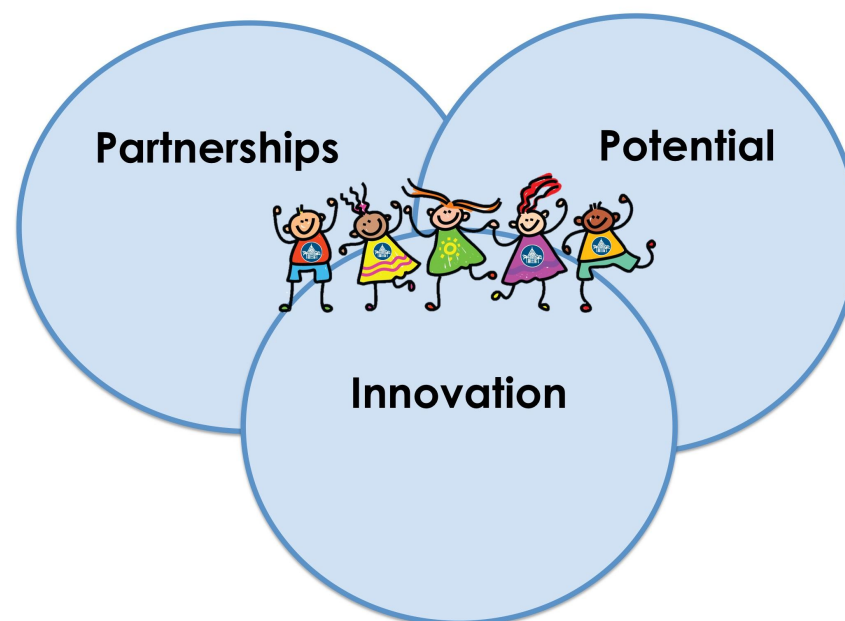


Small enough to nurture dreams.....Big enough to realise them

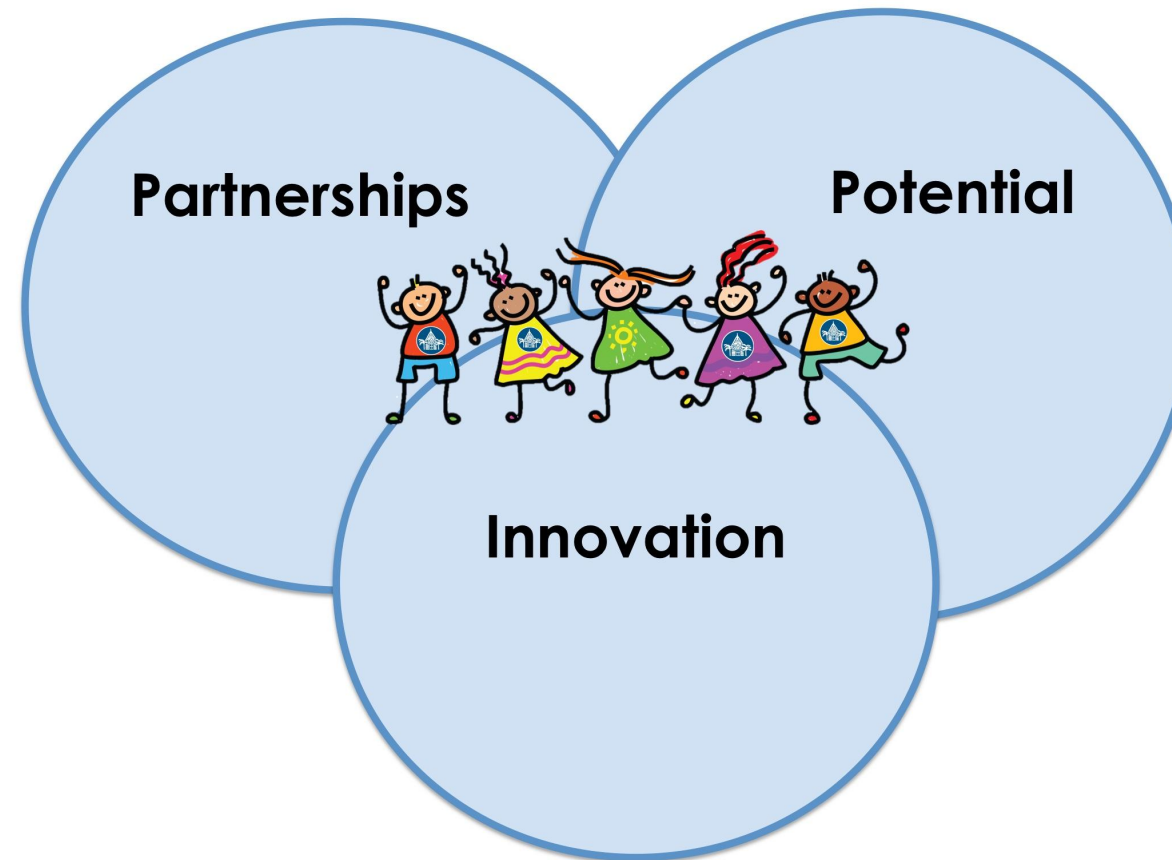
WAINUI SCHOOL CHARTER

2019- 2021



**Effective relationships and partnerships
are developed within school and the
wider community.**

**Continuous academic improvement for
all learners to realise their potential.**



**Create innovative practices which are
responsive to the learning needs of our
students.**



Wainui School Vision

Wainui students will be confident, creative and successful lifelong learners.



Wainui School Mission

To create modern and innovative learning environments, which equips our students with the skills and attitudes to respond to life's challenges in a connected world.

The Wainui School Values, intrinsic to what we do, are to be encouraged and modelled by all staff and children.



