WAITAKERE PRIMARY SCHOOL VISION

Waitakere Primary is the centre of a supportive learning community where all aspire to achieve personal excellence.

School Motto – Not for ourselves alone – Ehara mo matou anake

TURANGAWAEWAE		
Waitakere Values **The way we think and act**	**Waitakere Competencies** **The way we live, work and contribute**	**Waitakere Skills** **The way we learn**
Respect / Manaakitanga Responsibility/ Haepapatanga Resilience / Manahau	Using Language, Symbols & Texts Managing Self Relating to Others Communication Participating and Contributing Striving for Excellence Life Long Learning	Thinking Skills Literacy Skills Numeracy Skills Creative Skills Physical Skills Social Skills Problem Solving Skills

Waitakere Primary School

STRATEGIC PLAN 2018-2020

NAG 1 Curriculum Delivery

Ensure that all our learners are able to access the New Zealand Curriculum as evidenced by progress and achievement in relation to the National Standards

Develop and implement balanced teaching and learning programmes with opportunities for all students to experience success in all the essential learning areas and key competencies.

Emphasis will be given to numeracy and literacy programmes with quality resources provided (including ICT and access to E learning) to support learning.
Provide quality Te Reo and tikanga Maori learning opportunities for all students in liaison with the local community (specifically the Te Runanga o Te Kura o Waitakere)

NAG 2 Reporting, Self-Review and Community Consultation

Document and maintain an on-going programme of self-review, community engagement and reporting. This will involve;

Consultation/engagement with all stake holders (community, staff, students, interested community groups) in respect to the charter, strategic planning, annual planning and student achievement targets.

Developing policies and procedures that reflect New Zealand's cultural diversity and the unique position of Maori culture-taking all reasonable steps to ensure that instruction in Maori culture and language is provided for full time students (61, 3a (i) (ii).

NAG 3 Personnel

Promote high levels of staff performance by providing planned professional learning programmes school wide, alongside individual goals identified as part of the appraisal process.

Promote a professional climate where quality work supported and celebrated. Establish and maintain systems that ensure the BOT fulfils its role as a good employer.

STRATEGIC PLAN 2018-2020

NAG 4 Finance and Property

Allocate funds to reflect the school's priorities and monitor and control expenditure. Ensure annual accounts are prepared and audited.
Implement a 10 year property plan ensuring an efficient programme of maintenance and improvements for school buildings and facilities.

NAG 5 Health and Safety

Comply with legislation and provide a safe physical and emotional environment for students and staff.

Promote healthy food and nutrition for all students.

NAG 6 General and Legislative

Develop systems to comply with all current legislation through policy and procedures.

Develop practices which acknowledge the value of Te Tiriti o Waitangi, that reflect Aotearoa/New Zealand's bicultural identity and multi-cultural society taking all   reasonable steps to ensure that the needs and wants of the community are met.

Waitakere Primary School

STRATEGIC PLAN 2018-2020

Curriculum

Curriculum Strategic Direction	2018	2019	2020
To review and implement curriculum delivery across the school according to the essence and intent of the New Zealand Curriculum	Review integrated planning including the WAVE model and ensure document reflects our school values. 3 FT units offered –E learning and sustainability, enviro schools and inquiry. Review WPS NZC document to reflect current practice	Ongoing review of WPS NZC document	Ongoing review of WPS NZC document
To increase the percentage of students achieving at and above expectation in literacy and mathematics	Targeted programmes for priority students. Use collaborative practices to plan and implement targeted programmes (including data analysis) Continued involvement in Whiria te Tangata kahui ako	Targeted programmes for priority students Continued involvement in Whiria te Tangata kahui ako	Targeted programmes for priority students Continued involvement in Whiria te Tangata kahui ako
To use assessment practices to review the effectiveness of programmes delivered and monitor the progress and achievement of students.	Assessment schedules. BOT reports delivered as scheduled Reporting to parents format reviewed. AFL practices promoted and strengthened ICAS testing available to students. Otago problem solving for Years 6 to 8 Continued use of quantitative and qualitative data – student, staff and parent voice. PAT - all testing completed in Term 1 with data analysed and used to inform programmes Continued involvement in Whiria te Tangata kahui ako	Assessment schedules. BOT reports delivered as scheduled Reporting to parents format reviewed. AFL practices promoted and strengthened ICAS testing available to students. Otago problem solving for Years 6 to 8 Continued involvement in Whiria te Tangata kahui ako	Assessment schedules. BOT reports delivered as scheduled AFL practices promoted and strengthened ICAS testing available to students. Otago problem solving for Years 6 to 8 PAT – above level testing. Continued involvement in Whiria te Tangata kahui ako
To identify students at risk and put in place programmes to improve students learning outcomes	Learning Support programmes MST teacher. Continued involvement in Whiria te Tangata kahui ako	Review support offered MST Learning Support programmes Apply for ministry funded PL (COL) Continued involvement in Whiria te Tangata kahui ako Discovery programme extended to year 3 and 4	Learning Support programmes MST teaching Apply for ministry funded PL (COL) Continued involvement in Whiria te Tangata kahui ako

