



**Waipu  
Primary  
School**

## OUR VISION

**To be a learning community,  
where akonga will be happy,  
successful, life-long learners who are  
connected, confident and engaged.**



### GOALS

#### Learning

Provide strong foundations to enable students to be learners for life.

#### Culture

Build a positive and inclusive school culture which is embraced by all.

#### Partnerships

Build purposeful partnerships that support learning.

### STRATEGIC INITIATIVES

- Students achieve academic success as a result of effective curriculum delivery.
- Students have acquired the attitudes and skills to be able to manage their own learning.
- Students experience hauora pai (wellness) in all four pillars of Te Whare Tapa Whā.

- PB4L values, processes and practices are embedded into the school culture.
- We display knowledge and understanding of and respect for our unique community and its culture and heritage.
- Ownership and understanding of our WPS culture is evident and visible.

- We work collaboratively within our Kahui Ako to support achievement of our WPS goals.
- Parents have an improved understanding of how to better support their child's learning.
- Staff are supported to accept leadership opportunities and roles within the school.

### OUTCOMES



High achieving, well rounded and confident students who know how to learn and are motivated to keep learning.



Our WPS culture is visible in all of our actions and interactions with others.



Staff, parents, community and students all work together to improve learner outcomes.

### OUR VALUES

**Respect  
Whakaute**

**Kindness  
Atawhai**

**Resilience  
Manawaroa**



## WAIPU PRIMARY SCHOOL – STRATEGIC PLAN 2023

**Strategic Goal 1: Learning:** Provide strong foundations to enable students to be learners for life.

### Strategic Initiatives

Students achieve academic success as a result of effective curriculum delivery.

- All our targeted students /akonga will make accelerated progress to achieve the targets set for 2023. (Refer separate document 'Achievement targets for 2023')
- Improved overall core curriculum achievement levels – Reading to 90%, Writing to 85% and Maths to 85% (based on 2022 achievement levels).
- Improved identification and delivery of the support for those students who have Learning Support Needs.

Students have acquired the attitudes and skills to be able to manage their own learning.

- Innovative Learning Environment pedagogies are evident in classroom practice.
- Inquiry Learning based upon developing understandings are utilized to increase engagement in learning.
- Learners demonstrate agency in their learning to improve their achievement outcomes.

Students experience hauora pai (wellness), in all four pillars of Te Whare Tapa Whā.  
(spiritual, mental/emotional, physical, family/social)

- Classroom programmes are available for students so that they have a sense of security and well-being within the school environment.

## Strategic Goal 2: Culture – A positive and inclusive school culture is embraced by all.

PB4L values, processes and practices are embedded into the school culture.	We display knowledge and understanding of and respect for our unique community and its culture and heritage.	Ownership and understanding of our WPS culture is evident and visible.
<ul style="list-style-type: none"> <li>Participate in all PD available through PB4L – Tier 2</li> <li>Review Action Plan (to identify next steps)</li> <li>Embed and refine processes developed through PB4L.</li> </ul>	<ul style="list-style-type: none"> <li>Continue to grow tikanga Māori</li> <li>Recognise and celebrate other cultures which are represented in our school</li> <li>Continue to represent the Scottish heritage in the school.</li> </ul>	<ul style="list-style-type: none"> <li>Visually represent what our school stands for e.g. values, expectation).</li> <li>Develop a 'Learner Profile' for students</li> <li>Update the WPS website</li> <li>Upgrade the school playground</li> </ul>

## Strategic Goal 3: Partnerships – Purposeful partnerships that support learning

We work collaboratively within our Kahui Ako to better achieve our WPS goals.	Parents have an improved understanding of how to better support their child's learning.	Staff are supported to accept leadership opportunities and roles within the school.
<ul style="list-style-type: none"> <li>Maintain relationships within and between associated schools.</li> <li>Continue to run the extension programmes targeting a wider range of students.</li> </ul>	<ul style="list-style-type: none"> <li>Provide opportunities for the parent community to be involved in and informed about their child's learning.</li> <li>Develop student's ability to effectively communicate their learning with whanau</li> </ul>	<ul style="list-style-type: none"> <li>Grow professional responsibility within staff to lead learning.</li> <li>Strengthen the 'Professional Growth Cycle' as a system for teacher appraisal.</li> <li>Refine the use of the 'Professional Growth Cycle' at Principal level.</li> </ul>

