



School Charter, Strategic and Annual Plan

for Waitākiri School 2022 - 2023

Member of the Ōtākaro Kāhui Ako

Principal's endorsement: Andrew Barker

Board of Trustees' endorsement: Leroy Lewis

Submission Date to Ministry of Education:

1 March 2023

REAL Heroes making REAL CHOICES

Educative Purpose	The educative purpose of Waitākiri School is to improve learning outcomes, enhance well being and enable self regulated lifelong learners.
Vision	<p style="text-align: center;"><i>For our children to be REAL Heroes!</i></p>
Motto	<p style="text-align: center;">REAL Heroes making REAL CHOICES Hanga kōwhiringa tūturu</p>
Teaching and Learning Philosophy	<p style="text-align: center;">As a learning community of children, staff and whanau ...</p> <p>We Respect self, others and the environment, Encourage others and strive to Achieve with high expectations growing as Lifelong Learners.</p> <p>We will connect with, and be active participants in, the local, national and international Community. Together we will utilise strategies and develop a culture to enhance Hauora through honouring the Treaty of Waitangi and the bicultural foundations of Aotearoa as reflected in our kaupapa, school design and culturally inclusive curriculum. We will provide Opportunity for Innovative, Creative and Critical thinking through a coherent place-based curriculum utilising the power of Collaborative teaching and learning recognising the social nature of learning and the opportunities afforded in our learning environment. We will embrace the Enjoyment of learning and childhood and together live in a future-focused and Sustainable way as a learning community which understands the rich history of the school and community as expressed in the school kaupapa.</p> <p>Our tamariki will be empowered to make REAL CHOICES about their learning and life at Waitākiri School through a student-centred place-based curriculum. These REAL CHOICES will be evident as tamariki grow and develop as self regulated learners progressively taking responsibility for where, what, when and how they learn and who they learn with.</p>
Priority Learners: Māori & Pasifika	The development of a culturally inclusive place-based curriculum affirms affirmed as tangata whenua. Culturally inclusive practices will extend to all cultures with a specific emphasis on Māori and Pasifika. The school has an expectation, together with its Māori and Pasifika community, that Māori and Pasifika children will be <i>Hanga kōwhiringa tūturu</i> and achieve at or above the rates of all other learners. Annual plans and targets will identify Māori and Pasifika who are at risk of underachieving. Te reo is supporting in all learning studios and taught explicitly through specialists programmes. Māori students are further extended through Kapa haka and mihi whakatau programmes.

Hanga kōwhiringa tūturu

REAL Heroes making REAL CHOICES

Whakatauki

Ma te korero, ka mohio. Ma te mohio, ka atua. Ma te matou, ka marama.

Through discussion comes knowledge. Through knowledge comes learning. Through learning comes understanding.

Other Priority Learners

The school will develop annual targets and plans to ensure those at risk of underachieving have the opportunity to be REAL Heroes making REAL CHOICES, achieving to the best of their ability. Each learning community will identify and plan specifically for priority learners.



Hanga kōwhiringa tūturu

REAL Heroes making REAL CHOICES

Baseline Data and School Context	<p>Waitākiri School officially opened on 28 January 2014 with 716 students and operated on dual sites for two years while the new school was constructed. Much to the pleasure of the children, staff and community, the new purpose built school opened in 2016 with 614 students and finally the school and community came together as one. The new school has been designed to enable student-centred learning, collaborative teaching and learning and is empowered by a place-based curriculum linking strongly to the kaupapa of the area with a particular emphasis on inquiry learning, science, mathematics and literacy.</p> <p>The school has a diverse socio-economic mix with the community attracting workers from a vast array of occupations. Homes comprise young families with either both parents working, one parent working or no employment in the home. Both schools had a history of strong community involvement and high levels of community engagement and this has continued into the new school although it is evident more homes have two working parents and accordingly families struggle to be as active during the working week as in the past. Waitākiri School is a decile 8 school. At merging the school had a combined history of 183 years (Burwood 141 years and Windsor 42) with many of the children playing sports and attending clubs and churches together. The communities are now together as one, embracing Waitākiri School as <i>their</i> school. In addition to the strong academic programmes the newly merged school has a wide range of extracurricular activities.</p> <p>The school has outstanding facilities, furniture, fittings and resources to support teaching and learning. Staff are experienced and skilled with all teachers engaged in quality professional learning and development, and undertaking their own professional inquiries. Support staff are also experienced and skilled, and in particular learning assistants participate in ongoing professional learning to support priority learners.</p>
Students' Learning	<p>There is historical evidence of steady improvement in learning outcomes for students in attitudes and engagement. The strategic goal of 95% of children achieving 'at' or 'above' curriculum level by the time they leave Waitākiri School in Year 6 remains an aspirational, yet achievable, goal for most students.</p>

