



WHENUAPAI SCHOOL

Living is Striving

2022 Charter

THE HISTORY OF WHENUAPAI

The story of Whenuapai Primary starts in 1957 when the Waitemata City Council decided to build a new school to be located on Kennedy Road in Kumeu. The property was just about to be acquired by the Council when it was decided the school should be situated in central Whenuapai near the Airbase. The Whenuapai Poultry Farm owned by the Andersons was sold to the Council and preparations for the school began. It started with just three permanent classes which are now rooms 12, 13 and 14.

The founding principal of the school was Mr McRae, whose wife was also on the staff. They lived close by in the school house on the corner of Totara Rd. But from small things big things grow, and 63 years on Whenuapai School has grown and blossomed on those foundations laid in 1957.

We are now entrusted with the education of approximately 530 children at the School and this number is predicted to grow significantly over the coming year. 2022 will mark the start of a period of change for the school. While many things will change, our commitment to positively impacting instruction remains our focus. We will do this by inspiring discovery and empowering learners through a cohesive, robust and modern curriculum.

The School continues to maintain very strong ties with the community and in particular the RNZAF and Anderson Family, both of whom have continued to be very strong and generous supporters of the School since inception. In fact, the School still is educating generations of the Anderson family to this day. The school is committed to serving its community.



WHENUAPAI SCHOOL VISION AND VALUES

Our Vision

“Our students will be actively involved in learning for life”.

The School regularly discusses its vision. Students are at the centre of all our decision making and we strive to “inspire discovery and empower learning” in all we do.

Our Values

The School continuously reinforces at every touch point with parents, students or the wider community a set of four Positive Behaviours for Learning Values (PB4L) which create the foundation and building blocks for our vision. These values are embedded in our school motto, our thinking and approach to all aspects of school life.

Our PB4L values are:

- Respect for Self
- Respect for Others
- Respect for Learning
- Respect for the Environment

The values align with the NZ Curriculum requirements.