To identify HAT (high ability and talented) students and put in place programmes and activities which cater for their needs	Involvement in ICAS, Kid's Literature, sports initiatives, eco challenges, school choir, ukulele groups, kapa haka, school leaders, Epro8, Mathex, writing group Otago problem solving for Years 6 to 8 Continued development of HAT, use indicators developed to identify and guide teaching programmes. Continue PL in collaborative teaching Continued involvement in Whiria te Tangata kahui ako	Involvement in ICAS, Kid's Literature, sports initiatives, eco challenges, school choir, ukulele groups, kapa haka, school leaders, Police Personal Best Challenge, Epro8, Mathex, writing group Otago problem solving for Years 6 to 8 Continued development of HAT programmes. Continued involvement in Whiria te Tangata kahui ako	Involvement in ICAS, Kid's Literature, sports initiatives, eco challenges, school choir, ukulele groups, chess groups, kapa haka, school leaders, Police Personal Best Challenge, Epro8, Mathex, writing group Otago problem solving for Years 6 to 8 Continued development of GATE programmes. Explore other options available – e.g in e learning Continued involvement in Whiria te Tangata kahui ako
Provision of quality learning opportunities in te reo and tikanga Maori in partnership with Te Runanga o te Kura o Waitakere	Nga Wiki o te reo Maori Kapa haka groups Powhiri accepted practice Implementation of WPS te reo programme including opportunities for colleagues to support and share Te reo fixed term unit for PL in te reo Matariki celebration	Nga Wiki o te reo Maori Kapa haka groups Powhiri accepted practice Implementation of WPS te reo programme including opportunities for colleagues to support and share classroom practice Matariki celebration	Nga Wiki o te reo Maori Kapa haka groups Powhiri accepted practice Implementation of WPS te reo programme including opportunities for colleagues to support and share classroom practice Matariki celebration
To engage Maori whanau with regard to programmes and targets for student achievement	Kapa Haka groups Matariki celebrations Te Runanga o te Kura o Waitakere Runanga representation on BOT Nga tumanako programme Consult Maori community re Maori achievement and nga tumanako as part of the school values programme Continued involvement in Whiria te Tangata kahui ako	Kapa Haka groups Matariki celebrations Te Runanga o te Kura o Waitakere Runanga representation on BOT Nga tumanako programme Consult Maori community re Maori achievement Continued involvement in Whiria te Tangata kahui ako	Kapa Haka groups Matariki celebrations Te Runanga o te Kura o Waitakere Runanga representation on BOT Nga tumanako programme Consult Maori community re Maori achievement Continued involvement in Whiria te Tangata kahui ako
To deliver a quality programme at Year 7 and 8 which prepares our students for secondary school	BYOD option in years 5 to 8 Continue to hold information evenings re programmes Extending leadership opportunities Collaborative teaching in literacy and maths Extending the opportunities of EOTC Liaison with our local High Schools re needs of our Year 8 students going through to High School Mentoring programme	Review and extend programme BYOD Classrooms Continue to hold information evenings re programmes Continue to offer leadership opportunities. Mentoring programme Liaison with our local High Schools re needs of our Year 8 students going through to High School Attendance at NYLD	Review and extend programme Continue with BYOD Classrooms Continue to hold information evenings re programmes Continue to offer leadership opportunities. Mentoring programme Liaison with our local High Schools re needs of our Year 8 students going through to High School Extending the opportunities of EOTC

Documentation and Review

Documentation and review strategic	2018	2019	2020
To evolve strategic planning that makes explicit links between policies and procedures, annual plans, action plans, curriculum delivery documents and the annual budget	Annual strategic plan review including the cycle of review for policies and procedures	Annual strategic plan review including the cycle of review for policies and procedures	Annual strategic plan review including the cycle of review for policies and procedures
To continue a programme of self-review in relation to the strategic plan, policies and procedures, annual plans, action plans curriculum delivery documents and the annual budget	Refer to Curriculum Review, Development and Implementation plan Refer to policy review timetable Refer to strategic plan Review and adapt home learning programme to reflect student needs and community consultation	Refer to Curriculum review, Development and Implementation plan Refer to policy review timetable Refer to strategic plan	Review and adapt home learning programme to reflect student needs Refer to Curriculum Review, Development and Implementation plan Refer to policy review timetable Refer to strategic plan
To continue to make quality decisions about learning programmes based upon sound evaluation of information on the achievement of students	Whole school data gathering in literacy and mathematics – staff involved in analysis and recommendations Development and moderation of expected achievement standards Use of qualitative data - attitudinal	Whole school data gathering in literacy and mathematics – staff involved in analysis and recommendations Continued moderation of expected achievement standards Use of qualitative data - attitudinal	Whole school data gathering in literacy and mathematics – staff involved in analysis and recommendations Continued moderation of expected achievement standards Use of qualitative data - attitudinal
To review and develop strategies for reporting student achievement to parents in line with the requirements of the Education Act	Review end of year written reports re progress and achievement Review procedures for student led conferences Open days Meet the Teacher Evening PL in assessment as learning	Implement new written reports format Written reports –end of year Student led conferences Meet the teacher Open days	Written reports –end of year Student led conferences Meet the teacher Open days
To report to the BOT on the achievement of all students and groups of students including Maori and Pacifica	Use of Etap to produce data including ethnicity specific data in literacy and numeracy 6 year nets Summative data shared in all curriculum areas PAT data reported as available Qualitative student voice data shared	Use of Etap to produce data including ethnicity and gender specific data in literacy and numeracy 6 year nets Summative data shared in all curriculum areas PAT data reported as available Qualitative student voice data shared	Use of Etap to produce data including ethnicity and gender specific data in literacy and numeracy 6 year nets Summative data shared PAT data reported as available Qualitative student voice data shared
To provide opportunities for BOT training in order to develop and enhance understanding of documentation and self- review	Board training available as needed/requested	Board training available as needed/requested	Board training available as needed/requested
To work collaboratively with the community to foster an atmosphere of inclusiveness through communication and consultation.	Community consultation – survey as needed Staff involvement in runanga, PTA, Friends of the School, and sustainability group	Community consultation – survey as needed Staff involvement in runanga, PTA, Friends of the School and sustainability group a	Community consultation – survey as needed Staff involvement in runanga, PTA, Friends of the School and sustainability group

