

**Goal 1 Inspirational, Divergent Learning Environment**

**Strategic Aim** A commitment to go beyond traditional teaching practices to create a collaborative learning environment that supports and fosters lifelong learning.

**2021 Goals**  
 Reading  
 Increase confidence and achievement by creating increased reading support.

Writing  
 Achieving greater progress and achievement by developing an environment of authentic writing experiences

Maths  
 Creating a love of learning in Mathematics to boost confidence and achievement

**Target Areas -**  
 School Information

**1.1 Student Achievement**

Action	Specific Measures	Evidence throughout the year	Resources	Who	Timeframe
Reading	Create opportunities for increasing reading mileage	Weekly programme identifies mileage opportunities	Books of high interest in the learningspace. Use the National Library to increase range of books. Use of TA to support additional reading opportunities. Seek community support for reading with children. Reading Together programme targeting year 1 & 2. Reading incentives.	Team leaders to oversee practice in own space	Throughout the year.
	Support programmes to target readers	Phonological Awareness	Training for a TA	Continual discussion with Management	To be reviewed in an ongoing basis based on

		Big Books teaching	Review support skills in relation to new programmes	regarding PLD and resources	Leadership Meeting discussions
		Sharp Reading			
		Availl	Staff meeting termly		
		SRA			
		7plus	Provide appropriate PLD to staff to deliver new programmes		
		Deep Reading			
	All staff attend cluster PLD day with Reading focus			Cluster PLD Day - Reading	Term 1
	All classes to have target groups for monitoring	Documented student progress			
	Creating consistency across the school around use of support programmes	Collaborative document recording ongoing progress	Time	Leadership Team	Late Term 1
	Create innovative learning programmes to extend learners	Digital technology explored to deliver extended opportunities for learning	Resourcing of appropriate programmes for diverse learners	Team Leaders	All year
	Engage families in supporting Learning at Home	Invites to opportunities for parent engagement	Blogs Coffee Meetings Reading Together	Team Leaders Lucy T, Fiona	
	Developing mixed multi modal activities for rewindable learning	Opportunities for students to revisit and reexperience prior learning		Teachers	
	Developing ubiquitous, rewindable learning across reading, writing and maths	Programmes in place that scaffold learners and focus on	Support from AS teacher and Manaiakalani leader	All teachers	

		previous learning			
Writing	<p>Writing milage Shared writing</p> <p>Guided writing lessons</p> <p>Fine motor skills focus</p> <p>Oral language link</p> <p>Creating authentic learning experiences</p> <p>Vocab development</p> <p>Developing a love of writing</p>	<p>Evident through planning</p> <p>Creating motivational learning activities</p> <p>Creating rich experiences for writers. Use of inspirational text</p> <p>Focus on ubiquitous learning</p> <p>Expanding the use of digital technology</p>	<p>Staff meetings termly</p> <p>Team leader support</p> <p>Wider range of motivational prompts and texts.</p> <p>Support from AS teacher and Manaiakalani leader</p>	<p>Learning space team leaders</p> <p>All teachers</p>	Term 1-4
Maths	<p>School support resources reviewed and resource plan created.</p> <p>Wall displays to focus on Maths</p> <p>Develop a problem solving approach</p> <p>Build oral language required for task</p>	<p>Opportunities for targeted PLD in Numecon</p> <p>Learning space Maths vocab focus</p> <p>Staff meetings termly</p> <p>Support from 'within' school supports Improve Teacher knowledge.</p> <p>Development of</p>	<p>Purchase needed Numicon. Train staff in the use of the resource.</p> <p>Purchase plan organised</p>	<p>Trish - as Maths leader to lead with team leaders Gerhard - TA PLD</p> <p>Team Leaders</p>	Term 1-4

	Engage families in home learning to support the development of fast computation and recall.	the use of digital technology to support both skill and knowledge development		Marc	
	Engage in ALIM Ministry of Education upskilling programme	Additional support to underachievers at Year 5&6 level	School PLD budget and Ministry specialist support	All teachers  Seaeun	

## 1.2 Pedagogical Change

TALL	Focus on developing across school consistency in delivering in-class support to ESOL learners	Evaluation on schoolwide needs in Term 1, then involvement in supported PLD Term 2 & 3.	MOE PLD	Team - Lucy, Fiona,	Term 2 &3
ESOL RTLB Systems Referral	Systemic review - processes, systems, impact, progress and tracking. Assessment tools Building leadership capability	Clarity in processes, systems and evaluation tools for impact and effectiveness.  Systems review and change implementation	RTLB	Gerhard/Fiona	Throughout the year
Play based Learning	Review current expectations and structures for PBL  Exploring PD	Develop a programme outline and expectations for PBL in Years 1-2	Play based learning professional learning options	Rachael/Aimee	Throughout the year