Strategic Plan 2022- 2024

Whāinga	Strategic Goal 1	Strategic Goal 2	Strategic Goal 3	Strategic Goal 4
	Build an inclusive school culture focused on wellbeing through collaborative professional learning and practice	Build social relationships by including all learners through authentic partnership with families and whānau	Build exceptional student achievement through high quality culturally sustainable teaching and learning	Build our reputation and community confidence as the school of choice for a full primary education
Aim 1 Kaupapa-iti	By providing exemplary and inspiring opportunities, addressing individual learner strengths, equity, needs and wellbeing, through a localised curriculum <ul style="list-style-type: none"> Leaders and teachers drive/model values behaviours/actions that create a culturally sustainable community of learners Provide a safe child-centred environment that nurtures positive relationships, so that student wellbeing, their voice and their sense of belonging is a priority Review and document systems, processes and practices to identify sustainable and consistent inclusive practice schoolwide Through collaboration with our parents, families and whānau, establish what success looks like for all learners 	By developing educationally powerful two-way home school connections to lift student achievement, improve student outcomes and celebrate similarities and differences <ul style="list-style-type: none"> Formalise communications and engagement strategy and document across all school platforms - school handbook, teacher induction programme, website and HERO Continue to maximise the HERO capabilities to inform families and whānau of student success and continue to provide effective communication Staff-wide PLD focusing on effective communication and reporting strategies through HERO Further strengthened systems, processes and practices to support the information flow between school and home across all areas of school life 	By developing strong and informed leadership at both governance and management level, teachers are supported to be collegial, reflective and adaptive practitioners <ul style="list-style-type: none"> Whenuapai School fosters distributive leadership by providing leadership opportunities and pathways for students and teachers Ongoing teacher development and student learning is transformed through Professional Growth Cycles Grow teacher capability to support all learners and their whānau Actively support staff wellbeing at both governance and management level. 	By consolidating an explicit, seamless, progressive learning pathway from Year 1-8 <ul style="list-style-type: none"> Be responsive to delivering a timely, localised 21st century curriculum that engages all learners Embrace digital technologies to support powerful connections with learners, family/whānau and community Maximise formal systems, processes and practices to further improve the two-way flow of information Students become agents of their own learning pathways Further strengthen systems, processes and practice to support whole school operations including a scope and sequence for core curriculum areas
Aim 2 Kaupapa-iti	By establishing systematic transition processes and practices for both the internal and external transition of students <ul style="list-style-type: none"> 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 Sustain Tier 2 (PB4L) and sustain Tier 1 through schoolwide integration of the programme principles and values and professional learning Strengthen/formalise the systems, processes and practices for sharing of information of new and existing students schoolwide 	By developing strong mutually beneficial networks and relationships with key stakeholders such as Kāhui Ako, MOE, ECE's and NZDF to support school, students, family and whānau <ul style="list-style-type: none"> 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 Embracing digital technologies to improve outcomes for students to ensure they are equipped to be agentic in their learning Build our capabilities by maximising engagement in a breadth of networks at a local and national level Evolve STEAM across the school through inquiry and the new Whakataukī Drivers 	By strengthening collaborative teacher efficacy to deliver a culturally sustainable curriculum, through integrating new knowledge and understanding of student learning into professional practice <ul style="list-style-type: none"> Ensure consistency of established learning programmes within the school Embedding school wide practices that show a consistent learning journey from Year 1-8 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 Continue to use coaching models as a driver for sustaining professional practice and growing teacher efficacy to accelerate progress for all learners 	By developing a localised curriculum supported by our community. <ul style="list-style-type: none"> Through our active partnership with the Kāhui Ako build confidence and our credibility as an effective provider of middle years learning Within-school Kāhui Ako leaders will engage in ongoing inquiries responsive to our localised curriculum Within-school Kāhui Ako leaders continue to develop and strengthen teachers' inquiries Embed sustainability projects into curriculum planning
Aim 3 Kaupapa-iti	By increasing our capacity to be culturally sustainable through collecting community and student voice and embedding into all aspects of school life <ul style="list-style-type: none"> Leaders and teachers to strengthen culturally sustainable pedagogy and cultural awareness to enable all to have a strong sense of belonging and inclusion Embed in the Professional Growth Cycle systems, processes and teacher criteria, the principles underpinning Tapasā, Tātaiako, Ka Hikitia to grow our culturally sustainable practise Student and teacher voice is sought out and reflection and feedback processes are embedded across the school 	Develop authentic connections with whānau to enhance educational success through identity, language and culture. <ul style="list-style-type: none"> Review our 2 year local curriculum planning to include students, whānau and community voice Develop professional learning through the Ministry specific documents and Te Wānanga o Aotearoa Adapt systems, practices and procedures to reduce barriers to education for all Non-negotiable high pedagogical expectations raise student achievement for all learners 	By using the shared knowledge and strengths of our teachers underpinned by evidence-based practice students will achieve positive outcomes <ul style="list-style-type: none"> Ongoing teacher development and student learning is transformed through learner agency, collaborative teacher efficacy, culturally sustainable pedagogy, powerful learning and community connections Embed and align the Kāhui Ako Strategic Goals and drivers with our strategic direction Continue to grow capability to provide an equitable inclusive environment for all 	By providing our senior students with more opportunities to develop key competencies, leadership skills and learner agency to be successful in any secondary education setting. <ul style="list-style-type: none"> Strengthen PB4L learner profiles focusing on the key competencies, values and principles of the New Zealand Curriculum Holistic responsive approach to developing strong learner agency and key competencies across all year levels Maximise the engagement with the Kāhui Ako Year 7/8 network to strengthen our capability and transitions Students become agents of their own learning pathways Establish a specialist programme to meet the needs of our Year 5-8 students

