



Wadestown School Annual Report 2024

*Te Whakatipu me to Honohono Hei Akonga
Growing and Connecting as Learners*

Principal's report

Established in 1881, Wadestown School has been operating in the heart of the Wadestown Community for more than 140 years. Located across our split sites at Weld and Rose Streets, Wadestown School caters for students from Years 1 - 8.

People who visit our school comment on how engaging our staff are, the beauty of our natural surroundings and most importantly, on how motivated our learners are.

Our school fosters a love for learning in our students and our staff and parents work in partnership to support all students to reach their full potential. Our Wadestown School students are curious, independent, critical thinkers who work together to grow and connect as learners. Through student leadership we foster a strong sense of belonging and school spirit.

As a teaching and leadership team, we are committed to fostering foundational numeracy and literacy skills which prepare our students to be able to engage in a rich, integrated curriculum throughout their schooling.

In Term 3, the Board undertook a significant community engagement process that sought parental/whānau, staff and student voice. We were thrilled to have such a high level of engagement from our schooling community. Much time was dedicated to unpacking this feedback and considering our future direction as a school. The feedback supported what we were already doing; maintaining a strong emphasis on student learning and achievement.

In 2023, the Leadership Team began investigating 'Structured Literacy'. Representative staff members from across the school participated in professional development sessions with the RTLB and other local schools. From this work a decision was made to introduce 'The Code' across the school, with an emphasis on explicit teaching that follows a scope and sequence.

To assist with extending this work across our whole school, we engaged a facilitator who worked with us to unpack the philosophy of Structured Literacy and to help us review the approach we were taking to the teaching of writing. We intend to continue this work in 2024.

Our Wadestown School Board ensures that our school is well resourced to enhance students' learning experiences. This additional resourcing means that all students have access to excellent resources to support the delivery of the New Zealand Curriculum (NZC).



We offer our students a dedicated Librarian, a Reading Recovery Teacher, a Kapa Haka Tutor, a Te Reo Teacher and Teacher Aides; all of whom contribute to our students' learning, wellbeing and sense of belonging. Additionally, funding is provided to help support digital learning across the school to ensure our students are well-equipped to confidently use a range of technology tools for learning and communication.

Our focus on extracurricular learning has benefited from this support. Students in Years 5 – 8 attend camp on a yearly basis. Our sporting teams are regarded for both their success and their fair play. Kapa Haka is strong across the school and our students take leadership roles in whole-school whakatau and powhiri. Te Reo is taught across the school with components of tikanga woven into this and our students show respect and confidence when speaking reo.

Our Year 7 and 8 programme has a strong emphasis on the development of Student Leadership. Our students are highly motivated and skilled in delivering leadership that positively impacts the wider life of the school. Student voice is a crucial component of this programme and this leads students to be able to positively influence schoolwide change. Students have a real sense of responsibility and work well in collaborative teams.

In 2023, we began to look at ways in which we can extend and enhance leadership opportunities for other students across the school.

A major property project to enhance the Rātā Block saw us remodelling four classrooms, our Rose Street Library and the associated toilet block for the duration of 2023. Since the beginning of 2024, our students are enjoying these newly refurbished areas and in particular, having the School Library back in action.

To provide additional funding for this building initiative, our PTA committee coordinated with our local community to lead a strong fundraising campaign. The strength of this support generated our most profitable fundraiser yet, through our well known 'Wadestown House and Garden Walk'.

2023 has seen the school continue to move forward and to continue to provide our students with the support, teaching and resources that they need to succeed.

Amanda Frater
Principal/Tumuaki
Wadestown School



Evaluation of the school's students' progress and achievement

School wide student progress and achievement:

All teams across the school moderate their student data and use this to inform their teaching and learning programmes. This also assists us to identify those students who have additional learning needs, as well as those who require further support to engage in the curriculum.

The Senior Leadership Team (SLT) discusses and analyses schoolwide student achievement and progress and this is then reported to the Board.

Overall Teacher Judgement (OTJ) results

At the beginning of each year, the Board reviews the school-wide Overall Teacher Judgment (OTJ) data for the previous year, in the core curriculum areas of reading, writing and mathematics.

The 2023 school-wide OTJ data shows that Wadestown School continues to have excellent student achievement with 73 percent to 86 percent of students achieving at or above in reading, writing and mathematics. Wadestown students achieve at a particularly high level in reading, with 86 percent of students achieving at or above. In mathematics, 79 percent of students achieve at or above.

Teacher Professional Development

The key curriculum focus for teacher professional development (PLD) came from this OTJ analysis which identified writing as having the lowest achievement results in 2023. In writing we had 73 percent of students achieving at or above which sits below our schoolwide results for reading and mathematics.

Our focus on Structured Literacy ensures teachers will continue to enhance their literacy pedagogy in writing. Through this PLD, teachers will focus on explicit, systematic and cumulative teaching in the areas of spelling and handwriting before moving onto writing. Drawing on the science of learning and the brain, the teachers have begun to use this research to inform their understanding of how and what we teach, impacts on student learning.

Supporting all students

Students with extra learning needs are identified by classroom teachers and additional supports are put in place to accelerate learning. We monitor and track the progress of these students. In the early years, Reading Recovery is provided to assist students who have identified literacy needs.

Our SENCo leads our IEP process and develops these to ensure that they are individualised to each student.



Equitable outcomes for all students

We continue to focus on tracking Māori student progress and achievement. It is essential to us that we continue to seek individual student and whānau voices to capture the true aspirations of these ākonga.

Termly hui-a-whānau (whānau meetings) provide us with this opportunity. As a staff we have continued on our learning journey around culturally sustaining pedagogy and aspects of te ao Māori, te reo and tikanga continue to be features of the everyday life of the school.

