

Introduction

Waihopai School is a vibrant school with traditions dating back to its establishment in 1879.

It is located within the confines of Queens Park and is in an educational precinct with Southland Boys High School.

We have incorporated a school with physical disabilities within our mainstream educational setting. Both governed by an active and dedicated Board of Trustees. Our school is defined by a local enrolment zone and supported by a committed and involved community.

We have recently added International Students to the fabric of the school for both long and short term stays enhancing us as a school in our global community.

With our cornerstones of Reading, Writing, Mathematics and Inquiry Learning we are currently enhancing our technological capabilities, resources and digital literacy.

Waihopai School prides itself in supporting the well-rounded pupil in the fields of academic, social, sporting and cultural pursuits that fully equips the 21st century learner.

Expectations

The pupils at Waihopai School are supported in a nurturing environment at both home and school. The expectations are high and all three parties; caregivers, child and school make endeavours to exceed these expectations.

Socio-Demographic Comparison

Waihopai School is a decile nine classification; however within this we have a number of children who cover the decile range from pockets within our enrolment zone. The Park Syndicate incorporates all of the Southland catchment, transcending all communities.

We are experiencing ever increasing numbers of pupils coming from single parent families and blended family units.

Facilities and Infrastructure

The school is set on a 2.5 hectare site with main access from Herbert Street and a secondary access from Alice Street. The school has seventeen classroom spaces; two of which are dedicated to the Park Syndicate. We have a stand-alone Library, ICT Centre, Radio broadcast room and school hall.

We host one of the two city wide dental clinics and two speech language therapist spaces.

We have recently been wired to future proof our school digital network with fibre optic cabling, switching and infrastructure.

Our recreation facilities encompass three separate playgrounds, expansive hard court areas and grass areas that accommodate 100 and 200 metre running tracks, a rugby and soccer ground.

Organisational Sustainability

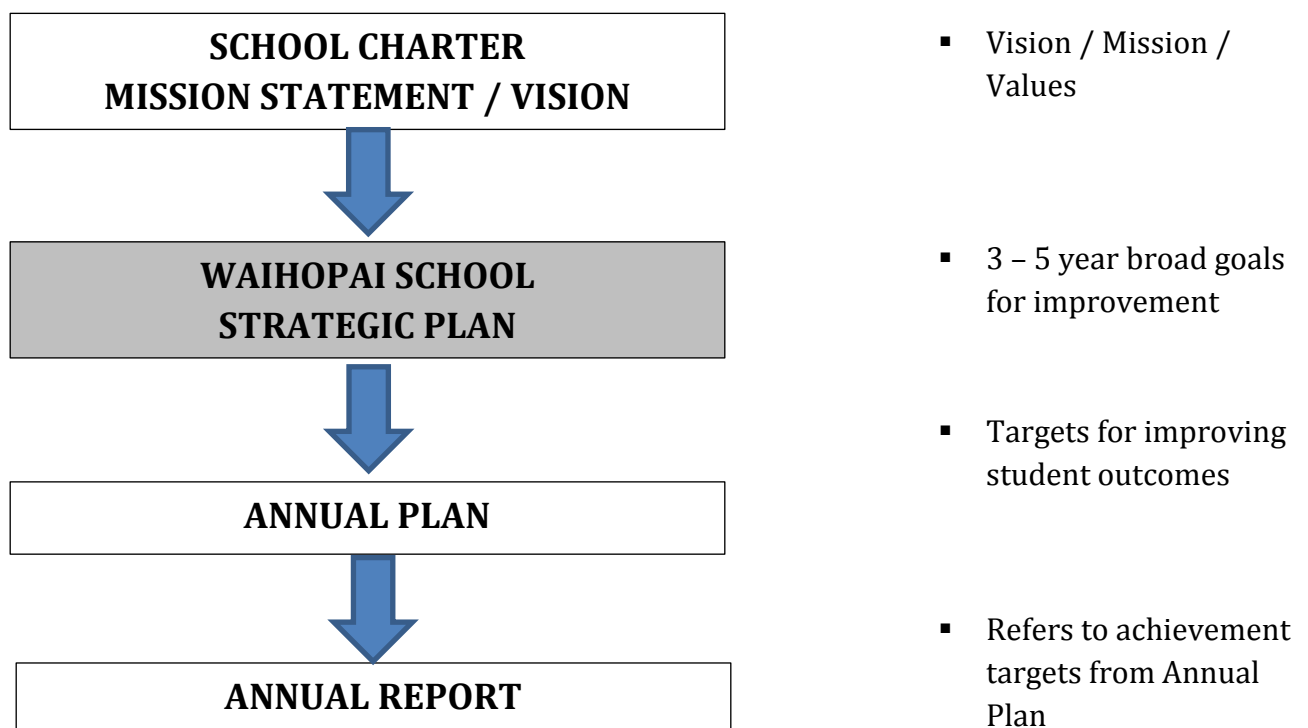
The school is resourced with teachers and a management team as provided and sustained by the present staffing formula from the Ministry of Education.

