

Waitakere Primary School Strategic Plan 2022- 2025

Principal's Endorsement: 23rd March 2022
Board of Trustees' Endorsement: 23rd March 2022
Submission Date to Ministry of Education: 24th March 2022

Motto: Ehara Mo Matou Anake (Not for Ourselves Alone)

Te Taihū (Vision): Waitakere Primary is the centre of a supportive community where all aspire to achieve personal excellence.

Values: Manaakitanga (Respect), Haepapatanga (Responsibility), Manawanui (Resilience)

Our Mission: is that the Waitakere Way will provide a secure, nurturing, supportive environment in which children are equipped with the knowledge, skills, attitudes, and values to become responsible members of society with a lifelong interest in learning.

Tiriti o Waitangi: We celebrate the multicultural diversity within our school. We also recognise the importance of the bicultural nature of Aotearoa and the special place of Māori as tangata whenua.

Kahui Ako Shared Purpose: Raise student achievement; Enhance capabilities of all learners; Build relationships and communities based on trust; All learners to have a sense of pride of where they are and where they come from.

Kahui Ako Achievement Challenge - Development of:

- Collective Teacher Efficacy
- Learner Agency
- Culturally Sustaining Practice

Strategic Goals

	Goals	Indicators
Strategic Goals: Academic	1. Develop a balanced academic, social and emotional curriculum that enables continuous steady improvement for everyone	<ul style="list-style-type: none"> • All cohorts will register a shift in students' achievement • Akonga will be able to articulate how they learn best, and what strategies they use when work is hard • Akonga engagement and attitude will improve • Our local curriculum will continue to develop reflecting the needs of our akonga • Akonga will be able to articulate whether they feel safe and secure in our school environment and what strategies to use when faced with a difficulty • All cohorts will be encouraged to develop positive relationships in all contexts • Maintain and refine our hybrid learning approach to support students' curriculum access, at the same time ensuring staff are not overloaded <p>See Action Plan 1 and Action Plan 2</p>
	2. Deepening our understanding of and strengthening collective teacher efficacy and learner agency	<ul style="list-style-type: none"> • Teachers and teams regularly self-reflect on their practices and identify areas for further development • Teachers collectively use evidence to improve leadership and teaching practices

		<ul style="list-style-type: none"> • Akonga are confident in using appropriate strategies for dealing with challenges, uncertainty, and complexities • School/whanau/student relationships firmly embedded with feedback and feedforward being an integral part of all communications • Akonga understanding and living our values • Akonga are co agents in the learning process <p>See Action Plan 1, Action Plan 2, and Action Plan 3</p>
	3. Culturally sustaining and responsive practices embedded in all we do	<ul style="list-style-type: none"> • The use of our school karakia and pepeha are embedded as the norm and used to explain turangawaewae • All akonga from Year 3 up will have the opportunity to join kapa haka • All areas of our curriculum will have a Māori perspective appropriate to topic and class level • Teachers confident to learn alongside their akonga • Powhiri regularly used to welcome manuhiri as tangata whenua, akonga will learn about the relevant components • Whanau will be invited to share in their children's learning • The school will consult and communicate with Māori whanau about Māori achievement and progress • The school will foster a strong relationship with the tangata whenua (Te Kawerau ā Maki) • All akonga cultures are recognised and celebrated <p>See Action Plan 3</p>

Strategic Goals: Finance	Goals	Indicators
	1. Allocate funds to support/reflect our strategic plans	<ul style="list-style-type: none"> • School's financial viability will be secure • Akonga achievement in targeted learning areas will improve • Funds are allocated effectively and efficiently, reflecting the annual plans
2. Review and refine internal procedures to monitor finance and expenditure	<ul style="list-style-type: none"> • Monthly finance meetings held • The annual audit process is completed and outcome is satisfactory • Data is analysed to decide on annual targets 	

Strategic Goals: Property	Goals	Indicators
	1. Environment – Our environment is central to our curriculum and all we do. We understand our responsibilities as kaitiaki.	<ul style="list-style-type: none"> • Practices, environment, and facilities reflect our vision and values • As an Enviro school silver, continue to develop our practices to become an Enviro school gold • Continue to be part of the Travelwise programme • Akonga Leadership is evident (kaitiakitanga - environment leader)
	2. Develop indoor and outdoor environments to strengthen collaboration, innovation, and challenge	<ul style="list-style-type: none"> • Development of Junior Playground areas • ILE development • Investigation of the options for our garden areas around the Junior playground • Integration of indoor/outdoor spaces into teaching and learning
3. Buildings and facilities are safe for all	<ul style="list-style-type: none"> • The weathertight issues in the school are addressed • Processes for reporting hazards are followed 	

