

Annual Implementation Plan 2024
Wadestown School
3055

Our Wadestown School Vision:

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



Our Wadestown School GROW Values:

Gratitude	Resilience	Others	Wonder
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Te Kāhui Ako a Te Whanganui-a-Tara Korereore:

Mā te mahi tahu tātou ka eke - When we work together we all benefit.

Te Kāhui Ako a Te Whanganui-a-Tara Vision:

Promote collaboration across our community to support the wellbeing and optimise the achievement outcomes at all stages of education.

How our targets and actions give effect to Te Tiriti o Waitangi:

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 and have re-engaged our whānau. This journey has been a rich learning one and we are excited to continue with this.

We remain committed to:

- Working with our local iwi, Te Ati Awa 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.

ANNUAL GOALS 2024:

Learning Strategic Goal:

Focus on advancing our commitment to student achievement in the core curriculum areas of reading, writing and mathematics, ensuring programmes are differentiated and accelerate all students' progress.

Annual Goal:

Maintain a specific focus on developing a schoolwide pedagogy to the teaching of Writing using a Structured Literacy approach.

Links to NELPs:

Objective 1: LEARNERS AT THE CENTRE
Objective 2: BARRIER FREE ACCESS
Objective 3: QUALITY TEACHING AND LEADERSHIP

Actions	Who is responsible?	How will you measure success?	Timeframe
Select a Professional Learning Development (PLD) provider to assist us with the development of our Structured Literacy approach and the development of our schoolwide writing pedagogy.	DP (Years 1 - 4) SLT	<ul style="list-style-type: none"> ● Find a PLD provider that is a skilled practitioner. ● Ensure that the PLD provider is able to work to our needs and contexts. ● Establish a working relationship with the provider and engage in discussions around our school context and the PLD that we wish to deliver to our teachers. 	Term 1
Outline a programme of support (PLD) for all teachers in both	DP (Years 1 - 4) SLT	<ul style="list-style-type: none"> ● Programme overview discussed with SLT and shared with the Board ● Schedule development and report back on progress. 	Term 1

Structured Literacy and writing			
Evaluate the current approach to teaching through observations and coaching and mentoring of all classroom teachers.	SLT PLD provider	<ul style="list-style-type: none"> • Undertake classroom observations • Provide written and verbal feedback to teachers • Use this schoolwide data to inform next steps and to enhance teacher practice • Support teachers in their professional development through coaching and mentoring. 	Ongoing - all year
Analyse student achievement data to identify areas of need and prioritise those students who require additional support.	SLT Leadership Team All teachers	<ul style="list-style-type: none"> • Student achievement data will be regularly collated, analysed and shared within teams and as a whole school • Regular monitoring of students who are not meeting expectation will be embedded • Review of priority student programmes within classes to understand their effectiveness • Introduce whole school moderation process 	Ongoing - all year
Develop a schoolwide approach to the teaching of writing at our School	SLT Leadership Team All teachers	<ul style="list-style-type: none"> • The development of a school wide pedagogy that is understood and implemented by all teachers across the school. 	Ongoing - all year

Annual Goal:

Assess our approach to the school’s delivery of the curriculum by undertaking a short self-assessment on the current state. Use these assessments to make any enhancements with a view to increasing communication with our community about current practice.

Links to NELPs:

Objective 1: LEARNERS AT THE CENTRE
 Objective 2: BARRIER FREE ACCESS
 Objective 3: QUALITY TEACHING AND LEADERSHIP

Actions	Who is responsible?	How will you measure success?	Timeframe
<p>Undertake short self assessments of the delivery of the Arts, Digital Learning, STEM in 2024.</p> <p>Undertake short self assessment of the delivery of Mathematics, Te Ao Māori and Leadership in 2025.</p>	<p>The Principal in partnership with teachers across the school.</p> <p><i>Noting that the self assessment will be developed with and agreed to with the Board.</i></p>	<p>Develop a simple approach for creating an overview of the school’s current approach to the delivery of identified curriculum areas.</p> <p>Report to the Board on findings and implement any immediate actions.</p> <p>Develop plans for further enhancement or review were required.</p> <p>Undertake these assessments with a view to developing further community communications.</p>	<p>Terms 2 - 3 of 2024</p> <p>Terms 1 - 2 of 2025</p>
<p>That learning communications be included in the review of communications outlined in the sustainability section of this report.</p>	<p>Principal SLT Board</p> <p><i>** Noting that a board lead will be required.</i></p>	<p>Seek further parental feedback about the quality and quantity of the communication they receive about their child’s learning and progress.</p> <p>Parents will be surveyed after their mid-year reports and feedback sought about the information provided about their child’s learning</p> <p>Parents will be surveyed after their Three Way Conferences.</p> <p>The information provided from parents will then help to inform a review of our reporting systems.</p>	<p>Terms 2 - 4</p>

Culture Strategic Goal:

Ensure strong governance, leadership and a teaching team who work effectively to realise their professional potential and individual capabilities.

Annual Goal:

Define, develop and document a cohesive school culture that is built on a connected relationship between Governance, Leadership, staff and students.

