

2019 Annual Plan

Strategic Aim 1: Teaching and Learning: 2019

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

Goal	Expected Outcomes	What happened and why?	Evaluation - Where to next?
Develop student achievement targets at team level for key learning needs as identified through 2018 data analysis.	Focused teaching and learning programmes at team level will support learning needs and achievement expectations across the different levels.	Team level Student Achievement Targets and Plan Teaching teams owning their own data	
Develop PB4L to support behavioural expectations across the school.	Analysing and using Linc-Ed data through a PB4L lens to support behavioural expectations across the school. Use TBC (Trigger, Behaviour, Consequence) notations in Linc-Ed to simplify the reporting of behaviour incidents. Development of a shared culture, language and expectations to support positive behaviour for learning	Lead team is made up of representatives from the teaching staff, support staff, BOT and RTLB. Met every two weeks. CORE values developed following previous community survey and consultation. Staff workshop to review the way pastoral notes had been recorded. Examples given. Identified Minor/Major behaviors. Tweaked tags and labels on pastoral care and clarified with staff how they are used. Collective construction of behaviour expectations across specific areas of the the school against developing CORE Values. Lead team reps attended local cluster PB4L Hui. Focus areas chosen from CORE rubric alongside behaviour data from Linc-Ed. Rewards/consequences and learning opportunities planned as a lead team then as a whole staff during workshops. Whole school incentives programme developed over Term 4 with 'Gotcha' awards targeting specific playground behaviour. Whole school rewards in the form of whole school 'parties' took place twice to celebrate collective success in acting and speaking respectfully in the playground. CORE assemblies started as a fortnightly routine to	Link teachers and lead team tweaked for 2020 to share roles and responsibilities. Continued communication and guidance with Brenda - MOE PB4L liaise person. Members from the lead team to attend Teir 1 training day in Term 1 CORE assemblies to take place every second week. Data analysis to continue on a more regular basis at a lead team level. Whole school incentive 'Gotcha' system to run for Being an Upstander in Term 1. Classroom based incentives to run as a mini 'Gotcha' system. Use CORE assemblies to highlight and share success collectively. Specific teaching and learning resources for replacement behaviours shared across the school. Shared language and approach Response to major behaviours developed

		<p>align messages, celebrate success and consolidate learning focus i.e. speaking respectfully.</p> <p>MOE liaise person visited to evaluate progress of PB4L programme. Looked at and compared baseline data to Term 4 data (Linc-Ed)</p> <p>Gathered student voice (PMI charts) about whole school incentive 'Gotcha' system and reward parties.</p> <p>Lead team reflections, planning for 2020. Classroom incentive programmes to be rolled out Term 1 2020 with alignment to 'Gotcha' playground system.</p> <p>Session led by PB4L lead team to prep teaching staff for 2020 start point referring to CORE rubric.</p>	Possible TOD workshop planned for Term 1
Develop deeper understanding of the six main collaborative teaching strategies	Teachers choosing and initiating the best teaching practices for purpose. Building our ability to identify best fit practise.	<p>Added professional readings and discussion to whole team and teaching team agendas, especially during the initial stages of the year.</p> <p>Added professional reading and conversation to staff workshop especially during the initial stages of the year</p> <p>Whole school forward planning and backmapping Term 3 and 4</p>	<p>Continue to deepen our understanding of collaborative teaching strategies during staff workshops, professional reading</p> <p>Whole school forward planning and backmapping process</p>
Continue the development of authentic integration of digital tools within the learning programmes.	<p>Students can use Seesaw as a quality reflective learning tool that helps inform their next learning step.</p> <p>Students will decide when to use specific digital technologies to achieve a desired outcome. Students can articulate why the tools they are using will provide their desired outcome.</p>	<p>Seesaw discussed with parents during connection meetings with parents at the beginning and end of the year.</p> <p>Staff workshops run by the UTB (Using Technology Better) team.</p> <p>Modelled lessons with children, facilitated by UTB staff. Some of these lessons were to upskill on tools to remove barriers to writing, add quality to seesaw posting, be exposed to new technology and apps.</p> <p>Seesaw snippets during wholestaff fortnightly workshops. Identifying quality seesaw posts.</p>	<p>Continued support for children, teachers and support staff via hours with UTB in 2020.</p> <p>Continuation of seesaw snippets during staff workshops</p>

<p>Upskilling the whole staff in monitoring and providing evidence using learning support in Linc-Ed</p>	<p><i>The whole staff will be able to use linc-ed to access relevant information about the progress and achievement of all students</i></p> <p>Objective data to help communicate Waipahihi's progress to our community including teachers, management, board and parents.</p>	<p>Data entry expectations clearly set out. Teams moderated data points entered.</p> <p>Data used for:</p> <ul style="list-style-type: none"> • reporting achievement to parents • exported and graphed for team analysis and board report presentation 	<p>Transition to HERO - Term 2 2020</p> <p>Use of data to further inform direction of PB4L</p> <p>Continued review of tagging</p>

Strategic Aim 2: Multicultural Appreciation and Understanding: 2019

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.

