



# WAIPU PRIMARY SCHOOL



## Annual Implementation Plan (2024)

### Summary of the Plan:

**Vision: To be a learning community where ākonga will be happy, successful life-long learners, who are connected, confident and engaged.**

*This year our focus will be on continuing to support improving student achievement particularly in senior school writing, meeting individual student needs and engaging more widely with whanau.*

### Where we are currently at:

*Refer 2023 Strategic Plan - outcomes*

*Refer Statement of Variance 2023*

### How will our targets and actions give effect to Te Tiriti o Waitangi:

Refer separate document "Giving Effect to Te Tiriti o Waitangi"

## Strategic Goal 1: Learning Foundations

### Strategic Goal:

*To provide ākonga/students with the foundations to become life-long learners.*

**Annual Target/Goal:***Students achieve success as a result of effective curriculum delivery**Students have acquired the attitudes and skills necessary to be able to manage their own learning**Students experience hauora within the school environment*

<p><b>Actions</b>  <i>Accelerate the progress of students in Literacy and Numeracy</i>  <i>Writing: Target 80% of (seniors) at or above expectation</i></p> <ul style="list-style-type: none"> <li>● <i>Writers' Toolbox - seniors</i></li> <li>● <i>IDEAL</i></li> <li>● <i>Monitor classroom programmes for effective delivery of writing programmes</i></li> <li>● <i>Gather Student Voice re writing attitudes / interests.</i></li> </ul> <p><i>Reading: Target 90% at or above expectation</i></p> <ul style="list-style-type: none"> <li>● <i>Structured Literacy whole school</i></li> <li>● <i>IDEAL seniors</i></li> <li>● <i>Focus on developing Critical thinking skills</i></li> </ul> <p><i>Maths: Target 85% at or above expectation</i></p> <ul style="list-style-type: none"> <li>● <i>Use PACT assessment</i></li> <li>● <i>Adopt new Maths progressions</i></li> <li>● <i>Teachers attend professional development – share back to staff, incorporate practices into planning.</i></li> </ul>	<p><b>Who is Responsible</b>            All staff            Amy – Lead teacher            Literacy            Katy / Julie L -Maths lead teachers</p> <p>Julie L / Katy attend            Rob P-W and Jo Knox workshops.</p>	<p><b>Resources Required</b>            Writers Toolbox for 132 students            \$5200 +            PD for teachers            IDEAL subscription            \$2600 + Writers' Toolbox resources            \$2000</p> <p>Learner First registration            \$3,200</p>	<p><b>How will we measure success?</b>            Assessments (as per our assessment schedule)            Observations            Introduce PACT assessment tool            OTJ</p>	<p><b>Expected Outcomes</b>            We will reach our achievement targets.            Teachers will be more knowledgeable in the delivery of effective teaching practices.            Use of new assessment tools will be embedded in practice.            Students will be motivated and engaged in core curriculum subjects.</p>
<p><i>Achieve annual achievement targets - refer separate document</i></p>	<p>TBD</p>	<p>TBD</p>	<p>TBD</p>	<p>We will reach our achievement targets.</p>