## Links evident to NELPs – National Education Learning Priorities

1 - Create a safe and inclusive culture where diversity is valued and all learners/ākonga and staff, including those who identify as LGBTQIA+, are disabled, have learning support needs, are neurodiverse, or from diverse ethnic communities, feel they belong

2 - Identify and respond to learner/ ākonga strengths, progress and needs, and learner/ākonga and whānau aspirations

2 - Partner with family and whānau to equip every learner/ākonga to build and realise their aspirations

3 - Ensure disabled learners/ākonga and staff, those with learning support needs, gifted learners/ ākonga, and neurodiverse learners/ākonga are safe and included in their school or kura, their needs are supported, and that learning support programmes are robust and effective

4 - Ensure all learners/ākonga have ongoing opportunities to develop key capabilities, including communication, problem solving, critical thinking and interpersonal skills.

4 - Identify learners/ākonga who are not making sufficient progress in key foundation skills, and adjust learning opportunities, teaching approaches and supports, including seeking additional support from specialists

5 - Use development opportunities for teachers/kaiako and leaders to build their teaching capability, knowledge and skills in te reo Māori and tikanga Māori

6 - Identify gaps in teaching capability and invest in opportunities for teachers/ kaiako and staff to strengthen teaching, leadership and learning support



# WAIPU PRIMARY SCHOOL ACTION PLAN - 2023

## STRATEGIC GOAL 1: **Learning:** Provide strong foundations to enable students to be learners for life.

1.1 Students achieve academic success as a result of effective curriculum delivery.

Actions Required	Responsibility	Actual Outcomes
<p><i>1.1.1 All our targeted students /akonga will make accelerated progress to achieve the targets set for 2023.</i></p> <p><i>(Refer separate document 'Achievement targets for 2023')</i></p> <p><i>1.1.2 Improve our overall core curriculum achievement levels – Reading to 90%, Writing to 85% and Maths to 85% (based on 2022 achievement levels. (Refer 1.1.1 above).</i></p>	All teachers / Principal	Targeted 'below' students accelerate their progress to achieve 'at' expectation. Targeted 'well below' students accelerate their progress.
<p>1.1.2.1 Continue to review delivery of the Maths curriculum</p> <ul style="list-style-type: none"><li>➤ Attend all Maths PD sessions with Rob P-W</li><li>➤ Utilise the Maths Progressions when planning</li><li>➤ Decide on an appropriate assessment tool – update etap and reporting documents</li><li>➤ New curriculum documents are used to guide planning and programme delivery.</li></ul>	All teachers / Principal Rob Profitt-White Kahui Ako Schools Debra/Katy	Students achievement in writing will improve to achieve set targets. Teacher's will have a broader knowledge and range of successful writing strategies.
<p>1.1.2.2 Continue to embed best practice in Literacy</p> <ul style="list-style-type: none"><li>➤ Continue our involvement in the Accelerated Literacy contract – Year 3<ul style="list-style-type: none"><li>- Reinstate teacher aide to cover teachers while they deliver ALL</li><li>- Continue working with the ALL facilitator to upskill staff in the use of successful writing strategies</li></ul></li><li>➤ Confirm all elements of an effective writing programme are evident in planning.</li><li>➤ Better utilise achievement data to inform teaching – formative assessment.</li></ul>	Kerry Upson – University of Auckland - Accelerated Literacy facilitator Course facilitators Amy Eagar	Assessment information will inform teaching Achievement in maths will be reflected in teacher and student levels of confidence and in maths achievement levels.



