



# WAIPAWA SCHOOL CHARTER AND STRATEGIC PLAN 2019-2021



## THE SCHOOL CHARTER

### INTRODUCTORY SECTION

*At Waipawa School we help learners to prepare themselves for anything.*

*Being **Active in Learning** means our children crave learning that is hands on, authentic and relevant to their life, now and in the future.*

*Being **Active in Learning** means our children learn about the full curriculum, themselves, their hauora and others.*

*Being **Active in Life** means that our children make a positive impact on themselves, to our local and global community and environment.*

*Waipawa learners are empowered to explore their strengths and push their limits.*

*They are inspired to learn and act positively and courageously in all aspects of their lives.*

A Waipawa Primary School student shows lifelong learning through a positive and active mindset which is supported by our values. At Waipawa School we encourage all learners in our community to strive for excellence, be active learners and participants so they become great people.

Waipawa Primary School values are all integral to growing great people with active minds and active attitudes who will reach their full potential and be prepared for what life throws at them.

#### OUR LOGOS

We have 2 logos that represent our school. We have our traditional 'Onward' logo that has been associated with Waipawa School for a long time. In 2019 we will develop a 'story' for the 'Onward' symbol that holds relevance for our children today.

In 2019 we will replace the bus logo. The concept behind the new logo is based all around the family/whanau and community being shaped into the symbol of an Oak tree (Oak trees are a feature of Waipawa School) with the Waipawa river flowing in front (which symbolises our connection with the community and environment)

#### VALUES

We care about OURSELVES

We care about EACH OTHER

We care about our ENVIRONMENT

We care about our COMMUNITY

# THE WAIPAWA SCHOOL TEAM

## BOARD OF TRUSTEES

Chrissy Malcolm	<i>Chairperson</i>
Justine Foster	<i>Parent Rep</i>
Annabel Kittow	<i>Parent Rep</i>
Louise Baker	<i>Parent Rep</i>
Peter Burne	<i>Staff Rep</i>
Sue England	<i>Secretary</i>
Paul Jamieson	<i>Principal</i>

## SCHOOL LEADERSHIP TEAM

Paul Jamieson	<i>Principal</i>
Karena Finch	
Stacey Mabey	

## TEACHERS

Tim Waite  
Peter Burne  
Anna Oosterkamp  
John Davidson  
Anne McGregor  
Cheree Drepaul  
Tania Elworthy  
Harry Twinn

## SUPPORT STAFF

Sue England  
Kathy Fletcher  
Colleen Carter  
Peter Robertshaw  
Claudia Mason  
Casey Lancaster

## CHB TECHNOLOGY TEACHERS

Arie Groenveld  
Simon Pearse  
Shona Gauden

## RESOURCE TEACHERS

Barry Kerr *RTLIT*  
*RTLIT have a base onsite*

## WHANAU AND FRIENDS COMMITTEE

Sharee Waite, Pip Burne, Andrea Mooney

## STUDENTS (Start of 2019)

232

## DESCRIPTION OF THE SCHOOL & COMMUNITY

As at the start of 2019 Waipawa Primary School has a roll of 232 students. We have seen a huge increase in our numbers. So much so that we will need to have an enrolment scheme in place before the end of 2019. Students are spread over 9 but soon to be 10 classrooms and it is anticipated that we will open an 11th classroom midway through the year. Classes are arranged according to numbers of students at particular year levels but most classes have 2 year levels in them, eg Yr 4, Yr 5.

Waipawa Primary School has a mix of refurbished classrooms and others that will be undergoing transformation in the next two years. We have space for 11 classrooms. In addition to the classrooms and administration block, there is a Maker Space Room and library (same space) and the Central Hawkes Bay Tech Centre which provides most of the Year 7 and 8 students in CHB with technology education. We also have a school hall and our resources are scattered throughout the school to ensure we are maximising quality space for our students. The CHB Resource Teacher of Literacy (RTLIT) is hosted at Waipawa School and we also have 3 RTLB who use Waipawa School as their base when working in the area.

The school grounds are both extensive and aesthetically pleasing. We have a huge grassed area, a sealed court, an astroturf court, a huge playground, sandpit, a bike track and massive oak trees that provide shade and comfort on hot CHB days. We also own a block out the back that is used by the community for gardening. We hope to develop this further in the coming years. Our outside environment is a feature of the school and we hope to improve this even more over the next 5-10 years.

The School Administration block includes school offices, a medical room, staff room, principal office and offices for teachers and external agencies to work in. In 2018 we invested heavily in iPads and TV screens for the classrooms. The year 7 children also have access to traditional laptops. We use a google platform throughout the school and aim to be an apple school in the future.

We have done away with teaching teams or HUBs. We all work together and then we are flexible in our approach to different school events and we work collaboratively across the school in many different forms

Although the Principal has overall responsibility for all areas, the senior leaders and other teachers have delegated responsibilities. There are many important roles within a school and we like to spread the leadership throughout so all teaching staff are contributing and having a chance to progress their leadership skills.

Waipawa School is the only school in Waipawa. Most of the students come from Waipawa but we have children from the surrounding country areas and Waipukurau attend our school. At present Waipawa School does not have an enrolment zone but is likely to in the near future.

The community has varied expectations of the school. There is a strong indication that parents support the education their children are receiving. You will see in the following pages we have an emphasis on our community and strengthening home/school partnerships so throughout 2019 we will be able to better ascertain our future actions for improving this critical component of students learning.

As you work your way through this document you will see that over the next three years we have an emphasis on 4 key areas - hauora (wellbeing), curriculum, community and growing teachers. In 2019 we will be looking to really drill down on

- improving wellbeing practices
- providing an integrated hands on authentic learning strategies across the curriculum
- strengthening numeracy and literacy through targeted professional learning opportunities and
- strengthening teacher practices through a personalised improvement plan

These initiatives will improve the learning outcomes of all students and lead us on the right path to achieve our vision and kaupapa. To help us with the above we have been fortunate to secure two Professional Learning and Development contracts. These will focus on Numeracy and Digital Technologies.

In addition to our curriculum Waipawa Primary School participates in the CHB schools sports competitions and occasionally Hastings or Hawkes Bay competitions. Waipawa children participate in a wide variety of sports and we have fantastic support from parents that enables us to do this. Waipawa Primary School is also represented in the performing arts. We have dance groups who compete regionally and nationally, a kapa haka extension group as well as kapa haka throughout the school (via our house competition), a choir, two school bands and music lessons being provided onsite by an outside agency. With our development of the our school curriculum in 2018 and particularly our conceptual themes we know that the Arts curriculum will become more of a feature in the classroom programme.

We have a number of ways in which to communicate with our parents and community. The school has a recently refurbished web site ([www.waipawa.school.nz](http://www.waipawa.school.nz)) and this is a portal to information about Waipawa Primary School. We also have a School app, a school Facebook page and many classes also use the learning tool Seesaw. All offer something slightly different. A quick view of the term calendar highlights all that is being offered for the students from school camps to sporting events to reporting timelines so parents are kept well informed of what is coming up in a very busy year. Teachers also use Seesaw pages to keep parents up to date with what is happening specifically in their classrooms. We are also changing our Student Management System in 2019 so this may be another tool we use or it may replace some of the existing tools we currently use.

2018 was a big year of change for Waipawa Primary School. A new principal was appointed and throughout the year there has been a turnover of staff with 4 new teachers to the school. The principal, with the BOT, staff, children and parents have developed a new strategic plan that will provide a clear and realistic direction forward for the next 3 years. In 2018 our school roll climbed steadily throughout the year to be at 224 at the end of 2018. We are developing a Waipawa Curriculum and made changes to many facets of how the school operates. In 2019 we will look to make refinements and further changes to ensure our learners are getting the best education and experiences possible and that all involved in Waipawa School are living the vision of being - Active in learning, Active in Life.

## WHAT INCLUSIVENESS LOOKS LIKE AT WAIPAWA SCHOOL

Waipawa Primary School is an inclusive school where students with special education needs are participating and engaged in the school classrooms. The students are learning material at their appropriate level and they are achieving success with the school curriculum and making progress across the learning areas. These students feel valued as active members of their classroom and they are fully integrated into the school teaching and learning programme.

The school has reviewed the systems and processes in place to support learners with special educational needs. We think we can do better. We have looked hard at the information collected, especially the coherence from school wide collection, analysis and interpretation and the connection with this information at a teacher/classroom level. Changes have been made and in 2019 processes and systems and new learning will take place and be reviewed throughout to ensure all our children are participating and are engaged.