Annual Plan - Strategic Goal 1 - Aim 1 -2022

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.					
Criteria	Activity/Output/Action	Who	When	Resource	Indicators / Measures of Success
Leaders and teachers drive/model values behaviours/actions that create a culturally sustainable community of learners	Continue to develop and implement a local curriculum to authentically honour and celebrate our cultural diversity within class, team and across school.	Teams	Termly	Our community	1. Plan developed, implemented. Termly celebrations within contexts
Provide a safe child-centred environment that nurtures positive relationships, so that student wellbeing, their voice and their sense of belonging is a priority	<p>Teacher Growth and Development</p> <ul style="list-style-type: none"> Adapt our induction programme for new staff. Continue to develop and implement a process to support the Provisionally Registered Teachers Programme for both the PCTs and Mentor Teachers. Utilise the Professional Growth Cycle to ensure high quality teaching and learning, positive relationships that are responsive to teaching and learning success. 	Senior Leadership Team	All year	Learning Network Mentor Teachers	1. Programmes developed and implemented: <ol style="list-style-type: none"> Teachers are successful following Whenuapai systems, processes and practices. PCT teachers obtain full registration Improvement in teacher Knowledge and capability. Improve in student outcomes
Review and document systems, processes and practices to identify sustainable and consistent inclusive practice schoolwide	Ensure systems and processes are sustainable and consistent to support wellbeing schoolwide enabling all learners to reach their full potential.	Leadership Team	All year	MOE documents Wellbeing Survey	1. Evidence of wellbeing systems implemented 2. PGC processes are documented and accessible to all. 3. Induction systems are documented and accessible to all.
Through collaboration with our parents, families and whānau, establish what success looks like for all learners.	Review and implement change to strengthen the delivery of ESOL in classrooms to support the growing numbers.	Deputy Principal Teachers Teacher Aides	Term 1 Term 4	Meeting time	1. Learners and teachers are well supported 2. Programme implemented
	<p>Establish Professional Learning Groups focussed on core curriculum</p> <ul style="list-style-type: none"> Mathematics Reading Writing Student agency <p>Regularly meet to engage in professional learning through professional discussion, research and NZEI Teacher only days</p>	All staff	All year	Strategic Goals and Annual Plan	1. Professional Learning groups established. 2. Regular meetings and outcomes shared with the whole staff.
	Through our showcases our students share their successes and engage with the community.	All staff	Termly	Team budgets	1. Each term, each team engages and shares with parents, family and whānau
	<p>Complete a review of staff, community and student well-being, including Teacher Voice</p> <p>Develop a Whenuapai Wellbeing model.</p> <ul style="list-style-type: none"> Staff Students Community 	Principal Deputy Principal LSC	Term 1	Strategic Goals and Annual Plan	1. Student wellbeing supported and issues mitigated.
	Utilise PR1ME Mathematics resources to enable more coverage and integrated maths teaching across all year levels.	Team Leaders	All year	HERO, Prime Resources Digital tools	1. HERO goals 2. Student data

Annual Plan - Strategic Goal 1 - Aim 2 -2022

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

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

Criteria	Activity/Output/Action	Who	When	Resource	Indicators / Measures of Success
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	Adopt the Educational Capability Framework and GROWTH coaching model to grow our senior and middle leadership capabilities	SLT Team leaders	All year	Professional learning	1. Professional learning completed 2. Middle leaders grow capability to lead teams evident through appraisal process
Sustain 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	Within-school Kāhui Ako Leaders	All year	Meeting time COL release time	1. Scheduled meeting time identified 2. Positive flow of new learning to impact on all teaching team
Strengthen/formalise the systems, processes and practices for sharing of information of new and existing students schoolwide.	Review our systems, processes and practices with current legislative requirements for sharing information	PA Principal	Term 1	Meeting Time	1. School is compliant with legislative requirements
	Implement Tier 2 (PB4L) and sustain Tier 1 through schoolwide integration and LSC in class support	All staff LSC	All year	Meeting time PB4L Conference PLD budget	1. Implemented 2. Increase understanding through SET assessment evident
	Strengthen the PB4L restorative practice model and ensure sustainability across the school	All staff	All year	PB4L restorative model	1. Model implemented schoolwide 2. Positive effect on student wellbeing 3. Decrease in PB4L incidents

Annual Plan - Strategic Goal 1 - Aim 3 -2022

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

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

Criteria	Activity/Output/Action	Who	When	Resource	Indicators / Measures of Success
Leaders and teachers to strengthen culturally sustainable pedagogy and cultural awareness to enable all to have a strong sense of belonging and inclusion.	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
Embed in the Professional Growth Cycle systems, processes and teacher criteria, the principles underpinning Tapasā, Tātaiako, Ka Hikitia to grow our culturally sustainable practise.	Culturally sustaining pedagogical practices are reflected upon and impacts monitored and reviewed quarterly.	2022 Staff	All year	Te Wānanga resource	Continued study and assessments
Student and teacher voice is sought out and reflection and feedback processes are embedded across the school.	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
	Begin Tikanga, Te Reo and sustainability specialist programme.	Senior Leadership Team Team Leaders	Feb/March	Release Meeting Time	Programme being delivered across all year 2-6 classrooms Te Reo and tikanga use across the school. Sustainable gardens.
	Seek teacher voice throughout the year using NCER toolkit to inform all aspects of organisational practice, teaching and learning.	Principal All staff	Term 3	NZCER	NZCER toolkit

Annual Plan - Strategic Goal 2 - Aim 1 -2022

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.