Relational

empathy
supportive
collaborative
positive
encouraging
loyal
helpful
good friend
sense of humour
inclusive

Respectful

considerate
polite
caring
courteous
well mannered
social etiquette
appreciate difference
tolerance

Resilient

flexible
persevere
determined
strong
brave
risk taker
confident

Resourceful

independent
inventive
open minded
creative
imaginative
questioning
intellectually curious
shows initiative

Reflective

thoughtful
self-aware
aware of
consequences
offers opinions
considers options

Wainui School is special and unique because:

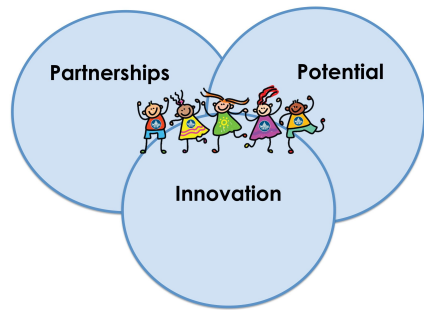
- it is situated in a peaceful rural environment with bushland, a stream, gardens, birdlife and a cycle trail.
- it has a long-known history with traditions that define our school.
- our community embraces change whilst valuing the traditions of our past.
- it is a decile 9 full Primary School committed to a safe, happy, learning environment.

WAINUI (BIG WATER)

Wainui School Guiding Principles

At Wainui School we are committed to:

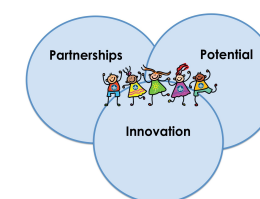
1. Providing a welcoming and inclusive environment for all learners and their families to our school community.
2. Creating an environment where all learners are empowered to participate in all activities and achieve against the key competencies and learning areas of The New Zealand Curriculum.
3. Delivering a curriculum that enables all students to become active, confident, creative and innovative learners and thinkers and effective users of communication tools.
4. Fostering an environment that appreciates individuality, uniqueness, and cultural diversity, where effort is encouraged and success is celebrated.
5. Developing a community of learners where teachers, students and families work in partnership, within schools and across schools.
6. Providing a caring environment that welcomes diversity and ensures emotional, and physical safety for all.
7. Fostering students' appreciation of the resources in our local environment, utilising them and problem solving ways of protecting them for future generations.
8. Fostering national and international partnerships for the benefits of our students and our school community.



Three key goals for the next three years



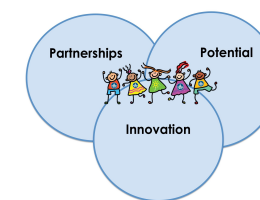
Potential	Continuous academic improvement for all learners.
Innovation	Create innovative practices which are responsive to the learning needs of our students.
Partnerships	Effective relationships and partnerships are paramount to the success of our school.



BASELINE DATA - SCHOOLWIDE

	2015	2016	2017	2018
Student Learning	<p>Reading: 86% children achieving at or above National Standard. Writing: 72% children achieving at or above National Standard. Maths: 87% children are achieving at or above the National Standard.</p>	<p>Reading: 87% children achieving at or above National Standard. Writing: 73% children achieving at or above National Standard. Maths: 81% children are achieving at or above the National Standard.</p>	<p>Reading: 84% children achieving at or above National Standard. Writing: 76% children achieving at or above National Standard. Maths: 82% children are achieving at or above the National Standard.</p> <p>National Goal is 80% across all areas by 2021</p>	<p>All student levels Now will not be using National standards but will be around data that records where the child is achieving in respect to the expected curriculum level for their age. Reading 83% achieving at or above their expected level for their age Writing 78% Children at or above the expected levels for their age Maths 78% Children at or above the expected level for their age</p>
Student Engagement	<p>Attendance 94% average for year. Lateness monitored - no data collected in this area. CYFS and MOE intervention in T1 re Year 7 student. Student voice: Increased by starting with MEET and GREET including students.</p>	<p>Attendance 93% average for year. Lateness monitored -no data collected in this area. Student voice increased at learning conversations held twice a year. 100% attendance.</p>	<p>Attendance 92% average for year. Lateness monitored/reviewed - 1% of families indicated as being consistently late. Lateness being addressed Student voice sustained at learning conversations held twice a year. 100% attendance. Student Agency: Wainui Voices engaging leaders across the school.</p>	<p>Attendance 89% average for the year Lateness monitored throughout the year monitored and the 1% of students consistently late families working with teacher and known. Student agency continues to be sustained at learning conversations held twice a year. 100% attendance by all families Student Agency: Wainui Voices engaging leaders and all classes across the school</p>
School Organisation and Structures	<p>Policy and procedures that are reviewed follow School Docs cycle Health & Safety : Hazard, Vulnerable Children's Act all reviewed and revised before April. School Pool, Alcohol, Drugs and other Harmful Substances, Emergency Planning and Procedures, Crisis Management, Sun Protection Curriculum: Improve educational outcomes for Maori; Religious Education; Employer Responsibility; Performance Management.</p>	<p>Policy and procedures that are reviewed follow School Docs cycle Health & Safety : Crisis Management; Emergency Planning and Procedures; Health, Safety and Welfare; Sun Protection; Swimming Pool Employer Responsibility: Performance Management Curriculum: Education Outside the Classroom.</p>	<p>Policy and procedures that are reviewed follow School Docs cycle Health & Safety : Employer responsibility, Emergency Planning and Procedures, Separated Parents, Day to Day Care and Guardianship, Documentation and Self Review, Privacy, Evacuation Procedures and Emergency Employer Responsibility: Performance Management, Appointment Procedures, CRT, Cultural Diversity, Staff Leave, Curriculum Education Outside the Classroom</p>	<p>Policy and procedures that are reviewed follow School Docs cycle Curriculum: Home learning, Improve educational outcomes for Maori; Religious instruction/Religious Education; Documentation and Self Review: Reporting to Parents Employer Responsibility: Complaints Protected Disclosure Health & Safety : Behaviour Management Harassment Visitors</p>

Cultural Diversity and Maori Dimension



Wainui School will reflect New Zealand's cultural diversity by:

- acknowledging all cultures within our community.
- showing how important and unique other cultures are.
- creating an environment of acceptance of cultural difference.
- ensuring that children from other cultures have equal opportunities to succeed.

Wainui School will reflect the unique position of the Maori culture by:

- embracing Hauora and taking reasonable steps to incorporate Tikanga Maori, Te Reo **Maori**, Tataiako and Ka Hikitia.

