

Waverley Primary School CHARTER, STRATEGIC AND ANNUAL PLAN

2022-2025

SCHOOL MISSION

Together we are **Inspiring today's learners to thrive in tomorrow's world**

The shoots of the pōhutukawa tree divide into two branches representing Te Tiriti o Waitangi and its relationship between our kura and Ngaa Rauru Kaitahi.

The leaves develop a tough shiny coat of wax representing the resilience, confidence and sense of identity our children develop during their time at Waverley Primary School.

The flower of the pōhutukawa can take on different vibrant colours and is deeply connected to this whenua. It is found near the sea and can survive and grow in even the most precarious and difficult situations. The flowers represent our children's creativity, energy and enterprising spirit.

The ten stamen represent the qualities that we aspire for our children to develop at Waverley Primary School (our graduate profile).

Achievement: Literate and numerate – Critical and creative thinkers – Active seekers, users and creators of knowledge

Identity: Strong sense of belonging and identity - Resiliency and ability to persevere – Can discuss their own strategies for learning – Personal conflict resolution and mediation skills

Community: Co-operative learning skills – Can participate and contribute - Take action as global citizens

The shoot is held by two fingers. The first shoot represents whānau, the school community and the school board. The second shoot represents the principal, teachers and school staff supporting our children's learning.

The design represents the mountain, our awa and our coast line that is the whenua. This is the foundation of our student wellbeing, our connection, our place, our identity.

Mihimihi

Ko Taranaki te Maunga

Ko Waiōtāra te Awa

Ko Aotearoa te Waka

Ko Ngāa Rauru Kītiāhi te Iwi

Ko Te Wairoa-iti te Marae

Ko Waverley Primary School te Kura

NZC EXPECTATIONS

High expectations: The curriculum supports and empowers all students to learn and achieve personal excellence, regardless of their individual circumstances.

Learning to learn: The curriculum encourages all students to reflect on their own learning processes and to learn how to learn.

Inclusion: The curriculum is non-sexist, non-racist, and non-discriminatory; it ensures that students' identities, languages, abilities, and talents are recognised and affirmed and that their learning needs are addressed.

Coherence: The curriculum offers all students a broad education that makes links within and across learning areas, provides for coherent transitions, and opens up pathways to further learning.

Treaty of Waitangi: The curriculum acknowledges the principles of the Treaty of Waitangi and the bicultural foundations of Aotearoa New Zealand. All students have the opportunity to acquire knowledge of te reo Māori me ōna tikanga.

Community engagement: The curriculum has meaning for students, connects with their wider lives, and engages the support of their families, whānau, and communities.

WAVERLEY PRIMARY SCHOOL PRINCIPLES

We support and encourage every student to learn and achieve personal excellence through a holistic curriculum, assisted by quality teachers. Every student will be empowered to be a lifelong learner, experiencing accelerated progress and achievement.

Our curriculum encourages every student to reflect on their learning process, while learning how to learn. Relationships are fundamental to all teaching and learning processes and our curriculum establishes the direction for teaching, learning and assessment, to meet the needs of all students.

We show inclusion by valuing the gift of cultural responsiveness, diversity and by addressing any learning needs that these differences may bring to a student's education. We work collaboratively to improve student achievement.

Our curriculum ensures learning is linked, relevant to the learner, builds on prior learning and opens up pathways to their further learning. Students act responsibly by making decisions and taking actions that will make a positive difference in the world.

We strive for cultural inclusivity and "manaakitanga" and acknowledge the principles of the Treaty of Waitangi as the foundation for the rights of all students to be educated and to achieve success in their life journey.

Our curriculum has meaning for students, connects with their wider lives, and engages the support of their families, whānau, marae and wider communities.

WAVERLEY PRIMARY SCHOOL PRINCIPLES	
NZC EXPECTATIONS	WAVERLEY PRIMARY SCHOOL PRINCIPLES
Future focus: The curriculum encourages students to look to the future by exploring such significant future focused issues as sustainability, citizenship, enterprise, and globalisation.	Our curriculum encourages students to look at the future by exploring such significant future focused issues as sustainability, citizenship, enterprise and globalisation. It promotes an attitude of respect and stewardship for the earth.
Cultural diversity: The curriculum reflects New Zealand's cultural diversity and values the histories and traditions of all its people.	We celebrate cultural diversity and value our history and traditions. We prioritise belonging, identity, language and culture and encourage and model our THRIVE values.

T.H.R.I.V.E VALUES

T	H	R	I	V	E
Tiaki	Honour	Respect	Integrity	Versatility	Excellence
I care about myself, I care about others. I care about our place and our world.	I take pride in myself, my whānau, my school and my community.	I show respect for myself, others and the environment.	I do the right thing even when no one is looking.	I can adapt to different situations.	I strive to be my best self and work hard every day.

Our School and Community

Waverley Primary School is a Decile 3, rural, full primary with a history spanning 149 years. The school is situated 42 kilometres north of Whanganui with a student catchment area within an approximate 24 kilometre radius. Our bus service is administered by Weir Brothers and approximately 25% of students bus to school. Parents and the wider community actively participate in school activities. The school community is resourceful and possesses a strong dairy farming identity. 2022 strategic priorities are detailed below.