Teacher Aides are provided under two sets of conditions. Children with ORRS and special needs funding have support under individually allocated funding allocation. From operational funding the school provides teacher aide support reflecting resourcing constraints and need, for all syndicate areas.

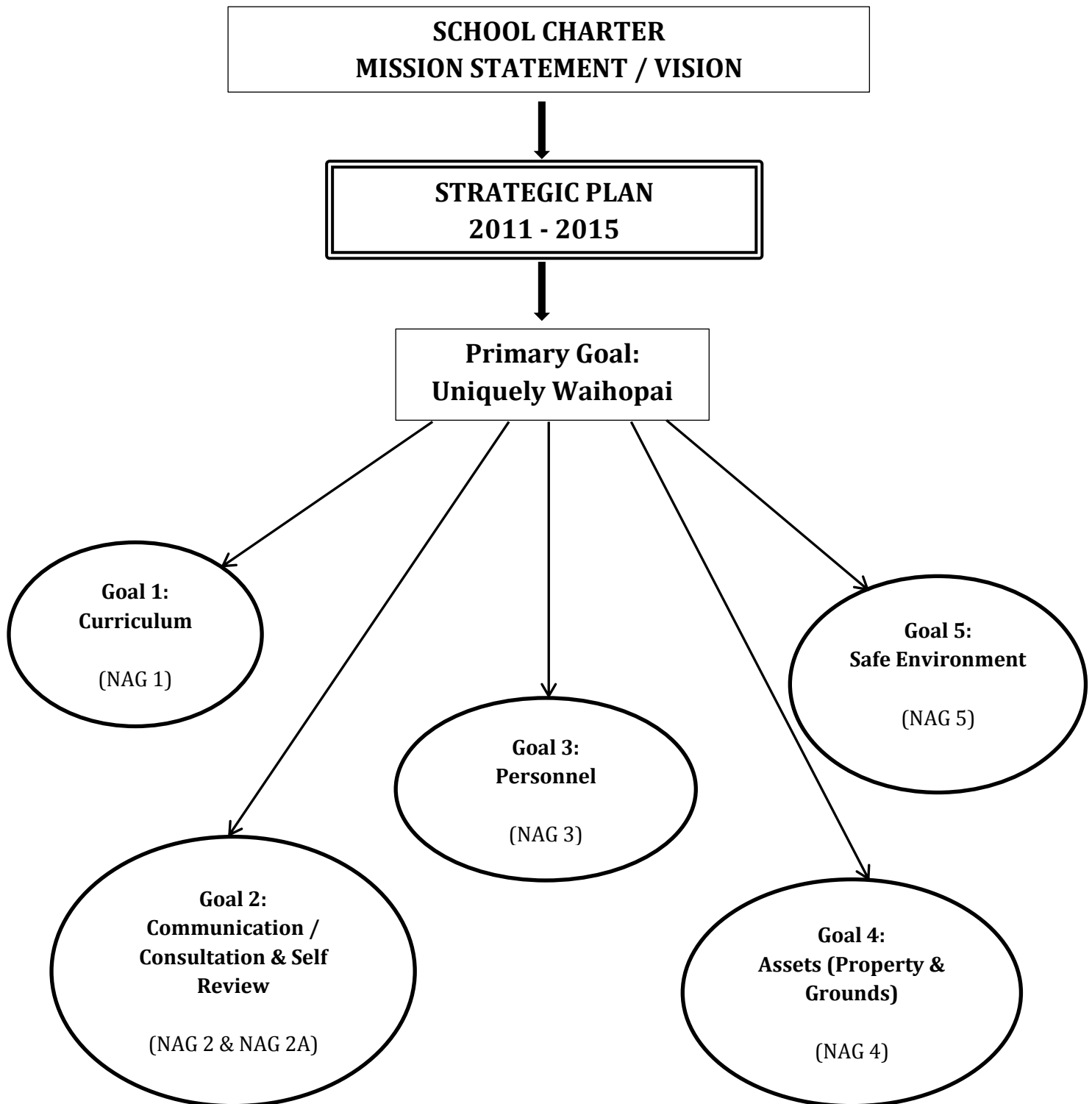
From operational funding the Board of Trustees also supports a School Office Manager, Bursar, Reading Recovery Teachers, ICT Support person and Librarian, Director of International students and contracts out the cleaning and caretaking tasks.