What reasonable steps will the school take to incorporate Tikanga Maori (Maori culture/protocol) into the curriculum?

We will :

- Develop a partnership with Nga Maunga Whakahii O Kaipara Trust (Kaumatua) for support, funding and akonga.
- **Work alongside kura in our community to deliver the Te Kotahitanga Tuatahi programme for our tamariki**
- Continue the curriculum leadership team to facilitate whole school development of Te Reo and Tikanga Maori.
- Ensure Powhiri protocol is always used when welcoming visitors to the community, beginning with the start of the year.
- Celebrate Matariki week integrating curriculum areas and linking with the wider community.
- Develop shared Tikanga across the Kahui Ako **through karakia, waiata, and sharing of matauranga (knowledge)**
- Collaborate with **Kahui Ako** to ensure this is one of the foci for development, collation of data to analyse for trends in attendance and some aspects of literacy.

We will:

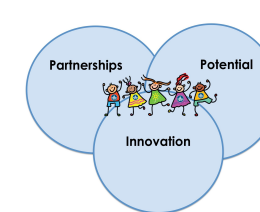
- Continue to develop and strengthen kapa haka established within our school and community using an outside facilitator.
- Align Wainui 5R's (Values) with the teaching and learning of Te Reo.
- Embed the curriculum competencies of NZC and Te Aho Arataki Marau mō te Ako i Te Reo Māori (Curriculum Guidelines for teaching learning of Te Reo). These underpin the school's vision for learning Curriculum Competencies.
- Evaluate current funding, ensuring that no other child would be adversely affected by the staffing and resource needs of a Te Reo programme.
- Consult our local Kaumatua/Maori advisory on opportunities which may be available that suit the needs of the child.
- Continue to strengthen engagement of whanau as established with Kahui Ako priorities.
- Offer opportunities for hui/meeting/gathering/morning tea korero (talk) to discuss specific and general issues to develop Maori strategy.
- Further develop the link with Te Aroha Pa and the Nga Maunga Whakahii o Kaipara Trust to strengthen the implementation of Tikanga Maori.
- Continue to use documents Ka Hikitia and Tataiako to lead and further guide change.

What reasonable steps will the school take to provide instruction in Te Reo Maori (Maori Language) for full time students whose parents ask for it?

We will:

- Evaluate current funding ensuring that no other child would be adversely affected by the staffing and resource needs of a Te Reo programme.
- Contact other Te Reo Maori immersion units/schools which may be equipped to better meet the child's learning needs.
- Consult our local Kaumatua/Maori advisory on opportunities that may be available that suit the needs of the child.
- Contact the Ministry of Education to advise that we have taken all reasonable steps and seek their assistance should it be required.

Writing Improvement Plan 2019



Improvement Plan - Domain: Learning

Strategic Goal Continuous academic improvement for all learners.

Annual Goal To increase the percentage of children achieving at or above their expected level of the curriculum in writing to increase to 80%

Baseline data and Annual Target

To raise the achievement level of the 22% of students identified as not achieving at the expected levels for their age, by the end of 2019.

% Pass rate	2016	2017	2018	2019
Students at or above the level they should be	73%	76%	78%	80%

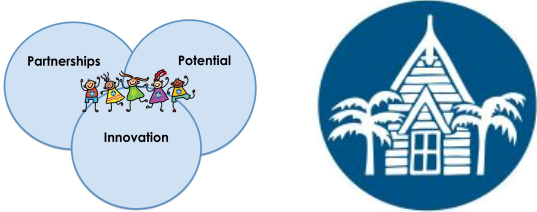
Our baseline data (end of year OTJs) showed that our 2018 annual objective of maintaining the 2017 achievement of 'at' or 'above' was achieved. 78% were at' or 'above' their expected curriculum level for their age, an increase of 2%.

Maori achievement shows 12% of those identified as below are Maori. No Pasifika identified as below. In years 2 to 4, 5% identified as well below and needing support. In years 5 to 8, 3% identified as well below and needing support. 64% of the total children who are below are boys.

Key Improvement Strategies

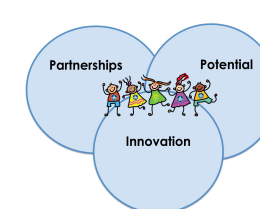
When	What (examples)	Who	Indicators of Progress	Actual outcome
Each term	Key focus goals of Orewa Kahui Ako. <ul style="list-style-type: none"> Implementing the LPF and PaCT. Assessment consistency- moderation Teacher capability and BES practice models 	Across School Leader- Sandy All staff	Learning Progressions Framework introduced to staff and used across the school effectively. (LPF) Accuracy and consistency of assessment in writing - based on LPF and Orewa Kahui Ako writing matrix. Within and across schools - robust moderation programme each term. Models of effective practice shared, collaborating with colleagues, school visits.	
Term 1- 2	Developing our school overview of explicit skills to be taught across the school.	Literacy team	Overview developed with Literacy team. Developmental steps identified, aligned to LPF and Orewa Kahui writing matrix. Implemented across school teams and included in planning cycles. Priority given to timetabling core curriculum daily to include explicit teaching of writing, in accordance with the agreed curriculum expectations.	

Writing Improvement Plan (continued 2019)



Improvement Plan - Domain: Learning	
Strategic Goal Continuous academic improvement for all learners.	Annual Goal To increase the percentage of children achieving at or above their expected level of the curriculum in writing to increase to 80%
Monitoring How <i>are we going – check student outcomes every term</i> <i>Where are the gaps? What needs to change if this is not working?</i>	
Resourcing eTap training - \$720 (2 half day sessions) + Staff release \$ 600 (2 relievers) x 2 half day sessions Release for new teachers to support PD workshop in writing 3 teachers released for full day \$900 Total \$ 2220	

Reading Improvement Plan 2019



Improvement Plan - Domain: Learning

Strategic Goal Continuous academic improvement for all learners.