We hope to improve teacher knowledge and understanding in this space and implement effective processes that identify needs. Along with this we want to improve the quality of use of teachers' aides and external agencies such as; RTLb, RTLiT, SE, etc. It is part of a strategic initiative focus in 2019 (improve wellbeing practices) - under the Hauora strategic goal.

Parents are welcomed into the school and are an integral part of the learning process. We take an active role to encourage parental participation in school events and the classroom programme.

## WHAT TRANSITION LOOKS LIKE AT WAIPAWA SCHOOL

Considerable thought and care is taken in this process to maximise the transition throughout a child's time at Waipawa Primary School.

Transition is when:

- A child moves from ECE and begins their schooling at Waipawa School
- A child moves from another school to attend Waipawa Primary School
- A child moves from Waipawa Primary School to another school
- A child move classes throughout the year
- Children change classes at the beginning of a school year
- Children move from year 6 to the intermediate years
- A teacher changes throughout the school year
- Year 7/8 kids to technology
- Year 8 children move from Primary School to High School

Processes and systems are being developed for all the transitions above however we are aware that a one size policy does not work. We are committed to working with children, parents/caregivers, external agencies to ensure smooth transitions are the norm and that we as a school are adaptable, flexible in our approach and communicate effectively. We are here to work with all stakeholders in a positive manner to ensure children are transitioned successfully.

## NATIONAL EDUCATION PRIORITIES

### **Success for all**

Waipawa Primary School is committed to improving the educational outcomes for all of its students. We look for continual school improvements in how we meet the learning needs of all learners through delivering quality learning programmes based around the child and the New Zealand Curriculum. We assess with purpose and use that quality data effectively at a teacher, year level and at a school leadership level we gather, analyse and report to the BOT.

### **A safe learning environment**

Waipawa Primary School provides a safe structured learning environment for all of its students. We know when the the school provides a caring and supportive environment, students feel valued and are able to contribute to school and community life.

The classrooms are well resourced and mobility access will be provided to all classrooms by the middle of 2019.

In addition to this Waipawa Primary School has a productive relationship with Learning Support and the Public Health Nurse. We also have a SWIS worker on site (2 days a week) who works with students and their families. The SWIS worker supports students through targeted programmes and liaises with other agencies to ensure that all students receive appropriate assistance. Waipawa Primary School also has access to a Family Works counsellor who is also in the school on a regular basis. We are proactive with outside agencies.

### **Improving literacy and numeracy**

Waipawa Primary School is committed to improving the Literacy and Numeracy attainment levels for all students, with a focus on providing authentic and purposeful experiences to provide a context that is engaging for our students. The school in 2019 will be part of Developing Mathematical Inquiry Communities PLD and will implement the PaCT tool in writing. We will also receive professional learning in the Digital technologies space and we will integrate these learnings into the core areas of numeracy and literacy. These PLD opportunities and initiatives are designed to up skill staff in their delivery of high quality teaching and learning programmes.

### **Better use of student achievement information**

Waipawa Primary School reviews its data collection processes yearly to better gain accurate information. We will be using a different student management system (Linc-Ed) in 2019 and this should provide a better place to collect, collate and analyse data. We like the concept of an Overall Teachers Judgement (OTJ) so will continue to use this but it will be against curriculum levels. We will also be using the PaCT in writing. There is an assessment schedule that is produced every year outlining the formal and informal methods used to collect student data information. These range from: PAT tests, GLOSS and student evidence of learning. In 2019 we will be placing an emphasis on how to show progress or 'stretch' of an individual child and the evidence to back this up - on an online platform.

### **Improving outcomes for students at risk**

Waipawa Primary School has recently developed clear processes and systems for identifying students at risk. It is intended that this system will be coherent from a wider school perspective through to a classroom level. Through the initiatives outlined under strategic goal 1 we intend to develop each teachers knowledge and skill base to better cater for the wide variation in learning needs we encounter these days. We will also continue to work with the use of outside agencies like: RTLB, RTLiT, Special Education, SWIS so the students are given the opportunity to access the learning support and programmes to best meet their identified learning needs.

### **Improving Māori student outcomes**

Waipawa Primary School has a Māori roll of 67 of the total roll. We have a dedicated team of teachers who continue to develop their knowledge and understandings for engaging with our Māori students. In 2019 Waipawa School is undertaking professional learning and development in Developing Mathematical Inquiry Communities (DMIC). This is has been proven to lift the achievement of Maori and Pasifika students in a culturally responsive way. We will also work with the local Resource Teachers of Maori to complete our Curriculum Cultural Framework. The school continues to self-review its performance in lifting Māori achievement and is developing a culturally responsive education where Māori can succeed as Māori.

### **Pasifika**

We have a small number of Pasifika families at Waipawa Primary School. We are committed to connecting with our Pasifika community and ensuring we lift Pasifika achievement by having an environment where Pasifika learners enjoy educational success as Pasifika. In 2019 we will become familiar with tapasa - cultural competencies framework for teachers of Pacific learners.

### **Providing career guidance**

(Year 7 and above)

Waipawa Primary School provides career guidance for its students through the integration of careers within the classrooms conceptual themes when appropriate.

### **Reporting**

Waipawa Primary School reports twice a year in writing to parents on their student's progress towards the core (reading, writing, maths) in curriculum levels. These reports are written in plain English to ensure that parents gain a clear understanding of where their students are in relation to curriculum levels. We will also be developing an ongoing reporting system that involves a digital portfolio so learning is reported to parents in a real time fashion.

### **Digital Technologies**

The new digital technologies curriculum needs to be implemented by 2020. In preparation for this Waipawa Primary School has secured 80 hours of professional learning and development to assist us to be ready for this.

## CULTURAL DIMENSIONS

### Cultural Perspectives

Waipawa Primary School's curriculum recognises the unique position of Māori within New Zealand society. It provides students with experiences and understandings in cultural traditions, language and local and national histories.

### Tikanga Māori and Te Reo Māori

Waipawa Primary School takes all reasonable steps to provide learning opportunities in Tikanga Maori and Te Reo Maori. Through our school wide conceptual themes we include a Maori perspective in our learning. The school and classes continue to strengthen our kawa so it becomes the norm and improve our connections with the RTM and the two colleges; Te Aute and CHBC.

### Treaty of Waitangi

Schools are Tiriti partners. There is a structural, moral and ethical obligation to uphold and express the mana of Te Tiriti o Waitangi. Te Tiriti o Waitangi has value and mana in modern educational contexts. It can be the foundation for a school community's future focused educational journey. We aim to be able to show evidence of how we honor the articles of the treaty throughout 2019 so it improves our collective knowledge and understandings.

### Consultation with Māori

We formally consult with our Maori whanau at least twice a year through face to face contact or through a survey. Ideas agreed on are incorporated into existing plans or our key actions for future years

### Consultation with Pasifika

For the first time (in 2019) we will consult with our Pasifika community. Key actions will be developed from this.

## ENVIRONMENT AND SUSTAINABILITY

Waipawa School is not currently under the EnviroSchool umbrella but in 2019 we will begin our journey to becoming a more environmentally friendly school that plans, designs and implements actions that are important to our children and our community.

We realise lasting changes can take many years to become embedded but every step is a change in itself. While our aim is to develop environmentally sustainable practices across the school and community we also want to develop innovative and motivated children who instinctively think and act sustainably.

In 2019 we will establish a small group of children who will work with the Enviroschools coordinator and in terms 3 and 4 our school-wide conceptual themes will provide an authentic learning context to generate engagement across the whole school.

## BOARD'S UNDERTAKINGS

### Consultation

The Waipawa Primary School Board consults annually with the Māori community and wider community. Processes for consultation include School Newsletters and Board Meetings, Parent Teacher Interviews, Curriculum Evenings, annual hui, and kanohi ki te kanohi (face to face with parents and family).

### Planning Year

Waipawa Primary School's planning year is January 1 to December 31. The implementation of the school's plans is from the beginning of the new school year.

### School's Charter

The Waipawa Primary School Board sends a copy of the School Charter to the Ministry of Education annually by March 1.

### Annual Report

The Waipawa Primary School Board sends a copy of the Annual Report to the Ministry of Education annually by May 31. This report outlines the previous year's operations, including a financial report and a report on student achievement.

