



Learning Together - Te Ako Ngātahi

Annual Plan - 2022

The Waipawa Primary School Annual Plan runs alongside our school Strategic Plan. It has another layer of detail and provides a guide for improvement throughout the school.

Our Annual plan is set out term by term. We have tried not to include business as usual activities or repeat things from term to term. We also expect that things will 'pop up' throughout a school year but we have the capability to be flexible and adapt our plan where necessary.

Detailed reviews and evaluations will take place every term. This will ensure we are digging deeper into the areas we need to and focussing on our areas of development and/or enhancing our areas of strength.

THE WAIPAWA SCHOOL TEAM 2022

BOARD OF TRUSTEES

Chrissy Malcolm *Chairperson*
Annabel Kittow *Parent Rep*
Hayden Martin *Parent Rep*
Shane Kingston *Parent Rep*
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Sue England *Secretary*
Paul Jamieson *Principal*

SCHOOL LEADERSHIP TEAM

Paul Jamieson *Principal*
Karena Finch *Assistant Principal*
Justine Foster *Assistant Principal*

TEACHERS

John Davidson Yr 7/8
Justine Foster Yr 7/8
Sharee Waite Yr 7/8
Te Aniwa O'Fee Yr 5/6
Peter Burne Yr 5/6
Phil Masters Yr 5/6
Anna Oosterkamp Yr 4/5
Cheree Drepaul Yr 3/4
Gabrielle Vallely Yr 3/4
Tania Elworthy Yr 2/3
Sophie Wynn Yr 1/2
Kirsty Waru Yr 1/2

Jessica Stewart Yr 0/1
Karena Finch Yr 0/1

RELEASE TEACHERS

Chelsea Andrews Yr 5-8
Lou White Yr 0-4

SPECIALISED TEACHER

Harry Twinn Music Tutor

SUPPORT STAFF

Sue England (Office)
Kathy Fletcher (Teacher Aide)
Casey Lancaster (Teacher Aide)
Daniel Drepaul (Teacher Aide)
Hayden Martin (Teacher Aide)
Peter Robertshaw (Caretaker)
Kerry Gooch (Cleaner and Teacher Aide)
Michelle Gooch (Cleaner helper)

CHB TECHNOLOGY TEACHERS

Rachel Smith (Team leader)
Rainier Davie
Simon Pearse

LEARNING SUPPORT COORDINATOR

Tracey Lancaster

RESOURCE TEACHER OF LITERACY

Hayley Henderson

Term 1

Overview:

The start of the school year is about setting up classrooms, establishing relationships and supporting new teachers and staff to the school. It's about establishing routines, expectations and establishing vital connections with whanau. The year always kicks off with swimming and this takes out a big part of the day. In 2022 we have the added excitement and pressure of having our first Night gala fundraising event and each class is expected to run a stall. This means we will start our Integrated learning theme right at the start of the year as opposed to starting after the swimming season. Our class stalls will all be connected by a common theme. After the night gala the curriculum focus will be on Aotearoa Histories and this will be done through the lens of our integrated learning theme. 2022 also sees us begin our journey as a Partnership School with EIT. This means we will have candidate teachers in our school on a weekly basis.

Annual Plan:

Below is a table with our Key Improvement Actions for the term. There are a number, however not all of them involve every staff member and while some are continuous others are short term. These improvement actions will set us up well for the year.