Personnel

Personnel Strategic Direction	2018	2019	2020
To refine procedural frameworks which promote high levels of quality in staff performance	Implement new appraisal system to reflect teacher needs, personal inquiries and shared inquiries Continue with coaching model External appraiser for school management team Further development of e-portfolios	External appraiser for Principal and APs. Review job descriptions to ensure recording of evidence is manageable, explicit and meets the requirements Review use of coaching	External appraiser for Principal and APs. Review teachers' E portfolios
To ensure that the BOT are recruiting, employing and retaining quality staff who positively promote our school vision	Recruit staff, through fair processes, to match background and needs of our students Board representation on all senior leadership appointments and others where appropriate	Recruit staff, through fair processes, to match background and needs of our students Board representation in all senior leadership appointments and others where appropriate	Recruit staff, through fair processes, to match background and needs of our students Board representation in all senior leadership appointments and others where appropriate
Implement a professional learning plan that will equip staff with skills and knowledge to deliver quality learning and teaching programmes reflecting the priorities in the annual targets	Student data and staff needs analysed to investigate areas and priorities for further PL PL as identified in curriculum review cycle	Staff needs analysis to investigate areas and priorities for further PL PL as identified in curriculum review cycle	Staff needs analysis to investigate areas and priorities for further PL PL as identified in curriculum review cycle
To provide a supportive environment that values and inspires staff to reach their professional obligations and personal goals	Teaching and school practices survey conducted Reflection interview with Principal annually Robust appraisal system Aspiring Leadership programme – 3 fixed term M Units Provision of opportunities for discussion and collaborative decision making Staff induction programmes Involve students in appraisal cycle for teachers-student voice and student feedback Coaching - explore possibility of training students Establish and develop our in school and across school lead roles for Whiria te Tangata kahui ako	Reflection interview with Principal annually Robust appraisal system Leadership opportunities-fixed term M Units available in priority areas Provision of opportunities for discussion and collaborative decision making Staff induction programmes Involve students in appraisal cycle for teachers-student voice and student feedback Use of coaching model by students Establish and develop our in school and across school lead roles for Whiria te Tangata kahui ako	Teaching and school practices survey conducted Reflection interview with Principal annually Robust appraisal system Leadership opportunities-fixed term M Units available in priority areas Provision of opportunities for discussion and collaborative decision making Staff induction programmes Continued involvement students' in appraisal cycle for teachers-student voice and student feedback Embed coaching model Establish and develop our in school and across school lead roles for Whiria te Tangata kahui ako

Finance and Property

Finance and Property Strategic Goals	2018	2019	2020
To allocate funds to support our strategic and annual plans	Budget completed and approved by BOT	Budget completed and approved by BOT	Budget completed and approved by BOT
To review and refine internal procedures to monitor finance and expenditure	Maintenance of financial procedures with assistance from financial service provider (CES) Monthly finance subcommittee meetings held	Maintenance of financial procedures with assistance from financial service provider (CES) Monthly finance subcommittee meetings held	Maintenance of financial procedures with assistance from financial service provider (CES) Monthly finance subcommittee meetings held
To ensure that our resources are well managed to meet our goals and priorities	Leadership team and key budget holders responsible for management of all curriculum and other budgets	Leadership team and key budget holders responsible for management of all curriculum and other budgets	Leadership team and key budget holders responsible for management of all curriculum and other budgets
Implement an efficient programme of maintenance for our buildings and facilities	Refer to 5-10-year maintenance plan	Refer to 5-10-year maintenance plan	Refer to 5-10-year maintenance plan
Develop facilities to reflect our priorities as identified in staff and community consultation	Development of • shade areas • pool area • senior playground (complete) • Redevelopment of drainage system • ILEs Continue to further develop sustainable practices	Continue to further develop sustainable practices Year 7 and 8 area development	From 2019 consultation select areas of focus