## OUR CODE OUR STANDARDS

The Code of Professional Responsibility has been developed to:

- Set out the high standards of ethical behaviour expected of all members of the teaching profession
- Provide learners, their families and whanau , their communities and the public with trust and confidence in teachers and the profession
- Honour teaching as a profession of high trust and integrity

The Standards for the Teaching Profession are made up of six standards that provide holistic descriptions of what high-quality teaching practice looks like and what it means to be a teacher in Aotearoa New Zealand. At Waipawa School we have a responsibility to each other, to make sure we all understand these expectations and make the right decisions each and every day and support teachers to identify and develop high quality practices in their settings.

## EQUITABLE OUTCOMES FOR ALL

The number one challenge facing the New Zealand Education System is to achieve equity and excellence in student outcomes. We know that in NZ the within-school inequality is amongst the highest to be found anywhere and is strongly related to achievement disparities. The single most important influence on students achievement and progress is the effectiveness of the teaching they receive. Evidence tells us that some teaching practices are much more likely to promote learning than others.

One way of addressing this variability is to focus on collaborative expertise and student progression. At Waipawa we will be striving to ensure that all members of our school share responsibility for the success of students. Teachers will be given the necessary support, time and resources to collaboratively diagnose students' learning needs (and their own) and to plan and evaluate teaching programmes and strategies,

## CORE VALUES & BELIEFS

### Vision

#### **Active in Learning, Active in Life**

Tangata tu tangata ora

### Kaupapa

*At Waipawa School we help learners to prepare themselves for anything.*

*Being **Active in Learning** means our children crave learning that is hands on, authentic and relevant to their life, now and in the future.*

*Being **Active in Learning** means our children learn about the full curriculum, themselves, their hauora and others.*

*Being **Active in Life** means that our children make a positive impact on themselves, to our local and global community and environment.*

*Waipawa learners are empowered to explore their strengths and push their limits.*

*They are inspired to learn and act positively and courageously in all aspects of their lives.*

VALUES

**We Care about Ourselves**

*Kua takoto te mānuka.*

“The manuka branch has been laid down.”

Accept every challenge as a stepping stone to success.

**We Care about Others**

*E hara taku toa i te toa takitahi Engari he toa takitini.*

“My strength does not come from me alone but from those around me”

Many great things can be easily achieved if we support and nurture each other.

**We Care about our Environment**

*Hūtia te rito o te pū harakeke, kei whea te kōmako e kō.*

“By removing the centre of the flax bush, the bellbird does not sing.”

We are all dependent on each other and our environment for a better future for all.

**We Care about our Community**

*Manaaki whenua, manaaki tangata. Haere whakamua.*

“Care for the land, care for the people. Go forward.”

By treating your surroundings and environment with respect a community prospers.

## **Staff:**

### **GUIDING PRINCIPLES**

Learners at the centre  
The social nature of learning  
Emotions are integral to learning  
Recognising individual differences  
Stretching all students  
Assessment for learning  
Building horizontal connectedness  
*For learning to be judged truly effective all the principles should be present*

### **STAFF MANTRA**

***“It’s what happens around here”***

We have high expectations of ourselves and others - excellence is expected

We only tolerate positive talk - good vibes only

We deal with problems productively - right place, right time

We make everyone feel welcome - we go out of our way

We step forward and take initiative - we own every moment

We work together and share ideas - we’re on the same team

We look after our environment - we treat it like we paid for it

We treat others time as precious - deadlines met, there on time

We own our mistakes - we apologise well

We realise it always matters - big or small

# Active In Learning, Active in Life

*Tangata tu tangata ora*

**Kaupapa:**

At Waipawa School we help learners to prepare themselves for anything. Being **Active in Learning** means our children crave learning that is hands on, authentic and relevant to their life, now and in the future. Being **Active in Learning** means our children learn about the full curriculum, themselves, their hauora and others. Being **Active in Life** means that our children make a positive impact on themselves, to our local and global community and environment. Waipawa learners are empowered to explore their strengths and push their limits. They are inspired to learn and act positively and courageously in all aspects of their lives.

**Goals:**

Waipawa School will value <b>hauora</b> to develop a sense of belonging where all are resilient and connected.	Waipawa School will have a localised and future focussed <b>curriculum</b> that is visible throughout the school.	Waipawa School will be actively involved within our <b>community</b> and our community actively involved in our children’s learning.	Waipawa school will <b>grow teachers</b> who are nurturers, learners, inquirers, change agents and have impact.
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**Strategic Initiatives:**

<ul style="list-style-type: none"> <li>- <b>Improve</b> school wellbeing practices.</li> <li>- <b>Understand, respect and value</b> culture, and <b>know how</b> to use culture as an asset in the teaching and learning process.</li> </ul>	<ul style="list-style-type: none"> <li>- <b>Develop, implement and integrate</b> hands on and authentic learning strategies across the whole curriculum.</li> <li>- <b>Strengthen</b> the core (numeracy and literacy) through professional learning opportunities.</li> </ul>	<ul style="list-style-type: none"> <li>- <b>Maximise</b> the resources and assets from the school and community, for the overall benefit of our children and community.</li> <li>- <b>Strengthen</b> home-school partnerships so parents, whanau and community is involved and supported in students learning.</li> </ul>	<ul style="list-style-type: none"> <li>- <b>Strengthen</b> teacher practices through a personalised learning plan.</li> <li>- <b>Develop</b> teacher coaching model as part of a robust appraisal system that supports staff growth and development.</li> </ul>
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**Success:**

Our learners actively live the school values, feel like they belong and have tools to prosper and bounce back.	Our learners are engaged and empowered in their learning and making progress across the curriculum.	Our learners make a difference by being an active part of the community and whanau contribute to the learning success of our children.	Our teachers are self-motivated active drivers of their own learning, focused on personalising learning, student well-being, progress and achievement.
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**Values:**

We care about ourselves	We care about each other	We care about our environment	We care about our community
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# Strategic Plan Roadmap

<b>Goals</b>	T4 2018	2019				2020				2021			
<i><u>Hauora</u></i>													
		<b>Wellbeing Practices</b>											
						<b>Cultural Competence</b>							
<i><u>Curriculum</u></i>													
		<b>Strengthening the Core through DCIM and PACT</b>											
		<b>Hands on and Authentic learning</b>											
<i><u>Community</u></i>													
						<b>Maximising Community</b>							
						<b>Strengthen Home/School Partnerships</b>							
<i><u>Growing Teachers</u></i>													
		<b>Strengthen Practice</b>											
								<b>Develop Teacher Coaching Model</b>					

# Measures of Success

Goals	Initiatives	Major Measure	Supporting Measure
Waipawa school will value <b>hauora</b> to develop a sense of belonging where all are resilient and connected.	- <b>Improve</b> school wellbeing practices.	- To have a 10% increase in the positive measures right across the wellbeing @school survey	- Attendance data exceeds the national average of 93%
	- <b>Understand, respect and value</b> culture, and <b>know how</b> to use culture as an asset in the teaching and learning process.	- Maori progress and achievement improves across all the core learning areas and is equal to whole school results.	- We can show evidence of the Treaty of Waitangi in our learning programmes and the competencies in Tataiako
Waipawa School will have a localised and future focussed <b>curriculum</b> that is visible throughout the school.	- <b>Design, Implement and integrate</b> hands on and authentic learning strategies across the whole curriculum.	- Teacher evidence of planning and reflection is more robust and effective (develop rubric)	- Student voice tells us that learning is engaging and motivating
	- <b>Strengthen</b> the core (numeracy and literacy) through professional learning opportunities	- Maths achievement to increase so 80% are achieving at the expected curriculum level - All teachers using PACT to make overall teacher judgements in all 3 learning areas.	- Student voice tells us children's enjoyment and engagement in maths - Evidence of judgements is visible on an online portfolio
Waipawa School will be actively involved within our <b>community</b> and our community actively involved in our children's learning.	- <b>Maximise</b> the resources and assets from the school and community, for the overall benefit of our children and community.	- All classes are involved in the community at least once a term. - Community involvement for in school learning activities increases by 20%	- Waipawa School has a visible presence in the township
	- <b>Strengthen</b> home-school partnerships so parents, whanau and community is involved and supported in students learning.	To have - 90% uptake of an online portfolio - 90% learning conference attendance - 50% of targeted groups attend parent sessions	- Student and whanau voice tells us the home learning is a positive experience.
Waipawa school will <b>grow teachers</b> who are nurturers, learners, inquirers, change agents and have impact.	- <b>Strengthen</b> teacher practices through a personalised learning plan.	- All teachers to move out at least one level in all attributes on the agency / personalised learning stocktake.	- Children step up the learning talk around 4 key questions. (Develop matrix to assess)
	- <b>Develop</b> teacher coaching model as part of a robust appraisal system that supports staff growth and development.	- All teachers to have the skills to take critical friend through a 1-1 coaching session every term.	- Teacher practice and knowledge is improved and teachers show evidence of this through their professional portfolio

# Strategic Initiative Overview

**Strategic Goal:** Waipawa School will value hauora to develop a sense of belonging where all are resilient and connected.