The hours and viability of all Board of Trustee staff supported through the operations funding is reviewed annually.

Where Does Our Strategic Plan Fit In?



At Waihopai School strategic planning focuses primarily on the National Administration Goals (NAGs). In order to achieve our vision and reflect our beliefs we will work towards meeting the following goals:



WAIHOPAI SCHOOL

Strategic Plan 2011 - 2015

Primary Goal: Uniquely Waihopai

To strive for excellence across people, place and programmes;
creating the ultimate learning environment where opportunities are considered without limitation

	OBJECTIVE	STRATEGY (How)	WHEN				
			2011	2012	2013	2014	2015
PEOPLE	To produce well-rounded students who are risk takers and inquiry based learners	<ul style="list-style-type: none"> • Provide modelling by staff and community members • Offer topics that inspire and empower • Provide the opportunities and resources to implement students' learning 	✓	✓	✓	✓	✓
	That staff and pupils alike strive for excellence in all endeavours	<ul style="list-style-type: none"> • Use role models and community based experts to develop key learning areas 	✓	✓	✓	✓	✓
	Staff are the lead learners for our students, driven by innovation and passion for their chosen career	<ul style="list-style-type: none"> • Recognise and reward staff for their achievements • Target required skill sets during staff recruitment • Staff will implement the Waihopai School Curriculum Plan with particular focus on 'Teaching and Learning' 	✓	✓	✓	✓	✓

			2011	2012	2013	2014	2015
	The school will become the central hub of the local community	<ul style="list-style-type: none"> • Enable community access to school facilities The school shall celebrate its successes internally and externally to the school using media such as newsletters, the Radio Shack, local newspapers, school web page etc 	✓	✓	✓	✓	✓
	The Board will prepare policies and plans to appoint quality staff, so that the school can supply education in accordance with the intentions of this charter. The Board is committed to being a good employer. It will support staff development and operate a fair and effective performance management	<ul style="list-style-type: none"> • Develop and implement policies which promote high levels of staff performance, use resources effectively and recognise the needs of pupils. • Be a good employer 	✓	✓	✓		
	The Board will have a policy concerned with promoting parent – community communications and involvement	<ul style="list-style-type: none"> • Liaise and inform our school community 	✓	✓	✓		
	The Board with the principal and staff will develop and operate a strategic plan for the management of its operational objectives and development goals. The Board will have a timetable for the on-going review of its policies and plans	<ul style="list-style-type: none"> • Implement a Strategic Plan to document how we are giving effect to the National Education Guidelines 	✓	✓	✓		

	OBJECTIVE	STRATEGY (How)	WHEN				
			2011	2012	2013	2014	2015
PLACE	To optimise the diverse educational, cultural and social opportunities the school's location offers	<ul style="list-style-type: none"> Foster relationships with neighbouring organisations and groups Explore and utilise neighbouring resources such as the Park, Museum and local High Schools Utilise local resources to enhance cultural opportunities e.g. Kapa Haka Group Canvas opportunities within and outside of the school to diversify and enhance educational opportunities 	✓	✓	✓	✓	✓
	To explore and progress the untapped potential of the specialist services the Park Syndicate facility offers	<ul style="list-style-type: none"> Advertise and promote the Park Syndicate's opportunities and resources using avenues such as signage, open days, holiday programmes etc Further develop special care to cater for individual requirements 	✓	✓	✓	✓	✓
	To enhance the diverse and inclusive student base the school uniquely owns	<ul style="list-style-type: none"> Actively pursue short and long term international students to come to Waihopai School Use enrolment trends to determine management of the enrolment scheme Continue to enable the flow of students between the Park Syndicate and the mainstream Support student access to opportunities provided by ENRICH@ILT 	✓	✓	✓	✓	✓
	Have forward focus with regards to the school's facilities/resources; matching needs now and into	<ul style="list-style-type: none"> Maintain the structural quality and appearance of the school buildings and grounds and 	2011 ✓	2012 ✓	2013	2014	2015