Health and Safety

Health and Safety Strategic Goals	2018	2019	2020
To ensure we maintain a safe physical and emotional environment that inspires everyone to reach his or her full potential	Ensure all visitors and parents sign into the school Police checking of all staff including building contractors Parents collecting students early must report to office and complete sign out slip Teachers aware of processes for accessing assistance for students On-going hazard identification Annual review of playgrounds Keeping ourselves safe programme Water safety programmes Cyber safety meetings held for the school community	Ensure all visitors and parents sign into the school Police checking of all staff including building contractors Parents collecting students early must report to office and complete sign out slip Teachers aware of processes for accessing assistance for students On-going hazard identification Annual review of playgrounds Survey students re their health and safety	Police checking of all staff including building contractors Parents collecting students early must report to office and complete sign out slip Teachers aware of processes for accessing assistance for students Review current behaviour management system in line with school vision On-going hazard identification Annual review of playgrounds
Develop or review, as appropriate, Health and Safety legislation policy and procedures	Policy review as per policy review Strategic plan Analysis of playground accidents Fire, lockdown and earthquake drills each term Review of lunch room menu and operation Continue to review and refine all Health and Safety policies Electrical testing	Policy review as per policy review Strategic plan Analysis of playground accidents Fire, lockdown and earthquake drills each term Annual review of lunchroom menu Electrical testing	Policy review as per policy review Strategic plan Analysis of playground accidents Fire, lockdown and earthquake drills each term Annual review of lunch room menu Electrical testing

General and Legislative

General and Legislative Strategic Goals	2018	2019	2020
To develop and review systems to comply with all current legislation through policy and procedure	Maintain EEO procedures Implement Health and Safety Procedures Regular programme of self – review Code of practice for International Students	Maintain EEO procedures Regular programme of self - review	Maintain EEO procedures Regular programme of self - review
To continue to encourage a sense of school pride and turangawaewae in line with our school vision	Continued implementation of revised school vision Development and implementation of school values and nga tumanako programme.	Consult community on school vision Review of school vision (values section)	Continued implementation of revised school vision

Curriculum Review, Development & Implementation Plan

	2018	2019	2020
Mathematics	Targeted PL in areas identified in teacher self-reflection Continuing MST sharing practices Continue training new MST teacher	Review strand maths and teaching of basic facts Application for new MST teacher	Continuing sharing MST practices
Literacy	Continue to develop a set of exemplars for writing and a common understand of moderation. Continue to explore the place of digital literacy Review spelling programmes, research options	Review oral language programmes and WPS NZC Implement draft spelling programme	Review writing exemplars
Other Learning Areas	Review inquiry learning	Review P.E, Health and well being	Review the ARTS
Key competencies	Development of and implementation of learner profiles	Review Learner profiles	
Pedagogy	E learning Discovery programme Collaborative teaching pedagogy HAT Explore Visible Learning Theory	Review Discovery programme Collaborative teaching pedagogy Share and trial Visible Learning Pedagogy H A T	Review HAT Consolidate collaborative teaching pedagogy
Self-review process	**Review** • Identify needs • Report to BOT on achievement and recommendations • Budget for resources to meet identified needs	**Develop** • Increase teacher knowledge • Refine teacher practice • Update overviews • Revise/develop WPS Curriculum Document	**Implement** • Implement new programme • Collegial sharing of best practice • Monitor and review outcomes

POLICY REVIEW STRATEGIC PLAN 2018 TO 2020

GUIDELINES	POLICY	DATE RATIFIED	LAST REVIEW	REVIEW TIME	2018 REVIEW	2019 REVIEW	2020 REVIEW
NAG 1: CURRICULUM	Assessment Policy	1998	2016	3 yrs		✓	
	Curriculum Delivery Policy	2003	2015	3 yrs	✓		
	Digital Citizenship Policy	1998	2015	3 yrs	✓		
	Hat Policy		2016	3 yrs		✓	
	Tiriti O Waitangi Policy		2015	3yrs	✓		
	Responsible use agreement staff						
	Digital device agreement staff						
	Procedures and guidelines for publication of school material						
	Parent permission for the publication of student images and work						
	Digital citizenship responsible use agreement students						
	Digital citizenship responsible use agreement parents						
	WPS BYOD digital device agreement						
	Learning and Support Procedures						
	Reading Recovery Procedures						
NAG 2: SELF REVIEW AND STRATEGIC PLANNING	Community Communication and Consultation Policy	1998	2016	3 yrs		✓	
	Curriculum Review Policy	1998	2016	3 yrs		✓	
	Environmental Education Policy	2010	2016	3 yrs		✓	
	Self-Review Policy	1998	2013	3 yrs			✓
NAG 3: PERSONNEL	Allocation of Units Policy	2008	2014	3 yrs			✓
	Appraisal Policy	1998	2014	3 yrs			✓
	Classroom Release Time Policy	2005	2016	3 yrs		✓	
	Complaints Policy	1999	2014	3 yrs			✓
	Leave without Pay Policy	1999	2016	3 yrs		✓	
	Privacy Policy	2003	2015	3 yrs	✓		
	Protected Disclosures	2003	2014	3 yrs			✓
	Staff Discipline Policy	2000	2014	3 yrs			✓
	Appraisal Procedures						
	Appointments and safety checks procedure						
	Personnel & Equity Procedure						
	Professional Development Procedure						
	Staff Safety Procedure						
	Sexual Harassment Procedure						
NAG 4: FINANCE AND PROPERTY	Asset Capitalisation	2002	2014	3 yrs			✓
	Financial Management	2000	2014	3 yrs			✓
	Gift Policy	2018	2018	3yrs	✓		
	Theft and Fraud Prevention Policy	2006	2015	3 yrs	✓		
	International Students: Fees	2002	2016	1 yr	✓	✓	✓
	International Students: Fee Refunds	2002	2016	1 yr	✓	✓	✓
	Travel Policy	2017	2019	3 yr			✓
NAG 5: HEALTH AND SAFETY	Behaviour Management Policy	1999	2016	3 yrs		✓	
	Child Protection Policy	2000	2015	3 yrs	✓		
	Child Safety on the Buses Policy	2000	2015	3 yrs	✓		
	Health and Safety Policy	1999	2015	3 yrs		✓	
	Non-Custodial and Custodial Parent Policy	2015	2016	3 yrs		✓	
	Parent Behaviour Policy	2015	2015	3 yrs	✓		
	Police Vetting Policy	2015	2016	3 yrs		✓	
	Seclusion and Restraint Policy	2018	2018	3yrs	✓		
	Smoke Free Policy	1999	2016	1 yrs	✓	✓	✓
	Sun Safe Policy	2000	2016	3 yrs		✓	
	Treatment of Animals Policy	1999	2014	3 yrs			✓
	Discipline Steps Procedure						
	Reporting Child Abuse Procedure						
	Police Vetting Procedure						
	Learning Experiences Outside the Classroom						
	Search surrender and retention of digital devices						
	Smoking, alcohol, drugs and illegal substances procedures						
	Surrender and retention of property and searches						
	Watersafe Procedure						
NAG 6: ADMINISTRATION	Attendance Policy	1998	2013	3 yrs			✓
	International Students: Accomodation Policy	2002	2016	1 yr	✓	✓	✓
	International Students: Group Students Policy	2002	2016	1 yr	✓	✓	✓
	Values Education Policy	2002	2015	3 yrs	✓		
	Withdrawal of Children Policy	1998	2015	3 yrs	✓		

