



## **Annual Report for the Year Ended 31 December 2017**

Dear Parents/Caregivers

This report is an analysis of our strategic planning in 2017. It focuses on how we went against the targets and actions that we set. It also includes considerations that are fed into the development of the 2018 Charter, Strategic and Annual plan.

The success of our school is determined by a number of factors, one of these is our strategic thinking and goal setting. These drive the key developments across all areas of our school. From this point our school continues to develop and revise key systems and expectations around teaching and learning that give priority to the progress and achievement of all our students.

Our **Strategic Aims for 2017:**

1. **Teaching and Learning:** *To develop collaborative and professional teaching practices across the school that provide a foundation for the delivery of an enriching, connected and blended curriculum.*
2. **Multicultural Appreciation and Understanding:** *Through a strongly connected vision and values enact our commitment to Te Tiriti o Waitangi by ensuring our curriculum enables full participation of all learners, protects cultural heritage and values and partners with whānau Maori so their tamariki realise success as Maori.*
3. **Learning Environments & Resourcing:** *To provide quality, future focussed facilities and environmental opportunities that enhance teaching and learning in a safe, secure and innovative learning environment.*

The school puts in place an associated Annual Plan for each strategic goal that identifies how our school will work towards achieving those goals. Creating the right conditions for the progress and achievement of all students means that we are frequently reflecting and responding to the needs of our students. This reflects the dynamic nature of what makes a school, a school.

The leadership of the school then pulls this ongoing change and progression together in a summary statement at certain points across the year to give the Board an ongoing reflection on how these goals are being worked out.

The summary of our actions and how we progressed towards our goals and targets for 2017 is provided below.

## 2017 Analysis of Variance - Section 1 - Annual Plan

### Strategic Aim 1: Teaching and Learning:

*To develop collaborative and professional teaching practices across the school that provide a foundation for the delivery of an enriching, connected and blended curriculum*

| What?<br>(proposed action)   | How?<br>(resources)   | When?<br>(timeline) | So what will we expect? (proposed outcome)<br><br>Progress to May Progress to November Where to next?   |
|--|---|---------------------|---|
| Consolidate understanding and use of Waipahihi Curriculum Framework in key foundation learning areas of maths and literacy | Redraft key literacy & numeracy indicators in overview format           | Early T1            | <p>Improved consistency of expectation and moderation of progress and achievement</p> <p>Numeracy Framework reviewed and now on the school google site.</p> <p>Reading and Writing Frameworks also on the site.</p> <p>Staff workshops run over Term 1 x3 to clarify expectations around numeracy and Literacy indicators. Time allocated for conversations at a whole staff, team and pair levels.</p> <p>Resources and experiences shared and established a shared area for further staff development - looking at existing expertise within our school.</p> <p>Two Math Leader workshops attended in Hamilton.</p> <p>Frameworks used in conjunction with use of Seesaw during staff workshops. Curriculum Leaders gain access and visibility into all seesaw accounts across the school to find examples of high quality contextual learning.</p> <p>Big Picture planning as a whole staff in Term 4 'Making Connections to Launch our Logo'. This was to revisit the curriculum frameworks, SOLO taxonomy, Learning Pit and our developing Maori Framework. The idea was to work with a broad, common context to align teams across the school while still allowing flexibility to enjoy our NZ Curriculum.</p> <p>Continue into 2018 with whole staff big picture planning.</p> <p>Review and renew the Waipahihi writing exemplars, use this process as a platform for consolidation and alignment of our aspirations.</p> <p>Maths staff workshop focus termly to share expertise and keep alignment.</p> <p>Add essence statements to Seesaw as 'skills' for children and teachers to tag posts. Keeping each post linked directly to our unique Waipahihi Curriculum.</p> <p>Consider extending our school branding into the essence statement (learning areas)</p> |
| Focus on the principles behind the practice of authentic digital fluency.  | UTB contract<br>Initial school investment of 15k<br>MOE PLD proposal T1 | T1-4                | <p>Develop the understanding, collaboration and curiosity around a rich curriculum context that will improve, not only teacher awareness and student engagement, but overall student outcomes.</p> <p>UTB facilitator worked with each team and developed goals across a 12 week plan. School has MOE funding for this project to continue. Mark scheduled to return at various stages throughout the year working with staff and students.</p> <p>After UTB consultant had left teams continued with our Curiosity work. Throughout the school children and teachers are talking and being curious. UTB consultant worked with teaching teams and children to support next step use of digital learning. Teaching teams shared team wide coding, apps, google classroom.</p> <p>UTB consultant to work with all of the teams during TOD next February 2018. Utilise our own staff expertise,</p>   |