<p><i>Extend those students who are achieving above expectation + Gifted Learners:</i></p> <ul style="list-style-type: none"> <li>● <i>Develop a WPS definition for ‘above expectation’/ ‘Giftedness’</i></li> <li>● <i>Confirm a school wide approach for meeting the needs of ‘gifted’ students or students who need extension.</i></li> <li>● <i>Evaluate the opportunities already given e.g. EPro8. Mathex, Inventionators, Pukekauri Project, etc</i></li> <li>● <i>Consider additional classroom strategies to meet the needs of ‘gifted’ students or students who need extension e.g. Inquiry</i></li> </ul>	<p>Julie All teachers Kahui Ako lead principal and Across School Leaders Kellie S/B</p> <p>All teachers</p>	<p>Travel to venues Parent support</p>	<p>Class Descriptions / assessments – will show progress. Observation / engagement of students.</p>	<p>Engagement and higher achievement of those students who are achieving above expectation. Expanded teacher knowledge about ways to meet needs of students.</p>
<p><i>Continue to support all learners’ needs</i></p> <ul style="list-style-type: none"> <li>● <i>Mana Ake (wellbeing)</i></li> <li>● <i>Learning Support co-ordinator – induct.</i></li> <li>● <i>Introduce ‘Zones of Regulation’ across the school</i></li> <li>● <i>Learner Profile - - flesh out aspects of the profile</i></li> <li>● <i>Initiate support through other agencies as needed.</i></li> <li>● <i>Access professional development for teachers to better support learner needs.</i></li> </ul>	<p>Kirsty S-B– Mana Ake Anna G – LSC Sarah – PB4L lead Julie – lead Learner Profile implementation</p>	<p>PB4L courses Jiu Jitzu – funded Zones training / implementation</p>	<p>Feedback / reports from Mana Ake. Etap entries Student Voice (bullying, friendships)</p>	<p>Students who experience anxiety / anger/ difficulty in social situations etc have their needs met and are able to manage their emotions and feel safe and supported within the school environment. Teachers explicitly work towards developing the capabilities in students outlined in the Learner Profile</p>
<p><i>Adopt and embed the Revised Curriculum - Te Mataiaho:</i></p> <ul style="list-style-type: none"> <li>● <i>Utilising the planning template understand/know/do</i></li> <li>● <i>Ensure consistency with expectations e.g. : homework, SeeSaw</i></li> <li>● <i>‘Grow’ the Garden to Table programme - more teacher time</i></li> </ul>	<p>Rebecca C – G2T Kahui Ako Teacher Only days Jane - EnviroSchools</p>	<p>Staffing for Garden to Table Kahui Ako teacher Only days</p>	<p>Feedback through community consultation. Survey Monkey survey Planning checks</p>	<p>Consistency across the school – parents know what to expect in terms of homework and SeeSaw communications. The Revised Curriculum is implemented as it becomes available. Policies regarding healthy food / recycling are followed within the school.</p>

<ul style="list-style-type: none"> <li>• Health - healthy food promotion</li> <li>• Enviro studies – recycling, reducing, reusing.</li> </ul>				
<p><i>Review the appraisal system for all teachers and Principal</i></p> <ul style="list-style-type: none"> <li>• Review the Professional Growth Cycle for teachers</li> <li>• Implement a timeline for completion using the Spiral of Inquiry</li> <li>• Utilise the process as outlined in 'The Impact Cycle' – Jim Knight – reading, templates.</li> <li>• Co-construct indicators for Professional Standards</li> </ul>	<p>Julie Senior Management team</p>		<p>Observation Meeting discussions Checklists</p>	<p>The Professional Growth Cycle will align with the timeline of expected outcomes. Management team will be better able to complete comprehensive and informed judgements regarding effective teacher practice. Goals will be more visible and more regularly considered (in terms of strategies for improvement). More evidence of meeting the Professional Standards will be used upon which to base Attestation decisions.</p>

## Strategic Goal 2: Culture and Inclusiveness

<p><b>Strategic Goal:</b> <i>Build a positive and inclusive school culture that develops connected, confident and engaged ākongā/students</i></p>				
<p><b>Annual Target/Goal:</b> <i>PB4L values, processes and practices are embedded into the school culture. We display knowledge and understanding of and respect for our unique community and its culture and heritage. Ownership and understanding of our WPS culture is evident and visible.</i></p>				
<p><b>Actions:</b> Communication <i>Evaluate the effectiveness of the various ways in which the school communicates with the parents.</i></p> <ul style="list-style-type: none"> <li>• Conduct a survey to determine preferred methods of communication</li> </ul>	<p><b>Who is Responsible</b></p> <p>Julie Teachers Dee F</p>	<p><b>Resources Required</b> Survey Monkey Dee – newsletter creator Workable Website App - Skoolloop</p>	<p><b>How will we measure success?</b> Parent voice / Feedback Survey results Uptake of Seesaw views</p>	<p><b>Expected Outcomes</b> Parents will know where to easily access the information they need. Parents will be able to support their child's learning by seeing what their child/ren are doing in class.</p>

