

Waimahia Intermediate Strategic Plan 2019 - 2021



Ko wai Waimahia?



Waimahia Intermediate School's whakatauki is taken from one of Kīngi Tāwhiao's visions:

Māku anō e hanga tōku nei whare

Ko te tāhuhu he hīnau ko ngā pou pou he māhoe, patatē.
Me whakatupu ki te hua o te rengarenga,
Me whakapakari ki te hua o te kawariki.

I myself shall build my house.

The ridge-pole made of hīnau, supporting posts of māhoe & patatē
Raise the people with the fruit of the rengarenga,
Strengthen them with the fruits of the kawariki.

Tāwhiao's vision of self-sufficiency and self-determination, of using the resources around you to forge a bright future is one we at Waimahia Intermediate have for our students. We believe that our students arrive at our gates with 'fruit' of their own, and that school should be a place that enhances who we are and what we bring to the table.

At Waimahia we work with our students so they are able to fashion their own house starting with the wealth of resources they and their whānau have at their disposal.

Our whare is upheld by three pou which represents both our vision and our core values.

Pou-tahu, the forward pou is **MANA**.

Mana speaks of ownership, self-efficacy, strong identity & integrity.

Pou tokomanawa, the middle pou is **MANAAKITANGA**.

Manaakitanga speaks of respect, service, inclusivity and an ethic of care.

Pou-tuarongo, the rear pou is **MĀTAURANGA**.

Mātauranga speaks of knowledge, inquiry, creativity, innovation.

These values underpin the way we enact all we do at Waimahia.

These concepts are also the vision we have for our students. Our students will leave Waimahia

***Engaged, Achieving, Confident in their identity
Mana, Manaakitanga, Mātauranga***



Re-storying Waimahia



Whakatauki Vision

Māku anō e hanga tōku nei whare – We shall fashion our own house

Mana, Manaakitanga, Mātauranga - Engaged, Achieving, Confident in our Identity

Goals

1. Teaching & Learning

Student achievement is accelerated through student agency & effective teacher & leader practice

2. Student Capability

Our students are engaged, resourceful & equipped to take their place in the world

3. Culturally Relevant Curriculum

The Waimahia curriculum and practices are relevant to the backgrounds of students and their whānau

4. School Reputation

Waimahia Intermediate is recognised as a successful school that caters for our local community

Strategic Initiatives

1. Improve teacher & leader practice through cycles of inquiry & quality mentoring
2. Embed moderation processes
3. Implement internal review plan
4. Improve teacher and awhi assessment & evaluation practices

1. Develop WIS Graduate Profile
2. Understand & build student agency through Active Learner PLD
3. Review & develop a mana enhancing PB4L plan
4. Develop a culturally responsive pedagogy

1. Review WIS curriculum
2. Develop an integrated and progressive school-wide te reo Māori programme
3. Review, develop and promote Māori and Samoan bilingual programmes
4. Increase whānau engagement in their child's learning

1. Regularly share our good news stories with the wider community
2. Increase visibility in the community by leveraging school signage, digital platforms & direct marketing
3. Increase participation in community events
4. Regularly share achievement results with wider community

Success

Confident, achieving students with engaged whānau
Highly skilled, motivated teachers

Continual improvement in all aspects of school based on regular and reliable review data

Delivering a responsive curriculum that caters for students' cultural, academic and social aspirations

Waimahia Intermediate is seen by the community as an excellent choice for Year 7/8 education

Values

MANA

MANAAKITANGA

MĀTAURANGA

Strategic Goals & Initiatives / Core Values

| | Mana | Manaakitanga | Mātauranga |
|--|--|---|---|
| Teaching & Learning Student achievement is accelerated through student agency & effective teacher & leader practice | Improve teacher & leader practice through cycles of inquiry & quality mentoring | Improve teacher & Awhi assessment & evaluation practices | Improve teacher & leader practice through cycles of inquiry & quality mentoring Embed moderation processes Implement internal review plan Improve teacher & Awhi assessment & evaluation practices |
| Student Capability Our students are engaged, resourceful & equipped to take their place in the world | Develop WIS Graduate Profile Understand and build student agency through Active Learner PLD | Review & develop a PB4L plan that aligns with core values Develop a culturally responsive pedagogy | Develop a culturally responsive pedagogy |
| Culturally Relevant Curriculum The WIS Curriculum & practices are relevant to the backgrounds of students & their whānau | Review WIS Curriculum Review, develop & promote Māori & Samoan bilingual programmes Increase whānau engagement in their child's learning | | Review WIS Curriculum Develop an integrated & progressive school-wide te reo Māori programme |
| School Reputation WIS is recognised as a successful school that caters for our local community | Regularly share our good news stories with the wider community Increase visibility in the community | Increase participation in community events | Regularly share achievement results with wider community |