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|  |  |                               | re-ignite the concept of teachers opting into workshops to meet self identified needs; and regularly showcase what is happening in classrooms.   |
| Develop teacher and student understanding of SOLO Thinking framework | TOD 2k<br>Team investment later in the year? | Whole year                    | <p>Better understanding of thinking level of task intention and actual task application.</p> <p>Whole staff PD with SOLO consultant developing teacher understanding and practice around use of SOLO in classrooms as part of everyday practise to improve student agency.</p> <p>Representative from the leadership teach attended SOLO facilitator workshop in Queenstown.</p> <p>Some conversations during Staff workshops. Highlighted through lifting the quality of Seesaw posts. Common use of language used across classrooms.</p> <p>SOLO learning consultant invited to another TOD in 2018 to refresh and inspire our future work with SOLO. Teachers reflect on own practice using SOLO, use this for setting a goal within Interlead. Set aside workshop time/walk through time to share SOLO development in classes.</p>   |
| Leadership Practice to support professional teacher practice         | Interlead - 10k                              | 4 leadership sessions + 1 TOD | <p>Increasing ability of honest conversations to support improved practices across all teaching and leadership teams.</p> <p>Interlead consultant PD day focusing on honest conversations and receiving feedback for whole leadership team.</p> <p>Energise Conference 2017 in Queenstown attended by whole leadership team. Networking and connections made, discussion and reflection on current issues and initiative, models used to prioritise actions on return.</p> <p>Mentor support workshops with Team Leaders</p> <p>Maths Leadership Termly Conference attended collaboratively by a Curriculum Leader to build networks, and keep us current in curriculum thinking.</p> <p>Weekly staff workshops run by various people from leadership.</p> <p>Interlead Consultant professional learning days with Leadership Team.</p> <p>DP modelled the process of appraisal and different types of feedback. This was followed by team appraisals of colleagues as suggested and discussed around the leadership table.</p> <p>Weekly Leadership team meetings - ongoing.</p> <p>Interlead consultant to work with each of the teams during TOD February 2018 and ongoing with the whole staff.</p> <p>Continue on our appraisal journey with self set goals from open honest conversations.</p> |
| Interlead Journaling tool  | Interlead - \$60 per user                    | Whole year                    | <p>Example of professional habit of reflection based on teacher practice improvement.</p> <p>Interlead Consultant ran a full day PD for the wider staff. This was focussed on gathering unbiased feedback from students and responding to it. Dates set for all teachers to complete by Term 1 week 8.</p> <p>All staff encouraged to share journals for professional reflection and discussion.</p> <p>Team leaders encouraging sharing, appraising, and regularity of journal entries.</p> <p>Student Voice was taken across the school. The next step is to make this easier for the students to understand, and working on quality questions that provide direction for teaching staff change.</p>   |

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|  |  |            | <p>Interlead was used as the basis of School Appraisals. Teams gave feedback to each other around the Key Competencies. From this information teachers selected their own goal which they shared at team level through an action plan. On going Teams are supporting each other with their goals.</p> <p>Teachers continue journaling, goal setting and actioning the goals using the 'Six Stories to Plan their Appraisal Conversations'.</p> <p>Tony Burkin including specific training around new tools on interlead.</p>   |
| LMS tool change to support better alignment and tracking of student information, data and relevant interventions / learning support  | Budget for SMS change (7k)   | T2-4       | <p>More user friendly tool for teachers and leaders to assimilate and utilise relevant data and associated trends.</p> <p>Linc-Ed introduced. Staff workshops to assist with the easy transition of this. Positive staff response to the ease of finding and managing student data.</p> <p>Staff development around using this tool as part of our reporting to parents process. Linc-Ed is an effective tool for collecting all pastoral care and learning support information for children. The visual aspect of this tool i.e. the photos of children will be a big factor in grouping classes for next year.</p> <p>Ongoing professional development to better utilise this tool. Grouping of children, tracking, etc.</p>                                     |
| Learning Support Assistants prioritised across all learning teams  | 2016 structure review<br>In class Support<br>Staff budget increased                | Whole year | <p>Increased support for teaching teams to prioritise extra support within classroom programmes for priority and at risk learners.</p> <p>Senior Team; 2 Teaching assistants monitoring safe reintegration into school - government funded for this term. 1 ORS funded teaching assistant in Room 5&amp;6.</p> <p>Each teaching team supported with Learning Assistant support who have helped transition for learners into new spaces and teams across the school.</p> <p>Support for teaching teams continued. These highly valued team members make it possible for us to better support children with behavioural/emotional/learning needs.</p> <p>Set aside professional development for our support staff (AP?), goal setting and reflections revisited.</p> |
| Learners at risk in Year 4 in writing and maths will be supported through specific acts of teaching and learning support will make accelerated progress to be <i>at</i> or <i>above</i> the National Standard and school expectation by the end of 2017. | Leadership and Senior Teaching teams<br>Teaching Assistants and specialist support | Whole year | <p>Improved progress and achievement of Year 4 students</p> <p>Specific PD for Middle School staff in regards to dyslexia and other learning needs, specifically Lexia and Mini-Lit, with strategies to support the whole class.</p> <p>Lexia and Mini-Lit programs have shown successful acceleration of learning for many of these at risk learners. RTLB support has been utilised. RTLB have assessed at risk students and have carried out PD with middle school teachers.</p> <p>RTLB will continue to work with these teachers and students in middle school. This group will need to continue to be monitored. RTLB may be utilised for TA development.</p>  |