In terms of Māori student achievement at Wadestown School, the 2023 OTJ results show 67 to 76 percent achieving “at” or “above” the expected level of the New Zealand curriculum in reading, writing and mathematics. In 2023 there was a higher percentage of Wadestown School Māori students achieving above in all three curriculum areas, than in 2022.

Partnering with Mana Whenua

Our school continues to maintain and treasure our links with our local iwi, Te Ati Awa.

Through termly hui, we are able to share our collective aspirations for our ākonga and continue to work together in partnership. This is an ongoing piece of work that involves the other schools from within our Kāhui Ako.

Learning opportunities across the wider curriculum

At Wadestown School we provide all students with opportunities to participate in a rich, engaging and broad curriculum. As well as maintaining an emphasis on the core-curriculum areas, our students are provided with opportunities to learn through the wider curriculum strands.

Our teachers understand the importance of providing students with a wide range of learning opportunities that cater to students’ interests and abilities and our students are highly motivated and engaged in their learning. We all view Wadestown School as a positive place to learn.

Real life contexts are used to provide students with opportunities to demonstrate their knowledge, understanding and capabilities across the curriculum. The key competencies are woven throughout the curriculum and assist students to have additional success.

Our Wadestown School Vision and Values

Our Wadestown School Vision is based on the notion that we (students, teachers and staff) are all learners who will grow and develop over time. Part of this ‘growth’ involves being connected to others and working together for the best possible outcomes. Students and teachers are challenged to step out of their comfort zones by engaging in new learning experiences.

Our Wadestown School GROW values were created and introduced across the school in 2021. As part of our community engagement process we made a decision to retain our School Values



and School Vision as we had made good progress in implementing and bringing these values to life across the school.

Giving effect to Te Tiriti o Waitangi at Wadestown School

Over the past three years we have worked hard to focus on giving effect to Te Tiriti by enhancing our knowledge of Te Reo Māori, Te Ao Māori and tikanga. We have made connections with our local iwi, Te Ati Awa and have worked to re-engage our whānau.

We continue to employ a dedicated te reo teacher and a dedicated Kapa Haka Tutor. All ākonga at our kura participate in these lessons and kaiako upskill themselves by working alongside these specialist teachers and participating in these lessons as learners.

Within the roles given to us through our Kāhui Ako (KA), we have continued to have a dedicated 'within school' leadership role focused on "Culturally Sustaining Pedagogy". This aligns to both our Strategic Direction and also to one of three key KA Achievement Challenges.

We will continue to contribute, collaborate and participate in our KA; Kāhui Ako o Te Whanganui-a-Tara | Community of Learning.

As a school and as a Board we remain committed to:

- Working with our local iwi to help inform and guide the work we do within our kura
- Ensuring all students and staff understand the bi-cultural context that we live in
- Ensuring all students and staff will be able to speak and respond to some te reo Māori; a little and often in everyday contexts
- Equipping our students and staff so they are familiar with tikanga and can operate confidently in a Māori context
- Engaging with our whānau and responding to their aspirations
- Engaging with our Māori ākonga and supporting them to achieve their aspirations
- Ensuring all our students feel confident in who they are as we recognise and embrace their language, identities and cultures
- Ensuring that there are strong links between the Board and the school's Whānau Group and that the Board has access to, and is informed by Te Ao Māori expertise
- Working with the other primary and secondary schools within our Kāhui Ako and also, together in partnership as a Kāhui Ako with Te Ati Awa.

Statement of compliance with employment policy and Equal Employment Opportunities (EEO)

As required by the Education and Training Act 2020, Wadestown School operates an employment policy that complies with the principle of being a **good employer** and ensures the fair and proper treatment of staff in all aspects of their employment.

Our Equal Employment Opportunities (EEO) policy is our framework for providing an inclusive, non-discriminatory workplace that promotes equal opportunities for all staff members.



Financial Statements

These are attached and available on our website www.wadestown.school.nz

Statement of Kiwi Sport Funding 2023

In 2023, Wadestown School received an annual Kiwi Sport Funding budget of \$4,409.00. This funding was spent on initiatives and resources to encourage students to participate in sports:

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| 1. Affiliation Fee for 2023 Primary Sport Wellington | \$840.00 |
| 2. Sporting equipment purchased for Rose Street and Weld Street | \$3,494.00 |
| ■ Playground balls | |
| ■ Dodge balls | |
| ■ Shot puts | |
| ■ Foam Javelins | |
| ■ Vortex | |
| ■ Hoops | |
| ■ Quoits | |
| ■ Basketballs | |
| ■ Footballs | |
| ■ Volleyballs | |
| ■ Tennis Balls | |
| ■ Pickle Balls | |
| ■ Unihoc sticks | |
| ■ Catching and throwing hand nets | |
| ■ Portable Tennis/Badminton nets | |
| ■ Whistles | |
| ■ Bean Bags | |
| ■ Skipping Ropes | |
| ■ Frisbees | |
| 3. Bus costs - subsidised cost to Inter Zone Athletics | \$75.00 |

Staff and Student Wellbeing

Staff and student wellbeing is valued at Wadestown School.

Wellbeing is one of three achievement challenges for our Community of Learning | Kāhui Ako and is once again, a key pillar of our Strategic Plan.

In 2023, through additional leadership allocation from the Kāhui Ako we have created for the



first time, a 'within school' leadership role dedicated to enhancing student and staff wellbeing.

Staff and students were surveyed using the NZCER Wellbeing Tool in 2022 and we will conduct this again in 2024. Data from this survey is being used to inform the work of our Within School Teacher (WiST) and has been compared to the data of other schools within our KA.

In 2023, we introduced the "Cool Schools Peer Mediation" programme to empower students to resolve conflict positively and confidently through our peer mediation while also providing additional leadership roles for our Year 7 students.