Criteria	Activity/Output/Action	Who	When	Resource	Indicators / Measures of Success
Formalise communications and engagement strategy and document across all school platforms - school handbook, teacher induction programme, website and HERO. Continue to maximise the HERO capabilities to inform families and whānau of student success and continue to provide effective communication.	Use Hero to: <ul style="list-style-type: none"> effectively communicate student achievement and personal learning to whanau. make student achievement transparent. Embed effective timely reporting. increase student agency and personalise their learning. 	All staff	All year	HERO	1. HERO used schoolwide 2. All parents, family and whānau have timely information on how their children are achieving. 3. Reporting timelines across the school are consistent and met. 4. Increased student agency and understanding of HERO goals
Staff-wide PLD focusing on effective communication and reporting strategies through HERO.	Invite whānau to a School Hui to review journey and next steps	Principal All staff Board	Term 2 Term 4	Public Relations Budget	1. Hui Scheduled 2. Increased attendance from 2020. 3. Positive feedback and engagement.
Further strengthen systems, processes and practices to support the information flow between school and home across all areas of school life.	Continue to develop the IEP and IBP processes, systems and practices, including follow ups and on-going review with parents, family, whānau and teachers.	LSC Deputy Principal Class teachers	All year	IEP and IBP documents	1. IEP's and IBP's are live documents and support each child's learning journey. 2. Scheduled reviews.
	Review annually the parent, teacher handbooks.	PA Deputy Principal	Term 1 and 4	Google DOC	1. Handbook is current on website and hardcopies are available.
	Develop Whenuapai Spiral of Inquiry centred around the Professional Learning Groups.	Principal Deputy Principal	Term 1	Google Drive	1. Spiral of Inquiry for Student agency, Mathematics, Reading and Writing.

Annual Plan - Strategic Goal 2 - Aim 2 -2022

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

Criteria	Activity/Output/Action	Who	When	Resource	Indicators / Measures of Success
<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>Embrace digital technologies to improve outcomes for students to ensure they are equipped to be agentic in their learning.</p> <p>Evolve STEAM across the school through inquiry and the new Whakataukī Drivers.</p> <p>Build our capabilities by maximising engagement in a breadth of networks at a local and national level.</p>	Continue to engage and grow the working relationship with the NZDF pastoral care team.	Principal PA Deputy Principal LSC	Each Term	Meeting time	<ol style="list-style-type: none"> 1. Excellent two way communication evident. 2. NZDF parents, family and whānau and students are well supported at school.
	Embed the digital curriculum across all year levels. Appropriate resourcing supports learning and supports the mitigation of equity issues and access.	All teachers	All year	External facilitator	<ol style="list-style-type: none"> 1. Mindlab is available and used. 2. Digital tech goals are used for planning and assessment. 3. Strengthen teacher capabilities using a wide range of digital platforms. 4. Teachers have access to the appropriate resources to support the delivery of the Digital Curriculum for Year 1-8.
	Attend Kāhui Ako, NW Cluster, WAPPA, NZPF, LSC networks and engage with our Kahui Ako schools to build professional capability.	Staff as appropriate	All year	Meeting time	<ol style="list-style-type: none"> 1. 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 Deputy Principal LSC	All year	Meeting time	<ol style="list-style-type: none"> 1. Parents, family and whānau are supported.
	Build strong connections within the Kāhui Ako to support our ESOL roll growth.	Kāhui Ako leaders Deputy Principal ESOL Leader	All year	Release time	<ol style="list-style-type: none"> 1. ESOL delivery is strengthened.
	Work alongside our local constable to provide the Keeping Ourselves Safe programme.	All staff	TBC	Class time Community Constable time.	<ol style="list-style-type: none"> 1. Programme delivered.

Annual Plan - Strategic Goal 2 - Aim 3 -2022

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					
Criteria	Activity/Output/Action	Who	When	Resource	Indicators / Measures of Success
<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> <p>Adapt systems, practices and procedures to reduce barriers to education for all.</p> <p>Non-negotiable high pedagogical expectations raise student achievement for all learners.</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.	DP Kāhui Ako Leadership	All year	Meeting time	1. Increased understanding evident in discussion
	Sustain our new family induction into our school at the whole school and team level	Principal DP Transition Leader	Term 1	Meeting time	1. Termly informal meetings scheduled
	Engage parents, family and whānau after showcases to seek back	All staff	Termly	Nil	1. Parents, family and whānau feedback is positive
	Grow our Year 4-8 Kapa Haka group and provide this opportunity for Years 1-4	Kapahaka Leaders	All year	Release time	1. Two Kapa Haka groups formed
	Develop staff knowledge in Tikanga and Te Reo Māori through within school professional development.	All staff	All year	Sarah Bone	1. Evident shift in practise school wide.
	Deliberately monitor and track Māori student achievement using HERO goals and assessment data	Principal DP Team Leaders	Quarterly	HERO	1. Data analysis
	Embed our 2022 Whakataukī curriculum Drivers including STEAM	DP Team Leaders	All year	Release time	1. Student feedback
	Seek student voice for the direction of term planning	Team Leaders	Each Term	HERO Google Forms	1. Student feedback indicates a positive shift in their agency.
	Resource the Year 5-8 team to include more specialist programmes and strengthen STEAM across the school	Principal DP Team Leaders HOD Sport	Each term	2022 Curriculum documents and planning	1. Class planning and utilisation 2. Student feedback.
	Reduce financial barriers, including access to technology and home learning programmes.	Principal DP Team Leaders	Each term	PA Principal PTA	Increased learning outcomes

