

# ANNUAL PLAN FOR WHANGAPARAOA PRIMARY SCHOOL - 2018



Strategic Goal	Actions to Achieve Goal/s	Who	Time-Frame
<b>OUR LEARNING</b>			
<ul style="list-style-type: none"> <li>How can we ensure all students show progress in their achievement in reading, writing and mathematics?</li> </ul>	<p>Effective teaching strategies visible in all learning sessions</p> <p>Target students identified each term</p> <p>Teachers teach learners to talk about their next learning steps and how to share responsibility to achieve these</p>	Teachers and students	On-going
<ul style="list-style-type: none"> <li>How will we ensure the needs of national priority groups - Maori, Pasifika students, special education needs, and those students who are achieving below their expected year level in reading, writing and maths are met?</li> </ul>	<p>We will have Target groups and programmes aimed to accelerate their learning progress</p> <p>Use PAT's and e-asTTle results to formally track accelerated progress and identify next learning steps</p> <p>Use The Writing Progressions to track movement within a level in finer detail between e-asTTle assessments and direct next steps</p>	Teachers, Coaches, Jo, DP's & CoL	On-going- Target groups for first half of year to be established no later than Week 5 Term 1 and reviewed each term
<ul style="list-style-type: none"> <li>How do we empower students and staff to take responsibility and ownership to collaboratively design learning around their passions, interests and needs?</li> </ul>	<p>Use coaching relationships to build teacher confidence</p> <p>Provide professional learning sessions around the process of inquiry</p>	All staff and students  All staff	On-going  Term 1 and 2
<ul style="list-style-type: none"> <li>In what ways can student agency be valued and used to provide direction to learning that results in a happy, stimulating, playful learning environment?</li> </ul>	<p>Use Seesaw/ Linc-ed/Blogger to communicate their learning directly with their families</p> <p>Provide PL around what true learner agency looks like in the classroom for learning <a href="https://sonyaterborg.com/2017/10/09/dont-say-agency-unless-you-really-mean-it/">https://sonyaterborg.com/2017/10/09/dont-say-agency-unless-you-really-mean-it/</a></p> <p>Teachers to focus their planning on skills, behaviours and outcomes</p> <p>Teachers to gather detailed information from students and families around interests, passions, and experiences</p>	Jo - PL Kate - PL All teachers to create change in classroom practice	PL Term 1 then ongoing focus throughout the year

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<b>OUR CULTURE</b>			
<ul style="list-style-type: none"> <li>How can we show Tikanga, Te Reo and Te Ao Maori have a valued and visible presence in our school?</li> </ul>	Displays in all spaces. Daily usage in and around school - panui, greetings, newsletters, in classrooms, assemblies. Conversations with staff, students and whanau Incorporating Te Ao Maori in our planning Welcoming students in a way that respects their culture	Everyone  Inquiry team and TL	
<ul style="list-style-type: none"> <li>How do we show the principles of Tātaiako, Ka Hikitia and ORCA are embedded in our school?</li> </ul>	Interactions with staff, students and whanau Building strong home and school relationships Communicating regularly with staff, students and whanau	Staff, students and whanau	Weekly visiting these principles with staff and students
<ul style="list-style-type: none"> <li>How do we build relationships first and get to know our people, their families and their culture in our school?</li> </ul>	Using 'Kanohi te kanohi/face to face' conversations is good practice. Interactions with staff, students and whanau. Building strong home and school relationships. Communicating regularly with staff, students and whanau.	Staff, students and whanau	

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<b>OUR COLLABORATIVE TEAM</b>			
<ul style="list-style-type: none"> <li>How can we work as a team to utilise the strengths, talents and diversities of our staff, students and whanau so that we will be the best we can be together?</li> <li>How will we utilise resources in our local area to support our akonga and promote inquiry that encourages positive action to empower our community through shared knowledge and expertise?</li> </ul>	<p>Continue Passion Friday activities, and utilising the strengths of teachers, parents, whanau and the community. To be adapted and reflected on each year</p> <p>Create a register of parents/willing community members and their skills that they are willing to share that teams can approach. A questionnaire/whanau meetings - as a start point? e.g Adding value to Inquiry, EOTC, PE/Sports and trips by communicating with whanau and our community to find out what they could/are willing to contribute.</p> <p>Making better use of Waterwise and water activities in our area by working out a waterwise timetable at the beginning of the year so that it doesn't clash with other events that crop up from term to term.</p> <p>Professional Learning time to be spread between staff to provide workshops on a variety of areas. Good to share ideas and expertise in a variety of areas. Once or twice a term. Every staff member to hold a workshop at least once a year.</p> <p>Having all RAMS forms and paperwork collated and saved in a folder for all to access to enable us to utilise our resources and use time more effectively to plan and organise</p>	<p>Teachers, team leaders, parents, whanau and the community</p> <p>Staff, community, New waterwise instructors Paul, Ruth, Mark, Logan and Warren</p> <p>Whole staff Warren</p> <p>Jo</p> <p>Warren, Karen</p>	<p>2018 - establishing and experimenting to make it the best it can be</p> <p>Beginning of 2018 - whanau meetings?</p>
<ul style="list-style-type: none"> <li></li> </ul>	<p>Open and good communication - continue Panui, Team meetings, Staff professional learning, - Year plan within your year level and then term by term breakdown so that everyone is clear about what is going to happen. Collaborative planning as in using strengths of staff to help others plan eg. 2 teachers work on planning for writing/ reading/ maths - gathering resources,</p>	<p>Whole staff Vertical Team Leaders, DP's and Curriculum Leaders to lead communication</p>	<p>From January 2018 and beyond</p>

