

# WAITARIA BAY SCHOOL

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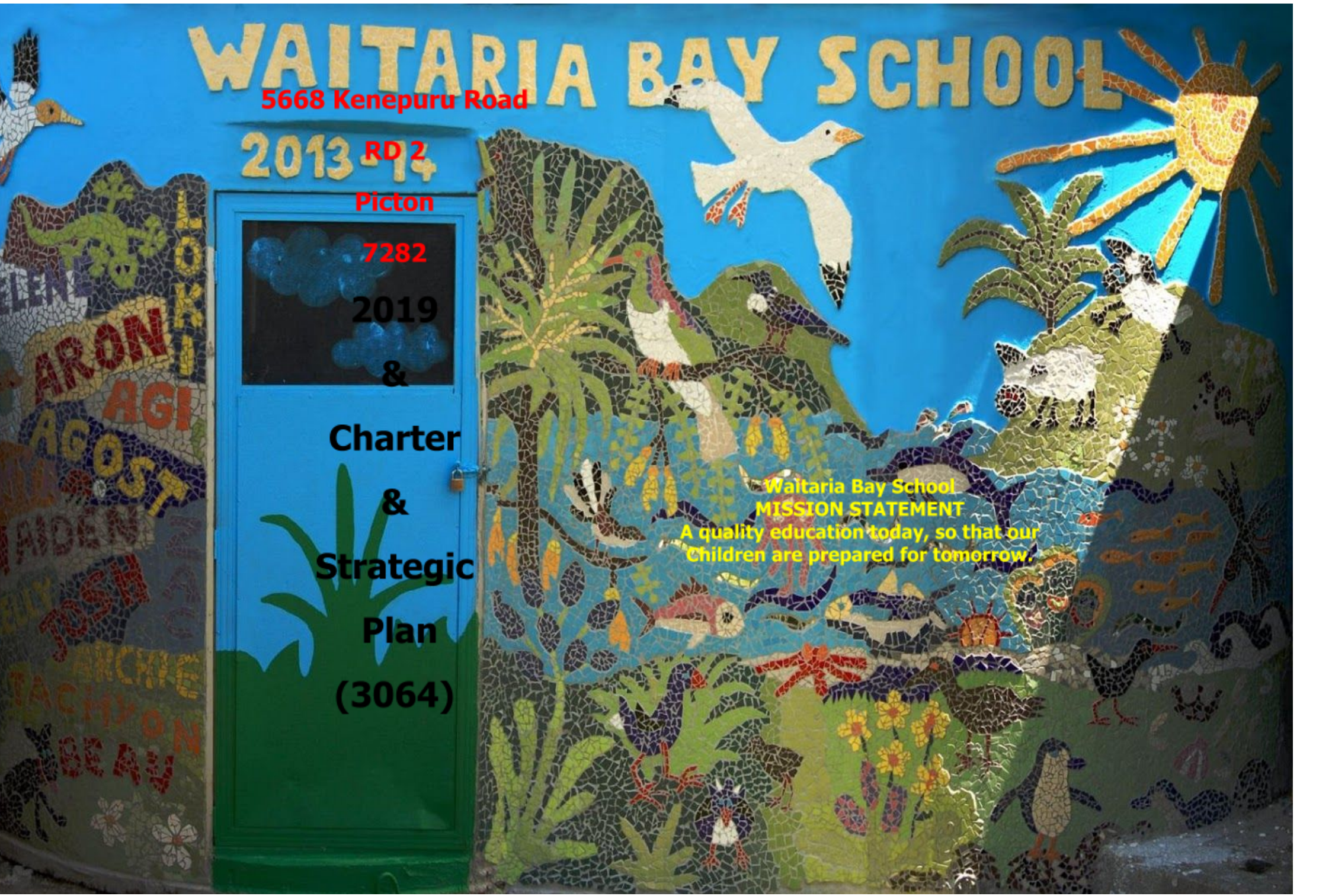
Strategic

Plan

(3064)

Waitaria Bay School  
MISSION STATEMENT

A quality education today, so that our  
Children are prepared for tomorrow.





**Our Vision** - Waitaria Bay School has a learning culture which challenges its students to be successful learners who strive for personal excellence. We achieve this by encouraging student agency, individualised learning pathways, rich and inspiring tasks. Waitaria Bay School fosters positive relations between home, school and community. Our students will become global citizens equipped to embrace the ever changing future

**OUR SCHOOL COMMUNITY** Waitaria Bay School is a decile 6, rural remote Primary School situated in the picturesque Kenepuru Sound, two hours' drive from our nearest major town, Blenheim.

Waitaria Bay School caters for four girls and four boys from Year 0 to 8. The current roll for 2020 is 8. We have no children enrolled as Maori and/or Pasifika.

