



# WHENUAPAI SCHOOL

*Living is Striving*

**2019 Charter**

## THE HISTORY OF WHENUAPAI SCHOOL

The story of Whenuapai Primary starts in 1957 when the Waitemata City Council decided to build a new school to be located on Kennedy Road in Kumeu. The property was just about to be acquired by the Council when it was decided the school should be situated in central Whenuapai near the Airbase. The Whenuapai Poultry Farm owned by the Andersons was sold to the Council and preparations for the school began. It started with just three permanent classes which are now rooms 12, 13 and 14.

The founding principal of the school was Mr McRae, whose wife was also on the staff. They lived close by in the school house on the corner of Totara Rd. But from small things big things grow, and 57 years on

Whenuapai School has grown and blossomed on those foundations laid in

1957. We are now entrusted with the education of approximately 500 children at the School and this number is predicted to grow significantly over the coming years. 2015 will mark the start of a period of change for the school. While many things will change, our commitment to positively impacting instruction remains our focus. We will do this by inspiring discovery and empowering learners through a cohesive, robust and modern curriculum.

The School continues to maintain very strong ties with the community and in particular the RNZAF and Anderson Family, both of whom have continued to be very strong and generous supporters of the School since inception. In fact the School still is educating generations of the Anderson family to this day. The school is committed to serving its community



## SCHOOL VISION AND VALUES

### Our vision

***“Our students will be actively involved in learning for life”***

The School regularly discusses its vision. Students are at the centre of all our decision making and we strive to “inspire discovery and empower learning” in all we do.

### Our Values

The School continuously reinforces at every touch point with parents, students or the wider community a set of values which create the foundation and building blocks for our vision. Those values were reviewed through 2017 and we believe the values are embedded in our school motto. In future these values will drive the thinking within the school.

#### **Core Values:**

- Respect for Ourselves
- Respect Others
- Respect for the Environment
- Respect for Learning



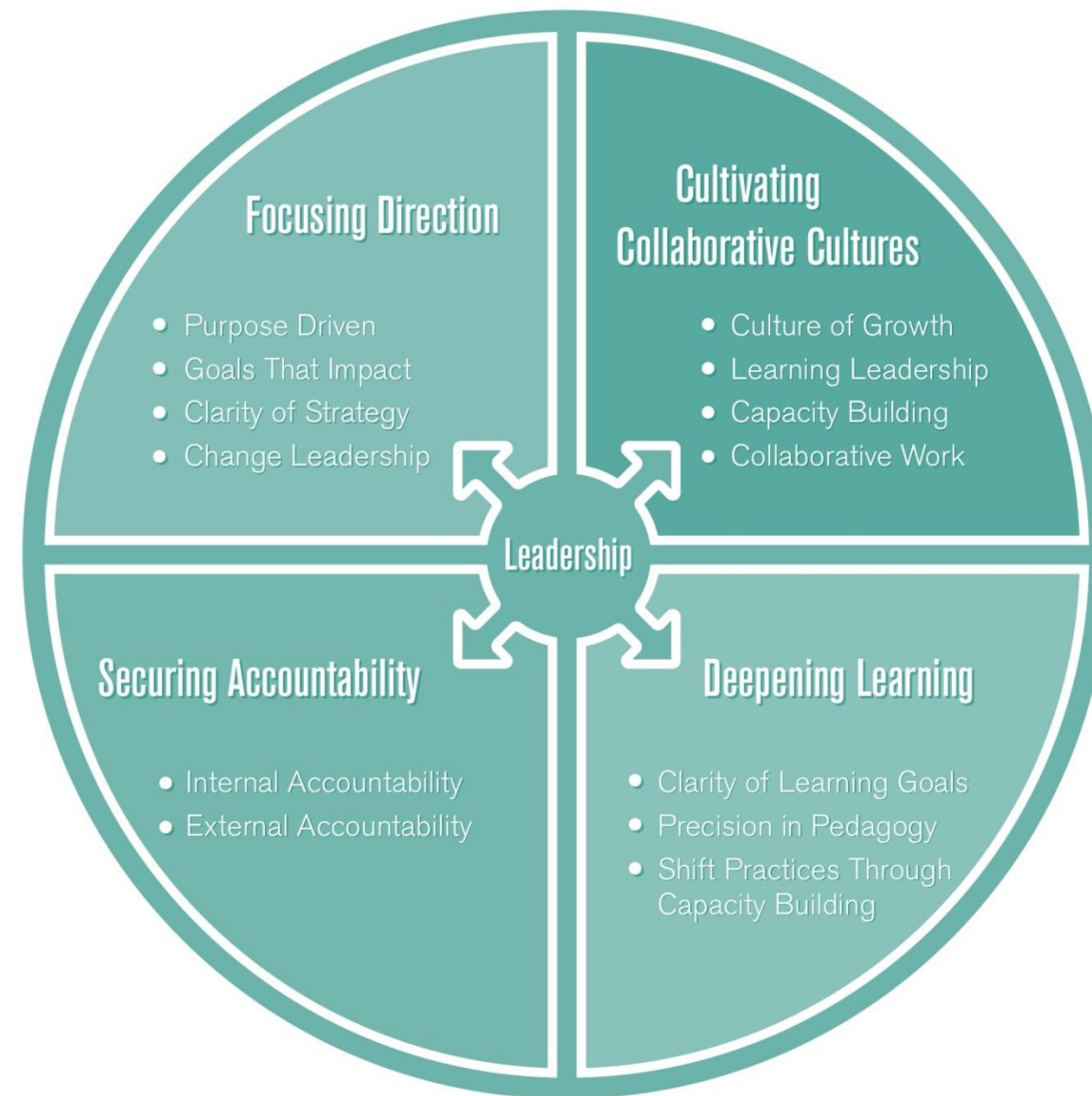
The values align with the NZ Curriculum requirements.