The school community represents a diverse socio-economic mix. Teachers have a wide range of teaching experience and they participate in professional learning and undertake in individual professional inquiries. Support staff are experienced and professionally supported to reflect and adapt their practice through the support staff appraisal system. Many students play sport together at local sports clubs.

Nga Rauru Kiiitahi

Our local iwi is Nga Rauru Kiiitahi. Rauru was a man of one mind. There was no going back on his word, hence he was called Rauru Kiiitahi (Rauru of the one word). Nga Rauru Kiiitahi was a pre-migration iwi. Within the paahuki of Nga Rauru Kiiitahi can be found place names and hapuu that were named by Te Kaahui Rere prior to the arrival of Aotea - Te Ihonga, Tieke, Tapuarau, Potiki-a-Rehua, Oturooriki, Te Kiri-o-Rauru, Moerangi, Nga Arika and Te Ihupuku. From the eponymous ancestor Rauru were many hapuu, of which 12 remain active today.

Community of Learning

Waverley Primary School belongs to the South Taranaki (Patea/Waverley) Kāhui Ako, whose vision is "We are stronger when we grow together as one". We are guiding ākonga who, from 0-24 years, continue developing values, knowledge and the competencies that enable them to live full and satisfying lives and to be active contributors to, and participants in, our South Taranaki community, or wherever they find themselves in the future. Achievement for us begins with Hauora which underpins all other success at our school.

Education Guidelines and Learning Priorities

The Waverley Primary School Board will take full account of the National Education Goals (NEGS), the National Education Guidelines and the National Administration Guidelines (NAGs) and will meet all statutory obligations. The Board has also considered and taken account of the priorities described in Objectives 1, 2 and 3 of the National Education Learning Priorities (NELPs).

Māori Dimensions and Cultural Diversity

<p>Māori Dimensions are shown by:</p> <ul style="list-style-type: none"> - Recognising the unique position of Māori culture. - Developing and promoting an awareness of Tikanga Māori and Te Reo Māori to facilitate a better cultural understanding of the Treaty of Waitangi, Te Ao Māori, and to acknowledge and integrating Tātaiako and Ka Hikitia – Managing for Success. - Recognising the Māori Education Strategy 2020 as an integral part of our staff professional discussion, underpinning the school's operations. 	<p>Cultural Diversity is recognized by:</p> <ul style="list-style-type: none"> - Valuing and accepting all cultures within the school, through active encouragement of an inclusive school culture and ethos. - Ensuring staff treat students from all cultures with respect and dignity and actively work towards maximising the potential of each student. - The School Board requests for Te Reo Māori instruction to the best of its ability, dependent upon staffing and financial resources. - Incorporating Tikanga Māori and Te Reo Māori into all formal events - displaying bilingual signs at school. 	<p>Equity is shown by:</p> <ul style="list-style-type: none"> - Including equity objectives when planning. - Ensuring policies and practices seek to achieve equitable outcomes for students of all genders, religions, ethnicity, culture and family backgrounds irrespective of abilities and disabilities. - If any parent or guardian requires a higher level of Tikanga Māori and Te Reo Māori Programme in our school, the staff and family will explore all possibilities including any of the following: <ol style="list-style-type: none"> 1. <i>Teacher support to increase daily Te Reo Māori in class;</i> 2. <i>Opportunities within the class, using local specialists</i> 3. <i>Dual enrolment at The Correspondence School or by employing a Te Reo Māori support teacher; and /or other actions.</i>
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Procedural Information

<p>Annual Cycle</p> <p>The School Charter, including Waverley Primary School's updated targets for improvement will be lodged with the Ministry of Education on 1 March 2022.</p> <p>The Annual Report will be lodged in May 2022.</p> <p>Waverley Primary School will review its 2022 progress against the Annual Plan in December 2022.</p>	<p>Personnel, Finance and Property</p> <p>Waverley Primary School Board will:</p> <ul style="list-style-type: none"> • Act as a good employer to teaching and non-teaching staff • Prepare a budget to monitor and control school expenditure • Allocate funds to meet the school's priorities so that student achievement is enhanced • Refine the 10 Year Property Plan to ensure the school's facilities provide a safe and healthy learning environment.
<p>Supporting Documentation</p> <ul style="list-style-type: none"> • Curriculum Delivery Plan • Waverley Primary School Policies and Procedures • Waverley Primary School Behaviour Management programme • Waverley Primary School Budget • Waverley Primary School 2020 ERO Review. 	<p>Consultation</p> <p>Waverley Primary School consults with its community, including its Māori community, as part of the cycle of self-review. Consultation may include:</p> <ul style="list-style-type: none"> • Parent surveys, School Board • Classroom teachers meeting with parents • Parent & Friends Association (PFA) meetings • Newsletters, self-review, including policy and procedure review • Meetings with Māori whānau and mana whenua, Ngaa Rauru Kaitahi, regarding aspirations for their children at Waverley Primary School • Curriculum meetings for parents • Community evenings.