The school has strong family and wider community support. Parents have high levels of involvement; many offer parent help as volunteers, with three school family parents (out of four families) members of our Board of Trustees. Our families hold high expectations for achievement and student wellbeing.

The school was established in 1897. Today we have a modern learning environment classroom, a dedicated cultural/music & activities room, administration & staff areas, a full sized sports field and a swimming pool.

We have had an influx of pre-school children into the district and have set up a ministry approved playgroup using our cultural/music classroom to provide a venue.

The library caters to both the school children and the wider community. It is located in the original classroom which was built in 1897.

All children travel to school in our leased vehicle which is partially funded by the Ministry while we fund raise for the remainder.

We are a part of the Pelorus Cluster group of schools for sporting and inter-school events. We are part of the Te Wheke Akoranga Kāhui Ako. (Community of Learning)

## SCHOOL VALUES and KEY COMPETENCIES



**Wonderings - Whakaaroaro - questioning, encouraging creativity.** Thinking, using language symbols and texts, and Managing Self.



**Aspiration - hōkaka- encouraging excellence, high achievers.** Thinking, managing self.



**Initiative - developing skills to become global citizens.** Thinking, Managing Self, Participating and Contributing.



**Tolerance - Manaakitanga - respecting and valuing others , empathy.** Relating to Others, Managing Self.



**Assertiveness - - confidence - Managing Self, Relating to Others, Participating and contributing.**



**Respect - diversity, biculturalism.** Relating to Others, Participating and Contributing, Thinking.



**Inclusiveness sharing, communicating.** Managing Self, Participating and Contributing, Relating to Others



**Achievement - success.** Thinking, Using Language, symbols & Texts, Managing self.



## CULTURAL DIVERSITY AND TIKANGA MAORI

Waitaria Bay School is part of the Pelorus Cluster of Schools which has ties with the Ngāti Kuia Iwi, - Te Hora Marae in Canvastown, and part of the Te Wheke Akoranga Kāhui Ako, which has ties with Te Atiawa iwi/marae.

We believe that we practise cultural responsiveness, we value and respect cultural beliefs, and learn from differing cultural beliefs. We encourage students to share elements of their cultural heritage.

We ensure that all students are treated with respect and dignity.

Waitaria Bay School is continually developing an awareness and understanding of Tikanga Maori (Maori Culture and Protocol) and provide the means of fostering better cultural understanding consistent with the Treaty of Waitangi.

We encourage staff to acquire greater knowledge of Te Reo and Tikanga Maori, and to use and utilise resources available such as local community members, online tools such as VLN Te Reo Level one & level two, and other resources that are accessible and available.

Our Integrated curriculum will include Te Reo or Tikanga in planning and delivery. We will offer languages, should children show interest, throughout the school year using available resources. We ensure that the whole school spends time on a Marae every two years.

Waitaria Bay School will consult with local Iwi and community, whenever possible with regards to meeting the needs of our Maori and Pasifika students.



## SPECIAL CHARACTER

Our very unique school, Waitaria Bay School, is surrounded by water, and "Outstanding Natural Landscapes". We are dedicated to protecting this environment and provide many opportunities for rich tasks through our local Education outside the Classroom and our dedicated (one day a week), sustainably and Enviro-schools education, which enhances the children's respect for this unique environment and understanding of sustainability. Our senior children participate in the EnviroSchools leadership days in Blenheim annually.

Inspired by our unique environment the children have, since 2010, been involved in a project called "Kereru Kitchen", which aims to entice more Kereru back into the area. This rich task based learning about our special place has seen the children creating a landscape design and planning the development of, and now maintaining an area of the foreshore adjacent to the school.

They have planted native and fruit trees with the aim of providing a place where locals and tourists can stop, admire the view, eat fruit while identifying the plants and reflect on their surroundings. The children are maintaining a pest control programme in this area through trapping rodents, stoats and possums. 2016 we won the coveted Lions Environmental award for the Kereru Kitchen.

We have close contact with the marine environment, with mussel farming another significant aspect of our environment. We assist with the Aqua-Culture beach survey clean-up annually. We also participate in the keep our beaches clean annual beach clean up.

As we are surrounded by water and many of our children travel on boats regularly therefore we have a commitment to promote water safety with the aim of all children to be able to swim confidently, which is reflected in the many first placings in the cluster sporting competitions.

We have a clear direction and focus on developing and strengthening student agency - through resources, teacher knowledge and pedagogy and professional learning. As a member of the Pelorus Cluster of Schools all principles in this Professional learning cluster have a common appraisal goal to increase student agency and knowledge for staff and students. This also ties into the concept of children learning about sustainability and enviro schools.