<ul style="list-style-type: none"> <li>● Refine methods as feedback suggests</li> <li>● Review content and presentation of newsletter – include more student activities</li> <li>● Review the use of SeeSaw for consistency of content / purpose / timing across the school.</li> <li>● Ensure communications are timely – one week prior to event (unless circumstances don't allow).</li> </ul>				Parents will celebrate their child/ren in their learning.
<p>Continue to build the cultural capabilities of akonga and kaiako.</p> <ul style="list-style-type: none"> <li>● Host Matariki at WPS</li> <li>● Organise PD for teachers in te reo</li> <li>● Act upon suggestions from recent iwi consultation</li> <li>● Establish a Pasifika Club</li> <li>● Consider wider opportunities to recognise and celebrate a broader range of cultures.</li> </ul>	<p>Sub-committee to organise Matariki Mel M? Tutor in te reo, Harlen Keepa. Mooka – Pasifika Club / Tara Uiese</p> <p>Tara Uiese Jordan</p>	Funding to host Matariki	Increased use of te reo in class communications, everyday discussions, progress in levels of learning. Confidence levels.	Te reo Māori will be naturally included into communication with students, staff and whanau. All students will feel included and accepted (proud) as their culture is recognised and celebrated.
<p>PB4L - continue to develop ways in which to foster our school values and behavioural expectations</p> <ul style="list-style-type: none"> <li>● Investigate the degree of bullying in the school - educate on strategies, definition and school processes.</li> <li>● Develop relationships between Junior and Senior students - break down assumptions, build relationships, use of outdoor facilities, scooter track etc</li> <li>● Implement 'Zones of Regulation' to encourage children to be more aware</li> </ul>	<p>Sarah Julie Glenice Jordan</p> <p>Sarah</p>	PB4L workshops – new teachers – relieving teacher / travel costs. Funding – Project Fund \$5000	Students – level / degree of behavioural incidents as recorded on etap. Feedback from students.	Inappropriate behaviour levels within the school will decrease. Students will be better able to manage their responses / emotions. Relationships between teina / tuakana (older / younger) students will be positive and supportive. Younger students will feel 'comfortable' relating to older students. PB4L goal: "to provide a positive school climate and to create a supportive environment for personal, social, and

<p><i>of their emotions and how to manage them.</i></p> <ul style="list-style-type: none"> <li>● <i>Create a Sensory Room – investigate what would need to be provided, management etc</i></li> <li>● <i>Extend the visuals – displaying our values, Learner Profile, behaviour expectations.</i></li> <li>● <i>Complete the Activity Path which incorporates the school values</i></li> </ul>	<p>Sarah</p> <p>Sarah / Lisa C</p>	<p>\$5000 project fund</p> <p>PB4L</p>		<p><i>academic growth for students and staff” is achieved.</i></p>
<p><i>Conduct a biennial Health Survey</i></p>	<p>Julie</p> <p>Katy</p> <p>Kara-Jane</p>	<p>Survey Monkey</p>	<p>Results of the survey collated</p>	<p>We will be meeting the desired outcomes of our parents in Health, by providing a curriculum that covers the prescribed curriculum but also caters to parents preferences.</p>