2021 Baseline Data					
Student Learning	2021	Well Below	Below	At	Above
Mathematics					
All - 107		10/107 9.3%	25/107 23.4%	52/107 48.6%	20/107 18.7%
Maori - 35		7/35 20.0%	15/35 42.9%	13/35 37.1%	0/35 0.0%
Pasifika - 4		0/4 0.0%	0/4 0.0%	4/4 100%	0/4 0.0%
Writing					
All -107		11/107 10.2%	28/107 26.2%	51/107 47.7%	17/107 15.9%
Maori - 35		4/35 11.4%	15/35 42.9%	14/35 40.0%	2/35 5.7%
Pasifika - 3		1/4 25.0%	0/4 0.0%	3/4 75.0%	0/4 0.0%
Reading					
All -107		18/107 16.8%	22/107 20.6%	33/107 30.8%	34/107 31.8%
Maori - 35		11/35 31.4%	8/35 22.9%	10/35 28.6%	6/35 17.1%
Pasifika - 3		0/4 0.0%	3/4 75.0%	1/4 25.0%	0/4 0.0%
<p>This data needs to be read in conjunction with the 2021 Analysis of Variance Report. 2021 data was reported as 'working within expected curriculum levels. Each curriculum level can extend across 3 to 4 years of learning, however. It is time to consider extending assessment practices, to determine how well students are progressing and applying their skills to meaningful tasks from other curriculum areas and key competencies.</p>					
<p>Questions</p> <ul style="list-style-type: none"> • Is our curriculum designed to best meet the needs of all students and our community? • How do we ensure that every student is well supported to learn all that the curriculum offers? 					
<p>Understanding progress</p>					

	<ul style="list-style-type: none"> • Do our teachers effectively understand how student learning builds and grows? • Are big ideas and competencies clear at each level? • Is there a shared language of learning across the school? <p>Current pedagogy</p> <ul style="list-style-type: none"> • How well are student agency and assessment capability being grown across the school? • How well does assessment for learning underpin teaching and learning? <p>Current assessment activities and tools</p> <ul style="list-style-type: none"> • What works, what doesn't, what needs modifying? <p>Quality assessment processes that ensure dependable information</p> <ul style="list-style-type: none"> • Assessment administration, moderation, data entry, data analysis. What works, what doesn't, what needs modifying? <p>Current processes for sharing information</p> <ul style="list-style-type: none"> • Is achievement information shared with those who need it, what processes work well, what needs modifying? <p>Then implement as appropriate</p> <ul style="list-style-type: none"> • School-wide clarification of what progress looks like, considering the 'front end' of the curriculum as well as curriculum achievement objectives • Processes to improve effective assessment for learning in classrooms • Improved, streamlined, skilled use of assessment tools • New assessment tools and approaches • Use of assessment information for improvement – including sharing information with parents/whānau and board and community.
<p>Student Wellbeing</p>	<p>In 2021 a modified NZCER Wellbeing @ School Survey Tool was conducted three times. Questions posed to students solicited: I like school; everyone knows the school rules about behaviour; everyone thinks our school values are important; students treat each other with respect; teachers always take action if someone is being bullied; I feel safe at school;</p> <p>Data collected were shared with the Board and community. In 2022, the full NZCER Wellbeing @ School Survey Tool. Will be used</p> <p>2021 attendance data showed 67% students had excellent/acceptable attendance; 17% students attended between 80-89% and were monitored; 16% students were entered as truant or had less than 80% attendance and families were reported to the Attendance Service to ensure the students' future success and access to daily education.</p>
<p>School Structures</p>	<p>Our assessment schedule was reviewed at the end of 2020. The school is collating student achievement data from norm referenced assessments. Annual targets are set for Māori and Pasifika student cohorts.</p>
<p>Review Charter / Seek feedback</p>	<p>The structure of the Charter, including vision and strategic goals, has remained largely unchanged for at least five years. In 2022 the Board will ensure their strategic direction reflects community aspirations for our students before clarifying and assessing key areas for future improvement.</p>

