,access to the support of the National Language Advisers, who can visit teachers and classes and help provide cultural experiences,cluster workshops (assuming a minimum of five registered teachers throughout the cluster would like to continue). <p>As we can apply to the Confucius Institute for a Mandarin Language Assistant to work in our schools each year, the Mandarin part of the programme can continue in its current format (including MLA visits) for as long as we have teachers interested in taking part. In 2024 we will share an MLA with Ōtaki College.</p> <p>We have been fortunate to have had two European university students studying education choose to spend a teaching practice at Waikanae School in 2023; one from University College Absalon in Denmark, and the other from the University of Dortmund in Germany. Both interns worked with two teachers in MLE settings at Year 5 and 6 level, one from December 2022 to mid-February 2023, and the other April – July 2023. In the case of the Danish university, Waikanae School received payment of 550 Euros for hosting their student.</p> <p>Both interns made a very positive contribution during their time with us. Their roles have entailed leading small groups of students for reading and writing tasks, taking over the teaching of parts of the class programme, leading lessons about their home country or language and actively supporting individual students in their classes (some with neurodiverse challenges). They have also enjoyed visiting a range of classes throughout the school and participating in extra-curricular activities with students, including helping with class trips. In addition to the practical advantages of having another adult in class to work with our students, there are also clear benefits for our students in terms of cultural awareness and global citizenship.</p>		
Curriculum	<i>Embed the NZC Digital Curriculum across the school.</i>	<ul style="list-style-type: none">Syndicate Leaders to ensure that Digital Technology continues to be embedded as a curriculum area and ensure that all new staff/new to syndicate are digitally capable and confident, empowered and upskilled.Embed the two year overview plan, allowing for curriculum coverage - monitor and track.Encourage reciprocal learning through the professional growth cycle model to help improve staff’s digital literacy between platforms so they are able to identify opportunities to enrich learning.Continue to monitor and track digital confidence, competence and understanding within the current staff and students so that focused and relevant guidance can be offered. E.g. support for new staff and students, Teacher Aide PLD, Staff Only Days, Staff meetings, Techy Breakies, etc.Continue to review the progressive kete of tools, skills and confidence to enable students to be digitally capable thinkers, producers and creators. This includes using DT in a way that enhances learning rather than just ‘consuming’ DT or using it for leisure.Continue to embed the integration of the Digital Technologies Curriculum and skills into other curriculum areas, using the Google/Chromebook/iPad checklist of skills and STEAM activities and offering a DT component through our interchange programs.Further develop the Digi Site to provide a range of resources for teachers to aid collaborative planning and enables students to explore a wide range of opportunities.Further embed the Waikanae Digital Citizenship rules with students and whānau, using the unit of work and providing an informative evening for parents on online safety.

		<ul style="list-style-type: none">● Implement BYOD from Y5-8 and track and monitor school owned devices, including repairs with our IT provider.● Establish a more robust whole school hardware/software purchase plan for iPads and apps/subscriptions. Investigate costs and funding avenues for the future for robotics and kits that develop computation thinking.● Support staff to use our School Management System effectively and efficiently for reporting to parents.● Review policies and procedures to ensure up to date.