Strategic Goals: Community	Goals	Indicators
	1. To ensure we maintain a safe physical and emotional environment for our school and the wider community 2. To work collaboratively with the community to foster an atmosphere of inclusiveness through communication and consultation	<ul style="list-style-type: none"> Health and safety procedures established using MOH and MOE guidelines and updated regularly Waitakere Way embedded, reviewed and changes made if necessary (PB4L) Procedures for fire, earthquake, lockdown have been reviewed and followed Regular communication between community and school via Seesaw, Facebook, email, newsletters, phone calls, meetings. Community surveyed on areas identified by the Board

Business as Usual

Personnel Our staff teach in a way that honours our vision in order to attain success for all Ongoing development of our staff's capabilities around learning and behaviour	Finance Funds allocated to support our strategic and annual plans Apply for grants to supplement monies needed to develop bigger projects
Property Develop facilities to reflect our priorities as identified in staff and community consultation Implement an efficient programme of maintenance for our buildings and facilities Work with MOE where appropriate on Ministry funded projects (non 5YA projects)	Community Develop purposeful partnerships with other learning communities and businesses Our community is invested in, and takes collective responsibility for our kura and akonga

Academic Overview

% at/above	2018	2019	2020	2021
Reading	81%	88.2%	90%	87%
Writing	70.5%	81%	81%	79%
Mathematics	70.4%	80%	82%	80%

Implications for 2022

Focus areas identified

- Achievement in core curriculum areas for current Year 2 and 3 students (disruptions due to Covid have had a significant impact)
- Achievement in Writing - Year 5 to 7 cohorts.
- Achievement in Mathematics - Inquiry based problem solving approach

NELP Statement

The National Education and Learning Priorities are embedded in our Annual and Strategic Plan

Objective 1: Learners at the centre

Objective 2: Barrier free access

Objective 3: Quality teaching and leadership

Objective 4: Future of learning and work

Objective 5: World class inclusive public education

Waitakere Primary School Annual Plan 2022



Not for ourselves alone • Ehara mō matou anake

This annual plan provides actions to develop our Strategic Goals: Academic. Other indicators for these action plans can be found in the Strategic goal (they should be read together).

Action Plan 1: To improve achievement in writing across the curriculum

Strategic Goals: Academic Goals this action plan is connected to

Goal 1: Develop a balanced academic, social and emotional curriculum that enables continuous steady improvement for everyone

Goal 2: Deepening our understanding of and strengthening collective teacher efficacy and learner agency

Goal	2021 Baseline Data	Endpoint Target 2022
5% increase in students working at and above expectation	79% of students working at and above expectation	84% of students working at and above expectation

Time	Actions	Indicators	Who
Term 1			
Week 1 to 4	Welcome students back to school and set learning routines through the learner profile and Waitakere Way	Students settled in classroom and playground routines	All staff
5 and 6	Data gathering formal and informal to update knowledge of students. Student voice gathered re engagement and attitude to writing (baseline data)	Causal analysis of end of year data and up to date information	All staff
Week 7 and 8	Define problem in each team using data Goals identified (quick wins) and defined in each team Decide on measure of success an DAT (deliberate acts of teaching).	Programmes planned targeted to areas of need	
Weeks 9 to 11	Implement cycle of improvement	Programmes implemented and progress made in writing and impact noted in other areas	
Term 2			
Week 1 - 3	Continue to Implement cycle of improvement	Programmes implemented and progress made	
Week 4	Team and staff meetings focusing on progress re quick wins Feedback on first improvement cycle Team presentations on results of Improvements cycle, lessons learnt and next steps.	Data shared	
Week 5	Goals established (QW), measurements of success and DATs for the next cycle of improvement	Programmes planned targeted to areas of need	

Week 10	Review of progress Feedback on first improvement cycle	Data shared	
Term 3			
Week 1	Team presentations on results of Improvements cycle, lessons learnt and next steps.	Data shared	
Week 2	Goals established (QW), measurements of success and DATs	Programmes planned targeted to areas of need	
Week 5	Review of progress Student voice gathered re engagement and attitude to writing (end point data)	Data, including student voice used to review and revise programme	
Week 10	Feedback on first improvement cycle	Data shared	
Term 4			
Week 1	Team presentations on results of Improvements cycle, lessons learnt and next steps. Goals established (QW), measurements of success and DATs	Data shared	
Week 5	Review of progress	Data used to review programme to meet identified needs	
Week 7	Review of years theory of improvement outcomes and implications for 2023	Data used to plan 2023 writing programme	