## BASELINE DATA FOR MATH READING AND WRITING 2017 - 2019

2018 - 2019

EE = Exceeding Expectations, ME = Meeting Expectations, NYMAE = Not yet meeting all expectations, NME Not meeting expectations.

	2017	Above	At	Below	2018	EE	ME	NYMAE	2019	EE	ME	NYMAE
Math		20%	60%	20%		30%	50%	20%		17%	83%	
Reading		40%	60%			67%	33%			83%	17%	
Writing		20%	60%	20%		24%	57%	29%		17%	83%	

## STRATEGIC DIRECTION: 2020

	Strategic Goals	Core Strategies for Achieving Goals 2019 -2021
Students Learning	<p><b>Improve student achievement by providing environments that foster Cultural relationships for responsive pedagogy (Te Wheke Akoranga Marlborough Sounds)</b></p>	<p>Identify pedagogy that contributes to cultural responsiveness            Collect baseline data            Identify and implement strategies to improve cultural responsiveness across the Kahui Ako            Identify expert teachers to support implementation.            Source resources to help implement improved pedagogy            Improve culture within the classes            Run Rongahia te hau to collect data            Disaggregate achievement data for Maori students</p>

	<p><b>Improve student achievement by providing an environment that fosters wellbeing ( Te Wheke Akoranga Marlborough Sounds).</b></p> <p><b>Develop and improve knowledge of sustainability and environmental awareness. (Waitaria Bay)</b></p> <p><b>Improve student achievement in curriculum areas with a focus on our target areas oral language, writing, reading and math. (Waitaria Bay)</b></p>	<p>Identify</p> <p>Employ skilled teaching staff to teach sustainability. Tamariki will attend Enviro-school leadership days the tamariki will learn about: Our environment and then the bigger picture environment Teaching and Learning plans will include: Assessment and moderation will be compiled and reported to -</p> <ul style="list-style-type: none"> <li>● the environment – water, land, ecosystems, energy, waste, urban living, transportation</li> <li>● the interactions between the natural environment and human activities, and the consequences of these</li> <li>● the choices and actions we can take to prevent, reduce, or change harmful activities to the environment.</li> </ul> <p>Using data to inform, identify, measure and monitor acceleration/ achievement/success/ identify gaps &amp; areas of need and inform next steps in teaching and learning program and planning. REporting to the Board, parents, students and community of tamariki progress at regular intervals. This information will identify priority learners - gifted or high needs in learning - an action plan</p>
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		will be developed to set actions and identify resources required to support & accelerate achievement.
Student Engagement	<b>Improve student engagement and achievement through providing authentic and meaningful learning.</b>	Identify practices that contribute to the wellbeing of students Obtain student, whanau voice about what helps them Engage with the Learning Support Delivery model Identify external agencies that can support students - SENCO/LSC equivalent Identify and source effective resources, programmes and personnel that can improve student well-being - working with Learning Support Facilitator/ Regional Service manager Ensure transitions from each educational centre supports student wellbeing
School Organisation and Structures	Board of Trustees uses best practice governance to make a difference to student progress achievement and wellbeing.	Board will analyze/critique assessment data and at each board meeting - standardised and formative data will be shared and discussed. Boards focus will be to ensure there is equity and excellence in outcomes for our students.
Personnel	Staff will promote equity and excellence in teaching and learning.	WBS will provide opportunities for staff to upskill in teacher pedagogy around teacher & learning inquiry to support acceleration in achievement outcomes. <b>(In line with Kāhui Ako goals and action plan)</b>
Property	The Board of Trustees and students at Waitaria Bay School will take pride and care of their school grounds and surroundings.	WBS and Board of Trustees will support our students to take responsibility for caring for their environment through a range of programs that will be evidenced by observational/academic outcomes.
Finance	The WBS budget will be driven by identified needs in areas such as teaching and learning, sustainability and property needs.	The Board of Trustees will be active participants in designing the budget to ensure the focus is on improving outcomes for our students.