Key Improvement Action:	Link to: - Strategic Goal - Strategic Initiative - NELP	Details	Intended Outcome and Measures
<u>Lower the Barriers</u> <i>Teachers and teacher aides take part in a Understanding Sensory Needs workshop run by Occupational therapist Ellen Nathan.</i>	<i>Strategic Goal 1: IDENTITY</i> <i>Strategic Initiative: 'Who are We?'</i> <i>NELP: Barrier Free Access (3)</i>	- TOD 28 January - Teachers and Teacher Aides involved	- Teachers gain more knowledge around sensory needs in the classroom and feel better equipped. <i>Measure</i> - Through teacher voice and observation of any physical changes in rooms.
<u>Identity and Culture</u> <i>To focus on what we can do to bring each individual's identity out so they feel like they belong in the class and in our school.</i>	<i>Strategic Goal 1: BELONGING</i> <i>Strategic Initiative: 'Who are We?'</i> <i>NELP: Barrier Free Access (3)</i>	- Throughout term 1 - All teachers with certain staff having specific roles	- Children feel like they belong in their new class and are comfortable in themselves. <i>Measure</i> - Collection of student voice halfway through term 1
<u>Targeted Initiatives</u> <i>Our Year 0/1 teachers begin Better Start Literacy intervention with RTLit and Canterbury University</i>	<i>Strategic Goal 2: CURRICULUM</i> <i>Strategic Initiative: 'The three R's still matter'</i>	- 5 teachers - Weekly commitment - Karena to lead	- Teachers are more knowledgeable and better equipped to set children up for success in literacy when they start school. <i>Measure</i> - The data collected over the 10

	<i>NELP</i> : Quality teaching and leadership (6)		weeks period shows improvement.
School Values <i>Strong focus on embedding values through the school and making them visible around the school.</i>	Strategic Goal 1: BELONGING <i>Strategic Initiative</i> : "Who are we?" <i>NELP</i> : Future of learning and work (7)	- All classes and staff - Fortnightly focus - Shared Leadership	- Values are felt, seen and heard through all aspects of school life. <i>Measure</i> - Develop ways to report, collect student voice and signage scattered throughout the school.
PaCT <i>Establish a Pilot Group to look at the Maths PaCT tool and make a decision if we should implement it throughout the school and what changes need to be made to existing structures.</i>	Strategic Goal 2: CURRICULUM <i>Strategic Initiative</i> : 'The three R's still matter' <i>NELP</i> : Quality teaching and leadership (6)	- 3 / 4 teachers - Regular meetings - Sharee to lead	- A decision from the pilot group is made to push on (or not) with this tool and use from years 3-8 <i>Measure</i> - The above will be done with teacher voice survey
Mathematics <i>To induct the new teachers so they have an understanding around DMIC and have the ability to run a DMIC session as part of their maths programme.</i>	Strategic Goal 2: CURRICULUM <i>Strategic Initiative</i> : 'The three R's still matter' <i>NELP</i> : Quality teaching and leadership (6)	- New teachers - 3-4 support sessions with mentor - Sharee to lead	- That we have a clear and detailed maths programme throughout the school that clearly states expectations <i>Measure</i> - Teams are collaboratively planning, Student and teacher voice collected. Maths data collected
Integrated learning themes <i>The learning theme of Kaitiakitanga is integrated across the curriculum for term 1</i> - Night Gala (technology) - Aotearoa NZ Histories	Strategic Goal 2: CURRICULUM <i>Strategic Initiative</i> : 'Weaving it together' <i>NELP</i> : Learners at the centre (2)	- All teachers - Justine and Karena to lead	- School has a structure and framework in place that is age appropriate and provides consistency but flexibility throughout the school. <i>Measure</i> - Observation and action in classroom. Leadership to have 1-1 with teachers to ascertain level of success.
Aotearoa / NZ Histories <i>We unpack and implement this new part of the curriculum through the lens of our learning theme for the year</i>	Strategic Goal 2: CURRICULUM <i>Strategic Initiative</i> : Refresh the Curriculum	- All teachers - Focus on 1st half of term for implementation 2nd half of term	- All classes understanding this curriculum area and implementing in an engaging way <i>Measure</i> - Collection of student and teacher voice

