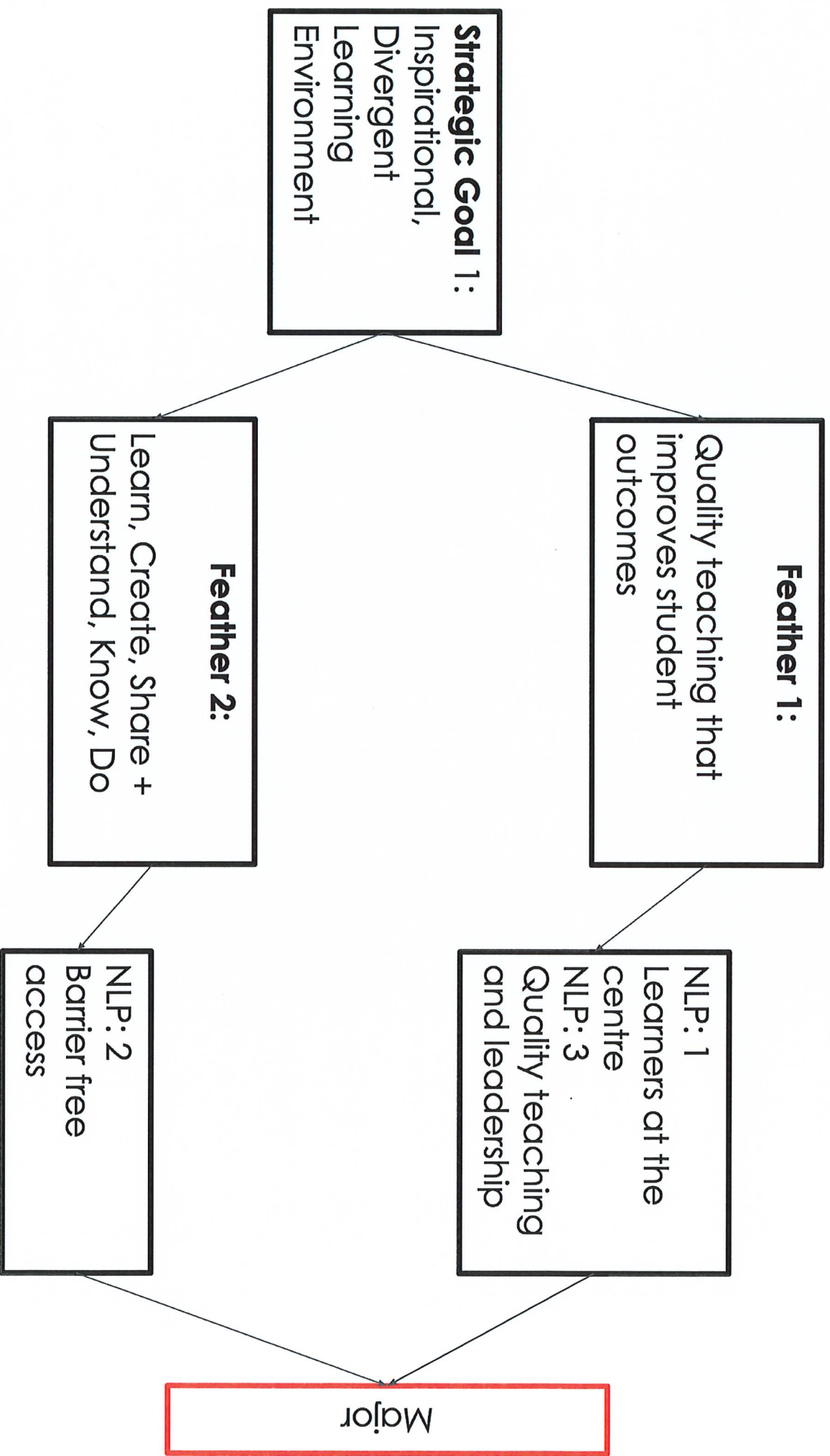




2023 Annual Plan

WIGRAM



Strategic Goal 2:
Enriched
Embracing
Culture

Feather 3:
Cultural responsiveness
and communication

NLP: 1
Learners at the
centre
NLP: 3
Quality teaching
and leadership

Major

Feather 4:
Values and PB4L

Minor

Feather 5:
Hauora

Annual Targets

Reading		
Year (2023)	Data (EoY 2022)	Next steps
2	62% Boys - Below/Well below	Utilising the iDeal fluency rubric with a sample group. Calculate <i>progress</i> throughout the year.
4	65% Boys - Below/Well below	Utilising the iDeal fluency rubric with a sample group. Calculate <i>progress</i> throughout the year.

Writing		
Year (2023)	Data (EoY 2022)	Next steps
2	84% Boys - Below/Well below	Highlight the number of goals a sample group has achieved in Hero - from beginning of year - mid year and end of year - calculate the percentage <i>progress</i> students made.
4	88% Boys - Below/Well below	Highlight the number of goals a sample group has achieved in Hero - from beginning of year - mid year and end of year - calculate the percentage <i>progress</i> students made.