Domain	Strategic goal	Target	Short Report
Students Learning	<p><b>Improve student achievement by providing environments that foster Cultural relationships for responsive pedagogy (Te Wheke Akoranga Marlborough Sounds)</b></p> <p>To accelerate students learning and knowledge in reading, writing and math, through focused subject specific curriculum teaching and integrated, enriched units <b>(In line with Kāhui Ako goals and action plan)</b></p> <p>To raise student awareness, outcomes and achievement in the following areas: Key competencies, Waitaria Bay School Values, sustainability, and cultural responsiveness <b>(In line with Kāhui Ako goals and action plan)</b></p>	<ul style="list-style-type: none"> <li>● Staff understand culturally responsive practice</li> <li>● Identify staff already showing good practise</li> <li>● Strategies evident in classroom practices across all classes in Kahui Ako</li> <li>● Expert teachers supporting others to improve pedagogy</li> <li>● Resources help improve practice</li> <li>● Improved student achievement</li> <li>● Data assess implementation success</li> <li>● Maori students are achieving at or above Non-Maroi students.</li> </ul>	<p>BOT focused on Acceleration outcomes - reported and monitored at Board Meetings.</p> <p>Self review occurs as per review schedule</p> <p>Teachers teaching as inquiry to identify priority students in math and writing.</p> <p>Writing will remain a target in line with our Kāhui Ako AC</p> <p>Set challenging and appropriate expectations for learning.</p> <p>Give priority to student achievement.</p> <p>Students know what they are achieving and what the next steps are.</p> <p>Student agency is driven by students.</p> <p>Students will demonstrate strong literacy and mathematical understanding and be able to talk about this knowledge. Reporting to parents every term - goal setting interviews, and</p>

			<p>reports that are developed by and with the students, that report to achievement, next steps and outcomes.</p> <p>Students are multimodal in their learning.</p> <p>Students know where they are achieving against the key competencies and WBS values.</p> <p>Students understand sustainability in our local area and wider.</p> <p>Cultural responsiveness is apparent in daily school life.</p>
Student Engagement	<p>Students will, with confidence and independence, participate, contribute, and reflect wellbeing.</p> <p><b>(In line with Kāhui Ako goals and action plan)</b></p>	<p>95% attendance for all of our students</p> <p>Students will participate and wellbeing surveys - data will be collected and reported to at a Board Meeting.</p>	<p>Student agency is evident in the school - students have a voice in what they learn evident in LTP's and daily organisation in their learning.</p> <p>Students are focused on their learning - evidenced by on task and outcomes.</p> <p>Students will be able to show self management skills.</p>
School Organisation and Structures	<p>The Board of Trustees uses best practice governance to make a difference to student progress achievement and wellbeing.</p>	<p>Self review will occur in accordance with our self review schedule.</p> <p>Resourcing will be targeted to priority learners.</p>	<p>Review will focus on students achievement and outcomes.</p>
Personnel	<p>Staff will promote equity and excellence in teaching and</p>	<p>Teacher will attend TOD focused on student agency and digital</p>	<p>Teachers will be offered PLD as it arises outside of our targets that</p>

	learning.	<p>learning using google.</p> <p>Teachers will identify priority students through reflective inquiry and plan individual programs for priority students.</p> <p>Appraisals will focus on achievement and outcomes for our priority students.</p> <p>Teachers will attend Education Group Teaching as inquiry PLD</p>	will focus on equity and excellence - outcomes and achievement.
Property	The Board of Trustees and students at Waitaria Bay School will take pride and care of their school grounds and surroundings.	<p>Students will participate in the enviroschools programme and a local community group to create a living landscape.</p> <p>BOT will ensure that the school is modern, light, well cared for.</p>	<p>5YP/10YP is up to date.</p> <p>BOT responsible for upkeep and maintenance of property.</p>
Finance	The WBS budget will be driven by identified needs in areas such as teaching and learning, sustainability and property needs.	BOT will spend within its budget - with a focus on priority areas - teaching and learning, sustainability and property.	Finance reports will be presented to BOT meetings.

## Student Achievement Targets

### Writing

<p><b>Strategic Aim:</b> Te Wheke Akoranga Kāhui Ako – to raise accelerate achievement for boys and Maori in writing. To accelerate students learning and knowledge in writing and through focused subject specific curriculum teaching and integrated, enriched units</p>	
<p><b>Baseline Data: 2019 -</b> Overall teacher judgements were made using the writing progressions, along with moderations using PaCT and supported by a range of evidence such as one to one observations and discussions, draft and published writing samples and self/peer and teacher review. 24%of our children are exceeding expectation, 57% of our children are meeting expectation. 29% were not meeting expectation Analysis of this achievement data reflected there had been an acceleration from 2018 where by we had (20%). We aim to continue this acceleration (see targets below).</p>	
<p><b>Targets:</b> Target Writing 50% At and 50% above.</p>	
<p>To focus on accelerating achievement of all our writers and evidenced by movement through the writing progressions at an accelerated rate.</p>	