<p><u>Commentary</u></p> <p>Syndicate Leaders are continuing to embed the Digital Technology Curriculum across the school, collaboratively planning to integrate the DTC into other curriculum areas. We continue to monitor the digital confidence of staff, including using the Professional Growth Cycle, and offer observations and team-teaching of DT lessons, and providing resources, support and outside professional development as required.</p> <p>The Digital technologies Google site has been updated and is available for teachers to use to support their understanding of the digital curriculum. It includes a range of activities/support to use with different levels of students. Using Technology Better have also provided us with a site for new teachers called Unpacking the NZ DIgital Technology Curriculum, designed to explain the requirements of the curriculum in simple language. New staff are offered support to understand the applications and ideas needed to implement the digital curriculum. Across our school, the D.T. has been embedded into something that we just do as part of the learning environment.</p> <p>All syndicates have completed age appropriate Digital Citizen programmes earlier in the year with termly revision. This has been supported by the ‘Our Kids Online’ organisation who helped facilitate a cyber safety evening in term 1. This was followed up with other whānau hui throughout the year and has had a positive impact on the reduction of cyber harm. The programme works with whānau to educate and support making devices safer in the home and also supports a programme teachers can work through with students to understand aspects of the online world that can be potential dangers. In 2024 we will hold another whānau hui supported by Our Kids Online and reinforce the need to be vigilant in this potentially harmful environment.</p> <p>BYOD from Y5-8 has been implemented successfully with few issues. We have a large number of spare Chromebooks for student use as required. The school has a number of apps which are unable to update because of the age of our oldest iPads (2018). These will need to be gradually replaced as the budget allows and we have begun this process. We have run staff meetings to provide PD in the use of the Hero school reporting system and all teachers are using it to communicate with whānau. All policies and procedures are up to date.</p>		

<p>Strategic Priority 4</p> <p><i>Environmental education is a key component of student learning – Kaitiakitanga</i></p> <p>A key focus of our school is environmental sustainability. We will ensure that our Tamariki continue to develop opportunities to support environmental initiatives and lead the community in sustainability and environmental stewardship.</p>		
Area	Goal	Breakdown
Curriculum	<i>Further embed school wide sustainability plans.</i>	<p>Further embed children's ecological literacy by:</p> <ul style="list-style-type: none">● Continuing to drive and embed a strong sustainability focus within the school culture by re-engaging with our Enviroschool status to develop the ‘Think Global, Act Local’ theme.● Further develop units of work that have a sustainability lens where appropriate across all syndicates, making the most of interchanges and integration, including Discovery Time.● Further develop relationships with local community groups/iwi/volunteers/other organisations, e.g. Jobs for Nature/PTA to develop our Kaitiakitanga role as environmental champions. Encourage new whānau with ‘green packs’ and education around our practices, using our school website/Hero. Organise a working bee with the PTA, organise KCDC to run a composting workshop, run Beeswax wrap making evenings.● Further increase the level of learning that takes place outside, understanding that we are learning in, with and for the environment, making the improved landscapes intrinsic to everyday life of the children. Develop a map of the school with outside activities/resources with a sustainable lens.● Allocate classes/monitors to be responsible for areas to keep tidy, e.g. weed, pick up litter on a regular basis.● Develop student leadership groups being creative about how we can utilise them to allow many more children to become ‘Green Guardians’ of our environment.● Grow the leadership and curriculum team, as well as all staff, through PLD and mentoring.● Further embed the involvement of tamariki in sustainable practices through our zero waste ambitions of rethink, reduce, reuse, recycle and reward with Green Gotchas. Increase the amount recycled, reduce the amount of paper used, encourage litterless lunches, maintain wormbin compost, encourage energy saving.● Further develop the Google Site as a one stop resource for staff to allow them to increase their own knowledge.● Continue to investigate new ways to keep the vegetable gardens sustainable and manageable throughout the seasons and integrating the learning they offer with other curriculum areas e.g., Science. Develop more sustainable planting and harvesting routines, either donating or selling produce, using it for cooking, gift boxes etc.● Engage more volunteers.●
<p><u>Commentary</u></p> <p>Although we have not formally re-engaged with our Enviroschool colleagues this year, we have continued to grow kaitiakitanga through the school’s guardianship of our local environment. This has been done through an interactive resource map that was created with specific task cards. The cards were integrated across the curriculum but linked to the environment and the te reo language to support learning. The map was to identify places around school where key activities could take place. A ‘Golden Gumboot’ reward was given out to classes who were active outdoors. Students made Beeswax wraps for new students to school to encourage our litterless lunchboxes and promote our commitment to sustainability. Relationships were further developed with Jobs for Nature/Ground Truth and Mountains to the Sea with one syndicate visiting our local awa and estuary areas to listen to iwi narratives and pa stories, as well as learning about changes to the awa, trapping, silt build up, water clarity and DNA testing, effects of waste, conservation, marine fauna as water quality indicators, fish ladders, etc. This will continue in 2024 with trips to our local mountain, river and sea. Another syndicate worked alongside DOC to test the quality of our school creek and the migration of fish through it. This resulted in finding a resident</p>		