<u>Initiative</u>	<u>Who will lead and support</u>	<u>Resourcing</u>	<u>Output</u>	<u>Outcomes</u>
<p><b>Improve</b> School Wellbeing Practices</p>	<p>Lead: Paul Jamieson</p> <p>Support: A team of 3 teachers (1 from each HUB)</p> <p>Community Wellbeing team (parents, and children)</p> <hr/> <p><b>Timeline:</b> Term 4 2018 to end of 2019 (5 terms)</p>	<p>\$4000</p>	<ul style="list-style-type: none"> <li>- Pro-active and effective strategies (IY, circle time, mindfulness) are in place in all classes</li> <li>- Restorative practices are used throughout the school (school and group)</li> <li>- Values are visible and active through the school</li> <li>- Systems are in place to prevent bullying</li> <li>- Teachers are upskilled in the Physical Education/Health space and delivering to school expectations</li> <li>- Innovation in the SENCO space</li> <li>- Systems, practices and mindsets that promote the inclusion of all students</li> <li>- Effective but flexible transition processes</li> </ul>	<p><b><i>Our learners actively live the school values, feel like they belong and have tools to prosper and bounce back.</i></b></p>
<p><b>Understand, respect and value</b> culture, and <b>know how</b> to use culture as an asset in the teaching and learning process.</p>	<p>Lead: Pete Burne</p> <p>Support: Same team as above - a team of 3 teachers (1 from each HUB) and a Whanau Advisory Group</p> <hr/> <p><b>Timeline:</b> Start of 2020 to end of 2021 (8 terms)</p>	<p>\$5000</p>	<ul style="list-style-type: none"> <li>- Maori perspective evident in all conceptual theme units</li> <li>- Treaty of Waitangi and Tataiako competencies visible throughout school</li> <li>- A Cultural Framework is developed and embedded</li> <li>- Staff have improved use of te reo</li> <li>- Trustees have greater understanding after working through Hautu</li> <li>- Embedded cultural practices evident in teachers practice</li> </ul>	

**Strategic Goal:** Waipawa School will have a localised and future focussed **curriculum** that is visible throughout the school.

<u>Initiative</u>	<u>Who will lead and support</u>	<u>Resourcing</u>	<u>Output</u>	<u>Outcomes</u>
<p><b>Design, Implement and integrate</b> hands on and authentic learning strategies across the curriculum.</p>	<p>Lead: Stacey Mabey John Davidson (Digital) Support: A team of 3 teachers</p> <hr/> <p><b>Timeline:</b> Term 4 2018 to end of 2019 (5 terms)</p>	<p>\$6000  Staffing resource for teacher release</p>	<ul style="list-style-type: none"> <li>- Play based learning is visible in junior school and understood, valued and respected by whanau and staff.</li> <li>- Conceptual themes are integrated throughout the classroom programmes and the STEAM principles are active in the process</li> <li>- Capabilities are developed and embedded in all learners</li> <li>- Digital technologies are integrated across the curriculum</li> </ul>	<p><b><i>Our learners are engaged and empowered in their learning and making progress across the curriculum.</i></b></p>
<p><b>Strengthen</b> the core (numeracy and literacy) through DMIC involvement and PaCT implementation.</p>	<p>Lead: Karena Finch Support: A team of 3 teachers</p> <hr/> <p><b>Timeline:</b> Term 4 2018 to end of 2020 (9 terms)</p>	<p>Staffing resource for teacher release</p>	<ul style="list-style-type: none"> <li>- PaCT is being used to make Overall Teacher Judgements</li> <li>- PaCT being used to strengthen curriculum progression knowledge and as a formative assessment tool</li> <li>- PaCT used to report to parents</li> <li>- DMIC results in improved student achievement in mathematics</li> <li>- DMIC results in teachers and staff being more culturally responsive</li> </ul>	

**Strategic Goal:** Waipawa School will be actively involved within our **community** and our community actively involved in our children's learning.

<b><i>Initiative</i></b>	<b><i>Who will lead and support</i></b>	<b><i>Resourcing</i></b>	<b><i>Output</i></b>	<b><i>Outcomes</i></b>
<p><b>Maximise</b> the resources and assets from the school and community, for the overall benefit of our children and community.</p>	<p>Lead: Pete Burne</p> <p>Support: All teachers</p> <hr/> <p><b><i>Timeline:</i></b> Start of 2020 to end of 2020 (4 terms)</p>	\$3000	<ul style="list-style-type: none"> <li>- Waipawa children are a part of the community, they invest in it and make it a better place</li> <li>- The community comes into school to provide our learners with different experiences that enhance their learning</li> </ul>	<p><b><i>Our learners make a difference by being an active part of the community and whanau contribute to the learning success of our children.</i></b></p>
<p><b>Strengthen</b> home-school partnerships so parents, whanau and community is involved and supported in students learning.</p>	<p>Lead: Stacey Mabey and Karena Finch</p> <p>Support: All teachers</p> <hr/> <p><b><i>Timeline:</i></b> Start of 2020 to end of 2021 (8 terms)</p>	\$3000	<ul style="list-style-type: none"> <li>- Whanau are clear on how best to support their children</li> <li>- The school develops tools and systems for whanau so they want to be involved</li> </ul>	

**Strategic Goal:** Waipawa school will **grow teachers** who are nurturers, learners, inquirers, change agents and have impact.

<b><i>Initiative</i></b>	<b><i>Who will lead and support</i></b>	<b><i>Resourcing</i></b>	<b><i>Output</i></b>	<b><i>Outcomes</i></b>
<b>Strengthen</b> teacher practices through a personalised learning plan	Lead: Paul <hr/> <b>Timeline:</b> Start of 2019 to end of term 2 2020 (6 terms)	\$0	- Teachers know what their learning focus is and follow their plan and provide evidence of impact and success  - Teachers develop Raising Achievement Plans for their class and regularly reflect, evaluate and change them to ensure progress and achievement is ongoing and sustainable	<b><i>Our teachers are self-motivated active drivers of their own learning, focused on personalising learning, student well-being, progress and achievement.</i></b>
<b>Develop</b> teacher coaching model as part of a robust appraisal system that supports staff growth and development.	Lead: Stacey Mabey and Karena Finch <hr/> <b>Timeline:</b> Start of term 3 2020 to end of 2021 (6 terms)	\$4000	- An effective coaching model is established in the school with the lead teachers become very confident and competent in this space  - All teachers use the coaching model with their critical friend to deepen their professional knowledge and practice	

# Strategic Initiatives - Key Actions

**GOAL: Waipawa school will value hauora to develop a sense of belonging where all are resilient and connected.**

INITIATIVE:	KEY ACTIONS:
<p>Improve School Wellbeing Practices</p>	<ul style="list-style-type: none"> <li>- Collect staff voice around current practices and consistency</li> <li>- Complete Year 5-8 wellbeing@school survey and produce a targeted action plan</li> <li>- Review school values, make necessary changes and develop actions to bring these alive</li> <li>- Review relevant ERO documents and other best practice documentation</li> <li>- Arrange visits to school who have a strong school culture with a focus on wellbeing practices</li> <li>- Establish a team - students, teacher, BOT and parent</li> <li>- Develop and implement an effective and targeted PE/Health curriculum</li> <li>- Work with outside experts to upskill so we can achieve the above point</li> <li>- Appoint a SENCO or learning support coordinator who develops compliant but innovative processes</li> <li>- Staff to learn more about the learning difficulties they face on a daily basis (ADHD, dsylexia etc)</li> <li>- To implement the Inclusive Practices Self-Review toolkit and develop actions from this</li> <li>- Collect parent and student voice around the transition process and react to it</li> </ul>
INITIATIVE:	KEY ACTIONS:
<p>Understand, respect and value culture and know how to use culture as an asset in the teaching and learning process</p>	<ul style="list-style-type: none"> <li>- BOT to begin use Hautu - Self review tool and develop actions from this</li> <li>- Staff to really focus on Tataiako - cultural competencies.</li> <li>- Develop Waipawa School kawa/protocol - as a whole school and also for each class</li> <li>- Te reo skills to be developed in all staff members</li> <li>- Develop consistent links with local Marae and whanau</li> <li>- A Curriculum Cultural framework is developed - Waipawa School korowai and narrative developed or something equivalent</li> <li>- Maori perspective to flow through programmes especially conceptual themes</li> <li>- Through DMIC teachers develop culturally responsive practices</li> <li>- Leadership to ensure the school values the Treaty of Waitangi and bi-culturalism is visible throughout the school</li> </ul>
<p><b>SUCCESS is ..... Our learners actively live the school values, feel like they belong and have tools to prosper and bounce back</b></p>	