	opportunities to take PBL outside of the classroom	Gaining greater insight how outside environments can be best used for PBL and what specific resources are required for this.			
Assessment for Learning	<p>Review school assessment practices to align with needs and requirements for ongoing data collection and link to Hero.</p> <p>GP/Leadership team working alongside Core/EA facilitator to do a systemic review of our assessment tools, processes, tracking, collating and analysing.</p>	<p>Leadership team to support review and work collaboratively to create effective, consistent data collection process in all areas.</p> <p>Core/EA facilitator providing us guidance in how to achieve our aims, gaining greater insight on relevant assessment tools depending on age groups and the impact on using those assessment tools, guiding leadership discussions for systemic decisions.</p>	<p>Leadership meeting time fortnightly in Term 1.</p> <p>GP - applying for MOE PLD fund and work with Core/EA</p>	Gerhard/Leadership Team	Set up in Term 1 2021. Effective for 2021 year.
GATE	Develop a schoolwide process & criteria for identifying and supporting G&T students	<p>Process and criteria developed</p> <p>Staff G&amp;T handbook</p> <p>Staff meeting termly</p>	G&T course funded	Rachael K/ Gerhard	Set up during Term 1, then introduced across the school.
Manaiakalani	Clear process of Manaiakalani	Timeline for Manaiakalani assessments	Use of AST Heather Matthews to	Seaeun	Term 1, then supported for rest of the year.

	requirements documented and supported	and supports set up. Work collaboratively with Kelsey to engage staff.	support Year 1&2		
Teacher Aide Development	Aligning TA development with individual appraisal goals which reflects the TA matrix.	TA appraisal process and goals.  Engaging with TA professional development within school, cluster or provided by MOE.  Greater expectations on TA which aligns with the TA's matrix scale.	In-school  Cluster wide eg RTLB  MOE TA portal	Gerhard	Throughout the year
Professional Growth Cycles	Align appraisal to new requirements	Staff structure agreed and implemented	Time	Heather & Gerhard	Early Term 1 set up. Year long focus
<b>1.3 Curriculum Development</b>					
Local Curriculum	Curriculum introduced and used throughout 2021	Ongoing review with Leadership team on a termly basis		Heather and Leadership Team	Throughout the year
Digital Technology	Creating expectations for learning at year levels	Digital Technology plan established		Marc	Throughout the year
<b>1.4 Broadening Learning Experiences</b>					
Whole School Swimming	All students will have the opportunity to attend swimming lessons	All students attend	Use of Govt support money, Sport Canterbury support for transport	Leadership Team. Team leaders to lead	
Cultural Focus Days/events	Matariki Chinese new year Diwali	All students to participate and community invited. FL working	Curriculum consumables budget  Access support	Fiona -WST	Year focus

		alongside members of the culture to make the day possible with their help and input.	from AST -		
EOTC/LOTC	Opportunities to broaden student experiences.	Swimming - All Camp Yr 5&6 Gymnastics Year 1&2 Winter Sport Yr 5&6 Trips to support learning Drama/music presentations CSO Residency (Term 3)	Use of Govt support fund	Team Leaders and curriculum leads	Throughout the year
Student Leadership	Strengthen and develop Student Leadership opportunities	Set up student Council Strengthen House leaders PB4L - student voice ECO club, PAL's, media team, global chargers	Support for attending Huritini Student Leaders meetings. Team member badges	Lucy F Gerhard	Ongoing
GATE	Provide opportunities for developing skills	Opportunities sourced	Funding	Rachael K	
Within school - Cultural Diversity	Highlight specific events during the year	Planning evident on a termly basis		Team Leads	
Boys development	Supporting our boys to make better decisions with emotional and behaviour regulation		Mana Ake, RTLB, Clay (AST)	GP/Rhys/Brian/Marc/Mr Rob	
<b>1.5 PB4L</b>					
Re-launch PB4L	Website Launch community day	Making community aware about our PB4L systems,	Website Hail communication	Rachael H/Gerhard	Throughout the year

	Strengthening communication with community eg matrix	processes and structures Seeking an opportunity to relaunch PB4L			
Growing and strengthening the school-wide team	New team members invited, roles allocated and responsibility provided	New team members take an active role in the PB4L team		PB4L team	Throughout the year
Visuals	Visuals supporting documentation  Visuals supporting values  Captain Kahu integrated throughout the school  House Groups visuals	Documentation being developed  Visuals communicated and implemented  Next phase of school wide signage be developed		PB4L team	Throughout the year
Developing acknowledgment systems	Student  Staff	Developing a tiered acknowledgment systems for students and communicated to staff  Staff acknowledgment system in line with our staff wellbeing	Annual budget resourcing	All staff	Term 1
Creating, developing and implementing documentation	Differentiating between different behaviours  Responding to inappropriate behaviours - staff and student version  Update and	Communicate documentation with staff, evaluate the effectiveness of the documentation	Teacher Only Day Term 1	PB4L team  SLT - lockdown procedure	



	display lockdown procedure				
Capturing and utilising school wide data	Hero - reports	Regular data communication with staff at Friday admin meetings  Behaviour/Pastoral care data reporting to the BOT? Annual?		Rachael/Gerhard	Throughout the year
Ensuring systems are implemented systematically across the whole school	Systems implemented and evaluated for effectiveness	Review effectiveness of systems, gain staff/student voice, complete survey		Rachael/Gerhard	End of Term 1 and beginning of Term 4