Strategic Plan - LEARNERS AT THE CENTRE

NELP Statements	Strategic Goal	Core Strategies for Achieving Goals 2022 – 2025
<p>LEARNERS AT THE CENTRE</p> <p>Waverley Primary School will actively work to engage with whānau.</p> <p>Our school aims to be the centre of our community. Learners with their whānau are at the centre of education.</p> <p>Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying</p> <p>Hold onto high aspirations for every learner/ākonga, and support every student by partnering with their whānau and communities to design and deliver an education responsive to their needs, and sustaining their identities, languages and cultures</p> <p>Domain 3: Educationally Powerful Learning and Relationships</p>	<p><i>To develop a safe, inclusive school environment and culture where wellbeing and community partnerships are welcomed and strengthened.</i></p> <p>Rationale: (NOTICING)</p> <p>- A positive culture provides the foundations for all other elements in a school.</p>	<ul style="list-style-type: none"> ● Continuing Professional learning - RBL ● Ensuring the behaviour management system promotes positive actions are formed around the THRIVE values ● Leaders and teachers collaborating and building mutually respectful (mana enhancing) relationships ● SENCO carrying out a thorough review of requirements and our reality, making recommendations for the future ● Applying for externally available PLD (MOE) to support culture (RBL) ● Introducing Zones of Regulation through RTL ● Reviewing aspects of pastoral care and behaviour management through introduction to Zones of Regulation <p>Initiatives: (INVESTIGATING)</p> <p>SENCO carry out thorough review of requirements and our reality, making recommendations for the future.</p> <p>Apply for externally available PLD (MOE) to support culture (RBL)</p> <p>Introduce Zones of Regulation through RTL</p>

Strategic Plan - BARRIER FREE ACCESS AND FUTURE OF LEARNING

NELP Statements	Strategic Goals	Core Strategies for Achieving Goals 2022 - 2025
<p>BARRIER FREE ACCESS AND FUTURE OF LEARNING</p> <p>Waverley Primary School will be inclusive and supportive of all learners experiencing success and enjoying learning relevant to the lives of New Zealanders today</p> <p>A quality education and personal success is within reach for every learner, including Māori and Pacific learners/ākonga and those with learning support needs</p> <p>Every learner/ ākonga will gain a foundation of skills, including language, literacy and numeracy. Learning is relevant to the lives of New Zealanders today and throughout their lives</p> <p>Collaborate with industries and employers to ensure learners/ākonga have the skills, knowledge and pathways to succeed in work.</p> <p>Domain 4: Responsive Curriculum, effective teaching and opportunity to learn.</p>	<p>Strategic Goals</p> <p><i>For all students to experience a curriculum that is relevant, student centered, culturally connected and future focused; and characterised especially by Māori achieving success as Māori. (ERO)</i></p> <p><u>Rationale:</u> <u>(NOTICING)</u></p> <p>We need to provide opportunities for all students to learn through a Māori view of the world</p>	<p>Core Strategies for Achieving Goals 2022 - 2025</p> <ul style="list-style-type: none"> Assessment practices reviewed to ensure they inform teaching, learning and student achievement. Data is used in conjunction with other methods to support teacher judgements. Embed systems to effectively identify target students. Monitor rates of progress for these and all learners. Ensure English Language Learners receive appropriate support Review the balance of noticing and diagnosing tools* (more frequent) and tracking and monitoring tools# (Less frequent - twice a year) and the use of curriculum progress tools. Use the LPF tool to understand developmental signposts (reading, writing and maths) and PaCT tool to support teachers to make dependable judgements and view student progress in relation to the levels of the NZC and help to understand the effectiveness of their local curriculum. RR, NumPA, Gloss, IKAN, JAM, ARB's, Observation Surve, Science assessment tools from NZCER Rapua te Ara Tika, Nga pou o te Whare, wananga/Localised Curriculum tool, Place, Identity, Future Explore rich opportunities for learning and community partnerships; include professional learning from inquiry and support learning of important capabilities. Link our vision, community expertise, the wider curriculum and locally identified capabilities, teacher expertise and ākonga contributions. Teachers will support learners to notice how they are going with their learning - where they are at, where to next and whether they know how to get there. Learners will use this personalised feedback to help them set goals and explore any misunderstandings. Teachers notice patterns such as common next steps, or misconceptions, and adjust their teaching accordingly. A clearly laid out local curriculum. Greater focus on key competencies. Learning beyond the classroom. Student agency Students acting on feedback from educators and peers and are skilled at setting goals. <p><u>Initiatives: (INVESTIGATING)</u></p> <p>Comprehensively review of school assessment - purpose, tools, practices, reporting to parents and develop internal moderation procedures (initially for writing).</p> <p>ICT equipment is to be maintained and accessible</p> <p>Local curriculum consultation completed effectively and informs localized curriculum development.</p> <p>Assessment for Learning PLD to help with student agency</p> <p>Develop and strengthen Te Reo, Kapa haka, Powhiri, Marae visits, Local curriculum</p>

