

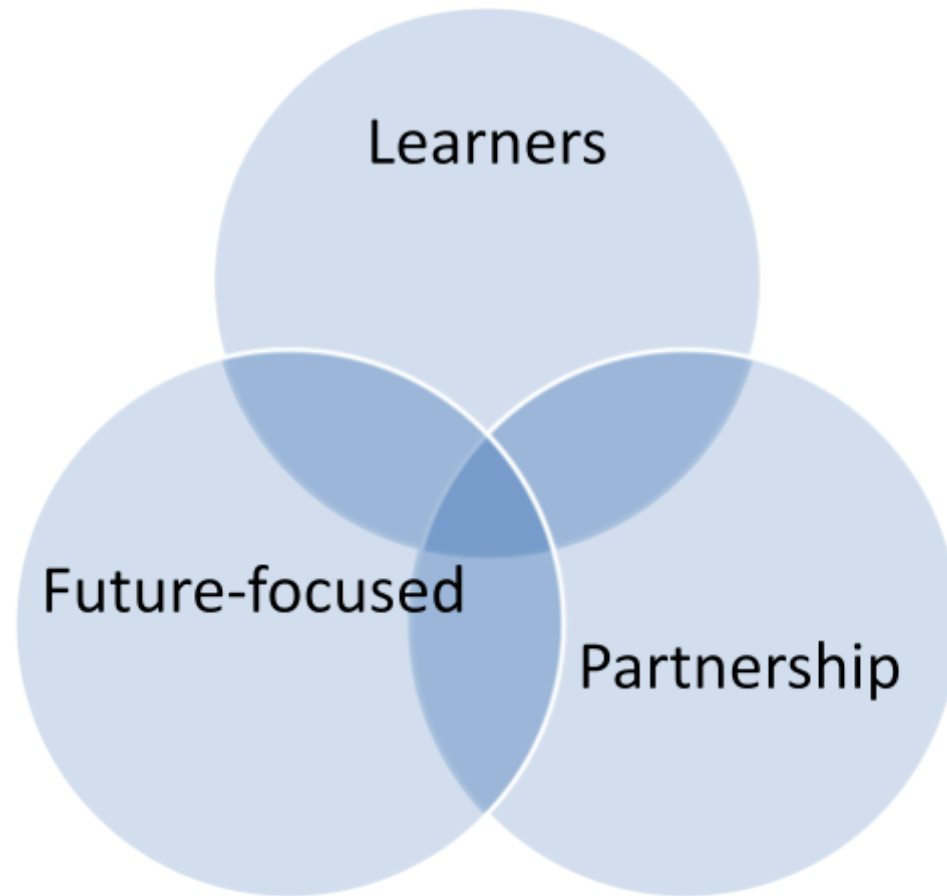
Weedons School Strategic Plan 2020 – 2023

To grow our learners to become confident, caring and contributing citizens

Supported by 3 Pillars

<u>Learners</u>	<u>Partnerships</u>	<u>Future Focus</u>
<ul style="list-style-type: none">● Well-being● Curriculum	<ul style="list-style-type: none">● Community● Cultural connections	<ul style="list-style-type: none">● Our planet/environment● Prepare our children for the future

**To grow our learners to become confident, caring and contributing citizens
all pillars
are interconnected**



Strategic Goal 1. 2020 - 2023

Learners	2020-2023	How
<p>1. Well-Being (Hauora): Positive well-being supports a healthy attitude towards learning.</p>	<p>To support students to:</p> <ul style="list-style-type: none"> ● develop healthy attitudes in all aspects of their lives ● be confident in, and understand, their own learning pathway ● display respect and empathy for others ● develop leadership skills 	<p>Provide health programmes and appropriate support to promote well-being. Provide tools and strategies to encourage student responsibility for own learning. Model and promote school values consistently. Celebrate success. Promote and educate students to develop a positive and healthy attitude to on-line social interactions. Support students to develop positive relationships within and beyond the school community. Seek support from outside agencies -RTL, ManaAke, Health Nurse. Provide tools, strategies and opportunities for children to develop leadership skills.</p>
<p>2. Curriculum: A broad and inclusive curriculum provides students with opportunity to develop essential skills for their future.</p>	<p>Ensure Weedons students show continual improvement in core curriculum areas</p>	<p>Analysis of achievement data in reading, writing and mathematics supports strategic planning for following year (December). Strengths and weaknesses of each level identified. Targets set for identified groups (February of each year). Analysis of variance identifies successes and next steps (December of each year).</p>
	<p>Provide a broad curriculum</p>	<p>Review curriculum areas to ensure current practice meets the needs of students now and in the future. Utilize teacher strength within and beyond the school. Seek guidance from outside agencies to support areas of learning Implement digital curriculum.</p>

