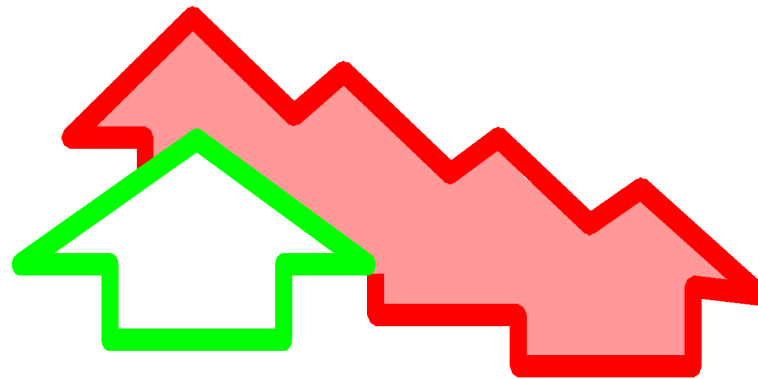


Wadestown School

Annual Plan for 2023



Our Wadestown School Vision

Te Whakatipu me te Honohono hei Akōnga
Growing and Connecting as Learners

Our Wadestown School Pepeha:

Kō Ahūmairangi te māunga
Kō Kaiwhārawhāra te awā
Kō te Whanganūi-a-tāra te mōana
Kō Wadestown te kura

Ahūmairangi is the mountain
Kaiwhārawhāra is the river
Wellington Harbour is the ocean
Wadestown school is our place of learning

Purpose and Summary Statement - Annual Plan 2023

This document outlines our school's priorities, direction and goals for 2023. These have come out of our three year Strategic Direction (2021 - 2023) which was developed from the extensive Community Consultation that we undertook in early 2021. Parental feedback was sought and we were delighted by the high level of engagement from our community. From here, the Board, in partnership with the staff developed an ambitious and detailed Strategic Direction that outlined a large number of comprehensive strategic aims and goals.

One of the main priorities to come out of our Community Consultation on the strategic priorities for the school, was a greater emphasis on the development of a school culture that was inclusive of all students and celebrated diversity. In response to this, our school undertook professional development on Culturally Responsive Practice (CRP) and gave priority to acknowledging our individual students' language, culture and identities. This work began in 2021 and continued into 2022. CRP still remains a key priority for us in 2023 as we work to further embed this culturally inclusive pedagogy across the school.

At the beginning of 2021, our school joined our local Kāhui Ako (KA). These collaborative, professional learning groups (formerly known as 'Communities of Learning') were developed to assist participating schools to grow together in their professional development and learning. Joining our local KA provided us with opportunities to work with other local schools and colleges with a focus on navigating the best possible learning outcomes for our students.

As a school and a Board, we decided to work closely with the KA around one key achievement challenge and in response to our focus on 'Inclusion and Diversity', we adopted a focus on the Culturally Responsive Practice achievement challenge. In doing so, this offered us the time to build our knowledge and understanding of how the KA operated and how it could benefit both our students and teachers. Furthermore, this opportunity provided us with a strong professional network and saw us collaborating with the Colleges that our students will continue on to from Wadestown School.

Like many other schools and communities across New Zealand, during the period of 2021 - 2022 COVID impacted Wadestown School and presented us with a number of unforeseen challenges. During that period, we concentrated our efforts on the safe management of COVID for our students and staff and sought to care for their Wellbeing.

For a period of time, managing the pandemic became one of our key priorities and without the ability to partner with our community, some of the strategic work we had planned was disrupted. In particular, developing a school-wide literacy pedagogy and working to strengthen our in-person home/school partnerships was difficult to achieve and these goals and work streams were delayed.

However, we look back at this period and celebrate our successful management of the pandemic and the fact that we were able to keep the school running and open for instruction throughout this period.