REAL Heroes making REAL CHOICES

Student Well-being and Agency	<p>Historically the school surveys students and using the NZCER well-being survey as part of the data gathering to constantly review students hauora, the attitudes to learning and their teachers and their sense of 'student voice' at school. More recently we have been using the Assessing Wellbeing in Education Survey (AWE). This gives us better data on wellbeing, in 2021 the Kāhui Ako started conducting wellbeing survey based on the AWE survey</p> <p>Data assists the school, wellbeing team and studios to plan for the next year. One of the emerging strengths of Waitākiri School is student agency and voice through a wide range of strategies which include: REAL Challenges (home learning challenges), School council, Inquiry learning, REAL Heroes, Student surveys, CHOICE Room, REAL Support and the broad range of optional activities for children before and after school, at lunchtimes and in their learning studios.</p>
School Organisation and Structures	<p>The school has six learning studios with 75-110 children and 3-4 teachers depending on the year level. The Whenua Community (Windsor and Burwood Studios) is the starting point at Waitākiri School with our New Entrant, Year 1 and 2 students; Wai Community (Ōtākaro and Travis) are Year 3 & 4 studios; and Rangi Community (Ruru and Korimako) are our Year 5 & 6 studios. The three communities (Whenua, Wai and Rangi) also reflect the curriculum focus of land, water and sky for the children as they transition through school.</p> <p>Each studio has a team leader and each community has a Deputy Principal or the Principal to oversee the community - especially in relation to appraisals and mentoring. The school has a senior leadership team comprising Principal, two fully released DP and an AP).</p>
Kiwisport Funding	<p>Kiwisport funding has been used to employ a part time sports administrator for the school. The sports administrator takes responsibility for a wide range of out of school sports including touch rugby teams, basketball, mini jammers, kiwi netball together with assisting with organisation of school events, interschool and zone events.</p>

Ōtākaro Kāhui Ako



The Ōtākaro Kāhui Ako consists of; Avonside Girls High, Shirley Boys High, Chisnallwood Intermediate, Shirley Intermediate, Banks Avenue Primary, Park View Primary, Queenspark Primary, Shirley Primary, Waitākiri Primary, and a growing number of Early Childhood Centres. The Ōtākaro cluster was formed in 2013, in late 2016 the Cluster was accepted as a Kāhui Ako (Community of Learners).

In 2023 the Kāhui Ako has three clear goals. 1 Litteracy 2. Hauora 3. Culturally Responsive Practice. There is a clear pathway for learners and greater coherence between the ECE and Kura in the Kahui Ako.

Please click [here](#) for further information about the Kāhui Ako

Waitākiri Primary School Strategic Section

School vision: Learners/ākongā, staff/kaimahi and whānau are REAL Heroes making REAL CHOICES.

Strategic Goals:

Governance

Effective governance and supportive leadership inspire kaimahi, whānau and students to be REAL heroes

Teaching

Positive relationships and supportive leadership inspire kaimahi and whānau to live and model our REAL Hero values.

Up-to-date knowledge, resources and best practice enable quality teaching.

Learning

Ākongā are empowered to make REAL CHOICES as they grow to and develop into successful lifelong learners.

Hauora

Our school culture and systems enhance wellbeing and safety, and encourage our whole school community to flourish.

Culture

Ākongā, kaimahi and whānau have a sense of belonging and are secure in their identity, language and culture as they participate, engage and achieve in education.

Strategic Plan 2022-2023

The following 'Strategic Section,' provides a three year overview to improve teaching, learning, hauora and culturally responsive practice through a place based curriculum and quality co-teaching. Since the inception of the school a significant amount of work has been undertaken to conceptualize the learning environment through collaborative teaching and learning. ICT is utilised to support both student self regulation and personalised learning through the school. In the Rangī Community (Year 5 & 6) children are provided with 1:1 devices to support learning, engagement and creative thinking. Effective and meaningful use of ICT plays an important role in the ongoing improvement in learning. Click [here](#) to access the strategic Plan

[Literacy Report 2022](#)

[Mathematics Report 2022](#)

[Analysis of Variance / Commentary 2022](#)

[Annual School Improvement Plan](#)