### Strategic Goal 3: Engagement

<p><b>Strategic Goal:</b> <i>Build a collaborative and engaged community to support Waipu Primary School.</i></p>				
<p><b>Annual Target/Goal:</b></p> <ul style="list-style-type: none"> <li>● Work collaboratively within our Kahui Ako to better achieve our Waipu Primary School goals</li> <li>● Whanau have a better understanding of how to better support their child’s learning</li> <li>● Staff are supported to accept leadership roles and opportunities within our school.</li> </ul>				
<b>Actions</b>	<b>Who is Responsible</b>	<b>Resources Required</b>	<b>How will we measure success?</b>	<b>Expected Outcomes</b>
<p><i>Focus on Science - STEAM</i></p> <ul style="list-style-type: none"> <li>● <i>Science Showcase for whanau</i></li> <li>● <i>Register for use of Science boxes – utilise in classrooms</i></li> </ul>	<p>Jordan</p> <p>Debra / Gill</p>	<p>\$800 purchase science boxes – registration to use.</p>	<p>Engagement in Science Showcase</p>	<p>Engagement in Science activities will be high. Knowledge and capabilities within the Science curriculum will increase.</p>



<ul style="list-style-type: none"> <li>● <i>Inventionators – continue to expand opportunities e.g. problem solving, music, visual art, science.</i></li> <li>● <i>Telling Our Stories – build on existing project work</i></li> <li>● <i>Collaboration between four schools</i></li> </ul>	Jess B – Across School Lead Shirley W – Lead Principal Emma S-J Across School Lead.		Observation / student voice in transition to BBC experience. Feedback from BBC	relationships with students from other schools prior to attending BBC. Students who have specialised interests / abilities will have been given the opportunity to develop these further.
<p><i>Continue to extend Learning Opportunities offered to support learners</i></p> <ul style="list-style-type: none"> <li>● <i>Jiu Jitsu</i></li> <li>● <i>Beekeepers</i></li> <li>● <i>Choir / ukelele</i></li> <li>● <i>Garden to Table</i></li> <li>● <i>Reading Angels – additional support and recognition</i></li> </ul>	Jonathon Woodhead  Emma C / Penny G Rebecca C Debra / Gill	Funded through applications  Additional staffing for G2T	Etap entries Engagement in activities provided Reading progress / assessment	Students who have specialised interests / abilities will have been given the opportunity to develop these further. Hauora will be enhanced as a result of engaging in these opportunities.

## Strategic Goal 4: Physical environment

### Strategic Goal:

*To enhance the facilities to foster a learning environment where our ākonga/students and staff are happy, connected and engaged.*

### Annual Target/Goal:

*Upgrading of school playground equipment to promote use and safe play  
Ensuring we are providing a safe and healthy environment for our students, staff and whanau.  
Classroom are fit for purpose and provide an attractive and comfortable work environment*

### What do we expect to see by the end of the year?

**(What expectations do you have for this target for this year? What evidence will you see? This can flow on from the expectations listed in your strategic plan for the full 3-years.)**

*As above*

Actions	Who is Responsible	Resources Required	How will we measure success?	Expected Outcomes
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<i>Complete AMS project - Rms 1 and 2 (doorway) Rms 7 and 8 refurbishment</i>	SCOPE Julie Vaughan	MoE funded for 5 YA projects	When the projects have been completed to our satisfaction.	Projects will be completed to our satisfaction. Teachers will be utilising their new spaces effectively.
<i>Complete concreting of the driveway</i>	SCOPE Julie Vaughan	MoE funding	When the projects have been completed to our satisfaction.	Drainage issues will be remediated. Projects will be completed to our satisfaction.
<i>Add a new structure to the playground - climbing frame? (web)</i> o Remove existing wooden structures – working bee	P.T.A	Funding - PTA	Completion of new play equipment	
<i>Explore upgrading of the senior girl's / boys bathrooms</i>	SCOPE	MoE funding		The senior bathrooms will be a pleasure to use!
<i>Explore ways in which we can adopt a more 'Healthy' and sustainable practices.</i> o Introduce the Enviroschools programme to reduce, reuse, recycle. o Review school food policies and implement healthy choices	Rebecca Kara-Jane Julie  Julie	Enviroschools programme	Amount of waste – skip empties per month. Contents of waste will be compostable.	The amount and nature of waste produced by the school will be reduced. Staff will be aware of the need to become more sustainable in their use of resources. Food and drinks provided by the school will be healthy / occasional (once a term) sweet treats.