Waitakere Primary School

WAITAKERE PRIMARY SCHOOL ANNUAL TARGET

Curriculum Target Action Plan for Writing, reading and Mathematics	BUDGET: $140,000

BASE DATA *In Mathematics* 12 of the current Year 3 students are achieving below the National Standard and 3 well below (all of the 3 well below have identified special needs) 23 of the current Year 4 students are achieving below the National Standard and 4 well below (15 of this group have been selected for the first intake of MST.) 21 of the current Year 5 students are achieving below the National Standard and 3 well below (15 of this group have been selected for the first intake of MST.) 13 of the current Year 6 students are achieving below the National Standard and 4 well below (5 of this group have been selected for the first intake of MST.) 12 of the current Year 7 students are achieving below the National Standard and 1 well below 10 of the current Year 8 students are achieving below the National Standard and 3 well below (of the 3 well below 1 has ORRS, 1 has communication and global delays and the remaining student is in the first intake of MST)	BASE DATA *In Literacy* *Writing* 10 of the current Year 3 students are achieving below the National Standard in writing and 3 well below - all achieving well below have ORRS 15 of the current Year 4 students are achieving below the National Standard in writing and 3 well below - 7 students in this group have MST as a priority and 1 student achieving well below has ORRS 12 of the current Year 5 students and achieving below the National Standard in writing and 2 well below (7 students in this group have MST as a priority) *In Literacy* *Reading* 18 of the current Year 4 students are achieving below the National Standard in reading and 2 well below (7 students in this group have MST as a priority) 10 of the current Year 6 students are achieving below the National Standard in reading and 1 well below (3 students in this group have MST as a priority)

TARGETS SET
All identified groups of students progress towards meeting the National Standard

Quality Action Required	Who	Costs	When	Expected Outcome
Our Maths Specialist Teacher employed for the 2nd year working 0.6 with identified students and mentoring staff. A supplementary inquiry team for mathematics to continue as well. Our in-school teacher from our kahui ako is conducting an inquiry into the teaching and achievement in mathematics. This will include gathering quantitative and quantitative data.	Lexi Lexi, Alex, and Sharon	$40,000	All year	A lift in student achievement levels and confidence in mathematics. Teachers observe MST teacher in action and where appropriate MST teacher works alongside classroom teachers to

Parent education and information evening re supporting their children in mathematics are planned.	Alex			incorporate successful strategies to accelerate learning. Teachers reflect and make changes to their practice in mathematics teaching. Improved confidence at levelling mathematics and greater consistency is evident. Supplementary Inquiry Team lead staff in implementing successful strategies to continue the accelerated learning of identified students (Tier 2). Our in-school teacher working alongside teachers lift student achievement in mathematics Parent knowledge and confidence increased – they feel better able to support their child
We will continue and where possible work in collaboration with local schools (kahui ako) to compile a set of exemplars that link to the appropriate curriculum levels and Learning Progressions to assist in moderating student writing. Whole school staff meetings held to ensure greater consistency in moderation of writing.	Local schools SLT		All year	Exemplars used to moderate student work – greater consistency noted in levelling. Sharing of successful pedagogy in teaching writing results in improved teacher confidence and outcomes.
Reflective journal meetings held twice per term focusing on collaborative data analysis, programme planning including developing deliberate acts of teaching and regular review of priority student outcomes.	All staff		All year	Students achieving below expectations will meet or make significant progress towards meeting the relevant level. Shift in teacher capability and confidence in teaching literacy and mathematics noticed. Collective responsibility for student achievement evident.
Teacher aides taking the Early Words Programme which promotes both recognition and writing of these words.	Teacher aides	$30,000	All year	Student knowledge consolidated and progress is made.