**GOAL: Waipawa School will have a localised and future focussed curriculum that is visible throughout the school.**

INITIATIVE:	KEY ACTIONS:
<p>Design, Implement and integrate hands on and authentic learning strategies across the whole curriculum</p>	<ul style="list-style-type: none"> <li>- A Waipawa School Curriculum is developed</li> <li>- Learning through play culture evident through school and resourced</li> <li>- Hands on, authentic and purposeful learning activities are happening and are integrated into the CORE curriculum areas</li> <li>- Staff expectations and non-negotiables are developed and embedded</li> <li>- STEAM understanding is improved and resourced</li> <li>- Digital technologies curriculum is embedded across the school</li> <li>- Online portfolios are in place and systems for capturing real time evidence and progress of learning are happening - cumulative reporting</li> <li>- Raising achievement plans are in place for each class and co-constructed personalised learning plans for individual students are piloted</li> <li>- Student agency principles applied</li> <li>- Learning hubs regularly sharing learning with whanau - face to face</li> </ul>
INITIATIVE:	KEY ACTIONS:
<p>Strengthen the CORE (numeracy and literacy) through DMIC involvement and PaCT implementation</p>	<ul style="list-style-type: none"> <li>- Professional learning and development proposal for mathematics (DMIC) is sent in the first round</li> <li>- Appoint an internal leader to lead both initiatives</li> <li>- If DMIC application successful leader to work with facilitators to plan year out</li> <li>- Leader to construct a plan for the PACT implementation and roll out</li> </ul>

**SUCCESS is ..... Our learners are engaged and empowered in their learning and making progress across the curriculum.**

**GOAL: Waipawa School will be actively involved within our community and our community actively involved in our children's learning.**

INITIATIVE:	KEY ACTIONS:
<p>Maximise the resources and assets from the school and community, for the overall benefit of our children and community.</p>	<ul style="list-style-type: none"> <li>- Regular use of local facilities, library, museum, and other businesses for learning opportunities</li> <li>- Develop council links and use children for consultation</li> <li>- Investigate having a visible presence on the main street or a classroom in the township</li> <li>- Conceptual themes have a community link</li> <li>- House and/or classes become kaitiaki for areas around our community or school</li> <li>- Investigate the Reggio Emilia philosophy (environment as a 3rd teacher) for our own school environment</li> </ul>
INITIATIVE:	KEY ACTIONS:
<p>Strengthen home-school partnerships so parents, whanau and community is involved and supported in students learning.</p>	<ul style="list-style-type: none"> <li>- Inquire into schools/kura that are super successful in this</li> <li>- Research approaches that work and have a significant impact.</li> <li>- Use the BES as a starting point for approaches that improve Home/School partnerships</li> <li>- Match school initiatives with parent nights that are interactive and informative</li> <li>- Consistent approaches developed throughout the school for learning conferences</li> <li>- Home learning approaches are developed to suit the year level</li> <li>- More informal and authentic sharing of learning happening throughout the year</li> </ul>

**SUCCESS is ..... Our learners make a difference by being an active part of the community and whanau contribute to the learning success of our children**

**GOAL: Waipawa School will grow teachers who are nurturers, inquirers, change agents and have impact**

INITIATIVE:	KEY ACTIONS:
Strengthen teacher practices through a personalised learning plan.	<ul style="list-style-type: none"><li>- Use 2018 to determine teachers areas of strength and weaknesses - (through 1 on 1 observations and conversations, reflections and analysis of impact)</li><li>- Develop template and set each teacher up before beginning of 2019 - (balance between personal, class and school needs)</li><li>- Collaboratively look at what student agency or personalised learning looks like at Waipawa School at the different year levels</li><li>- Develop an student agency stocktake for teachers</li><li>- Raising Achievement Plans for each class are developed early 2019 and reflected and changes made each term</li></ul>
INITIATIVE:	KEY ACTIONS:
Develop teacher coaching model as part of a robust appraisal system that supports staff growth and development.	<ul style="list-style-type: none"><li>- Upskill the leadership team through the Growth Coaching Model</li><li>- The leadership team to use coaching model when having learning conversations with other staff</li><li>- The leadership team to roll out to other teaching staff so all teachers are able to run a coaching conversation</li></ul>

**SUCCESS is ..... Our teachers are self-motivated active drivers of their own learning, focused on personalising learning, student well-being, progress and achievement.**

## WAIPAWA PRIMARY SCHOOL: STRATEGIC INITIATIVE PRIORITIES 2019

<p><b>VISION:</b> Active in learning, Active in Life</p>	<p><b>KAUPAPA:</b> At Waipawa School we help learners to prepare themselves for anything. Being <b>Active in Learning</b> means our children crave learning that is hands on, authentic and relevant to their life, now and in the future. Being <b>Active in Learning</b> means our children learn about the full curriculum, themselves, their hauora and others. Being <b>Active in Life</b> means that our children make a positive impact on themselves, to our local and global community and environment. Waipawa learners are empowered to explore their strengths and push their limits. They are inspired to learn and act positively and courageously in all aspects of their lives.</p>
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Strategic Initiative Focus	Link to Strategic Goal	Major Measure	Supporting measure	Success is
1. <b>Improve</b> school wellbeing practices.	Waipawa school will value <b>hauora</b> to develop a sense of belonging where all are resilient and connected.	- To have a 10% increase in the positive measures right across the wellbeing @school survey	- Attendance data exceeds the national average of 93%	Our learners actively live the school values, feel like they belong and have tools to prosper and bounce back.
2. <b>Develop, implement and integrate</b> hands on and authentic learning strategies across the whole curriculum.	Waipawa School will have a localised and future focussed <b>curriculum</b> that is visible throughout the school.	- Teacher evidence of planning and reflection is more robust and effective (develop rubric)	- Student voice tells us that learning is engaging and motivating	Our learners are engaged and empowered in their learning and making progress across the curriculum.
3. <b>Strengthen</b> the core (numeracy and literacy) through professional learning opportunities.	Waipawa School will have a localised and future focussed <b>curriculum</b> that is visible throughout the school.	- Maths achievement to increase so 80% are achieving at the expected curriculum level - All teachers using PACT to make overall teacher judgement in writing	- Student voice tells us children's enjoyment and engagement in maths - Evidence of judgements is visible on an online portfolio	Our learners are engaged and empowered in their learning and making progress across the curriculum.
4. <b>Strengthen</b> teacher practices through a personalised learning plan.	Waipawa school will <b>grow teachers</b> who are nurturers, learners, inquirers, change agents and have impact.	- All teachers to move out at least one level in all attributes on the agency / personalised learning stocktake.	- Children step up the learning talk around 4 key questions. (Develop matrix to assess)	Our teachers are self-motivated active drivers of their own learning, focused on personalising learning, student well-being, progress and achievement.

<b>VALUES</b>	We care about ourselves	We care about each other	We care about our environment	We care about our community
<b>CAPABILITIES</b>	I THINK	I RELATE	I FEEL	I DO
<b>GUIDING PRINCIPLES</b>	Learners at the centre	The social nature of learning	Emotions are Integral to learning	Recognising individual differences
	Stretching all students	Assessment for learning	Building horizontal connectedness	

# ANNUAL PLAN FOR OUR STRATEGIC INITIATIVES IN 2019: NUMBER 1

**2019 Strategic Initiative....**Improve school wellbeing practices.

**Linked to Strategic Goal of ....** Waipawa school will value **hauora** to develop a sense of belonging where all are resilient and connected.

**So that....** Our learners actively live the school values, feel like they belong and have tools to prosper and bounce back.

## Background

Over the years Waipawa has had an unfair reputation of a school with a bullying culture. This is not the case and hasn't been so for a number of year. A big part of being an inclusive and an equitable school means that all children need to want to come to school, feel like they belong and have a real connection to the people, environment and community. At Waipawa we are committed to the improved wellbeing of all children and we look for opportunities to promote positive behaviour and build resiliency, empathy, acceptance and tolerance in all our children.