Annual Goal To increase the percentage of children achieving at or above their expected level of the curriculum in Reading to increase to 85%

Baseline data and Annual Target

% Passrate	2016	2017	2018	2019
Students at or above the level they should be	87%	84%	83%	85%

Reading:

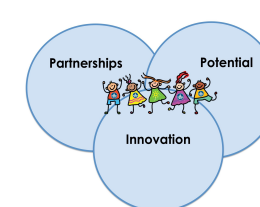
Our data showed that our 2018 achievement level of 83% 'At' or 'Above' their expected curriculum level for their age was a decrease of 1% on our 2017 achievement levels but a decrease of 4% since 2016.

- No significant issue with Maori achievement - 9% of those identified as below are Maori
- No Pasifika are identified as below.
- There is a significant difference between the achievement of boys and girls
- Large cohort at Year 5 level requiring support - 30 %. Of this 30%, 78% are boys.
- In Year 5-8, 2%, and in Year 2-4, 5% of learners identified as well below and needing support

Key Improvement Strategies

When	What (examples)	Who	Indicators of Progress	Actual outcome
Ongoing	- Key focus goals of Orewa Kahui Ako. <ul style="list-style-type: none"> • Unpacking prior to Implementing the LPF and PaCT • Teacher capability and BES practice models 	- In school leader - Wendy, Leanne Sandy - All staff	- Learning Progressions Framework introduced to staff and used across the school effectively (LPF) - Models of effective practice shared, collaborating with colleagues, school visits (coordinated by Orewa Kahui Ako)	
Term One	PD focus of a TOD on "Sharp Reading". A new school-wide approach to the teaching of reading.	Hilton Ayrey All staff	All staff will be implementing the Sharp reading programme in their classes.	
Term One	Conduct a self-review of reading current practice, based on best classroom practice.	English team All staff	- Expectations of teaching in reading reviewed and shared with all staff - Support for new staff in developing an understanding of school reading expectations - Review of Curriculum and Achievement Plan for identifying and supporting Priority Learners	
Term 1 & 2 and	Develop and overview of specific skills to be taught across	English team	Conduct a self-review of reading current practice, based on best classroom practice.	

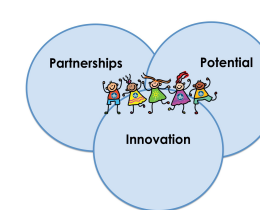
Reading Improvement Plan continued 2019



Improvement Plan - Domain: Learning				
When	What (examples)	Who	Indicators of Progress	Actual outcome
Ongoing	- Develop teacher capability to use eTAP and implement PaCT for data gathering, tracking student learning progress, and identification of priority learners	- DP - AP - SENCO - All staff	- PD sessions with staff developing eTAP skill base - Introduce PaCT PD with all staff, incorporating assessment using LPF - All teachers to utilise eTAP class summary to identify and track Priority Learners, who are added to the eTAP support register by SENCO	
Term 1 to 4	- Raise the achievement levels of the Year 3,4, 5 cohort of children identified in the end-of-year data from 2018	- English team - SENCO - Year 3/4/5/6 teachers	- Priority learners identified - baseline data gathered to identify gaps in learning - In-class (Tier 1) strategies implemented to improve outcomes for all learners - Withdrawal (Tier 2) programmes implemented to accelerate the learning of Priority Learners in reading - Outside agencies (Tier 3) engaged where necessary - Curriculum and Achievement Plan for supporting Priority Learners	
Ongoing	- Implement the Digital Curriculum, particularly Design and visual communication to support all learners in reading	- English team - All staff	- PD sessions with staff to develop a Design and Visual communication skill base - Introduce Design and visual communication into reading sessions - Measure the effectiveness of Design and visual communication on reading achievement through gathering raw data and anecdotal evidence	

Monitoring			
	How are we going?	Where are the gaps?	What needs to change?
Term 1			
Term 2			
Term 3			
Term 4			

Maths Improvement Plan 2019



Improvement Plan - Domain: Learning in Mathematics

Strategic Goal Continuous academic improvement for all learners.

Annual Goal To increase the percentage of children achieving at or above their expected level of the curriculum in Maths to increase to 85%

% Passrate	2016	2017	2018	2019
Students at or above the level they should be	81%	81%	78%	85%

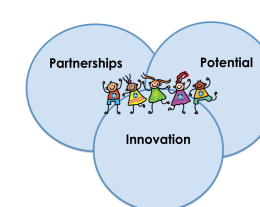
Our data showed that our 2018 achievement level of 78% 'At' or 'Above' their expected curriculum level for their age was a decrease of 3% on our 2017 achievement levels.

- No significant issue with Maori achievement - 12% of those identified as below are Maori
- 2% of those identified as below are Pasifika
- No significant difference between the achievement of boys and girls
- Analysis of data shows a large cohort at Year 3/4/5 level requiring support (31%) as they are achieving below the expected level for their age
- In Year 5-8, 2%, and in Year 0-4, 3% of learners identified as well below and needing support

Key Improvement Strategies

When	What (examples)	Who	Indicators of Progress	Actual outcome
Ongoing	- Key focus goals of Orewa Kahui Ako. <ul style="list-style-type: none"> • Unpacking prior to Implementing the LPF and PaCT • Teacher capability and BES practice models 	- In school leader - Leanne - All staff	- Learning Progressions Framework introduced to staff and used across the school effectively (LPF) - Models of effective practice shared, collaborating with colleagues, school visits (coordinated by Orewa Kahui Ako)	
Term One	- Conduct a self-review of maths current practice, based on best classroom practice (Effective Pedagogy in Maths booklet)	- Maths team - All staff	- Expectations of teaching in maths reviewed and shared with all staff - Support for new staff in developing an understanding of school maths expectations - Review of Curriculum and Achievement Plan for identifying and supporting Priority Learners	
Term One & Two	- Develop an overview of explicit skills to be taught across the school in mathematics -	- Maths team	- Overview developed with Maths team - Learning progression steps identified through the implementation of LPF and PaCT - Implemented across school teams and included in planning cycles - Priority is given to timetabling core curriculum daily to include explicit teaching of maths, in accordance with the agreed curriculum	