## WAIPU PRIMARY SCHOOL ACTION PLAN - 2023

### STRATEGIC GOAL 1: Learning: Provide strong foundations to enable students to be learners for life.

#### 1.1 Students achieve academic success as a result of effective curriculum delivery.

Action Required	Responsibility	Actual Outcomes
<p>1.1.2.2 Continue to embed best practice in Literacy (con't)</p> <ul style="list-style-type: none"><li>➤ Purchase additional resources for Structured Literacy for the Year 2 students</li><li>➤ Continue to build resources to support writing – sharing resources school wide i.e Writing progressions, digital folder for ideas.</li><li>➤ Purchase and implement iDEAL into the senior classes.</li></ul> <p>1.1.3 Improved identification and delivery of the support for those students who have Special Needs.</p> <ul style="list-style-type: none"><li>➤ Appoint and induct a new SENCO into the role</li><li>➤ Refine recording and tracking practices to better monitor progress</li><li>➤ Continue to define and refine the role of the Learning Support Co-ordinator and the Resource Teacher of Learning and Behaviour.</li><li>➤ Continue to evaluate intervention programmes to determine the degree of success in lifting student achievement.</li><li>➤ Upskill teacher aides in Structured Literacy, Mathletics and Numicon.</li></ul>	<p>All teachers / Principal SENCo – Maree S Di Moorhead - LSC Bruce Ashton – RTL Julie T</p>	<p>Students with special learning needs will be identified, their needs will be assessed and programmes put in place to support their learning. Evaluations of the success of programmes will be regular and systematic.</p>



## WAIPU PRIMARY SCHOOL ACTION PLAN - 2023

**STRATEGIC GOAL 1: Learning:** Provide strong foundations to enable students to be learners for life.

1.2 Students have acquired the attitudes and skills to be able to manage their own learning

Action Required	Responsibility	Actual Outcomes
<p><i>1.2.1 Innovative Learning Environment pedagogies are evident in classroom practice.</i></p> <ul style="list-style-type: none"><li>➤ Open up Rooms 1 and 2 so that these two Year 5 and 6 classes can work collaboratively.</li><li>➤ Focus on developing the 'Seven Principles of Learning' from the OECD beginning with the social nature of learning i.e. collaboration.</li><li>➤ Introduce Innovative Learning pedagogies into classroom practice</li></ul>	Jordan / Katy	Innovative (modern) learning pedagogies will be evident in classrooms / teacher practice. Students will work in ways which are evidence based and which supports students to 'learn how to learn'.
<p><i>1.2.2 Inquiry Learning based upon developing understandings are utilized to increase engagement in learning.</i></p> <ul style="list-style-type: none"><li>➤ Utilise the existing planning format, focus on developing critical thinking and communications skills</li><li>➤ Utilise local resources</li><li>➤ Adopt the structures of the new Social Science Curriculum documents</li><li>➤ Measure the success of the Inquiry Units in developing understandings.</li><li>➤ Explore opportunities to share with parents / caregivers</li></ul>	Tania Coutts Core Ed. Kahui Ako PD	Opportunities within our local environment will be utilised as part of our learning programmes. Students will develop universal understandings as a result of Inquiries.
<p><i>1.2.3 Learners demonstrate agency in their learning to improve their achievement outcomes.</i></p> <ul style="list-style-type: none"><li>➤ Formative practice is evident – use of progressions in writing, children knowing where they are at, where to next, being able to articulate learning, and show evidence in their own work.</li></ul>	All teachers Amy ALL	Assessment information will be used to inform teaching practice. Engaged learners who can talk about their learning and who can plan their own learning process.



## WAIPU PRIMARY SCHOOL ACTION PLAN - 2023

**STRATEGIC GOAL 1: Learning:** Provide strong foundations to enable students to be learners for life.

1.3 Students experience hauora pai (wellness), in all four pillars of Te Whare Tapa Whā

Action Required	Responsibility	Actual Outcomes
<p><b>1.3.1</b> Classroom programmes are available which provide learners with the opportunities to enjoy success and develop a sense of self worth.</p> <p><b>1.3.1.1</b> <i>The Garden to Table programme</i></p> <ul style="list-style-type: none"><li>➤ Access resources to support the gardening programme – employ a facilitator.</li><li>➤ Upgrade the vegetable garden area</li></ul> <p><b>1.3.1.2</b> <i>The Arts / Health and PE programmes provides opportunity to recognize special abilities and talents and develop positive lifestyle habits.</i></p> <ul style="list-style-type: none"><li>➤ Explore an expanding variety of activities offered in the arts – choir, ukulele, performing.</li><li>➤ Access swimming tutoring for teachers, regular fitness activities for students.</li><li>➤ Investigate programmes through the Kahui Ako to develop a more extensive range of talents and skills.</li></ul> <p><b>1.3.1.3.</b> Supports are available for students so that they have a sense of security and well-being within the school environment.</p> <ul style="list-style-type: none"><li>➤ Embed the use of the ‘Tuesday’ club for socially isolated students</li><li>➤ Expand to include new children to the school - Teina / Tuakana buddies</li><li>➤ Provide PD on neuro diverse learners – e.g. autism, Zones of Regulation</li></ul>	<p>Rebecca Cook – G2T facilitator.</p> <p>Emma C Kirstyn H</p> <p>Teacher Aides Kellie S –WSL Bruce – RTL Di - LSC</p>	<p>Children will experience success and develop greater confidence by participating in activities that they enjoy.</p> <p>Students will feel supported when they begin at WPS. Learning support needs of neuro diverse learners will be met.</p>