Action Plan 2: To maintain progress and achievement in mathematics to support all curriculum areas

Strategic Goals: Academic Goals this action plan is connected to

Goal 1: Develop a balanced academic, social and emotional curriculum that enables continuous steady improvement for everyone

Goal 2: Deepening our understanding of and strengthening collective teacher efficacy and learner agency

Goal	2021 Baseline Data	Endpoint Target 2022
5% increase in students working at and above expectation	80% of students working at and above expectation	85% of students working at and above expectation

Time	Actions	Indicators	Who
Term 1			
Weeks 1 to 4	Welcome students back to school and set learning routines MST teacher appointed, training started, groups selected. TOD focused on math's assessment and induction of new teachers to IBM	Students settled in classroom and playground routines Target students selected in consultation with teachers and SIT team Teachers able to implement IBM for Term 1	All staff Michaela (MST Teacher) SIT team
5 to 6	Data gathering formal and informal to update knowledge of students and implement programmes. Modelling co teaching of IBM process.	Causal analysis of end of year data and up to date information	All staff Michaela (MST Teacher)

	Investigate applying for extra funding for external facilitator to continue supporting middle leaders in planning and programmes.	Teachers observe the IBM process and have support of facilitator. Embedding IBM through mentoring middle leaders	
Week 7 and 11	Deliver programme, review and modify based on needs. Student voice gathered re engagement and attitude to maths using talk moves Term planning completed collaboratively for following term using data from observations etc. MST teacher collecting attitudinal data from groups.	Fluid groups evident to differentiate learning. MST programme making a difference for learners in confidence, skill and knowledge.	All staff Michaela (MST Teacher)
Term 2-3			
Weeks 1- 10	Deliver programme, review and modify based on needs. Staff and team meeting focusing on moderation and successful strategies. MST teacher sharing data and methodology	Programme meeting student needs and progress noted	All staff Michaela (MST Teacher)
Term 4			
Weeks 1 -7	Deliver programme, review and modify based on needs. PAT maths – investigate timing of test and benefit of data for planning for 2023	Programme meeting student needs and progress noted Data used to plan 2023 maths programme	All staff Michaela (MST Teacher)
Week 8	Review of maths' cycle of improvement outcomes and implications for 2023 Student voice gathered	Data used to plan 2023 maths programme	All staff Michaela (MST Teacher) SIT team

Action Plan 3: To grow knowledge and understanding of our cultural heritage in particular Aotearoa NZ Histories

Strategic Goals: Academic Goals this action plan is connected to

Goal 2: Deepening our understanding of and strengthening collective teacher efficacy and learner agency

Goal 3: Culturally sustaining and responsive practices embedded in all we do

Overarching Concept: Our Place in the World

Time	Actions	Indicators	Who
Term 1			
	Use the Aotearoa NZ Histories document to plan for our School Centennial showcase Build knowledge and understanding around 3 essential questions for our local area: Who are we? Where are we? What is important? Use resources available to plan reading programmes for Te Tiriti o Waitangi	Students will know the history of the local area and of the time (class focus) Students will recount the stories of Te Kawerau ā Maki Students will be able to identify this event on a	All staff Aotearoa NZ Histories team All Staff

	Utilise Araz's talents throughout the year to build student knowledge around tikanga Māori and the history of NZ	timeline, recount the history, traditions, and the impact of this founding document	
Term 2/3			
	<p>Focus of 'How the Past Shapes Us Today'</p> <p>PD – As a staff view resources available to support new learning Matauranga – use the videos supplied (5)</p> <p>Students supported in using their new learning to investigate and present for an inquiry</p>	<p>Students able to retell stories of discovery and journeying</p> <p>Share learning and understanding with school and the wider community through an evening event</p> <p>Teachers will be able to identify the culturally sustaining practices that support akonga progress and achievement across the curriculum</p>	

Business as Usual Key Improvements 2022	
Item	Outcomes
<p>Property Build fence at front of school Completion of restoration after flood damage Explore options for junior playground Finalise plans to address weathertight issues in rooms 1-6 Signage – Waitakere Way and replacements</p>	
<p>Personnel Appointment of Year 7 and 8 team leader Induction resource developed for new staff Induction programmes for Provisionally Registered Teachers</p>	
<p>Finance Monitor budget to reduce deficit in light of likely reduced income from School donations and International Students</p>	
<p>Community Consult community as part of our Charter review Review reporting to parents' practices</p>	
<p>Health and Safety Implementation of Health and Safety procedures during Covid Pandemic</p>	