

WAITAKERE PRIMARY SCHOOL STRATEGIC PLAN 2019-2021

Strategic Goals:

80% of our students achieving at or above expectations in numeracy and literacy by 2021

Culturally sustaining and responsive practices embedded in all we do

Deepening our understanding of and strengthening collective teacher efficacy and student agency

Curriculum

Curriculum Strategic Direction	2019	2020	2021
To review and implement curriculum delivery across the school according to the essence and intent of the New Zealand Curriculum	<p><i>WAVE Model to include knowledge component, te reo/tikanga and enviro schools focus.</i></p> <p><i>FT units offered –E learning, enviro schools, Te Reo</i></p> <p><i>Review and update WPS NZC document to reflect current practice</i></p>	<p><i>Consolidation of WAVE model</i></p> <p><i>Review Time allocations for maths and literacy in light of ILE teaching.</i></p> <p><i>Allocate FT units as identified in end of year review.</i></p>	<p><i>Review of WPS NZC document.</i></p> <p><i>Allocate FT units as identified in end of year review.</i></p>
To increase the percentage of students achieving at and above expectation in literacy and mathematics	<p><i>Targeted programmes for priority students. Use collaborative practices to plan and implement targeted programmes (including Phase 6 data analysis)</i></p> <p><i>Continued involvement in Whiria te Tangata kahui ako</i></p>	<p><i>Targeted programmes for priority students</i></p> <p><i>Review effectiveness of targeted programmes</i></p> <p><i>Continued involvement in Whiria te Tangata kahui ako</i></p>	<p><i>Targeted programmes for priority students</i></p> <p><i>Continued involvement in Whiria te Tangata kahui ako</i></p>
To use assessment practices to review the effectiveness of programmes delivered and monitor the progress and achievement of students.	<p><i>Continued use of quantitative and qualitative data – student, staff and parent voice.</i></p> <p><i>PAT - all testing completed in Term 1 with data analysed and used to inform programmes.</i></p> <p><i>Focus on building student agency to identify next learning steps and monitor their progress.</i></p> <p><i>Investigate alternate New Entrant testing</i></p> <p><i>BOT reports delivered as scheduled</i></p>	<p><i>Review and strengthen WPS data analysis process</i></p> <p><i>Identify successful practices in reading writing and mathematics.</i></p> <p><i>Continue to develop student agency</i></p> <p><i>PLD re Feedback (John Hattie's work)</i></p> <p><i>Revise New Entrant testing</i></p> <p><i>BOT reports delivered as scheduled</i></p> <p><i>Whiria te Tangata kahui ako to strengthen moderation processes re achievement expectations</i></p>	<p><i>Assessment schedules.</i></p> <p><i>BOT reports delivered as scheduled</i></p> <p><i>Continue to promote AFL practices</i></p> <p><i>Continued involvement in Whiria te Tangata kahui ako to strengthen moderation processes re achievement expectations.</i></p>

<p>To identify students at risk and put in place programmes to improve students learning outcomes</p>	<p>Use of WPS data analysis process to identify priority students. Staff, team and reflective journal meetings used to monitor progress and success of interventions. Training of MST teacher to cater for students needing support. Continued involvement in Whiria te Tangata kahui ako Implementation of Walker Play programme (or similar) in year 1 and 2 to assist students in transitioning to school Training and allocation of LA to support identified students Learning Support programmes</p>	<p>Continue with MST Learning Support programmes – explore ways to sustain the programme. Apply for ministry funded PL (COL) Continued involvement in Whiria te Tangata kahui ako Review and revise Walker Play Programme and Discovery Learning Training and allocation of LA to support identified students Learning Support programmes</p>	<p>Learning Support programmes Investigate MST funding</p>
---	---	---	--