## Strategic Aim 2: Multicultural Appreciation and Understanding:

*Through a strongly connected vision and values enact our commitment to Te Tiriti o Waitangi by ensuring our curriculum enables full participation of all learners, protects cultural heritage and values and partners with whānau Maori so their tamariki realise success as Maori.*

| What?<br>(proposed action)  | How?<br>(resources)                             | When?<br>(timeline) | So what will we expect? (proposed outcome)<br><b>Progress to May</b> <b>Progress to November</b> <b>Where to next?</b>   |
|---|---|---------------------|--|
| Complete development and implementation of school logo, vision wording and associated 'back story'            | Staff<br>School Vision Matters<br>Board Members | T1-2                | Authentic connection to our place - both metaphorically and physically - for staff, learners and community<br><b>Continued consultation around wording and visual representation.</b><br><a href="#">Logo and Vision</a><br><b>Leadership liaising with School Branding Matters.</b><br><b>Logo decided, printed and launched through contextual learning in Term 4. A sense of excitement from the students is developing and a real sense of ownership over the logo and catchphrase. This has been tied in with the first level of the Waipahihi Maori Curriculum.</b><br><b>Next year we move forward to level 2 of the Waipahihi Maori Curriculum.</b>  |
| Develop a better understanding of family hapu connections and how that could enhance the korero of our school | Board members<br>Whanau engagement              | Whole year          | Strengthen the whakapapa understanding of all our stakeholders around the story of our school and therefore sense of place and our place in it.<br><br><b>Curriculum Leaders are looking at rebranding Whanau Hui as Waipahihi Connections and making it more engaging for a wider range of community to be involved.</b><br><br><b>We now have a tradition of Whakatau Assembly to welcome and meet all new whanau. We have a dedicated group of students who lead this process.</b><br><br><b>Continue to develop/rebrand Whanau Hui to make it accessible to all whanau.</b><br><br><b>Senior children to maintain the high level of performance at Whakatau Assemblies, guiding the next year's seniors to eventually take over.</b> |
| Develop library area as community hub / whare   | Staff<br>Community                              | Whole year          | Strengthen connection between school environment and whanau. <b>Use Library as a physical place for 'Waipahihi Connections'.</b><br><br>Increased feeling of pride and ownership of place.<br><br><b>FOS are providing funding to allow individual employment to support the relaunch of the Library. Staff will also be involved in this process.</b><br><br><b>Set up tea and coffee making facilities in this area, open invitation for families to use this space. Continue to support and provide space for the rarangi group within the library, hope to encourage others within the community to gather here.</b>   |
| Investigate Tataiako (cultural responsibilities for teachers).  | Curriculum Leaders                              | Whole year          | Increased understanding of cultural perspectives that are represented by our learning community.<br><br>Teaching and Learning programmes more reflective of the different needs identified and how to cater for them.<br><br>Develop further understanding of the diverse range of needs of our learners and appropriate actions taken in  |

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|  |   |            | <p>planning and delivery of our classroom programmes.</p> <p>To be actioned.</p> <p>Maori Curriculum Framework is in the process of being developed, consultation with Whanau Hui and staff have begun. Our logo, the story behind it, our environment and the story of Tia is an integral starting point for this framework. Development of a Waipahihi school karakia is in the pipelines.</p> <p>Continue with our learning and development of Maori Curriculum Framework. Consult further with community to develop our own school waiata, haka and karakia.</p>   |
| Support purpose of Kids Greening Taupo and Enviro Schools initiative | Curriculum Leaders  | Whole year | <p>Strengthen understanding across the school environmental awareness</p> <p>Enviro coordinator met with the Enviro teachers group. Thea currently spending 1 hour per week developing leadership and involvement with two different groups of children.</p> <p>Teacher liaising with Enviro schools coordinator. Looking at ways to highlight issues around rubbish and establish sustainable practices.</p> <p>Whole school involved in the upcoming Global Outdoor Education Day on May 18.</p> <p>Thea continues to work with groups of children weekly. Many teams are embarking on a 'bush school' journey, increasing connection with our local environment.</p> <p>Community KGT evening at the Great Lake Centre in November looking at projects up to date and future plans.</p> <p>Adopted Kiwi at Wairakei golf course that a group has been involved in these initial stages with Beth Wills.</p> <p>Continue with Kids Greening Taupo. Thea working alongside student leaders to lead initiatives. Work towards school wide support of Waipahihi Gully rejuvenation, making sustainable connections. Continue our involvement with Tia the kiwi.</p> |
| Support and encourage Kapa Haka groups across the school             | Curriculum Leaders<br>Specialist support<br>Classroom teachers<br>Leadership Team | T2-3?      | <p>Build on previous success and understanding of this cultural element across the school</p> <p>Staff PD around specific waiata and actions. Kapahaka integrated into classrooms. Each team will have a representative roopu at the Tuwharetoa Festival (in response to community feedback).</p> <p>Successful participation at the festival. After the festival children continuing to choose kapahaka learning through play based approaches. A successful flash mob posted on Facebook to wide appreciation.</p> <p>To continue 2018 with each team representing Waipahihi at the Tuwharetoa festival.</p>   |