	<p>providing the bones of the planning so that others can develop the context, sharing successes and what has worked well etc</p> <p>Providing choices for tamariki and teachers around collaborative teaching teams (3 teachers and up to 70 chn), co teaching or single cell classrooms</p> <p>Collaborative teaching spaces after professional learning time</p> <p>Collaborative planning within year levels with room for individuality and flexibility To begin to move from single cell teaching to co-teaching as a progressive step towards fully collaborative teaching.</p>	SLT, Curriculum and Personal Inquiry coaches and teachers who have chosen to trial collaborative teaching	2018 - Find out how many teachers are beginning collaborative teaching then then review at end of 2018 to gauge where we are at to move forward as a staff for 2019
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<b>OUR FLEXIBLE SPACES</b>			
How can we provide spaces dedicated to learning where students can create, make and explore in & beyond the classroom	<ul style="list-style-type: none"> <li>• Use the existing spaces we have in our environment to extend learning experiences for students. (Kitchen in A6 / staffroom, collaborative spaces)</li> <li>• Invite and seek out experts to develop deeper learning experiences. Digital Conferences / webinars / guest visits / mentoring.</li> <li>• Create varied learning spaces, such as a 'builder's shed' or 'maker-space' for students to create through different medium. Including equipment that could be used in classrooms such as workbenches and tool-boxes that can be booked out to classrooms</li> </ul>	All staff BOT	2018 and beyond
How can we provide practical options for student learning to be visible?	<ul style="list-style-type: none"> <li>• Provide professional development to understand SAMR model, SEESAW/Blogger</li> <li>• Provide authentic tools for quality sharing of student learning and teacher practice</li> <li>• Provide a strong consistent Cybersmart programme</li> <li>• Develop a parent programme which means all vital stakeholders understand direction</li> <li>• Parents are able to access students learning online</li> </ul>	ELT All staff Students	Starting 2018 and beyond

How do we ensure we provide comfortable and practical learning spaces that all students feel they contribute to?	<ul style="list-style-type: none"> <li>• Students will be part of setting up class environments</li> <li>• Environments are engaging, multi-level for students</li> <li>• Students have ownership of their learning spaces and are aware of what works for them</li> <li>• Spaces allow for collaboration</li> </ul>	All staff Students	2018 and beyond
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<b>HAUORA</b>			
How can we embed our ORCA values so they are the baseline expectation for how we look after students, parents and each other?	<p>Explicitly teach and reinforce our expectations at the start of every year and then every term. Support staff reinforce in their environments. Students to explain values to parents. Note in newsletter explaining ORCA values and their origin. Visuals around the school and on website. Everyone looking to reinforce on every occasion in every environment. Part of peer mediation responsibilities Linc-Ed ORCA pages, badges, evidence</p>	<p>Our whole community is the aim.</p> <p>Kevin</p> <p>Leadership group Kim</p>	<p>All year, special focus in term 1 and beginning of every term.</p> <p>Once a term.</p> <p>Start of year.</p> <p>Term 1 week 3/4</p>
How can we emphasise personal progress and encourage children to find joy in their learning	<p>Use tools such as Seesaw and Linc-ed to be smarter about collecting evidence of learning Celebrate individual progress - students to know their goals and next learning steps Information on gathering quality evidence in Linc-Ed posted on the Hub</p>	<p>ICT team</p> <p>Teachers</p>	Term One then ongoing
How can we create a safe environment which promotes positivity, sharing and open communication for all	<p>Expect ORCA values to be shown in all environments Build strong relationships with all students and families **</p>	All staff	Term one - Whanau connect meetings
	<p>By ensuring we have accurate baseline data to work from 1.Undertake Health promoting schools self review rubric</p>	Kim	Term one Week 4
	<p>2. Undertake staff and children wellbeing survey - provides the listening place for all voices</p>	Kim	Term one Week 6 - 10
	<p>Introduce <u>EAP service</u> to support staff Facility for all staff which is confidential 24/7 to support welfare and lift wellbeing provides specialist services incl counselling /</p>	Kim to organise meeting with Kevin for Eap rep.	

	<p>stress management financial planning career strategists . Government part funding.</p>		
	<p>Hauora health and wellbeing article in school newsletter weekly focusing and making explicit links to a value with a link to supports, articles - short and sweet.</p>	Kim	
	<p>Teacher /Community events/ evenings with outside speakers teachers .. to encourage our sharing of ideas and practices</p>	KIM	
	<p>Centralised area and dissemination of ideas to staff through pd and learning hub</p> <p>++ use of coaching opportunities linked to wellbeing and potential for children to learn coaching techniques ++</p>	Jo/Kim	
<ul style="list-style-type: none"> <li>How can we nurture, encourage and provide opportunities for our Year 6's to stand out as leaders</li> </ul>	<p>Continue to develop our student representatives, class ambassadors,</p> <p>Continue with leadership opportunities such as Road Patrol, assembly, library etc</p> <p>Explore opportunities outside of school such as National Young Leaders Day or Sir Peter Blake Leadership to involve our aspiring leaders in</p> <p>Create a strong Yr % horizontal teachers group</p> <p>Leadership roles for peer mediators years 6 and potential leaders from year 5</p> <p>School values council - student voice / all year levels? value per term and how to contribute back showing that value ??</p> <p>eg Ownership how can we show it in the school/ home community/ whanau events celebrating cultures and beliefs/ owning our history and customs/ owning our behaviours for developing peer mediation system ??use the school gala as an idea to grow ownership ???</p> <p>Respect as above Collaborate Achieve</p>	<p>Kim</p> <p>Need them easily seen.</p>	