<p>To identify HAT (high ability and talented) students and put in place programmes and activities which cater for their needs</p>	<p>Involvement in ICAS, Kid's Literature, sports initiatives, school choir, ukulele groups, kapa haka, school leaders and council, Epro8, Mathex, Otago problem solving for Years 6 to 8 Continue PL in collaborative teaching Continued involvement in Whiria te Tangata kahui ako Explore other options available – e.g in e learning, STEAM</p>	<p>Involvement in ICAS, Kid's Literature, sports initiatives, school choir, ukulele groups, kapa haka, school leaders and council, Police Epro8, Mathex, Revision of HAT programmes, including indicators developed to identify and guide teaching programmes. Otago problem solving for Years 6 to 8 Continued involvement in Whiria te Tangata kahui ako to explore G and T programmes</p>	<p>Involvement in ICAS, Kid's Literature, sports initiatives, school choir, ukulele groups, kapa haka, school leaders and council, Police Epro8, Mathex, Otago problem solving for Years 6 to 8 Trialing of revised HAT programmes and indicators. Explore other options available – e.g in e learning, STEAM</p>
--	--	--	--

<p>Provision of quality learning opportunities in te reo and tikanga Maori in partnership with Te Runanga o te Kura o Waitakere</p>	<p>Nga Wiki o te reo Maori Kapa haka groups –new tutor Powhiri accepted practice Implementation of WPS te reo programme including opportunities for colleagues to support and share Te reo lessons delivered by outside expert – upskilling staff as well as students Te reo fixed term unit for PL in te reo Matariki celebration School karakia and pepeha by used whole school community</p>	<p>Nga Wiki o te reo Maori Kapa haka groups Strengthening of WPS te reo programme including opportunities for colleagues to support and share classroom practice Review new opportunities to celebrate Matariki Explore possibilities for whole school Marae visits</p>	<p>Nga Wiki o te reo Maori Kapa haka groups Matariki celebration Whole school marae visit</p>
---	---	---	---

<p>To engage Maori whanau with regard to programmes and targets for student achievement</p>	<p>Kapa Haka groups Matariki celebrations Te Runanga o te Kura o Waitakere Runanga representation on BOT Nga tumanako/values programme Explore relationship based learning develop our school indicators as to what this looks like in our setting Consult Maori community re Maori achievement and nga tumanako Continued involvement in Whiria te Tangata kahui ako</p>	<p>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 –whanau evening Continued involvement in Whiria te Tangata kahui ako Trail relationship based learning</p>	<p>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- whanau evening Continued involvement in Whiria te Tangata kahui ako Consolidate relationship based learning</p>
---	---	---	---

<p>To deliver a quality programme at Year 7 and 8 which prepares our students for secondary school</p>	<p><i>BYOD operating in Years 5 to 8</i> <i>Continue to hold information evenings re programmes</i> <i>Extending leadership opportunities</i> <i>ILEs established at year 7 and 8</i> <i>Extending the opportunities of EOTC</i> <i>Liaison with our local High Schools re needs, abilities and expectations of our Year 8 students going through to High School</i> <i>Mentoring programme</i> <i>Extend transition visits to local high school</i> <i>Kahui ako Industry partnership days</i></p>	<p><i>Review and extend programme</i> <i>BYOD Classrooms</i> <i>Continue to hold information evenings re programmes</i> <i>Continue to offer leadership opportunities.</i> <i>Mentoring programme</i> <i>Liaison with our local High Schools re needs of our Year 8 students going through to High School</i> <i>Explore leadership opportunities offering by local high schools.</i></p>	<p><i>Review and extend programme</i> <i>Evaluate BYOD Programmes</i> <i>Continue to hold information evenings re programmes</i> <i>Continue to offer leadership opportunities.</i> <i>Mentoring programme</i> <i>Liaison with our local High Schools re needs of our Year 8 students going through to High School</i> <i>Extending the opportunities of EOTC</i></p>
--	---	---	---