Annual Targets

Maths		
Year (2023)	Data (EoY 2022)	Next steps
2	62% Boys - Below/Well below	Highlight the number of goals a sample group has achieved in Hero - from beginning of year - mid year and end of year - calculate the percentage progress students made
2 - Maori students	80% Below/Well below	Highlight the number of goals a sample group has achieved in Hero - from beginning of year - mid year and end of year - calculate the percentage progress students made.
2 - Pasifika	100% Below/Well below	Highlight the number of goals a sample group has achieved in Hero - from beginning of year - mid year and end of year - calculate the percentage progress students made.

2023 Action Plan: Specific Information for each goal:

Major

Feather 1: Quality teaching that improves student outcomes

The “Why” behind this goal
This is our core business at WPS - we are here to teach and to improve student outcomes

Current State	Future State
Our 2022 End of Year data 6 BT's + 3 other staff that are new to our school	School wide consistency and a shared understanding of: <ul style="list-style-type: none">- Quality teaching practice- Assessment + data analysis- Collaboration Improved student outcomes across all curriculum areas and all year levels

Baby Step	Who	When	Other
1. Develop a shared understanding of collaboration across the school.	First - team leaders Second - wider staff Thirdly - students	Term 1 - Team leaders Term 2/3 - Wider staff - Term 1 2024 ongoing	Allow SLT time to discuss Allow staff meeting and deep dive time

<p>- Team leaders and then wider staff and then students</p>			
<p>Our School-Wide Professional Development will grow consistent pedagogy, teacher practice and improve student outcomes.</p> <p>This will involve:</p> <ul style="list-style-type: none"> - all staff involved in a PGC - to develop a reflective learning culture - Practice analysis conversations - Explicit, systematic teaching based on analysis of data 	<p>Writing PD - GP, MG Numicon - TB, GP iDEAL - GP, MG, EG Mandakalani - SL, GP</p> <p>All staff to be involved</p>	<p>PD timetable</p>	

Evaluation:

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Feather 2: Learn, Create, Share - Understand, Know, Do

The “Why” behind this goal

We are a Mandiaiklani school and L,C,S should be deeply embedded in our pedagogy.

Current State	Future State
<ul style="list-style-type: none"> - Much more visible in planning - Using iPads in some areas of learning; chromebooks are 1:1 - Introduced chromebooks to Year 4 - Each learning space has a site and blogs that are accessed weekly and shared with whānau. We would like to move towards greater student agency - Angela is working alongside our staff to develop their understanding of use the LCS - Not a school-wide consistent approach of LCS - Lack of clarity and expectation across the school 	<ul style="list-style-type: none"> - Consistency within the school in LCS visibility in planning and sites - A clear understanding across all learning areas, stages and ages, of expectations - learning site and LCS - Students know how to access their learning site for learning purposes (ownership of learning and able to access rewindable learning without any teacher direction) - Staff to be exposed to other models and examples of utilising the learning site (all levels) - Staff using the Google Site matrix when creating/updating their learning site

Baby Step	Who	When	Other
1. Create/update learning site using the matrix as a guide.	Seaeun with the team leaders	Term 2	Release time for Seaeun to support team leaders
2. Create a shared understanding of what Learn, Create, Share expectations are across the school.	Utilising the expertise of Seaeun, Heather and Angela to help guide and shape thinking and understanding of what expectations could look like across the school - Firstly as a leadership team - Secondly teaching teams	Term 2, 3	Seaeun to liaise with Heather and other schools of what they are doing, especially within the junior school. One of the "experts" to link in during SLT meetings to help guide the conversation and to provide their expertise into the discussion.

Evaluation:

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Feather 3: Cultural responsiveness and communication

The “Why” behind this goal
To honour the responsibility we have as educators and our bicultural partnership. To honour the Treaty Principles - Partnership, Protection and Participation To build strong relationships across our diverse school community.

Current State	Future State
Very ethnically diverse school - 50% We utilise a range of platforms to communicate to our whānau Covid has impacted the way we engage with our school community We acknowledge that there is room for improvement in engaging our school community and different ethnic groups Room for improvement around tikanga and te reo Māori	Effectively communicate with our school community with an emphasis on meeting the needs of our diverse community Actively building a partnership between school and home Management go through an internal cultural responsive audit and develop next steps for discussion

Baby Step	Who	When	Other
1. Organise a hui with	GP + MG	Term 1	Create an action plan for

whānau with the intention to discuss what effective communication could look like			the meeting and after meeting to discuss with staff
2. In term 2 and 3 organise a pot luck dinner with our school community to enhance whanaungtanga	Fiona SLT	Term 2, 3	

Evaluation:

Minor

Feather 4: Values and PB4L

The “Why” behind this goal

Embedding clarity across the school

Current State	Future State
We have been a PB4L school since 2019. We have clear processes and systems in place. High percentage of new staff and staff that are early in their teaching career. We need to refresh our our lesson plans because this is the third “round” that we have been using certain lesson plans.	Consistent approached across the school. Embed processes and systems Refresh lesson plans to meet current needs

Baby Step	Who	When	Other
1. Refresh “all settings” lesson plans	PB4L team	Term 1	Provide release and resourcing to make this happen.