

Wadestown School Strategic Plan

2021 - 2023

Our Wadestown School Vision:
Growing and Connecting as Learners

Te Whakatipu me te Honohono Hei Akonga



Wadestown School Values

G	R	O	W
Gratitude	Resilience	Others	Wonder
Whakawhetai	Pakari	Whānaungatanga Tukana-teina	Mīharo
To show gratitude we	To be resilient we	To relate to others we	To wonder we
<ul style="list-style-type: none"> ● Give back to others ● Are thankful ● Are guardians of our Environment ● Celebrate the successes of others ● Support one another ● Contribute to our school and wider community ● Serve others ● Think of others 	<ul style="list-style-type: none"> ● Are open and accepting of challenges ● Seek new experiences ● Transition well ● Problem solve ● Prepare for the future ● Are comfortable operating in the unknown ● Use a “growth-mindset” ● Work to overcome challenges and disappointments 	<ul style="list-style-type: none"> ● Show Respect ● Show Empathy ● Are accepting of others’ culture, identity and language ● Work in partnership ● Build positive relationships ● Take ownership of our actions ● Act as leaders and role models ● Engage with our wider community ● Get involved 	<ul style="list-style-type: none"> ● Ask questions ● Seek the answers ● Show curiosity ● Think critically ● Reflect ● Use multiple sources of information ● Problem solve ● Experiment

The New Zealand Curriculum Key Competencies

The New Zealand Curriculum identifies five Key Competencies. “Key Competencies are the capabilities that people have, and need to develop, to live and learn today and into the future”. As a school we value these competencies and weave these through our curriculum. We report on these competencies to parents. Under each competency, we have provided our definition, as it fits within the Wadestown School context.

Managing Self	Relating to Others	Thinking	Participating & Contributing	Using Language, Symbols & Texts
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<https://nzcurriculum.tki.org.nz/#collapsible3> <https://nzcurriculum.tki.org.nz/The-New-Zealand-Curriculum#collapsible4>



Wadestown School Strategic Goals -

Te Tiriti underpins all of these goals

GOAL ONE: Personal Best - realising your full potential

Our aim is that everyone is able to reach their full potential.

Every student at Wadestown School should be supported to achieve their ‘personal best’. In order for this to happen, teachers need to know their students as learners and understand each student’s personal interests, passions and strengths. At Wadestown School, every student will experience success.

Key Strategic Goals	Strategic Actions 2021	Strategic Actions 2022	Strategic Actions 2023
1a. Develop and embed a school culture that supports our Māori students to be proud of their identity and celebrates “Māori achieving Educational Success as Māori”.	<ul style="list-style-type: none"> As a Board, continue to unpack, understand and action the Hautū Cultural Competencies Tool. Attend Kāhui Ako Board Professional Learning Development (PLD) Engage with whānau to capture whānau voice and aspirations; through both the Whānau Group and by engaging with all our Māori whānau. Appoint Te Reo/Whānau Leaders across the school and provide the necessary resources to support this across school work. Reintroduce school wide events (hangi, matariki celebrations, whakatau and the Te-Reo-a-thon) and sustain these into future years. Explore Te Reo lessons for students and staff 	<ul style="list-style-type: none"> Begin to implement our learnings from the Hautū Tool. Support the work of our Te Reo/Whānau Group Lead-teachers and participate in Whānau Meetings. Engage with whānau to capture whānau voice and aspirations and use this feedback to inform school wide approaches to supporting our Māori students Facilitate an approach that raises the profile of Te Ao Māori and Tikanga, acknowledging that this approach will benefit all students. Introduce schoolwide Te Reo lessons for students and staff 	<ul style="list-style-type: none"> Begin to implement our learnings from the Hautū Tool. Support the work of our Te Reo/Whānau Group Lead-teachers and participate in Whānau Meetings. Engage with whānau to capture whānau voice and aspirations and use this feedback to inform school wide approaches to supporting our Māori students Facilitate an approach that raises the profile of Te Ao Māori and Tikanga, acknowledging that this approach will benefit all students. Introduce schoolwide Te Reo lessons for students and staff