Every child will progress towards reaching or exceeding curriculum level expectations regardless of their ethnicity, or education needs. This includes taking all reasonable steps to provide instruction in Tikanga Maori and Te Reo Maori for full time students whose parents ask for it. Significant work in the development of a curriculum model has enabled a cohesive, long term strategy in which continued improved outcomes for every student underpins all decision making.



# **WHENUAPAI SCHOOL STRATEGIC PLAN**

**2019 - 2021**



Created by Michael Fullan



Whāinga	Strategic Goal 1	Strategic Goal 2	Strategic Goal 3	Strategic Goal 4
	<b>Build an inclusive school culture through collaborative professional learning and practice</b>	<b>Build social relationships by including all learners through authentic partnership with families and whānau</b>	<b>Build exceptional student achievement through high quality culturally responsive teaching and learning</b>	<b>Build our reputation and community confidence as the school of choice for a full primary education</b>
Aim Kaupapa-iti	<p>By providing exemplary and inspiring opportunities, addressing individual learner strengths and needs and fostering learner agency</p> <ul style="list-style-type: none"> <li>• Leaders and teachers drive/model values behaviours/ actions that create a culturally responsive community of learners</li> <li>• Provide quality teaching and learning, a safe environment and positive relationships students will achieve their highest potential</li> <li>• Review and document systems and processes to identify sustainable and consistent inclusive practice schoolwide,</li> <li>• Use review findings to ensure systems and processes are transparent, accessible and sustainable for students, staff and families</li> </ul>	<p>By developing educationally powerful two-way home school connections to lift student achievement, improve student outcomes and celebrate similarities and differences</p> <ul style="list-style-type: none"> <li>• Formalise communications and engagement strategy and document across all school platforms - school handbook, teacher induction programme, website etc.</li> <li>• Establish formal systems and processes to improve the information flow between school and home</li> <li>• Staff-wide PLD focusing on effective communication and engagement strategies, especially with our different cultural groups</li> </ul>	<p>By developing strong and informed leadership at both governance and management level, teachers are supported to be collegial, reflective, adaptive practitioners</p> <ul style="list-style-type: none"> <li>• Whenuapai School fosters distributive leadership by providing ongoing leadership opportunities and pathways for students, teachers, and PFW</li> <li>• Ongoing teacher development and student learning is transformed through learner agency, collaborative teacher efficacy, culturally responsive pedagogy, powerful learning and community connections</li> <li>• Systematic tracking of each student's progress timely interventions occur to ensure students can identify next steps and achieve personal excellence</li> </ul>	<p>By consolidating an explicit, seamless, progressive learning pathway from Year 1-8</p> <ul style="list-style-type: none"> <li>• Refresh the Whenuapai School vision to reflect our brand as a future-focussed learning environment</li> <li>• Finalise the development of the two- year curriculum map to include the things we value most to inform a localised curriculum</li> <li>• Embrace digital technologies to support powerful connections with learners, family/whanau and community</li> <li>• Establish formal systems and processes to improve the two- way flow of information (Teams to Leadership, Leadership to Teams)</li> </ul>