	the future	identify future needs to achieve this <ul style="list-style-type: none"> • Build on the establishment of the ICT infrastructure and continue to assess in terms of future opportunities • Work in tandem with FOW to fund school resourcing 	✓	✓			
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PROGRAMMES	OBJECTIVE	STRATEGY (How)	WHEN				
			2011	2012	2013	2014	2015
	Whilst striving for excellence all school programmes shall promote inquiry and independence, while also being individually goal focussed	Teaching programmes shall: <ul style="list-style-type: none"> • Primarily be based on the four cornerstones of education – Reading, Writing, Mathematics and Inquiry Learning (social sciences) • Offer a range of thinking tools and strategies • Encourage independent thinkers • Assess, cater for and plan the way forward for each individual’s needs Target (where possible) low class numbers for optimum learning	✓	✓	✓	✓	✓
	Opportunities shall not be limited by lack of resources. The Board, Management and Staff shall be solution focussed	<ul style="list-style-type: none"> • Aspirations shall not be limited by budget – all options shall be explored eg FOW, community funding/resources, income from international students, Ministry of Education etc 	✓	✓			
	Our students shall be global citizens	<ul style="list-style-type: none"> • Use of technology to link with the international community 	2011 ✓	2012 ✓	2013 ✓	2014 ✓	2015 ✓

		<ul style="list-style-type: none"> • Embrace our international students and the opportunities they bring • Investigate and provide opportunities beyond the classroom/local horizon 					
	Higher community participation in our school's sports and arts culture	<ul style="list-style-type: none"> • Establish register of skills available within our parental/caregiver community and wider community to assist with trainings, coaching and managing of sports teams and individuals, drama, dance and arts programmes in general • Promote to school community the reliance on volunteers to provide sporting and cultural opportunities to our students • Develop structure within our school to support volunteers particularly in coach, manager roles • Develop relationships with regional sports and Sport Southland to support and train our volunteers, coaches and managers 	✓	✓			
	The Board will prepare an annual budget to fund the school's curriculum, personnel, property and administrative activities. The Board will monitor and control income and expenditure throughout the year, and ensure the preparation, audit and publication of annual accounts	<ul style="list-style-type: none"> • Allocate funds to reflect the schools priorities. • Monitor and control expenditure 					

ANNUAL PLAN

GOAL 1: CURRICULUM				
Objective (What)	Strategy (How)	(Who) is responsible	(When) timeline	
To implement learning programmes based on the underlying principles of the Curriculum Framework including the essential learning skills	<ul style="list-style-type: none"> • Develop collaboratively with teaching staff • Emphasis on life skills in classroom programmes that includes education outside the classroom • Special resourcing is identified and budgeted • Inquiry learning being the focus for our Science, Social Studies, Technology and Health and Wellbeing curricular 	All staff BOT Parents Principal	On-going On-going November On-going	
To review teaching programmes to ensure there is a balance delivering the curriculum documents to meet National Standards	<ul style="list-style-type: none"> • Ensure school wide goals and curriculum initiatives meet framework objectives and National Standards 	Teaching Staff Senior Staff Principal	November	
Increase learning opportunities and involvement in extension and remedial programmes	<ul style="list-style-type: none"> • Staff acknowledge barriers identified so they may be catered for in teaching and learning activities in their own classroom • Track remedial, extension and social/behavioural groups to ensure adequate resourcing • Essential skills emphasised in teaching and learning content • Identify children through a range of testing. Teacher and parents' referrals, and allied Education professionals • Maintain an at risk register • Refer children with strong talents to ENRICH@ILT • Provide a junior and senior remedial programme for the essential skills • Provide opportunities and support of the Reading Recovery and Numeracy Recovery Programmes 2012 	Teaching Staff BOT Principal Resource Specialists	On-going On-going On-going On-going On-going August 2012 November	
To encourage the use of information communication technologies available to children and staff	<ul style="list-style-type: none"> • Integration of technologies in curriculum areas • Learning opportunities devised in classrooms to support the use of appropriate technology • Up skill staff to implement and access technologies 	Principal Staff	On-going 2012 On-going	