## WAIPU PRIMARY SCHOOL ACTION PLAN - 2023

### STRATEGIC AIM 2: Culture – Build a positive and inclusive school culture which is embraced by all.

2.1 PB4L values, processes and practices are embedded into the school culture.

Action Required	Responsibility	Actual Outcomes
<p><i>2.1.1 Participate in all PD available through PB4L</i></p> <p><i>2.1.2 Review Action Plan (to identify next steps)</i></p> <ul style="list-style-type: none"><li>➤ Update flow charts to confirm relevancy</li><li>➤ Create a Behaviour Support plan for individual children</li><li>➤ Create a 'Pupil Support Plan' to include all information necessary for teachers</li><li>➤ Attend PD on 'Zones of Regulation' - implement strategies</li></ul> <p><i>2.1.3 Embed and refine processes developed through PB4L.</i></p> <ul style="list-style-type: none"><li>➤ Include intentional teaching of behavioural expectations within class programmes</li><li>➤ Extend understanding of behavioural expectations to OSCAR, Buses and EOTC events.</li><li>➤ Improve data gathering process – and evaluate the data gathered</li><li>➤ Increase the visibility of PB4L in the school via posters in classroom, values displayed, sign language / Māori.</li><li>➤ Improves practices to better support teachers with managing ongoing behaviours.</li><li>➤ Explore the use of the programme 'Pause, Breathe Smile' as a resilience building programme which fits with our school values.</li><li>➤ Develop leadership potential – Cool School – peer mediators.</li></ul>	<p>All teachers / Principal Linda Kramer – teacher responsible for Positive Behaviour for Learning. Gina Kitchen – PB4L – Northland</p>	<p>Students will display positive values in their actions and interactions with others. Minor and Major behaviours will be dealt with in such a way as to restore relationships and be resolved to the satisfaction of all concerned. Consistencies in behaviours will be identified and addressed so that the number of incidents reduces.</p>



## WAIPU PRIMARY SCHOOL ACTION PLAN - 2023

### STRATEGIC AIM 2: Culture – Build a positive and inclusive school culture which is embraced by all.

2.2 We display knowledge and understanding of and respect for our unique community and its culture and heritage.

Action Required	Responsibility	Actual Outcomes
<p><i>2.2.1 Continue to grow tikanga Māori</i></p> <ul style="list-style-type: none"><li>➤ Include teaching of the history of the Waipu area in the annual curriculum planning</li><li>➤ Visually represent Māori and Scottish heritage around the school grounds and in the classrooms</li><li>➤ Grow all staff confidence and knowledge of Tikanga Māori so that they can engage more fully in cultural practices – bus trip, te reo lessons. Marae visit, learning waiata / mihi.</li><li>➤ Utilise 'Hautu' as a resource to support more inclusive practice throughout the school.</li><li>➤ Utilise opportunities to acknowledge and celebrate cultural events i.e. Matariki.</li><li>➤ Manage the change in resourcing available through the Kahui Ako.</li></ul> <p><i>2.2.2 Recognise other cultures which are represented in our school</i></p> <ul style="list-style-type: none"><li>➤ Initiate a Pasifika club</li><li>➤ Celebrate Cultural day</li></ul> <p><i>2.2.3 Continue to represent the Scottish heritage in the school.</i></p> <ul style="list-style-type: none"><li>➤ Regenerate the Clan leadership / 'house' system in the school</li><li>➤ Inquiry topic to include Scottish arrival in Waipu</li><li>➤ Participate in Scottish cultural activities outside of school – Art 'n Tartan, Highland games.</li></ul>	<p>Linda Kramer – Māori Alex Murrie – Kapa Haka</p> <p>All teachers / Principal Local historians.</p> <p>Board of Trustees</p> <p>Use of local resources people and places.</p> <p>Tara U Jordan McD</p> <p>Kellie S - WSL</p>	<p>Our school will reflect the inclusion of our heritage cultures. Teachers and students will be able to engage in cultural practices with confidence and knowledge.</p>



