

Annual Plan 2021

Strategic Goal 1 2021

Whāinga - Strategic Goal 1 - Build an inclusive school culture focused on wellbeing through collaborative professional learning and practice

Aim / Kaupapa-iti - By providing exemplary and inspiring opportunities, addressing equity, individual learner strengths, needs and wellbeing through a localised curriculum.

	Activity/Output	Who	When	Resource	Indicators / Measures of Success	Progress to Date
Leaders and teachers drive/model values behaviours/actions that create a culturally sustainable community of learners	Develop and implement a local curriculum to authentically honour and celebrate our cultural diversity within class, team and across school	Teams	Termly	Our community	Plan developed, implemented. Termly celebrations within contexts	
	Review our Induction programme for our new teachers and teaching assistants that sets them up for success	DP/Principal	Beginning of the year	Meeting time	Developed and implemented: Teacher feedback positive	
Provide a safe child-centred environment that nurtures positive relationships, so that student wellbeing, their voice and their sense of belonging is a priority	Continue to develop and implement a process to support the Provisionally Registered Teachers Programme for both the PCTs and Mentor teachers.	Senior leadership team	All Year	Learning Network Mentor teachers	Developed and implemented: PCT feedback positive	
	Develop the Professional Growth Cycle document to ensure quality teaching and learning, positive relationships that are responsive to teaching and learning success.	Leadership team	All year	Within school Quality Teaching document	Actioned, reviewed at both Team and Leadership Meetings	
Review and document systems, processes and practices to identify sustainable and consistent inclusive practice schoolwide	Review and document systems and processes to identify sustainable and consistent wellbeing practice schoolwide (for all).	Leadership team	All year	MOE documents Wellbeing survey	Evidence of systems implemented that support wellbeing	
	Review and implement change to strengthen the delivery of ESOL in classrooms to support the growing numbers	DP Teachers Teacher Aides	Term 1 Term 4	Meeting time	Learners and teachers are well supported Programme implemented	
Through collaboration with our parents, families and whānau, establish what success looks like for all learners.	Establish Professional Learning groups based on 2021 Strategic goals.	All staff	All year	Strategic goals and Annual plan	Professional Learning groups established. Regular meetings and outcomes shared with the whole staff.	
	Through our showcases our students share their successes.	All staff	Termly	Team budgets	Each term, each team engages and shares with parents, family and whānau	
	Establish URF support projects.	Principal Deputy Principal LSC	Term 1	Strategic goals and Annual plan	Projects completed. Student wellbeing supported and issues mitigated.	
	Engage with parents, family, whānau and students using the NZCER Well-being tool.	Principal DP Deans	Term 1 Term 4	NZCER tool Release time to analyse	Tool administered twice. Data shows a shift in overall student wellbeing.	

Annual Plan 2021

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Aim / Kaupapa-iti - By establishing systematic transition processes and practices for both the internal and external transition of students

	Activity/Output	Who	When	Resource	Indicators / Measures of Success	Progress to Date
Review and strengthen systems, processes and practices for transitioning students into school, within school and from school both within and out of the Kāhui Ako	Regularly meet to engage in professional learning through professional learning groups	All teachers	All year	Meeting time Inquiry time	Scheduled meeting time Identified each term	
	Adopt the Educational Capability Framework to grow our senior and middle leadership capabilities	SLT Team leaders	All year	Professional learning	Professional learning completed Middle leaders grow capability to lead teams evident through appraisal process	
Implement Tier 2 (PB4L) and sustain Tier 1 through schoolwide integration of the programme principles and values and professional learning	Within-school Kāhui Ako leaders regularly feed back to staff about their learning from Kāhui ako and outside professional development.	Paige Chellew Rebecca Archer	All year	Meeting time COL release time	Scheduled meeting time identified Positive flow of new learning to impact on all teaching team	
	Review our systems, processes and practices with current legislative requirements for sharing information	PA Principal	Term 1	Meeting Time	School is compliant with legislative requirements	
Strengthen/formalise the systems, processes and practices for sharing of information of new and existing students schoolwide.	Implement Tier 2 (PB4L) and sustain Tier 1 through schoolwide integration and the Junior and Senior Deans	All staff Carli Michelsen Karl Ganda	All year	Meeting time PB4L Conference PLD budget	Implemented Increase understanding through SET assessment evident	
	Implement the PB4L restorative practice model.	All staff	All year	PB4L restorative model	Model implemented schoolwide. Positive effect on student wellbeing. Decrease in PB4L incidents.	