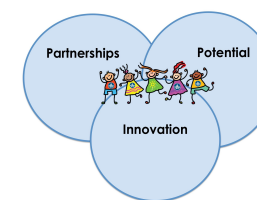
Maths Improvement Plan continued 2019



Improvement Plan - Domain: Learning																								
Ongoing	- Implement the Digital Curriculum, particularly Computational Thinking, to support all learners in mathematics through mathematical thinking	- Maths team - All staff	- PD sessions with staff to develop a Computational Thinking skill base - Introduce Computational Thinking into maths sessions where children express problems, formulate solutions, and develop algorithmic thinking skills - Measure the effectiveness of Computational Thinking on maths achievement through gathering raw data and anecdotal evidence																					
<div>Monitoring</div> <table><thead><tr><th></th><th>How are we going?</th><th>Where are the gaps?</th><th>What needs to change?</th></tr></thead><tbody><tr><td>Term 1</td><td></td><td></td><td></td></tr><tr><td>Term 2</td><td></td><td></td><td></td></tr><tr><td>Term 3</td><td></td><td></td><td></td></tr><tr><td>Term 4</td><td></td><td></td><td></td></tr></tbody></table>						How are we going?	Where are the gaps?	What needs to change?	Term 1				Term 2				Term 3				Term 4			
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<div>Resourcing</div> <div>- (in conjunction with the Writing Improvement Plan)eTAP training - \$720 (2 half-day sessions) + Staff release \$ 600 (2 relievers) x 2 half day sessions</div> <div>Release for new teachers to support PD workshop in writing 3 teachers released for full day \$900</div> <div>Total \$2220</div> <div>Making Maths Count workshops - Jo Knox</div> <div>Series of six workshops designed for teachers of maths</div> <div>The cost for each participant is \$120 per session, or \$600 for all six workshops</div> <div>- Support through the Kahui Ako - targeted PD in line with the Kahui Ako mathematics focus (TBC)</div>																								

Strategic Goal One:

Continuous academic improvement for all learners.



2019

2020

2021

1.1 Annual targets will be identified, based on analysed data, to sustain improvement for all learners in Reading and Mathematics and effect further improvement in Writing, developing evaluative capability.

1.2 Continue to support all Priority Learners and Gifted and Talented Learners, ensuring they are engaged for successful outcomes.

1.3 Encouraging student voice and empowering through student agency as an integral part of teaching as inquiry, to further develop understanding of what and how learners learn, (developing adaptive capability).

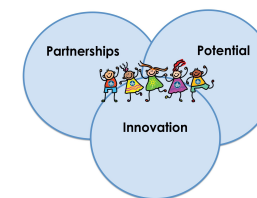
1.4 To strengthen the ability of the staff to improve practice through targeted Professional Development (PD) to raise student achievement.

1.5 Through participation in collaborative and connected learning communities **Orewa Kahui Ako**, opportunities to extend and enrich teaching and learning will be created (developing adaptive capability) .

1.6 To improve all transitions to ensure learning pathways are clear, link to the **Orewa Kahui Ako** goals .

Strategic Goal Two:

Create innovative practices which are responsive to the learning needs of our students.



2019	2020	2021
2.1 Develop a responsive curriculum - <i>"Teachers incorporate practices designed to make the classroom more stimulating, challenging, safer, and happier"</i> - to cater for all learners.		
2.2 Continue to develop Innovative Learning Environments.		
2.3 Continue to increase access, equity and capability with ICT for all learners.		

Strategic Goal Three:

Effective relationships and partnerships are paramount to the success of our school.

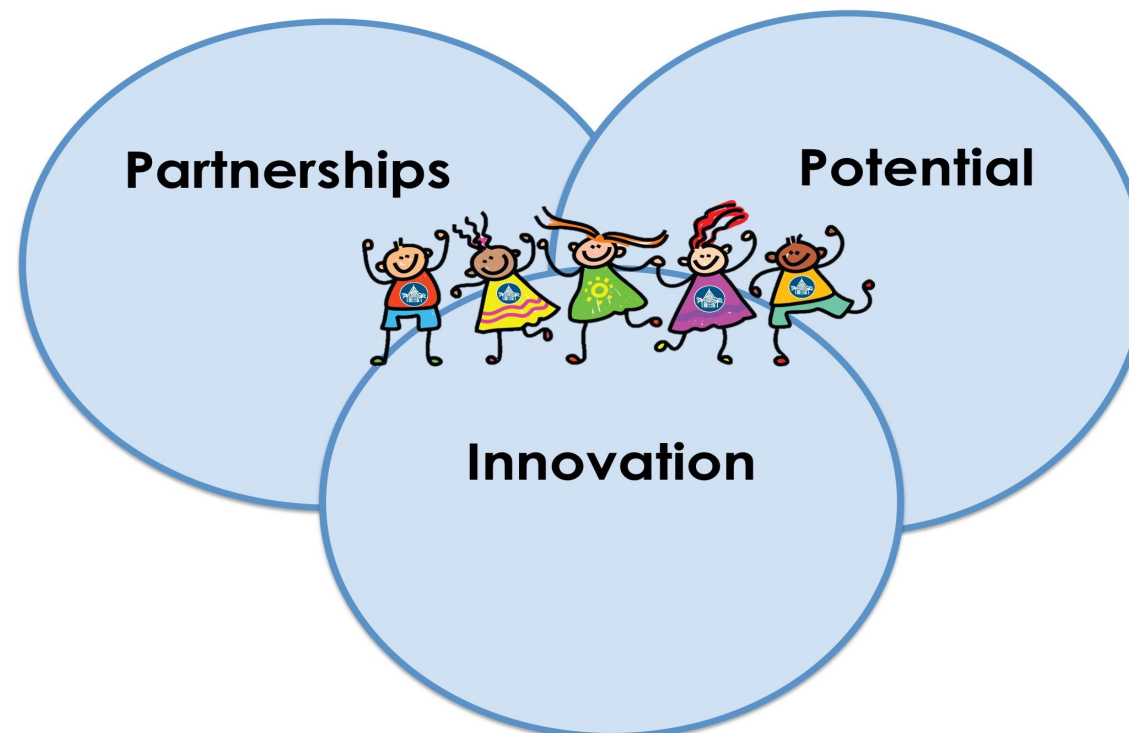
2019	2019	2020
3.1 Develop effective communication practices with all stakeholders.		
3.2 Foster productive, positive, reciprocal partnerships with all stakeholders in the community,		
3.3 Continue to further empower promote and develop the Wainui values, culture and traditions.		
3.4 Parents and whanau are well informed and engaged in student learning.		