Goal	Expected Outcomes	What happened and why?	Evaluation - Where to next?
To establish greater connections with Tuwharetoa and Waipahihi Marae.	Further strengthen the cultural connection and understanding of our learners with the Maori language and culture, while working alongside Cultural Competency/PB4L team.	Continued efforts being made via whanau connections, board members and Kahui Ako liaison. In 2020 this includes key members of staff being involved in iwi run 'deepening local understanding' and culturally responsive practice with Kahui Ako across school leaders, in school leaders and whanau connection road trips/workshops.	
Specialist kapahaka roopu to be developed, to extend skills and knowledge throughout the year (not just for the festival). This roopu will host whakatau assemblies and other special occasions.	An avenue for children to excel within Maori culture, tuakana teina learning for sustainability in future years.	Our Whakatau Assembly strengthened. Whole community involvement-FOS Specialist Kapahaka Roopu perform, New family members plant a symbolic tree in He manu whenua followed by Kai in the Hauora Hub to connect and welcome new families. Farewell/Welcome assemblies for international students. Opportunity to showcase the unique culture of Waipahihi school. Specialist Kapa Haka roopu perform	Continue to place importance on officially welcoming new families, special guests and international students with a Whakatau Assembly.
Further develop the positive culture of our school with support of Cultural Competencies and PB4L	Create general expectations of CORE values that are aligned with cultural competency expectations	Collective construction of behaviour expectations across specific areas of the school against developing CORE Values. Alignment of our Waipahihi Vision circles with the Tātaiako Cultural Competencies for Teachers of Māori Learners. Wānanga, Whanaungatanga, Manaakitanga, Tangata Whenuatanga, Ako Senior Leadership Team attended a Springboard Trust Cultural competencies one day senior	Work with our community to establish Maori translation for CORE values. Within school leaders x2 employed to work alongside across school leaders in the COL and SLT.
Align understanding of wellbeing in school context alongside Tuwharetoa context	Cultural understanding of wellbeing supported with culturally supportive practice.	Development of Cultural competencies rubric and integration across learning programmes being led by with Kahui Ako in school leaders in 2020	

Strategic Aim 3: Learning Environments: 2019

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

Goal	Expected Outcomes	What happened and why?	Evaluation - Where to next?
School budget prioritised alongside school strategic aims and associated annual plan from previous year AoV	School resource targeted to identified areas of need.	Reviewed each alongside each quarterly Operational Grant drop to ensure resources going to identified areas of need.	2020 budget aligned along revised strategic aims and key development areas as identified through achievement target analysis and learning priorities.
Continue to implement financial management plan with support from Education Services Limited	Continue to meet financial targets and strengthen the overall financial position of the school.	Quarterly review meetings with ESL. Close communication and understanding prioritised.	
Support purpose of Kids Greening Taupo and Enviro Schools initiative alongside the rejuvenation of our local gully area.	Mapping the local gully. Propagation Lead group of teachers and children to continue working closely with KGT and Enviro schools. Continue planting in He Manu Whenua as part of the Whakataua.	Completed last year of 5 year KGT project. KGT ranger group engaged in projects. Bush School across all teams on a regular basis.	EEC working with a more sustainable leadership model - Link Teachers
Proactive maintenance to minimise issues around school property and infrastructure	School buildings and grounds maintained as well as possible.	Proposal for new locks on doors put through BOT. Whenua 2 Project plan for 2020 action. Pool Working Bee gardens and seats.	Lock project in place for T2 2020 Whenua 2 project in place for T3/4 2020 Ironkidz funding for pool improvement 2020 Working bees as needed
Hauora Hub resourced with furniture layout and programme availability	Facility provided to support student life skills and wellbeing programmes and community group initiatives.	Furniture sourced and put in.	Learning support coordinators building works to take place.