	Ensure all students are given the opportunity to reach their potential.	Provide specialist programmes, equipment,resources, facilities and personnel to meet the learning needs of students with special needs. Set individual goals with parents and support agencies. Provide opportunities and extension programmes for Gifted students.
--	---	---

Strategic Goal 2. 2020-2023

Partnership:Partnerships enhance student learning	2020-2023	How
1. Community	Ensure positive relationships within the school community and beyond	Ensure a welcoming and supportive environment for whanau (past and present) and visitors. Encourage whanau to become active participants in their child's/children's learning. Ensure communication with whanau is timely and informative. Seek and respond to feed-back - Consult regularly with school community. Provide information for community to participate in policy reviews as per Schooldocs 3 year review cycle. Plan BOT succession and induction of new members. Seek support from experts within and beyond the school community.
	Liaise with and support the Friends of Weedons group	Board / Staff / Friends on-going consultation.
	Work collaboratively within Kahui Ako	Participate in regular Kahui Ako planning and initiatives to implement achievement challenges.
2. Cultural Connections	Promote and nurture the bi-cultural nature of Aotearoa and our local community.	Continue to develop understanding of cultural responsiveness within our community. Maintain a professional relationship with local iwi – attend hui yearly, marae visits for all students every alternate year. Consult with Maori whanau (annually). Ensure inclusion of Te reo , history,customs and traditions of our bi-cultural country in programmes.
	Foster understanding and respect for all cultures.	Acknowledge, learn and celebrate language, traditions and customs

of other cultures in our community.

Strategic Goal 3. 2020-2023

Future Focused	2020-2023	How
1. Our environment	Ensure our school environment is maintained to a high standard	10 year property plan. Maintenance plan. Systems and checks of playground equipment in place. 5YA projects completed as per plan.
	Ensure the safety of all by following safety policies and procedures	Health and Safety component at every staff meeting and BOT meeting. Health and Safety Policies reviewed as per School docs review schedule. Continue to inform community of health and safety procedures. Continue to work with Selwyn District council, N.Z. Police and MOE to ensure the safety of students leaving and arriving at school.
Our Planet	Encourage environmental sustainability practices within and beyond the school and promote understanding of the consequences of our actions	Environmental sustainability initiatives – to be identified year by year.
2. Prepare our children for the future	Equip our learners with skills, tools, technologies and the learning environment they will need to be successful in their ever-changing world	Keep up to date with technologies, providing devices to meet class needs – one device per student years 4-8. Provide resources and programmes that support 21 st century teaching and learning.
	Ensure staff are future-focused and have the opportunity to grow their understanding of <ul style="list-style-type: none"> ● the needs of learners in their ever changing world ● effective practice to meet these needs. 	Provide opportunity for staff to access P.D. to support school-wide initiatives and keep up to date with trends and effective practices. Provide opportunity for staff to collaborate with other schools. Provide staff with P.D. to meet personal professional needs.

Weedons School Annual Plan 2022

Strategic Goal 1 – Learners

	Action	Led by	Budget	Impact
<p>1.Well-being Positive well-being supports a healthy attitude towards learning.</p> <p>To support students to:</p> <ul style="list-style-type: none"> ● develop healthy attitudes in all aspects of their lives ● be confident in, and understand, their own learning pathway ● display respect and empathy for others ● develop leadership skills 	<p>Senior school will implement Te Whare Tapu Whā well-being model</p> <p>Senior school will trial three pilot lessons from the “Confident Kids” programme run by Safe NZ Empowerment Trust.</p> <p>Expected Outcomes: Senior students will understand the areas of well-being they require to maintain balance and a healthy lifestyle - wairua/spiritual wellbeing, taha hinengaro/mental and emotional wellbeing, taha tinana/physical wellbeing and taha whānau/family and social wellbeing.</p> <p>Teaching staff will participate in KIVA training on 30th January 2022.</p> <p>Teaching staff will implement KIVA programme across the year.</p>	<p>D.P</p> <p>Mgmt team WST</p>	<p>Funded by Maia Foundation plus \$1.00 per child per year.</p>	

	<p>Link ZOR to KIVA initiative, well-being model and school values</p> <p>Expected outcomes:</p> <p>Students will have a better understanding of what bullying is and how it affects their own and others well-being.</p> <p>Students will have developed strategies to support themselves and others when they are faced with situations that have a negative impact on well-being.</p> <p>Students will display more empathy for others.</p>			
	<p>Continue to work with Kahui Ako to implement achievement challenges - Timeframe - Across the year</p>	<p>Principal</p> <p>WST</p>	<p>.08 release for WST teacher</p>	
	<p>Cultural Responsiveness - continue provision of opportunities for Maori students to lead - cultural group, KapaHaka, House captains, Student council, sports leaders (on-going)</p>	<p>D.P.</p> <p>Year 7/8 teacher</p>		
<p>2. Curriculum - A broad and inclusive curriculum provides students with opportunity to develop essential skills for their future.</p> <p>Ensure Weedons students show continual improvement in core curriculum areas</p>	<p>Analyse achievement data in reading, writing and mathematics (December 2022)</p> <p>Strengths and weaknesses of each level identified</p> <p>Targets set for identified groups</p> <p>On-going monitoring of target groups</p>	<p>Management team</p>		