Annual Plan - Strategic Goal 3 - Aim 1 -2022

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

Criteria	Activity/Output/Action	Who	When	Resource	Indicators / Measures of Success
Whenuapai School fosters distributive leadership by providing leadership opportunities and pathways for students and teachers	Provide ongoing PD opportunities (including Coaching) that are aligned with Professional Growth Cycle goals	Principal Deputy Principal All teachers	All Year	PLD Budget	1. PLD Plan Developed
Ongoing teacher development and student learning is transformed through Professional Growth Cycles	Foster leadership opportunities such as Prefects and Navigator leadership committees that impact on the school vertically and through student council.	All staff	All year	Leadership opportunity NYLD Speakers	1. Leadership strategy implemented; positive student engagement evident. 2. Student council establish and regularly meet with Principal and DP.
Grow teacher capability to support all learners and their Whānau. Actively support staff wellbeing at both governance and management level.	Continue to strengthen the LSC role by: <ul style="list-style-type: none"> Monitoring and tracking high needs data Building teacher efficacy around the use of IEP and IBP's. Managing all external support agencies to strengthen positive outcomes for our students. 	LSC	All year	Meeting time	1. Clarity evident; positive impact evident on student outcomes. 2. RTLB resource is viewed positively and supports both teachers and students. 3. Monitor and track high needs data 4. Teachers are consistently updating IEP and IBP's. 5. Manage all external support agencies to strengthen positive outcomes for our students.
	Utilise outside agencies including EAP to support all aspects of teacher wellbeing	EAP NZEI counselling NZSTA	All year	Budget	1. All staff feel well supported. 2. Staff accessing EAP services. 3. Staff seeking support internally through senior leadership team.
	Review, strengthen PB4L responses, tracking and management to mitigate incidences school wide	All staff PB4L team.	All year	MOE Guidelines	1. Improvement in student behaviour in school 2. Teachers feel supported when dealing with student behaviour. 3. Parents are confident that we are supporting and managing learning behaviours.

Annual Plan - Strategic Goal 3 - Aim 2 -2022

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

Criteria	Activity/Output/Action	Who	When	Resource	Indicators / Measures of Success
Ensure consistency of established learning programmes within the school	Quality learning and wellbeing data reviewed quarterly and reported on and shared	Deputy Principal Principal All staff	Quarterly	HERO	1. HERO goals and assessment.
Embedding school wide practices that show a consistent learning journey from Year 1-8	Continue to improve the visibility of Māori culture and knowledge in our school through our Whakatauki Drivers.	Kapahaka Leaders All staff	All year	Meeting time In class Te Wānanga o Aotearoa.	1. Increased capability across all areas of school operations.
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	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	1. ESOL programme implemented and strengthened. 2. Differentiation in delivery is evident.
Continue to use coaching models as a driver for sustaining professional practice and grow teacher efficacy to accelerate progress for all learners	To develop and strengthen teacher knowledge and capability in the core curriculum. Through: <ul style="list-style-type: none"> • Establish Professional Learning Groups • External Professional learning providers • Internal professional learning Core Curriculum includes: <ul style="list-style-type: none"> • Student agency • PR1ME • Reading • Writing. 	All teachers	All year	Meeting time Inquiry Model	1. Regular scheduled PLG meetings; reports to all staff and Board of all outcomes and impact on student achievement. 2. Regular sharing of Professional Learning Group inquiries 3. Implement and review our Year 1-8 scope and sequence for Reading, Writing and Mathematics. 4. Student data is shared regularly and celebrated. 5.