Strategic Plan - QUALITY TEACHING AND LEARNING

NELP Statements	Strategic Goals	Core Strategies for Achieving Goals 2022 - 2025
<p>QUALITY TEACHING AND LEADERSHIP</p> <p>Waverley Primary School will recruit, retain, develop and support our staff to be the best they can be</p> <p>Quality teaching and leadership make the difference for learners and their whānau</p> <p>Meaningfully incorporate Te Reo Māori into the everyday life of the place of learning</p> <p>Develop staff to strengthen teaching, leadership and learner support capability across the education workforce</p> <p>Domain 5: Professional capability and collective capacity</p> <p>Domain 6: Evaluation, inquiry and knowledge building for improvement and innovation</p>	<p><i>Future focused teaching and leadership that responds to student learning needs and abilities.</i></p> <p><u>Rationale: (NOTICING)</u> -Limited use of data pre 2021. Purpose was not explicit. Systems need development.</p>	<ul style="list-style-type: none"> • Identify the relationships with iwi, people, groups and organisations that can form part of our curriculum • Develop a coherent learning pathway that captures the capabilities we want to see in our ākonga that our community values and will support the learning pathway continuity to secondary school • Develop effective internal evaluation for improvement/inquiry of process/spiral of inquiry • Develop more targeted planning to accelerate learning for children • Monitor targeted planning, improved teaching, and children's progress • Develop effective moderation processes that promote consistent and dependable evidence of student's achievement including overall teacher judgements • Teacher training in the use of E-Tap to ensure accurate and effective means of storing, accessing, and using achievement data. • Leaders and teachers address disparity for Māori • Develop Teaching as Inquiry that engages teachers in knowledge building, reflective and evaluative practices that lead to acceleration of student achievement. • Develop teacher capability in effective teaching and learning, including teacher understanding of progress and acceleration and how it is achieved • Develop collaborative inquiry • Developing the right tools and resources to notice and respond to progress across the curriculum • Building teacher knowledge, understanding and use of assessment to address the specific learning needs of student • Teachers adjust teaching according to unfolding needs and patterns. • Use of PaCT and Learning Progressions to help inform teaching and learning • Teachers making consistent, informed OTJs • Providing students with opportunities to enhance social leadership responsibilities • All staff empowered • Reporting to whānau reflects and is related to data/students are part of process • Incorporate Te Reo Māori into everyday life of the school <p><u>Initiatives: (INVESTIGATING)</u> Revise Teaching as Inquiry' and introduce 'Spirals of Inquiry' model. Initiate, explore and implement the use of LPF and PACT. Explore Kahui Ako opportunities. Establish student leadership roles. All Year 8 students have opportunities. Teacher training in eTap. Explore leadership structure and PLD to support this.</p>

Strategic Plan - EFFECTIVE GOVERNANCE

NELP Statements	Strategic Goals	Core Strategies for Achieving Goals 2022 - 2025
<p>EFFECTIVE GOVERNANCE</p> <p>The Waverley Primary School Board will ensure effective governance of the school</p> <p>Domain 1: Stewardship</p> <p>Domain 2: Leadership for Equity and Excellence</p>	<p>Build capability for Board members to demonstrate effective and sustainable governance</p>	<p>Develop Board Member capability in effective governance</p> <p>NZSTA Training re 1. Treaty of Waitangi governance responsibilities (apply insights from partnering with Ngaa Rauru Kaitahi.) and 2. An Internal Evaluation Plan</p> <p>-Follow School Docs Policy Review Schedule</p> <p>-Develop 10 Yr PP including a cyclical maintenance plan</p> <p>Develop Board understanding of expected achievement and what acceleration of student achievement looks like</p> <ul style="list-style-type: none"> • Align NELPs with strategic/annual goals • Develop collaborative Inquiry - invite external experts eg MOE,NZSTA, Ed Services, PLD providers. • Explore Kāhui Ako collaboration with cluster schools and Iwi to • improve achievement outcomes for Māori, implementing history curriculum and cultural competencies • Ensure Budget aligns with a strategic and sustainable future. <p><u>Initiatives (INVESTIGATING)</u></p> <p>Effective Governance Plan</p> <p>Newsletters and school updates, events and communication</p>

Key Improvement Strategies 2022 Annual Plan – LEARNERS AT THE CENTRE

With links to the following NZC expectations (and Waverley Primary School Principles)

High Expectations	Treaty of Waitangi	Cultural Diversity	Inclusion	Learning to Learn	Community Engagement	Coherence	Future Focus
Strategic Goal	<i>To develop a safe, inclusive school environment and culture where wellbeing and community partnership are welcomed and strengthened.</i>		<p>Annual Goals</p> <ul style="list-style-type: none"> Ensure (Restorative Practice) behaviour management fosters a positive environment and actions formed around THRIVE Values. Review pastoral care and behaviour management through the lens of RBL expectations. Conduct annual voice collection in correlation to the Term 2 Wellbeing Survey <p>Rationale: Relationships and understanding how to teach students with multiple needs was an identified issue and preempted the focus on student wellbeing. An investment in RBL PLD while repeating NZCER student surveys has positively contributed to 2021 progress.</p>				
Key Improvement Strategies What immediate leadership actions exist and by when? Who is responsible for ensuring these are completed?							
When	What (Examples) Consider goal clarity and communication; strategic resourcing; PLD; Organisational changes required; assessment practices; change management planning.	Who	Indicators of Progress <i>What will we see?</i>	Monitoring– <i>Check student outcomes every term. What is the impact of our leadership actions? Where are the Gaps? What needs to change if this is not working?</i>	Resourcing What funds and time is needed? Who will help us?		
Term 1	Staff professional development for: *RBL *Incredible Years (Finishing) Setting up team, establish roles responsibilities and processes. Reflection and goal setting for 2023	Staff	<ul style="list-style-type: none"> Can learn /live our values - have a sense of belonging Build positive relationships, respect for others' needs and demonstrate empathy Are resilient and adaptable in new and changing contexts - linked to our Behaviour Management Plan - and THRIVE Staff feel supported in Term 1 and each term following Sickness and absences are monitored Culture of respect, inclusion, learning, collaboration, fun Sense of empathy for others and their needs Reduced behavioural incidents -data to be collected and analysed to inform teaching Whānau understanding of systems in place for student wellbeing and safety 	RBL – PLD - ongoing whole year Measured by	Budget -signs -resources -relievers -books -equipment		
Term 4		Staff					