	<i>NELP</i> : Quality teaching and leadership (6)	- Justine to lead	
Understand / Know /Do <i>This links strongly to the above and we dig deep into this framework to fully understand what it looks like throughout the school and in different curriculum areas.</i>	Strategic Goal 2: CURRICULUM <i>Strategic Initiative:</i> Weaving it together <i>NELP</i> : Learners at the centre (2)	- All teachers - All term - Justine to lead	- Model is implemented throughout the school and in different contexts and teachers and students follow it in the learning process <i>Measure</i> - Collection of teacher and student voice (with the above) and observation in classes
Staff Culturacy <i>All staff to participate in Nga ara Tipuna project to gain an understanding of our wider area where we live and to use what we know to start the process of discovering more about our immediate area.</i>	Strategic Goal 1: BELONGING <i>Strategic Initiative:</i> 'Who are we' <i>NELP</i> : Learners at the centre (2)	- All teachers / teacher aides - TOD - Paul to organise with RTM	- Staff learn about the Nga Ara Tipuna project. <i>Measure</i> - Ideas and plans start to flow for our entrance way and how we may tell our story about our immediate area; school, Waipawa, Tapairu etc.

As the term progresses and at the end of the term we will do an evaluation of each Key Improvement Action. To a certain extent this will then determine what happens in term 2

OUR STAFF

<p><u>Professional Growth Cycles</u></p> <p>This term is about:</p> <ul style="list-style-type: none"> - A successful induction of new staff. Ensuring they are informed and supported. - Fostering an environment where collaboration occurs across the staff - Establishing Professional Growth Cycles

Business as Usual Activities:

Swimming (weeks 1-5/6), Swimming Sports Events, EOTC - day trips, School Triathlons, Whanau conferences, Kapa Haka groups established, EIT students based here, Whanau roopu established

Term 2

Term 2 is the winter term and this always brings challenges. It is another busy term with winter sports in action and the usual things that happen in term 2. The start of term 2 will see us move from Aotearoa/New Zealand Histories into a more science and technology focus for the term - once again under the context of the integrated learning theme lens. This will also see the beginning of each class preparing their outdoor space in the 'old' community garden area and the Yr 5-8 classes also doing learning around our school's story, Waipawa's story and redesigning the entrance to the school to be able to tell these stories. 2022 is the first year there is a Public Holiday for Matariki. We will look to build on what we did in 2021 when we had a 'Matariki' week to celebrate the occasion

Below is our table with our planned Key Improvement Strategies. Once again there are a few but they don't all target all staff all the time. These may change depending on what happens during term 1. We will be responsive to our needs and will be prepared to adapt our strategies to suit.

Key Improvement Action:	Link to: - Strategic Goal - Strategic Initiative - NELP	Details	Intended Outcome and Measures
<p><u>Targeted Initiatives</u> Speech Language therapists work with junior teachers to assist them with more techniques and strategies to use in the class setting with our children who come to school with poor language skills.</p>	<p><i>Strategic Goal 2: CURRICULUM</i></p> <p><i>Strategic Initiative: "The three R's still matter"</i></p> <p><i>NELP: Barrier Free Access (4)</i></p>	<p>- Planning completed before the term with SLT</p> <p>- Karena to lead</p>	<p>- Teachers feel super confident with actions and strategies to use with children who come to school with poor oral language</p> <p><i>Measure - Data (in many forms) in the year ½ area of school.</i></p>
<p><u>Targeted Initiatives</u> Our Year ¾ teachers will work with an expert to continue to improve skills in teaching Structured Literacy</p>	<p><i>Strategic Goal 2: CURRICULUM</i></p> <p><i>Strategic Initiative: "The three R's still matter"</i></p> <p><i>NELP: Barrier Free Access (4)</i></p>	<p>- Expert still to be arranged - maybe RTLit</p> <p>- A mixture of PLD and in class support sessions</p>	<p>- Yr ¾ teachers are proficient with structure literacy format and feel confident and competent to include as part of reading programme</p> <p><i>Measure - Lower achievers start to progress at a faster rate - reading data</i></p>
<p><u>School Environment and Identity</u> As part of the our integrated learning theme each class looks to develop a class area in the old community garden area</p>	<p><i>Strategic Goal 3: INNOVATION</i></p> <p><i>Strategic Initiative: "Learning is everywhere"</i></p> <p><i>NELP: Future of learning and work</i></p>	<p>- Part of Community Garden Redevelopment plan</p> <p>- Paul to oversee, others to lead</p>	<p>- We take the first step in developing this area to make it a rich curriculum resource plan</p> <p><i>Measure - How integrated this learning is through learning plans and day to day examples and to observe to see the areas</i></p>