<p>1b. Identify and ensure we have an effective, evidence-based, school-wide pedagogy that promotes student progress and achievement.</p>	<ul style="list-style-type: none"> ● Define and identify what is effective writing pedagogy at Wadestown School. ● Appoint a Literacy Leader Carry out school wide observations to gain a picture of teaching and learning in Writing at school. ● Evaluate the writing pedagogy across the school. ● Offer targeted PLD to teachers that meet both their needs and the identified needs of teachers. Review and refresh schoolwide curriculum implementation plan for writing. 	<ul style="list-style-type: none"> ● Define and identify what is effective mathematics pedagogy at Wadestown School. ● Appoint a Numeracy Leader Carry out school wide observations to gain a picture of teaching and learning in mathematics at school. ● Evaluate the mathematics pedagogy across the school. Offer targeted PLD to teachers that meet both their needs and the identified needs of teachers. Review and refresh schoolwide curriculum implementation plan for mathematics. 	<ul style="list-style-type: none"> ● Define and identify what is effective reading pedagogy at Wadestown School. ● Align writing pedagogy to reading pedagogy. ● Carry out school wide observations to gain a picture of teaching and learning in Reading at school. ● Evaluate the reading pedagogy across the school. Offer targeted PLD to teachers that meet both their needs and the identified needs of teachers. ● Review and refresh schoolwide curriculum implementation plan for reading.
<p>1c. Develop a schoolwide culture that celebrates a wide range of achievements and successes.</p>	<ul style="list-style-type: none"> ● Relook at the way we define and celebrate success at Wadestown School. ● Acknowledge a wider range of achievements and successes within school so all students experience success. 	<ul style="list-style-type: none"> ● Relook at the way we define and celebrate success at Wadestown School. ● Acknowledge a wider range of achievements and successes within school so all students experience success. 	<ul style="list-style-type: none"> ● Relook at the way we define and celebrate success at Wadestown School. ● Acknowledge a wider range of achievements and successes within school so all students experience success
<p>1d. Deliver a rich and broad localised curriculum that connects our students to both their local environment and people.</p>	<ul style="list-style-type: none"> ● Provide opportunities for learning outside of the classroom that support our students to connect both locally, and with other communities. ● Create school-wide Leadership Roles that support a localised curriculum (e.g. in The Arts, ICT, Environmental, Te Reo/Whānau engagement, Transitions). 	<ul style="list-style-type: none"> ● Provide new opportunities for learning outside of the classroom that support our students to connect both locally, and with other communities. ● Promote a stronger school wide focus on the Arts, ICT, STEM and the Environment. 	<ul style="list-style-type: none"> ● Provide new opportunities for learning outside of the classroom that support our students to connect both locally, and with other communities. ● Maintain relationships with providers who offer new opportunities.

	<ul style="list-style-type: none"> ● Draw on the expertise of our parental community (as experts in their fields) and use their knowledge to support our learning programmes. 	<ul style="list-style-type: none"> ● Use student voice to inform school wide planning of our localised curriculum. ● Use community voice to inform school wide planning of our localised curriculum. ● Draw on the expertise of our parental community (as experts in their fields) and use their knowledge to support our learning programmes. 	<ul style="list-style-type: none"> ● Use student voice to inform school wide planning of our localised curriculum. ● Use community voice to inform school wide planning of our localised curriculum.
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GOAL TWO: Partnerships - working together

Our aim is that we build relational trust across and within our community.

Strong partnerships built on trust will ensure the best possible outcomes for our students. Teachers will invest time in getting to know our students as both learners, and more broadly as people with their own set of interests and skills. These connections will help teachers to tailor their teaching to individual student's needs.

Relationships will be formed with the student's parents and together, parents, teachers and students will work in partnership for the best possible outcomes for our students.