The Board and teaching staff remain committed to delivering a balanced curriculum with a strong emphasis on the core foundational learning areas of Reading, Writing and Mathematics. We know that these key learning areas set our students up for success; both now and into the future. Our classroom teachers and Leadership Teams work hard to ensure that we deliver differentiated learning programmes that meet the individual needs of all our learners so that all students at Wadestown School can achieve their best.

2023 sees us moving into the final year of our three year Strategic Plan and looking ahead to our next community consultation in 2024. We look forward to engaging with our community again, celebrating the work we have achieved and looking ahead to the next 3 years.

Principal's Introduction

One School Located Across Two Sites

Wadestown School is a state co-educational full primary school (Years 1 through to 8) located in the heart of Wadestown. Wadestown School is a decile 10 school located approximately 5 minutes from Parliament and the central city. Our current roll is 265 students; the majority of whom are of Pakeha/New Zealand European descent. By the end of the year, we expect our school roll to be closer to 280 students.

Our school is divided into four teams; Pohutukawa Team (Year 1 - 2), Rata Team (Year 3 - 4), Rimu Team (Year 5 - 6) and Kōwhai Team (Year 7 - 8).

One of our most unique features is our split site which sees Wadestown School housing two sites as one complete school. We are the only school in Wellington with a dedicated part of the school that caters for students in Years 1 - 2.

We have a long history and strong connection to the Wadestown Community.

A Brief History of our School: Weld Street

Wadestown School was first opened on 1 June 1881 at Weld Street. One of the earliest schools in Wellington, it was built as a single classroom schoolhouse. By 1896 it had been extended twice. The original schoolhouse was demolished after World War II and rebuilt before being officially reopened on 15 June 1946.

Our Weld Street site now houses our Year 1-2 students on a purpose built site. The historic nature of the buildings has been retained and we are proud that our youngest students start their educational learning journey with us, at a school site that specifically meets the needs of students in their first years of their primary education.

Wadestown School: Rose Street

The Rose Street site is one kilometre from the Weld Street site and in 2023 accommodates our Year 3 to Year 8 students and the School Office. Opened in February 1917, the Rose Street Site began as two classrooms on the present site. There have been a number of renovations and building developments that have occurred on the site since.

Our Rose Street site houses four classroom blocks all located on different levels, with a total of 14 classrooms. The refurbishment of classrooms at Rose Street began in 2013 with a major refurbishment of the top and lower blocks. This year we will undertake another significant building project with the upgrade of our Rata block (Year 3 - 4). This will see an upgrade to the four classrooms, the student bathrooms, and our Rose Street School Library.

Our Wadestown School Students and our School Community

The majority of our students come from the suburb of Wadestown. Most of our students have attended an Early Childhood Education (ECE) centre prior to coming to Wadestown School. Most of our students begin school on their 5th birthday and continue their primary schooling up until the end of Year 8. The school maintains close links with our contributing childhood institutions and our local secondary schools.

Our participation and commitment to our local Kāhui Ako and our local iwi, Te Ati Awa, serve as further connections between the school and our wider community. The strong partnerships we maintain between our ECE centres and Secondary Schools ensure our students can effectively transition from each educational facility, in a way that best supports them in their educational pathways.

Parents have high expectations for their children's learning and continued progress throughout their schooling. They take an active interest in the school and are hugely supportive of both our teachers and our students. A strong sense of partnership between family, school and the local community is promoted and supported by both our Wadestown School Board and our Wadestown Parent Teacher Association (PTA).

As a school we are very proud of our school and the opportunities it provides for all our students. We pride ourselves on being an inclusive school that supports every individual learner to experience success. Our dedicated teachers and school staff keep our students at the centre of their decision making and support all our students to be the best that they can be.

Amanda Frater
Tumuaki/Principal

Te Tiriti o Waitangi/The Treaty of Waitangi

Wadestown School recognises and gives priority to Te Tiriti o Waitangi/The Treaty of Waitangi.

