



WIGRAM

Primary School

Te Piki Kāhu

Wigram Primary School Charter

2022

A Strategic and Annual Plan

2021 - 2024

Mission Statement	Akohia Tahi Tatou Together we Learn
Vision	<p>Learning Together – Soaring to New Heights</p> <p><i>Ma Te huruhuru, Ka rere Te manu</i></p> <p><i>Adorn the bird with feathers so it can fly</i></p>
Values	<p>HEART</p> <p>Hauora</p> <p>Explore</p> <p>Aspire</p> <p>Respect</p> <p>Taonga</p>
Principles	<p>High Expectations</p> <p>Cultural Diversity</p> <p>Inclusion</p> <p>Treaty of Waitangi</p> <p>Learning to Learn</p> <p>Community Engagement</p> <p>Coherence</p> <p>Future Focused</p>
Maori and Cultural	<p>Recognises the unique position of the Maori Culture and Maori as Tangata Whenua. Adheres to and celebrates our responsibilities under the Treaty of Waitangi.</p>
National Priorities	<p>Provide a physical and emotional learning environment for students and staff.</p> <p>Provide opportunities for success in all essential learning and key competency areas.</p> <p>Improve Mathematics and Literacy progress and achievement in Years 1-6.</p> <p>Improve progress of Maori and Pasifika students.</p> <p>Improve outcomes for students with Special Needs.</p> <p>Develop a range of assessment and evidence gathering practices that provide clear progress and achievement data.</p> <p>Report student achievement and progress to parents and the wider community.</p>

Wigram Primary School Context

<p>Student Learning</p>	<p>Historic data tells us that at least 50% of students starting school lack readiness for school skills and behaviours. We have 70% of students starting who have English as a second language. Programmes are introduced on a needs basis within the first 40 weeks of school to support preschool learning and early learning skills. Across the school 60% of our students are ESOL. Additionally we now use NZ Curriculum Levels as a measure of achievement and progress. Data is being collected under Curriculum Levels. Most students are supported with their learning at home by parents.</p>
<p>Student Engagement</p>	<p>Students generally engage well with learning and classrooms are positive learning spaces. Students are surveyed during the year around their engagement in learning. (Me and my school, & wellbeing @school survey) While 95% of students attend regularly, and on time, there are a small group who are monitored, and, at times, supported to be at school every day and on time.</p>
<p>School Organisation and Structure</p>	<p>Education is provided in new, multipurpose learning spaces. The school has a current grading roll of 402 and runs five learning hubs with teachers working collaboratively in groups of 3 - 5 teachers depending on class numbers. Overview planning for teaching and learning programmes is carried out as a whole staff, and then broken down into appropriate learning themes by collaborative teams. Collaborative teams organise programmes that best meet the needs of their students.</p> <p>The school employs an Office Administrator, and assistant, a part time Caretaker, ten teacher aides, as well as six part time teachers to support classroom release, Reading Recovery, ESOL, Special Needs and management release. A teacher has responsibility for ESOL and she is employed part time in this role. The DP has the role as SENCO, and since 2020, is supported by a Learning Support Co-ordinator. The school is cleaned by commercial cleaners.</p> <p>Each Learning Team has a team leader, and this group, along with the DP and Principal, form the Leadership team.</p> <p>Management - Principal & Deputy Principal Leadership - 5 Team Leaders (one for each learning team)</p> <p>Completion of our Stage 2 build (Jan 2022) has meant we are now able to grow the school roll to 450 students.</p>
<p>Review of Charter and Consultation</p>	<p>The school Charter is reviewed and updated each year to reflect the progress and development of the school environment and its students. Consultation with the Maori community is held annually – by way of a hui. The strategic plan has an ongoing review segment at each Board meeting.</p>