Key Improvement Strategies 2022 Annual Plan – BARRIER FREE ACCESS AND THE FUTURE OF LEARNING

With links to the following NZC expectations (and Waverley Primary School Principles)

High Expectations	Treaty of Waitangi	Cultural Diversity	Inclusion	Learning to Learn	Community Engagement	Coherence	Future Focus
Strategic Goal	For all students to experience a curriculum that is relevant, student centered, culturally connected and future focused; and characterised especially by Maori achieving success as Maori.		Annual Goals	<ul style="list-style-type: none"> Review assessment tools and practices to ensure assessment informs teaching / learning. The primary owners of assessment information are (will be) our students. Assessments data are used in conjunction with students to support teacher judgements. Learners know where they are at in their learning, where to next and how to get there. Students, acting on feedback from educators and peers, are skilled at setting goals. 			
			Rationale	Students data (55% At/above - maths), (68% At/above - Writing), (66% At/above- Reading) Well Below National Expectations – a lot of work to do in all subjects.			

BASELINE DATA

2020	Well Below	Below	At	Above	2021	Well Below	Below	At	Above
Mathematics									
All – 131	4/131 3.1%	51/131 38.9%	72/131 55.0%	4/131 3.1%	All - 107	10/107 9.3%	25/107 23.4%	52/107 48.6%	20/107 18.7%
Maori – 50	4/50 4.0%	21/50 42.0%	27/50 54.5%	0/50 0.0%	Maori - 35	7/35 20.0%	15/35 42.9%	13/35 37.1%	0/35 0.0%
Pasifika – 1	0/1 0.0%	0/1 0.0%	1/1 100%	0/1 0.0%	Pasifika - 4	0/4 0.0%	0/4 0.0%	4/4 100%	0/4 0.0%
Writing									
All – 131	5/131 3.8%	36/131 27.5%	83/131 63.4%	7/131 5.3%	All - 107	11/107 10.2%	28/107 26.2%	51/107 47.7%	17/107 15.9%
Maori – 50	2/50 4.0%	22/50 44.0%	23/50 46.0%	3/50 6.0%	Maori - 35	4/35 11.4%	15/35 42.9%	14/35 40.0%	2/35 5.7%
Pasifika – 1	0/1 0.0%	1/1 100%	0/1 0.0%	0/1 0.0%	Pasifika - 4	1/4 25.0%	0/4 0.0%	3/4 75.0%	0/4 0.0%
Reading									
All – 131	2/131 1.5%	43/131 32.8%	84/131 64.1%	2/131 1.5%	All - 107	18/107 16.8%	22/107 20.6%	33/107 30.8%	34/107 31.8%
Maori – 50	1/50 2.0%	19/50 38.0%	30/50 60.0%	0/50 0.0%	Maori - 35	11/35 31.4%	8/35 22.9%	10/35 28.6%	6/35 17.1%
Pasifika – 1	0/1 0.0%	1/1 100%	0/1 0.0%	0/1 0.0%	Pasifika - 4	0/4 0.0%	3/4 75.0%	1/4 25.0%	0/4 0.0%

Learning Target: To accelerate the progress of Tier 2 students to be at or above the Curriculum Level, by the end of the year.

Tier 1 learners: students who will make appropriate progress through normal classroom programme. Tier 2 learners: students that need accelerated support, identified as target learners. Tier 3 learners: students with significant learning difficulties and have additional support for learning - ORs, RTLit, Reading Recovery, RTLB, HLN.

Key Improvement Strategies What immediate leadership actions exist and by when? Who is responsible for ensuring these are completed?

When	What (Examples) Consider goal clarity and communication; strategic resourcing; PLD; Organisational	Who	Indicators of Progress What will we see?	Monitoring Check student outcomes every term. What was the impact of our leadership actions? Where	Resourcing Funds and time needed. Who will help us?

