



Waipū
Primary
School

OUR VISION

Sailing into the future

GOALS

Learning

Provide strong foundations to enable students to be learners for life.

Culture

Build a positive and inclusive school culture which is embraced by all.

Partnerships

Build purposeful partnerships that support learning.

OUR VALUES

STRATEGIC INITIATIVES

- Review core curriculum areas and implement changes in planning and delivery.
- Develop pedagogy for future focused learning.
- Provide more opportunities for learning life skills.

- Embed the PB4L values, processes and practices.
- Develop our knowledge and understanding of and respect for our unique community and its culture and heritage.
- Develop ownership and understanding of our WPS culture.

- Strengthen the relationship within our Kahui Ako to better achieve our WPS goals.
- Create opportunities for parents to develop a better understanding of how to support their child's learning.
- Promote and support leadership opportunities within staff.

Respect
Whakaute

Kindness
Atawhai

Resilience
Manawaroa

OUTCOMES



High achieving, well rounded and confident students who know how to learn and are motivated to keep learning.



Our WPS culture is visible in all of our actions and interactions with others.



Staff, parents, community and students all work together to improve learner outcomes.



WAIPU PRIMARY SCHOOL – STRATEGIC PLAN

Strategic Goal 1: Learning: Provide strong foundations to enable students to be learners for life.

Strategic Initiatives

Review core curriculum areas and implement changes in planning and delivery.

- All our targeted students /akonga will make accelerated progress to achieve the targets set for 2022. (Refer separate document 'Achievement targets for 2022')
- Improve our overall core curriculum achievement levels – Reading to 85%, Writing to 85% and Maths to 88% (based on 2021 achievement levels).
- Review delivery of the Maths curriculum
- Continue our involvement with the Accelerated Literacy Programme – Year 3
- Improve identification and delivery of the support for those students who have Special Needs.
- Implement and evaluate the Structured Literacy Programme – refer Action Plan

Develop pedagogy for future focused learning.

- Introduce Innovative Learning Environment pedagogies into classroom practice.
- Develop understanding of Inquiry Learning to increase engagement in learning.

Provide more opportunities for learning life skills.

- Implement 'Garden to Table' programme

Strategic Goal 2: Culture – Build a positive and inclusive school culture which is embraced by all.

| | | |
|---|---|---|
| <p>Embed the PB4L values, processes and practices.</p> | <p>Develop our knowledge and understanding of and respect for our unique community and its culture and heritage.</p> | <p>Develop ownership and understanding of our WPS culture.</p> |
| <ul style="list-style-type: none"> • Tier 2 – training - managing behaviours • Embed and refine processes developed through PB4L. • Documents –review and update all documentation | <ul style="list-style-type: none"> • Continue to grow tikanga Māori in the school. • Recognise other cultures which are represented in our school • Continue to represent the Scottish heritage in the school. | <ul style="list-style-type: none"> • Visually represent what our school stands for. • Develop a ‘Learner Profile’ for students • Continue to promote Wellbeing – staff and children. • Update website and newsletter • Develop a clear ‘Vision’ for the school |

Strategic Goal 3: Partnerships – Build purposeful partnerships that support learning

| | | |
|---|--|---|
| <p>Strengthen the relationship within our Kahui Ako to better achieve our WPS goals.</p> | <p>Create opportunities for parents to develop a better understanding of how to support their child’s learning.</p> | <p>Promote and support leadership opportunities within staff.</p> |
| <ul style="list-style-type: none"> • Continue to grow relationships within and between associated schools. • Continue to implement Gifted and Talented programmes | <ul style="list-style-type: none"> • Provide opportunities for the parent community to be involved in and informed about their child’s learning. • Utilise either Google Classroom or Hapara as a communication method with parents. Refer Action Plan | <ul style="list-style-type: none"> • Grow professional responsibility within staff to lead learning. • Embed / Review ‘Professional Growth Cycle’ as a system for teacher appraisal. • Introduce the ‘Professional Growth Cycle’ at Principal level. |



WAIPU PRIMARY SCHOOL ACTION PLAN - 2022

STRATEGIC GOAL 1: Learning: Provide strong foundations to enable students to be learners for life.