<p>eel which we have named and regularly feed.</p> <p>Annual local planting projects continued in the community in reserves and for commemoration of the King’s coronation. A termly working bee has been established to see some of the larger jobs get done in the gardens around school. With around 6-12 whānau volunteers each time and numerous students, this is helping to strengthen relationships in our wider community and foster our role as environmental champions. Members of the Sustainability Curriculum Team attended a meeting at Paraparaumu College with other schools to hear about the proposed educational centre at Waikanae estuary/ wetlands. This was a great networking event and to hear what is planned for our community and how our school can be involved in the planning and the future of the centre.</p> <p>Our school pepeha was used as a basis for school wide sustainability day with each syndicate teaching students in vertical house classes. This helped children to re-engage with people other than their peers and encourage tuakana teina. Year 8s took responsibility for the activities throughout the day and Y7s were leaders of the vertical groups.</p> <p>Children and staff have loved celebrating Green Gotchas in assembly with the fun prizes. It's been great to hear why students have been receiving their recognition - picking up rubbish, helping recycle, engaging in discussion and sharing knowledge about their world, doing projects at home (beach clean up). The Green Gotchas prizes were funded by the Lions.</p> <p>Programmes continued to be developed to engage students in leadership opportunities and a selection of children have been taking the initiative in the gardens, monitoring the organisation of the vegetable beds and the hot house and establishing a planting group with a volunteer. The ‘Worm Warriors,’ acrew of Y5/6 students, continue to be in full force with the schoolwide collection of food scraps to feed the worms and produce ‘worm wee’ for the gardens. Students have also had the opportunity to take action on real-life meaningful projects that impact on the world ‘Think Global,Act Local.’ For example, Year 3/4 students were involved in a unit on endangered animals and focussed on how they could help reduce the number of Native endangered animals in NZ.</p>

<div>Strategic Priority 5</div> <div>Holistic learning for life</div> <div>Preparing our Tamariki for an ever-changing world requires constant adaptation and innovation. Ensuring that our Tamariki are grounded through a rich curriculum to be able to adapt to an ever-changing world are critical to our success.</div>		
Area	Goal	Breakdown
Curriculum	Embed key fundamental skills in Physical Education and revamp the Health Curriculum provision	<ul style="list-style-type: none">Co-ordinate a cohesive and inclusive Health curriculum across the school. Construct a two year plan to meet the needs of Health and PE practices, and the links between them, identifying curriculum teaching and learning key skills, links to our values and Key Competencies, and planning a progressive pathway for students through the curriculum levels.Engage ākonga and community to help plan learning programs and build community connections with health/sport agencies, etc holding consultations where necessary.Review learnings from NMSSA secondment around assessment in PE and Health.Keep up to date with relevant research and practices. Review potential actions and improvements following the issue of the Guide for Teachers on Mental Health Education and provide opportunities for PLD and discussion around wellbeing, a positive social/emotional state, consent, peer pressure, bullying etc.Review ethos and environment (policies, e.g. healthy eating, vaping, phone use, culture, support systems, etc), connecting with culture, nature and whānau and friends, promoting tuakana-teina mentoring and peer mediation.Carry out the NZCER wellbeing survey and take action on results.Create and develop a school Health/PE Site with relevant resources and links to provide a one stop shop for teachers.Update the Waikanae Way where appropriate.Support teachers and students to share healthy practices and learning within the wider community, e.g. participation in Moving March, healthy eating, etc using our website, Hero/Seesaw/Facebook posts.Embed student engagement emphasising enjoyment and participation in PE/movement activities.Grow the leadership and curriculum team, as well as all staff, through PLD and mentoring.Further support teachers to increase their confidence and ability to run PE/movement activities (knowledge, equipment, resources), extending the Movewell Resources and use of our Google site.Further develop students' movement skills that enhance game-playing ability, such as kicking, jumping, throwing, catching, passing, and dodging – teaching these through a game context rather than in isolation.Engage providers for 2023, e.g. Life Ed, Self Defence, Basketball, but identify what areas teachers can be upskilled in to teach, e.g. Circle Time, puberty, keeping ourselves safe.Provide information to whānau around digital and online safety and ensure consistency of digital citizenship education throughout the school.Continue to embed an ongoing philanthropic funding mechanism to support whānau in hardship. The primary aim is that no child is excluded from any outdoor education activity due to financial hardship.