	<i>changes required; assessment practices; change management planning.</i>			<i>are the Gaps? What needs to change if this is not working?</i>	
Term 1	<p>*Rationale for PLD</p> <p>Continuing our Local Curriculum Professional Development Contract with Sharp/Kinane. – Two TOD during Term 1</p> <p>*Facilitator scoping /supporting</p> <p>*Teachers professional learning community meeting</p> <p>PaCT Writing Moderation and Development</p> <p>Begin looking at PaCT Reading and Mathematics</p>		<ul style="list-style-type: none"> Teachers identify a list of priority students for writing Continue with PaCT Writing development, Introduce Reading and Mathematics. BOT Report on Target Student Progress 		Release required for observations, professional development, literacy resources.
When	<p>What (Examples)</p> <p><i>Consider goal clarity and communication; strategic resourcing; PLD; Organisational changes required; assessment practices; change management planning.</i></p>	Who	<p>Indicators of Progress</p> <p><i>What will we see?</i></p> <ul style="list-style-type: none"> Practice Analysis conversations and observations completed Teacher Inquiry set up and reflections added to Student voice collected PaCT writing Moderation completed Written Reports Completed Board of Trustee Report on Target Student Progress Board of Trustee report on student progress – Whole School. Next steps gathered for Term 3 	Monitoring	<p>Resourcing</p> <p><i>Funds and time needed. Who will help us?</i></p>
Term 2	<p>Meetings with teachers in preparation for Practice Analysis Conversations and Observations. These are linked to the teacher's inquiry and priority students.</p> <p>Observations of teachers and gaining of student voice.</p> <p>*Observations of staff continued in am followed by conversations with those observed</p> <p>*After school PLC meeting pm Introduction of 'Promoting Further Learning Capability'</p> <p>*Follow up conversations for those observed on Tuesday to determine next steps in TAI</p>				
Term 3	PaCT LPP Professional Development		<ul style="list-style-type: none"> Quality models of writing and exemplars will be used as sources of motivation to scaffold and accelerate learning. Success criteria provided with explicit feedback given Structured and explicit teaching of deeper features and surface features will happen, as a part of the writing weekly schedule. Collaborative staff meetings, PLD communities created for literacy, Staff will share / reflect on effective practice. Begin to unpack the Reading Progressions for PaCT Reading and Mathematics (through Kāhui Ako PD) Board Report on Target Student Progress each term 		

When	What (Examples) Consider goal clarity and communication; strategic resourcing; PLD; Organisational changes required; assessment practices; change management planning.	Who	Indicators of Progress <i>What will we see?</i>	Monitoring Check student outcomes every term. What was the impact of our leadership actions? Where are the Gaps? What needs to change if this is not working?	Resourcing How much money and time is needed? Who will help us?
Term 4	PaCT LPP Professional Development		<p>What will we see?</p> <ul style="list-style-type: none"> ● Results from assessments will be used in conjunction with students to support teacher judgements. ● Students can set personal goals related to their next steps and hopefully increase motivation for their learning. ● Students will be clear about what they have learnt, why and how they know they have been successful ● Students will lead learning conversations with whānau ● Students can understand the purpose of assessments and understand their progress and achievement in relation to curriculum expectations and their next steps assessment, in conjunction with teachers. ● Students can engage in self / peer assessment processes ● Assessment for learning pedagogy will support teachers to respond to individual strengths and needs, by adaptation and differentiation of their classroom programmes and supports. This will allow all students to access the learning and assit to begin to address inequities in our practice. ● English language learners will receive appropriate support ● Learning support students will receive increased opportunities to be actively involved in their learning ● Board Report on Target Student Progress ● Board Report on student progress – Whole School. ● Improvement in data 		

Key Improvement Strategies 2022 Annual Plan – QUALITY TEACHING AND LEADERSHIP

With links to the following NZC expectations (and Waverley Primary School Principles)

High Expectations	Treaty of Waitangi	Cultural Diversity	Inclusion	Learning to Learn	Community Engagement	Coherence	Future Focus
Strategic Goal	<p><i>Future focused teaching and leadership that responds to student learning needs and abilities.</i></p> <p>Annual Goals</p> <ul style="list-style-type: none"> Develop effective internal evaluation for improvement / inquiry of process / spiral of inquiry. Develop more targeted planning to accelerate learning for children (ERO) Building teacher knowledge, understanding and use of assessment to address the specific learning needs of students Develop effective moderation processes that promote consistent and dependable evidence of student's achievement including overall teacher judgements. <p>Rationale: No clear systems for Teacher as Inquiry</p>						

Key Improvement Strategies *What immediate leadership actions exist and by when? Who is responsible for ensuring these are completed?*

When	What (Examples) Consider goal clarity, communication; strategic resourcing; PLD; assessment practices; change management planning.	Who	Indicators of Progress <i>What will we see?</i>	Monitoring <i>Check student outcomes every term. What was the impact of leadership actions? Are there gaps? What needs to change if not working?</i>	Resourcing <i>Funds and time needed. Who will help us?</i>
Term 1	initiate, explore and implement the use of LPF and PaCT. Revise 'Teaching as Inquiry' and review 'Spirals of Inquiry' model.	Tim Leadership Team	<ul style="list-style-type: none"> Teaching as Inquiry plan developed Develop assessment procedures and streamline student data entry on E-tap, so that groups of priority learners can be tracked effectively and efficiently. Ensure all students at risk receive adequate RTLB referrals and support. intervention programmes and Teacher Aides are supported, as required. 		
Term 2	Refine methods of communication with, and reporting to, our community	Tim Leadership Team	<ul style="list-style-type: none"> Reporting to parents will be clear and feedback will reflect this. Reporting is related to data collected and shared with students. 		
Term 3		Tim Leadership Team	<ul style="list-style-type: none"> Teacher PGCs to be conducted around teacher inquiry, targeted learners and priority learners. Using internal review for how we appraise and what we appraise. New observation format and timetabled observations with coaching as the 'driver'. 		
When	What (Examples)	Who	Indicators of Progress	Monitoring	Resourcing