1.1 Review core curriculum areas and implement changes in planning and delivery.

1.2 Develop pedagogy for future focused learning.

1.3 Provide more opportunities for learning life skills.

| Action Required | Responsibility | Actual Outcomes |
|---|---|---|
| <p>1.1 Review core curriculum areas and implement changes in planning and delivery.</p> <p>1.1.1 All our targeted students /akonga will make accelerated progress to achieve the targets set for 2022. (Refer separate document 'Achievement targets for 2022')</p> <p>Improve our overall core curriculum achievement levels – Reading to 85%, Writing to 85% and Maths to 88% (based on 2021 achievement levels).</p> | <p>All teachers / Principal Kerry Upson – University of Auckland - Accelerated Literacy facilitator</p> | <p>Targeted 'below' students accelerate their progress to achieve 'at' expectation. Targeted 'well below' students accelerate their progress.</p> |
| <p>1.1.2 Review delivery of the Maths curriculum</p> <ul style="list-style-type: none"> • Attend all workshop – virtual and face-to-face • Attend other workshops offered by other providers • Gradually implement teaching strategies into planning • Plan collaboratively using a standardised format. • Measure progress using observational and standardised data | <p>All teachers / Principal Rob Profitt-White Kahui Ako Schools Debra/Katy</p> | <p>Achievement in maths will be reflected in teacher and student levels of confidence and in maths achievement levels.</p> |



WAIPU PRIMARY SCHOOL ACTION PLAN - 2022

Strategic Goal 2 con't

| Action Required | Responsibility | Actual Outcomes |
|--|--|--|
| <p>1.1.3 Continue involvement in the Accelerated Literacy Programme</p> <ul style="list-style-type: none">• Continue working with the ALL facilitator to upskill staff in the use of successful writing strategies.• Continue to build resources to support writing – sharing resources school wide i.e Writing progressions, digital folder for ideas.• Increase opportunities for moderation between staff, analyse class data to identify areas of need.• Develop formative assessment practices by enabling students to monitor their own progress and learning. | <p>Kerry Upson – University of Auckland - Accelerated Literacy facilitator Course facilitators Amy Eagar</p> | <p>Students achievement in writing will improve to achieve set targets. Teacher's will have a broader knowledge and range of successful writing strategies. Assessment information will inform teaching programmes.</p> |
| <p>1.1.4 Improve identification and delivery of the support for those students who have Special Needs.</p> <ul style="list-style-type: none">• Refine recording and tracking practices to better monitor progress and to determine effectiveness of strategies being used.• Continue to define and refine the role of the Learning Support Co-ordinator and the Resource Teacher of Learning and Behaviour.• Evaluate intervention programmes to determine the degree of success in lifting student achievement.• Upskill teacher aides in Structured Literacy and Numicon. | <p>All teachers / Principal SENCo – Anna Di Moorhead - LSC Bruce Ashton – RTLB Julie T</p> | <p>Students with special learning needs will be identified, their needs will be assessed and programmes put in place to support their learning. Evaluations of the success of programmes will be regular and systematic.</p> |



WAIPU PRIMARY SCHOOL ACTION PLAN - 2022

Strategic Goal 1 con't

| Action Required | Responsibility | Actual Outcomes |
|---|--|---|
| <p>1.1.5 Implement and evaluate the Structured Literacy Programme</p> <ul style="list-style-type: none">• Evaluate the success of the Quick 60 reading programme• Purchase resources necessary for Structured Literacy• Develop an Action Plan / decide on method of evaluation. | <p>Glenice Action Plan</p> | <p>Assessment information will be used to inform teaching practice. Junior reading data will indicate an improvement in reading levels.</p> |
| <p><i>1.2 Develop pedagogy for future focused learning</i></p> | | |
| <p>1.2.1 Introduce Innovative Learning pedagogies into classroom practice</p> <ul style="list-style-type: none">• Open up Rooms 1 and 2 so that these two Year 5 and 6 classes can work together.• Focus on developing the 'Seven Principles of Learning' from the OECD beginning with the social nature of learning i.e. collaboration. | <p>Jordan / Katy Debra / Linda</p> | <p>Innovative (modern) learning pedagogies will be evident in classrooms / teacher practice. Students will work in ways which are evidence based and which supports students to 'learn how to learn'.</p> |