Key Strategic Goals	Strategic Actions 2021	Strategic Actions 2022	Strategic Actions 2023
2a. Promote strong, constructive home school partnerships.	<ul style="list-style-type: none"> ● Review our current communication channels to ensure that they are meeting parent, teacher and student needs. ● Make clear our systems for students and staff to report incidents or raise concerns. ● Provide opportunities across the school for parents to be involved in their child's school day e.g. through parents afternoons, invitations to Assemblies etc. ● Work collaboratively with the PTA and Board and support their initiatives across the school. ● Encourage the appointment of a staff PTA representative. 	<ul style="list-style-type: none"> ● Seek feedback from our community in regard to updating our communication channels. ● Embed our systems for students and staff to report incidents or raise concerns. ● Provide opportunities across the school for parents to be involved in their child's school day e.g. through parents afternoons, invitations to Assemblies etc. ● Work collaboratively with the PTA and Board and support their initiatives across the school. ● Encourage the appointment of a staff PTA representative. ● Build relationships with whānau that assist with bigger 	<ul style="list-style-type: none"> ● Act on feedback from our community in regard to updating our communication channels ● Embed our systems for students and staff to report incidents or raise concerns ● Provide opportunities across the school for parents to be involved in their child's school day e.g. through parents afternoons, invitations to Assemblies etc ● Work collaboratively with the PTA and Board and support their initiatives across the school. ● Encourage the appointment of a staff PTA representative. ● Build relationships with whānau that assist with bigger

	<ul style="list-style-type: none"> ● Build relationships with whānau that assist with bigger representation of parents at our Whānau Meetings. 	<p>representation of parents at our Whānau Meetings.</p>	<p>representation of parents at our Whānau Meetings.</p>
<p>2b. Work together with our Kāhui Ako community to develop and sustain reciprocal relationships; inclusive of our local iwi.</p>	<ul style="list-style-type: none"> ● Participate in opportunities to visit and observe at other schools, across our Kāhui Ako (KA). ● Welcome staff from other schools within the KA to visit and observe at Wadestown School ● Work with our Kāhui Ako to develop a collective relationship that is based on the needs of the iwi, as much as the needs of the school. Allow the Kāhui Ako Leaders begin this discussion on our behalf. 	<ul style="list-style-type: none"> ● Be increasingly strategic around visiting and observing other schools, across our Kāhui Ako (KA). ● Welcome staff from other schools within the KA to visit and observe at Wadestown School. Promote the work that we are doing at Wadestown School. ● Work with our Kāhui Ako to develop a collective relationship that is based on the needs of the iwi, as much as the needs of the school. Allow the Kāhui Ako Leaders begin this discussion on our behalf. 	<ul style="list-style-type: none"> ● Be increasingly strategic around visiting and observing other schools in operation, across our Kāhui Ako (KA). ● Welcome staff from other schools within the KA to visit and observe at Wadestown School. Promote the work that we are doing at Wadestown School. ● Begin to build our own iwi relationships that meet the needs of both the KA and Wadestown School.

GOAL THREE: Inclusivity - catering to all needs

Our aim is that everyone can be themselves and feel like they belong at Wadestown School.

Every student at Wadestown School will experience a sense of belonging and inclusion. We celebrate and acknowledge diversity of identity and create a culture that is inclusive and understanding of everyone. We seek to understand everyone's culture, language and identity and help each individual child to follow their interests and passions. The richness of diversity is seen as a strength.

Key Strategic Goals	Strategic Actions 2021	Strategic Actions 2022	Strategic Actions 2023
3a. Create a schoolwide culture that promotes and values inclusion and diversity.	<ul style="list-style-type: none"> ● Provide opportunities for students to explore and celebrate their differences and similarities (e.g. through schoolwide planning, through class cultures). ● Consider diverse needs when designing our school environment e.g. accessibility. ● Appoint student leaders that can help to promote an inclusive school culture. 	<ul style="list-style-type: none"> ● Provide opportunities for students to explore and celebrate their differences and similarities (e.g. through schoolwide planning, through class cultures). ● Consider diverse needs when designing our school environment e.g. accessibility. ● Appoint student leaders that can help to promote an inclusive school culture. 	<ul style="list-style-type: none"> ● Provide opportunities for students to explore and celebrate their differences and similarities (e.g. through schoolwide planning, through class cultures). ● Consider diverse needs when designing our school environment e.g. accessibility. ● Appoint student leaders that can help to promote an inclusive school culture.