Our local iwi is Te Ati Awa and we acknowledge their knowledge and continue to work to build a positive, reciprocal relationship with them. This year we are participating in the Kura Ahurea programme. This has been designed and is delivered by Te Ati Awa and aims to provide all our students with the opportunity to engage with the history of our iwi and to give effect to their tikanga. We are hugely grateful for this opportunity. Other schools from surrounding areas, as well as our Kāhui Ako are also participating in this programme which allows us all to share our knowledge and experience together.

As a school we value and seek the voices of our whānau and are committed to building, sustaining and growing strong partnerships with them. We aim to ensure that all Māori students experience educational success as Māori by seeking whānau and student voice and taking action from this.

This year we are participating in the Kura Ahurea programme. This has been designed and is delivered by Te Ati Awa and aims to provide all our students with the opportunity to engage with the history of our iwi and to give effect to their tikanga. We are hugely grateful for this opportunity.

Wadestown School GROW Values

G	R	O	W
Gratitude	Resilience	Others	Wonder
Whakawhetai	Pakari	Whanaungatanga	Mīharo
Demonstrating our appreciation for what we have and the people around us.	Trying our best and not giving up - even when things get tough! Overcoming challenges.	Caring and looking out for the people around us. Making connections.	Showing curiosity and critical thinking. Asking questions and seeking answers.

Wadestown School Strategic Goals: In Summary

Strategic Goals	Summary Explanation
GOAL ONE: Personal Best <i>Realising your full potential - every child will experience success.</i>	<ul style="list-style-type: none"> ● Teachers know their students; both learners and individuals ● Students feel comfortable being themselves and show pride in their own and others' interests, strengths and abilities ● Individual students' identity, languages and cultures are acknowledged and celebrated. Māori students are supported to achieve educational success as Māori ● Achievement in all forms is celebrated and acknowledged ● Teachers have a shared understanding of schoolwide pedagogy and individualise their learning programmes to meet every learner's different needs ● Teachers deliver a curriculum that is localised, rich and engaging ● Targeted teaching programmes result in accelerated student achievement

<p>GOAL TWO: Partnerships <i>Working together</i></p>	<ul style="list-style-type: none"> ● Strong relationships are established, nurtured and maintained ● Students have trusted relationships with their teachers and seek their help ● Teachers work together with parents to provide the best possible outcomes for students ● Teachers support one another and work together as one school ● Teachers, students and parents support one to form a strong sense of community ● Our school makes connections with other local schools, our iwi and other key stakeholders
<p>GOAL THREE: Inclusivity <i>Catering to all needs</i></p>	<ul style="list-style-type: none"> ● All students and teachers are made to feel welcome and included ● We see diversity as a strength and celebrate our differences ● All students are able to access the curriculum at their level ● Learning supports and additional opportunities are provided in the classroom through the differentiation of learning programmes ● Students with additional or complex needs are further supported by our SENCo ● Resourcing is provided to support all our students' needs and to ensure teachers can deliver engaging learning programmes ● We value and celebrate Te Reo Māori and Te Ao Māori and recognise our obligations under the Treaty of Waitangi
<p>GOAL FOUR: Wellbeing <i>Caring for all</i></p>	<ul style="list-style-type: none"> ● Supports are put in place for the benefit of students' and teachers' wellbeing ● All students have at least one key person in the school who they trust to talk to and to seek help ● Students are supported and encouraged to show resilience and to apply a 'growth mindset' ● We aim to ensure that all our people feel valued and happy at school ● We come together as a school to celebrate and acknowledge our collective successes ● Students are proud of who they are and where they come from

