

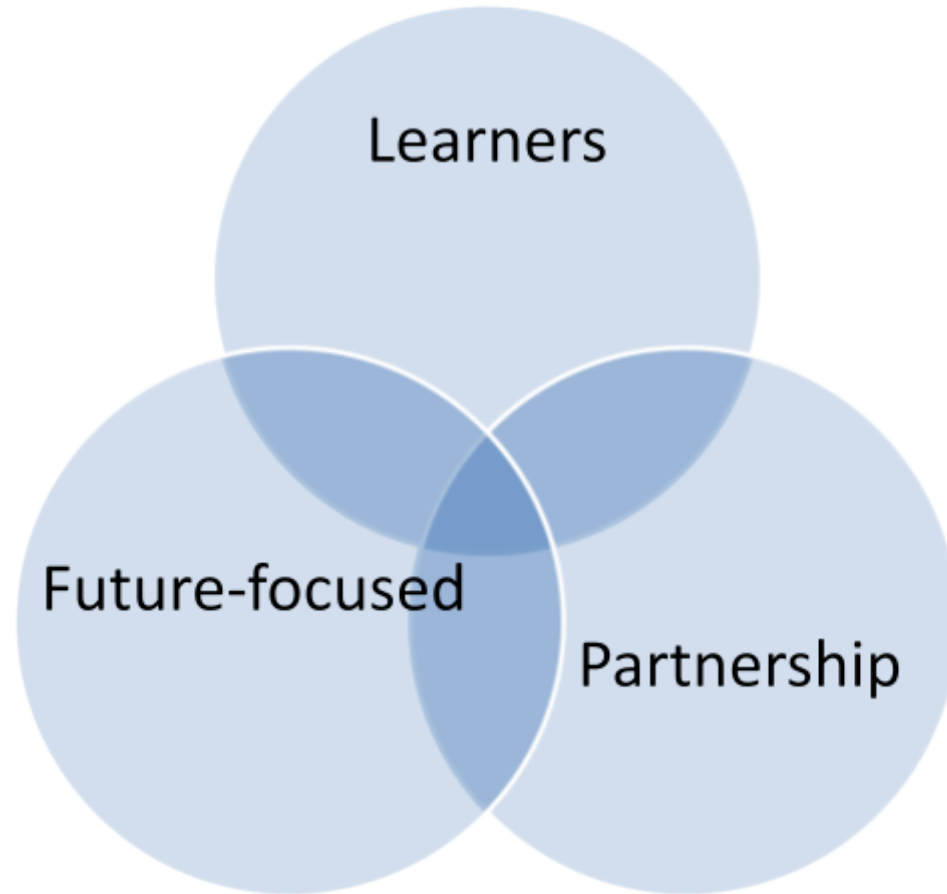
Weedons School Strategic Plan 2020 – 2023

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>
	<p>Ensure all students are given the opportunity to reach their potential.</p>	<p>Provide specialist programmes, equipment,resources, facilities and personnel to meet the learning needs of students with special</p>

		needs. Set individual goals with parents and support agencies. Provide opportunities and extension programmes for Gifted students.
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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 their 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 2023

Strategic Goal 1 – Learners

	Action	Led by	Budget	NELP Alignment	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 use Te Whare Tapu Whā well-being model. The whole school will teach and use Zones of Regulation (ZoR) Have a whole school focus on Turangawaewae (A place to Stand) and link ZoR, Kiva into this concept.</p> <p>Weedons Way Values are constantly used and referred to.</p> <p>Teaching staff will continue to implement the Kiva Programme</p>	<p>D.P</p> <p>Business as Usual</p>	<p>Funded by Maia Foundation plus \$1.00 per child per year.</p>	<p>P.1</p>	
	<p>Continue to work with Kahui Ako to implement achievement challenges - Timeframe - Across the year</p>	<p>Principal Business as Usual</p> <p>WST</p>	<p>.08 release for WST teacher</p>	<p>P.2</p>	
	<p>Cultural Responsiveness - continue provision of opportunities for Maori</p>	<p>D.P. Year 7/8 teacher</p>		<p>P.5</p>	

	students to lead - cultural group, Kapa Haka, House captains, Student council, sports leaders (on-going)				
<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>Develop staff capabilities and understanding of Structured Literacy. Implement this approach to literacy teaching across the school.</p> <p>Analyse achievement data in reading, writing and mathematics (December 2023)</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>Report to BOT on progress mid and end of year</p>	<p>Principal and WST</p> <p>Management team</p> <p>Business as Usual</p>	<p>\$10,000 PD Budget</p>	<p>P.6</p> <p>P.4</p>	
Provide a broad curriculum	<p>Revise localised curriculum documentation to match current practice. Refine and develop curriculum that matches the NZC Refresh.</p> <p>Develop a school wide approach to Rich Curriculum delivery.</p> <p>Develop a tracking system for subject area Achievement Objects covered year on year to ensure coverage over a child's time at Weedons.</p>	Management team		P.4	
Ensure all students are given the opportunity to reach their potential.	<p>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</p> <p>Impact of learning support programmes assessed and evaluated - Reported to BOT mid-year, end of year.</p> <p>Outside agencies will be consulted for</p>	<p>Principal</p> <p>Management LSC</p> <p>Business as Usual</p>	<p>Fund .2 Reading Recovery teacher, .1 funded by school .1 funded by MOE</p>	P.3	

	support if needed.		.5 LSC		
	A budget will be set for teacher aide support.	BOT Business as Usual			
	Staff meetings to up-skill staff on specific learning needs – e.g.dyslexia, dyspraxia, autism - if required.	LSC Business as Usual		P.6	
	Professional development for staff to support learning support programmes when appropriate	Principal Business as Usual	P.D budget across the school - \$10,000	P.6	
	Reading Recovery teacher employed Report to BOT (December)	Principal Business as Usual	.1 MOE funded .1 Staffing entitlement	P.3 & 4	
	Extra teacher employed to run Science and G&T extension groups - Report to BOT mid and end of year	Principal Business as Usual	.1 Staffing entitlement	P.2	