Data from standardised testing analysed and used to inform programmes (PAT, 6-year net etc).	All staff		All year	Teachers confident in analysing data and programmes differentiated to meet student needs – student achievement lifted.
Strengthen the home school partnership – meetings held with parents to share findings from 6 - year nets, new entrant testing, MST programmes etc.	All staff		All year	Parents informed of their child's learning needs and supported in helping them at home.
Professional learning programmes targeting teaching of literacy and mathematics including sharing of best practice. All teachers cognisant of students in our school achieving below expectations to ensure these students are at the forefront.	All staff		As needed in full staff or planning teams	All teachers develop a better understanding of the achievement expectations in literacy and mathematics. Improved confidence at levelling writing and greater consistency is evident. Teaching in literacy and mathematics strengthened. Continue to collect samples of student work across levels to use in moderating process in writing. Students achieving below expectations are monitored regularly, have programmes which met their needs and make progress
The Literacy team continue to participate in targeted professional learning and provide in house professional learning in implementing successful writing programmes to meet the needs of all students.	Denise Staff		All year	A shift in students' achievement and confidence Teachers reflect and make changes to their practice in teaching writing.
Investigate the Building Blocks programmes to develop and strengthen early oracy skills in our Year 1 and 2 students.	Eriko		All year	Improved oracy skills developed to provide a foundation for reading and writing

WAITAKERE PRIMARY SCHOOL
ANNUAL PLAN 2018

Goal 1: To Continue to lift student achievement in literacy and mathematics

Goals	Key Tasks	Personnel	Outcome
Continue school wide learning in mathematics	Purchasing of numeracy resources including new text books to support transitioning of Year 7 and 8 students to high school	Alex	
	Continued professional learning in moderation and building a common understanding of progressions at each level	Alex, MST teacher, MST facilitator	
	Reflective journal focus groups to meet twice a term and collaboratively plan to lift achievement of priority students (as identified in our data and in Whiria te Tangata achievement challenge)	All staff	
	Maths Support teacher (MST) to continue to provide accelerated programmes for identified priority students	Lexi	
	Sharing and implementation of strategies from MST programme into classroom programmes.	Lexi and Alex	
	Catering for HAT students -involvement in Mathex, cross grouping programmes	All staff	
	Whiria te Tangata in-school teacher leading an inquiry into maths achievement looking at expectations, pedagogy, teacher attitude and confidence, student voice and parent feedback.	Sharon, Alex and Lexi	
	Professional learning focus on areas identified by teachers through feedback.	Alex, Lexi, and MST facilitator	
Development of home school partnership in mathematics	Meetings with priority students' parents re current learning progress and ways of supporting students at home	Lexi	
	Building parent knowledge and confidence in supporting children's mathematical knowledge and skill	Alex and SIT team	

Involvement in MST	Continued training of MST teacher	Lexi and Alex	
	MST teacher to continue to provide accelerated programmes for identified priority students working within the classroom and withdrawal groups	Lexi	
	Sharing and implementation of strategies from MST programme.	Lexi and Alex	
Continued exploration of assessment data to enhance and enrich classroom programmes and student learning	Monitoring and addressing of Maori and Pacifika student achievement	All staff	
	Analysis of Literacy and Numeracy data reporting trends, patterns and recommendations to BOT	School leaders	
	Further development of data analysis skills and processes including continued use of qualitative and quantitative data.	Heather to lead – all staff	
	Student confidence and self-reported skill level in literacy and numeracy collected at beginning and end of year.	All staff	
	Explore ways of further gathering and analyzing student and parent voice to further inform the school on student needs	SLT	
	Continue monitoring priority students by including twice a term team meeting focus and inclusion in our reflective journals	Team leaders, teachers	
	Further develop data analysis skills and processes using our WPS Data Analysis Tool to unpack data to inform class programmes	All staff	
	Reflective journal focus groups to meet twice a term and collaboratively plan to lift achievement of priority students.	All staff	
Continue school wide learning in literacy	Continue to use data gathered from PAT to inform learning programmes.	All staff	.
	Continue to research/review current spelling programmes in light of (Joy Hay PL) and student spelling conscience by; ● analyzing 2017 data ● where needed using pseudo words to identify gaps ● tailoring spelling programme to needs	Denise to lead	
	Run a spellathon	Denise	
	Continue professional learning with Whiria te Tangata kahui ako	All staff	
	Moderating and building a common understanding of learning progressions at each level using exemplars developed in 2016 to level writing	Denise and Literacy team	
	Whiria te Tangata in-school teacher leading an inquiry into writing achievement looking at expectations, pedagogy, teacher attitude and confidence, student voice and parent feedback.	Michaela, Denise and literacy team.	