Small enough to nurture dreams.....Big enough to realise them

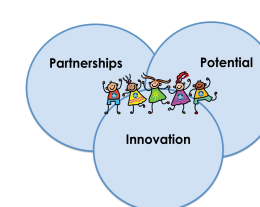
WAINUI SCHOOL

ACTION PLAN - 2019



Goal 1 (NAG 1) - Strategic Goal One:

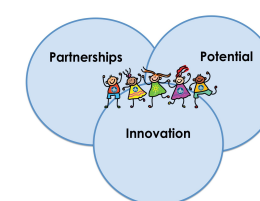
Academic improvement, a focus on excellence and accelerated learning for all learners.



	Goals	2019	Responsibility	Actual Outcome
1.1	Annual targets will be identified, based on analysed data, to effect and sustain improvement for all learners in Reading, Writing and Mathematics (developing evaluative capability)	<p>1.1.1 - Analysed data from 2018 is used to identify target learners.</p> <p>1.1.2 - Targets set and interventions identified – timetables established.</p> <p>1.1.3 - Teachers use Classroom Profiles - andEtap - class summary ?to show- gap analysis and trajectory of learning pathways) for all learners in their classes.</p> <p>1.1.4 - Further develop the school management data system, eTAP SMS and PaCT, to be our single point for data collection, and evaluative, anecdotal evidence.</p> <p>1.1.5 - Assessment that is robust, equitable for all learners and informs practice will be used in conjunction with moderation to inform reliable OTJs. Learning Progressioan framework (LPF)and PaCT tool to be added to Teachers practice.</p> <p>1.1.6 Our Kahui Ako schools are using the learning progressions effectively.</p> <ul style="list-style-type: none"> • Accuracy and consistency of assessment in writing / numeracy • Within and across schools - robust moderation programme. • Models of effective practice for all learners. 	<p>Principal, Senior Management Team Principal, Senior Management Team All Teaching Staff Deputy Principal and Principal</p> <p>Assisitant pricinpal? Kahui Ako Across school Leader PrincipalAll Teaching staff</p> <p>Principal and Kahui Ako leaders</p>	
1.2	To continue to support all Priority Learners, Gifted and Talented learners, ensuring they are engaged for successful outcomes.	<p>1.2.1 - Priority groups are identified - Maori, Pasifika, Gifted and Talented, and tracking and review schedules established to further ensure equity and opportunity is able to occur.</p> <p>1.2.2 - In depth examination of children in the top 40% of the school data to ensure accelerated progress and opportunities and a strive for excellence for all. The latest OECD reports believe this is the area of future concern.</p> <p>1.2.3 - Differentiated programmes, based on current research and best practice, will provide tailored, specific and targeted support aimed at optimising and accelerating student achievement.</p> <p>1.2.4 - Curriculum and Achievement plan (CAP) developed and implemented for target learners.</p> <p>1.2.5 - Resources and technologies that appropriately support all students, including those with special, or differentiated, learning needs will be identified and used to effect improvement, excellence, motivation and engagement. Digital curriculum, student leadership, PlayBased learning, PEEPS, Garden to Table and Kapa Haka.</p> <p>1.2.6 - Continued commitment to smaller class sizes across the school.</p> <p>1.2.7 - A minimum goal of one teacher aide per team as funding permits.</p>	<p>Senior Management Team</p> <p>Management Team</p> <p>All Teaching Staff</p> <p>Lead Teachers</p> <p>Management Team and ICT team</p>	

Goal 1 (NAG 1) - Strategic Goal One:

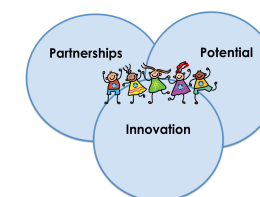
Academic improvement a focus on excellence and accelerated learning for all learners.



	Goals	2019	Responsibility	Actual Outcome
1.3	Encouraging student voice and empowering through student agency as an integral part of teaching as inquiry, to develop further understanding of what and how learners learn.	<p>1.3.1 - Review Inquiry model to be integrated with/ or enclosed within " Concept Based Curriculum". Authentic programmes developed through Teacher spiral of Inquiry .</p> <p>1.3.2 - Learning maps, learning conversations, student led learning and reports provide multiple opportunities for teacher, parents and students to share learning goals and progressions. Continue to review, revise and develop in 2019 .</p> <p>1.3.3 - Learners develop awareness of their next steps for learning, needs for learning and can articulate how and what they want to inquire into.(STUDENT AGENCY)</p> <p>1.3.4 - Focus on incorporating and making explicit Tātaiako competencies for students and teachers through all learning opportunities: Problem solving and innovation (Wānanga), learning in the classroom and beyond (Ako), build strong interpersonal relationships (Whanaungatanga), hold onto values of integrity and trust (Manaakitanga), and socio cultural awareness (Tangata Whenuatanga).</p> <p>1.3.5 - Kahui Ako - to incorporate the elements of student agency, engagement, motivation and articulation of learning to increase excellence into the development plan.</p>	<p>Management team and In school leaders.</p> <p>All Teaching Staff and Students</p> <p>Students with teachers</p> <p>All staff</p> <p>Principal AP/ ASL - Sandy, In school leaders Wendy and Leanne</p>	
1.4	To strengthen the ability of the staff to improve practice through targeted Professional Development (PD) to raise student achievement, excellence and engagement in learning	<p>1.4.1 - Professional development plan in line with all key focus areas for 2019</p> <p>1.4.2 - Kahui Ako Lead teachers both In school and Across school Leaders continue to be supported and released to take up this role.</p> <p>1.4.3 - Planned, focussed staff meetings weekly to improve practise,(Teacher Agency) develop and encourage innovation around target curriculum areas and inquiry.</p> <p>1.4.4 - Continue to Improve the GROWTH coaching model across the school.</p> <p>1.4.5 School wide development and improvement of eTAP school management system to collate, analyse and improve assessment, collation, diagnostic and summative reporting and trends.</p> <p>1.4.6 School wide introduction and development of the Learning Progression Frameworks and PaCT tool. (Progressive and Consistency tool)</p> <p>1.4.7 School wide introduction,development and Implementation of PB4L (Positive Behaviour for learning) and UBRS (Understanding behaviour and responding safely).</p>	<p>Management team</p> <p>Sandy, Leanne and Wendy Principal. Appointed 2017 renewed May 2018</p> <p>AP and Principal</p> <p>DP Principal All staff</p> <p>Across School Leader and DP All staff</p> <p>PB4L team All staff</p>	