Annual Plan - Strategic Goal 3 - Aim 3 -2022

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

Criteria	Activity/Output/Action	Who	When	Resource	Indicators / Measures of Success
<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.	Year 1 team leader	All year	Release time	<ol style="list-style-type: none"> 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	HERO	<ol style="list-style-type: none"> 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	<ol style="list-style-type: none"> 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	<ol style="list-style-type: none"> Evident in planning.
	Provide a wide range of tools (including digital) to empower all learners to access the full curriculum.	All teachers Digital Tech leaders LSC	All year	LSC Kāhui Ako	<ol style="list-style-type: none"> Differentiation in learning approaches is evident.
	Formalise the new student transition system.	Deputy Principal Year 1 team leader Office manager	All year	HERO	<ol style="list-style-type: none"> Formalise and document the process of enrolment.
	Explicitly develop student agency (Kahui Ako driver) from year 4-8 in relation to HERO goals.	All staff	All year	HERO	<ol style="list-style-type: none"> Student Data
	Integrate the NZ Histories curriculum into each term to create sustainable learning outcomes.	Team Leaders	All year	Team planning	<ol style="list-style-type: none"> Student wellbeing and data

Annual Plan - Strategic Goal 4 - Aim 1 -2022

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

Criteria	Activity/Output/Action	Who	When	Resource	Indicators / Measures of Success
Be responsive to delivering a timely, localised 21st century curriculum that engages all learners.	Develop student agency using HERO, Hapara and Google classroom throughout the different teams	Digital Tech Leader Team Leaders DP PA	Term 1	KiwiSchools Hero	1. Document created and shared with the whole staff through the staff handbook.
Embrace digital technologies to support powerful connections with learners, family/whānau and community	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	1. Two year learning journey established and implemented. 2. Integrate the NZ Histories curriculum into each term to create sustainable learning outcomes.
Maximise formal systems, processes and practices to further improve the two-way flow of information	Reflect at mid and end points of each term to gain student voice and strengthen transitions between year groups	Team Leaders DP	Each term x 2	Leadership Google drive	1. Student voice and teacher voice
Students become agents in their own learning pathways	Ensure positive transitions for students transitioning out of Whenuapai to secondary schools.	Principal DP LSC & Deans	All year	HERO Meetings	1. All learners feel well supported and have a sense of belonging through student voice
Further strengthen systems, processes and practice to support whole school operations including a scope and sequence for core curriculum areas	Embed Scope and Sequence for Literacy and Mathematics	WSL Team Leaders	All year	Scope and Sequence	1. 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	1. Proactive, planned responses evident. 2. Clarity evident.
	Consolidate the Year 1-8 learning programme for alignment and consistency	All staff	All year	In class	1. Evidence of alignment and consistency across all teams.
	Review the enrollment process.	PA Office manager Principal / DP	Term 1 & 4	Handbooks	1. Streamlined process for enrolment that can be completed online. Correct documentation held for each student
	Use MOE documents to critique our distance learning capabilities to identify our next steps	Principal DP Team Leaders	Term 1 Term 3	Meeting time	1. Shift in practice across all domains: monitored, recorded and next steps planned
	Continue to strengthened whānau partnerships developed through 2021 Covid-19.	All staff	All year	Nil	1. Whānau partnerships strengthened and evidenced using a range of evaluative measures.
	Embed the Whenuapai Whakatauki Drivers into term planning through team leader collaboration and lift the profile of STEAM across the school	DP Team leaders	Termly	Meeting time	1. Curriculum developed and implemented and shared with the community termly through team communication.
	Synthesis Leading Edge review and respond to key elements	Principal DP PA	Term 1	Meeting time	1. Shift in practice across all domains: monitored, recorded and next steps planned

Annual Plan - Strategic Goal 4 - Aim 2 -2022

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.					
Criteria	Activity/Output/Action	Who	When	Resource	Indicators / Measures of Success
<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 sustainability projects into curriculum planning.</p>	Utilise experts in the school from our community through STEAM projects	All staff	All year	Our community	1. STEAM is embedded into the curriculum
	Student agency PLG to seek feedback from our community and share qualitative and quantitative data.	Deputy Principal Kahu Team Teachers	All year	Inquiry time Through COL	1. 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 Board All staff	Each term	Our community Newsletters Website	1. 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	1. Used as a consistent communication platform
	Reporting to the Board on significant aspects of school life	Principal	Scheduled Board meetings	Nil	1. Reports tabled
	Utilise HERO to support transitions between classrooms and year levels	All teachers	All year	HERO	1. Transition processes informed using Hero data
	Establish the William Pike Challenge and EOTC community involvement	HOD Sport Deputy Principal Year 5-8 Team Leaders	All year	Specialist time	1. Student feedback 2. Community feedback
	Be responsive to the ever changing landscape as we navigate the impacts of COVID-19	All staff	All year	MOE MOH	1. Learning and wellbeing across the school