Documentation and Review

Documentation and review strategic	2019	2020	2021
To evolve strategic planning that makes explicit links between policies and procedures, annual plans, action plans, curriculum delivery documents and the annual budget	<p><i>Annual strategic plan review including the cycle of review for policies and procedures</i></p> <p><i>Explore ways of preparing and recording annual and strategic plans</i></p>	<p><i>Annual strategic plan review including the cycle of review for policies and procedures</i></p> <p><i>Revise format of annual and strategic plans</i></p>	<p><i>Annual strategic plan review including the cycle of review for policies and procedures</i></p> <p><i>Evaluate annual and strategic plan format to ensure it meets our needs</i></p>
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	<p><i>Refer to Curriculum Review, Development and Implementation plan</i></p> <p><i>Refer to policy review timetable</i></p> <p><i>Refer to strategic plan</i></p>	<p><i>Refer to Curriculum review, Development and Implementation plan</i></p> <p><i>Refer to policy review timetable</i></p> <p><i>Refer to strategic plan</i></p>	<p><i>Review and adapt home learning programme to reflect student needs</i></p> <p><i>Refer to Curriculum Review, Development and Implementation plan</i></p> <p><i>Refer to policy review timetable</i></p> <p><i>Refer to strategic plan</i></p>
To continue to make quality decisions about learning programmes based upon sound evaluation of information on the achievement of students	<p><i>Whole school data gathering in literacy and mathematics – staff involved in analysis and recommendations</i></p> <p><i>Development and moderation of expected achievement standards</i></p> <p><i>Use of qualitative data – attitudinal and longitudinal quantitative data.</i></p> <p><i>Learning programmes reviewed to identify practices which lift achievement.</i></p> <p><i>Network with kahui ako schools re successful pedagogy</i></p>	<p><i>Whole school data gathering in literacy and mathematics – staff involved in analysis and recommendations</i></p> <p><i>Continued moderation of expected achievement standards – network with Kahui Ako schools to develop common expectations.</i></p> <p><i>Extend use of qualitative data – attitudinal in other curriculum areas – PE, etc</i></p>	<p><i>Whole school data gathering in literacy and mathematics – staff involved in analysis and recommendations</i></p> <p><i>Trailing of kahui ako achievement expectations</i></p> <p><i>Use of qualitative data - attitudinal</i></p>
To review and develop strategies for reporting student achievement to parents in line with the requirements of the Education Act	<p><i>Complete review, revise and implement new end and mid-year written reports re progress and achievement</i></p> <p><i>Align data entry with to our school expectations and populating our reports</i></p> <p><i>Strengthen practices for student led conferences – encourage greater student agency.</i></p> <p><i>Explore use of See Saw and other options to share student achievement</i></p>	<p><i>Written reports –mid and end of year</i></p> <p><i>Student led conferences</i></p> <p><i>Meet the teacher</i></p> <p><i>Open days</i></p>	<p><i>Review Written reports –mid and end of year</i></p> <p><i>Student led conferences</i></p> <p><i>Meet the teacher</i></p> <p><i>Open days</i></p>

<p>To report to the BOT on the achievement of all students and groups of students including Maori and Pacifica</p>	<p><i>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</i></p>	<p><i>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</i></p>	<p><i>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</i></p>
<p>To provide opportunities for BOT training in order to develop and enhance understanding of documentation and self-review</p>	<p><i>Board training available as needed/requested</i></p>	<p><i>Board training available as needed/requested</i></p>	<p><i>Board training available as needed/requested</i></p>
<p>To work collaboratively with the community to foster an atmosphere of inclusiveness through communication and consultation.</p>	<p><i>Community consultation – survey each term on different aspects of school operations Staff involvement in runanga, PTA, and sustainability group. Open door policy.</i></p>	<p><i>Community consultation – survey each term on different aspects of school operations Staff involvement in runanga, PTA, Friends of the School and sustainability group.</i></p>	<p><i>Community consultation – survey each term on different aspects of school operations Staff involvement in runanga, PTA, Friends of the School and sustainability group.</i></p>