Re-storying Waimahia - 3 Year Outlook

| | 2019 | 2020 | 2021 |
|---|--|--|---|
| Goal 1: Teaching and Learning | Teacher & leader inquiries Refine mentoring Build teacher knowledge – Maths, Digital Tech, Active learner PLD Regular internal review & moderation Consistent assessment & data analysis | Teacher-led inquiries Continue mentoring Build teacher knowledge – Core Curriculum Develop Effective Teaching Profile Consistent assessment & data analysis Embed internal, explore external moderation | Review inquiry & mentoring practices Link effective teaching profile to appraisal Internal & external moderation Review internal review model Review assessment & data analysis practices |
| Goal 2: Student Capability | Understand & build student agency Plan sensitive reporting of Awhi programmes PB4L review, restorative practices PLD Understand & build culturally responsive pedagogy | Students tracking own learning Sensitive reporting of Awhi programmes PB4L review, restorative practices PLD Link culturally responsive pedagogy to effective teaching profile | Sensitive reporting of Awhi programmes Students tracking own learning PB4L review, restorative practices PLD Review culturally responsive pedagogy & practices |
| Goal 3: Culturally Relevant Curriculum | Unpack Tapasā, Te Aho Arataki Review curriculum statements as per plan Develop Māori & Pasifika Education Plan Plan te reo Māori student & teacher learning | Review curriculum statements as per plan Implement Māori & Pasifika Education Plan te reo Māori student & teacher learning Heritage language experts from community | Review curriculum statements as per plan Implement Māori & Pasifika Education Plan te reo Māori student & teacher learning |
| Goal 4: School Reputation | Establish student 'Wassup @ Waimahia' team Regularly share success stories on multiple platforms Update signage & murals at front of school Participate in 1 more community event Regular whānau hui | New student 'Wassup @ Waimahia' team Redesign website Update signage & murals within school Participate and/or host a community event Plan pou & waharoa | New student 'Wassup @ Waimahia' team Redesign website Participate and/or host a community event Regularly share success stories Implement pou & waharoa |

Goal 1: Teaching & Learning

Student achievement is accelerated through student agency & effective teacher & leader practice

| | Initiative 1 | Initiative 2 | Initiative 3 | Initiative 4 |
|----------|--|---|---|---|
| | Improve teacher & leader practice through cycles of inquiry & quality mentoring | Embed moderation processes | Implement internal review plan | Improve teacher & Awhi assessment & evaluation processes |
| 2019 | <ul style="list-style-type: none"> • Develop & implement teacher inquiries linked to student learning needs • Continue cycles of focused observations with student & leader feedback • Develop expectations & implement regular coaching & mentoring for DP, LoLs, teachers | <ul style="list-style-type: none"> • Implement moderation processes in reading, writing, maths • Develop and implement a plan for moderating best fit curriculum levels in technology and the arts | <ul style="list-style-type: none"> • Use internal review process to implement reviews as per Internal Evaluation Schedule • Update emerging reviews each term • Schedule emerging reviews into year overview | <ul style="list-style-type: none"> • Implement teaching assessment and evaluation practices • Embed data analysis procedures • Review Awhi assessment practices • Develop a plan for sensitive reporting of Awhi programme to BOT |
| 2020 | <ul style="list-style-type: none"> • Develop & implement plan for teacher led cycles of focused observations & feedback • Continue to implement regular coaching & mentoring for all staff • Develop Effective Teacher Profile | <ul style="list-style-type: none"> • Embed moderation processes in reading, writing, maths • Explore opportunities to moderate across the kāhui ako • Implement moderation processes for technology & the arts | <ul style="list-style-type: none"> • Use internal review process to implement reviews as per Internal Evaluation Schedule • Update emerging reviews each term • Schedule emerging reviews into year overview | <ul style="list-style-type: none"> • Embed teaching assessment and data analysis practices • Implement Awhi assessment and reporting practices |
| 2021 | <ul style="list-style-type: none"> • Review teaching as inquiry practices • Review coaching and mentoring practices • Implement Effective Teacher strategies across curriculum | <ul style="list-style-type: none"> • Embed across school moderation processes in reading, writing, maths • Develop & implement plan for moderating across the kāhui ako • Embed moderation processes for technology and the arts | <ul style="list-style-type: none"> • Use internal review process to implement reviews as per Internal Evaluation Schedule • Update emerging reviews each term • Schedule emerging reviews into year overview | <ul style="list-style-type: none"> • Review assessment and data analysis practices • Embed Awhi assessment and reporting practices |
| Measures | <p>See core curriculum targets</p> <p>All teachers working at stage 3 of capabilities matrix</p> | <p>Moderation shows closer alignment of judgements amongst teachers</p> <p>Triangulated assessment information</p> | <p>Review documentation, BOT reports & minutes, amended school documentation</p> | <p>Data analysis are teacher led</p> <p>Awhi team regularly reporting efficacy of programmes to BOT</p> |