Goal 2 (NAG 1) - Strategic Goal Two:

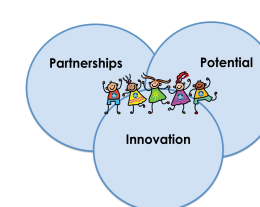
Create innovative practices which are responsive to the learning needs of our students.



	Goals	2018	Responsibility	Actual Outcome
2.1	Continue to To develop a responsive curriculum to cater for all learners.	<p>2.1.1 - Teaching of core subjects will be balanced with opportunities and programmes based on passions with provocations.</p> <p>2.1.2 - Develop further opportunities for student agency and choice in the learning through authentic inquiry learning.</p> <p>2.1.3 - Teachers are employed with a range of strengths and capabilities that are utilised within classrooms and across the school to develop successful learners.</p> <p>2.1.4 - School wide distributive leadership practices are integral to the school's management and leadership strategy. Leadership is encouraged, developed and valued.</p> <p>2.1.5 - Explicit teaching in writing continues - Wainui Writing Plan reviewed for 2019 and implemented in all classrooms. PD and support given for all new staff. Developed using professional educators eg Gaye Byers, Sheena Cameron, Kahui Ako leaders expertise</p> <p>2.1.6 - Staff are given feedback to support their growth and well being through mentoring and appraisal using Growth Coaching model.</p> <p>2.1.7 - Teachers set up individual/collaborative inquiries based on needs of learners, including development leading to stronger Teacher Agency</p>	<p>All Teaching Staff</p> <p>All Teaching Staff</p> <p>Principal DP and BOT</p> <p>Principal and Management Team</p> <p>Sandy - lead with the writing team</p> <p>Principal and AP Sandy All Teaching Staff</p> <p>All teachers</p>	
2.2	To continue to develop Innovative Learning Environments	<p>2.2.1 - Develop an environment plan to sustain the bush, gardens and play areas to be manageable, productive and sustainable. Incorporate Garden to Table, enviro-schools include Bee keeping), pest control and waste minimisation</p> <p>2.2.2 - Collaborative learning spaces developed within 5YA.</p> <p>2.2.3 - Develop 5YA and 10YP plans with a focus on innovative and flexible learning environments which include: maintenance plan, play areas, shade areas, community hub, and ECE.</p>	<p>Principal, BOT Enviro Group Leanne Stevenson</p> <p>Principal, BOT,</p> <p>Principal, BOT,</p>	
2.3	To continue to increase access / equity to and capability with ICT for all learners.	<p>2.3.1 - PD for teachers to use, incorporate and develop digital technologies confidently and appropriately to support higher order collaborative learning linking with a Universal Design for Learning framework.</p> <p>2.3.2 - Digital curriculum developed to support authentic, creative collaborative innovative learning in all classes linking with a Universal Design for Learning framework.</p> <p>2.3.3 - Teachers to use digital portfolios/Google Sites and Google Classroom for their appraisals.- Ararimu to be trialled to compare the frame work with the schoool's current model.</p> <p>2.3.4 - ICT plan will ensure equity of access to device use. Review the ICT curent landscape across NZ Schools how Play Based learning and innovative environments fit.</p> <p>2.3.5 - Strategic planning and resourcing for technology sustained at current level.</p>	<p>Principal, DP ICT Team</p> <p>DP ICT team</p> <p>Principal & DP .</p> <p>Principal and ICT team</p> <p>Principal, ICT team, BOT</p>	

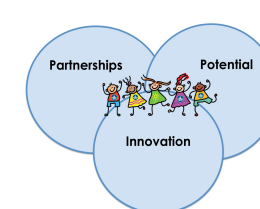
Goal 3 (NAG 1) - Strategic Goal Two:

Effective relationships and partnerships are developed within school and the wider community.



	Goals	2018	Responsibility	Actual Outcome
3.1	To develop effective communication practices with all stakeholders.	<p>3.1.1 - Communication needs to be consistent, clear, timely, up to date and in plain language - team newsletters, school newsletter, website and facebook.</p> <p>3.1.2- Digital forms of communication continue to develop: Email groups set up for all classes, WS Admin, Google classroom, classroom teacher engages regularly with all families. Newsletter online</p> <p>3.1.3 students will continue to be assessed in each area in line with the NZ Curriculum progression and levels.</p> <ul style="list-style-type: none"> Wainui School will report in writing twice a year, as well as two Learning Conversations a year. Progress and achievement levels will be reported to the BOT regularly and to MOE (as required). 	<p>Principal, EXO, Team Leaders</p> <p>Principal and DP</p>	
3.2	To foster productive, positive, reciprocal partnerships with all stakeholders in the community, CoL, family, whanau, sponsors, BOT, and Friends of Wainui School.	<p>3.2.1 - Develop positive and productive partnerships with clear guidelines of operation. These include:</p> <ul style="list-style-type: none"> International partnerships - Korea, Japanese - Code of Pastoral Care, China Friends of Wainui school(FOWS) Sponsorship Kaipara Trust Orewa Kahui Ako (Community of Learning) Wider community - link with the community including experts in their field to provide a partnership in learning. <p>3.2.2 - Continue to build productive, positive consultation processes.</p> <ul style="list-style-type: none"> Hui for Maori parents. FOWS - fundraising key events and processes. Health consultation, cyber safety, in line with tri-annual policy review. Consultation with community and stakeholders for strategic planning 	<p>Principal BOT and FLOWS</p> <p>Principal and BOT</p>	
3.3	To continue to promote and develop the Wainui values, culture and traditions, ensuring that education practices are inclusive.	<p>3.3.1 - Calendar of events agreed upon by all stakeholders at the beginning of the year (Week 4 , Term 1) and reset by the end of Term 4 ,2018 to include traditional and new events.</p> <p>3.3.2 - Review Wainui Schools 5R's within the PB4L framework</p> <p>3.3.3 - Provide a safe emotional and physical environment for the learning community that is inclusive and equitable for all.</p> <p>3.3.4 - Review and implement relevant criteria, for all school awards. Eg cups, certificates unfinished in 2018</p>	<p>Principal , BOT, FOWS</p> <p>All staff</p> <p>Principal</p> <p>Senior management team</p>	
3.4	Parents and whanau are well informed and engaged in student learning.	<p>3.4.1 - Strengthen family and whanau engagement, include these in Kahui Ako goals development.</p> <p>3.4.2 - Research effective engagement , that provide success, and obtains excellence for all nationally and Internationally.</p> <p>3.4.3 - Learning maps , student agency - continue to develop their use.</p>	<p>All staff</p> <p>Senior management team</p> <p>All staff</p>	