Annual Plan 2021

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Aim / Kaupapa-iti - By increasing our capacity to be culturally sustainable through collecting community and student's voice and embedding into all aspects of school life

	Activity/Output	Who	When	Resource	Indicators / Measures of Success	Progress to Date
<p>Leaders and teachers to strengthen culturally sustainable pedagogy and cultural awareness to enable all to have a strong sense of belonging and inclusion.</p> <p>Embed in the professional Growth Cycle systems, processes and teacher criteria, the principles underpinning Tapasā, Tātaiako, Ka Hikitia to grow our culturally sustainable practise.</p>	Leaders, teachers and support staff gather their students and whānau voice to develop a Whenuapai Culturally Sustaining model.	Leadership Team Teachers Support staff	All year	Meeting Time	CRP Model Designed, implemented and shared understanding evident	
	Te Wānanga Study group to grow learning community understanding of Te Ao Māori	2020 Staff involved.	All year	Te Wānanga resource	Continued study and assessments	
	2nd Tier Te Wānanga study continued	2019 Staff involved	All year	Te Wānanga resource	Study completed and evidence of impact on "the way we do things"	
	Long term planning includes specific acts of teaching that underpins the principles of Tapasā, Tātaiako, Ka Hikitia to grow our culturally sustainable practise.	Senior Leadership Team Team Leaders	Feb/March	Release Meeting Time	Evident in planning	

Annual Plan 2021

Strategic Goal 2 2021

Whāinga - Strategic Goal 2 - Build social relationships by including all learners through an authentic partnership with families and whānau

Aim / Kaupapa-iti - By celebrating all learning success to lift student achievement, improve student outcomes and celebrate similarities and differences.

	Activity/Output	Who	When	Resource	Indicators / Measures of Success	Progress to Date
<p>Formalise communications and engagement strategy and document across all school platforms - school handbook, teacher induction programme, website and HERO.</p> <p>Continue to grow the HERO capabilities to inform families and whānau of student success and continue to provide effective communication.</p> <p>Staff-wide PLD focusing on effective communication and reporting strategies through HERO.</p> <p>Further strengthened systems, processes and practices to support the information flow between school and home across all areas of school life.</p>	Effectively use HERO to celebrate all student success including academic and personal learning plans	All staff	All year	HERO	HERO used schoolwide	
	Invite whānau to a school Hui to review journey and next steps	Principal All staff BOT	Term 2 Term 4	Public Relations Budget	Hui Scheduled Increased attendance from 2020. Positive feedback and engagement.	
	Make student achievement transparent to parents and whānau through HERO.	All staff	All year	HERO	All parents, family and whānau have timely information on how their children are achieving.	
	Provide sharing opportunities each term for students to celebrate their learning.	Team leaders	Each term	HERO and Hall.	Parents, family and whānau engagement.	
	Continue to develop the IEP and IBP processes, systems and practices, including follow ups and on-going review with parents, family, whānau and teachers.	Learning Support Coordinator Deputy Principal Deans Class teachers	All year	IEP and IBP documents	IEP's and IBP's are live documents and support each child's learning journey. Scheduled reviews.	
	Develop timely and manageable reporting through HERO.	All staff	Each term review	HERO Staff meetings	Reporting timelines across the school are consistent and met.	
	Review annually the parent, teacher handbooks.	PA Deputy Principal	Term 1 and 4	Google DOC	Handbook is current on website and hardcopies are available.	