Strategic Section

Goal 1: Inspirational, Divergent Learning Environment

Strategic Aim		Core Strategies for Achieving Goals 2021 - 2024
<p>1:1 Student Achievement</p>	<p>Improve student achievement for all students, particularly Maori, Pasifika and students with special needs.</p> <p>Accelerate progress of students performing below expectations.</p> <p>Improve outcomes for ESOL students</p>	<p>Ongoing Data Collection – collect, analyse data for reading, writing and mathematics to identify student progress and achievement in relation to the New Zealand Curriculum Levels.</p> <p>Analysis of data to inform areas of strength and areas of focus.</p> <p>Develop targeted groups of students each year based on data outcomes. Monitor these students throughout the year.</p> <p>Consolidate use of ELLP format for ESOL learners. Reflect and consider best reporting options.</p> <p>Engage with Uru Manuka cluster activities and develop Kahui Ako contacts.</p> <p>Continue to include Uru Manuka Strategic Plan direction within own school.</p> <p>Support teachers with strategies to support learning - engage the LSC into our programmes..</p> <p>Regularly review support programme outcomes for students. Leadership team have a focus here.</p> <p>Further develop Leadership team skills, where possible.</p> <p>Report programme outcomes to the Board, and update student progress mid year.</p> <p>Provide a focus for Gifted and Talented students. This area will be a focus for LSC.</p> <p>Provide ongoing special needs supports through the school SENCO team, by focusing on priority learners.</p>
<p>1:2 Pedagogical Change</p>	<p>Strengthen teacher skills and Teacher Aide skills, to develop and improve knowledge and understanding of data and its analysis to inform about student achievement.</p> <p>To support development of successful next step learning to accelerate progress of</p>	<p>Support teachers with the development of more digital literacy - through the Manaiakalani Outreach initiative.</p> <p>Source learning opportunities that will accelerate student progress.</p> <p>Make improving achievement outcomes for students an ongoing conversation and focus.</p> <p>Team leaders to support learning team conversations that focus on the data and what it means.</p> <p>Teachers supported within their teams to better use data collected to improve learning outcomes.</p> <p>Teacher Aides given opportunities to develop consistency of practice for their work within the learning team.</p> <p>Professional Development opportunities for teachers in areas to accelerate progress in literacy and numeracy. Consider programmes and organisation that foster skill</p>

	<p>targeted students.</p> <p>Develop the skills of the Leadership team.</p> <p>Develop a collective understanding of learning pathways that demonstrate consistency across the school</p>	<p>development for targeted students.</p> <p>Continue to strengthen links within cluster schools to strengthen OTJ assessments and moderation in Writing. Support targeted Professional Development opportunities for all staff with Digital Technology. Provide opportunities to further develop the skills of the Teacher Aides.</p> <p>Provide opportunities for ongoing learning and support in these roles. Focus on collegiality, shared understanding of our roles and develop leadership skills. Also strengthen the ability of team members to develop within a coaching model.</p> <p>Engage support to strengthen schoolwide processes and consistency in the development of Writing across the school.</p>
1:3 Curriculum Development	Define areas of the curriculum requiring additional support for improved learning outcomes.	<p>Focus on developing consistency schoolwide - firstly in Writing, then Mathematics and finally in Reading. Looking at ways to integrate these skills across all curriculum areas.</p> <p>Foster and strengthen local curriculum.</p>
1:4 Broadening Learning Experiences	Creating wider learning experiences - beyond the classroom	Review classroom programmes to look at a variety of ways the community. and community skills, can be incorporated into student learning.
1:5 Develop and Grow PB4L	<p>Grow PB4L to the next level</p> <p>Engage in PB4L focus to embed school vision, values and behaviours.</p>	Engage in PB4L PD. Continue School team with lead teachers and representation across the staff. Lead at least one staff meeting per team. Engagement of all staff in the process over time.
Goal 2 : Enriched Embracing Culture		
2:1 Communication	Consider all options of engagement with the community by using effective communications means.	<p>Develop a schoolwide communication plan.</p> <p>Streamline communication options that meet the needs of our community.</p> <p>Review regularly.</p>
2:2 Partnerships	Devise ways to engage parents with skills to engage in the learning process.	<p>Creating child-centered events to celebrate them and their achievements. Invite parents with skills to support programmes.</p> <p>Review and develop communication across the wider community.</p>

<p>2:3 Gather Space</p>	<p>Develop places/spaces within the school that give a supportive space for before and after school.</p>	<p>Creating spaces where families feel welcome to be part of the school family. Focus on shared library space. Shared 'swap' adult reading space. 2022/23 - refocus our library expectations and needs once we get our library space back following Stage 2 build.</p>
<p>2:4 Culture Recognition</p>	<p>Each year focus on celebrating Cultural Diversity, by creating a Community Liaison role.</p>	<p>Appoint a staff member to champion the celebration of cultural diversity across the school. Engage staff in developing skills in supporting ESOL students and their families.</p>
<p>2:5 WellBeing</p>	<p>Ability to unpack the school values as a whole staff. Review what is needed within our community as a wellbeing focus.</p>	<p>Continue to focus on Wellbeing within our learning spaces, and across the school. Building capacity and resilience - both for students and staff. Create a Wellbeing focus for all staff so there is a strong sense of belonging.</p>

