



ANNUAL PLAN FOCUS POINTS FOR WHANGAPARĀOA PRIMARY SCHOOL 2024

Overarching Strategic Goal	Specific Goal/s - what the overarching goal means	How to ensure we achieve goals - the "by"
<p>Our Culture/Ahurea</p> <p>Culturally Responsive Practice (CRP)</p> <p>Treasure the culture of all people, and;</p> <p>Ensure special focus on Tikanga, te Reo and;</p> <p>Te Ao Maori to hold a special focus as part of our country's dual heritage, and as part of our students' learning</p> <p>NELP - 1, 2, 3, 5, 6</p>	<p>Note: Actions relate directly to our Kāhui Ako CRP Achievement Challenge</p> <p>Treasure the culture of all</p> <p><u>Embed</u> the principles of our Whangaparāoa School Effective Teaching Profile (ETP) into all planning, including Literacy and Maths</p> <ul style="list-style-type: none"> ○ Our evidence-based Whangaparāoa School ETP has been collaboratively constructed with all staff, therefore has relevance and meaning in our own unique setting. It nestles within our school vision: Hono, Whakamana, Whakatara 	<p>A <u>continued focus</u> on a cycle of CRP PLD throughout the year will support staff to embrace the principles of ETP and include these in all aspects of teaching and learning</p> <p><u>Develop and implement</u> a robust model to assess the impact of ETP on an ongoing basis. Analysis of milestone information will guide next steps</p>
	<p>Ensure special focus on te reo Māori & tikanga Māori</p> <p><u>Intentionally plan</u>, regularly and consistently, for teaching and learning of te reo Māori using Te Kōrero Huna - our scope and sequence for teaching te Reo Maori at Whangaparāoa School</p> <p><u>Develop</u> the curriculum as necessary</p>	<p>By using 'Wgp School Māori curriculum incorporating Te Kōrero Huna (The Code): Te Reo Māori teaching and learning' sets out the scope and sequence for te reo Māori and tikanga Māori to be taught in our kura, at all year levels:</p> <ul style="list-style-type: none"> ● Elaborated progressions and expectations serve to guide the teaching and learning process ● Incorporate the key, high-quality resources linked in the curriculum to support the learning for both staff and tamariki ● Use resources intentionally and actively

	<p>Special focus on Te Ao Māori (mātauranga Māori)</p> <p>Mana ōrite mō te mātauranga Māori = equal status for mātauranga Māori</p> <p>Mātauranga Māori = Māori knowledge and ways of knowing</p> <p><u>Develop an understanding</u> of the validity, richness, uniqueness, added value, and mana ōrite that mātauranga Māori brings to teaching and learning</p>	<p>PLD will support staff alongside their own professional upskilling.</p> <p><u>Make visible</u> aspects of Mātauranga Māori in all planning.</p> <p><u>Reflect and make visible</u> Mātauranga Māori in our own Whangaparāoa School tikanga eg. mihi whakatau, karakia during hui, school waiata, school haka, etc.</p>
<p>Our Learning/Ako</p> <p>Literacy</p> <p>Maintain and improve our high achievement expectations for teachers and learners with Literacy</p> <p>NELP - 1, 2, 3, 4, 5, 6</p>	<p>Consolidate and enhance our Structured Literacy approach</p> <p>Support diverse learning needs effectively</p> <p>Implement the five components of effective reading practice in their classroom programmes.</p> <p>Implement sentence - level writing focus</p> <p>Review and align Hero Literacy progression</p>	<p>By consolidating and refining the Little Learners Love Literacy programme and The Code within our structured literacy approach</p> <p>Further refine our response to intervention across classroom instruction by implementing whole-class Tier 1, targeted small groups (Tier 2), and 1:1 intervention strategies (Tier 3)</p> <p>Ensure instructional programmes teach the essential components of effective reading instruction by including phonemic awareness, phonics, fluency, vocabulary and comprehension</p> <p>Improve students' writing skills and understanding of sentence structure by implementing Writer's Toolbox sentence styles and the Sentence Train resource</p> <p>Conduct a review of our literacy progressions, aligning them closely with the curriculum refresh and our structured literacy approach</p>
<p>Our Learning/Ako</p> <p>Numeracy</p> <p>Maintain and improve our high achievement expectations for</p>	<p>Deliver a Professional development programme for staff that enhances the teaching and learning of maths</p>	<p>Align maths teaching and learning with the Common Practice Model (CPM) and CRP</p> <p>Support teacher content knowledge / tamariki learning styles and offer</p>

<p>teachers and learners with Numeracy</p> <p>NELP - 1, 2, 3, 4, 5, 6, 7</p>		<p>multiple ways and opportunities to learn</p> <p>Include explicit models for numeracy concepts across year groups</p> <p>Provide support with practices that can be used effectively across the Numeracy and literacy curriculum</p> <p>Include explicit teaching approaches from Gradual release models through to Inquiry style models</p> <p>Develop scope and sequence for each year level with teaching and learning content and contexts</p> <p>Support teaching tamariki NUMICON, COSMDBRICS, independent practice activities, explorative tasks, guided authentic tasks.</p> <p>Develop clear guidelines for robust assessment tools both formative and summative - E asTTle, Jam, Gloss, Maths Miles, Rich Tasks</p> <p>Develop a system of buddy/ mentoring amongst staff for support/ reflection/ feedback and enhancing practice that co exist with other curriculum areas</p> <p>In consultation with staff, review and align Hero progressions in line with the Curriculum refresh, and in easy speak for all</p>
	<p>Provide a child centred programme that enriches the knowledge and application of maths in an effective manner</p>	<p>Implement a Basic Facts programme that caters for student abilities across the year levels</p> <p>Develop tamariki mentoring programme</p> <p>Provide early bird breakfast club - by invitation with teacher run targeted needs - supported by tamariki mentors once trained</p> <p>Set up system for Early Identification for intervention and acceleration</p> <p>Develop weekly Passion based enrichment opps with maths focus to run as 2 groups 1. Talented and 2</p> <p>Review online platforms for tamariki and provide a set range of available</p>

		<p>tools/ learning opps to maintain equity an efficacy of learning time - to include review of Maths Whizz</p> <p>Engage with a range of extension opportunities that support the varied nature of talented and interested mathematicians at our school.</p> <p>Develop the response and process for intervention to align with literacy and ensure they are complimentary where dual need exists: (Tier 1), in class strategies (Tier 2) small group (Tier 3) one on one</p>
	<p>Engage with our local community, Including families and early childhood centres, to enhance learning with maths at school</p>	<p>Engage local early childhood with NUMICON by liaising with NUMICON staff and supporting an awareness event</p> <p>Develop a series of parent/whanau events/comms - to learn about CPM/ Refreshed curriculum as and when required</p> <p>Provide a 'How to' support Numeracy at home event</p> <p>Show how we teach and what we teach each term to ease parents and tamariki anxiety</p> <p>Provide engaging maths events once per term for tamariki and parent involvement</p> <p>Organise equity maths packs for community use - either as starter packs for maths at home or library resources to be booked out</p>