<div>Commentary</div> <div>A two year Health Curriculum Plan was created but further development is required in 2024 to align with our new Strategic Goals and Kahui Ako links. The current Health Curriculum Plan has numerous programmes each term, for each syndicate, and an initial review for a progressive pathway through the curriculum levels has begun.</div> <div>We made many community connections in 2023, including Pedal Ready (a four week program for practical bike and scooter safety lessons), Road Safety Week and Superhero Day (including the production of a road safety video and consultation with the council around reducing the speed of traffic around school), Red Nose Day, Pink Shirt Day (school-wide Kindness Week with acts of kindness in our community), Pause Breathe Smile PLD and Mental Health Awareness Week, Life Education, Movewell, Movin’ March, RTLB and Circle Time (including Zones of Regulation groups for social and emotional wellbeing), as well as outside providers including local council, basketball, rippa rugby, volleyball, gymnastics, and swimming lessons.</div> <div>From our staff member’s secondment to NMSSA, we decided that assessment in PE is not a priority for us at the moment. We did learn that it was</div>		

<p>important for students to be familiar with and develop a strong understanding of the Te Whare Tapa Wha model of wellbeing so this was our whole school theme for 2023 with each of the walls being a focus for a term. Within our syndicate teams we had discussions on ways to bring the Te Whare Tapa Wha model into our classrooms and ways to promote and assess students' thinking around it. NMSSA findings also supported our thoughts that PE used to be going outside to play a sport like basketball and often students who liked playing sports had fun, but it was mainly focussed on movement skills and we had a lot of students who would not engage. Using the Movewell resource has provided a shift in both teachers and students. It has allowed teachers to think about our students' needs and then choose activities that would help students develop and think about these skills. For example, if teamwork skills and the ability to work through conflicts were a focus you could choose games from the resource that focus on those skills. It has encouraged teachers to ask reflective questions both during and after activities which was a big shift as often we would just go out for a game. This offered an insight into students' thinking and also could be used to assess students' reflective skills. It has meant that both teachers and students think more holistically about PE and Health.</p> <p>We reviewed our policies and procedures around a number of health areas including healthy eating, vaping, phone use, and we continued with our tuakana teina mentoring and peer mediation programs, and paid attention to maintaining our culture of school values and environment as an aide to wellbeing.</p> <p>We held off carrying out the NZCER Wellbeing Survey as we joined a Kahui Ako in 2023 and we wanted to co-ordinate with them a model of wellbeing across our cluster. This will be developed in 2024 for a collaborative approach across the schools.</p> <p>A Health/PE Google site was created as a one stop shop kete of resources for teachers but the Waikanae Way (local curriculum document) was not updated due to the need for a whole revamp following our community consultation around our new Strategic Goals for 2024-2025. This is planned for 2024.</p> <p>Healthy practices were promoted throughout school throughout the year including healthy eating units, several wheels day and dancing and Movin' March activities. Competitions and communication with our community was evident through our school management system.</p> <p>Student engagement in movement and PE activities increased this year. Multi-levelled fortnightly games where everyone could experience success were shared school-wide. Teachers acted more as guides than leaders so that children could figure out strategies and ways of communication. This supported our school values of respect, teamwork, kindness, perseverance and whānaungatanga. A Healthy Prize Draw incentivised engagement and participation.</p> <p>The curriculum leaders' growth was apparent through the amount of goals that were met in this area. Driving participation, engagement and PLD for both teachers and students showed huge progress in these areas. Teachers were asked what they needed most, supported, held accountable, and incentivised with prizewins. Communication was clear so that equipment, resources (e.g. videos), timetables and support were easily accessible. Staff wellbeing was also taken into account with a Wellness Week and PLD provided through staff meetings.