

Waitakere Primary School

Annual Plan 2019

Goal 1: To continue to strengthen our learning environment by using culturally sustainable and responsive practices

Goals	Key Tasks	Personnel	Outcome
Explore and trial relationship based learning.	Whiria te tangata TOD with Dr Russell Bishop. And Cognition re relationship based learning Explore the 3 phases of relationship based learning, and develop our own understanding of what it means and looks like in our school.	All staff All staff	
Continue to explore and “live” our school values through ngaa tumanako	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 ngaa tumanako programmes utilizing community and in school resources	Denise, Kura Kura	
Continuation of Māori programmes - Kapa Haka	Introduce kapa haka tutor Use of school and community experts to support programmes 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 Māori Look at innovative ways to promote te reo / tikanga in the school including consulting schools in our kahui ako for ideas Ongoing PL using in school expertise Utilizing our kapa haka tutor for teaching te reo to students and teachers	All staff All staff Relevant staff Denise and Kura Kura Araz Whaanga	
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 Māori students Use our kahui ako culturally responsive pedagogy driver as a review tool Explore Russell Bishop’s Relationship Based Learning	All staff All staff All staff	
Development of classroom and school environments to ensure they maximize learning opportunities and reflect our school values	Continue culling of superfluous items 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	All Staff	

	<p>Team and staff meetings held in classrooms to share ideas for stimulating classroom environments</p> <p>Classes develop their understanding of what respect looks like in terms of environment – rubbish, lost property etc.</p>		
Further develop student leadership programmes	<p>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</p> <p>Consult other schools re senior leadership programmes</p> <p>Student leaders attend Board meeting to share ideas/innovations</p> <p>Explore introducing 'Houses' to whole school - 2 x House captains = 8 leaders to replace current School Leader system. Building leadership and enhance school organisation.</p> <p>Continuation of school council and boys mentoring programme</p>	<p>Denise All teachers</p> <p>Denise</p> <p>Denise Year 7/8 team</p> <p>Denise</p>	
Consolidation of Learner Profiles	<p>Review and refine learner profiles at team level gathering student voice on indicators. Investigate and trial ways of reporting to parent on learner profiles</p> <p>Develop consistency and common thread throughout the school</p>	<p>All teams</p> <p>All teams</p>	
To continue to develop/promote sustainable practices in our school	<p>Continued involvement in the Trees for Survival programme.</p> <p>Recycle our rubbish and encourage use of environmentally friendly sustainable products in our everyday school life.</p> <p>Maintenance of vegetable and native gardens around the school grounds.</p> <p>Involvement in the enviro-school programme</p>	<p>Diane and Yolanda</p> <p>All staff and students</p> <p>Staff, gardening club and community</p> <p>Eriko, staff</p>	

Goal 2: To lift student achievement to 80% at or above in literacy and mathematics			
Goals	Key Tasks	Personnel	Outcome
Continue school wide learning in mathematics	<p>Purchasing of numeracy resources and equipment.</p> <p>Continued professional learning in moderation and building a common understanding of progressions at each level</p> <p>Reflective journal focus groups to meet twice a term and collaboratively plan to lift achievement of priority</p>	<p>Alex</p> <p>Alex, MST teacher, MST facilitator</p> <p>All staff</p>	

	<p>students (as identified in our data and in Whiria te Tangata achievement challenge)</p> <p>Embed the use of the midpoint indicators developed</p> <p>Maths Support teacher (MST) to continue to provide accelerated programmes for identified priority students</p> <p>Sharing and implementation of strategies from MST programme into classroom programmes.</p> <p>Catering for HAT students -involvement in Mathex, Otago Problem Solving, EPRO8, ICAS and cross grouping programmes</p> <p>SIT Team to complete an inquiry into maths achievement looking at expectations, moderation, pedagogy, teacher attitude and confidence, student voice and parent feedback.</p> <p>Professional learning focus on areas identified by teachers through feedback.</p>	<p>All staff</p> <p>Jackie</p> <p>Jackie and Alex</p> <p>All staff</p> <p>SIT Team</p> <p>Alex, Jackie and MST facilitator</p>	
Development of home school partnership in mathematics	<p>Meetings with priority students' parents re current learning progress and ways of supporting students at home</p> <p>Building parent knowledge and confidence in supporting children's mathematical knowledge and skill</p> <p>Using a Mathathon to promote and show the importance of knowing basic facts</p>	<p>Jackie</p> <p>Alex and SIT team</p> <p>All Staff</p>	
Involvement in MST	<p>Continued training of MST teacher</p> <p>MST teacher to continue to provide accelerated programmes for identified priority students working within the classroom and withdrawal groups</p> <p>Sharing and implementation of strategies from MST programme.</p>	<p>Jackie and Alex</p> <p>Jackie</p> <p>Jackie and Alex</p>	