## WAIPU PRIMARY SCHOOL ACTION PLAN – 2023

### STRATEGIC AIM 2: Culture – Build a positive and inclusive school culture which is embraced by all.

2.3 Ownership and understanding of our WPS culture is evident and visible.

Action Required	Responsibility	Actual Outcomes
<p><i>2.3.1 Visually represent what our school stands for.</i></p> <ul style="list-style-type: none"> <li>➤ Mosaics of school values, totum poles, sculpture, and signage to be added in and around school entrance way.</li> <li>➤ Activity path for juniors</li> </ul>	Principal Board	The culture of Waipu Primary School will be visually represented in and around the school. This will increase understanding of what we are striving to achieve, as a school.
<p><i>2.3.2. Develop a 'Learner Profile' for Years 1 – 6.</i></p> <ul style="list-style-type: none"> <li>➤ Work with staff to complete a Learner Profile using the information from the consultation process.</li> <li>➤ Junior and senior teams to develop rubrics appropriate to their age levels.</li> <li>➤ Teachers to identify ways in which to incorporate LP attributes into classroom programme teaching.</li> </ul>	<p>All staff Nikki Ulrich Tania Coutts Core Ed.</p> <p>Kellie S Tara U Julie T</p>	<p>A learner profile will give direction to school decision making. Students will reflect the characteristics that we are wanting to develop in our learners.</p>
<p><i>2.3.3 Update the Waipu School website.</i></p> <ul style="list-style-type: none"> <li>➤ Form a sub-committee to manage the development of the school website</li> <li>➤ Develop an action plan and work through process</li> </ul>		Our school will be presented in a visually appealing way and markets the school in a positive way to prospective school families.
<p><i>2.3.4 Upgrade the school playground</i></p> <ul style="list-style-type: none"> <li>➤ Refill the bark in the playground and sand in the sandpit, replace surrounds / fence.</li> <li>➤ Remove obsolete wooden structures</li> <li>➤ Purchase new equipment</li> </ul>	Board / PTA	



## WAIPU PRIMARY SCHOOL ACTION PLAN - 2023

### Strategic Goal 3: Partnerships – Purposeful partnerships that support learning

3.1 We work collaboratively within our Kahui Ako to better achieve our WPS goals.

Action Required	Responsibility	Actual Outcomes
<p><i>3.1.1 Maintain relationships within and between associated schools.</i></p> <ul style="list-style-type: none"><li>➤ Continue to grow relationships within and between associated schools (new Principals - Ruakaka and Bream Bay College).</li><li>➤ Work with the Kahui Ako on Professional development (PD) relating to the new curriculum documents</li><li>➤ Continue to explore ways in which we can benefit from working collaboratively – maximizing opportunities for PD as a cluster e.g Structured Literacy and Maths.</li><li>➤ Attend all work shop sessions and meetings –review Kahui Ako achievement goals and actions needed to achieve goals.</li><li>➤ Rationalise and forward plan commitments for the year.</li></ul>	<p>Shirley Winters – Lead Principal Other school principals Julie T Kellie S Sponsors – Northpine.</p>	<p>There will be alignment between Kahui Ako goals and WPS goals. Opportunities to challenge and extend learners will be provided. This will be consistent throughout the Kahui Ako.</p>
<p><i>3.1.2 Continue to run the extension programmes targeting a wider range of students.</i></p> <ul style="list-style-type: none"><li>➤ modify to include the recognition of other ‘talents’.</li><li>➤ Work with Patuharekeke on environmental projects – trapping.</li><li>➤ Continue involvement in Mathex, EPro8.</li></ul>		<p>Students will be provided with opportunities to extend and grow their passions and interests</p>