<i>and some classes begin the school entrance redevelopment project</i>	(7)		develop over time.
Wellbeing Models <i>Look at successful models and as a staff we dig deeper into them and implement them as individuals and in our classes.</i>	Strategic Goal : BELONGING <i>Strategic Initiative: "What makes me unique?"</i> <i>NELP: Learners at the centre (1)</i>	- Call back day in holidays - A unit holder to lead with their team - Focussed on throughout term	- Decide on a model(s) that works for our school and make decisions around how it is best implemented <i>Measure</i> - Need to do some pre post data collection through Wellbeing@school or something similar
Staff culturacy <i>Regular staff Te reo sessions to begin and school / class tikanga is fully established and implemented.</i>	Strategic Goal : BELONGING <i>Strategic Initiative: "Who are we?"</i> <i>NELP: Quality teaching and leadership (5)</i>	- Unit holder to lead with his/her team supporting - Begin in term 2 and carry on in term 3	- All our classes follow our schools guidelines around class tikanga and te reo is used naturally throughout the day. <i>Measure</i> - Collection of teacher voice and a random observational sample in the classrooms
Year 7/8 Challenge <i>Develop a leavers profile with a challenge focus that focuses on school values and engages them in learning inside and outside of the classroom while also giving back to the community</i>	Strategic Goal : INNOVATION <i>Strategic Initiative: "Be on the edge"</i> <i>NELP: Future of learning and work (7)</i>	- Year 7/8 teachers (with children) to work on this - First version to be in action by mid term 2	- We have an engaging Year 7/8 leavers profile / challenge in place that caters for all our learning abilities and interests and 'hooks' the children in their intermediate years <i>Measure</i> - Year 7/8 engagement with the challenge and number of children striving to achieve.

OUR STAFF

<p>Professional Growth Cycles</p> <p>This term is about:</p> <ul style="list-style-type: none"> - 1 on 1's with leadership (at least once a term) as part of PGC - Working on specific collaboration skills (within Hubs) and a critical friend approach

Business as Usual Activities

- School value focus continues, Reporting requirements, Ripa Rugby tournament, Athletics events

Term 3

Term 3 is a straight run of 10 weeks. After 2 terms with a huge focus on a number of our Key Improvement Strategies we are anticipating we will have a number of work on areas or next steps from the previous two terms that we will need to improve, change and/or embed. In anticipation of that we have limited our Key Improvement Strategies to just 3 this term. Two of the three Key Improvement Strategies will provide great direction (and data) for our 2023 Annual Plan.

Our integrated learning theme will continue through to term 3. No doubt the science and technology focus will continue for the first part of the term. Term 3 is always incredibly busy with many regular events across the district. It is the term when we focus on Sexuality Education and this takes time. This means the integrated learning theme focus can take a small backward step. As the term moves along we will have a focus on the Digital Technologies curriculum. While this is well integrated across the curriculum and across the school we feel it is important to have a renewed focus on it. We will look to upskill ourselves and run a Digi Awards across the school. Once again our learning theme will provide the context.