	<ul style="list-style-type: none"> School involvement in ICT2LRN cluster Make use of SNUP / High speed internet and new technologies for the benefit of student and staff development 		2012 2012	
To assess student abilities in Reading, Writing and Maths and assess against National Standards	<ul style="list-style-type: none"> Use "Assembly" to correlate all standardised tests i.e. 6 year nets, Pats, running records Load data onto programme and identify specific groups i.e. Those performing below desired outcomes; Maori etc that can be monitored and resourced appropriately Provide training to allow teaching staff to input and access relevant data Seek Professional Development to assist in analysing data to report to BOT on programme evaluations and student achievement Provide anniversary reporting for the Junior School 	Assistant Principal (P) Assistant Principal(A) Principal to report to Board Deputy Principal 2012 (Numeracy) Deputy Principal 2012 (S)	On-going January Term 1 2012 From Term 1	

GOAL 2: COMMUNICATION, CONSULTATION & SELF-REVIEW

Objective (What)	Strategy (How)	(Who) is responsible	(When) timeline	
To enable an open, meaningful flow of information between our school and caregivers	<ul style="list-style-type: none"> Report to students and their caregivers on their progress and achievement in accordance with National Standards. Periodically survey school community views on how our school is performing Report on upcoming events, Board initiatives, sports results etc. via weekly school newsletter, events board and website Allow opportunity for early identification and contact with caregivers over individuals' specific needs Encourage and assist parental involvement with class-based activities and extra-curricular activities e.g. parent help, sports coaches / managers Promote and encourage new members to join Friends of Waihopai Ensure parents are informed of the complaints process available to them Trial Facebook as a means of school/community communication 	Senior Staff Teaching Staff Principal Principal Office Manager Teaching Staff Sports Co-ordinator Parents / Principal	2x PA 1x PA On-going On-going On-going On-going 2012	

		Deputy Principal	On-going	
The behaviour of all students shall be shaped by a value-based learning environment	<ul style="list-style-type: none"> • Modelling by teachers of how to relate to others • Monitor effectiveness of Behavioural Management Plan • Ensure students understand expected behaviour and consequences • Reward systems – Worker of the Week, Switched on Kids • Use of assemblies, newsletters etc to celebrate success • Utilise successful individuals / groups as role models • Year 6 leaders programme to promote leadership / role models within school 	<p>Whole Staff Senior Staff/Staff</p> <p>Teaching Staff Deputy Principal Deputy Principal</p>	<p>On-going Term 3</p> <p>On-going</p> <p>Term 4 Term 4 Term 4 Term 4</p>	
Develop and promote our school's point of difference	<ul style="list-style-type: none"> • Establish a 'living' register of identified resources and make contacts within our local neighbourhood. Incorporate these learning resources into our curriculum • Use various media options to market our school e.g. Park Syndicate, International students • Promote school grounds and facilities for community use • Review management of school zone enrolments with regards to optimal school roll numbers • Maintain strong relationships with preschools / kindergartens which typically feed our school 	<p>Principal Office Manager</p> <p>School Staff</p> <p>BOT</p> <p>NE Teachers</p>	<p>On-going</p> <p>On-going</p> <p>On-going Term 2</p> <p>On-going</p>	
To provide information on Maori and Pacific Island student achievement to caregivers and the Board	<ul style="list-style-type: none"> • Consult with all parents including those of Maori and Pacific Island students on the process to collect and present students' achievement data. • Principal to collect and analyse data to report trends to the Board and Ministry of Education in accordance with NAG 2 and 2A 	<p>Caregivers BOT Principal</p>	<p>On-going</p> <p>Term 3 Term 4</p>	
To review policies and procedures in health and safety, personnel and self review	<ul style="list-style-type: none"> • Make the community aware of the school's policies and procedures • Utilise the introduction of National Standards as a self review process • Maintain, review and update the Governance Manual for Board Members • Maintain clear procedure of how our school reviews its performance and how the resulting information is used for effective planning and decision making 	<p>BOT</p> <p>Senior Staff</p> <p>BOT</p> <p>BOT/Principal</p>	<p>On-going</p> <p>On-going</p> <p>Annually February</p> <p>On-going</p>	