Annual Plan 2021

Whāinga - Strategic Goal 2 - Build social relationships by including all learners through authentic partnership with families and whānau

Aim / Kaupapa-iti - By developing strong mutually beneficial networks and relationships with key stakeholders such as COL, MOE, NZDF to support schools, students, families and whānau

	Activity/Output	Who	When	Resource	Indicators / Measures of Success	Progress to Date
<p>Continue to align all platforms of HERO to support the development of the Whenuapai School brand in order to strengthen our place in the community</p> <p>Embracing digital technologies to improve outcomes for students to ensure they are equipped to be agentic in their learning</p> <p>Build our capabilities by maximising engagement in a breadth of networks at a local and national level.</p>	Formally engage with the NZDF pastoral care team each term	Principal LSC Deputy Principal	Each Term	Meeting time	Excellent two way communication evident. NZDF parents, family and whānau and students are well supported at school.	
	Continue to foster and engage with Kāhui Ako schools to further strengthen our place in the wider community to maximise opportunities for all	Principal Deputy Principal COL Leaders	All year	COL Release Meeting time	Positive partnerships evident	
	Continue to engage with the external facilitator for Digital Technologies.	DP All teachers	Term 1	PD release	2020 Work Plan completed. 2021 Work Plan developed.	
	Establish the 2021 mindlab to grow teacher capability	All teachers	All year	External facilitator	Mindlab is established and used by all teachers.	
	Provide the appropriate resources to support the delivery of the Digital curriculum for Year 1-8	Principal	All year	Budget allocation	Appropriate resourcing supports learning and supports the mitigation of equity issues and access.	
	Attend Kāhui Ako, NWcluster, WAPPA, NZPF, LSC networks to build professional capability.	Staff as appropriate	All year	Meeting time	Whenuapai school continues to strengthen networks to support positive outcomes for all.	
	Support parents, family and whānau to navigate external agency involvement and access.	Principal LSC DP	All year	Meeting time	Parents, family and whānau are supported.	
	Build strong connections within the Kāhui Ako to support our ESOL roll growth.	Kāhui Ako leaders Deputy Principal Hayley Moore	All year	Release time	ESOL delivery is strengthened.	
	Work alongside our local constable to provide the Keeping Ourselves Safe programme.	All staff	TBC	Class time Community Constable time.	Programme delivered.	

Annual Plan 2021

Whāinga - Strategic Goal 2 - Build social relationships by including all learners through authentic partnership with families and whānau

Aim / Kaupapa-iti - By developing authentic connections with whānau, our students especially Māori and Pasifika will enjoy educational success in line with their identity, language and culture

	Activity/Output	Who	When	Resource	Indicators / Measures of Success	Progress to Date
<p>Review our 2 year local curriculum planning to include students, whānau and community voice.</p> <p>Develop professional learning through the Ministry specific documents and Te Wānanga o Aotearoa.</p>	Through the Kāhui Ako and Professional Learning Groups, grow an understanding of Tapasā and Kahikita documents, and ways in which we can grow our culturally sustainable pedagogy.	Deputy Principal Kāhui Ako Leaders	All year	Meeting time	Increased understanding evident in discussion	
	Develop a plan to induct our new families into our school at the whole school and team level.	Principal DP	Term 1	Meeting time	Termly informal meetings scheduled.	
	Engage parents, family and whānau after showcases to seek back.	All staff	Termly	Nil	Parents, family and whānau feedback is positive. .	
	Continue to grow and develop our year 4-8 Kapa Haka group and provide this opportunity for years 1-4.	Jess Matiaha Rebecca Archer	All year	Release time	Two Kapa Haka groups formed	
	All staff provided the opportunity to grow their knowledge in Tikanga and Te Reo Māori through Te Wānanga o Aotearoa	All staff	All year	Te Wānanga o Aotearoa	Study completed. Evident shift in practise school wide.	
	Develop and implement a Year 7/8 curriculum including STEM	Deputy Principal Karl Ganda	All year	Release time	Increase in positive perception and engagement of our Year 7/8	
	Seek student voices for the direction of term planning.	Team leaders	Each Term		Student feedback indicates a positive shift in their agency.	