WAIPU PRIMARY SCHOOL ACTION PLAN - 2021

Strategic Goal 1 con't

| Action Required | Responsibility | Actual Outcomes |
|--|---|---|
| <p>1.2.2 Develop understanding of Inquiry Learning to increase engagement in learning.</p> <ul style="list-style-type: none">• Utilise the existing planning format focus on developing critical thinking and communications skills• Plan collaboratively with the senior team• Utilise local resources• Initiate student agency• Evaluate the success of the Inquiry Unit• Share with parents / caregivers | Jordan – DP Senior team | Engaged learners who can talk about their learning and who can plan their own learning process. |
| <p>1.3 Provide more opportunities for learning life skills.</p> | | |
| <p>1.3.1 Garden to Table</p> <ul style="list-style-type: none">• Join the 'Garden to Table' programme• Upgrade the vegetable garden area• Explore the possibility of putting a commercial kitchen into the hall• Include more food related activities in classroom programmes. | All teachers / Principal Rebecca Mahre – Garden to Table | Students will be able to successfully accomplish tasks which enable them to be self sufficient. |



WAIPU PRIMARY SCHOOL ACTION PLAN - 2021

STRATEGIC AIM 2: Culture – Build a positive and inclusive school culture which is embraced by all.

- 2.1 Embed the PB4L values, processes and practices.
- 2.2 Develop our knowledge and understanding of and respect for our unique community and its culture and heritage.
- 2.3 Develop ownership and understanding of our WPS culture.

| Action Required | Responsibility | Actual Outcomes |
|---|---|--|
| <p>2.1 Embed the PB4L values, processes and practices.</p> <p>2.1.1 Tier 2 training – managing behaviours</p> <ul style="list-style-type: none"> • Attend training / workshops and host facilitator at staff meetings • Attend a Teacher Only day on ‘Functional Behaviour Analysis’ - implement strategies. | <p>All teachers / Principal Linda Kramer – teacher responsible for Positive Behaviour for Learning.</p> | <p>Students will display positive values in their actions and interactions with others.</p> |
| <p>2.1.2 Embed and refine processes developed through PB4L.</p> <ul style="list-style-type: none"> • Review the Reward system to ensure it recognizes all akonga • Include intentional teaching of behavioural expectations within class programmes • Extend understanding of behavioural expectations to OSCAR, Buses and EOTC events. • Improve data gathering process – and evaluate the data gathered • Attend training for Circle Time and implement as part of the process for dealing with behavioural incidents. • Increase the visibility of PB4L in the school via posters in classroom, values displayed etc. • Improves practices to better support teachers with managing ongoing behaviours. | <p>Linda Kramer – teacher responsible for Positive Behaviour for Learning. Lynne Price – PB4L - Northland</p> | <p>Minor and Major behaviours will be dealt with in such a way as to restore relationships and be resolved to the satisfaction of all concerned.</p> |