<p>GOAL FIVE: Future- focused <i>Preparing for what lies ahead</i></p>	<ul style="list-style-type: none"> ● Our school is focused on preparing our students for the future ● We value sustainability and caring for our environment ● Students are taught to be flexible, open-minded, problem-solvers who can adapt to new or changing circumstances ● Teachers foster communication, collaboration, problem solving skills ● Teacher professional development and resourcing will be provided to support the roll out and delivery of the Aotearoa Histories Curriculum ● Property development will ensure that they are inclusive and accessible to all
<p>GOAL SIX: Contribution <i>Service to others</i></p>	<ul style="list-style-type: none"> ● Our students acknowledge and appreciate the rich resources and experiences that they have ● Our students learn to understand the important of service to others ● Our students look to identify areas of need and work to provide solutions to these ● Teachers and parents provide opportunities for our students to contribute to others both inside and outside of our local community

Wadestown School: Community Consultation (2021)

The Principal and the then Board of Trustees undertook a comprehensive community consultation process using both an online survey and a face-to-face community consultation. Our face-to-face consultation was a facilitated session that aimed to draw down the key themes and priorities of our parental community. It was through this process, we were able to identify 10 key priority areas that parents wished to see in the upcoming Strategic Direction.

Teachers and the Leadership Team also contributed their thoughts and opinions through a series of staff meetings.

The feedback that we received was used to formulate both our Strategic Goals and our Wadestown School Vision and from this, our GROW school values were developed. It was important to us that we saw alignment across each of the elements and that our school values were ones that our students could relate to.

Using the acronym GROW has meant that our school values are more easily remembered by our students and staff. Our values are discussed and incorporated across the school and are taught in both our learning programmes and at our School Assemblies.

The 10 key priorities as identified through this consultation, asked that we ensure our students are:

- aware of the wider world around them
- care for our environment and act as Kaitiakitanga
- happy and love learning
- provided with increased opportunities for community connection
- provided with holistic education, in a modern way,

And that the school and our staff

- provide sound, effective communication between home and school
- provide an inclusive school culture that values diversity
- value the community resource but do so in a humble way
- cater to the individual learning and behavioural needs of all our students

We are currently beginning to develop our upcoming community consultation to help inform our planning for 2024 - 2027.

Our Kāhui Ako/Achievement Challenges

Wadestown School joined *Te Kahui Ako o Te Whanganui-a-tara* in early 2021. Formerly known as “Communities of Learning”, Kāhui Ako are a group of schools that come together to work collaboratively for the benefit of students. Based on our students’ collective educational pathways, the participating schools are also linked by their location.

Each Kāhui Ako sets overarching goals, or achievement challenges, based on the particular needs of its children and young people. These achievement challenges are based on the individual context and needs of the contributing schools.

In partnership with seven other local primary and two secondary schools, we work collaboratively for the best possible outcomes for all our students. This sees us working with Northland School, Brooklyn School, Karori Normal School, Karori West Normal School, Makar Model School, Kelburn Normal School, Wellington Girls’ College and Wellington Boys’ College.

As a collective group of schools, we have developed three key achievement challenges with a view to supporting student wellbeing and to raising student achievement and outcomes.

Achievement Challenge One: Student Wellbeing

Increase the percentage of students who report positively against the wellbeing indicators of Te Whare Tapa Whā.

Achievement Challenge Two: Culturally Responsive Practice

All students enjoy and achieve education success that embraces languages, culture and identities.

Achievement Challenge Three: Student Agency

Most students are agents of their own learning who can confidently express what, why and how they are learning

Our Wadestown School Board

Name	Role:	Appointment Date:
Genevieve Hancock	Presiding Member	September 2022
Amanda Frater	Principal	October 2020
Robyn Grover	Staff Trustee/Deputy Principal	May 2022
Nadine Gray	Board Trustee (co-opted)	June 2021
Madeleine Setchell	Board Trustee	September 2022
Anya Zohrab	Board Trustee	September 2022
Michelle Crutchley	Board Trustee	September 2022
Tania Williams	Board Trustee	September 2022