<p>Continued exploration of assessment data to enhance and enrich classroom programmes and student learning</p>	<p>Monitoring and addressing of Maori and Pasifika student achievement</p> <p>Analysis of Literacy and Numeracy data reporting trends, patterns and recommendations to BOT</p> <p>Further development of data analysis skills and processes including continued use of qualitative and quantitative data</p> <p>Student confidence and self-reported skill level in literacy and numeracy collected at beginning and end of year</p> <p>Explore ways of further gathering and analysing student and parent voice to further inform the school on student needs</p> <p>Continue monitoring priority students and Phase 6 action plans and the outcome of these, by including twice a term team meeting focus and inclusion in our reflective journals</p> <p>Further develop data analysis skills and processes using our WPS Data Analysis Tool to unpack data to inform class programmes, extending it to Phase 6</p> <p>Develop Phase 6 action plans based on the data which narrow the focus in each curriculum area and identify effective practices that lift student achievement</p> <p>Reflective journal focus groups to meet twice a term and collaboratively plan to lift achievement of priority students</p>	<p>All staff</p> <p>School leaders</p> <p>Heather to lead – all staff</p> <p>All staff</p> <p>SLT</p> <p>Team leaders, teachers</p> <p>All staff</p> <p>All staff</p> <p>All staff</p>	
<p>Continue school wide learning in literacy</p>	<p>Continue to use data gathered from PAT to inform learning programmes</p> <p>As part of the writing review, research/review current spelling programmes in light of (Joy Hay PL) and student spelling conscience by;</p> <ul style="list-style-type: none"> • Analysing historic data • where needed using pseudo words to identify gaps • tailoring spelling programme to needs <p>Continue professional learning with Whiria te Tangata kahui ako</p> <p>Moderating and building a common understanding of learning progressions at each level using exemplars developed in 2016 to level writing</p> <p>Whiria te Tangata in-school teacher continues their inquiry into writing achievement looking at expectations, pedagogy, teacher attitude and confidence, student voice and parent feedback</p> <p>Reflective journal focus groups to meet twice a term and collaboratively plan to lift achievement of priority</p>	<p>All staff</p> <p>Literacy team</p> <p>All staff</p> <p>Denise and Literacy team</p> <p>Michaela, Denise and literacy team.</p>	

	<p>students</p> <p>Continue building appropriate resources to support the teaching of reading strategies</p> <p>Build a common understanding of what an effective writing programme looks like and what it includes</p>	<p>All staff</p> <p>Denise</p> <p>Literacy Team</p>	
<p>Continue to develop teacher confidence and capability in using assessment for, as and of learning</p>	<p>PL in current assessment practices i.e. major emphasis on assessment as learning</p> <p>Review current assessment practices and tools in light of changed MOE requirements – abolition of National Standards</p> <p>Further development in using student voice/agency to ensure our students are driving their own learning e.g. using learners' reflective questions</p> <ul style="list-style-type: none"> • What are you learning? • How are you doing? • How do you know? • How can you improve? • Where do you go for help? <p>Develop of what this looks like in practice</p>	<p>SLT</p> <p>SLT and staff</p> <p>SLT/Staff</p>	
<p>Increase engagement of learners with special education needs (ORS and BNS students)</p>	<p>Professional learning targeting needs of specific students eg: Non-violent crisis interventions, Tips for Autism, Clicker programmes, LLI, Early words programme</p> <p>Continue to work with Learning Support, SLTs, RTLB and appropriate outside agencies to provide appropriate programmes for ORRS and identified learners</p> <p>Provision of support for ORS students</p> <p>Continue to encourage involvement of ORRS / special needs student in extracurricular programmes, and to follow their interests</p>	<p>Staff, LAs, SENCO, COL SENCO group, parents</p> <p>SENCO</p> <p>All staff</p> <p>All staff</p>	

Goal 3: To continue to develop a culture of inquiry in our school learning environment (students and staff).

Goals	Key Tasks	Personnel	Outcome
<p>Changing the pedagogical beliefs around what effective e-learning looks like - so teachers understand the progression of the SAMR model.</p>	<p>TOD to unpack the new digital curriculum content</p> <p>Targeted workshops for Years 1-4, Years 5-6. Years 7-8 based around the SAMR model and linked to team needs</p> <p>Year 1- 4 Pic Collage , Seesaw</p> <p>Year 5-6 Seesaw, Popplet, Scratch</p> <p>Year 7-8 Scratch, robotics</p>	<p>Tracey Pacheco</p> <p>External PLD - can apply for Digital Fluency PLD hours</p> <p>Supported by the e-team.</p>	