WAIPU PRIMARY SCHOOL ACTION PLAN - 2022

Strategic Goal 2.1 con't

| Action Required | Responsibility | Actual Outcomes |
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| <p>2.1.3 Documents –review and update all documentation</p> <ul style="list-style-type: none"> • Update flow charts to confirm relevancy • Create a Behaviour Support plan for individual children • Create a ‘Pupil Support Plan’ to include all information necessary for teachers | <p>Linda Kramer – teacher responsible for Positive Behaviour for Learning.</p> | <p>Consistencies in behaviours will be identified and addressed so that the number of incidents reduces.</p> |
| <p>2.2 Develop our knowledge and understanding of and respect for our unique community and its culture and heritage.</p> <p>2.2.1 Continue to grow tikanga Māori</p> <ul style="list-style-type: none"> • Include teaching of the history of the Waipu area in the annual curriculum planning • Visually represent Māori and Scottish heritage around the school grounds and in the classrooms • Grow all staff confidence and knowledge of Tikanga Māori so that they can engage more fully in cultural practices – bus trip, te reo lessons. Marae visit, learning waiata / mihi. • Utilise ‘Hautu’ as a resource to support more inclusive practice throughout the school. • Acknowledge and celebrate cultural events i.e. Matariki, Art n Tartan Day, Highland games. | <p>All teachers / Principal Alex Murrie – lead teacher responsible for tikanga Māori. Local historians.</p> <p>Board of Trustees</p> | <p>Our school will reflect the inclusion of our heritage cultures. Teachers and students will be able to engage in cultural practices with confidence and knowledge.</p> |
| <p>2.2.2 Recognise other cultures which are represented in our school</p> | <p>Use of local resources people and places.</p> | <p>Opportunities within our local environment will be utilised as part of our learning programmes.</p> |



WAIPU PRIMARY SCHOOL ACTION PLAN - 2021

Strategic Goal 2.3 con't

| Action Required | Responsibility | Actual Outcomes |
|--|---|--|
| <p>2.3.1 Visually represent what our school stands for.</p> <ul style="list-style-type: none">• Mosaics of school values, totum poles, sculpture, and signage to be added in and around school entrance way.• Activity path for juniors | Principal Board | The culture of Waipu Primary School will be visually represented in and around the school. This will increase understanding of what we are striving to achieve, as a school. |
| <p>2.3.2. Develop a 'Learner Profile' for Years 1 – 6.</p> <ul style="list-style-type: none">• Work with staff to complete a Learner Profile using the information from the consultation process.• Junior and senior teams to develop rubrics appropriate to their age levels.• Teachers to identify ways in which to incorporate LP attributes into classroom programme teaching. | All staff Nikki Ulrich Tania Coutts Core Ed. | A learner profile will give direction to school decision making. Students will reflect the characteristics that we are wanting to develop in our learners. |
| <p>2.3.3 Continue to promote Wellbeing – staff and children.</p> <ul style="list-style-type: none">• Identify 2-3 aspects from the Wellbeing Survey to address with staff.• Explore possible mindfulness activities that can be utilised with children e.g. yoga, deep breathing.• Participate in organised Kahui Ako activities that promote wellbeing. | Emma G Kahui Ako Denise Quinlan | Wellbeing issues identified in last year's survey will have been addressed which will result in improved wellbeing within staff. |

WAIPU PRIMARY SCHOOL ACTION PLAN - 2021

Strategic Goal 2.3 con't

| Action Required | Responsibility | Actual Outcomes |
|--|---|--|
| <p>2.3.4. Update website and newsletter</p> <ul style="list-style-type: none"> • Visit school websites to find different producers of school newsletters and websites • Explore how to better use Mailchimp • Introduce more photography, curriculum information and celebration into content of newsletter. • Assess frequency and usefulness as a form of communication of both • Update existing website • Distribute newsletter via Skoolloop. | <p>Julie Dee Field Heather Beaton</p> | <p>Our school will be presented in a visually appealing way and markets the school in a positive way to prospective school families.</p> |
| <p>2.3.5 Develop a clear 'Vision' for the school</p> <ul style="list-style-type: none"> • Complete Learner Profile so it can be used as a basis for the Vision Statement • Explore features of a 'good' vision statement – share with Board • Formulate possible vision statements • Canvas school parents for opinion. • Decide upon preferred option • Include vision in all school communications. | <p>School Board of Trustees</p> | <p>Waipu Primary School will have a vision that meets the criteria and encapsulates the ethos of the school</p> |



WAIPU PRIMARY SCHOOL ACTION PLAN - 2021

STRATEGIC AIM 3: Partnerships – Build purposeful partnerships that support learning