When	Action Plan	Who	Indicators of Progress
	<b>Actions to achieve targets</b>		
Term One	Use spirals on inquiry process focus for target students to identify hunches, create new learning, taking actions, checking and scanning.	Principal Teaching Staff	Identifying learner related challenges encourages teachers to develop a curiosity mind-set to identify what is going for our learners. Put's learners at the centre so they can answer questions about their learning.
Each Term	Collaborative shared books for anecdotal note taking identifying gaps, strengths area for improvement written by teachers and shared at staff meetings or at end of day	Teaching staff	Tracking sheets identify next learning steps, and teachable moments. Keeps staff up to date with what is going on in the classroom - shared teaching spaces with a quick snapshot glance Checking to see if we have made a difference, identify next steps in learning progressions.
Fortnightly			
Each Term	Staff meetings will share discussion around our target students in a reflective and evaluative manner.	Teaching Staff	Improving teacher evaluative capability.
Beginning of year	Long Term Plans reflect coverage of writing strands.		Students understanding of genres of writing, and how these associate to various styles of writing i.e. reporting, narrating etc. Will encourage them to write according to need.
Each Term	Writing OTJ's are gathered using tools such as		Shared writing progressions with students/ parents and board will

Term One, Two and Three	the writing progressions to make informed reporting.		encourage children to take responsibility for their own learning in writing and will assist student to identify next steps.
Term One	Student led interviews in Term One to share successes, identified areas of need, and gaps in learning around writing.		Cluster wide moderation will allow our teachers to identify if they are moderating consistently and in school moderation will assist in making OTJ's to report to students, parents and the board.
Each Term	Provide students with many and varied diverse opportunities to stimulate and engage our writers. Education Outside of the Classroom, digital learning, visitors to school, participation in cluster and Kāhui Ako events.		Empowers students to talk about their learning, success, challenges, and next steps.  Creates interest based opportunities to further develop and engage our writers – writing for mileage, and interest – longer more detailed pieces of writing, or more concise technical writing.
Weekly	Word of the Day three times a week, to gain enriched word vocabulary.		Richer vocabulary will flow through writing pieces – evidence will be recorded as vocabulary develops.
Daily/Weekly	Track attendance, engagement, and wellbeing. Keep anecdotal notes on tracking sheets about this quantitative evidence. Share with parents and board.		
Daily / Weekly	Report to parents each term on progress against the progressions.		
Each Term	Report to board in a timely manner		
Each Term	Teachers and children will share class work, with feedback and moderations and assessments with parents through the sharing in google suite.		

2019

Student Achievement Targets

Math

<p><b>Strategic Direction:</b> Te Wheke Akoranga Kāhui Ako – to raise accelerate achievement for boys and Maori in Math. To accelerate students learning and knowledge in Math and through focused subject specific curriculum teaching and integrated, enriched units</p>
<p><b>Baseline Data: 2019</b> Overall teacher judgements were made using math progressions, along with assessment testing such as PAT's and Gloss and supported by a range of evidence such as one to one observations and discussions, draft and math work completed by children and self/peer and teacher review. children use a program called Number Hub which also has a component "Prove It" these were used to identify children prior knowledge. 30% of our children are exceeding expectation, 50% of our children are meeting expectation. 20% not meeting Expectation Analysis of this achievement data reflected there had been an acceleration from 2017 where by we had 20% above and 60% At. We aim to continue this acceleration (see targets below).</p>
<p><b>2019 Target:</b> There will be a shift in outcomes for reading and writing and math - priority focus on Math to move our 20% from Below to At and to see a continued acceleration between At and Above.</p>

When	Action Plan	Who	Progress Indicators
	<b>Actions to achieve Targets</b>		
Term One to Four	Assess children using PAT and PaCt (Term One and Four)  Target Priority learners will be identified an inquiry will be completed to accelerate learning.  Hold Interviews where students will inform parents of achievement and next steps for	Teacher in Charge	Identify children's achievement through assessment to enable individual planning for the term Targeted priority students will be monitored and reported to the Bot. Individual programmes will support learning to identify acceleration.  Students and parent will be able to informed and clearly identify areas of need and next steps.

<p>Term One to Four</p>	<p>learning.</p> <p>Students will undertake a basic facts program, twice a week.</p> <p>Students will participate in a maintenance program covering all aspects of Math and math strands.</p> <p>Students will use "Number Hub" daily to work through the steps and stages. Students will work at the stage according to assessment and teacher overall judgement and using their own knowledge of what they know and what they need to learn.</p> <p>Senior students will participate in the "money time" online financial literacy program.</p> <p>Gloss and Jam will be used in terms two and three to monitor achievement and outcomes.</p> <p>Reports written by students will inform parents of progress, achievements, outcome and next steps in terms two, three and four.</p> <p>Teachers and children will share class work, with feedback and moderations and assessments with parents through the sharing in google suite.</p>		<p>Logged results will reflect improved knowledge of basic facts.</p> <p>Students will record results and move up levels according to achievement.</p> <p>Students and teachers will conference weekley to identify learning and to address any gaps identified in work completed.</p> <p>Teachers will use a collaborative sharing book that notifies of areas of need and acceleration to keep each other informed.</p> <p>Empowers students to talk about their learning, success, challenges, and next steps.</p>
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**Business As Usual**