Wadestown School Annual Plan 2023



GOAL ONE: Personal Best - Realising your full potential

Strategic Goal and NELP Priorities	Key Actions	By whom?	Timeframe	Goals achieved?
<p>1a. Develop and embed a school culture that supports our Māori students to be proud of their identity and celebrates 'Māori achieving educational success as Māori'.</p> <p>NELP Focus/Links: Objective One: Learners at the Centre (P1)</p> <p>Objective Two; Barrier Free Access (P3 and 4)</p> <p>Objective 3: Quality Teaching and Leadership (P5)</p>	<p>Sustain and embed our Culturally Responsive Pedagogy (CRP) and Inclusive school culture.</p> <ol style="list-style-type: none"> 1. Appoint a teacher to a Within School Teacher (WiST) 2. Support the WiST teacher to ensure that their CRP work can be developed and embedded across the school. 3. Be involved in the Kahui Ako Kapa Festival and Kapa Haka Exchange with Local Schools. 4. Strengthen our whole school Mihi Whakatau by timetabling regular mihi whakatau and encouraging greater community and staff involvement. 5. Begin to evaluate and then implement the Hikairo Schema to further develop our Cultural Responsiveness in our classrooms and across the school 6. Develop a relationship with our local iwi; Te Ati Awa, by attending and participating in the Kura Ahurea programme. Share our learning 7. Ensure there are termly whānau meetings that include students. Seek and promote opportunities to engage and include our whānau in aspects of school life and decisions about educational priorities and learning. 	<p>SLT</p> <p>Emily Houston - WiST Lead (CRP)</p> <p>Liz Chater</p> <p>Alwyn Rees</p> <p>Hemi Prime</p> <p>All staff</p>	<ol style="list-style-type: none"> 1. Term 1 2. All year 3. Terms 2 - 3 4. All year 5. All year 6. All year 7. Terms 2 - 4 	
	<ol style="list-style-type: none"> 8. Employ a 0.2 Te Reo Teacher across the school, with responsibility for Te Reo Teaching. 9. Employ a Kapa Haka teacher across the school 10. Ensure teachers are upskilling themselves through these lessons and 	<p>Alwyn Rees</p> <p>Hemi Prime</p> <p>WS Board</p> <p>SLT</p>	<ol style="list-style-type: none"> 8. All year 9. All year 10. All year 	

	using te reo in the classroom.			
1b: Identify and ensure we have an effective, evidence based, school-wide pedagogy that promotes student progress and achievement. NELP Focus/Links: Objective One: Learners at the Centre (P2) Objective Two; Barrier Free Access (P3 and 4)	Raise student achievement in writing by investigating the Structured Literacy approach and identifying effective literacy pedagogy. 11. Engage with the RTLB to understand as a whole staff, what the Structured Literacy approach is and how it might benefit our learners in <u>our context</u> . 12. Develop a shared understanding of what 'Structured Literacy' is and how it will look across each level of the school.	Robyn Grover - (Lead) RTLB LT All teachers	11. All year 12. All year	
	13. Unpack our whole school student achievement data in writing, identify individual student needs and analyse the effectiveness of our teaching.	SLT and LT All teachers	13. All year	
	14. Visit other schools to observe Structured Literacy in action and reflect on what this could look like at Wadestown School.	SLT LT	14. Terms 2 - 4	
	15. Identify key teachers of literacy teaching across the school to form a Literacy Team of teachers to work with Robyn Grover (Lead Teacher)	SLT	15. Term 2	
	16. Leadership Team and the wider staff to participate in Professional Learning Development for The Code.	LT All teachers	16. Terms 1- 3	
	17. Create a shared process and centralised place for storing and sharing information about priority learners across all teams. 18. Identify and evaluate the key supports that will accelerate student achievement.	SLT and LT Robyn Grover Teacher Aides	17. Terms 2 - 4	
	GOAL TWO: Partnerships - Working together			
Strategic Goal and NELP	Key Actions	By whom?	Timeframe	Goals achieved?
2a. Promote and sustain strong, constructive home	Evaluate what, how and why we communicate with our community 19. Survey the parents about our school communication and use this information to potentially change our communication systems.	SLT Megan Smith	19. Term 2	