</p> <p>Students' movement skills were taught through a game context rather than in isolation. A yearly overview provided a structure for co-operative games, kicking and striking skills, throwing and catching skills, etc so that accountability for PE was clear.</p> <p>Digital and online safety was prominent throughout the school and several parent evenings were held over the year - see Digital Technology in Strategic priority 3 above.</p> <p>Due to several generous donations, several whānau were supported through our hardship Tautoku fund, particularly for camps. Over \$6000 was given to whānau in need.</p>		
Curriculum	<i>Develop a balanced and structured literacy program</i>	<ul style="list-style-type: none">● Further increase teacher knowledge and capability around the structured literacy approach through Liz Kane PLD in Y1-4.● Grow the leadership and curriculum team, as well as all staff, through PLD and mentoring.● Investigate PLD for Y5-8 and the Heggarty Curriculum in Y3/4 for phonological and phonemic awareness skills through RT Lit.● Implement the Spelling Code throughout the school.● Plan purchase of resources to support the structured literacy approach and continue building up our whole school resources.● Continue to use the phonological screening awareness tool to assess progress and upload to Hero for future teachers..● Align Hero goals with the phonological awareness screening assessment tool and Sunshine assessment, taking into account the future changes that the Curriculum Refresh may bring.● Moderate writing across the school to ensure consistency of assessment.● Continue to develop Early Literacy Groups through the Reading Recovery program.● Post evidence of learning to Hero once per term.● Provide parent information regarding the Structured Literacy programme.● Continue to connect home and school learning using a home learning book in the Juniors.● Share learning experiences on Seesaw (photos and videos).● Track and monitor achievement in Literacy.
<p><u>Commentary</u></p> <p>All children in Years 0-2 are being taught using Structured Literacy and the children who require it in Years 3-4 are also being taught using Structured Literacy. Eight teachers from Y1-4 attended PLD with Liz Kane around Structured Literacy in 2023 and meetings amongst staff were held to discuss effective practices, what is going well, ideas, challenges etc, as well as sharing writing samples that link from our Structured Literacy programmes. Our early literacy groups, run in conjunction with Reading Recovery, are having a positive impact on literacy achievement. The Code, a spelling programme linked to Structured Literacy was taught in all Year 3-6 classes.</p> <p>An informative letter was sent out to our community on the changes in the way we are teaching literacy and a parent information afternoon was held in term 2 for our junior students' whānau. This enabled them to hear why and see how our literacy programme has changed. The majority of our whānau attended the afternoon.</p> <p>We have aligned literacy progressions on Hero, our school management system, so we can assess and report on Structured Literacy achievement, and resources have been purchased for those in Years 0-4. A small amount of resources were purchased for those in Years 5-6. Following feedback from the college and the current needs of our children and teachers, support for writing was offered across Years 5-8. To support consistency with the teaching of genre, a guide was created in the latter part of 2023 by the literacy team which outlines what language, content and structure should be taught and used.</p>		

<p>Teachers in Years 0-4 moderated writing samples and shared their best writing practices with one another. Team Leaders in Years 5-8 were encouraged to moderate writing samples with their syndicate to ensure consistency of teacher judgements and PLD has been planned for these syndicates in Term 1, 2024.</p> <p>Evidence of learning was posted to Hero throughout the year and teachers in Years 0-2 regularly used Seesaw to show, share, celebrate and inform whānau of their child’s learning. For children in Years 0-2, Home Learning books and a reading book were sent home twice a week so children could practise at home the skills and knowledge learnt at school. This also enabled whānau to gain insight into what was being taught in class.</p> <p>Literacy tracking and monitoring was undertaken mid year and interventions put in place for groups of children. The impact of this is being investigated to aid 2024 interventions in writing.</p>		