Aim Kaupapa-iti	<p>By using the shared knowledge and strengths of our teachers underpinned by evidence-based practice students will achieve positive outcomes</p> <ul style="list-style-type: none"> <li>• Ongoing teacher development and student learning is transformed through learner agency, collaborative teacher efficacy, culturally responsive pedagogy, powerful learning and community connections</li> <li>• Achieve Tier 2 (PB4L) through schoolwide integration of the programme principles and values</li> <li>• Ongoing staff development and the development of the Whenuapai School Community PB4L Programme</li> </ul>	<p>By developing strong mutually beneficial networks and relationships with key stakeholders such as COL, MOE and NZDF to support school, students, family and whanau</p> <ul style="list-style-type: none"> <li>• Align all platforms of communication to support the development of the Whenuapai School brand we will strengthen our place in the community.</li> <li>• Embracing digital technologies to improve outcomes for students to ensure they are equipped to be agentic in their learning</li> </ul>	<p>By strengthening collaborative teacher efficacy to deliver a culturally responsive curriculum, through integrating new knowledge and understanding of student learning into professional practice</p> <ul style="list-style-type: none"> <li>• Sustain learning from L&amp;A (know your learner/ making connections to learner's prior knowledge), across all curriculum areas</li> <li>• Embed in the appraisal systems, processes and teacher criteria, the principles underpinning Tapasa, Tataiako, Ka Hikitia to support accountability and responsibility for professional practice</li> </ul>	<p>By developing a community of practice supported by individual and team self-review to optimise impact on student learning and progress</p> <ul style="list-style-type: none"> <li>• Through our active partnership with the Kahui Ako build confidence and our credibility as an effective provider of middle years learning</li> <li>• In-school leaders will engage in ongoing inquiry to inform our graduate profile and teacher development</li> <li>• Ongoing teacher development and student learning is transformed through learner agency, collaborative teacher efficacy, culturally responsive pedagogy, powerful learning and community connections</li> <li>• Review current appraisal system and adapt to support accountability and responsibility for professional practice</li> </ul>
Aim Kaupapa-iti	<p>By increasing our capacity to be culturally responsive through collecting community and student voice and embedding into all aspects of school life</p> <ul style="list-style-type: none"> <li>• Leaders and teachers to strengthen culturally responsive pedagogy and cultural awareness to enable all to have a strong sense of belonging and inclusion.</li> <li>• Embed in the appraisal systems, processes and teacher criteria, the principles underpinning Tapasa, Tataiako, Ka Hikitia</li> </ul>	<p>By developing authentic connections with whanau our students especially Maori and Pasifika will enjoy educational success in line with their identity, language and culture</p> <ul style="list-style-type: none"> <li>• Consult and co-design with parent, family/whanau a two year, localised curriculum</li> <li>• Establish a Year 7/8 information package which would include booklet, tailored information sessions etc.</li> </ul>	<p>By establishing systematic transition processes and practices for both the internal and external transition of students</p> <ul style="list-style-type: none"> <li>• Review and strengthen processes for transitioning students in to school, within school and from school</li> <li>• Strengthen/formalise the processes for sharing of information of new students schoolwide</li> </ul>	<p>By providing our senior students with more opportunities to forge their own paths to follow their passions and strengths</p> <ul style="list-style-type: none"> <li>• Establish a Year 7/8 information package which would include a prospectus, tailored information sessions etc.</li> <li>• Holistic approach to developing a strong learner agency in the middle years</li> </ul>



## 2019 Annual Plan

## Whāinga - Strategic Goal 1 - Build an inclusive school culture through collaborative professional learning and practice

Aim / Kaupapa-iti - By providing exemplary and inspiring opportunities, addressing individual learner strengths and needs and fostering learner agency