school partnerships. NELP Focus/Links: Objective One: Learners at the Centre (P1 and 2)	20. Look at the function and purpose of our School Website with a view to updating. 21. Investigate alternative communication channels for communicating with parents (e.g. ETAP app).	James Shelton (IT Lead) Board Rep - Michelle Crutchley	20. Terms 1 - 3 21. Terms 1 - 3	
	22. Identify new ways to include parents in school events and learning centred activities e.g. attendance at School Assemblies, Celebration of Learning afternoons.	LT All staff	22. Terms 2 - 4	
	23. Seek parental voice to help inform approaches to teaching and learning e.g. homework approaches.	LT	23. Terms 2- 3	
2b. Work together with our KA community of schools to develop and sustain reciprocal relationships. NELP Focus/Links: Objective One: Learners at the Centre (P2)	Take a more active role in our Kāhui Ako through increased collaboration. 24. Regular attendance at monthly KA stewardship meetings 25. Regular attendance/representation at AP/DP meetings 26. Regular attendance at WiST meetings 27. Participate and look for ways to contribute to Kāhui Ako Teacher Only Days and other Kāhui Ako events e.g. by leading workshops, seeking to build networks, and providing feedback.	Amanda Frater (Lead) Cathrine and Robyn Katy and Emily All staff	24. All year 25. All year 26. All year 27. Terms 2 - 4	
	28. Visit other schools within our Kāhui Ako to observe Structured Literacy in action and to learn from others.	SLT and LT	28. Terms 2 - 3	
	29. Invite other schools to come and visit and observe our school in action.	All staff	29. Terms 2 - 4	
GOAL THREE: Inclusivity - Catering to all needs				
Strategic Goal and NELP	Key Actions	By whom?	Timeframe	Goals achieved?
3a. Ensure we have a learning support process that caters to	Continue to strengthen our learning support to meet the individual and diverse needs of students 30. Identify how we support priority learners (students with additional	Robyn (SENCō) Amanda	30. All year 31. All year	

<p>the identified additional needs of our students.</p> <p>NELP Focus/Links: Objective One: Learners at the Centre (P1 and 2)</p> <p>Objective Two: Barrier Free Access (P3 and 4)</p>	<p>behavioural and learning needs) and the programmes and resources provided for these students</p> <p>31. Review how we support and professionally upskill teachers as needed</p> <p>32. Review our Teacher Aide programmes and the support they need to provide across the school.</p> <p>33. Provide PLD for Teacher Aides</p>	Frater LT	32. All year 33. All year	
	<p>34. Identify how we are sharing and transferring additional teacher knowledge about student learners that impact on their learning and behaviour.</p>	Leadership Team	34. Terms 2 - 3	
	<p>35. Further develop strong relationships with the RTLB and our MoE Learning Support Team.</p>	Robyn Grover Amanda Frater	35. All year	
GOAL FOUR: Wellbeing - Caring for all				
Strategic Goal and NELP	Key Actions	By whom?	Timeframe	Goals achieved?
<p>Focus on student wellbeing and put in place further supports to ensure their mental and physical health and wellbeing</p> <p>NELP Focus/Links: Objective One: Learners at the Centre (P1 and 2)</p> <p>Objective Two; Barrier Free Access (P3)</p>	<p>Focus on student wellbeing and put in place further supports to ensure mental and physical health and wellbeing:</p> <p>36. Appoint a teacher to a Within School Teacher (WiST) role with a focus on Student Wellbeing</p> <p>37. Analyse the findings from the recent NZCER Wellbeing at School Survey (2022)</p> <p>38. Identify the key themes from the NZCER Wellbeing at School Survey; Teacher and Student Surveys Year 1 - 8 and share these with the staff and Board.</p> <p>39. Develop possible strategies for addressing these themes across the school.</p> <p>40. Where needed, further investigate themes using student and staff voice.</p> <p>41. Introduce and implement the 'Cool Schools Peer Mediation' Programme (Peace Foundation) to support students with conflict resolution in the playground.</p> <p>42. Establish a group of Year 7 playground peer mediators</p> <p>43. Set up a monitoring programme that evaluates and monitors the Cool School Peer Mediation programme for 2023.</p>	<p>SLT</p> <p>Katy Synge WiST Lead - Student Wellbeing</p> <p>Amy Maddock - Peer Mediator Lead (Yr 7s)</p> <p>LT</p> <p>Robyn Grover</p> <p>Cathrine Wilkinson</p>	<p>36. Term 1</p> <p>37. Terms 2 - 3</p> <p>38. Terms 2 - 3</p> <p>39. Terms 3 - 4</p> <p>40. Term 3</p> <p>41. Terms 2 - 4</p> <p>42. Terms 2- 4</p> <p>43. Terms 3 - 4</p>	