Goals	Key Tasks	Personnel	Outcome
	Reflective journal focus groups to meet twice a term and collaboratively plan to lift achievement of priority students	All staff	
	Continue building appropriate resources to support the teaching of reading strategies.	Denise	
	Trial use of oral narrative programmes to lift capability in junior students (year 0 -2)	Alex and Eriko	
Continue to develop teacher confidence and capability in using assessment for, as and of learning	PL in current assessment practices i.e. major emphasis on assessment as learning	SLT	
	Review current assessment practices and tools in light of changed MOE requirements – abolition of National Standards	SLT and staff	
	Further development in using student voice/agency to ensure our students are driving their own learning e.g using learners' reflective questions • What are you learning? • How are you doing? • How do you know? • How can you improve? • Where do you go for help?	SLT	
Increase engagement of learners with special education needs (ORRS and BNS students)	Professional learning targeting needs of specific students eg: Non-violent crisis interventions, Tips for Autism, Clicker programmes, LLI, Early words programme	Staff, LAs, SENCO, parents	
	Continue to work with Special Ed, SLTs, RTLB and appropriate outside agencies to provide appropriate programmes for ORRS and identified learners	SENCO	
	Provision of support for ORRS students	All staff	
	Continue to encourage involvement of ORRS / special needs student in extracurricular programmes, and to follow their interests	All staff	

Goal 2 : To continue to develop a culture of inquiry in our school learning environment (students and staff)			
Goals	**Key Tasks**	**Personnel**	**Outcome**
Continued development of E learning pedagogy and skills	Introduction of a skills progression for Ipad and laptops Further development in using the SAMR model to ensure E learning tasks are rich tasks which add to the learning and extend our HAT students Continue use of formal and informal buddy systems to build teacher and student capability Differentiated PL for teachers provided by E learning team Updating of IT equipment Include an IT component in teacher inquiry and planning Review the E learning strategic plan	E learning team to lead	
Implementation of BYOD programmes in	BYOD policies and procedures shared with parents	E learning team	
	Parents advised re devices suitable for BYOD	E learning team	

years 5- 8	Student education on digital citizenship	E learning team	
	PL re BYOD implementing programmes – work in partnership with Riverhead School	E learning team	
Professional learning in developing and teaching in Independent Learning Environments	Collaborative teaching practices used throughout the school in selected subjects	All staff	
	Year 3/4 ILE continued in the hub	Jaime and Jennifer	
	Year 5/6 ILE established	Sharon and Tamara	
	Year 7/8 ILE continued in rooms 21 and 22	Kiran and Judy	
	Creation of collaborative working agreement contracts	Denise and Teachers	
Continue to use a coaching model for staff to build collegiality and professional and personal support	Revisit the Growth Coaching Model including rationale and methodology	Coaches Staff	
	Offer the programme to those interested in taking part continuing on an opt-in basis.	Heather	
	Peer coaching partnerships established to ensure that the programme has depth	Staff	
	Coaching sessions held twice a term in morning with breakfast provided		
	Programme reviewed in Term 4		
Review and develop Netsafe practices school and community wide	Implement revised IT policies and procedures Continue staff PL in Netsafe practices A further Netsafe community meeting to be held Netsafe programmes developed and implemented school wide	All staff E learning team to lead	
Refine our Home Learning Programme in response to student and community feedback	Implement revised programme using information from community survey to inform the programme	All staff	
	Continue to promote the programme through newsletter – sharing rationale and research re homework	Team leaders and staff	

Continued strengthening of our inquiry approach to the teaching and learning process	Further refine our appraisal system to include the following: • A personal or group inquiry into practice using the revised WAVE model which has stretch and relevance to the classroom learning context and relates to the new RTC • Continued inclusion of the Reflective Journals in the process • The use of evidence to support self-reflection using a variety of practices to share with their appraiser e.g. videos, Teachers taking the initiative and leading the appraisal process sharing, inviting, consulting as appropriate	School leaders All teachers All teachers All teachers All teachers	
	Refine our attestation process and accountability expectations to include: • The school wide focus and school targets • Individual needs as identified in 2017 appraisal • The revised RTC dimensions	All staff	

	Reflective journal review meetings held twice a term to: • Share progress and achievement of priority students • Discuss successful strategies and next steps • Reflecting on teacher practice	SLT and team leaders	.
	Provide opportunities for teachers to share own and view others practice 3 times (Term 2 and 3) during CRT times	Team leaders	
	Learning Assistants appraised using a modified model i.e goal setting, group and individual meetings and 360 feedback.	Alex and LA	

Goal 3: To continue to strengthen our learning environment by ensuring that our school vision is at the heart of what we do.

Goals	Key Tasks	Personnel	Outcome
Continue to focus on the revised behaviour plan which incorporates our school values	Revised policy and procedures shared with staff and students	SLT	.
	Whole school focus on embedding the programnme at the start of the year	Jennie and Diane H	
	Introduce the UBRS Plus non-violent crisis intervention programmes to assist with management of serious and challenging behaviour	Alex and Michaela	
Develop and Implement the new values/nga tumanako programme	Review programmes with all staff and students.	SLT	
	Develop and trial new programme	Staff	
Development of classroom and school environments to ensure they maximize learning opportunities and reflect our school values	Continue culling of superfluous items	All Staff	.
	Promotion of classes that are student centered learning spaces (clutter-free) by sharing ideas and resources to create a stimulating student-centered classroom environment		
	Clear expectation that routines are established that maintain an orderly classroom environment – packing up and communication protocols		
	Team and staff meetings held in classrooms to share ideas for stimulating classroom environments		
	Classes develop their understanding of what respect looks like in terms of environment – rubbish, lost property etc.		
Development of Learner Profiles	Develop, trial and review team learner profiles at team level gathering student voice on indicators in the development phase	All teams	
	Incorporate Respect, Resilience and Responsibility into learner profiles	All teams	
	Develop consistency and common thread throughout the school	All teams	