	Activity/Output	Who	When	Resource	Indicators/Measures of Success	Review
<ul style="list-style-type: none"> <li>Leaders and teachers drive/model values behaviours/ actions that create a culturally responsive community of learners</li> <li>Provide quality teaching and learning, a safe environment and positive relationships students will achieve their highest potential</li> <li>Review and document systems and processes to identify sustainable and consistent inclusive practice school-wide</li> <li>Use review findings to ensure systems and processes are transparent, accessible and sustainable for students, staff and families</li> </ul>	Develop a plan to honour and celebrate our cultural diversity	Teams	Termly	Our community	Plan developed and implemented. There is a termly celebration	
	Unpack with all staff 'what a culturally responsive community of learners: looks like, feels like, and sounds like'.	External Facilitator	T1	PD MOE hours	In staffroom there is visible evidence of 'Y chart'. There is evidence of a shift in IPT survey results in 2019. Student voice captured as evidence.	
	Revisit Learning Maps and implement to build understanding of our learners.	External facilitator		PD budget	Staff attend PLD and Learning Maps are used in all classes	
	Sustain ALL and L&A in teacher practice through Team inquiry	Team Leaders/ PLD Facilitator	All year	Learning Community Mtgs	Through both Team Leader and peer observations pedagogical shifts are noted. Teachers' self-reflections annotate pedagogical shifts	
	Through inquiry each class teacher's inquiries into how they are promoting positive culturally relationships with all students	Teachers	All year	Time allocation	Inquiries are shared.	
	Implement peer coaching across teams	Teachers	T2	Time allocation	Peer coaching is implemented school wide.	
	Develop a draft 'how we do things around here' doc- Parent Handbook	RMM CV JW	T1	Time allocation	Draft document is developed and shared with staff and community focus group	
	Through SchoolDocs, review process audit requirements for procedures	Learning Community	Align with review process	Time allocation	Explicit procedures sit behind each policy	
	Further role out See-Saw as a home-school tool	Chris Olivia	Pre start week	Time allocation	See- saw is implemented school-wide	
	Introduce a system to support teachers to consistently know their children's stories	Teachers	All Year	Time allocation	A consistent manageable system is implemented and at Team meetings teachers share their children's stories	



## Whāinga - Strategic Goal 1 - Build an inclusive school culture through collaborative professional learning and practice

Aim / Kaupapa-iti - By using the shared knowledge and strengths of our teachers underpinned by evidence-based practice students will achieve positive outcomes

	Activity/Output	Who	When	Resource	Indicators/Measures of Success	Review
<ul style="list-style-type: none"> <li>Ongoing teacher development and student learning is transformed through learner agency, collaborative teacher efficacy, culturally responsive pedagogy, powerful learning and community connections</li> <li>Achieve Tier 2 (PB4L) through school-wide integration of the programme principles and values</li> <li>Ongoing staff development and the development of the Whenuapai School Community PB4L Programme</li> </ul>	Identify capability to deliver an international language in Year 5-8	Teachers	T1	Language Kits as required	Classes in year 5-8 have language taster experiences	
	Through COL network; in-school leaders continue to support in-depth professional learning	CM KG	All Year	COL release days	In school COL leaders have scheduled PL days and Learning Community PLD time	
	Establish PLG's for each COL driver	Teachers/ support staff	All Year	Professional learning time allocation	PLGs are formed, work together and feedback through scheduled meetings-one per term	
	Te-Wananga study group-opt in and share new learning with all staff	Study Group	All year	Te Wananga o Aotearoa resource	There is scheduled Learning Community/Team meeting sharing. There is evidence of new learning in our professional dialogue. Every staff member is supported to have their own Pepeha.	
	Provide ESOL PD to all staff to support learners	SENCO	All Year	Professional learning time allocation	ESOL PLD is delivered to support teachers. Through self-reflection teachers note their confidence level	
	Further implement/strengthened play based learning Years 1-3	Junior School/ CM	All year	PD budget	Play based learning is evidenced in years 1-3	
	Continue to implement, strengthen PB4L to achieve Tier 2	All staff	By June	MOE funding	Tier 2 is achieved by June	
	Through context of maths – look at research and inquire into culturally responsive pedagogy	External facilitator	All year	PLD hours	Learners can articulate what they bring to the classroom is valued and used to support them to engage with their learning. Positive shift in IPT data	
	Induct new staff into PB4L	PB4L team	Pre start week	PLD time allocation	TOD is scheduled for new staff which PB4L team run outlining PB4L at Whenuapai School	
	Sustain new PB4L team and revisit roles	All staff	Pre start week	PLD allocation	PB4L team have defined roles and meet regularly to review action plan and plan for next steps	
	Revisit school-wide; re-establish and teach PB4L values	All staff	All year	Teaching time	PB4L is ingrained into what we do around here. Deliberate acts of teaching values evident	
	PB4L signage	PB4L	T1	Budget	PB4L signage design is confirmed, signage completed and displayed in school grounds.	
	Further strengthen fortnightly PB4L 'Hui' to promote PB4L values	All	All Year	Meeting time	Run sheet outlining Hui, student led and sharing of values school wide	

## Whāinga - Strategic Goal 1 - Build an inclusive school culture through collaborative professional learning and practice

Aim / Kaupapa-iti - By increasing our capacity to be culturally responsive through collecting community and student voice and embedding into all aspects of school life