Personnel

Personnel Strategic Direction	2019	2020	2021
To refine procedural frameworks which promote high levels of quality in staff performance	<p><i>Refine appraisal system to reflect teacher needs and feedback, personal inquiries and shared inquiries</i></p> <p><i>Strengthen inquiry processes including opportunities to collaborate with other schools in or kahui ako</i></p> <p><i>External appraiser for school management team</i></p> <p><i>Further development of e-portfolios</i></p>	<p><i>External appraiser for Principal and APs.</i></p> <p><i>Review job descriptions to ensure recording of evidence is manageable, explicit and meets the requirements</i></p> <p><i>Revisit coaching model</i></p>	<p><i>External appraiser for Principal and APs.</i></p> <p><i>Review teachers' E portfolios</i></p>
To ensure that the BOT are recruiting, employing and retaining quality staff who positively promote our school vision	<p><i>Recruit staff, through fair processes, to match background and needs of our students</i></p> <p><i>Board representation on all senior leadership appointments and others where appropriate</i></p>	<p><i>Recruit staff, through fair processes, to match background and needs of our students</i></p> <p><i>Board representation in all senior leadership appointments and others where appropriate</i></p>	<p><i>Recruit staff, through fair processes, to match background and needs of our students</i></p> <p><i>Board representation in all senior leadership appointments and others where appropriate</i></p>
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	<p><i>Student data and staff needs analysed to investigate areas and priorities for further PL – maths, writing and digital curriculum</i></p> <p><i>Whiria te tangata drivers – student agency and culturally sustaining practice a focus in our Kahui Ako</i></p> <p><i>PL as identified in curriculum review cycle</i></p>	<p><i>Staff needs analysis to investigate areas and priorities for further PL</i></p> <p><i>PL as identified in curriculum review cycle</i></p> <p><i>Continuing PL as part of kahui ako PLD</i></p>	<p><i>Staff needs analysis to investigate areas and priorities for further PL</i></p> <p><i>PL as identified in curriculum review cycle</i></p> <p><i>Continuing PL as part of kahui ako PLD</i></p>
To provide a supportive environment that values and inspires staff to reach their professional obligations and personal goals	<p><i>Reflection interview with Principal annually</i></p> <p><i>Robust appraisal system</i></p> <p><i>Provision of opportunities for discussion and collaborative decision making</i></p> <p><i>Staff induction programmes</i></p> <p><i>Establish and develop our in school and across school lead roles for Whiria te Tangata kahui ako</i></p> <p><i>Staff wellbeing focus - Mindfulness PLD and team building staff meetings held each term.</i></p>	<p><i>Teaching and school practices survey conducted</i></p> <p><i>Reflection interview with Principal annually</i></p> <p><i>Robust appraisal system</i></p> <p><i>Leadership opportunities-fixed term</i></p> <p><i>M Units available in priority areas</i></p> <p><i>Provision of opportunities for discussion and collaborative decision making</i></p> <p><i>Staff induction programmes</i></p> <p><i>Investigate involving students in appraisal cycle for teachers-student voice and student feedback</i></p> <p><i>Establish and develop our in school and across school lead roles for Whiria te Tangata kahui ako</i></p>	<p><i>Reflection interview with Principal annually</i></p> <p><i>Robust appraisal system</i></p> <p><i>Leadership opportunities-fixed term</i></p> <p><i>M Units available in priority areas</i></p> <p><i>Provision of opportunities for discussion and collaborative decision making</i></p> <p><i>Staff induction programmes</i></p> <p><i>Involvement students' in appraisal cycle for teachers-student voice and student feedback</i></p> <p><i>Establish and develop our in school and across school lead roles for Whiria te Tangata kahui ako</i></p>