3.1 Strengthen the relationship within our Kahui Ako to better achieve our WPS goals.

3.2 Create opportunities for parents to develop a better understanding of how to support their child’s learning.

3.3.Promote and support leadership opportunities within staff.

| Action Required | Responsibility | Actual Outcomes |
|--|--|---|
| <p>3.1 Strengthen the relationship within our Kahui Ako to better achieve our WPS goals.</p> <p>3.1.1 Continue to grow relationships within and between associated schools.</p> <ul style="list-style-type: none">• Continue to explore ways in which we can benefit from working collaboratively• Attend all work shop sessions and meetings – clearly define Kahui Ako goals and actions to achieve goals. | <p>Emma Gutmann– teacher responsible for Kahui Ako. Wayne Buckland – Lead Principal.</p> | <p>There will be alignment between Kahui Ako goals and WPS goals.</p> |
| <p>3.1.2 Gifted and Talented Programme</p> <ul style="list-style-type: none">• Confirm the continued support of the G & T programme from the sponsor• Meet with Kahui Ako schools to co-ordinate programmes for consistency of approach.• Acknowledge sponsorship through advertising, signage etc | <p>Principals - Marilyn Dunn , Shirley Winters, Julie Turner. Sponsors – Northpine.</p> | <p>Opportunities to challenge and extend learners will be provided. This will be consistent throughout the Kahui Ako.</p> |



WAIPU PRIMARY SCHOOL ACTION PLAN - 2021

Strategic Goal 3.2 con't

| Action Required | Responsibility | Actual Outcomes |
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| <p>3.2 Create opportunities for parents to develop a better understanding of how to support their child's learning.</p> <p>3.2.1 Provide opportunities for the parent community to be informed about their child's learning.</p> <ul style="list-style-type: none">• Adopt 'Google Classroom' as a way for parents to interact with their child's learning.• Review Seesaw as a way for Junior parents to interact with their child's learning• Hold at least two workshops for parents to learn about Inquiry / Writing | <p>All teachers / Principal. Parents Jordan McDonald – IT Lead teacher Action Plan</p> | <p>Parents will be better able to support their child's learning at home. Conversations between parents, teachers and students will be learner focused.</p> |
| <p>3.3 Promote and support leadership opportunities within staff.</p> <p>3.3.1. Grow professional responsibility within staff to lead learning.</p> <ul style="list-style-type: none">• Build capability of leaders within the school – Open to Learning conversations, mentoring roles.• Seek opportunities for teachers to lead learning discussions with staff – staff meetings, teacher only days, classroom support.• DPs to take on aspects of Strategic Plan to work on with their teams.• Embed / Review 'Professional Growth Cycle' as a system for teacher appraisal.• Introduce Professional Growth Cycle at the Principal level | <p>Principal. All leadership team</p> | <p>All teaching staff will be given the opportunity to take up leadership roles within the school. Senior managers will engage teaching staff in conversations that grow understandings of their learners.</p> |



WAIPU PRIMARY SCHOOL ACTION PLAN - 2021

The aims listed above relate primarily to Nags 1 and 2. For Nags 3 – 6 , it will be ‘business as usual’ – through following school policies and procedures, following review cycles and implementing the 10 Year Plan and 5 YA for property. Additional guidelines are as follows.....

NAG 3 - Personnel

- Staff professional development is to be directly linked to appraisal goals which are developed from curriculum targets and strategic goals.
- To seek, when employing staff, those who demonstrate a high level of knowledge and skills as they relate to the school’s strategic goals.
- Non-teaching staff are to be appraised upon negotiated performance goals and against the indicators in their job descriptions.
- Appraisal systems will continue to be reviewed for effectiveness
- Additional responsibilities for management unit holders will be included in job descriptions
- Leadership abilities will be developed with staff so that they are able to mentor other staff.
- Implement redesigned Teacher Appraisal according to Teachers’ Council guidelines
- Assess resource distribution and build staff capabilities.

Responsibility

Actual Outcomes

Principal

Anna Green
SEnCo

Colin
Andrews

Principal

NAG 5 - Health and Safety

- Provide and promote a positive and safe physical and emotional environment for students and staff through adhering to, regularly reviewing and updating policy and procedure.