	Activity/Output	Who	When	Resource	Indicators/Measures of Success	Review
<ul style="list-style-type: none"> <li>Leaders and teachers to strengthen culturally responsive pedagogy and cultural awareness to enable all to have a strong sense of belonging and inclusion.</li> <li>Embed in the appraisal systems, processes and teacher criteria, the principles underpinning Tapasa, Tataiako, Ka Hikitia</li> </ul>	Implement focus groups following Team assemblies to collect culturally diverse community voice	RMM CV	All year	Public relations budget	Meetings are positively received and community voice is used to inform school direction. Feedback is recorded	
	Attend COL teacher only day as a staff	All teachers	30 Jan	PLD budget	All teachers attend TOD day	
	Continue to work with in-school and across school leaders to strengthen culturally responsive pedagogy with all staff.	All teachers	All year	COL release	Scheduled Learning Community meetings are led by in-school COL leaders. School attends COL day with focus on Culturally responsive pedagogy	
	Use Inclusive practice survey analysed data to track our shifts	SAF Team	April/ Nov	Catering, MOE support	Data is shared with all stake-holders and narrative about shifts is recorded. Evidence of a shift in schools capability to be culturally responsive.	
	Administer third/fourth rounds of IPT	SAF Team	March/ Oct		Survey is administered	
	At beginning of year unpack with all staff Tapasa, Tataiako, Ka Hikitia	External facilitator	Weeks 1-3 T1		All teachers have an understanding of the three documents. Appraisal documents capture key elements.	
	Review/refresh current appraisal document at the beginning of the year, as a staff	RMM CV	Pre start T1	Pre start meeting time	Appraisal is revisited using Arinui-on line tool	
	Share appraisal PD document with staff at the beginning of the year	RMM CV	Pre start T1	Pre start meeting time	Appraisal professional learning is shared by RMM and CV prior to school starting	
	Explore Arinui as an online tool for appraisal	RMM CV Facilitator	Term 1	Professional Learning budget	RMM and CV look at Arinui and share with Leadership Team. Staff PD scheduled pre start week. Tool is used in 2019	

## Whāinga - Strategic Goal 2 - Build social relationships by including all learners through authentic partnership with families and whānau

Aim / Kaupapa-iti - By developing educationally powerful two-way home school connections to lift student achievement, improve student outcomes and celebrate similarities and differences

	Activity/Output	Who	When	Resource	Indicators/Measures of Success	Review
<ul style="list-style-type: none"> <li>Formalise communications and engagement strategy and document across all school platforms - school handbook, teacher induction programme, website etc</li> <li>Establish formal systems and processes to improve the information flow between school and home</li> <li>Staff-wide PLD focusing on effective communication and engagement strategies, especially with our different cultural groups</li> </ul>	Through professional training further strengthen e-tap capability of all staff.	E-tap trainer	T1	FOC	E-tap coach works with all staff at differentiated level. Increased use of e-tap features evident	
	Purchase an electronic messaging system to support communication	PTA	2019	Fundraising	Electronic notice board installed	
	Introduce a week ahead for parents to go on website and compliment the Team weekly round-up. Weekly round-up strengthened with See-saw.	Team Leaders	T1		Week ahead for parents implemented. Feedback sought. See-saw implemented.	
	Redesign the school website to make it more user friendly	JW/SENCO /RMM/CV	By start of Term 1	PTA funding	Website redesigned.	
	Complete an audit of all school documentation to identify gaps in communication and develop a plan to address	JW, RMM, CV	All year	Time allocation	Gap analysis completed and recorded. Action Plan developed	
	Through the PLD plan provide all staff with support in parent communication	RMM CV	T1	PLD budget	PLD session on communication delivered	
	Implement see-saw school-wide as a home-school communication platform	Team Leaders	T1 week 1	Team Budgets	Used school wide	
	Review reporting process: how, what, when	Team Leaders	T1	Meeting time, Etap charges	Review process completed and recommendations implemented	
	Through school community events strengthen Parent, Teacher, Whanau, informal connections	BOT, PTA, School	All year	Community	Regular scheduled community events. Positive community feedback	

## Whāinga - Strategic Goal 2 - Build social relationships by including all learners through authentic partnership with families and whānau

Aim / Kaupapa-iti - By developing strong mutually beneficial networks and relationships with key stakeholders such as COL, MOE and NZDF to support school, students, family and whanau