Strategic Direction Nag 1	2019	2020	2021
<b>Curriculum</b>			
<p>Give priority to student achievement in Literacy, Numeracy and digital technology.</p> <p>Ensure reporting to the board/ parents, is reflective of school-wide assessments/ OTJ's and uses consistent language.</p> <p>Through student led interviews (Term One) and OTJ's set goals and "where to next steps" to follow the progressions.</p> <p>Assessment data and OTJ's will identify areas of strengths, gifted and talented, as well as areas of needs, and special abilities. Target students will be identified and an Inquiry process – Spiral of Inquiry will be evident to focus teaching and learning.</p> <p>Follow the WBS assessment schedule to ensure that we monitor achievement and acceleration</p> <p>Implement teaching &amp; learning programmes that are based on the underlying principles which are developed within our school, curriculum and the NZ Curriculum.</p> <p>Student Agency is evident in our classroom, What student agency looks like in our school is evident and seen in practice.</p> <p>Cultural Responsiveness values will be incorporated into our daily classroom</p>	<p>Review assessment practices in Literacy, Numeracy and E-learning. Develop action plan from review.</p> <p>Review Assessment tools to ensure they fit with WBS strategic plan and meet individual children's needs.</p> <p>Review student led interviews, and reporting to parents, using the progressions.</p> <p>Review use of Spirals as a process to identify target students.</p> <p>Review assessment schedule – curriculum coverage, suitability to current educational trends, and suitability to WBS students.</p> <p>Review teaching &amp; learning programmes that are based on the underlying principals which are developed within our school, curriculum and the NZ Curriculum.</p> <p>Review staff knowledge and commitment to student Agency and student directed learning.</p> <p>Values and respect around cultural responsiveness is evident practised</p>	<p>Implement the action plan, with a focus on Literacy, Numeracy &amp; e-learning.</p> <p>Utilise action plan developed from self-review of assessment procedures.</p> <p>Implement any changes identified from review; strengthen reporting from students and staff.</p> <p>Update inquiry process as identified in review.</p> <p>Review assessment schedule – curriculum coverage, suitability to current educational trends, and suitability to WBS students.</p> <p>Develop teaching and learning programmes that are consistent with our school curriculum and the New Zealand Curriculum.</p> <p>Students teaching and learning programs reflect the student agency philosophy at WBS</p> <p>Ensure that all teachers are integrating Taha Maori into their</p>	<p>Long Term Plans, Term Plans reflect commitment to literacy, numeracy and digital technology.</p> <p>Reporting to board/parents assessment/OTJ data is evident and uses consistent language.</p> <p>Assess student led interviews, with children reporting to parents. Goal setting in line with progressions.</p> <p>Assess use of Inquiry to target priority students identified.</p> <p>Review assessment schedule – curriculum coverage, suitability to current educational trends, and suitability to WBS students.</p> <p>Implement teaching &amp; learning programmes that are based on the underlying principals which are developed within our school, curriculum and the NZ Curriculum.</p> <p>Strengthen staff knowledge around student agency and what this looks like at WBS</p> <p>Staff will undertake a review of cultural responsiveness study to</p>



programmes.  Provide career education opportunities that expand the children's knowledge of employment.	as part of our culture.  Review opportunities offered to learn about career education and opportunities.	classroom planning and practice.  Implement changes from review.	lift pedagogical knowledge – thereby ensuring cultural responsiveness if evident in daily classroom life.  Staff will provide opportunities for year 7 & 8 children to learn about career opportunities.
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<b>Student Learning Action Plan:</b>					
<b>Action Required</b>	<b>WHO</b>	<b>BUDGET</b>	<b>TIMING</b>	<b>EXPECTED OUTCOME</b>	<b>OUTCOME</b>
<p>Continue to accelerate the educational outcomes for our students in Numeracy, Literacy &amp; digital learning.</p> <p>Reporting to parents, Term one student led interviews with snapshots of achievement against the progressions – literacy and numeracy, Term Two &amp; Three reports indicating achievement against the progressions. Term one (student led interviews) and Term four reports contain assessment data from formative and summative assessments.</p> <p>Target Students identified, an inquiry (such as the Spirals of Inquiry Process) will be evident to support these learners.</p>	Board of Trustees, Teaching Staff, Principal	\$4275	2019	<p>LTP/Term Plans developed with focus on Numeracy, Literacy, and Digital Learning.</p> <p>Students are able to confidently talk about their learning and learning goals, achievements and progressions.</p> <p>Analysis of assessment data, OTJ's, and targeted teaching will show acceleration in achievement. Staff meeting will be a time to upskill and reflect on this process and how it is benefitting our teaching and learning.</p> <p>Assessments/moderations/ self and peer review, teacher feedback will ensure that our reporting is accurate and timely.</p>	