## WAIPU PRIMARY SCHOOL ACTION PLAN - 2023

### STRATEGIC AIM 3: Partnerships – Build purposeful partnerships that support learning

3.2 Parents have a improved understanding of how to better support their child's learning.

Action Required	Responsibility	Actual Outcomes
<p><i>3.2.1 Provide opportunities for the parent community to be involved in and informed about their child's learning.</i></p> <ul style="list-style-type: none"><li>➤ Adopt 'Google Classroom' and /or Hapara as a way for parents to interact with their child's learning</li><li>➤ Meet with parents to inform them of ways in which they can access their child's learning at home.</li><li>➤ Maximise the use of Seesaw as a way for Junior parents to interact with their child's learning</li><li>➤ Hold at least two workshops for parents to learn about Inquiry / Writing</li></ul> <p><i>3.2.2 Develop student's ability to effectively communicate their learning with whanau</i></p> <ul style="list-style-type: none"><li>➤ Through formative assessment practices, teachers develop student's ability to communicate understandings of their learning progress.</li><li>➤ Better utilize this understanding in the interview / three way learning conversations.</li><li>➤ Invite parents into school so that students can explain / demonstrate their learning to their parents.</li></ul>	<p>Julie T Jordan McD Amy E</p>	<p>Parents will be better able to support their child's learning at home. Conversations between parents, teachers and students will be learner focused.</p>



## WAIPU PRIMARY SCHOOL ACTION PLAN - 2023

### STRATEGIC AIM 3: Partnerships – Build purposeful partnerships that support learning

3.3. Staff are supported to accept leadership opportunities and roles within the school.

Action Required	Responsibility	Actual Outcomes
<p><i>3.3.1. Grow professional responsibility within staff to lead learning.</i></p> <ul style="list-style-type: none"><li>➤ Build capability of leaders within the school – provide more opportunities to lead meetings, discussions, classroom support, initiate and manage projects.</li><li>➤ Lead workshops on Teacher Only days.</li><li>➤ DPs to take on aspects of Strategic Plan to work on with their teams or across the school.</li></ul> <p><i>3.3.2 Strengthen the 'Professional Growth Cycle' as a system for teacher appraisal.</i></p> <ul style="list-style-type: none"><li>➤ Review the Practice Analysis template for class observations</li><li>➤ Explore the use of 'Iris' / Arinui as appraisal resources</li><li>➤ Investigate systems used by other schools – best practice</li><li>➤ Improve teaching practice by focusing on specific aspects of the Professional Standards for review.</li><li>➤ Update the Professional Growth Cycle</li></ul> <p><i>3.3.3 Refine the use of the 'Professional Growth Cycle' at Principal level.</i></p> <ul style="list-style-type: none"><li>➤ Continue to work within the Kahui Ako on Principal Appraisal – utilizing a colleague to work through the process and refining documenting of the process.</li></ul>	<p>Jordan McD, Glenice A Principal. Teachers with additional responsibilities</p> <p>Julie T</p> <p>Shirley Winters</p>	<p>All teaching staff will be given the opportunity to take up leadership roles within the school. Senior managers will engage teaching staff in conversations that grow understandings of their learners.</p>



## WAIPU PRIMARY SCHOOL ACTION PLAN - 2023

*The aims listed above relate primarily to Nags 1 and 2. For Nags 3 – 6 , it will be ‘business as usual’ – through following school policies and procedures, following review cycles and implementing the 10 Year Plan and 5 YA for property. Additional guidelines are as follows.....*

### NAG 3 - Personnel

- Staff professional development is to be directly linked to appraisal goals which are developed from curriculum targets and strategic goals.
- To seek, when employing staff, those who demonstrate a high level of knowledge and skills as they relate to the school’s strategic goals.
- Non-teaching staff are to be appraised upon negotiated performance goals and against the indicators in their job descriptions.
- Additional responsibilities for management unit holders will be included in job descriptions
- Leadership abilities will be developed with staff so that they are able to mentor other staff.
- Teacher and Principal Appraisal will be carried out according to Teachers’ Council guidelines
- Resources will be accessed and distributed to build staff capabilities.