### Strategic Aim 3: Learning Environments & Resourcing:

*To provide quality, future focussed facilities and environmental opportunities that enhance teaching and learning in a safe, secure and innovative learning environment.*

| What?<br>(proposed action)   | How?<br>(resources)            | When?<br>(timeline) | So what will we expect? (proposed outcome)<br><b>Progress to May</b> <b>Progress to November</b> <b>Where to next?</b>  |
|--|--------------------------------|---------------------|---|
| Align school budget with school strategic aims and associated annual plan from previous year AoV | Budget allocated appropriately | T1                  | Teaching Teams and school budget initiatives supported across the school.<br><br><b>Ongoing.</b>  |
| Implement 10YPP  | 5YP - Opus                     | T1                  | Health & Safety(electrical) and Essential Infrastructure (roofing) projects completed<br><br><b>Completed</b>   |
| Implement Special Needs development  | MOE & Opus                     | T1/2                | Quiet area developed to support space for specialist learning needs.<br><br>Improved toilet facilities provided.<br><br><b>Completed</b>  |
| Implement 5YA major focus on Block A redevelopment   | 5YP - Opus                     | T4                  | Building space reallocated and redeveloped to prioritise teaching and learning needs for the school.<br><br><b>Consultant masterclass day for Junior and Senior teams around pedagogy in flexible teaching spaces.</b><br><br><b>Senior Team met with designer and Opus to discuss purpose of spaces and possible upgrades in Block A.</b><br><br><b>Block A (R1-4) completed in Term 1 2017</b>  |
| Develop Library - learning hub - plan  |                                |                     | Library and community space better utilised.<br><b>Relaunched with staff workshops, culling old stock and employment of support to help with this.</b><br><b>Library refreshed, new stock purchased, old stock culled, shelving made more accessible and inviting to children.</b><br><b>Future plans include refurbishing Multi purpose room to be a central library/hub.</b><br><br><b>All staff were involved in a culling of old stock. Support teachers have worked to make the library environment more appealing while we wait to transition the library to a different space. Ironkids funding next year will go towards a revamp of the old Multi Purpose Room.</b><br><br><b>Library moved to Multipurpose space to free up space for Waipahihi Kindergarten redevelopment and, once completed, teaching space for another Senior School Hub.</b><br><br><b>Individual employed 0.1 as library support.</b> |

## **Kiwisport Funding 2017**

Kiwisport is a Government funding initiative to support students' participation in organised sport. In 2017, the school received a Kiwisport funding total of \$6,609 (excluding GST). The funding was spent on supporting, in partnership with the council, the professionally instructed swimming programme and supporting the Sports Waikato sports coordinators role who coordinates a range of coaches to come into school and provide kiwisport taster and skill activities. Both of these initiatives support the development of movement, skill development and body awareness.

Therefore, it is clear that the Kiwisport funding has enabled Waipahihi students to better participate and engage in sporting opportunities that lead to the foundational development of sporting skills and positive attitudes for life.

### **Summary**

Thank you to the Board of Trustees for their dedication, energy and support. Their vision and partnership is crucial to the successful running of the school. We also want to acknowledge the strength and health of our community; that is our staff, parents and students.

Waipahihi School is an engaging and flourishing school. Our priority is to give every one of our children the best possible foundation to succeed personally in life. As a school we continually reflect on our practice looking for areas to refine. Whether it is in the way we structure our teaching teams and environments, or how we utilise the resources - physically and financially, we are serious about providing an enriching future focused learning platform that empowers every student and teacher to achieve their best.

We are excited about our achievements so far and what is planned for 2018.

Again, thank you to all our families and the wider community for your ongoing support. Waipahihi School is a special place.

Yours sincerely,

**Grant Gaston**  
Chairperson  
Waipahihi School

**Tim Lovelock**  
Principal  
Waipahihi School