Annual Plan 2021

Strategic Goal 3 2021

Whāinga - Strategic Goal 3 - Build exceptional student achievement through high quality culturally sustainable teaching and learning

Aim / Kaupapa-iti - By developing strong and informed leadership at both governance and management level, teachers are supported to be collegial, reflective, adaptive practitioners

	Activity/Output	Who	When	Resource	Indicators / Measures of Success	Progress to Date
<p>Whenuapai School fosters distributive leadership by providing leadership opportunities and pathways for students and teachers</p> <p>Ongoing teacher development and student learning is transformed through Professional Growth Cycles</p> <p>Grow teacher capability to support all learners and their whānau.</p> <p>Support Teacher Wellbeing.</p>	Provide ongoing PD opportunities (including Coaching) that are aligned with professional Growth Cycle goals.	Principal, Deputy Principal, All teachers	All Year	PLD Budget	PLD Plan Developed	
	Foster leadership opportunities such as Prefects and Navigator leadership committees that impact on the school vertically	All staff Deans	All year	Leadership opportunity NYLD Speakers	Leadership strategy implemented; positive student engagement evident	
	Review and further develop the development of the IEP and IBP process to ensure it is collaborative, inclusive and is effectively used in classrooms.	LSC and DP	Term 2 and Term 4	IEP Release	IEP/IBP Process documented; positive impact on student outcomes. Plans are responsive to student need.	
	Review and strengthen the process of engaging with RTLB and the information sharing process	LSC	All year	Meeting time	Clarity evident; positive impact evident on student outcomes. RTLB resource is viewed positively and supports both teachers and students.	
	Utilise outside agencies including EAP to support all aspects of teacher wellbeing.	EAP NZEI counselling NZSTA	All year	Budget	All staff feel well supported.	
	Review, strengthen PB4L responses, tracking and management to mitigate incidences school wide	All staff	All year	MOE Guidelines	Increase in parents, family and whānau and student confidence in Whenuapai School approach	
	Formalise and clarify Learning Support Coordinator role with all stakeholders	LSC Principal	Term 1	LSC Funding	Transparent processes and practices Clarity around role for all stakeholders Positive impact evident on student outcomes and parents, family and whānau support.	

Whāinga - Strategic Goal 3 - Build exceptional student achievement through high quality culturally sustainable teaching and learning

Aim / Kaupapa-iti - By strengthening collaborative teacher efficacy to deliver a culturally sustainable curriculum, through integrating new knowledge and understanding of student learning into professional practice

	Activity/Output	Who	When	Resource	Indicators / Measures of Success	Progress to Date
<p>Ensure consistency of established learning programmes within the school.</p> <p>Embedding school wide practices that show a consistent learning journey from year 1-8</p> <p>Systematic tracking and monitoring through HERO of each student's progress timely interventions occur to ensure students can identify next steps and achieve personal excellence</p> <p>Continue to use coaching models as a driver for sustaining professional practice and grow teacher efficacy to accelerate progress for all learners.</p>	Review PR1ME and continue to grow teaching capacity using the PR1ME resources	Chris Groen Deputy Principal	All year	PR1ME Kāhui Ako	PR1ME consistent school wide.	
	Establish a Writing inquiry across the school, sharing best practice and developing a school wide writing project.	Kahui Ako leaders	All year	Release time	Positive impact on school wide achievement data.	
	Continue to improve the visibility of Māori culture and knowledge in our school	Kapahaka Leaders All staff	All year	Meeting time In class Te Wānanga o Aotearoa.	Increased capability across all areas of school operations.	
	Review, implement change to the delivery of ESOL to ensure it is responsive to the growing ESOL roll.	Deputy Principal Teacher Aides Teachers	Term 1 Term 3	ESOL funding	ESOL programme implemented and strengthened. Differentiation in delivery evident.	
	Establish Professional learning groups to support key areas of learning: PR1ME, Literacy, Digital Tech, ESOL, Inquiry and PB4L	All teachers	All year	Meeting time Inquiry Model	Regular scheduled PLG meetings; reports to all staff and BOt of all outcomes and impact on student achievement.	
	Schedule regular sharing of Professional Learning Group inquiries	All teachers	All year	Meeting time	Teacher inquiries shared regularly and celebrated. Template developed to support Professional Learning group inquiries.	