Annual Plan - Strategic Goal 4 - Aim 3 -2022

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 to be successful in any secondary education setting.					
Criteria	Activity/Output/Action	Who	When	Resource	Indicators / Measures of Success
<p>Strengthen PB4L learner profiles 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> <p>Establish a specialist programme to meet the needs of our Year 5-8 students.</p>	Include PB4L learner capabilities and key competencies are in curriculum overviews, planning and parent communication.	All teachers	All year	NZC documents	1. Evident in planning
	Build student capability to peer and self assess	Leadership Team	All year	Meeting time	1. 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	1. Established, effectiveness measured 2. Learner agency domains tracked and measured
	Engage with the Kāhui Ako Year 7/8 network to strengthen our capability and transitions	Year 7/8 Team Leader	All year	Kāhui Ako Meeting Time	1. Networking evident
	Continue to grow our Enviroschool status through embedding sustainable projects into curriculum planning	Team Leaders Enviroschools Leader	All year	Enviro model	1. Sustained projects across the school
	Continue to engage with Active8 programme to build resilience across the school	All staff Active8 Coord (David)	All year	Active8	1. Student participation
	Timetable and resource a specialist programme from Year 5-8 that maximises teacher strengths and passions and view this as step one of increasing school capabilities to offer all specialisation on site	Year 5-8 teacher	All year	All staff	1. Student participation

Whenuapai School Target Action Plan

Focus Area:	Writing
Strategic Aim:	Strategic Goal 3 Build exceptional student achievement through high quality culturally sustainable teaching and learning
Annual Aim:	<ol style="list-style-type: none"> 1. Ensure consistency of established learning programmes within the school 2. Embedding school wide practices that show a consistent learning journey from Year 1-8 3. 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 4. Continue to use coaching models as a driver for sustaining professional practice and grow teacher efficacy to accelerate progress for all learners
Baseline Data:	2021 Whole School achievement in Writing 86% at / above (data from Mid 2021) Areas for future development <ul style="list-style-type: none"> ● Year 6 cohort achievement 70% at / above ● Year 7 cohort achievement 79% at / above ● Year 8 cohort achievement 74% at / above
Target:	By the end of 2022 92% of our tamariki will be achieving at or above expectation in writing. Specific Target Areas. By the end of 2022: <ul style="list-style-type: none"> ● Year 6 cohort will have 80% of the tamariki achieving at or above expectation in Writing ● Year 7 cohort will have 89% of the tamariki achieving at or above expectation in Writing ● Year 8 cohort will have 84% of the tamariki achieving at or above expectation in Writing.

Planned Actions	Resourcing	Timeframe	Action By
Spiral of Inquiry Implement Whenuapai Spiral of Inquiry centered around the Professional Learning Groups exploring, trialing and reviewing new practice.	Time - fortnightly meetings	On- going throughout year	Literacy Leaders Teachers
Professional Development To develop and strengthen teacher knowledge and capability in the teaching of writing 180 Hours MOE funded Professional Development - Writers Tool Box.	PD Provider In-house staff expertise	On- going throughout year	Literacy Leaders Teachers
Data Review Review of data collection processes including: <ul style="list-style-type: none"> ● Data collection techniques / assessment tools ● Data collection timings ● Data moderation ● Use of data to inform planning and parents ● Tamariki self reflection and reporting 		Term 1 / 2	SLT Literacy Leaders
Student Learning Goals Teachers to establish SMART goals for their students who are currently not meeting expectations. <ul style="list-style-type: none"> ● specific, ● measurable, ● achievable, ● relevant, ● time bound. The goals will be used to direct the student learning programme Teachers to review student achievement and their programme adaption through the Spiral of Inquiry process. Goals will be tracked, measured and reviewed each term to monitor for accelerated learning progress Team meeting's purpose is to share progress and set next steps for target groups. Goals will be shared with the tamariki and their whanau through Hero.	SLT to provide support to teachers on writing and using effect SMART goals	On-going	Team Leaders Teachers
Resources Purchase resources for Writers Tool Box Upskills teachers on their purpose and how to use effectively with the writing programme.	Budget	Term 1	Literacy Leaders

Whenuapai School Target Action Plan

Focus Area:	Reading
Strategic Aim:	Strategic Goal 3 Build exceptional student achievement through high quality culturally sustainable teaching and learning
Annual Aim:	<ol style="list-style-type: none"> 1. Ensure consistency of established learning programmes within the school 2. Embedding school wide practices that show a consistent learning journey from Year 1-8 3. 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 4. Continue to use coaching models as a driver for sustaining professional practice and grow teacher efficacy to accelerate progress for all learners
Baseline Data:	2021 Whole School achievement in Reading: 90% at / above (data from Mid 2021) Areas for future development <ul style="list-style-type: none"> • Year 5 cohort: achievement 83% at / above • Year 8 cohort: achievement 73% at / above
Target:	By the end of 2022 95% of our tamariki will be achieving at or above expectation in Reading. Specific Target Areas. By the end of 2022: <ul style="list-style-type: none"> • Year 5 cohort will have 93% of the tamariki achieving at or above expectation in Reading. • Year 8 cohort will have 83% of the tamariki achieving at or above expectation in Reading.