	<i>Consider goal clarity and communication; strategic resourcing; PLD; Organisational changes required; assessment practices; change management planning.</i>		<i>What will we see?</i>	<i>Check student outcomes every term. What was the impact of our leadership actions? Where are the Gaps? What needs to change if this is not working?</i>	<i>How much money and time is needed? Who will help us?</i>
Term 4	<p>Completion of Teacher Professional Growth Cycles and support staff appraisals</p> <p>Teachers will be using PaCT for Writing</p> <p>Moderation will be part of assessment cycle</p> <p>Teachers will understand the LPF's in writing and begin to develop understanding of the LPF in Reading.</p> <p>Teachers will have confidence in making overall teacher judgements</p>	Principal Leadership Team	<p><i>What will we see?</i></p> <ul style="list-style-type: none"> • Leadership inquiry in an Appraisal Process: • By the end of 2022, we are continuing to effectively support and challenge teachers as they inquire into their teaching practice and how it impacts on learners • Be able to articulate their changes in teaching practice and the impact on target student achievement. • Develop teacher knowledge and expertise in the learning progressions framework for reading, writing and mathematics, to support clarity of learning intentions and success criteria. • There will be evidence of learning focused relationships. Students and teachers will strengthen student awareness and capability about how learning happens, to develop shared ownership and responsibility with teachers and peers. • Teachers can use multiple strategies to give feedback to support student learning towards goals set. • Teachers can support students to evaluate their learning and the learning process, reflecting on what worked well for them and what didn't. • Teacher capability in assessment literacy will be evident through reliable and valid OTJs, use of tools and the information gained. • Teachers will have increased curriculum knowledge, deep knowledge of progressions of learning across curriculum levels, (in our case Literacy). • Review of assessment tools and practices to ensure school wide assessment practices inform teaching and learning. • Develop and embed systems to identify target students and monitor rates of progress for these and all learners 		

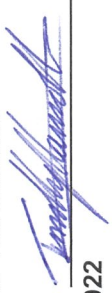
Key Improvement Strategies 2022 Annual Plan – EFFECTIVE AND SUSTAINABLE GOVERNANCE

With links to the following NZC expectations (and Waverley Primary School Principles)

High Expectations	Treaty of Waitangi	Cultural Diversity	Inclusion	Learning to Learn	Community Engagement	Coherence	Future Focus
Strategic Goal		<p><i>To build Board member knowledge and capacity to ensure effective governance of the school</i></p>		<p>Annual Goals</p> <ul style="list-style-type: none"> School Governance is focused on student achievement and equitable outcomes The Charter reflects the community's aspirations and needs <p>Rationale: Board capability is still developing, supported by an LSM.</p>			
<p>Key Improvement Strategies <i>What immediate and urgent leadership actions exist and by when? Who is responsible for ensuring this is done?</i></p>							
When	What (Examples) <i>Consider goal clarity, communication; strategic resourcing; PLD; assessment practices; change management planning.</i>	Who	Indicators of Progress <i>What will we see?</i>	Monitoring <i>How are we going? – Check student outcomes every term. What was the impact of leadership actions? Any gaps? What changes if not working?</i>	Resourcing <i>Funds and time needed. Who will help us?</i>		
Term 1	School Docs Policy Review followed Develop Board understanding of expected achievement and what acceleration looks like. NELPs align to strategic and annual aims and 2022 budget supports Treaty of Waitangi Webinar Board training	Principal Board Principal Board Board	Board members use School Docs username and login to participate in review process Board members can confidently interrogate achievement data Annual and long-term planning is learner-focused, removing barriers and addressing any equity issues Board demonstrates increased awareness / knowledge of Te Tiriti o Waitangi and Te Ao Māori	3 policies reviewed each term Principal reports on impact of leadership actions on student achievement Target and priority student outcomes are reported every term. Presiding Member's Board Reports and communication			
Term 2	Seek specialist guidance re best approach to engaging with Ngāa Rauru Kaitiaki	Board Principal	Intervention Review Hautu Formal meeting with Ngāa Rauru Kaitiaki				
Term 3	Community survey developed and distributed	Board Principal	Community feedback is received and informs planning and is shared.				
Term 4	New Board after Elections. NZSTA Governance Support Plan to ensure a smooth transition to progressing Vision.		Long-term planning is clear, learner-focused identifies and removes barriers and addresses equity issues				

This Charter was approved by the Waverley Primary School Board of Trustees at their meeting on Monday 28th February.

Principal: Tim Marriott

Signed: 
28/02/2022

Presiding Member: Karley Amon

Signed: 
28/02/2022