Goal 2: Student Capability

Our students are engaged, resourceful & equipped to take their place in the world

| | Initiative 1 | Initiative 2 | Initiative 3 | Initiative 4 |
|----------|---|--|--|---|
| | Develop WIS Graduate Profile | Understand & build student agency through Active Learner PLD | Review & develop mana enhancing PB4L plan | Develop a culturally responsive pedagogy |
| 2019 | <ul style="list-style-type: none"> • Explore & record Mahia's attributes from pūrakau • Use whānau & student voice to prioritise descriptors of success after 2 years at WIS • Link descriptors to active learner traits | <ul style="list-style-type: none"> • Continue to develop teaching & student understanding of active learner capabilities • Implement teaching strategies that increase student agency | <ul style="list-style-type: none"> • Review PB4L purpose against values, active learner traits • Develop PB4L plan • Train key staff in restorative practices • Develop understanding of mana enhancing language | <ul style="list-style-type: none"> • Unpack Ka Hikitia, Tātaiako, Tapasā • Build understanding of what culturally responsive pedagogy is through professional reading • Critically analyse own beliefs about student efficacy |
| 2020 | <ul style="list-style-type: none"> • Synthesise descriptors of success using MAHIA as acronym • Review descriptors against school core values • Whānau & student review of graduate profile | <ul style="list-style-type: none"> • Develop active learner capabilities matrix in student speak • Develop student ability to track own learning on capabilities and learning progression matrices | <ul style="list-style-type: none"> • Implement PB4L plan • Train 3 more staff in restorative practices • Explicitly promote & teach prosocial skills based on behaviour journal data | <ul style="list-style-type: none"> • Link culturally responsive pedagogy indicators to Effective Teacher Profile • Continue to critically analyse own beliefs that influence our pedagogy • Introduce teacher talk analysis tool (talanoa) |
| 2021 | <ul style="list-style-type: none"> • Adopt WIS graduate profile • Align reporting processes to graduate profile indicators | <ul style="list-style-type: none"> • Embed student use of learning progressions & capabilities matrices for self-tracking and goal setting • Use tuakana/teina mentoring to build capability of new students | <ul style="list-style-type: none"> • Implement PB4L plan • Train 3 more staff in restorative practices • Explicitly promote & teach prosocial skills based on behaviour journal data | <ul style="list-style-type: none"> • Continue to critically analyse own beliefs that influence our pedagogy • Implement teacher talk analysis plan across whole school |
| Measures | Graduate profile aligns with vision & core values and approved by whānau | 90% Year 8 students working at stage 3 of student matrices 90% Year 7 students working at stage 2 of student matrices | Positive shifts in Student Wellbeing survey 50% decrease in eTap behaviour entries | Teacher observations show positive shifts using cultural competency indicators (Ka Hikitia, Tātaiako, Tapasā) |