	Activity/Output	Who	When	Resource	Indicators/Measures of Success	Review
<ul style="list-style-type: none"> <li>Align all platforms of communication to support the development of the Whenuapai School brand we will strengthen our place in the community</li> <li>Embracing digital technologies to improve outcomes for students to ensure they are equipped to be agentic in their learning</li> </ul>	Continue to meet termly with the NZDF pastoral care services	RMM CV	Each term	NZDF time	Meetings scheduled for the year. Additional meetings scheduled as required	
	Review and align all platforms of communication from the classroom - Office	JW, CV, RMM, ST	All Year	Time allocation	Review completed	
	Identify what the 'Whenuapai Brand' is and what strategies need to be implemented to achieve it consistently across all areas of operation	BOT, School Community	All Year	Time allocation Public relations Budget	The Whenuapai brand is identified, articulated and shared with the community	
	The Digital Curriculum professional learning group to lead the embedding of the initiative	Digital Team	All Year	Professional Learning time allocation	Regular scheduled meetings on Professional Learning timetable	
	Review/ implement the ICT hardware purchasing strategy in line with 2019 Budget	Digital Team	T1	Fixed Asset budget	ICT purchasing plan aligned to fixed asset purchasing	
	Continue to work with the SAF on IPT data analysis and implementation of identified goals	Leadership Team	All Year	PLD release	Regular scheduled SAF meetings scheduled each term. Minutes reflect on going developments and achievements	
	Review/implement an Induction programme for new staff on 'how we do things around here'	JW,ST, CV, RMM,SE NCO	Pre start week	Pre start PLD time allocation	New staff feel confident in the school setting. All staff are consistent in their approach to all school matters. Staff handbook guides 'how we do things around here'.	

## Whāinga - Strategic Goal 2 - Build social relationships by including all learners through authentic partnership with families and whānau

Aim / Kaupapa-iti - By developing authentic connections with whanau our students especially Maori and Pasifika will enjoy educational success in line with their identity, language and culture

	Activity/Output	Who	When	Resource	Indicators/Measures of Success	Review
<ul style="list-style-type: none"> <li>Consult and co-design with parent, family/whanau a two year, localised curriculum</li> <li>Establish a Year 7/8 information package which would include booklet, tailored information sessions etc.</li> </ul>	Capture student voice regarding the 2 year curriculum map	KG CM	All year	COL release allocation	Student voice captured and used to inform 2 year curriculum map	
	Consult/capture community voice regarding the 2 year curriculum	KG, CM, RMM CV	All year	Release	Two Hui's scheduled for the year: Term 1 and Term 3	
	Through on-going professional learning further strengthen te reo capability of learning community	Te Wananga o Aotearoa study group	All Year	Te Wananga o Aotearoa resources	Greater evidence of te reo inclusive practices in all classes	
	Develop a Year 7/8 information pack	KG,RMM, CV,JW	By end of Term 2	PA time, meeting time	Handbook developed and shared.	
	Complete a GAP analysis to identify Whenuapai's capability to prepare our students for College	KG, RMM, CV,JW	By T3	COL release time allocation	GAP analysis completed and identified gaps mitigated.	



## Whāinga - Strategic Goal 3 - Build exceptional student achievement through high quality culturally responsive teaching and learning

Aim / Kaupapa-iti - By developing strong and informed leadership at both governance and management level, teachers are supported to be collegial, reflective, adaptive practitioners

	Activity/Output	Who	When	Resource	Indicators/Measures of Success	Review
<ul style="list-style-type: none"> <li>Whenuapai School fosters distributive leadership by providing ongoing leadership opportunities and pathways for students, teachers, and PFW</li> <li>Ongoing teacher development and student learning is transformed through learner agency, collaborative teacher efficacy, culturally responsive pedagogy, powerful learning and community connections</li> <li>Systematic tracking of each student's progress timely interventions occur to ensure students can identify next steps and achieve personal excellence</li> </ul>	Capture teacher voice re leadership opportunities, passions and skills	RMM CV	Feb First week		All teachers self-select leadership opportunities	
	Annually ensure unit allocation fosters/acknowledges leadership	RMM CV	End of 2018	Units	Units allocated	
	Capture student voice to identify student leadership- Prefects, Class captains, House captains	KG AK, Chris	Weeks 1-3 T1		Leadership positions filled	
	Teachers, support staff to self-select a PLG for each COL driver and collaboratively drive an inquiry through 2019	All	By week 4 Term1		PLGs in place and regular meeting times scheduled as part of professional learning community meetings	
	In school COL leaders to support each PLG inquiry and feedback COL new learning	CM, KG	All year	COL release allocation	In school COL leaders actively participate and lead PLG inquiries	
	Maximise the use of/explore the use of Arinui and the PACT tools	Leadership Team	Term 1	FOC	Both Tools are researched and trials implemented if deemed appropriate for the school re place and time	
	Review current student tracking systems to ensure they are consistent across the school and support inter class transition	Leadership team	T1	Leadership Meeting time	A criteria for a review of tracking systems developed and implemented. Changes implemented as required	
	Review current student tracking systems for Children of Concern, Target and GATE children	Leadership Team	T1	Leadership Meeting time	A criteria for a review of tracking systems developed and implemented. Changes implemented as required	
	Review current bully response/ tracking management and strengthen to mitigate incidences of bullying school wide	Leadership Team	All year	Professional Learning time	Revisit MOE Bully Guidelines for schools and use to further strengthen standardise our approaches including the Bully Ballot. Our school-wide approach is explicit	