Planned Actions	Resourcing	Timeframe	Action By
Spiral of Inquiry Implement Whenuapai Spiral of Inquiry centered around the Professional Learning Groups exploring, trialing and reviewing new practice.	Time - fortnightly meetings	On- going throughout year	Literacy Leaders Teachers
Professional Development To develop and strengthen teacher knowledge and capability in the teaching of Reading - with a particular focus on Structure Literacy. <ul style="list-style-type: none"> • Literacy leaders to provide workshops for new staff on Structure Literacy. • Teachers to observe good practice within our school. • Teacher practice to be observed by Literacy Leaders - suggestions and feedback provided. 	In-house staff expertise.	On- going throughout year	Literacy Leaders Teachers
Student Learning Goals Teachers to establish SMART goals for their students who are currently not meeting expectations. <ul style="list-style-type: none"> • specific, • measurable, • achievable, • relevant, • time bound. The goals will be used to direct the student learning programme Teachers to review student achievement and their programme adaption through the Spiral of Inquiry process. Goals will be tracked, measured and reviewed each term to monitor for accelerated learning progress. Team meeting's purpose is to share progress and set next steps for target groups. Goals will be shared with the tamariki and their whanau through Hero	SLT to provide support to teachers on writing and using effect SMART goals	On-going	Team Leaders Teachers

Whenuapai School Target Action Plan

Focus Area:	Mathematics
Strategic Aim:	Strategic Goal 3 Build exceptional student achievement through high quality culturally sustainable teaching and learning
Annual Aim:	<ol style="list-style-type: none"> 1. Ensure consistency of established learning programmes within the school 2. Embedding school wide practices that show a consistent learning journey from Year 1-8 3. 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 4. Continue to use coaching models as a driver for sustaining professional practice and grow teacher efficacy to accelerate progress for all learners
Baseline Data:	2021 Whole School achievement in Mathematics 85% at / above (data from Mid 2021) Areas for future development <ul style="list-style-type: none"> • Year 8 cohort achievement 66% at / above • Maori Tamariki achievement 78% at / above
Target:	By the end of 2022 93% of our tamariki will be achieving at or above expectation in mathematics. Specific Target Areas. By the end of 2022: <ul style="list-style-type: none"> • Year 8 cohort will have 76% of the tamariki achieving at or above expectation in mathematics. • Maori Tamariki - 88% of the Tamariki will be at or above expectation in mathematics.

Planned Actions	Resourcing	Timeframe	Action By
Spiral of Inquiry Implement Whenuapai Spiral of Inquiry centered around the Professional Learning Groups exploring, trialing and reviewing new practice.	Time - fortnightly meetings	On- going throughout year	Literacy Leaders Teachers
Professional Development To develop and strengthen teacher knowledge and capability in the teaching of mathematics. <ul style="list-style-type: none"> • Zoom professional development sessions provided by Scholastic NZ (x6) • Math leaders to provide workshops for new staff on PR1ME 	PD Provider In-house staff expertise	On- going throughout year	Math Leaders Teachers
Student Learning Goals Teachers to establish SMART goals for their students who are currently not meeting expectations. <ul style="list-style-type: none"> • specific, • measurable, • achievable, • relevant • time bound. The goals will be used to direct the student learning programme. Teachers to review student achievement and their programme adaption through the Spiral of Inquiry process. Goals will be tracked, measured and reviewed each term to monitor for accelerated learning progress Team meeting's purpose is to share progress and set next steps for target groups. Goals will be shared with the tamariki and their whanau through Hero.	SLT to provide support to teachers on writing and using effect SMART goals	On-going	Team Leaders Teacher
Resources <ol style="list-style-type: none"> 1. Purchase resources (equipment for student manipulation) to support the delivery of the PR1ME programme. 2. Math Team to create resources to support tamariki with the acquisition of mathematical language. 3. Math team to provide teacher resources / programmes to supplement the PR1ME programme. 	Budget for resources	Term 1	Math Leader and Team