Business As Usual Goals (not covered above)



NAG 3 - 3.1 - Personnel - To further refine procedural frameworks which promote high levels of staff performance.

	Action Required	Responsible	Actual Outcome
3.1	Annual cycle of performance appraisal in place. Annual review of job description and annual goal setting. Internal appraisal of principal, by BOT.	Principal BOT Chair	Annual cycle of performance appraisal is in place.for all staff teachers using Google classroom Annual review of job description and annual goal setting.all completed ext 1 Internal appraisal of principal, by BOT.

NAG 3 - 3.2 - To establish systems to ensure the BOT fulfills its role as a good employer.

	Action Required	Responsible	Actual Outcome
3.2	Keep personnel files. Provide release for appraisal. Ensure all police checks are in place.	Principal	Y

NAG 3 - 3.3 - To undertake BOT training and development.

	Action Required	Responsible	Actual Outcome
3.3	BOT training and governance continue as required, use STA, webinars and other providers.	Principal and BOT Chair	

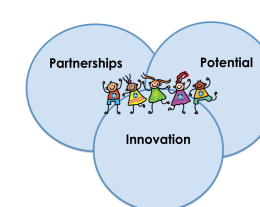
NAG 4 - 4.1 - To allocate funds to reflect and support the school's strategy and operations.

	Action Required	Responsible	Actual Outcome
4.1	Financial planning and budget plans in place to meet the strategic goals. Annual plan formulated to plan and monitor spending. Annual audit takes place.	Principal BOT Treasurer Ed Services	

NAG 4 - 4.2 - To ensure financial policies systems and procedures are sound.

	Action Required	Responsible	Actual Outcome
4.2	Annual budget ratified. Annual plan reflects the budget. Annual audit takes place.	Principal BOT Treasurer Ed Services	

Business As Usual Goals (not covered above)

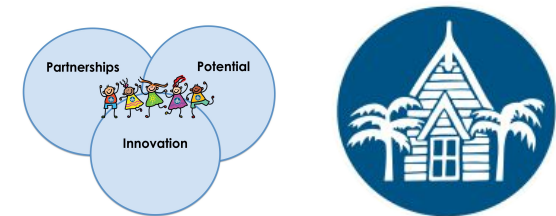


NAG 4 - 4.3 - To proactively fundraise.			
	Action Required	Responsible	Actual Outcome
4.3	<p>Create positive partnerships with all fundraising groups. FOWS, Buisneses</p> <p>Grant applications. - apply for large asset e.g surface for the courts</p> <p>Implement community network of support.</p> <p>Utilise school website - businesses to advertise.</p> <p>Grow sponsorship.- document in place bring alive in 2019</p> <p>Increase International students Limiting factor (trialling differnet numbers e.g 3 for a wekk or smalller groupsof 10 childn but support with ESOL tutur).</p>	<p>Principal</p> <p>BOT</p> <p>FOWS</p>	

NAG 5 - 5.1 - To provide a safe physical environment for students and staff.			
	Action Required	Responsible	Actual Outcome
5.1.1	Review hazard identification and continue to improve policies and procedures in line with the Health and Safety legislation from April 2016.	Principal and Property Manager BOT	
5.1.2	Implement and practice all Emergency procedures.	Principal	
5.1.3	Ensure Health & Safety committee is meeting regularly and reporting .	Principal	

NAG 5 - 5.2 - To provide a safe emotional environment for students and staff.			
	Action Required	Responsible	Actual Outcome
5.2.1	Implement PB4L and UBRS strategies linked to school behaviour system and to Wainui School Policy and Procedures.	Principal Management Team Whole staff	
5.2.2	Staff support systems maintained and reviewed. Ensure staff are aware of policies and procedures and how to access and use these from in School Docs. Induct new staff	Principal	

Business As Usual Goals (not covered above)



NAG 6 - LEGISLATION - 6.1 - To comply with all current legislation through the School's Policy and Procedures.			
	Legislative Requirements	Responsible	Actual Outcome
6.1.1	Stand Downs & Suspensions.	Principal	
6.1.2	School Calendar of Events.	Principal	
6.1.3	School Roll.	All teachers School Sec.	
6.1.4	International Students/ Code of Compliance.	Principal	
6.1.5	Management of Truancy.	Principal D.P. SENCO	
6.1.6	Summary of Attendance.	Principal	
6.1.7	Emergency Closure.	Principal	
6.1.8	Teacher Registration.	Principal	
6.1.9	Staff Salary Increments.	Principal EXO	
6.1.10	Police Vetting of Non-Teaching Staff.	Principal EXO	
6.1.11	Community Health Consultation (every 2 years).	Principal BOT	
6.1.12	Mandatory reporting to teachers council re competency and/or serious fraud.	Principal BOT	