<p>Assessment Schedule will be reviewed and will include progressions and moderations timings.</p> <p>Teaching &amp; learning programmes that are based on the underlying principles which are developed within our school, curriculum and the NZ Curriculum.</p> <p>Students are reflecting our student agency values and visions.</p> <p>Extend the use of Te Reo and enrich Tikanga at Waitaria Bay School. Plan a school camp to a Marae.</p> <p>Children will attend a careers event in a local area. We will invite a careers advisor. We will utilise local professionals to share their career paths.</p>				<p>Our curriculum review of as per our self-review schedule.</p> <p>Students work on tasks within their own times frames, completion of must do's and can do's, able to talk about their learning confidently, children will identify the level of student agency by using the matrix "increasing agency in your program". Students will have input into the LTP by identifying areas of interest for learning at the end of each year.</p> <p>All students enrolled in VLN Te Reo Level One and Level Two. Marae stay over during 2018.</p> <p>Children will be able to discuss and share the knowledge around career opportunities.</p>	
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STRATEGIC DIRECTION	2019	2020	2021
<b>Self-Review &amp; Reporting Nag 2</b>			
Annually review and update the	Continue to strengthen the	Review the charter and strategic plan.	Review charter/strategic plan with board taking

strategic plan ensuring the aims and objectives aim to accelerate student progress and achievement.	process of review with the board becoming proficient in review.	Consult with the community sharing the document and asking for feedback.	responsibility for developing introduction and strategic sections.
Self-review in the school reflects the boards, school community and children's best interests	Continue to consolidate and strengthen review processes.	Self-review schedule for 2017 – 2019 completed.	New three year cycle of review begins.
Report to the students, parents, board community on progress and achievement. To students and parents in plain writing three times a year. Report to the board in line with the NAG guidelines 1© and 1(e).	Annually review reporting processes to parents, board and school community. Implement the changes that have come about from the review.	Annually review reporting processes to parents, board and school community. Implement the changes that have come about from the review.	Annually review reporting processes to parents, board and school community. Implement the changes that have come about from the review.

<b>Self Review &amp; Reporting Action Plan</b>					
<b>Action Required</b>	<b>Who</b>	<b>Budget</b>	<b>Timing</b>	<b>Expected Outcomes</b>	<b>OutCome</b>
board will meet to review the charter and strategic plan.  Draft will be offered as a public document to our school and wider community for viewing.	BOT Principal		Dec 2019-Jan 2020	This document will be ratified as our working document and sent to the ministry for approval within the given time frames.	
A self-review schedule will be followed in a timely manner. action plans will be created, implement, followed and reviewed throughout the year.					

<p>A new self review schedule will be in place for 2020,</p> <p>Annually review reporting processes to parents, board and school community. Implement the changes that have come about from the review</p>					

<b>STRATEGIC DIRECTION</b>	<b>2019</b>	<b>2020</b>	<b>2020</b>
<b>Personnel Nag 3</b>			
Professional development is identified in line with school targets and Kāhui Ako Achievement Challenges.	Ensure staff is given every opportunity to participate in quality PD, with an emphasis on our targets.	Ensure staff is given every opportunity to participate in quality PD, with an emphasis on our targets.	Ensure staff is given every opportunity to participate in quality PD, with an emphasis on our targets.
Appraisals are embedded into our philosophy and undertaken annually.  Principal will attend Pelorus Cluster Principal and appraisal meetings.	External appraisers are appointed for principal. Pelorus cluster principals will appraise other cluster schools teachers.	External appraisers are appointed for. Pelorus cluster principals will appraise other cluster schools teachers.	External appraisers are appointed for principal.
Principal will continue to develop leadership skills for school and her role as Kāhui Ako lead principal	Review leadership direction	Implement changes to suit leadership direction	Leadership opportunities will be selected to suit needs of school and Kāhui Ako
Board will take opportunities to attend board training.	New board members will undertake induction training.	Whole board training to consolidate board knowledge.	Board members will select training to suit their needs
Board will ensure that all school personnel are valued.	Consolidate and implement from action plan any changes we need to make.	WBS will ensure that they follow the codes of conduct around being a "good employer"	Review the "good employer" policies and procedures.