<p>3b. Ensure we have a Learning Support process that caters to the identified additional needs of our students.</p>	<ul style="list-style-type: none"> ● Evaluate our Learning Support systems and clarify the role and responsibilities of the SENCo. ● Monitor student progress and achievement over time. Track progress and implement interventions that will target individual needs. Be innovative! 	<ul style="list-style-type: none"> ● Evaluate our Learning Support systems and clarify the role and responsibilities of the SENCo. ● Monitor student progress and achievement over time. Track progress and implement interventions that will target individual needs. Be innovative! 	<ul style="list-style-type: none"> ● Implement changes to our Learning Support systems as a result of our evaluation of Learning Support. ● Monitor student progress and achievement over time. Track progress and implement interventions that will target individual needs. Be innovative!
	<ul style="list-style-type: none"> ● Join the Kāhui Ako Learning Support group and engage in PLD from the MoE around the Learning Support Delivery Plan. 	<ul style="list-style-type: none"> ● Join the Kāhui Ako Learning Support group and engage in PLD from the MoE around the Learning Support Delivery Plan. 	<ul style="list-style-type: none"> ● Join the Kāhui Ako Learning Support group and engage in PLD from the MoE around the Learning Support Delivery Plan.
<p>3c. Evaluate the most effective interventions that promote and sustain accelerated learning.</p>	<ul style="list-style-type: none"> ● Continue to review and evaluate the effectiveness of our interventions for students; within and across class, teams and the school. ● Provide PLD for Teacher Aides ● Review our schoolwide practices. 	<ul style="list-style-type: none"> ● Continue to review and evaluate the effectiveness of our interventions for students; within and across class, teams and the school. ● Provide PLD for Teacher Aides ● Review our schoolwide practices. 	<ul style="list-style-type: none"> ● Continue to review and evaluate the effectiveness of our interventions for students; within and across class, teams and the school. ● Provide PLD for Teacher Aides ● Review our schoolwide practices.

GOAL FOUR: Wellbeing - caring for all

Our aim is that everyone feels happy, supported and cared for at Wadestown School.

Both student and staff wellbeing must be kept at the fore. A significant part of supporting everyone’s wellbeing is ensuring that there are supports in place for when people require them. Staff and students must feel comfortable accessing these supports. Each person in the school needs to have at least one strong relationship across the school; an advocate to assist them should they need to seek help. With strong relationships and knowledge of each individual person, interventions can most effectively be put in place.

Key Strategic Goals	Strategic Actions 2021	Strategic Actions 2022	Strategic Actions 2023
4a. Ensure that support and care is provided for all students.	<ul style="list-style-type: none"> ● Supports put in place through SENCo for students and their families, with additional learning or social needs. ● Provide PLD for staff, and in particular, our SENCo and Leadership Team to further develop our student support systems. ● Sustain the resilience work to support both new students and parents and continue to promote a “growth mindset”. 	<ul style="list-style-type: none"> ● Supports put in place through SENCo for students and their families, with additional learning or social needs. ● Provide PLD for staff, and in particular, our SENCo and Leadership Team to further develop our student support systems. ● Sustain the resilience work to support both new students and parents and continue to promote a “growth mindset”. 	<ul style="list-style-type: none"> ● Supports put in place through SENCo for students and their families, with additional learning or social needs. ● Provide PLD for staff, and in particular, our SENCo and Leadership Team to further develop our student support systems. ● Sustain the resilience work to support both new students and parents and continue to promote a “growth mindset”.