	Report to BOT on progress mid and end of year			
Provide a broad curriculum	Collaborative teaching across the school to best meet needs of all students Continue to develop seamless integration of the Digital Curriculum	Management team Led by staff (junior and senior school) who are undertaking P.D. in a graduate diploma in ICT in Education		
Ensure all students are given the opportunity to reach their potential.	Students individual needs will be assessed and IEP's renewed or put in place if applicable - IEP's twice yearly, transition IEP's - term 4 Impact of learning support programmes assessed and evaluated - Reported to BOT mid-year, end of year. Outside agencies will be consulted for support if needed.	Principal Management LSC	Fund .25 Reading Recovery teacher, .1 funded by school .15 funded by MOE .5 LSC	
	A budget will be set for teacher aide support.	BOT	TBC	

	Staff meetings to up-skill staff on specific learning needs – e.g. dyslexia, dyspraxia, autism - twice yearly.	LSC		
	Professional development for staff to support learning support programmes when appropriate		P.D budget across the school - \$3,500.00	
	Reading Recovery teacher employed Report to BOT (December)	Principal	.15 MOE funded .1 Staffing entitlement	
	Extra teacher employed to run digital and Science extension groups - Report to BOT mid and end of year	Principal	.1 Staffing entitlement	
	Provide junior staff with support, resources and P.D. to extend structured literacy approach to year 2 /3	Management WST	\$4,000.00 readers and accompanying resources P.D. budget \$3,500 across the whole school	

Strategic Goal 2 - Partnerships

Partnerships enhance student learning	Action	Led by	Budget	Impact
<p>1. Community - Ensure positive relationships within the school community and beyond</p>	<ul style="list-style-type: none"> - provide relevant information to whanau to support students' safe internet use both in and out of school - on-going - 2022 charter and strategic plan shared with the community (March). - regular and timely information shared on upcoming events - newsletters weekly - published on website, Facebook page and Seesaw 	<p>Principal - Newsletters Teachers - class events and student learning - during goal setting interviews and through Seesaw</p>		
	<p>Prepare, promote and participate in 150 year jubilee</p>	<p>Principal BOT Rep</p>	<p>TBC</p>	

	(postponed from 2021 labour week-end).	Jubilee Committee Staff		
BOT	<p>Ensure succession plan in place for future.</p> <p>Provide training for new BOT members.</p> <p>Continue to become familiar with NELP- National Education and Learning Priorities</p> <p>Review policies and procedures as per Schooldocs schedule and when need arises.</p> <p>Develop partnership with new principal- providing support to ensure a smooth transition</p>	<p>Board Principal</p> <p>Board D.P. Past principal</p>	<p>BOT P.D costs \$200.00</p> <p>Appraisal costs - TBC</p> <p>First-time principal conference costs - \$500.00</p>	
FOW's	<p>Principal to attend each FOW's meeting to support initiatives.</p> <p>Support FOW's committee to re-gnite the group after 2 difficult years where fund-raising opportunities declined.</p>	<p>Board Principal FOW chair</p>		
Contribute to development and implementation of Kahui Ako achievement challenges.	<p>Board to attend Kahui Ako/ board initiatives.</p> <p>Principal to attend all meetings and report to board, staff and community.</p> <p>Within School Teacher to work with Kahui Ako and staff to support achievement challenges.</p>	<p>Board Principal WST D.P's</p>	<p>\$1050.43 CoL funding – Pooled by CoL to cover admin costs</p> <p>.08 release for WST teacher - staffing entitlement</p>	
2. Cultural Connections	Staff and students to participate		MOE funded	

	<p>in the implementation of Kahui Ako cultural responsiveness goals established late 2020 by Kahui Ako.</p> <ul style="list-style-type: none"> ● Community Matariki celebration ● Development of Weedons cultural narrative ● Continued development of Te Reo within the staff 			
	<p>Seek to increase BOT understanding of cultural responsiveness and obligations of Treaty of Waitangi</p>	<p>Principal Board chair</p>	<p>Proposed Kahui Ako hui cancelled in 2022</p>	
	<p>Continue to develop student cultural group and seek opportunities for them to contribute across the school. Support cultural group to lead understanding and celebration of the different cultures within the community.</p>	<p>Cultural group Lead teacher</p>		
	<p>Participate in Kahui Ako led Matariki celebrations including Kapa Haka performance</p>	<p>Kapa Haka tutor Principal</p>	<p>\$3,700 Kapa Haka tutor fees</p>	