Strategic Goal 2 - Partnerships

Partnerships enhance student learning	Action	Led by	Budget	NELP Alignment	Impact
1. Community - Ensure positive relationships within the school community and beyond	<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 - 2023 charter and strategic plan shared with the community (March). - regular and timely information shared on upcoming events - newsletters fortnightly - published on website, and Seesaw 	Principal - Newsletters Teachers - class events and student learning - during goal setting interviews and through Seesaw Business as Usual		P.2	
BOT	<ul style="list-style-type: none"> - Ensure succession plan in place for future. - Continue to become familiar with NELP- National Education and Learning Priorities 	Board Principal	BOT P.D costs \$200.00	P.2	

	<p>- Increase profile of the Board within the community</p> <p>- Consult with the community to revise school vision and collect info for future strategic planning</p> <p>Review policies and procedures as per Schooldocs schedule and when need arises.</p> <p>Provide training for new BOT members.</p>	Business as Usual			
FOW's	<p>Principal to attend each FOW's meeting to support initiatives.</p> <p>One staff member to attend each meeting with Principal</p>	<p>Board</p> <p>Principal</p> <p>FOW chair</p> <p>Business as Usual</p>		P.2	
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</p> <p>Principal</p> <p>WST</p> <p>D.P.</p> <p>Business as Usual</p>	.08 release for WST teacher - staffing entitlement	P.4	
2. Cultural Connections	<p>Seek to increase BOT understanding of cultural responsiveness and obligations of Treaty of Waitangi</p>	<p>Principal</p> <p>Board chair</p>		P.5	
	<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</p> <p>teacher</p> <p>Business as Usual</p>		P.5	
	<p>Participate in Kahui Ako led Matariki celebrations including Kapa Haka performance</p>	<p>Kapa Haka tutor</p> <p>Principal</p> <p>Business as Usual</p>	\$3,700 Kapa Haka tutor fees	P.5	

Strategic Goal 3 – Future Focus

	Action	Led by	Budget	NELP Alignment	Impact
1. Our environment - Ensure our school environment is maintained to a high standard	Ensure maintenance on buildings and infrastructure is carried out on a regular basis and within legal timeframes	Principal Business as Usual			
School Frontage	Work with Selwyn Council and other parties to improve traffic management and general safety out the front of the school.	BoT Reported on through Board Priorities 2023			
Our planet - Encourage environmental sustainability practices within and beyond the school and promote understanding of the consequences of our action	Include science programmes to support student understanding of the implications and benefits of Solar energy. Strengthen Enviro/gardening club	Classroom teachers Enviro teacher Business as Usual		P.2	
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	Refresh our curriculum.	Principal Covered in Strategic Goal 1		P.2	
Ensure staff are future-focused and have the opportunity to grow their understanding of	Ensure staff are involved in professional development to support Kahui Ako achievement challenges School-wide focus on Structured Literacy	Staff Covered in Strategic Goal 1	P.D budget \$10,000	P.6	

<ul style="list-style-type: none"> ● the needs of learners in their ever changing world ● effective practice to meet these needs. 	and developing staff understandings of Aotearoa NZ histories Covered in Strategic Goal 1				
	Provide professional development opportunities for staff to increase and update their pedagogical knowledge and skill. Provide funding for resources provide opportunity for P/D. and/or visits to schools	Principal Business as Usual		P.6	

Achievement Aims and Targets 2023

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 spelling at expectations.			
Baseline Data: At the end of 2022, we identified a group of year 6 students - 5 in total - 3 boys (including 1 Māori) & 2 girls who are currently working at Year 2 of Liz Kane's "The Code" (well below expectations).			
Annual Target 1: By the end of 2023 we want to shift the year 6 students that are currently well below expectations in spelling to improve by more than one year (i.e be working at Year 4 of "The Code").			
When	What	Who	Indicators of Progress
Term 1	Collect and analyse data	Classroom teacher	Barriers to learning will be identified.
All terms	Implementation of the Structured Literacy spelling programme "The Code" Liz Kane. Daily lessons with grouping and deliberate acts of teaching - encoding and decoding. Teacher Aide support working with this group. PD for teachers and TA.	Classroom teachers TA	Successfully accelerate student progress by more than one year to meet the end target.
Term 4	Final end of year assessment.	Classroom teachers	Students will be working at Year 4 of "The Code" in spelling.

Annual Goal 2: To increase the number of Year 3 students basic facts knowledge and recall to ensure they stay at expectation in mathematics.			
Baseline Data: At the end of 2022, we identified Year 3 students (8 in total: 6 girls, 2 boys with 1 identifying as Māori) who we consider at risk of falling below in mathematics. Their basic facts ability stood out as an area of concern.			
Annual Target 2: By the end of 2023 we want to shift the year 3 students basic facts knowledge in order to them to be at curriculum expectation.			
When	What	Who	Indicators of Progress
Term 1 and term 3	Collect and analyse data - Basic facts assessment and White Rose Math progress tests, maths buddy data.	Classroom teachers	Barriers to learning will be identified.
All terms	Implement the White Rose mathematic programme. Grouping and deliberate acts of teaching. Teacher aide support running a basic facts programme that matches what teachers are doing. Regular ongoing formative assessment.	Classroom teachers	Students will move through the white rose programme at a pace that will accelerate progress. This will show an improvement in assessment data.
Term 4	Final end of year assessment.	Classroom teachers	Students will be working at expectation for year 3 in mathematics.