Goal 3: Culturally Relevant Curriculum

The Waimahia curriculum and practices are relevant to the backgrounds, strengths & interests of students and their whānau

| | Initiative 1 | Initiative 2 | Initiative 3 | Initiative 4 |
|----------|---|--|--|---|
| | Review the Waimahia Curriculum | Develop an integrated and progressive te reo Māori programme | Review, develop and promote Māori and Samoan bilingual programmes | Increase whānau engagement in their child's learning |
| 2019 | <ul style="list-style-type: none"> • Unpack Tapasā Cultural Competencies Framework and make links to Tātaiako & Ka Hikitia • Review curriculum statements as per Internal Evaluation Schedule • Engage with Manurewa & Turangawaewae Marae to increase staff understanding of local curriculum | <ul style="list-style-type: none"> • Unpack learning progressions in Te Aho Arataki Marau • Plan and implement te reo Māori learning programmes focused on level 1 & 2 outcomes • Provide opportunities for staff to learn te reo Māori through Te Wānanga o Aotearoa | <ul style="list-style-type: none"> • Develop & implement education plan for Te Manukura Maia and Apolima • Explore opportunities for wānanga/sootaga opportunities • Engage with whānau/aiga through regular hui/fono • Improve bilingual teaching theory & practice through MAPSS PLD | <ul style="list-style-type: none"> • Establish regular whānau hui in teams & bilingual classes • Review home-school conferences format • Identify & engage local language experts to support community engagement • Buddy teachers to share strategies for building relationships with whānau |
| 2020 | <ul style="list-style-type: none"> • Review curriculum statements as per Internal Evaluation Schedule • Integrate Tapasā, Tātaiako, Kā Hikitia practices into Effective Teaching Profile • Induct all new staff to local curriculum and school whakapapa | <ul style="list-style-type: none"> • Plan and implement te reo Māori learning programmes focused on level 1 & 2 outcomes • Introduce and trial strategies for integrating new kupu & kīanga across curriculum contexts | <ul style="list-style-type: none"> • Implement education plan for Te Manukura Maia and Apolima • Continue wānanga/sootaga with other schools including noho marae/malaga • Improve bilingual teaching theory & practice through TESSOL PLD | <ul style="list-style-type: none"> • Continue regular whānau hui using heritage language groups where appropriate • Plan & implement new home-school conference format |
| 2021 | <ul style="list-style-type: none"> • Review curriculum statements as per Internal Evaluation Schedule • Induct all new staff to local curriculum and school whakapapa | <ul style="list-style-type: none"> • Plan and implement te reo Māori learning programmes • Integrate new kupu & kīanga across curriculum contexts | <ul style="list-style-type: none"> • Implement education plan for Te Manukura Maia and Apolima • Improve bilingual teaching theory & practice through TESSOL PLD | <ul style="list-style-type: none"> • Continue regular whānau hui using heritage language groups where appropriate • Embed home-school conference format |
| Measures | Documentation of curriculum Planning & implementation of curriculum shows alignment with curriculum guidelines | Teachers collaboratively plan & implement te reo learning programme All students achieve level 2 by end of year8 | Documentation of education plan Observations show improved practice, aligned with bilingual theory | Positive shifts on student, parent surveys Anecdotal feedback from whānau hui |

Goal 4: School Reputation

Waimahia Intermediate is recognised as a successful school that caters for our local community