Whāinga - Strategic Goal 3 - Build exceptional student achievement through high quality culturally sustainable teaching and learning

Aim / Kaupapa-iti - By using the shared knowledge and strengths of our teachers underpinned by evidence-based practice students will achieve positive outcomes

	Activity/Output	Who	When	Resource	Indicators / Measures of Success	Progress to Date
<p>Ongoing teacher development and student learning is transformed through learner agency, collaborative teacher efficacy, culturally sustainable pedagogy, powerful learning and community connections</p> <p>Embed and align the Kāhui Ako Strategic Goals and drivers with our strategic direction</p> <p>Continue to grow capability to provide an equitable inclusive environment for all.</p>	Continue partnerships with local kindys and daycare centres for preschool - primary transition.	Carli M	All year	Release time	Ongoing relationship evident; parents, family and whānau and children settled Teachers have critical information	
	Build on our learning from Covid 19 to strengthen our engagement with learners and whānau beyond the school gate.	All teachers	All year		Continued positive engagement with parents, family and whānau evident. Differentiated levels of engagement evident.	
	Review, strengthen inter-class transition processes to support all learners	Senior Leadership LSC	Term 1 Term 4	Release time	Inter-class transition process impacts positively on learning community to support all learners and their parents, family and whānau.	
	Include in our planning explicit acts of teaching that will significantly impact students who require learning support.	Team Leaders	Each term	Team Planning time	Evident in planning.	
	Provide a wide range of tools (including digital) to empower all learners to access the full curriculum.	All teachers Olivia Mead LSC	All year	LSC Kāhui Ako	Differentiation in learning approaches evident.	
	Monitor and review the new student transition system.	Deputy Principal	All year	HERO	Check Ins with parents, family and whānau scheduled 1 month after enrolment.	

Annual Plan 2021

Strategic Goal 4 2021

Whāinga - Strategic Goal 4 - Build our reputation and community confidence as the school of choice for a full primary education

Aim / Kaupapa-iti - By consolidating an explicit, seamless, progressive learning pathway from Year 1-8

	Activity/Output	Who	When	Resource	Indicators / Measures of Success	Progress to Date
<p>Be responsive to delivering a timely, localised 21st century curriculum that engages all learners. .</p> <p>Embrace digital technologies to support powerful connections with learners, family/whānau and community</p> <p>Maximise formal systems, processes and practices to further improve the two-way flow of information.</p> <p>Students become agents in their own learning pathways.</p>	Develop guidelines around how to best use HERO, Hapara and Google classroom throughout the different teams	Olivia Team leaders DP & PA	Term 1	KiwiSchools Hero	Document created and shared with the whole staff through the staff handbook.	
	Continue to re-evaluate our localised curriculum through 2 year curriculum mapping and foster a year 1-8 learning journey.	Team leaders DP	Each term	Google Doc	2 year learning journey established and implemented.	
	Ensure positive transitions within school and between schools.	Principal DP LSC & Deans	All year	HERO Meetings	All learners feel well supported and have a sense of belonging through student voice	
	Embed the Whenuapai Inquiry Cycle through the 3 stages: Gear up, Navigate, Take off.	Nicola Team leaders	All year	Inquiry Model	Embedded consistently schoolwide.	
	Ensure our systems, processes and practices are in place to support organisational change and roll growth throughout the year	Principal DP	All year	School Docs, Handbooks	Proactive, planned responses evident. Clarity evident.	
	Consolidate the Year 1-8 learning programme for alignment and consistency	All staff	All year	In class	Evidence of alignment and consistency across all teams.	
	Review parent/teacher handbooks to ensure they are up to date with best practices.	PA Principal DP	Term 1 and 4	Handbooks	Handbook is used.	
	Use MOE documents to critique our distance learning capabilities to identify our next steps.	Principal DP Team leaders	Term 1 Term 3	Meeting time	Shift in practice across all domains: monitored, recorded and next steps planned	
	Continue to build on the strengthened whānau partnerships developed through 2020 Covid 19.	All staff	All year	Nil	Whānau partnerships strengthened and evidence using a range of evaluative measures.	
	Map a localised curriculum termly through team leader collaboration.	DP Team leaders	Termly	Meeting time	Curriculum developed and implemented and shared with the community termly through team communication.	

