

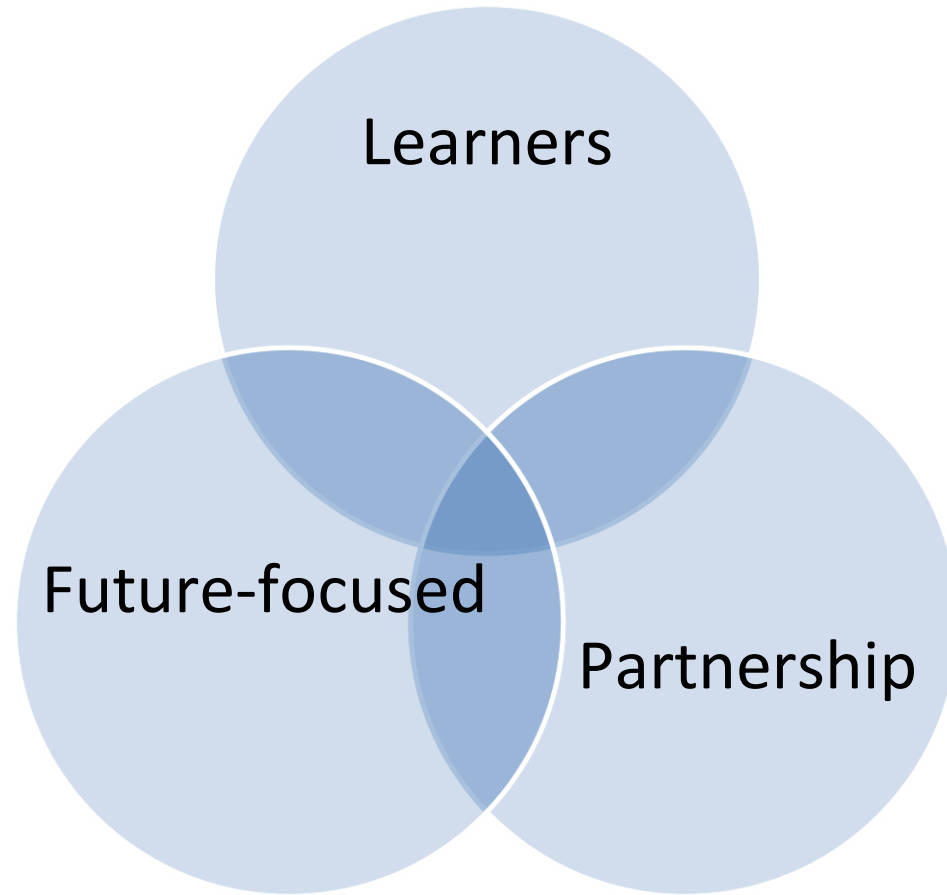
Weedons School Strategic Plan 2020 – 2023

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 (Hauara): 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.</p>

		Utilize teacher strength within and beyond the school. Seek guidance from outside agencies to support areas of learning Implement digital curriculum.
	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 2021

Strategic Goal 1 – Learners

	Action	Led by	Budget	Impact
<p>1.Well-being Positive well-being supports a healthy attitude towards learning. 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 	Continue to refine ZOR programme to fit the needs of year levels.	WST		
	Continue to explore and implement programmes to support student understanding of mindfulness and develop resilience - Timeframe - across the year	Staff	Resource for years 4 to 8 : \$900.00 purchased 2020	
	Continue to work with Kahui Ako to implement wellbeing achievement challenge - Timeframe - Across the year	D.P. senior school WST	.08 release for WST teacher	
	Provide opportunity for Maori students to lead - cultural	Year 7 / 8 teachers		

	group, KapaHaka, 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>Analyse achievement data in reading, writing and mathematics (December 2020)</p> <p>Strengths and weaknesses of each level identified</p> <p>Targets set for identified groups (February 2021)</p> <p>On-going monitoring of target groups</p> <p>Report to BOT on progress mid and end of year</p>	Management team		
Provide a broad curriculum	<p>Collaborative teaching across the school to best meet needs of all students</p> <p>School-wide focus on Social Science - looking back at the past as part of 150 years celebrations.</p> <p>Communication focus - vocabulary development, grammar and social communication.</p>	Management team		

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 .1 Reading Recovery teacher .5 LSC	
	A budget will be set for teacher aide support	BOT	T.A funding ORS funds - \$31,540.00 BOT - \$61,884.00	
	Staff meetings to up-skill staff on specific learning needs – e.g.dyslexia, dyspraxia, autism - twice yearly	Principal LSC		
	Professional development for staff to support learning support programmes when appropriate		P.D.Budget:\$3,000. First aid renewals - \$700.00 Relievers Budget:\$1,000.00	
	Reading Recovery teacher employed Report to BOT (December)	Principal	.1 MOE funded .1 Board funded	
	Extra teacher employed to run digital and Science extension groups - Report to BOT mid and end of year	Principal	.06	