Tina Hayward
Principal



WAIPU PRIMARY SCHOOL ACTION PLAN - 2021

The aims listed above relate primarily to Nags 1 and 2. For Nags 3 – 6 , it will be ‘business as usual’ – through following school policies and procedures, following review cycles and implementing the 10 Year Plan and 5 YA for property. Additional guidelines are as follows.....

NAG 4 - Finance / Property

- Ensure financial policies, systems and processes are sound and that the Board are informed on financial matters.
- Implement the 5 YA and the 10 YPP
- Systematically manage and replace school assets - maintaining the Asset Register.
- Allocate funds to reflect the priorities as stated in the Waipu Primary School Charter.
- Monitor and control the school’s expenditure and ensure that the annual accounts are prepared and audited as required by the Public Finance Act 1989 and the Education Act 1989
- Implement new Health and Safety regulations as per ‘The Health and Safety At Work Act 2015
- Property Projects: Upgrade the school pool, complete driveway upgrade – stages 1 and 2, Upgrade of Rooms 8/9, Upgrade junior school bathrooms, Complete renovation of LSC space.

Responsibility

Cindy Kane

School Board

Bennet and
Assoc.
auditors.

School Board

Actual Outcomes

NAG 6 - Administration

- Comply in full with all legislation currently in force or that may be developed to ensure the safety of students and employees.

Principal



Cultural Diversity and Māori Dimension for WAIPU Primary School

The unique position of Māori Culture :

The school will:

- Encourage the use of te reo with the children as part of the daily classroom programme
- Engage in staff development in te reo where possible
- Use the Ministry of Education documents - 'Ka Hikitea – Managing for Success', 'Ka Hikitea – Accelerating Success', 'Tataiako' to guide the development of school programmes and 'Hautu' as a review tool for the Board of Trustees..
- Use Kaumatua and other local resource people to support classroom programmes
- Involve representatives from the Māori community in any decisions affecting Māori students, policy making and programmes
- Include Māori student achievement in reports to the Board of Trustees
- Honour the Treaty of Waitangi


New Zealand's cultural diversity:

The school will:

- Respect and recognise children's cultural and spiritual backgrounds
- Value the language children bring to school
- Develop class programmes to encourage the exploration of cultures, with a particular emphasis on Māori and Pasifika cultures which will be included in our curriculum structure.
- Provide opportunities for children to share their cultures and celebrations
- Use the resources supplied by the Ministry of Education

What reasonable steps will the school take to incorporate tikanga Maori (Maori culture and protocol) into the school's curriculum?

- All school assemblies begin with our national anthem sung first in Māori and then in English.
- A percentage of budget spending will be allocated to Māori resources.
- Incorporate teaching about local Māori history and culture into the Curriculum programmes.
- Minimum 30 minutes per week in all classrooms devoted to Tikanga and Te Reo.
- A programme for teaching Tikanga and Te Reo will be developed by the tutor.
- Whole school will visit the local Marae annually – Takahiwai Marae.
- Consultation with family members of Takahiwai Marae in regard to the protocol expected with visit e.g children to say their mihi.

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- Kapa haka (junior and senior) will be available on a weekly basis for approximately one hour. There will be efforts made to find performance opportunities and so every opportunity will be taken for the school kapa haka group, to perform publicly.
 - Māoritanga sessions will be held once a week for the whole school.

What will the school do to provide instruction in Te Reo Māori (Māori language) for full time students whose parents ask for it?

- All such requests will be given full and careful consideration by the Board of Trustees and regard will be given to: availability of personnel with the requisite skills and qualifications and the overall school financial position.

What steps will be taken to discover the views and concerns of the school's Māori community?

- Consultation with the Māori community on a regular basis.
- Parent interviews
- Open door policy and invitations for parent to express their opinions
- Information evenings or gatherings – target key people to encourage participation by the Māori community

At present about 20% of our school roll is made up of Māori students.