<p>4b. Provide opportunities for teachers to grow as professionals.</p>	<ul style="list-style-type: none"> ● Facilitate PLD to ensure our teachers have the most up-to-date knowledge and pedagogy. ● Provide leadership opportunities across the school through the introduction of Board funded leadership units and through our Kāhui Ako. ● Upskill teachers to deliver learning that is connected to and enhanced by Te Ao Māori. 	<ul style="list-style-type: none"> ● Facilitate PLD to ensure our teachers have the most up-to-date knowledge and pedagogy. ● Provide leadership opportunities across the school through the introduction of Board funded leadership units and through our Kāhui Ako. ● Upskill teachers to deliver learning that is connected to and enhanced by Te Ao Māori. 	<ul style="list-style-type: none"> ● Facilitate PLD to ensure our teachers have the most up-to-date knowledge and pedagogy. ● Provide leadership opportunities across the school through the introduction of Board funded leadership units and through our Kāhui Ako. Upskill teachers to deliver learning that is connected to and enhanced by Te Ao Māori.
<p>4c. Maintain a schoolwide environment that promotes and values teachers' wellbeing.</p>	<ul style="list-style-type: none"> ● Provide the flu vaccination to all staff members. ● Acknowledge and celebrate teacher achievements and events e.g. teacher graduations, leadership appointments etc. Provide opportunities for staff to build relationships across and within the school. Look for opportunities for the Board and PTA to support teachers and develop relationships with staff. 	<ul style="list-style-type: none"> ● Provide the flu vaccination to all staff members. ● Acknowledge and celebrate teacher achievements and events e.g. teacher graduations, leadership appointments etc. ● Provide opportunities for staff to build relationships across and within the school. ● Look for opportunities for the Board and PTA to support teachers and develop relationships with staff. 	<ul style="list-style-type: none"> ● Provide the flu vaccination to all staff members. ● Acknowledge and celebrate teacher achievements and events e.g. teacher graduations, leadership appointments etc. Provide opportunities for staff to build relationships across and within the school. Look for opportunities for the Board and PTA to support teachers and develop relationships with staff.

GOAL FIVE: Future-Focused - preparing for what lies ahead

We aim to prepare our students for the future and to make our school sustainable.

We need to prepare our students for the future world and the issues that they will face in their life-time; issues such as sustainability and globalization. We want our students to be confident learners who are able to operate in new and different environments. By equipping them with the required skills and dispositions, our students will be able to confidently go out into the world ready to adapt and cope with change as independent learners who are ready to take action.

Key Strategic Goals	Strategic Actions 2021	Strategic Actions 2022	Strategic Actions 2023
5a. Identify the key skills our students will require for future learning; both across their educational pathway and in the wider world.	<ul style="list-style-type: none"> Explicitly teach identified skills in classroom programmes e.g. problem solving, communication, collaboration, risk taking. Induct new teachers to our Resilience and Growth-Mindset Programmes. Continue to grow the Digital Technologies curriculum and ensure that we have the required resources to support this. Engage in PLD around the Aotearoa NZ Histories Curriculum. Raise awareness of environmental issues and look for ways to address these. Allow this work to be student led and parent/teacher supported. 	<ul style="list-style-type: none"> Explicitly teach identified skills in classroom programmes e.g. problem solving, communication, collaboration, risk taking. Induct new teachers to our Resilience and Growth -Mindset Programmes. Continue to grow the Digital Technologies curriculum and ensure that we have the required resources to support this. Engage in PLD around the Aotearoa NZ Histories Curriculum. Raise awareness of environmental issues and look for ways to address these. Allow this work to be student led and parent/ teacher supported. 	<ul style="list-style-type: none"> Explicitly teach identified skills in classroom programmes e.g. problem solving, communication, collaboration, risk taking. Induct new teachers to our Resilience and Growth-Mindset Programmes. Continue to grow the Digital Technologies curriculum and ensure that we have the required resources to support this. Engage in PLD around the Aotearoa NZ Histories Curriculum. Raise awareness of environmental issues and look for ways to address these. Allow this work to be student led and parent/teacher supported.

<p>5b. Ensure our buildings and property are up to date and fit for purpose.</p>	<ul style="list-style-type: none"> ● Ensure that planning for new builds gives consideration to being inclusive and accessible. ● Ensure all our classrooms are fitted with furniture, equipment and resources that support teaching and learning. 	<ul style="list-style-type: none"> ● Ensure that planning for new builds gives consideration to being inclusive and accessible. ● Ensure all our classrooms are fitted with furniture, equipment and resources that support teaching and learning. 	<ul style="list-style-type: none"> ● Ensure that planning for new builds gives consideration to being inclusive and accessible. ● Ensure all our classrooms are fitted with furniture, equipment and resources that support teaching and learning.
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GOAL SIX: Contribution - service to others

We aim to willingly give to others.