Finance and Property

Finance and Property Strategic Goals	2019	2020	2021
To allocate funds to support our strategic and annual plans	<i>Budget completed and approved by BOT</i>	<i>Budget completed and approved by BOT</i>	<i>Budget completed and approved by BOT</i>
To review and refine internal procedures to monitor finance and expenditure	<i>Maintenance of financial procedures with assistance from financial service provider (CES) Monthly finance subcommittee meetings held</i>	<i>Maintenance of financial procedures with assistance from financial service provider (CES) Monthly finance subcommittee meetings held</i>	<i>Maintenance of financial procedures with assistance from financial service provider (CES) Monthly finance subcommittee meetings held</i>
To ensure that our resources are well managed to meet our goals and priorities	<i>Leadership team and key budget holders responsible for management of all curriculum and other budgets</i>	<i>Leadership team and key budget holders responsible for management of all curriculum and other budgets</i>	<i>Leadership team and key budget holders responsible for management of all curriculum and other budgets</i>
Implement an efficient programme of maintenance for our buildings and facilities	<i>Development of 5YA. Refer to 5-10-year maintenance plan</i>	<i>Refer to 5-10-year maintenance plan</i>	<i>Refer to 5-10-year maintenance plan</i>
Develop facilities to reflect our priorities as identified in staff and community consultation	<i>Investigation re development of</i> <ul style="list-style-type: none"> • shade areas • bike track • ILEs <i>Continue to further develop sustainable practices</i>	<i>Continue to further develop sustainable practices. Development of</i> <ul style="list-style-type: none"> • shade areas • bike track • ILEs 	<i>From 2020 consultation select areas of focus</i>

Health and Safety

Health and Safety Strategic Goals	2019	2020	2021
To ensure we maintain a safe physical and emotional environment that inspires everyone to reach his or her full potential	<p><i>Strengthen sign in and out procedures</i></p> <p><i>Police vetting of all staff including building contractors</i></p> <p><i>Police vetting of parents attending school camps</i></p> <p><i>Wellbeing focus for staff - revised meeting schedules, mindfulness PLD and team building staff meetings</i></p> <p><i>On-going hazard identification</i></p> <p><i>Annual review of playgrounds</i></p> <p><i>Water safety programmes</i></p> <p><i>Cyber safety meetings held for the school community</i></p> <p><i>Review current behaviour management system in line with school vision</i></p>	<p><i>Investigate electronic sign in system</i></p> <p><i>Police checking of all staff including building contractors</i></p> <p><i>Parents collecting students early must report to office and complete sign out slip</i></p> <p><i>Teachers aware of processes for accessing assistance for students</i></p> <p><i>On-going hazard identification</i></p> <p><i>Annual review of playgrounds</i></p> <p><i>Survey students re their health and safety</i></p>	<p><i>Police checking of all staff including building contractors</i></p> <p><i>Parents collecting students early must report to office and complete sign out slip</i></p> <p><i>Teachers aware of processes for accessing assistance for students</i></p> <p><i>On-going hazard identification</i></p> <p><i>Annual review of playgrounds</i></p>
Develop or review, as appropriate, Health and Safety legislation policy and procedures	<p><i>Policy review as per policy review</i></p> <p><i>Strategic plan – appoint Health Reps</i></p> <p><i>Analysis of playground accidents</i></p> <p><i>Fire, lockdown and earthquake drills each term</i></p> <p><i>Review of lunch room menu and operation</i></p> <p><i>Continue to review and refine all Health and Safety policies</i></p> <p><i>Electrical testing</i></p> <p><i>Implement new Emergency procedures</i></p>	<p><i>Policy review as per policy review</i></p> <p><i>Strategic plan</i></p> <p><i>Analysis of playground accidents</i></p> <p><i>Fire, lockdown and earthquake drills each term</i></p> <p><i>Annual review of lunchroom menu</i></p> <p><i>Electrical testing</i></p>	<p><i>Policy review as per policy review</i></p> <p><i>Strategic plan</i></p> <p><i>Analysis of playground accidents</i></p> <p><i>Fire, lockdown and earthquake drills each term</i></p> <p><i>Annual review of lunch room menu</i></p> <p><i>Electrical testing</i></p>

