

Whenuapai School Annual Implementation Plan 2024



Contents

Summary Information

Strategic Goal 1

Goals

1. To achieve the Silver Award through the Enviroschool Project
2. To improve community communication and engagement
3. To finish the Whenuapai Senior Campus

Strategic Goal 2

Goal

1. To effectively implement the government's new policy of 1 hour per day of Reading, Writing and Mathematics

Strategic Goal 2a

Goal

1. Improve School Wide Achievement in Reading and Writing

Strategic Goal 2b

Goal

1. Improve School Wide Achievement in Mathematics

Strategic Goal 3

Goal

1. To provide students with further opportunities to develop learner / student agency

Strategic Goal 4

Goal

- Continue to strengthen consistent Positive Behaviour for Learning practices across both campuses.

Summary Information

Summary of the plan

During 2024 we plan to:

- Embed our new Mission Statement and Strategic Plan
- Raise student achievement and further reduce differences between Māori and Whole School data
- Aim to achieve the Silver acknowledgement from the Enviroschool Project for our environmental initiatives and actions
- Refine and strengthen our community engagement and consultation opportunities
- Implement the Ministry of Education policy changes - Curriculum refresh, 1 hour a day, cell phones away
- Broaden our tamariki opportunities to develop learner agency

Where we are currently at:

- Overall, our tamariki are achieving well in Literacy and Mathematics: Reading 84%, Writing 86%, and Mathematics 91%. We have identified the tamariki (children) who are not meeting our expectations and we are working to support them and their whānau
- Following our intensive focus last year, our School Values and Positive Behaviour for Learning (PB4L) practices are embedded across both campuses. We need to maintain this a major focus for 2024 as we transition our Year 5 and 6 tamariki to the Senior Campus. Beyond 2024 we will have to keep a focus on our values to ensure we maintain our culture and ethos across both campuses
- Our local curriculum is implemented, but we are working with our kaiako (teachers) to ensure the fidelity (consistency) of the programmes. We know that to provide our tamariki (students) with a seamless education, we need to remove the variance within and between our classroom programmes

How will our targets and actions give effect to Te Tiriti o Waitangi?

Because:

- We are striving to work in partnership with our whānau (families)
- Kaiako are utilising culturally responsive practices
- Our leadership professional development is focussed on Russell Bishop's work - 'Leading to the North-East'
- Our targets are specifically focused on reducing the achievement differences between Māori Learners and the Whole School



Strategic Goal 1

Kaitiakitanga - Respect for Environment - Embracing the importance of caring for our whānau, ourselves, our whenua, and te taiao - our world.

Goals

1. To achieve the Silver Award through the Enviroschool Project
2. To improve community communication and engagement
3. To finish the Whenuapai Senior Campus

What do we expect to see by the end of the year

Tamariki, Kaiako and Whānau upholding our Kaitiakitanga capabilities by showing appreciation, connecting wider than ourselves, contributing, taking action, and caring.

Actions	Who is Responsible	Resources Required	Timeframe	How will you measure success?
As a school to achieve Silver Award through the Enviro Project.				
Two staff members to be appointed as Enviroschool Leaders (Enviro Leader Teachers). Classroom Release time allocated to the teachers to lead the enviro learning programme across the kura.	Principal	1.5 hours per fortnight of classroom release per lead teacher. 1 remuneration unit per lead teacher	January 2024	Enviroschool leaders establish environmental programmes across the kura
Re-establish an environmental student group to: <ul style="list-style-type: none">• Work with Enviro Teachers to develop sustainability through the kura• Be the communication link between the Enviro group and their classroom peers• Work with outside agencies on environmental actions and initiatives	Teachers / Enviro Leaders / Tamariki		Enviro Student group established Term 1 2024. Environmental Action on-going throughout the year.	Environmental Reports to the School Board

Liaise with Enviroschool facilitators to: <ul style="list-style-type: none"> • Develop an environmental road map for achieving Green Gold status • Plan and lead environmental programmes and actions involving tamariki, kaiako and community. Ensure sustainability aspect is included in Inquiry Units • Upskill staff on Environmental / Sustainable Education • Link the Garden to Table programme to Enviro Education 	Enviroschool Leaders / Tamariki	\$6000 Enviro / Garden to Table Budget	On-going	<ol style="list-style-type: none"> 1. Action plan developed 2. Action plan actioned by leaders, kura, tamariki 3. School awarded Silver by the Enviroschool Initiative 4. Sustainability themes included within Inquiry programmes throughout the year
Actions	Who is Responsible	Resources Required	Timeframe	How will you measure success?
To improve community communication and engagement.				
Refine our school communication and engagement strategies by: <ul style="list-style-type: none"> • Gathering whānau feedback • Developing next steps (actions) based on community feedback • Upskilling staff to be able to complete actions • Informing community of changes to communication methods etc • 	Senior Leadership		By the end of Term 3 2024	<ul style="list-style-type: none"> • Community feedback on strategic direction, annual plans, school initiatives. community engagement etc • Whānau involvement in school and student learning
With Friends of Whenuapai and other community groups: <ul style="list-style-type: none"> • Develop a timetable of community events - aim for one per term • Organise events • Communicate with the community 	Deputy Principal	Budget to come from Friends of Whenuapai	On-going	<ul style="list-style-type: none"> • Increased whānau participation in school and events
Workshop to educate / inform whānau about: <ul style="list-style-type: none"> • HERO • Writing • Reading • Mathematics 	Digital Leader Literacy Leader Mathematics Leaders		On-going	<ul style="list-style-type: none"> • Feedback from <ul style="list-style-type: none"> ○ Kaiako ○ Tamariki ○ Whānau ○ ERO