## 2019 Measures....

- To have a 10% increase in the positive measures right across the wellbeing @school survey

- Attendance data exceeds the national average of 93%

Key Actions	Who	When	Success Indicators
Collect staff voice around current practices and consistency	Paul	2018 - throughout	We know staff's views and level of consistent practices are being applied across the school.
Complete Year 5-8 wellbeing@school survey and Inclusive Practices Self-Review produce a targeted action plan	Students Paul and Wellbeing team	Survey in 2018 and action plan in term 1 2019	The data gives us direction and a place to start. Would hope the surveys identify some areas of strengths and areas we need to improve.
Review school values, make necessary changes and develop actions to bring these alive	Community Staff	2018 - community survey	School values are active and alive and form the foundation of rules and expectations in and out of school. Children and community understand and live the values.
Arrange visits to school who have a strong school culture with a focus on wellbeing practices	Paul	Term 2	We see best practice and get an insight into the journey of such schools so we can apply to our setting
Review relevant ERO documents and other best practice documentation	Paul and Wellbeing team	Term 1	Our knowledge and understanding around successful wellbeing is increased and we can base any changes made on strong evidence of positive outcomes
Establish a team - students, teacher, BOT and parent	Paul	Term 1	A group that is positive, proactive and committed
Develop and implement an effective and targeted PE/Health curriculum	Anna	Throughout Year	Quality physical education and health is consistent across the school and is a strength of our curriculum.
Work with outside experts to upskill so we can achieve the above point	Anna	Throughout year	Experts upskill is to enable us to develop quality programmes
Appoint a SENCO or learning support coordinator who develops compliant but innovative processes	Stacey	Appointed at beginning Ongoing	THE SENCO develops effective systems throughout the school and supports teachers to make a difference for all our learners
Staff to learn more about the learning difficulties they face on a daily basis (ADHD, dyslexia etc)	Stacey	Throughout year	Teachers professional knowledge is increased and they have more awareness around learning difficulties
Collect parent and student voice around the transition process and react to it	Tania and Paul	Ongoing	To gain an understanding of how well we are transitioning children/whanau to the school

## ANNUAL PLAN FOR OUR STRATEGIC INITIATIVES IN 2019: NUMBER 2

**2019 Strategic Initiative....**Develop, implement and integrate hands on and authentic learning strategies across the whole curriculum.  
**Linked to Strategic Goal of ....** Waipawa School will have a localised and future focussed curriculum that is visible throughout the school.

**So that....** Our learners are engaged and empowered in their learning and making progress across the curriculum.

### Background

Prior to 2019 there has been no Waipawa Curriculum. The 2016 ERO review stated that the school is reviewing its curriculum. In 2018 there was no evidence of this happening. In 2018 we spent the majority of the year on our school vision and kaupapa and the goals and initiatives that underpin our big ideas. After this we completed a curriculum map and the first draft. In 2019 we hope to refine the curriculum further and ensure it is localised but also future focussed. We want it to be an aspirational living document that provides teachers with the necessary framework that still allows them the freedom to use their professional knowledge and judgement to make learning as engaging and empowering for their children as possible.

### 2019 Measures....

- Teacher evidence of planning and reflection is more robust and effective (develop rubric)
- Student voice tells us that learning is engaging and motivating

Key Actions	Who	When	Success Indicators
A Waipawa School Curriculum is developed	Paul and Whole staff	Finalised end of Term 1, refined end of 2019	Waipawa School has a school curriculum that is aspirational and localised but also practical and consulted regularly.
A re-alignment of planning to happen	Stacey and Karena	Term 1, 2	Planning to be smarter with more coherence and focus on children, where they are and where they are going
Learning through play culture evident through school particularly the younger year levels and resourced	Stacey, Tania, Cheree	Ongoing	Children more engaged and creative and displaying key competencies in engaging and real ways
Hands on, authentic and purposeful learning activities are happening and are integrated into the CORE curriculum areas	All teachers	Ongoing	Children more engaged and creative and have a real purpose to their learning
Staff expectations and non-negotiables are developed and embedded	Paul and staff	Finalised end of Term 1	Staff are on the same page and there is consistency throughout the school
STEAM understanding is improved and resourced	All teachers	Term 2-3	Teachers have better knowledge and a greater understanding of STEAM
Digital technologies curriculum is embedded across the school	John and Anna (Victoria)	PLD focus, Term 1, 2 and 3	Teachers understand the DT curriculum and are implementing it.
Online portfolios are in place and systems for capturing real time evidence and progress of learning are happening - cumulative reporting	Karena and Stacey	Term 3,4	Whanau, staff and children are able to see progress made as it happens.
Raising achievement plans are in place for each class and co-constructed personalised learning plans for individual students are piloted	Stacey and Paul	Ongoing	Teachers know exactly where the children in their class are and children/whanau are very clear on where they are at in their learning
Student agency principles applied	Paul	Term 2, 3, 4	Children understanding and owning their learning more and are able to articulate it better. They are empowered in their learning.
Classes regularly sharing learning with whanau - face to face	All teachers	Throughout the year	Families / whanau in school a lot more and more actively involved in children's learning

## ANNUAL PLAN FOR OUR STRATEGIC INITIATIVES IN 2019: NUMBER 3

**2019 Strategic Initiative....**Strengthen the CORE (numeracy and literacy) through targeted professional learning opportunities.

**Linked to Strategic Goal of ....**Waipawa School will have a localised and future focussed curriculum that is visible throughout the school.

**So that....** Our learners are engaged and empowered in their learning and making progress across the curriculum.

### Background

We have 3 Professional Learning and Development initiatives 2019. Two are with providers: Developing Mathematical Inquiry Communities (DMIC) and Implementing the new Digital Curriculum. We are also going to begin to implement the PACT tool. All 3 initiatives are needed as these are big areas of development that will improve the teaching and learning and improve the success of our children right across the curriculum.

### 2019 Measures....

- Maths achievement to increase so 80% are achieving at the expected curriculum level
- All teachers using PACT to make overall teacher judgements in writing (at least)
- Student voice tells us children's enjoyment and engagement in maths
- Evidence of judgements is visible on an online portfolio

Key Actions	Who	When	Success Indicators
- Professional learning and development proposal for mathematics (DMIC) is sent in the first round	Paul	Prior to 2019	Our application is successful and we secure the PLD
- Appoint an internal leader to lead both initiatives	Karena	Start of 2019	Leader works with DMIC facilitators to ensure PLD days are useful and the new learning is kept alive between sessions
- Collect Student voice around maths - enjoyment and engagement. Work with DMIC facilitators to determine what other data needs to be collected for a strong baseline	Karena	Term 1	We have more information to establish a robust baseline that will enable us to measure the impact the PLD has.
- If DMIC application successful leader to work with facilitators to plan year out	Karena	Term 1	A high level of effective collaboration is visible and everything is well planned and organised.
- Leader to construct a plan for the PACT implementation and roll out	Karena	Term 1	PACT roll out well planned so it becomes embedded in planning and reporting - on an individual and school level.

# ANNUAL PLAN FOR OUR STRATEGIC INITIATIVES IN 2019: NUMBER 4

**2019 Strategic Initiative....**Strengthen teacher practices through a personalised learning plan.

**Linked to Strategic Goal of ....** Waipawa School will grow teachers who are nurturers, learners, inquirers, change agents and have impact.

**So that....**Our teachers are self-motivated active drivers of their own learning, focused on personalising learning, student wellbeing, progress and achievement.

## Background

In 2018 an Appraisal Schedule was planned and followed throughout the year. Prior to this there was no structured framework to guide appraisal and better support ongoing teacher growth and development (*ERO 2016*).  
 Due to the principal being new the 2018 Appraisal Schedule was fairly general and the start of the year involved many 1 on 1 discussions and informal observations. As the year moved on the teachers were asked to be more reflective and evaluative about their practice and take greater responsibility for analysing National Standard and target children data. They were asked to participate in more professional conversations around their practice and impact on learning.  
 The 2019 schedule will once again have many similar themes but it will be personalised for each individual teacher. There will be a greater emphasis on following through on agreed next steps and showing evidence of the shift or change and linking this new learning to a professional portfolio.