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 a break-down of activity costs across the year and offer alternative ways to pay - Term 1 -provide relevant information to whanau to support students' safe internet use both in and out of school - on-going - 2021 charter and strategic plan shared with 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>\$1,000 for advertising etc -</p>	

	labour week-end.	Jubilee Committee Staff	Council grant to be sourced	
BOT	Ensure succession plan in place for future. Provide training for new BOT members. Explore NELP - National Education and Learning Priorities	Board Principal	\$300.00	
FOW's	Board rep to attend each FOWs meeting FOW's member to attend each BOT meeting	Board Principal FOW chair		
Contribute to development and implementation of Kahui Ako achievement challenges. Click here	Board to attend Kahui Ako board evening Principal to attend all meetings and report to board, staff and community Within School Teacher to work with Kahui Ako and staff to support achievement challenge	Board Principal WST D.P's	\$1050.43 CoL funding – Pooled by CoL to cover admin costs .05 Kahui Ako funding to support WST inquiry	
2. Cultural Connections	Staff and students to participate in the implementation of Kahui Ako cultural responsiveness goals established late 2020 by Kahui Ako. <ul style="list-style-type: none"> ● Community Matariki celebration ● Development of Weedons cultural narrative ● Continued development of Te Reo within the staff 	<u>Mātauraka</u> <u>Mahaanui</u>	MOE funded	
	Board to undertake review	Principal		

	using Hautu tool - seek to increase BOT understanding of cultural responsiveness and obligations of Treaty of Waitangi	Board chair	Proposed Kahui Ako hui	
	Continue to develop student cultural group and seek opportunities for them to contribute across the school and beyond Cultural day - term 3 as part of Jubilee celebrations	Cultural group Lead teacher		
	Participate in Kahui Ako led Matariki celebrations including KapaHaka performance	Kapa Haka tutor Principal	\$3,700 Kapa Haka tutor fees	

Strategic Goal 3 – Future Focus

	Action	Led by	Budget	
1. Our environment - Ensure our school environment is maintained to a high standard	Refurbishment of Rooms 1,2,3,4 and library (5YA)	BOT	\$400,000.00	
	Completion of SIP's programme.	BOT	\$111,573.00	
	Ensure maintenance on buildings and infrastructure is carried out on a regular basis and within legal timeframes	BOT	\$16,000.00	
Our planet - Encourage environmental sustainability practices within and beyond the school and promote	Installation of Solar Include science programmes to support student understanding of the implications and benefits	BOT Principal Enviro teacher	\$24,965 Environmental Sustainability Grant	

<p>understanding of the consequences of our actions</p>	<p>of Solar energy - deferred to 2022 when system is up and running.</p>			
<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>Principal IT Lead teacher</p>	<p>\$2,000.00 IT budget \$500.00 purchase of 28 chromebooks - ex-lease New lease for 50 chromebooks - over 3 years - \$!9,560.50 incl. GST - over 3 years - voluntary contribution sought from community to support</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</p>	<p>Staff WST8</p>		
	<p>Provide professional development opportunities for staff to increase and update their pedagogical knowledge and skill. Provide support for staff to successfully implement professional growth cycle.</p>	<p>Principal IT lead teacher</p>	<p>P.D.Budget:\$3,700 First aid renewals - \$700.00 Relievers:\$1,000.0</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>Principal IT Team</p>		

Achievement aims and targets

Strategic Goal 1.2: Learning - Curriculum - Ensure Weedons students show continual improvement in core curriculum areas

Annual Goal 1: By the end of 2021 we want to increase the number of students reaching expectations in writing.			
Baseline Data: We have identified a group of year 3,4 (7 boys and 5 girls,) students who are struggling to meet vocab knowledge expectations within their writing.			
Annual Target 1: To improve the identified 2021 targeted students writing vocab to allow them to shift their writing level to meet expectations.			
When	What	Who	Indicators of Progress
Term 1	Collect and analyse vocab data using writing samples and STAR.	Syndicates	A group of students will be identified
All terms	Programmes and initiatives put in place: These include: providing rich oral language experiences, small targeted writing groups with explicit teacher modelling, Interactive writing, Quick/writes, Visual prompts of alternative vocab Step-Web structured literacy based spelling programme (where applicable) - includes vocab development, Shared book/Shared reading - unpacking of vocab meanings, parts of speech and poetic devices.	Classroom teachers	Students will use alternative and more interesting vocab in their writing and improve on their STAR vocab results.
Collection of student voice - term 2, e asTTle - term 3, STAR - Term 4	Termly - Compare writing samples Monitor and re-assess needs Provide feedback and feedforward for students.	Classroom teachers	Next steps will be put in place
All terms	Engage whanau in the goals and expectations and provide feedback and resources for home learning (where applicable)	Classroom teachers	Whanau will be able to encourage and support students to meet expectations

Annual Goal 2: By the end of 2021, we want to increase the number of students across the school able to use Maths Vocab Language to support their understanding of Maths.			
Baseline Data: At the end of 2020, we identified students across the school (year 1-8) who lacked maths vocab knowledge, which in turn impeded their progress in maths.			
Annual Target 2: To improve students' ability to independently and successfully apply their maths language knowledge to maths problems, therefore increasing the number of students meeting expectations in Maths across the school. The defined target group is still to be determined following assessments in Feb/March, 2021.			
When	What	Who	Indicators of Progress
Term 1	Collect and analyse data using PAT, e asTTle and number knowledge assessments.	Classroom teachers	Identify target group
All terms	Identify specific needs Appropriate programmes implemented- Explicit teaching of maths vocab and prompts to support students to remember - visuals, actions (Junior school - Numicon) Glossary of common maths vocab developed for use across the school Staff check-ins during P.D. sessions to share class initiatives that are supporting the common goal - i.e - what prompts, strategies are we using in the classroom to help students commit the vocab to memory.	Teachers	Increase in student confidence and skill in understanding maths language evident.
At the end of each term	Monitor and re-assess needs regularly (at least termly) Collect student voice	Classroom teachers	Next steps will be put in place.
All terms	Engage whanau in the goals and expectations and provide feedback and resources for home learning (where applicable)	Classroom teachers	Whanau will be able to encourage and support students to meet expectations.