| | Initiative 1 | Initiative 2 | Initiative 3 | Initiative 4 |
|----------|--|--|--|--|
| | Regularly share our good news stories with the wider community | Increase visibility in the community by leveraging signage, digital platforms & direct marketing | Increase our participation in community events | Regularly share achievement results with the wider community |
| 2019 | <ul style="list-style-type: none"> • Establish a student news team to produce a weekly news-clip of 'Wassup @ Waimahia' • Assign teams/teachers to sharing learning stories in newsletter, fb, website each week • Print fb 'year book' for school library and office | <ul style="list-style-type: none"> • Update road front school sign • Plan and implement murals on astro-turf end of blocks 2 & 3 to depict core values & whānau groups • Design & plan pou and waharoa • Regularly update school website, fb • Develop & implement a plan for direct marketing approaches | <ul style="list-style-type: none"> • Continue to participate in current community events • Explore local events & develop a plan for increased participation • Liaise with feeder schools to explore opportunities to participate in their events | <ul style="list-style-type: none"> • Profile a student of the week on fb/website/newsletter who exemplifies graduate profile traits • Share achievement results on website, at parent interviews & in newsletters at beginning, middle, end of year • Share prize-giving awards in newsletter, year book, website, fb |
| 2020 | <ul style="list-style-type: none"> • Establish new 'Wassup @ Waimahia' production team • Teams/Teachers continue to share weekly learning stories in newsletter, fb, website • Print fb year book for library and office | <ul style="list-style-type: none"> • Update school signage/murals around the school & plan for regular maintenance • Implement plan for pou and waharoa • Regularly update school website, fb • Implement plan for direct marketing | <ul style="list-style-type: none"> Continue to participate in current community events Implement local and feeder school events participation plan Explore opportunities to a host community/feeder school event | <ul style="list-style-type: none"> • Continue all of the above • Review with parents suitability of sharing methods • Develop a timetabled plan for sharing achievement results |
| 2021 | <ul style="list-style-type: none"> • Establish new 'Wassup @ Waimahia' production team • Teams/Teachers continue to share weekly learning stories in newsletter, fb, website • Print fb year book for library and office | <ul style="list-style-type: none"> • Maintain new signage/murals • Regularly update school website, fb • Implement plan for direct marketing • Review promotion activities to date and develop a long term plan for promoting the school | <ul style="list-style-type: none"> Continue to participate in current community events Implement local and feeder school events participation plan Host a community event | <ul style="list-style-type: none"> • Implement plan for sharing achievement results and student profiles • Review with parents suitability of sharing methods |
| Measures | Increased engagement, likes, shares on different media | Increased engagement, likes, shares on different media | Increased opportunities for student involvement in community events | Parent voice |

Annual Plan – Student Capability

Our students are engaged, resourceful & equipped to take their place in the world

| Initiatives | Term 1 | Term 2 | Term 3 | Term 4 |
|--|---|---|---|-------------------------------------|
| Develop WIS Graduate Profile | Implement teaching assessment and evaluation practices | | | |
| | Embed data analysis procedures | | | |
| | Review Awhi assessment practices | Develop a plan for sensitive reporting of Awhi programme outcomes to BOT | | |
| Understand & build student agency through Active Learner PLD | Implement moderation processes in reading, writing, maths | | | |
| | | Develop and implement a plan for moderating best fit curriculum levels in technology and the arts | | |
| Review & develop a mana-enhancing PB4L plan | Internal review of Arts, Technology, PE/Health | | Internal review of Languages, Culturacy, Passion Projects | |
| | Termly updates of any emerging reviews, policies/procedures/kaupapa book changes from reviews | | | |
| | | | | Schedule emerging reviews into 2020 |
| Develop a culturally responsive pedagogy | Develop & share guidelines for documentation and storage of assessment and review data | Centralise assessment and review data for easy access | | |

Annual Plan - Teaching & Learning

Student achievement is accelerated through student agency & effective teacher & leader practice

| Initiatitives | Term 1 | Term 2 | Term 3 | Term 4 |
|---|---|--|--|--------|
| Improve teacher & leader practice through cycles of inquiry & quality mentoring | Develop and implement iterative teacher and leader inquiries with cycles of observations and feedback | | | |
| | Review mentoring structure & guidelines | Implement regular mentoring of all staff | | |
| | | | | |
| Embed moderation processes | All teaching staff participate in DMIC PLD | | | |
| | Increase teacher learning progressions knowledge through QLCs – focus on core curriculum, Digital Technologies Curriculum | | | |
| Implement internal review plan | All teaching staff participate in Active Learner PLD | | Continue development of graduate profile | |
| | | | | |
| Improve teacher and Awhi assessment & evaluation practices | Termly whānau hui in teams and bilingual classes | | | |
| | Recruit local language experts | | Review home schools conference format | |