## Whāinga - Strategic Goal 3 - Build exceptional student achievement through high quality culturally responsive teaching and learning

Aim / Kaupapa-iti - By strengthening collaborative teacher efficacy to deliver a culturally responsive curriculum, through integrating new knowledge and understanding of student learning into professional practice

	Activity/Output	Who	When	Resource	Indicators/Measures of Success	Review
<ul style="list-style-type: none"> <li>Sustain learning from L&amp;A (know your learner/ making connections to learner's prior knowledge), across all curriculum areas</li> <li>Embed in the appraisal systems, processes and teacher criteria, the principles underpinning Tapasa, Tataiako, Ka Hikitia to support accountability and responsibility for professional practice</li> </ul>	Through the PLD plan/ Team meetings schedule regular sharing of Teacher Inquiries	ALL Teachers	All year	Meeting time allocation	Regular sharing of teacher inquiries	
	DP, through Team leaders to work with Evaluation Associates facilitator to sustain 2018 PLD learning	RMM, CV, Facilitator	All Year	PLD allocation MOE	PLD plan delivered. Impact on teacher practice captured through observation, professional dialogue	
	The Evaluation Associates facilitator to work with DP/Principal to develop the 2019 work plan with a focus on sustainability	RMM CV	Term 1 Week 2	PLD allocation MOE	Work plan developed/delivered	
	Review, refresh the current Appraisal tool in line with 2018 professional learning by Principal/DP	RMM CV	Term 1 by week 3	Time allocation	Appraisal moved to on-line document	
	Revisit/clarify appraisal process with all staff	Leadership Team	Week 3	Professional Learning time allocation	Scheduled meeting led by RMM and CV	
	Trial Arinui as an online tool for Appraisal	Leadership Team	All Year	Unsure of cost at this stage	Tool trialled, and implemented	

## Whāinga - Strategic Goal 3 - Build exceptional student achievement through high quality culturally responsive teaching and learning

Aim / Kaupapa-iti - By establishing systematic transition processes and practices for both the internal and external transition of students

	Activity/Output	Who	When	Resource	Indicators/Measures of Success	Review
<ul style="list-style-type: none"> <li>Review and strengthen processes for transitioning students in to school, within school and from school</li> <li>Strengthen/formalise the processes for sharing of information of new students school-wide</li> </ul>	Through the COL network, DP, Junior Team Leader, SENCO to further strengthen transition to school processes	CV,CM, SENCO	All Year	COL release allocation	Transition processes reviewed and changes as identified implemented. Parents and children feel better supported through the transition process	
	Review/strengthen inter class transition processes and practices to support all learners	Leadership Team	Term 3	Leadership meeting time allocation	Transition processes reviewed and changes as identified Positive feedback from Teachers and Parents	
	Through the COL network review our school to college transition processes and make changes as identified	KG, RMM,CV	Term 2	COL release time allocation	Transition processes reviewed and changes as identified implemented. Parents and children feel better supported through the transition process	
	Unpack with key staff, legislation around sharing of student information with external stakeholders	ST,JW, RMM,CV, SENCO	Term 1	Professional meeting time allocation	Key staff understanding the protocols of information sharing and the school complies with legislation	
	Develop, trial a process/procedures for inducing new children and their families into Whenuapai	RMM,CV, SENCO, CM	All year		Parents, children teachers are positive about new processes which are consistent across the school	

## Whāinga - Strategic Goal 4 - Build our reputation and community confidence as the school of choice for a full primary education

Aim / Kaupapa-iti - By consolidating an explicit, seamless, progressive learning pathway from Year 1-8