## 2019 Measures....

- All teachers to move out at least one level in all attributes on the agency / personalised learning stocktake.
  - Children step up the learning talk around 4 key questions. (Develop matrix to assess)
  - Depth of reflection, evaluation and impact/evidence on achievement\*
- (\* means measure added)

Key Actions	Who	When	Success Indicators
Use 2018 to determine teachers areas of strength and weaknesses - (through 1 on 1 observations and conversations, reflections and analysis of impact)	Paul and teachers	Term 1	Teachers and leadership know strengths and weaknesses
Develop a robust but improvement based appraisal schedule for 2019	Paul, Stacey	Term 1 (develop) Ongoing	Teachers are challenged to improve their practice but are also supported. Teacher collection of evidence of standards is improved (professional portfolios)
Develop personalised plan with each individual teacher up - (balance between personal, class and school needs)	Paul	Term 1 (develop) Ongoing	Teachers use the plan and improve their teaching practice and have a greater impact while feeling in control of everything.
Collaboratively look at what student agency or personalised learning looks like at Waipawa School at the different year levels	All teachers	Term 2	Teachers have increased knowledge and a shared understanding is formed. Practices are visible in all classes.
Develop an student agency stocktake for teachers	Paul	Term 2,	Teachers measure level of improvement in their own knowledge and practice around student agency principles
Raising Achievement Plans for each class are developed early 2019 and reflected, evaluated and changes made each term	Paul, Stacey Staff	Ongoing	Teachers know where their children sit and data is collated at a class, year and school level

\* Please note further key actions will be developed as the year progresses. These will be recorded in real time in the section at the end of this document - the template is provided.

## BUSINESS AS USUAL: STUDENT LEARNING TARGETS IN THE CORE (NUMERACY AND LITERACY)

We believe that successful implementation of our Strategic Goals and associated initiatives will lead to improved learning outcomes across the curriculum and raise student achievement in Numeracy and Literacy.

### BUSINESS AS USUAL GOAL

A school wide focus on assessment and evaluation will provide improved reliability in identifying current student achievement and identify next learning steps in order to create more targeted or personalised learning opportunities

### BUSINESS AS USUAL AIM

Students will be engaged in their learning to enable them to be at or above the curriculum expectations in maths, reading and writing. Classroom programmes will provide students with relevant strategies to identify their next learning steps in order to create targeted or personalised learning opportunities. In the case of students with special educational needs, actions which are specific to their needs will be identified through IEPs and IBPs.

### BUSINESS AS USUAL ANNUAL INITIATIVES

Assessment: To focus on assessment practices by using data to guide practice and improve student achievement  
Target groups: To identify students just below curriculum expectations and require teachers to collaborate with colleagues around getting these groups of students to the standards  
Evidence of Learning: To have teachers and students keep evidence of learning needs and progress being made

### BASELINE DATA

The analysis of maths, writing and reading for the end of 2018 informs the starting point for professional learning. Teachers will identify students who will be targeted students on their Raising Achievement plans and in weekly planning. Progress will be monitored as part of teachers professional learning dialogue and in appraisal documentation

### INITIATIVE MEASURES

Assessment: Improvement in class and school wide student achievement in literacy and numeracy and effective evaluation around the quality and effectiveness of practice, programme, initiative, etc  
Target groups: Shifts in teacher practice identified through Raising Achievement Plans and regular reflective comment  
Evidence of Learning: Consistent collection and collation of real evidence

## RESULTS IN MATHS, READING AND WRITING IN 2018

Mathematics	Reading	Writing
Whole School - 70% at or above Maori - 64% at or above Boys - 68% at or above Girls - 72% at or above	Whole School - 79% at or above Maori - 67% at or above Boys - 71% at or above Girls - 85% at or above	Whole School - 70% at or above Maori - 66% at or above Boys - 60% at or above Girls - 78% at or above

(\*Using National Standards Judgements)

## 2019 TARGETS

All students currently below or well below their expected curriculum expectation at the end of 2018 will have made more than one year's progress in mathematics, reading and writing by the end of 2019.

Our specific targets are to have:

	Mathematics	Reading	Writing
<b>General:</b>			
Whole School	80% of all children achieving at the expected curriculum level. Based on 231 children means 185 children are achieving at the expected curriculum level. This will mean a shift for at least 30 children.	80% of all children achieving at the expected curriculum level. Based on 231 children means 185 children are achieving at the expected curriculum level. This will mean a shift for at least 12 children.	80% of all children achieving at the expected curriculum level. Based on 231 children means 185 children are achieving at the expected curriculum level. This will mean a shift for at least 31 children.
Maori	All 80% of Maori children achieving at the expected curriculum level. Based on 65 Maori children means 52 children will be achieving at the expected curriculum level. This will mean a shift for at least 11 Maori learners.	All 80% of Maori children achieving at the expected curriculum level. Based on 65 Maori children means 52 children will be achieving at the expected curriculum level. This will mean a shift for at least 9 Maori learners.	All 80% of Maori children achieving at the expected curriculum level. Based on 65 Maori children means 52 children will be achieving at the expected curriculum level. This will mean a shift for at least 10 Maori learners.
<b>More Specific:</b>			
1.	Our 2019 Year 4 girls to improve in maths from having 47%(7 out of 15) achieving at the National Standard in 2018 to over 80% achieving at the expected curriculum level in 2019. This will mean a shift for at least 4		

	children.		
2.	Our 2019 Year 3 Maori learners to improve in reading, writing and maths from having 37% (3 out of 8) achieving at the National Standard in 2018 to over 80% achieving at the expected curriculum level in 2019. This will mean a big shift for at least 4 children.		
3.	Our 2019 Year 6 boys to improve in maths from having 37.5%(3 out of 8) achieving at the National Standard in 2018 to over 80% achieving at the expected curriculum level in 2019. This will mean a shift for at least 4 children.		
4.		Our 2019 Year 8 boys to improve in reading from having 47%(7 out of 15) achieving at the National Standard in 2018 to over 80% achieving at the expected curriculum level in 2019. This will mean a shift for at least 4 children.	Our 2019 Year 8 boys to improve in writing from having 31%(5 out of 16) achieving at the National Standard in 2018 to over 80% achieving at the expected curriculum level in 2019. This will mean a shift for at least 8 children.

(\*Using Curriculum Expectations)

## EVALUATION FOR IMPROVEMENT

Evaluation methods and evaluative thinking provide the tools for gathering and interpreting evidence that can be used to provide information about progress and provide feedback loop for refinement, adjustment, abandonment, extension and new learning. It's about digging deeper.

At a basic level it is asking ourselves:           What is so? Why is it so? So what? Now What?

At different levels (class, year level, school wide, gender, ethnicity) we will be looking at:

- How individual learners and groups of learners are performing in relation to outcomes
- How actions taken have impacted on learner outcomes and what difference is being made
- What needs to be changed and what further action needs to be taken
- The patterns and trends over time
- What kind of practices are likely to make the most difference for learners and in what contexts
- The extent to which the improvements being achieved are good enough in terms of our vision and priority goals and targets

Doing and using evaluation effectively requires asking good questions, gathering fit for purpose data and information, making sense of, and thinking deeply about that data and information in order to develop the understanding that enables good decision making.

## 2019 SCHOOL OPERATIONS GOVERNANCE AND MANAGEMENT

### NAG1: Student Achievement

Key school documents that inform the Waipawa Primary School Charter relating to curriculum include:

- New Zealand Curriculum Framework
- Teaching as Inquiry
- School Curriculum
- Curriculum Achievement Action Plans
- Individual Class Raising Achievement Plans
- Student Assessment schedule
- Student Individual learning Pathways and Online Portfolios
- Associated Policies
- Waipawa Primary School Annual Plans
- Waipawa Primary School: Strategic Initiative: Action Plan and Evidence Documents

### NAG2: Self Review

Key school documents that inform the Waipawa Primary School Charter relating to self review include:

- Strategic goals based on strategic, regular and emergent self reviews
- Job Descriptions
- Performance Agreements
- Staff appraisals & attestation
- Education Council Practising Teacher Criteria
- Professional dialogue sessions
- Teaching as Inquiry
- Accidents & Medical register
- Waipawa Primary School Annual Plans

### NAG3: Personnel

Key school documents that inform the Waipawa Primary School Charter relating to personnel include:

- Job Descriptions
- Performance Agreements
- Staff Appraisals
- Education Council Practising Teacher Criteria
- Staff Handbook
- School Prospectus
- Staff Professional development Programme

- Roles & Responsibilities Schedule
- Accidents & Medical Register
- Personnel & Curriculum Policies
- Waipawa Primary School Annual Plans

#### NAG4: Finance/Property

Key school documents that inform the Waipawa Primary School Charter relating to finances include:

- Annual Budget
- 10 Year Property Plan
- 5 Year Property Schedule
- Current project updates
- SUE Reports
- Assets Register
- Auditors Reports
- Maintenance Schedule
- Hazard's Register
- Health and Safety Procedures
- School Lockdown & Evacuation Procedures
- Plant & Machinery Practices & Procedures
- Insurance
- Associated Policies & Procedures
- Waipawa Primary School Annual Plans