Actions	Who is Responsible	Resources Required	Timeframe	How will you measure success?
To finish the Whenuapai Senior Campus				
<ul style="list-style-type: none"> • Work with the Ministry of Education to complete the building and ground to the desired state • Regularly meet with contractors • Review works to ensure safety standards are maintained for tamariki and a high standard of finish achieved • Keep the community updated on progress 	Deputy Principal Principal	MOE funded	Term 1 2024	<ul style="list-style-type: none"> • Year 5 and 6 tamariki and kaiako (teachers) start attending the Senior Campus from the start of Term 2



Strategic Goal 2

Ako - Respect for Learning - By growing our responsive teaching practices and strong educational pathways we will empower success for all.

Goal

1. To effectively implement the government's new policy of 1 hour per day of Reading, Writing and Mathematics

What do we expect to see by the end of the year?

1. Kaiako have developed in-depth knowledge of effective literacy and mathematics programmes
2. Overall timetabling and delivery of learning programmes are meeting the required time allocation
3. Improvement in tamariki achievement across all cohorts

Actions	Who is Responsible	Resources Required	Timeframe	How will you measure success?
<ul style="list-style-type: none"> Review current teacher subject timetable and programme delivery Review Ministry of Education examples of programme and timetabling design and implementation Team Leaders to provide support to teachers (if required) to redesign timetables and teaching programmes to meet the government requirements Team Leaders to review programme delivery and student achievement on an ongoing basis throughout the year 	<p>Team Leaders Kaiako</p>	<p>Ministry of Education guidelines, recommendations and examples</p>	<p>January 2024</p>	<ul style="list-style-type: none"> Through ERO review in Term 1 and 2 Team Leader observation of planning and classroom delivery - throughout the year
<p>Upskilling Kaiako through targeted professional development:</p> <ol style="list-style-type: none"> 1. Professional development to deepen kaiako understanding of an effective Reading programme Linked to the Curriculum Refresh and Common Practice Model - Massey University 2. Leadership professional development for Senior Leadership Team and Team Leaders - Evaluation Associates. 3. Google / ICT professional development for focus group of staff - Cyclone Computers 4. Te Reo Māori language professional development for staff - Māori Achievement Collaborative 	<p>Principal Assistant Principal Literacy Leader Digital Leader Cultural Leader</p>	<p>Funded by:</p> <ol style="list-style-type: none"> 1. Ministry of Education 2. Whenuapai School - \$6700 3. Whenuapai School -\$3500 4. Māori Achievement Collaborative 	<p>On-going</p>	<ul style="list-style-type: none"> Feedback from Massey University Lecturer Observations of kaiako (teacher) classroom practice Feedback from staff through a variety of means Student feedback



Strategic Goal 2a

Ako - Respect for Learning - By growing our responsive teaching practices and strong educational pathways we will empower success for all.

Goal

1. Improve School Wide Achievement in Reading and Writing

What do we expect to see by the end of the year?

In Reading, the cohorts' percentage of tamariki achieving At or Above expectation will be	In Writing, the cohorts' percentage of tamariki achieving At or Above expectation will be
Year 3 = 85% Year 4 = 85% Year 6 = 85%	Year 4 = 80% Year 6 = 80% Year 8 = 80%
In Reading, the percentage of Māori Learners achieving At or Above expectation will be within 5% of the whole school achievement percentage.	