	Activity/Output	Who	When	Resource	Indicators/Measures of Success	Review
<ul style="list-style-type: none"> <li>Refresh the Whenuapai School vision to reflect our brand as a future-focussed learning environment</li> <li>Finalise the development of the two- year curriculum map to include the things we value most to inform a localised curriculum</li> <li>Embrace digital technologies to support powerful connections with learners, family/whanau and community</li> <li>Establish formal systems and processes to improve the two- way flow of information (Teams to Leadership, Leadership to Teams)</li> </ul>	Through a process of parent/teacher/ student/whanau consultation refresh the school vision	Community All staff	Term 2		Collaborative process is completed and vision is shared with all stakeholders	
	Define what a future focused learning environment looks like for Whenuapai	Community All staff	Term 2		Through a collaborative approach a definition of what future focused education is, is developed and communicated with all stakeholders	
	Finalise the 2 year curriculum map through a process of consultation with parent/teacher/ student/whanau	Community All staff, students	By term 4		2 Year curriculum map finalised and in place for 2020	
	Develop a year 1-8 learning journey that is supported by a year 1-8 language of learning	All teachers	By term 4		A Year 1-8 language of learning is identified, recorded and shared	
	Develop a flow chart to guide home-school communication	JW,RMM CV	Term 1		Flow chart developed	
	Consistently use see-saw school wide	All teachers	All Year		Use of See-saw is consistent school-wide	
	Through the PLD plan provide differentiated learning in the use of digital technologies	Digital Team	PLD budget		Teachers feel supported to grow. Gap between classes in use of digital technologies is mitigated	

## Whāinga - Strategic Goal 4 - Build our reputation and community confidence as the school of choice for a full primary education

Aim / Kaupapa-iti - Develop a community of practice supported by individual and team self-review to optimise impact on student learning and progress

	Activity/Output	Who	When	Resource	Indicators/Measures of Success	Review
<ul style="list-style-type: none"> <li>Through our active partnership with the Kahui Ako build confidence and our credibility as an effective provider of middle years learning</li> <li>In-school leaders will engage in ongoing inquiry to inform our graduate profile and teacher development</li> <li>Ongoing teacher development and student learning is transformed through learner agency, collaborative teacher efficacy, culturally responsive pedagogy, powerful learning and community connections</li> <li>Review current appraisal system and adapt to support accountability and responsibility for professional practice</li> </ul>	Maximise our COL networks to further strengthen our Year 7/8 place in a students learning journey	KG, RMM,CV	All Year	COL release allocation	Year 7/8 area of the school is viewed positively in the community. Increase in Year 6s staying is evident	
	Through a focus group process with parent/teacher/student/whanau, review/refresh the Whenuapai graduate profile	KG, RMM,CV	Term 3		Collaborative process completed and graduate profile developed shared	
	Through whole staff and teams/appraisal processes sustain the L&A and ALL pedagogical shifts	All teachers	All Year	PLD plan MOE	Evidence observed in teachers self-reflections and formal observations	
	Develop a differentiated PLD plan to support the implementation /focus of the COL drivers	Leadership Team, COL leaders	Term 1	Leadership Meeting time	Plan developed and implemented	
	Review/refresh Appraisal documentation, processes and practices using Evaluation Associates PLD documentation	RMM,CV	Term 1 week 2		Appraisal process refreshed and on-line tool is being implemented for 2019	



## Whāinga - Strategic Goal 4 - Build our reputation and community confidence as the school of choice for a full primary education

Aim / Kaupapa-iti - We enable our senior students more opportunities to forge their own paths to follow their passions and strengths

	Activity/Output	Who	When	Resource	Indicators/Measures of Success	Review
<ul style="list-style-type: none"> <li>Establish a Year 7/8 information package which would include a prospectus, tailored information sessions etc.</li> <li>Holistic approach to developing a strong learner agency in the middle years</li> </ul>	Through the Weekly roundup and see saw explicit sharing of year 7/8 curriculum, achievements and opportunities	KG AK	All year		Parent, whanau feedback is positive	
	Review and strengthen the 'Passion project' approach in line with current research-John Santos	KG,AK, RMM	All year	PLD budget	Passion project approach is based on current research	
	Review and strengthen year 7/8 in line with current middle years research	KG,AK, RMM	All year	PLD budget	A review/critique of Year 7/8 is completed and changes informed by current research	
	Continue to offer opportunities beyond the school gate for Year 7/8 students including inter school opportunities	GB,KG, AK	All Year	Self-funding	Opportunities for Year 7/8 recorded, shared through see saw and website, newsletters, weekly round ups	