General and Legislative

General and Legislative Strategic Goals	2019	2020	2021
To develop and review systems to comply with all current legislation through policy and procedure	<i>Maintain EEO procedures Implement Health and Safety Procedures Regular programme of self – review Code of practice for International Students</i>	<i>Maintain EEO procedures Regular programme of self - review</i>	<i>Maintain EEO procedures Regular programme of self - review</i>
To continue to encourage a sense of school pride and turangawaewae in line with our school vision	<i>Continued implementation of revised school vision Development and implementation of school values and nga tumanako programme.</i>	<i>Consult community on school vision Review of school vision (values section)</i>	<i>Continued implementation of revised school vision</i>

	2019	2020	2021
Mathematics	<p>Investigate and trial the teaching of strand maths and basic facts</p> <p>Continuing to use problem solving to demonstrate understanding of strategies</p> <p>New MST teacher</p> <p>Reviewing Year 7 and 8 maths expectations to meet High School expectations</p>	<p>Evaluate and refine teaching strategies for strand maths and basic facts.</p> <p>Refine Year 7 and 8 math's programme</p> <p>Investigate lesson structure to maximize learning opportunities.</p>	<p>Continuing sharing MST practices</p> <p>Investigate the impact of current strategies on student achievement.</p> <p>Establish guidelines re effective lesson structures.</p>
Literacy	<p>Research the role of oral language in connection to literacy achievement.</p> <p>Implement draft spelling programme in Year 3-4</p> <p>Year 1/2 – further embedding Joy Hay sound programme</p> <p>Within school leads (WSL) focusing on effective literacy practice</p> <p>Continued development of exemplars</p>	<p>Embed spelling programmes</p> <p>Trial and implement ideas from WSL</p> <p>Continued development of exemplars</p>	<p>Review spelling programmes</p> <p>Review writing exemplars</p>
Other Learning Areas	<p>Review Health and well being Inquiry and place of knowledge in the process</p> <p>Introduce the Digital Curriculum</p>	<p>Review P.E,</p> <p>Implementing wellbeing programmes eg Mindfulness</p> <p>Review WAVE model</p> <p>Developing our Digital curriculum</p>	<p>Review the ARTS</p> <p>Implement revised PE programmes</p> <p>Embedding our Digital curriculum</p>
Key competencies	<p>Implementing Learner profiles</p>	<p>Investigate Graduate profiles</p>	<p>Review Learner profiles</p> <p>Develop our Graduate Profile</p>
Pedagogy	<p>Introduce Walker Play programme</p> <p>Collaborative teaching pedagogy</p> <p>Investigate Relationship based learning practices</p> <p>HAT</p> <p>Review school entry assessments</p>	<p>Trial Relationship based learning practices</p> <p>Consolidate Walker Play programme</p> <p>Implement changes to school entry assessment</p>	<p>Review HAT</p> <p>Consolidate collaborative teaching pedagogy</p> <p>Embed Relationship based learning practices</p> <p>Review Walker Play programme</p>
Self-review process	<p>Curriculum teams established</p> <p>Role:</p> <ul style="list-style-type: none"> • Gathering voice from all areas of school • Sharing new learning/PLD • Moderating expectations • Reviewing current curriculum documents • Keeping up with current research and development in their curriculum area. 		

	<p>Review</p> <ul style="list-style-type: none"> • <i>Identify needs</i> • <i>Report to BOT on achievement and recommendations</i> • <i>Budget for resources to meet identified needs</i> 	<p>Develop</p> <ul style="list-style-type: none"> • <i>Increase teacher knowledge</i> • <i>Refine teacher practice</i> • <i>Update overviews</i> • <i>Revise/develop WPS Curriculum Document</i> 	<p>Implement</p> <ul style="list-style-type: none"> • <i>Implement new programme</i> • <i>Collegial sharing of best practice</i> • <i>Monitor and review outcomes</i>
--	---	---	---