Curriculum collaboration and progression	<i>Improve and adapt ways of working to reflect a new curriculum</i>	<ul style="list-style-type: none">• Inform the community of the new Curriculum Refresh plans, making links to the National Education Learning Priorities (NELP), to allow us to plan our review of our Strategic Priorities at a later date.• Further develop and embed termly collaborative teaching and learning themes to be used from Y0-8 and collaboration within and across syndicates, supporting new staff/PRTs.• Embed a schoolwide cohesive progression of learning across the curriculum, including tracking/evaluation of units.• Make use of the new Kahui Ako to develop area agreed on locally if appropriate.• Further develop Curriculum Teams for areas of focus with <i>all</i> staff involved in a team. Each team to further develop Curriculum Goals with Senior Leadership Team/Curriculum Leaders driving these forward throughout the school, reporting to the Board mid and end year.
<p><u>Commentary</u></p> <p>We started 2023 with the intention to socialise, unpack and begin to implement the refreshed curriculum. The pace of this was somewhat aligned to the rollout of Te Mataiaho and taking into account the change of government.</p> <p>At our whole staff only days we had the opportunity to unpack and discuss the ‘why’ behind the need for transformational change in our education system and the opportunity for all staff to investigate what the changes will mean for Waikanae School. We deepened our understanding of the change to the learning phases and the need to develop key indicators (important learning that learners should be able to display at each of learning phases).</p> <p>Some development of the common practice model with the focus on ‘how’ we teach has already begun and this will be a focus moving into 2024. The area we will start with is writing and ensuring that teachers implement best practice research to ensure every student has access to excellent teaching and learning opportunities.</p> <p>At staff meetings we have explored the termly/yearly themes and looked at how each syndicate will bring the learning to life and integrate it across the classroom. Our new look Histories Curriculum has brought about lots of opportunity to engage with local experts including mana whenua and the opportunity for our students to visit local sites and hear our history told through stories.</p> <p>Our curriculum teams have worked well to ensure that everyone is involved in an area that reports back to the wider staff. We have now appointed our Kahui Ako leaders and it is exciting to have curriculum leads networking with the cluster and bringing back support for our kura in 2024.</p>		

<p><i>Strategic Priority 6</i></p> <p><i>Student transition is seamless across their schooling years in and out of Waikanae School</i></p> <p>We are committed to supporting our Tamariki and their whānau through the transition into, out of and within our school (i.e. between syndicates). This aims to ensure continuous learning and positive social connectedness before, during and after this transition.</p>		
Area	Goal	Breakdown
Transitions	<i>Continue to strengthen transition processes and relationships for new entrant and year eight students.</i>	<ul style="list-style-type: none">• Further embed the ‘Ready Set Go Programme’ to meet the needs of NE Tamariki, whānau, and teachers..• NE lead teacher collaborate with ECE during termly cluster meetings.• ECE teachers attend transition visits to support the transition between schools.• Invite ECE’s to observe teaching practice in our NE classes.• Visit local ECE’s to share our vision for transitions.• Hold regular parent meetings (e.g., NE visits, orientation, mid-year review) and provide regular updates on Seesaw and our HERO parent portal.• Use of Learning Support funding and personnel to ensure Year 8 students who are at risk and those with specific learning needs are supported to transition to college effectively.• Continued student and parent voice in class placements for 2024.• Continue discussions between syndicates for class placements and expectations going forward, including transition from Y8 to college.