Strategic Goal 3 – Future Focus

	Action	Led by	Budget	
1. Our environment - Ensure our school environment is maintained to a high standard	Begin planning for future 5 YA projects - Room 4 upgrade, Te Wharenui upgrade	Principal	TBC when current project figures are available	
	Complete SIPs projects- (outdoor classroom) build Landscaping	BOT	\$23,000	
	Ensure maintenance on buildings and infrastructure is carried out on a regular basis and within legal timeframes	BOT		
Our planet - Encourage environmental sustainability practices within and beyond the school and promote understanding of the consequences of our actions	Include science programmes to support student understanding of the implications and benefits of Solar energy	Classroom teachers Enviro teacher		

<p>2. Prepare our children for the future - Equip our learners with skills, tools, technologies and the learning environment they will need to be successful in their ever-changing world</p>	<p>Continue to develop seamless integration of the Digital Curriculum</p>	<p>Principal IT Lead teacher Teachers who are developing knowledge in this area through P.D. in a graduate diploma in ICT in Education</p>	<p>Lease of new iPads to replace existing - \$9860 in total over next three years</p>	
<p>Ensure staff are future-focused and have the opportunity to grow their understanding of</p> <ul style="list-style-type: none"> ● the needs of learners in their ever changing world ● effective practice to meet these needs. 	<p>Ensure staff are involved in professional development to support Kahui Ako achievement challenges School-wide focus on Social Science -begin developing staff understandings of Aotearoa NZ histories</p>	<p>Staff</p>	<p>P.D budget \$3,500.00</p>	
	<p>Provide professional development opportunities for staff to increase and update their pedagogical knowledge and skill. Support junior school teachers in the development of their knowledge and implementation of structured literacy: provide funding for resources provide opportunity for P/D. and/or visits to schools</p>	<p>Principal</p>		
	<p>Review curriculum documents and practices as per schedule and as needs arise and co-construct changes to improve school-wide practice</p>	<p>Management Staff</p>		

--	--	--	--	--

Achievement aims and targets

Strategic Goal 1.2: Learning - Curriculum - Ensure Weedons students show continual improvement in core curriculum areas			
Annual Goal 1: To increase the number of students in year 6,7,8 reading at expectations.			
Baseline Data: At the end of 2021, we identified a group of year 6,7 and 8 students (10 in total - 8 boys, 2 girls, 3 Māori) who are working below expectations or we consider are at risk of falling below in reading.			
Annual Target 1: By the end of 2022 we want to shift the year 6,7,8 students that are currently below expectations or at risk of falling below "At" in reading, 2 e-asTTle sub-levels or more over the year.			
When	What	Who	Indicators of Progress
Term 1	Collect and analyse data	Classroom teachers	Barriers to learning will be identified
All terms	<p>Seven Plus and StepsWebs programmes implemented in all senior classes.</p> <p>Specific learning support programmes e.g. - Key into organisation, Agility with Sound implemented by T.A. for identified students according to needs.</p> <p>Reciprocal reading will be investigated as a possible approach.</p> <p>New resources purchased to support vocabulary development (identified during 2020 target) to be used syndicate wide</p>	<p>Classroom teachers</p> <p>LSC</p> <p>LSC</p>	Students will move through e-asTTle sub-levels confirmed by progress in running records and BURT

3 times a year	Collect student voice	Classroom teachers	Students can communicate their achievements, goals and strategies
----------------	-----------------------	--------------------	---

Annual Goal 2: To increase the number of year 6,7,8 students writing at expectations.

Baseline Data: At the end of 2021, we identified year 6,7 and 8 students (10 in total, 8 boys, 2 girls, 3 Māori) who are working below expectations or we consider are at risk of falling below in writing.

Annual Target 2: By the end of 2022 we want to shift the year 6,7,8 students that are currently below expectations or at risk of falling below "At" in writing, 2 e-asTTle sub-levels or more over the year.

When	What	Who	Indicators of Progress
Term 1 and term 3	Collect and analyse data - e asTTle	Classroom teachers	Barriers to learning will be identified
All terms	Teachers to moderate writing across the syndicate to ensure consistency. Continued emphasis on vocabulary development and accuracy of surface features through explicit teaching. Shared approach across rooms: use of exemplars, analysis of language features, planning, following the writing process. Ensure increased exposure to a range of genres as skills develop.	Classroom teachers	Students will move through e-asTTle sub-levels confirmed by writing samples in term 1(early) and term 4.
3 points during the year	Collect student voice	Classroom teachers	Students can communicate their achievements and goals including progress in surface features.