Responsibility

Principal

Actual Outcomes

### NAG 5 - Health and Safety

- Provide and promote a positive and safe physical and emotional environment for students and staff through adhering to, regularly reviewing and updating policy and procedure.

Stacey Dye  
Principal



## WAIPU PRIMARY SCHOOL ACTION PLAN – 2023

*The aims listed above relate primarily to Nags 1 and 2. For Nags 3 – 6 , it will be ‘business as usual’ – through following school policies and procedures, following review cycles and implementing the 10 Year Plan and 5 YA for property. Additional guidelines are as follows.....*

### NAG 4 - Finance / Property

- Ensure financial policies, systems and processes are sound and that the Board are informed on financial matters.
- Implement the 5 YA and the 10 YPP
- Systematically manage and replace school assets - maintaining the Asset Register.
- Allocate funds to reflect the priorities as stated in the Waipu Primary School Charter.
- Monitor and control the school’s expenditure and ensure that the annual accounts are prepared and audited as required by the Public Finance Act 1989 and the Education Act 1989
- Implement new Health and Safety regulations as per ‘The Health and Safety At Work Act 2015
- Property Projects: Upgrade the school lighting with LED, complete driveway upgrade – stage 3, Upgrade of Rooms 8/9, Upgrade senior classrooms / door between Rms 1 and 2.

#### Responsibility

Cindy Kane

School Board

Bennet and  
Assoc. auditors.

School Board

#### Actual Outcomes

### NAG 6 - Administration

- Comply in full with all legislation currently in force or that may be developed to ensure the safety of students and employees.

Principal  
Board of Trustees





## *Cultural Diversity and Māori Dimension for WAIPU Primary School*

### **The unique position of Māori Culture :**

The school will:

- Encourage the use of te reo with the children as part of the daily classroom programme
- Engage in staff development in te reo where possible
- Use the Ministry of Education documents - 'Ka Hikitea – Managing for Success', 'Ka Hikitea – Accelerating Success', 'Tataiako' to guide the development of school programmes and 'Hautu' as a review tool for the Board of Trustees..
- Use Kaumatua and other local resource people to support classroom programmes
- Involve representatives from the Māori community in any decisions affecting Māori students, policy making and programmes
- Include Māori student achievement in reports to the Board of Trustees
- Honour the Treaty of Waitangi


### **New Zealand's cultural diversity:**

The school will:

- Respect and recognise children's cultural and spiritual backgrounds
- Value the language children bring to school
- Develop class programmes to encourage the exploration of cultures, with a particular emphasis on Māori and Pasifika cultures which will be included in our curriculum structure.
- Provide opportunities for children to share their cultures and celebrations
- Use the resources supplied by the Ministry of Education

### **What reasonable steps will the school take to incorporate tikanga Maori (Maori culture and protocol) into the school's curriculum?**

- All school assemblies begin with our national anthem sung first in Māori and then in English.
- A percentage of budget spending will be allocated to Māori resources.
- Incorporate teaching about local Māori history and culture into the Curriculum programmes.
- Minimum 30 minutes per week in all classrooms devoted to Tikanga and Te Reo.
- Whole school will visit the local Marae annually – Takahiwai Marae.
- Consultation with family members of Takahiwai Marae in regard to the protocol expected with visit e.g children to say their mihi.

- 
- Kapa haka (junior and senior) will be available on a weekly basis for approximately one hour. There will be efforts made to find performance opportunities and so every opportunity will be taken for the school kapa haka group, to perform publicly.
  - Māoritanga sessions will be held once a week for the whole school.
  - Taumata will be taken on a Monday for senior students – led by senior students.
  - Te Kohiri will be available to support developing student leaders

What will the school do to provide instruction in Te Reo Māori (Māori language) for full time students whose parents ask for it?

- All such requests will be given full and careful consideration by the Board of Trustees and regard will be given to: availability of personnel with the requisite skills and qualifications and the overall school financial position.

What steps will be taken to discover the views and concerns of the school's Māori community?

- Consultation with the Māori community on a regular basis.
  - Parent interviews
  - Open door policy and invitations for parent to express their opinions
  - Information evenings or gatherings – target key people to encourage participation by the Māori community
- Regular communication with the local iwi – via Ari Carrington and Gina Murray

At present about 20% of our school roll is made up of Māori students.