To continue to develop/promote sustainable practices in our school	Continued involvement in the Trees for Survival programme. Recycle our rubbish and encourage use of environmentally friendly sustainable products in our everyday school life. Maintenance of vegetable and native gardens around the school grounds. Involvement in the enviro-school programme	Diane and Yolanda All staff and students Staff, students and gardening club Community Eriko All staff	

Goal 4: To continue to grow leadership skills in staff and students

Goals	Key Tasks	Personnel	Outcome
Further develop student leadership programmes	Offer leadership days to aspiring senior students - In response to review, refine the buddy class programme to include each student buddying up with a younger student and developing a mentor / buddy support relationship Consult other schools re senior leadership programmes Student leaders attend Board meeting to share ideas/innovations Explore introducing 'Houses' to whole school - 2 x House captains = 8 leaders to replace current School Leader system. Building leadership and enhance school organisation. Continuation of school council and boys mentoring programme	Denise All teachers Denise Denise Year 7/8 team Denise	
Build leadership skills and knowledge in current leadership team and aspiring leaders	Attendance at relevant PL e.g.: Women in Leadership, conferences etc. Professional readings on aspects of leadership e.g.: EQ, open to learning conversations, collaborative practice, deep learning, visible learning. Team leader meetings used as PL opportunities	School leader and self-selected staff School leaders	.
Widen the leadership base within teams	Allocate leadership roles within each team to lead 2018 focus areas - E learning, Literacy, numeracy, Home learning, enviro-schools/inquiry, sport/PE,	School leaders Team leaders	.
Continue mentoring programme for aspiring leaders	Invite aspiring leaders to be part of the programme – 3 to be selected. Successful aspiring leaders to lead an innovation in their team as well as conduct an inquiry into their leadership practices. Plan and implement a programme of professional learning for those involved. Review programme in Term 4	SLT SLT SLT All involved	

Goal 5: To increase Maori engagement and continue to develop a culturally responsive environment

Goals	Key Tasks	Personnel	Outcome
Continue to explore and "live" our school values through nga tumanako	Implement the new school values plan through Nga tumanako Explore ways in which nga tumanako can be shared school wide and become an integral part of what we do. Closely link to runanga's annual plan – i.e exploring places of significance to tangata whenua Runanga supports school during these visits acting as facilitator Upskill staff to run effective nga tumanako programmes utilizing community and in school resources	All staff Denise, Kura Kura	
Continuation of Maori programmes - Kapa Haka	Continue actively seeking a tutor Use of school and community experts to support Denise until a tutor is found Seek out opportunities for our group to perform publicly	Denise and runanga	
Continued development of Te Reo and tikanga teaching	Ensure that each inquiry unit has component of Te reo / Tikanga Participation nga wiki o te reo Maori Use of in school people resources to review current curriculum document Look at innovative ways to promote Te reo / tikanga in the school including consulting schools in our kahui ako for ideas	All staff All staff Relevant staff Denise and Kura	
Consult our Maori Community on our Programmes for Maori students	Share our Maori achievement data and programmes in place to identify and accelerate the progress of our priority learners. Seek feedback on successes and next steps for our school. Encourage support and input from our Maori community in our school programmes.	SLT SLT SLT & BOT	.
Review current programmes to ensure we are culturally responsive in all we do	Review and strengthen the ways in which we support the identity, language and culture of our Maori students Use our kahui ako culturally responsive pedagogy driver as a review tool	All staff All staff	

Ongoing projects / programmes / initiatives

Goals	Key Tasks	Personnel	Outcome
Continue to work collaboratively with the kahui ako to strengthen our learning programmes and lift the achievement of our students.	Attend meetings regularly to • complete the Implementation plan • plan and run a combined TOD • plan and run combined BoT meetings • train across and within school teachers Keep Board and staff informed of progress	SLT BOT Heather	

Review school achievement expectations and our reporting to parents formats	Develop WPS achievement expectations by • using the NZC and frameworks as guiding documentation • considering our knowledge of our learners • moderating across our kahui ako Review current written report formats to: • develop a greater awareness of the plain language reporting • ensure coverage of all curriculum areas • show the progress and achievement of our students against our expectations. Refine/ develop our parent teacher student conferences to include greater student voice/agency Consult community Consult local schools for ideas	School leaders	
Further consolidation of Waitakere Primary WAVE inquiry learning model	Support teachers in the continued implementation of the WAVE model including giving students' greater independence in the process. Strengthen the inquiry process by including a knowledge building phase at the start. Modification of the programme to include smaller units of work for Years 0 to 2 students Review the key competency indicators, as developed in 2016, to ensure they are meeting current needs and are part of our learner profile	School and team leaders School and team leaders Junior team All staff	
Review EOTC policy and implement the new programmes	Consult community on revised programmes Explore alternative EOTC programmes	Allocated staff	
Strengthen our communications systems with the community	Widen the use of digital/social media (Facebook, Seesaw, Office 365 etc) as a means communication with our school community Development of an up to date and user-friendly school website.	IT team Denise & E learning team	