## Goal 2 Enriched Embracing Culture

Action	Specific Measures	Evidence throughout the year	Resources	Who	Timeframe
<b>2.1 Communication</b>					
Embed communication plan	Communicate the details of the communication plan  Proceed with the communication implementation and review plan	Discussion about the communication plan during admin meetings, SLT and team meetings		Gerhard	Throughout the year
TA electronic access	Develop a way for Teacher Aides to have access to devices and build their skills in use of devices	TA supported on an ongoing basis based on their skills and requirements	Availability of a device per person	Gerhard	Build upon this being set up in Term 1. Support ongoing throughout the year.
Website and Hail	Utilising the new website.	Ensuring that key staff members are	Working alongside website	Heather & Gerhard	Throughout the year

	<p>Gaining a greater understanding of how to use this as an effective communication tool.</p> <p>Utilising Hail as a communication tool.</p>	<p>trained in using the website to ensure information remains current and updated.</p> <p>Creating "Hail" school-wide procedures.</p>	<p>developers and Hail facilitators</p>		
Entry TV	<p>Utilising the entry TV as a communication/ notice board for key messages to our community.</p> <p>Existing TV by the library - showcasing photos/videos to celebrate what is going on around the school.</p>	<p>Ensuring that messages are up to date and relevant for the school community</p> <p>Updating photos/videos and any other important information that we want to communicate.</p>	TV and Ipad	<p>Gerhard</p> <p>Marc</p>	Throughout the year
<b>2.2 Partnership</b>					
Transition to school	Development of a consistent process for parents, students and access to preschools	Creating a clear pathway for new families and students. Preschools engaged with New Entrant teacher	Appropriate release for New Entrant teacher to support the newly enrolled and visit preschools	Aimee	Set in place in Term 1, then ongoing
Coffee meetings termly	Per space New parents Pre enrolment	All learning spaces hold a meeting termly to engage with parents	Gather parent voice on timings.	Heather & leadership team	
Events	Fair Cyber safety Blog Launch Production Cultural Assembly Ako evenings PTA	Look for a variety of broader ways to engage with the school, and student learning.	Release opportunities and support from Management team	Leadership Team	

	Cultural days Parenting days Open school sessions Reading together				
LSC - "School Learning Adviser"	LSC being a link for parents as a Learning Adviser.	LSC being available to engage with the parent community to provide practical ideas and solutions around student learning.	Attendance at Learning Space coffee meetings	LSC	Throughout the year

### 2.3 Cultural Recognition & Kahui Ako WST

Cultural Days	Matariki Chinese new year Diwali	All students to participate and community invited. FL working alongside members of the culture to make the day possible with their help and input.	Curriculum consumables budget	Fiona -WST	Matariki Chinese new year Diwali
Maori Parent meeting	Share data and gather cultural expectations	Meeting held and outcomes reported to the Board. Appropriate actions from meeting put in place.	Consumables budget	Fiona/Gerhard	Term 1
Displaying Cultures	Focus within Admin meetings regarding developing cultural knowledge and resources for staff	Admin meeting notes	Discussions with Management team as required	Fiona	Ongoing
Mihi Whakatau termly	Welcome opportunities for new staff and families termly, and for any special	Held mid week 1 each term - (week 2 Term 1)  Raise the profile of mihi	Fiona to manage	Fiona	Termly

	occasions	whakatau in the school			
WST	Continuation of cultural focus across the school.  Fiafia participation	Narrow down the high profile weeks we support and cover. Resources sourced to support learning spaces as required. Whole school cultural assembly and shared lunch.  Seek support for Fiafia presentation	Curriculum fund set aside.  Community resource person?	Fiona	Over the year  Term 3
Kapahaka	All children will get to experience Kapahaka	All children take part in school based programme	Tutor  School based support as well  Need Kapahaka uniforms	Management team  SL To check this out PTA funding?	Term 1-4  Term 2
<b>2.4 Wellbeing</b>					
Wellbeing at WPS	Staff and senior students completing the wellbeing@survey  Wellbeing PD session at TOD  A wellbeing model that fits with our school be introduced and implemented	Develop an action plan for wellbeing at WPS after the survey has been completed.  AST - session on wellbeing at Term 1 TOD - develop next steps if necessary  Investigating different wellbeing models/indicators, introducing it to staff, implement in	Cost of survey	Trish & Marc  AST  SLT	Term 1  Term 3

		2022			
Hauora for staff	<p>Hauora week</p> <p>Building on the Culture of appreciation at WPS - Celebration wall</p> <p>Hauora in teams</p> <p>SLT discussions - staffroom whakatauki</p>	<p>One week per term strategic focus</p> <p>Ongoing staff support focus</p>	Hauora budget	<p>Gerhard</p> <p>All staff</p> <p>Team leader use allocated budget</p>	<p>Week 5 Termly</p> <p>Throughout the year</p>
Newsletter focus	Sharing wellbeing ideas with the community	Observed focus in newsletters	Use of Hail	Heather	From mid term 1 onwards