Links to NELPs:

Objective 1: LEARNERS AT THE CENTRE

Actions	Who is responsible?	How will you measure success?	Timeframe
Assess the school's current Governance structure, and support systems including committees ahead of the election in 2025.	Board with the Principal <i>** Noting that a board lead will be required.</i>	Collated information that tells us: <ul style="list-style-type: none"> ● How effectively this is happening now ● How we intend to operate ● Why we intend to operate this way ● The impact of this new approach to operating as a Board Board committees that progress the Board's work and the Strategic Direction and priorities	All year - ongoing
Assess the school leadership structure	Principal SLT Leadership Team	Collated information that tells us: <ul style="list-style-type: none"> ● What the roles and responsibilities for all leaders within the school are ● Aspirations of staff who seek leadership opportunities ● Evaluation of leadership capabilities and team dynamics ● Evaluation of consistency of leadership across the school ● Identification of key leadership skills, strengths and areas of development within the Leadership Team Teacher and staff voice will be used to inform this evaluation	Term 2 - 3
Assess regular home/school	Principal Board	Collated information that tells us: <ul style="list-style-type: none"> ● How frequently we provide opportunities for the 	Term 2

<p>engagements; noting that this work is also connected to our communications review.</p>	<p>Leadership Team Admin Team PTA</p>	<p>community to come together</p> <ul style="list-style-type: none">• What types of events we provide• Whether the events are meeting the needs of our community• How our communication channels are working and areas for us to improve in <p>Parental and student voices will be collected to help assist us in this.</p>	
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Wellbeing Strategic Goal:

Ensure a safe emotional and physical environment to foster both student and staff wellbeing.

Annual Goal:

Examine the effectiveness of our school wide systems for students and staff around wellbeing to ensure that there is a shared vision and definition for wellbeing.

Links to NELPs:

Objective 2: BARRIER FREE ACCESS

Objective 3: QUALITY TEACHING AND LEADERSHIP

Actions	Who is responsible?	How will you measure success?	Timeframe
Assess the school's support systems for students	Principal Senior Leadership Team (SLT) Lead by: SENCo	Collated information that tells us: <ul style="list-style-type: none"> • The number of students who have accessed support in the past year • Which supports have been most frequently accessed • The impact of these supports. • The supports that were needed but unavailable Student and parental feedback to assist with evaluating the effectiveness of support sought and/or received	Terms 1 - 2
Assess the school's support systems for staff	Principal SLT Lead by: WiST (Wellbeing)	Collated information that tells us: <ul style="list-style-type: none"> • The types of support that teachers have needed in the past year • Which supports have been most frequently accessed • The impact of these supports • The supports that were needed but unavailable Collated teacher feedback around the types of supports they would like to see in the school.	Terms 1 - 2
Review the approach taken to managing and supporting student behaviour across the school	Principal Board SLT Lead by: DP (5 - 8)	Collated data that tells us: <ul style="list-style-type: none"> • The approaches teachers take to managing and supporting behaviour in the classroom • The approaches staff members take to managing and supporting behaviours in the playground 	Terms 2 - 3

		<p>A schoolwide evaluation that unpacks the best strategies for supporting and positively managing student behaviour.</p> <p>A consistent approach will be developed and introduced to ensure consistent approaches to supporting and managing student behaviour across the school.</p>	
<p>Review the strategies/tools our students have to enhance their wellbeing and to respond to others' behaviours</p>	<p>All staff Leadership Team</p> <p>Lead by: SENCo</p>	<p>Collated information that tells us:</p> <ul style="list-style-type: none"> • The types of strategies students are using to maintain and enhance their wellbeing • The classes across the school that are employing effective strategies to support and maintain student wellbeing and positive playground behaviour e.g. being an upstander rather than a bystander • What types of behaviours students are dealing with in the playground through the Cool Schools Peer Mediation data 	<p>Terms 2 and 3</p>
<p>Ascertain how the school's values are being put into action.</p>	<p>All staff Students</p> <p>Lead by: DP (5 - 8)</p>	<p>A visual display that demonstrates all the ways in which our students are living our school values.</p> <p>Examples of students demonstrating the school values shared in the School and Team newsletters.</p>	<p>All year - ongoing</p>
<p>Develop a shared understanding of wellbeing at Wadestown School</p>	<p>All staff Board</p> <p>Lead by: WiST (Wellbeing)</p>	<p>Notes from discussions in Team and Staff meetings</p> <p>A shared definition and understanding of wellbeing will be documented.</p> <p>Review of our school policies and procedures around staff and student wellbeing.</p>	<p>Terms 3 and 4</p>

Sustainability Strategic Goal:

Ensure every student and teacher has the technology and resources they need to learn and teach.

Annual Goal:

Ensure our strategic financial direction, governance and management supports the current and future needs of the school.