Baseline Achievement Data From End of 2023

Reading	Percentage of Tamariki Achieving At or Above Expectation	Writing	Percentage of Tamariki Achieving At or Above Expectation
Whole School Achievement	84%	Whole School Achievement	86%
Year 3	68%	Year 4	71%
Year 4	77%	Year 6	66%
Year 6	78%	Year 8	62%
Māori Learners	78%	Māori Learners	85%

Actions	Who is Responsible	Resources Required	Timeframe	How will you measure success?
Consult with our Māori Whānau to: <ul style="list-style-type: none"> ● Make connections with their whānau and tamariki. Learn about their aspirations ● Seek feedback on our current learning programmes and suggestions for how to meet the needs of their tamariki ● Investigate how whānau can further support their tamariki 	Kaiako Whānau		On-going	<ul style="list-style-type: none"> ● Feedback from whānau
Conduct a Spiral of Inquiry of progress through the school for target learners to identify areas that require assistance	Assistant Principal Literacy Team Kaiako		Term 1 and 2	<ul style="list-style-type: none"> ● Termly data review of student progress ● Changes to classroom programmes based on new knowledge
Teacher Professional Development: <ul style="list-style-type: none"> ● Deliver targeted Professional Development through teacher led and Massey University workshops ● Kaiako (teachers) to enact new pedagogies within their teaching programme 	Assistant Principal Massey University Kaiako	80 Hours of Ministry of Education Professional Development Funding	On-going	<ul style="list-style-type: none"> ● End of term inquiry updates and sharing ● Staff discussions and feedback ● Data tracking (HERO goals, assessment tools) ● Staff feedback and discussions
Leadership Professional Development - based on Russell Bishop's work Leading to the North East. This focuses on ensuring the fidelity of Relationship-based Learning. Provider: Evaluation Associates.	Senior Leadership Team Leaders 2IC Cultural Leaders	\$8000	On-going	<ul style="list-style-type: none"> ● Leaders will be supporting Kaiako with culturally responsive practices



Strategic Goal 2b

Ako - Respect for Learning - By growing our responsive teaching practices and strong educational pathways we will empower success for all.

Goal

1. Improve School Wide Achievement in Mathematics

What do we expect to see by the end of the year?

In Mathematics, the cohorts' percentage of tamariki achieving At or Above expectation will be

Year 4 = 90%
Year 8 = 85%

In Mathematics, the percentage of Māori Learners achieving At or Above expectation will be within 5% of the whole school achievement percentage.

Baseline Achievement Data From End of 2023
Mathematics

Mathematics	Percentage of Tamariki Achieving At or Above Expectation
Whole School Achievement	91%
Year 4	81%
Year 8	76%
Māori Learners	83%

Actions	Who is Responsible	Resources Required	Timeframe	How will you measure success?
Consult with our Māori Whānau to: <ul style="list-style-type: none"> ● Make connections with their whānau and tamariki ● Learn about their aspirations ● Seek feedback on our current learning programmes and suggestions for how to meet the needs of their tamariki ● Investigate how whānau can further support their tamariki 	Kaiako (Teachers) Whānau		On-going	<ul style="list-style-type: none"> ● Feedback from whānau
Establish what acceleration looks like in Maths at Whenuapai School: Math team to: <ul style="list-style-type: none"> ● Provide support and guidance to the teachers ● Find and promote tools we have that we can use to increase acceleration in Maths ● Work with Within School Lead teachers to ensure Assessment for Learning practices are embedded in the new PR1ME math programme. 	Deputy Principal Math Team Team leaders Digital Tech leader	PR1ME Math resources PR1ME Online tool.	Term 1 & 2	<ul style="list-style-type: none"> ● Target controlled groups - Year 4 and 8 ● HERO data tracking
Conduct an inquiry into Year 4 and Year 8 using the Spiral of Inquiry. Math Team: <ul style="list-style-type: none"> ● Discover the cause of the achievement pattern coming into Year 4 ● Once the cause is identified, work with kaiako, tamariki and whānau to improve learning outcomes 	Deputy Principal Year 4 and 8 team AFL team	Spiral of Inquiry	All year	<ul style="list-style-type: none"> ● End of term inquiry updates and sharing ● Staff discussions and feedback ● Data tracking (HERO goals, assessment tools) ● Staff feedback and discussions
Leadership Professional Development - based on Russell Bishop's work Leading to the North East. This focuses on ensuring the fidelity of Relationship-based Learning. Provider: Evaluation Associates.	Senior Leadership Team Leaders 2IC Cultural Leaders	\$8000	On-going	<ul style="list-style-type: none"> ● Leaders will be supporting Kaiako with culturally responsive practices



Strategic Goal 3

Kotahitanga - Respect for Others - Creating a culture in which tamariki and our wider school community feel heard, valued and connected.

Goal

1. To provide students with further opportunities to develop learner / student agency

What do we expect to see by the end of the year?

1. Evidence of tamariki understanding and display learner agency within their school day.
2. A wide range of opportunities for tamariki to exhibit their learning and ability i.e term showcases.
3. Tamariki voice is promoted, listened to and actioned.