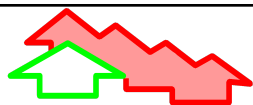
	<p>44. Investigate how other schools in our Kāhui Ako are supporting student wellbeing across the school. Visit schools to see these programmes/approaches in action.</p> <p>45. Review how teachers are supporting the wellbeing of their students and developing an inclusive classroom culture.</p> <p>46. Develop a shared approach to behaviour/restorative practice across the school.</p>		<p>44. Terms 2 - 4</p> <p>45. Terms 2 -4</p> <p>46. Terms 2 - 4</p>	
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GOAL FIVE: Future-Focused - Preparing for what lies ahead

Strategic Goal and NELP	Key Actions	By whom?	Timeframe	Goals achieved?
<p>Identify the key skills our students will require for future learning; both across their educational pathway and in the wider world</p> <p>NELP Focus/Links: Objective One: Learners at the Centre (P2)</p> <p>Objective Two: Barrier Free Access (P3)</p>	<p>Build teacher capability to ensure we can deliver quality learning programmes, supported by IT.</p> <p>47. Collate information about how devices are being used across the school by students to support their learning (e.g. online assessments and online learning).</p>	<p>SLT Board</p> <p>James Shelton (IT Lead)</p>	47. Terms 1 - 2	
	<p>48. Conduct a schoolwide audit of working devices (chromebooks and ipads) across the school and use this to inform the purchasing or leasing of new devices.</p>	James Shelton (IT Lead)	48. Terms 1 -2	
	<p>49. Evaluate teacher capability in the use of IT and support them to build their confidence and capabilities</p>	James Shelton (IT Lead)	49. All year	
	<p>50. Use IT to support students with additional needs where appropriate e.g. Assistive Technology.</p>	James Shelton (IT Lead) Robyn Grover	50. Terms 2 - 4	
	<p>51. Review the uptake and use of BYOD</p>	James Shelton	51. Terms 2 - 3	

GOAL SIX: Contribution - Service to others

Strategic Goal and NELP	Key Actions	By whom?	Timeframe	Goals achieved?
<p>Develop a school wide understanding of what service to others is</p> <p>NELP Focus/Links: Objective One: Learners at the Centre (P1)</p>	<p>Link our service focus to our School GROW values</p> <p>52. Identify with students and staff, how 'service to others' aligns to our GROW values</p> <p>53. Use student voice to define what 'service to others' means and would look like at Wadestown School.</p> <p>54. Look for ways to provide students with opportunities to serve others.</p>	<p>Cathrine Wilkinson</p> <p>All teachers</p>	<p>52. All Year</p> <p>53. All Year</p> <p>54. All Year</p>	
	<p>55. Share what we are doing at school to promote our School GROW values and service to others, with our schooling community.</p>	<p>LT</p>	<p>55. Terms 2 - 4</p>	



Wadestown School 2023 Student Achievement Targets: Writing

Introductory Statement:

Significant time has been given to discussing our annual targets and identifying our key priority areas for 2023. Of concern to us is the drop in the number of students achieving above expectation in writing; something we know that other schools nationally have also been monitoring. The impacts of COVID are yet to be fully understood. In investigating a more explicit approach into the teaching of literacy we believe that introducing Structured Literacy is a positive step forward for us as a school, especially with the opportunities for assisting us to accelerate student achievement.