<b>Personnel/Professional Learning Plan:</b>					
<b>Action Required</b>	<b>WHO</b>	<b>BUDGET</b>	<b>TIMING</b>	<b>EXPECTED OUTCOME</b>	<b>OUTCOME</b>
Staff will be offered PD as it arises throughout the year, in line with the school targets, and the PLD development plan of the Kāhui Ako	Teaching Staff	500	2019	Focused PD in Writing and digital technology and student agency will continue to improve the outcomes for our children.	Work with expert partner, MOE, change managers as and when needed to support leadership role.
External appraiser will be appointed for Principal  Pelorus cluster principals will appraise other cluster schools teachers.	BOT, Appraisers	1500	2019	All staff will meet the criteria for registration. Goals and outcomes will be set and meet. Appraisal summaries will be disclosed and discussed at board meetings.	
Principal will participate in leadership partnerships			2018	Work with expert partners, MOE advisors, change managers as and when needed to support leadership role.  Will attend Kāhui Ako forums and educational council Kāhui Ako leadership hui's	
Board members will be offered board training.	BOT	100	2018	Training will take place on the online NZSTA due to our isolated location.	
WBS will follow the principles of being a "good Employer"	Everyone		2018	There are no complaints against the school or staff. Adhere to our policies and procedures.	

<b>STRATEGIC DIRECTION</b>	<b>2019</b>	<b>2020</b>	<b>2021</b>
<b>Finance &amp; Property. Nag 4</b>			
To allocate funds to reflect and support the school's Strategic and Annual action plans.	Budget approved by board. Funding allocated to area's in line with targets.	Budget approved by board. Funding allocated to area's in line with targets.	Budget approved by board. Funding allocated to area's in line with targets.
Implement an efficient programme of maintenance for school buildings and facilities.	Undertake annual review, and "walk about" to identify ongoing maintenance needs.  Begin process of 5YP/10 YP appointments and compliance.	Undertake annual review, and "walk about" to identify ongoing maintenance needs  Appoint consultants for 5Yp/10Yp projects	From board review "walk about" identify and prioritise actions to maintain school.  Undertake works as per procurement plan for 5YP/10YP

<b>Finance &amp; Property</b>					
<b>Action Required</b>	<b>WHO</b>	<b>BUDGET</b>	<b>TIMING</b>	<b>EXPECTED OUTCOME</b>	<b>OUTCOME</b>
Budget will be formulated during Term Four and ratified at a Term Four board meeting  Budget will reflect targets, maintenance and running costs of the school.	Principal Board		December 2019	School will run a surplus budget by the end of the 2019 year.  Expenditure will be within the budget constraints. Over expenditure needs approval by the board.	
5/10YP obligations will be meet  A condition assessment will take place using MOE suggested guidelines  Ongoing regular maintenance will continue as identified in the review of property action plan.	Board Principal	\$8500		Compliance obligations will be met with regards to 5YA/10YP  A condition assessment will have taken place.  Regular maintenance and repairs will be documented and crossed off the to do list.	

<b>STRATEGIC DIRECTION</b>	<b>2019</b>	<b>2020</b>	<b>2021</b>
<b>Health &amp; Safety NAG 5</b>			
WBS will comply with all Health and Safety legislations.	Review and update Health and Safety policies and procedures.	Revisit action plan from review to ensure we are meeting our obligations.	Health and Safety review due.

<b>Health and Safety</b>					
<b>Action Required</b>	<b>WHO</b>	<b>BUDGET</b>	<b>TIMING</b>	<b>EXPECTED OUTCOME</b>	<b>OUTCOME</b>
WBS will provide a safe physical and emotional environment for its students.  WBS will promote healthy eating and be a water only school	Board Member		2019	We will be compliant in H & S laws around workplace and environment.  All staff are aware of the vulnerable children's act and WBS is compliant with this new act.  Compile a list of emergency providers. Have these on laminated cards next to the emergency procedures. Have important phone numbers stored in cell phone  Healthy behaviour, eating and attitudes is paramount at WBS.	

<b>STRATEGIC DIRECTION</b>	<b>2019</b>	<b>2020</b>	<b>2021</b>
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<b>Legislation</b>			
Develop systems to ensure that WBS school and board comply with all legal responsibilities.	Review systems that ensure we are compliant.	Ensure compliant.	Ensure compliant with legislation.

<b>Action Required</b>	<b>WHO</b>	<b>BUDGET</b>	<b>TIMING</b>	<b>EXPECTED OUTCOME</b>	<b>OUTCOME</b>
WBS meets is legal requirement of attendance, length of school day and school year.  MOE timeframes are met such as roll returns, roll audits, charter and strategic plan.	Community  Board    Principal			WBS will be compliant.  Nags, policies and procedures are reviewed on a schedule and on time.  All documentation is sent to MOE within the given time frames.	