Annual Plan – Student Capability

Our students are engaged, resourceful & equipped to take their place in the world

| Activity/Output | Who | Resources | Indicators/Measures of Success | Review |
|--|--------------------------------|------------------------|--|--------|
| Assess & evaluate student learning regularly and analyse information formatively | Teachers, leaders | Time, Guidelines | Teaching & learning programmes are based on data analysis of reliable assessment information | |
| Review Awhi assessment practices & develop a plan based on what info is needed to make good decisions and meet BOT assurance needs | Awhi Team, Leaders | Time, Internal PLD | Awhi programmes will show added value against student outcomes Sensitive reporting received & minuted at BOT meetings | |
| Implement moderation processes in reading, writing, maths | Literacy & Maths Leaders | QLC Time, PLD hours | Moderation processes show greater alignment in teacher judgements across the school | |
| Internal review as per Internal Evaluation Schedule. Document any emerging reviews. Update policies/procedures/kaupapa book. | Teachers, Leaders, BOT, whānau | Time, language experts | Review documentation, BOT reports & minutes, amended policies/procedures/kaupapa booklet show changes. Shared understanding of changes and why changes were made. | |
| Develop, share & implement guidelines for documentation & storage of assessment & review information | Leaders, Teachers | QLC Time | Shared understanding, access and use of assessment and review information User friendly, up to date information is easily accessible when needed. | |

Annual Plan – Culturally Relevant Curriculum

The Waimahia curriculum & practices are relevant to the backgrounds of students & their whanau

| Initiatives | Term 1 | Term 2 | Term 3 | Term 1 |
|---|--|--|---|--------|
| Review WIS Curriculum | Review curriculum statements as per Internal Evaluation Schedule | | | |
| | Engage with local marae to increase staff knowledge of local curriculum | | Unpack Tapasā Cultural Competencies, make links to Tātaiako/Ka Hikitia | |
| Develop an integrated and progressive te reo Māori programme | | Unpack learning progressions in Te Aho Arataki Marau | Plan and implement te reo Māori learning programmes focused on level 1 & 2 outcomes | |
| | Provide opportunities for staff to learn te reo Māori through Te Wānanga o Aotearoa | | | |
| Review, develop and promote Māori and Samoan bilingual programmes | Develop & implement education plan for Te Manukura Maia and Apolima | | | |
| | Engage with whānau/aiga through regular hui/fono | | | |
| | Improve bilingual teaching theory & practice through MAPSS PLD | | Explore opportunities for wānanga/sootaga opportunities | |
| Increase whānau engagement in their child’s learning | Review PB4L plan against Waimahia core values, active learner traits, graduate profile | Develop a plan that enhances student mana, manaakitanga & mātauranga | | |
| | | Train key staff in restorative practices | | |

Annual Plan – Culturally Relevant Curriculum

The Waimahia curriculum & practices are relevant to the backgrounds of students & their whanau

| Activity/Output | Who | Resources | Indicators/Measures of Success | Review |
|---|--|----------------------------|---|--------|
| Review curriculum statements as per Internal Evaluation Schedule | Teachers, Leaders, BOT, whānau | QLC Time, language experts | Review documentation, BOT reports & minutes, amended policies/procedures/kaupapa booklet show changes. Shared understanding of changes and why changes were made. | |
| Engage with local marae to increase staff knowledge of local curriculum | Leaders, Kaumatua | SOD | Planning & implementation of curriculum aligned to NZC and local curriculum | |
| Unpack Tapasā, make links to Tātaiako/Ka Hikitia | Leaders | QLC Time | Increased cultural responsive practices evident in teaching | |
| Plan & implement te reo Māori learning programme using Te Aho Arataki Marau | Teachers, Leaders | QLC Time | Teachers collaboratively plan & implement te reo learning programme Increase student achievement against Te Aho Arataki levels | |
| Develop & implement education plan for TMM & Apolima | Bilingual teachers, Leaders, PLD Facilitator | Release, PLD hours | Improved practice, aligned with bilingual theory Documentation of education plan | |
| Review PB4L practices & develop plan aligned with core values | Leaders, PB4L team | QLC Time | Decrease in eTap entries Positive shifts in Student Wellbeing Survey | |