#### NAG5: Health and Safety

Key school documents that inform the Waipawa Primary School Charter relating to health and safety include:

- Strategic Plan
- Operational Plan
- Hazard's Register
- Maintenance Schedule
- Emergency Plan / Pandemic Plan / Evacuations Procedures/ School Lockdown Procedures
- Student Support Programmes and Procedures
- School Health & Safety Management System
- Vulnerable Children's Act
- Associated Policies
- Waipawa Primary School Annual Plans

## ROLES AND RESPONSIBILITIES 2019

### Senior Leadership

<p><b>PRINCIPAL</b> Paul Jamieson</p>	Overall Responsibility for Everything
<p><b>SENIOR LEADER</b> Karena Finch</p>	<p><i>Major Responsibilities:</i> Professional Learning and Development, School Organisation  <i>Other Responsibilities:</i> Planning and Assessment  <i>Additional Responsibilities:</i> Kahui Ako - Within School Leader</p>
<p><b>SENIOR LEADER</b> Stacey Mabey</p>	<p>Major Responsibilities: Authentic and Integrated Curriculum, Learning Support Coordinator (SENCO)  <i>Other Responsibilities:</i> Planning and Assessment  <i>Additional Responsibilities:</i> NZEI Rep</p>

### Leadership Responsibilities

<p><b>CULTURAL RESPONSIVENESS/ WELLBEING</b> Peter Burne</p>	<p><b>STUDENT LEADERSHIP</b> Tim Waite</p>
<p><b>DIGITAL SPACE</b> John Davidson (Supported by Anna Oosterkamp)</p>	<p><b>SPORT</b> Anna Oosterkamp (supported by John Davidson)</p>
<p><b>TRANSITION</b> Tania Elworthy (ECE to Primary) Tim Waite (Primary to Secondary)</p>	<p><b>KAHUI AKO: WITHIN SCHOOL LEADER</b> Tim Waite</p>
<p><b>CHB TECHNOLOGY DEPARTMENT (Year 7/8)</b> Arie Groenveld (Team Leader) Simon Pearse (Innovation)</p>	

### Curriculum Teams

<p><b>WELLBEING/CULTURAL TEAM</b> Pete Burne, Tania Elworthy, Anne McGregor</p>	<p><b>AUTHENTIC CURRICULUM TEAM</b> Stacey Mabey, John Davidson, Tim Waite</p>	<p><b>CORE CURRICULUM TEAM</b> Karena Finch, Anna Oosterkamp, Cheree Drepaul</p>
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**MAPPING OUR STORY IN  
2019: OUR EVIDENCE OF  
SHIFT, CHANGE and  
PROGRESS**



Strategic Initiative: **NUMBER 1**  
**Improve school wellbeing practices.**

This links to our Strategic Goal..... **HAUORA**  
Waipawa school will value **hauora** to develop a sense of belonging where all are resilient and connected.

Timeline of this Initiative: Term 4 2018 to end of 2019 (5 terms)

**What are our Measures (or targets):**

**Major Measure**

- To have a 10% increase in the positive measures right across the wellbeing @school survey

**Supporting Measure**

- Attendance data exceeds the national average of 93%

**Other Measures Identified throughout the process**

**What is the current situation:**

**Include any Baseline Data (against the measures)**

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**How will we know we are making 'shifts' in students achievement at a classroom level?**

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**How will we show this at a schoolwide level?**

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**Communication Plan:**

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<u>Key Actions</u> (dark blue = planned actions) (red = new actions)	<u>Impact</u>	<u>Evidence</u>

**Reflective Comment:**

<u>Against Milestones</u>	<u>Against Measures</u>	<u>General (or links to)</u>

**Evaluation for Improvement:**

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**End Point:**

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<b><i>Strategic Initiative: NUMBER 2</i></b> <b>Develop, implement and integrate hands on and authentic learning strategies across the whole curriculum.</b>	<b><i>This links to our Strategic Goal....CURRICULUM</i></b> Waipawa School will have a localised and future focussed curriculum that is visible throughout the school.
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***Timeline of this Initiative:*** Term 4 2018 to end of 2019 (5 terms)

**What are our Measures (or targets):**

<b><u>Major Measure</u></b> - Teacher evidence of planning and reflection is more robust and effective (develop rubric)	<b><u>Supporting Measure</u></b> - Student voice tells us that learning is engaging and motivating
<b><u>Other Measures Identified throughout the process</u></b>	

**What is the current situation:  
Include any Baseline Data (against the measures)**

--

**How will we know we are making 'shifts' in students achievement at a classroom level?**

--

**How will we show this at a schoolwide level?**

--

**Communication Plan:**

--

<u>Key Actions</u> <i>(dark blue = planned actions) (red = new actions)</i>	<u>Impact</u>	<u>Evidence</u>

**Reflective Comment:**

<u>Against Milestones</u>	<u>Against Measures</u>	<u>General (or links to)</u>

**Evaluation for Improvement:**

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**End Point:**

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<p><u>Strategic Initiative:</u> <b>NUMBER 3</b> <b>Strengthen the core (numeracy and literacy) through targeted professional learning opportunities.</b></p>	<p><u>This links to our Strategic Goal.....</u> <b>CURRICULUM</b> Waipawa School will have a localised and future focussed curriculum that is visible throughout the school.</p>
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<p><u>Timeline of this Initiative:</u> Term 4 2018 to end of 2020 (9 terms)</p>
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**What are our Measures (or targets):**

<p><b><u>Major Measure</u></b> - Maths achievement to increase so 80% are achieving at the expected curriculum level - All teachers using PACT to make overall teacher judgement in writing</p>	<p><b><u>Supporting Measure</u></b> - Student voice tells us children’s enjoyment and engagement in maths - Evidence of judgements is visible on an online portfolio</p>
<p><b><u>Other Measures Identified throughout the process</u></b></p>	

**What is the current situation:**

**Include any Baseline Data (against the measures)**

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**How will we know we are making ‘shifts’ in students achievement at a classroom level?**

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**How will we show this at a schoolwide level?**

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**Communication Plan:**

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<u>Key Actions</u> <i>(dark blue = planned actions) (red = new actions)</i>	<u>Impact</u>	<u>Evidence (or links to)</u>

**Reflective Comment:**

<u>Against Milestones</u>	<u>Against Measures</u>	<u>General</u>

**Evaluation for Improvement:**

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**End Point:**

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<b><u>Strategic Initiative: NUMBER 4</u></b> <b>Strengthen teacher practices through a personalised learning plan.</b>	<b><u>This links to our Strategic Goal..... GROW TEACHERS</u></b> Waipawa School will grow teachers who are nurturers, learners, inquirers, change agents and have impact.
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<b><u>Timeline of this Initiative:</u></b> Start of 2019 to end of term 2 2020 (6 terms)
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**What are our Measures (or targets):**

<b><u>Major Measure</u></b> - All teachers to move out at least one level in all attributes on the agency / personalised learning stocktake.	<b><u>Supporting Measure</u></b> - Children step up the learning talk around 4 key questions. (Develop matrix to assess)
<b><u>Other Measures identified throughout the process</u></b>	

**What is the current situation:**

**Include any Baseline Data (against the measures)**

--

**How will we know we are making 'shifts' in students achievement at a classroom level?**

--

**How will we show this at a schoolwide level?**

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**Communication Plan:**

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<i>Key Actions</i>	<i>Impact</i>	<i>Evidence (or links to)</i>

**Reflective Comment:**

<i>Against Milestones</i>	<i>Against Measures</i>	<i>General</i>

**Evaluation for Improvement:**

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**End Point:**

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## FUTURE (2020 and 2021) STRATEGIC INITIATIVES: RECORD OF PROGRESS MADE IN 2019

Though these Initiatives are not prioritised for 2019 it is likely progress will be made on all of them. It's important to record so when we focus on them in 2020 and 2021 we know exactly where we are (baseline data) and we are able to change our key actions.

Strategic Initiative	Record of Progress Made throughout 2019	Evidence (or links to)
<p><b>Understand, respect and value</b> culture, and <b>know how</b> to use culture as an asset in the teaching and learning process.</p>		
<p><b>Maximise</b> the resources and assets from the school and community, for the overall benefit of our children and community.</p>		
<p><b>Strengthen</b> home-school partnerships so parents, whanau and community is involved and supported in students learning.</p>		
<p><b>Develop</b> teacher coaching model as part of a robust appraisal system that supports staff growth and development.</p>		