GOAL 3: PERSONNEL				
Objective (What)	Strategy (How)	(Who) is responsible	(When) timeline	
To provide professional development opportunities for all staff to maximise their effectiveness in teaching and learning	<ul style="list-style-type: none"> • Provide annual professional development for all staff on identified needs and targets set at individual staff appraisals • Provide opportunities for teaching staff interchange to visit and observe colleagues in other schools • Utilise the outside areas for teaching and learning to capitalise on our unique natural environment and enhance educational opportunities • Principal to report to the BOT on Professional Development provided 	Staff set individual goals Principal / Senior Management monitors appraisals BOT allocates funding for professional development	On-going On-going On-going Monthly	
To provide an effective appraisal system for all staff	<ul style="list-style-type: none"> • Ongoing review of our current appraisal system • Link process into annual budget cycle for funding consideration 	Senior Staff Principal	Term 4 November	
Maintain a Staff induction programme	<ul style="list-style-type: none"> • Implement through staff meetings • Ensure new staff members are assigned a mentor • Work through induction programme for all staff • Issue all staff with an A to Z new induction booklet 	Principal Principal / Park Syndicate Lead Teacher	On-going On-going On-going On-going	
For the BOT to be as well informed as they can be	<ul style="list-style-type: none"> • BOT to commit to attending relevant Professional Development • To remain informed with material supplied on current projects / initiatives /government legislation 	BOT	On-going Monthly or as required	
GOAL 4: ASSETS (PROPERTY & GROUNDS)				
Objective (What)	Strategy (How)	(Who) is responsible	(When) timeline	
Upgrade of Junior School area adjacent to classrooms	<ul style="list-style-type: none"> • To work in conjunction with Friends of Waihopai • Develop plans and realistic budgets to scope work 	Principal FOW Fair Committee	2012 September	

Upgrade Senior School toilet area	<ul style="list-style-type: none"> To apply remainder of 5 year property funding to the project 	Principal BOT Property Manager	2012	
Re-carpet Rooms 1 – 6	<ul style="list-style-type: none"> Prioritise carpeting for this area on aesthetic and health and safety grounds 	Principal BOT Property Manager	2012	
Maintain Buildings	<ul style="list-style-type: none"> Maintain property Management contract <ul style="list-style-type: none"> - Internal - External - Annual Wash 	Principal BOT	2011 - 2016	

GOAL 5: SAFE ENVIRONMENT

Objective (What)	Strategy (How)	(Who) is responsible	(When) timeline	
To identify and record hazards in the school environment	<ul style="list-style-type: none"> Review current practises relating to the on-going monitoring and maintenance of school equipment and resources Maintain a Hazards register 	Principal	On-going	
		Principal	On-going	
To maintain Health & Safety procedures to cover all emergency eventualities	<ul style="list-style-type: none"> Review current procedures Reinforce procedures for emergencies Ensure staff and community are aware of procedures Consult that procedures are appropriate for Park Syndicate students 	Principal All teaching staff Principal / Park Syndicate / Lead Teacher	On-going March/ September On-going On-going	

GOAL 5: ADMINISTRATION

Objective (What)	Strategy (How)	(Who) is responsible	(When) timeline	
Pursue International Students	<ul style="list-style-type: none"> Market our programme for both long term and short term attendance at Waihopai School: <ul style="list-style-type: none"> - Direct Marketing - Visiting the marketplace - SIT relationship - Website promotion 	Principal BOT Director of International Students	March On-going	

Integrate School Management System “Assembly” Programme	<ul style="list-style-type: none"> • To imbed School Management System in the school: <ul style="list-style-type: none"> - Administration - Student Management - Data collation 	Office Staff Senior Staff Principal	January/ February	