Links to NELPs:

Objective 1: LEARNERS AT THE CENTRE

Objective 4: FUTURE OF LEARNING AND WORK

Actions	Who is responsible?	How will you measure success?	Timeframe
Assess the current financial status, and management, of the school and identify areas for development.	Board with the Principal <i>** Noting that a board lead will be required.</i>	Engage in PLD with Education Services as a Board Develop as a Board, our key financial priorities for the upcoming five years Develop a shared strategy for generating additional income e.g. through grants.	All year - ongoing
Assess the school's current approach to fundraising and continue to develop a strong partnership with the school's Parent Teacher Association (PTA), who play a critical role.	Board with the Principal PTA <i>** Noting that a board lead will be required.</i>	Maintain Board attendance at PTA meetings and continue to build a strong relationship between the Board and PTA Continue to refine our PTA yearly fundraising calendar and look for ways to further extend and promote current fundraising endeavours. Set a yearly target for fundraising Encourage good attendance at school wide fundraising events and provide events that seek fundraising outside of our immediate community e.g. online sponsorship.	All year - ongoing

Annual Goal:

Strengthen communication and engagement with whānau, including applying a consistent approach to communication.

Links to NELPs:

Objective 1: LEARNERS AT THE CENTRE
Objective 4: FUTURE OF LEARNING AND WORK

Actions	Who is responsible?	How will you measure success?	Timeframe
Review the school's current strategies for engaging whānau and seek community feedback as part of this approach.	Board with the Principal PTA <i>** Noting that a board lead will be required.</i>	Seek further parental voice to assist us with evaluating our current strategies for communications. Update the school website and centralise key information for whānau in one place. Provide regular opportunities for our school community to provide feedback e.g. through short surveys, face-to-face meetings etc	Terms 1 - 3

Links to the Government Education Requirements			
Strategic Priority	Government Requirement: National Education and Learning Priorities (NELPs)	Government Requirement: Key Priorities of Boards: Education and Training Act 2020 (section 127)	Ka Hikitia
Learning	<p>Objective 1: LEARNERS AT THE CENTRE</p> <ul style="list-style-type: none"> Have high aspirations for every learner/ākonga and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and culture. <p>Objective 2: BARRIER FREE ACCESS</p> <ul style="list-style-type: none"> Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs. Ensure every learner/ākonga gains sound foundational skills, including language, literacy and numeracy <p>Objective 3: QUALITY TEACHING AND LEADERSHIP</p> <ul style="list-style-type: none"> Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning. 	<ul style="list-style-type: none"> Every student is able to attain their highest possible standard in educational achievement The school gives effect to relevant student rights The school is inclusive of all, caters for, students with differing needs The school gives effect to Te Tiriti of Waitangi, including by: <ul style="list-style-type: none"> Working to ensure that its plans, policies, and local curriculum reflect local tikanga Māori, mātauranga Māori, and te ao Māori Taking all reasonable steps to make instruction available in tikanga Māori and te reo; and Achieving equitable outcomes for Māori students 	<p>Te Whānau:</p> <ul style="list-style-type: none"> Education provision responds to learners within the context of their whānau <p>Te Tuakiritanga:</p> <ul style="list-style-type: none"> Identity, language and culture matter for Mori learners.

<p>Culture</p>	<p>Objective 1: LEARNERS AT THE CENTRE</p> <ul style="list-style-type: none"> • Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying • Have high aspirations for every learner/ākonga and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and culture. 	<ul style="list-style-type: none"> • The school is physically and emotionally safe • The school gives effect to relevant student rights • The school is inclusive of all, caters for, students with differing needs 	<p>Te Kanorautanga:</p> <ul style="list-style-type: none"> • Maori are diverse and need to be understood in the context of their diverse aspirations and lived experiences. <p>Te Rangatiratanga:</p> <ul style="list-style-type: none"> • Maori exercise their authority and agency in education. <p>Te Whānau:</p> <ul style="list-style-type: none"> • Education provision responds to learners within the context of their whānau
<p>Wellbeing</p>	<p>Objective 2: BARRIER FREE ACCESS</p> <ul style="list-style-type: none"> • Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs. <p>Objective 3: QUALITY TEACHING AND LEADERSHIP</p> <ul style="list-style-type: none"> • Develop staff to strengthen teaching, leadership and learner support capability across the education workforce. 	<ul style="list-style-type: none"> • Every student is able to attain their highest possible standard in educational achievement • The school is physically and emotionally safe • The school gives effect to relevant student rights • The school takes all reasonable steps to eliminate racism, stigma, bullying and any other forms of discrimination within the school 	<p>Te Tuakiritanga:</p> <ul style="list-style-type: none"> • Identity, language and culture matter for Mori learners.

<p>Sustainability</p>	<p>Objective 1: LEARNERS AT THE CENTRE:</p> <ul style="list-style-type: none"> • Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying • Have high aspirations for every learner/ākonga and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and culture. <p>Objective 4: FUTURE OF LEARNING AND WORK:</p> <ul style="list-style-type: none"> • Collaborate with industries and employers to ensure learners/ākonga have the skills, knowledge and pathways to succeed in work. 	<ul style="list-style-type: none"> • Every student is able to attain their highest possible standard in educational achievement • The school is physically and emotionally safe • The school gives effect to relevant student rights 	
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