Goal 1: Personal Best - Realising your full potential

Strategic Goal 1b:

- Identify and ensure we have an effective, evidence based, school-wide pedagogy that promotes student progress and achievement.

Goal 3: Inclusivity - Catering to all needs

Strategic Goal 3a:

- Ensure we have a learning support process that caters to the identified additional needs of our students.

2023 Target:

- By the end of 2023, 15% or more of students in each year group from Years 2-8 will be achieving *above* expectations in writing.
- By the end of 2023, students who were *well below* or *below* in writing will have increased a curriculum sub-level or more
- By the end of 2023, 15% or more of Māori students will be achieving *above* in writing.
- By the end of 2023, Māori students who were *well below* or *below* will have increased a sub-level or more.

Baseline Data

- Analysis of school wide student achievement writing data from November 2022 identified that overall, 3% were *well below*, 15% *below*, 75% *at* and 7% were *above* the curriculum expectations in writing. As shown in the table below Y8 was the only year group to have greater than 10% of students achieving *above*. All other year levels had a low percentage of students achieving *above*.

Year Level	Well Below	Below	At	Above
Year 2	0	9%	87%	4%
Year 3	0	35%	62%	3%
Year 4	0	10%	81%	10%
Year 5	0	25%	75%	0
Year 6	12%	0	81%	7%
Year 7	11%	20%	66%	3%
Year 8	0	14%	68%	18%

- Analysis of Māori student achievement writing data from November 2022 identified that overall, 5% were *well below*, 5% *below*, 84% *at* and 5% were *above* the curriculum expectations in writing.

Actions to Achieve Targets

- Introduction of Structured Literacy, supported by RTLB, to Years 3-8. Develop a shared understanding of what 'Structured Literacy' is and how it will look across each level of the school
- Extend the BSLA Structured Literacy programme started in the new Entrant class to the other two classes at Weld St. Include supporting materials: the Rachel Heggerty programme and purchase more decodable readers.

Led By
SL Team

Literacy Leader
All Pohutukawa (Y1/2)
team

Budget
N/A

\$1 500

Timeline
Term 2

Terms 1- 4

<ul style="list-style-type: none"> • Provide opportunities for observations of BSLA lessons for all staff • Provide Professional Learning Development and resources for Y3-8 staff on “The Code”. Introduce the programme to all classes Y3-8 and purchase decodable readers to support the delivery of this programme • Provide opportunities to share our school writing programme with whānau. • Teachers will analyse student writing to identify areas of strength and weaknesses and develop personalised writing goals for each student. • Carry out teacher/peer observations to identify effective literacy pedagogy and develop effective teaching practices. • Teachers will identify the knowledge and skills needed for students to reach and exceed curriculum expectations. • Once a term moderation of writing samples within teams and across teams to ensure a shared understanding of assessment among This data to be collated and shared across the school to identify patterns/themes. • Provide Professional Development in writing (e.g. Murray Gadd, The Literacy Place) according to teacher needs. 	Literacy Leader	N/A	Terms 2 -3
	Literacy Leader All teachers	\$6 000	Terms 2 - 3
	Literacy Leader Team Leaders	N/A	Term 2
	All Teachers	N/A	Term 2
	SL team	N/A	Terms 2 -3
	All teachers	N/A	Term 2 - 4
	Team Leaders	N/A	Term 2
			Term 2, 3, 4
	Literacy Leader	\$3000	Term 2-3