Our students should understand the importance of service to others and learn to understand the positive impact that this can have on others.
Our students should be able to identify particular areas of need and then reflect on how they can assist.
This is something that our students can learn from a very young age.

Key Strategic Goals	Strategic Actions 2021	Strategic Actions 2022	Strategic Actions 2023
6a. Develop a school wide understanding of what 'service to others' is.	<ul style="list-style-type: none"> ● Support students by facilitating opportunities for students' to identify possible areas of service to then be able to 'take action'. ● Value and support this as parents and the wider community of Wadestown School. ● Develop a 'service to others' ethos across the school. ● Review and evaluate the Year 8 Leadership Programme and have it reflect this service component. 	<ul style="list-style-type: none"> ● Support students by facilitating opportunities for students' to identify possible areas of service to then be able to 'take action'. ● Value and support this as parents and the wider community of Wadestown School. ● Develop a 'service to others' ethos across the school. ● Review and evaluate the Year 8 Leadership Programme and have it reflect this service component. 	<ul style="list-style-type: none"> ● Support students by facilitating opportunities for students' to identify possible areas of service to then be able to 'take action'. ● Value and support this as parents and the wider community of Wadestown School. ● Develop a 'service to others' ethos across the school. ● Review and evaluate the Year 8 Leadership Programme and have it reflect this service component.

Our Kāhui Ako: Te Kāhui Ako o Whanganui-a-Tara

Our Kāhui Ako Vision

“Promoting collaboration across our community to support the wellbeing and optimize the achievement outcomes at all stages of education”.

Our Kāhui Ako Achievement Challenges

Promote collaboration across our community to support the wellbeing and optimise the achievement outcomes at all stages of education.

Student Agency: Students are the agents of their own learning.

Student Wellbeing: Support the wellbeing of **all** students.

Cultural Responsiveness: Embrace languages, culture and identities.

Resource: [Kāhui Ako Achievement Challenge](#)

Why participating and contributing to our Kāhui Ako (Community of Learning) is important to Wadestown School:

At the end of 2020, Wadestown School joined our Kāhui Ako; Te Kāhui Ako o Whanganui-a-Tara; a well established and reputable Kāhui Ako. In joining this Kāhui Ako we committed to working collaboratively in partnership with the following Early Childhood centres, primary and secondary schools: Childspace Early Learning Centre - Wilton, Childspace Early Learning Centre - Karori, Childspace Ltd - Northland Primary School, Kelburn Normal School, Brooklyn Primary School, Karori Normal School, Karori West School, Northland School, Makara Model School, Wellington Girls' College and Wellington College.

In joining the Kāhui Ako, we know that we will grow as a school in collaboration, leadership development, in pedagogy and will gain much from the collective professional development. There are opportunities for networking and working together as a group of teachers to support our students as they move through their educational pathways. We are also excited about the opportunities that exist for our Board to collaborate with the other contributing Boards and about the opportunities and relationships that we can collectively form with our local iwi; Te Ati Awa.

As stated in our Achievement Challenges, the focus of our Kāhui Ako remains on the student and their achievement both within and beyond our educational system. *“As a Kāhui Ako we believe that student achievement in all curriculum areas will improve as we address the underlying causes of the disparities in outcomes for our students. We have therefore provided a wide evidence base for each of the three challenges. Part of this evidence includes our monitoring and reporting of student achievement in three New Zealand Curriculum areas: Health and Physical Education, Mathematics and Science. Health and Physical Education has been selected due to our shared agreement to focus on student wellbeing. Mathematics and science have been selected as our indicators of improving students’ overall academic success based on our collaborative analysis of school data indicating a shared concern for some students’ progress in these areas”.*

This is a new journey for Wadestown School but also one that we believe will make a positive difference to our tamariki.