Annual Plan 2021

Whāinga - Strategic Goal 4 -Build our reputation and community confidence as the school of choice for a full primary education

Aim / Kaupapa-iti - By developing a localised curriculum supported by our community.

	Activity/Output	Who	When	Resource	Indicators / Measures of Success	Progress to Date
<p>Through our active partnership with the Kāhui Ako build confidence and our credibility as an effective provider of middle years learning</p> <p>Within-school Kāhui Ako leaders will engage in ongoing inquiries responsive to our localised curriculum.</p> <p>Within-school Kāhui Ako leaders continue to develop and strengthen teachers' inquiries</p> <p>Embed sustainable projects into curriculum planning.</p>	Utilise experts in the school from our community through STEM projects	All staff	All year	Our community	STEM is embedded into the curriculum.	
	Within-school Kāhui Ako leaders continue to seek feedback from our community and share with the whole school.	Paige Chellew Rebecca Archer	All year	Inquiry time Through COL	Team inquiries implemented, monitored and impact on teaching and learning shared	
	Encourage parents to be a part of the school through family events, school Hui and learning celebrations.	PTA PA BOT All Staff	Each term	Our community Newsletters Website	Events attendance is tracked and reviewed.	
	Establish HERO and email communication guidelines across the school including week aheads and newsletter timelines.	All staff	Each term	HERO	Used as a consistent communication platform.	
	Through the inquiry model provide opportunities to showcase learning each term.	Nicola Team Leaders	Each term	2021 Planning	Scheduled	
	Termly planned engagement with parents, family and whānau to respond to any queries or wonderings.	Principal DP Deans	Termly	Release for Deans	Parents, family and whānau feel well supported and settled in our community.	
	Reporting to BOT on significant aspects of school life.	Principal	Scheduled BOT meetings	Nil	Reports tabled	
	Utilise HERO to support transitions between classrooms and year levels.	All teachers	All year	HERO	Transition processes informed using Hero data.	

Annual Plan 2021

Whāinga - Strategic Goal 4 - Build our reputation and community confidence as the school of choice for a full primary education

Aim / Kaupapa-iti - By providing our senior students with more opportunities to develop key competencies, leadership skills and learner agency.

	Activity/Output	Who	When	Resource	Indicators / Measures of Success	Progress to Date
<p>Develop a Graduate profile focusing on the key competencies, values and principles of the New Zealand Curriculum.</p> <p>Holistic responsive approach to developing strong learner agency and key competencies across all year levels.</p> <p>Maximise the engagement with the Kāhui Ako Year 7/8 network to strengthen our capability and transitions</p> <p>Students become agents of their own learning pathways.</p>	Include key competencies are in curriculum overviews and planning	All teachers	All year	NZC documents	Evident in planning	
	Build student capability to peer and self assess	Leadership Team	All year	Meeting time	Evidence of growth in Year 1-8 captured	
	Utilise HERO to monitor success in the key competencies and learner agency	Leadership Team	All year	Meeting time	Established, effectiveness measured Learner agency domains tracked and measured.	
	Engage with the Kāhui Ako Year 7/8 network to strengthen our capability and transitions	Karl	All year	Kāhui Ako Meeting Time	Networking evident	
	Continue to grow our Enviro school status through embedding sustainable projects into curriculum planning.	Team leaders Jenny Cornish	All year	Enviro model	Sustained projects across the school.	
	Graduate profile is constructed with parents, family and whānau.	Principal DP Deans	All year		A draft Graduate profile is developed.	