<p><u>Commentary</u></p> <p>‘Ready, Set, Go’ transition to school visits continued to take place each week on a Tuesday afternoon. The visit enables children and whānau to become familiar with our school environment, the classroom that they will be placed in and to meet their peers and new teacher. Occasionally, students require extra transition visits to school and at different times of the day. We were flexible in ensuring the times and additional visits took place to enable a positive outcome for the students. Visits to ECE centres took place throughout the year. Collaborating with the ECE teachers is a valuable way to stay connected and learn about the tamariki enrolling with us. Staff also attended a Kahui Ako cluster meeting to share ideas and common themes.</p> <p>Whānau connection was high both in person and online. Mid year, the New Entrant classes held a whānau afternoon. Tamariki welcomed whānau to their class, sharing waiata and kai. The children were proud to show their families around their classroom and share the learning they have experienced throughout the year so far. The positive feedback from parents was wonderful to hear. They loved having the opportunity to listen to their children read, look at their work in their books and appreciate the artwork displayed. Learning and well-being kōrero were held in Term 3. Whānau engagement was</p>		

successful with most attending. Progress and achievement were shared during the kōrero and other general key competencies discussed. The use of Seesaw as an online platform for sharing learning between home and school continued to be well utilised in Y1-4. Teachers regularly posted photos/ videos of students engaging with their learning. This also provided whānau with the opportunity to support the learning from home. A schedule of Hero posts on learning was also shared across the school.

Year 8 students with learning or social / emotional needs often require extra support as they transition to college. Our close connections with both local colleges mean that there is regular communication with the Learning Support teams regarding our students' additional needs, so as to ensure as smooth a transition as possible. In some cases we arranged a programme of visits during Term 4, which are tailored to each student's specific needs and supported by a teacher aide. At times we refer students to Stepping Stones, a group-based, mentoring programme run by KYS for at-risk students of this age group, designed to support them with transition to college. This was not required in 2023, but we did work with the Health School to support a student’s transition.

Class placements within school were discussed between syndicates and continued to contain student and parent voice to create the best possible start for 2024 for students.

Other		
Area	Goal	Breakdown
Performance Management	<i>Continue to strengthen and empower leaders and teachers throughout the school.</i>	<ul style="list-style-type: none">• Further develop appraisal processes in line with a professional growth cycle, teaching standards, and Curriculum focus areas, and embed throughout school.• Write job descriptions for management units for staff to apply for. Unit holders will support the leading of learning across the school.• Further develop leadership mentoring sessions between Principal/DP and individual leaders, including curriculum team leaders and PRT mentors. Maintain documentation linked to professional growth cycle, appraisal and STP. Continue to maintain and strengthen the focus of Leading Learning for syndicate leaders as opposed to day-to-day management of syndicate.• Continue to use 360 Survey for Support Staff and Administrators.• Monitor Principal Performance Agreement as developed between the Board Chair and the Principal.• Plan PLD around focus areas, both internal and external.
<p><u>Commentary</u></p> <p>The professional growth cycle process was developed with teachers setting a learning focus based on the curriculum, reflecting on strengths in the teacher standards, looking for growth opportunities for feedback and reflection, taking part in PLD to support teaching practice and their learning focus, and thinking about how their learning impacted their practice. The Principal held meetings with all teachers to discuss their professional growth and identify potential areas for future growth for 2024. The latter has been linked to our Strategic Plan goals and planned PLD for 2024.</p> <p>Leadership mentoring sessions were held throughout the year for senior/syndicate/curriculum leaders and PRT mentors with a focus on leadership growth, and the 360 survey was completed for all support staff and administrators, with meetings held at the end of the year with the Principal.</p> <p>The Principal’s appraisal was completed and presented to the Board at the end of the year and the Principal was attested as meeting all necessary standards through a PLG.</p> <p>All staff completed at least one piece of professional learning and development throughout the year, but many took part in several opportunities.</p> <p>Job descriptions were written for management units to allow for a fair and equitable process for applications.</p>		