Annual Plan – School Reputation

Waimahia Intermediate is recognised as a successful school that caters for our local community

| Initiatives | Term 1 | Term 2 | Term 3 | Term 4 |
|--|---|---|--|--------|
| Regularly share our good news stories with the wider community | Establish a student news team to produce weekly 'Wassup @ Waimahia' | Print fb 'year book' for school library and office | | |
| | Assign teams/teachers to sharing learning stories in newsletter, fb, website each week | | | |
| Increase visibility in the community by leveraging signage, digital platforms & direct marketing | Update road front school sign | | Design & plan pou and waharoa | |
| | Plan and implement murals on R7, R8 | Develop & implement a plan for direct marketing | | |
| | Regularly update school website, fb | | | |
| Increase our participation in community events | Continue to participate in current community events | | | |
| | | Explore local events & develop a plan for increased participation | Liaise with feeder schools to explore opportunities to participate in their events | |
| Regularly share achievement results with the wider community | Profile a student of the week on fb/website/newsletter who exemplifies graduate profile traits | | | |
| | Share achievement results on website, at parent interviews & in newsletters at beginning, middle, end of year | | | |

Annual Plan – School Reputation

Waimahia Intermediate is recognised as a successful school that caters for our local community

| Activity/Output | Who | Resources | Indicators/Measures of Success | Review |
|--|--------------------|-----------------|---|--------|
| 'Wassup @ Waimahia' news team set up | TIC | Devices, CRT | Regular clips of school news available for multiple uses Student learning multi-media skills | |
| Regular sharing of learning stories & update of fb, website, newsletter | Teachers, Leaders | Time | Parents & community are well-informed of who we are, what's happening Increased engagement on social media | |
| Road frontage sign & mural update; design & plan pou & waharoa | Property Committee | \$40K, kaumatua | School identity visible from the road | |
| Develop & implement plan for direct marketing | Leaders, BOT | Time, \$5K | Parents & community are well-informed of who we are, what's happening | |
| Plan & implement increased participation in community events | Leaders, Teachers | CRT | Parents & community are well-informed of who we are, what's happening | |
| Regularly share achievement results on website, parent interviews, newsletters | Curriculum leaders | CRT | Parents & community are more informed of our achievement results | |

Annual Plan - Teaching & Learning

Student achievement is accelerated through student agency & effective teacher & leader practice

| Initiative | Activity/Output | Who | Resources | Indicators/Measures of Success | Review |
|--|---|-------------------------------|----------------------|---|--------|
| Improve teaching & leader practice through cycles of inquiry & quality mentoring | Develop & implement iterative teacher & leader inquiries linked to student learning needs | Teachers, Leaders | CRT, PLD Hours | All inquiries measured against impact on student outcomes | |
| | Continue cycles of focused observations in literacy with student voice & feedback | Leaders | CRT, PLD Hours | Positive shifts on teacher/leader capabilities | |
| | Develop expectations & implement regular coaching & mentoring for all staff | | CRT, PLD Hours | Positive shifts on teacher capabilities matrix. Positive shifts in maths achievement. Refinement of Effective Teacher Profile | |
| | All teachers participate in DMIC PLD | PLD Facilitator, Maths leader | | | |
| Embed moderation processes | Implement moderation processes in reading, writing, maths | Leaders | Leadership time, CRT | Positive shifts on teacher capabilities matrix. Increased clarity for teachers of what to teach and when | |
| | Develop & implement a plan for moderating best fit curriculum levels in technology & the arts | Leaders, PLD Facilitator | CRT, PLD Hours | Positive shifts on student/teacher/leader capabilities matrices. Student achievement tracking | |
| Implement internal review plan | Use internal review process to implement reviews as per Internal Evaluation Schedule | Teachers, Leaders | QLC Time | Graduate profile complete | |
| | Update emerging reviews each term | Teachers, leaders | Time | Increased numbers of whānau attendance, whanau feedback | |
| | Schedule emerging reviews into year overview | | | | |
| Improve teacher assessment & Awhi evaluation processes | Implement teaching assessment & evaluation practices | | | | |
| | Embed data analysis procedures | | | | |
| | Review Awhi assessment practices | | | | |
| | Develop a plan for sensitive reporting of Awhi programmes to BOT | | | | |