Actions	Who is Responsible	Resources Required	Timeframe	How will you measure success?
Senior Leadership (SLT) and Team Leaders to take part in leadership professional development. Focus on content and knowledge from Teaching and Leading to the North East - by Russell Bishop.	Senior Leadership Team leaders	\$6000	On-going	Observation of Teacher Practice <ul style="list-style-type: none">• Leaders able to support teachers to maintain fidelity within their classroom programmes• Teachers are able to form meaningful learning relationships with tamariki and whānau• Assessment for Learning practice embedded within the classroom programmes• Students are aware of their learning journey and current goals
Within School Lead Teachers to: <ul style="list-style-type: none">• Refine and to continue to develop collegiality between our kura and local schools to further our understanding of the Student Agency Progressions• Monitor teachers' use of Assessment for Learning practices• Continue to refine assessment practices to ensure fidelity of assessment data	Senior Leadership Within School Lead Teachers	Release time to attend Kahui Ako meetings	On-going	<ul style="list-style-type: none">• Increase in the student usage of HERO learning goals within their books, and digital platforms• Increase in our students' ability to discuss and share their learning and learning journey• Feedback from the Education Review Office

<ul style="list-style-type: none"> Review teachers' understanding of the Student Agency Progression - provide support and guidance as required 				
<p>Teachers, Team Leaders and Senior Leadership to design opportunities for tamariki to display their learning and knowledge:</p> <ul style="list-style-type: none"> Term 1: Schoolwide Market Term 2: School Production Term 3 To be decided Term 4 To be decided 	<p>Senior Leadership Team Leaders Teachers Tamariki</p>		<p>On-going</p>	<ul style="list-style-type: none"> A range of opportunities for tamariki to share, display and discuss their learning
<p>Gather feedback from whānau during parent interviews/ conferences on their perspective of:</p> <ul style="list-style-type: none"> Learner Agency Their tamariki engagement with and ownership of their learning <p>Gather feedback from Year 5 to 8 tamariki at the end of Term 2 and 4 on:</p> <ul style="list-style-type: none"> Learner Agency Their tamariki engagement with and ownership of their learning 	<p>Senior Leadership Teacher Whānau Tamariki</p>		<p>Term 2</p>	<ul style="list-style-type: none"> Collated evidence from whānau and tamariki for Within School Lead Teachers to use to support Kaiako



Strategic Goal 4

Mana - Respect for Self - Continue to grow a school that is responsive and welcoming to all, embracing and respecting all cultures, ethnicities, and individualities.

Goal

Continue to strengthen consistent Positive Behaviour for Learning practices across both campuses.

What do we expect to see by the end of the year?

1. School Mission Statement being enacted as intended consistently across both campuses
2. Reduction in student behaviour incidences
3. Tamariki (children) and whānau (families) are comfortable within the school setting

Actions	Who is Responsible	Resources Required	Timeframe	How will you measure success?
Carry on from 2023. PB4L Team: <ul style="list-style-type: none"> • Re-establish PB4L Team with representatives from across the year levels • Regular team meetings for systematic tracking, monitoring and analysis of PB4L incidents and patterns through HERO • Review and strengthen PB4L responses and management to mitigate incidents schoolwide • Support staff to embed PB4L practices schoolwide to ensure consistency of approach across both campuses and to sustain Tier 1 processes through schoolwide integration of the programme and values and ongoing professional learning • Link our learner capabilities directly to our school values and explicitly teach in dedicated lessons each week • Provide ongoing Professional Development to all staff 	PB4L Leader	\$2000	Team established during term 1. Review of data and support to students and staff - ongoing	<ul style="list-style-type: none"> • PB4L model is implemented schoolwide • Tamariki understand and respond positively to the Restorative Practice framework • Decrease in PB4L incidents • Positive effect on student wellbeing and resilience • Tamariki, Teachers and Teaching Assistants are well supported and have increased capability • Tamariki can discuss differences that arise and negotiate solutions • Increase in family, whānau and student confidence in 'The Whenuapai Way'

<p>Embracing our School Culture:</p> <ul style="list-style-type: none"> ● Organise events to allow tamariki and their whānau to celebrate their culture within the school and learning context ● Provide opportunities for students to include their culture within the everyday classroom. Integrate diverse perspectives into the curriculum and classroom activities ● Strengthen our inclusive classrooms by <ul style="list-style-type: none"> ○ Using culturally responsive teaching practices that acknowledge and value diverse backgrounds ○ Differentiate instruction to meet the needs of all learners ○ Foster a safe and supportive classroom environment where everyone feels valued ○ Teachers reflecting on your own biases and assumptions 	<p>Senior Leadership Teachers</p>		<p>On-going</p>	<ul style="list-style-type: none"> ● Culture events or celebrations held ● Inclusive practices observed in the classrooms during teacher curriculum observations
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