<p>Digital technologies are explicitly planned for and reflected on through the inquiry process.</p>	<p>Modify the current WPS model to include thinking skills and specific digital tools that can be used.</p> <p>Support team to plan inquiries that are rich and robust and explicitly have digital technologies included</p>	<p>Team leaders with Facilitator</p> <p>External PLD facilitator</p>	
<p>Teachers make good choices from the Waitakere Toolkit to use within their classroom integrating across the curriculum, with focuses on writing and maths</p>	<p>Build a Waitakere Toolkit over time from the workshops provided and tools used well within inquiry. Build toolkit into curriculum map</p> <p>Continued in-class support and hands on workshops to know which digital tools are the most appropriate for each Year Level.</p> <p>Collaboration and sharing / reflecting on tools used across classrooms during team meetings</p>	<p>E-team</p> <p>External PLD Facilitator</p> <p>E-team, Team leaders, Facilitator</p>	
<p>Use digital technologies to engage with whanau/iwi and community in culturally responsive ways.</p>	<p>Role of a digital reporting tool across school</p> <p>PLD to increase teacher confidence in use of Seesaw moving to more student directed approach to its use within the classroom program.</p> <p>Reflection of use of Sway in Year 7/8 with investigation into home/school links</p>	<p>Team Leaders & SLT</p> <p>External PLD Facilitator</p> <p>Year 7/8 Team + Jaime M</p>	
<p>Teachers and students have as required access to digital technologies that are 'ready for learning.</p>	<p>Quotes for devices as outlined in Technology required for 2019</p> <p>Reallocation of devices</p> <p>Infrastructure and reliability checked with Xanadu</p>	<p>E-leaders</p> <p>E-Team</p> <p>E-Team</p>	
<p>Have a more consistent approach to delivering cybersafety and digital citizenship learning experiences.</p>	<p>Co-construction of the responsible elearning guideline posters as part of the development of class treaty's and learner profiles.</p> <p>Integrate e-competencies into the inquiry map</p> <p>Development of the WPS digital citizenship curriculum - lessons and activities for year levels under the 4 term areas of :</p> <ul style="list-style-type: none"> • Privacy & internet safety • Digital footprint & relationships • Information literacy & copyright • Self image & cyberbullying <p>PLD for teachers to deliver learning experiences around this curriculum</p>	<p>Class teachers and year level teams</p> <p>E-team</p>	

Professional learning in developing and teaching in independent Learning Environments	<p>Collaborative teaching practices used throughout the school in selected subjects</p> <p>Year 1-2 establishing ILE The Nest – R 14/15 Year 3/4 ILE continues in The Hub Year 5/6 establishing ILEs in R1/2 and R3/4</p> <p>Year 7/8 ILE continues in The Hive and is establishing in R18/19</p> <p>Creation of collaborative working agreement contracts</p>	<p>All staff</p> <p>Jaime/Jennifer Kura/Julie Sharon/Lexi Rhys/Ashleigh Kiran/Judy George/Lorna</p> <p>Denise/teachers</p>	
Continued strengthening of our inquiry approach to the teaching and learning process	<p>After consultation with staff, further refine our appraisal system to include the following:</p> <ul style="list-style-type: none"> • Tapasa • The use of evidence to self-reflection using a variety of practices to share with their appraiser e.g. videos, saved plans, student work etc <p>Teachers taking the initiative and leading the appraisal process – sharing, inviting, consulting as appropriate</p> <p>Refine our attestation process and accountability expectations to include:</p> <ul style="list-style-type: none"> • Place for appraiser to comment on areas for development in teacher pedagogy <p>Reflective journal review meetings held twice a term to:</p> <ul style="list-style-type: none"> • Share progress and achievement of priority students • Discuss successful strategies and next steps • Reflecting on teacher practice <p>Provide opportunities for teachers to share own and view of their practice 3 times (Term 2 and 3) during CRT times</p> <p>Learning Assistants appraised using a modified model i.e. goal setting, group and individual meetings and 360 feedback</p>	<p>SLT All teachers</p> <p>All teachers</p> <p>All teachers</p> <p>All staff</p> <p>SLT, team leaders</p> <p>Team leaders, Alex, LAs</p>	

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.	<p>Attend meetings regularly to</p> <ul style="list-style-type: none"> • plan and run a combined TOD • plan and run combined BoT meetings • train across and within school teachers <p>Staff involvement in within and across school partnership</p> <ul style="list-style-type: none"> • WSL/ASL PLD days • Kahui ako TOD • APs involved in leadership groups and work streams <p>Keep Board and staff informed of progress</p>	<p>SLT BOT</p> <p>Staff</p> <p>Heather</p>	

<p>Review school achievement expectations and our reporting to parents formats</p>	<p>Develop WPS achievement expectations by</p> <ul style="list-style-type: none"> • using the NZC and frameworks as guiding documentation • considering our knowledge of our learners • moderating across our kahui ako <p>Review current written report formats to:</p> <ul style="list-style-type: none"> • 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. <p>Refine/ develop our parent teacher student conferences to include greater student voice/agency</p> <p>Consult community</p> <p>Consult local schools for ideas</p>	<p>School leaders</p>	
<p>Strengthen our communications systems with the community</p>	<p>Widen the use of digital/social media (Facebook, Seesaw, Office 365 etc) as a means communication with our school community</p>	<p>E team</p>	