Key Improvement Action:	Link to: - Strategic Goal - Strategic Initiative - NELP	Details	Intended Outcome and Measures
<p><u>Teach for Diversity</u> All teachers to undertake a self review around how inclusive their teaching practices are and from here develop a plan (tie in with PGC)</p>	<p><i>Strategic Goal</i> : BELONGING</p> <p><i>Strategic Initiative</i>: “What makes me unique?”</p> <p><i>NELP</i>: <i>Learners at the centre (1)</i></p>	<p>- Leadership to develop review tool</p> <p>- Actions developed once data is collected</p>	<p>- That all teachers reflect and evaluate our inclusive there practices and learning environments are</p> <p><i>Measure</i> - The self review document and a collation of future steps</p>
<p><u>Innovate Waipawa</u> Renewed focus on Digital technologies curriculum and we will run a Digi Awards event throughout the school. Regular Digi sessions (techie brekkie) for staff to take place.</p>	<p><i>Strategic Goal</i> : INNOVATION</p> <p><i>Strategic Initiative</i>: “Be on the edge”</p> <p><i>NELP</i>: <i>Quality teaching and leadership (6)</i></p>	<p>- John and a small team of teachers and students to lead and promote through school</p>	<p>- That teachers are excited and we see some innovative technology learning taking place</p> <p><i>Measure</i> - The success of the Digi awards and how many staff engage in the techie brekkie sessions</p>
<p><u>Cultural Diversity</u> To survey and meet with whanau from the other cultures in our school to collect voice around current situation and future initiatives so we are valuing all cultures in our</p>	<p><i>Strategic Goal</i> : BELONGING</p> <p><i>Strategic Initiative</i>: “Who are we?”</p> <p><i>NELP</i>: <i>Learners at the centre (2)</i></p>	<p>- Leadership to develop Survey and then work out best way to capture all voices</p>	<p>- That other cultures engage and share their voice with us.</p> <p><i>Measure</i> - The results of a survey and if we have enough information to create an action plan</p>

school environment			
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OUR STAFF

Professional Growth Cycles

This term is similar to term 2:

- 1 on 1's with leadership (at least once a term) as part of PGC
- Working on specific collaboration skills (within Hubs) and a critical friend approach
- What comes out on Inclusive teaching Practices review

Business as Usual Activities

- Sexuality Education, Onga Sevens, Cross Country and fun run, Ngati Whai festival, Speeches, Reporting Requirements

TERM 4

Term 4 is the term where we just knuckle down and focus on the day to day demands and the administrative requirements. It is not a term where we do a lot of professional development. It's a term when we have to be highly organised and on our games. It's a term when the tank starts to get quite low so to make up for this we take the pressure off in other ways.

A big part of the term (outside of the day to day) is reviewing the year and looking ahead to 2023 and making a coherent plan for the coming year.

OUR STAFF

Professional Growth Cycles

This term is about:

- Wrapping up the years Professional Growth Cycle and working with staff to review where they are at career wise and what the next step could be
- Thinking of some broad goals for 2023

Business as Usual Activities

School Athletics, CHB Athletics, House Kapa Haka competition, Swimming, End of year events

OTHER DETAILS

STUDENT LEARNING TARGETS IN THE CORE (NUMERACY AND LITERACY) FOR 2022

Year 3-8

Whole School

Our achievement targets in the CORE learning areas of Reading, Writing and Mathematics in 2022 for the Whole School learners are:

- READING: Using PaCT -To shift the percentage of children achieving at the desired curriculum level by the end of the year from 67% to 75%.
- WRITING: Using PaCT -To shift the percentage of children achieving at the desired curriculum level by the end of the year from 58% to 70%.
- MATHS: Using PaCT* - To have 80% achieving at the desired curriculum level by Term 4.

MAORI

Our achievement targets in the CORE learning areas of Reading, Writing and Mathematics in 2022 for our Maori learners are:

- READING: Using PaCT - To be equal with whole school achievement. This means we need to shift the percentage of children achieving at the desired curriculum level by the end of the year from 59% to 75%.
- WRITING: Using PaCT - To be equal with whole school achievement. This means we need to shift the percentage of children achieving at the desired curriculum level by the end of the year from 58% to 70%.
- MATHS: Using PaCT* - To have 80% achieving at the desired curriculum level by Term 4

* If pilot programme recommends that

In addition to this document we have a 2022 Nuts and Bolts type document that outlines a variety of day to day operations such as responsibilities, meeting schedule, unit holders, reporting requirements etc.