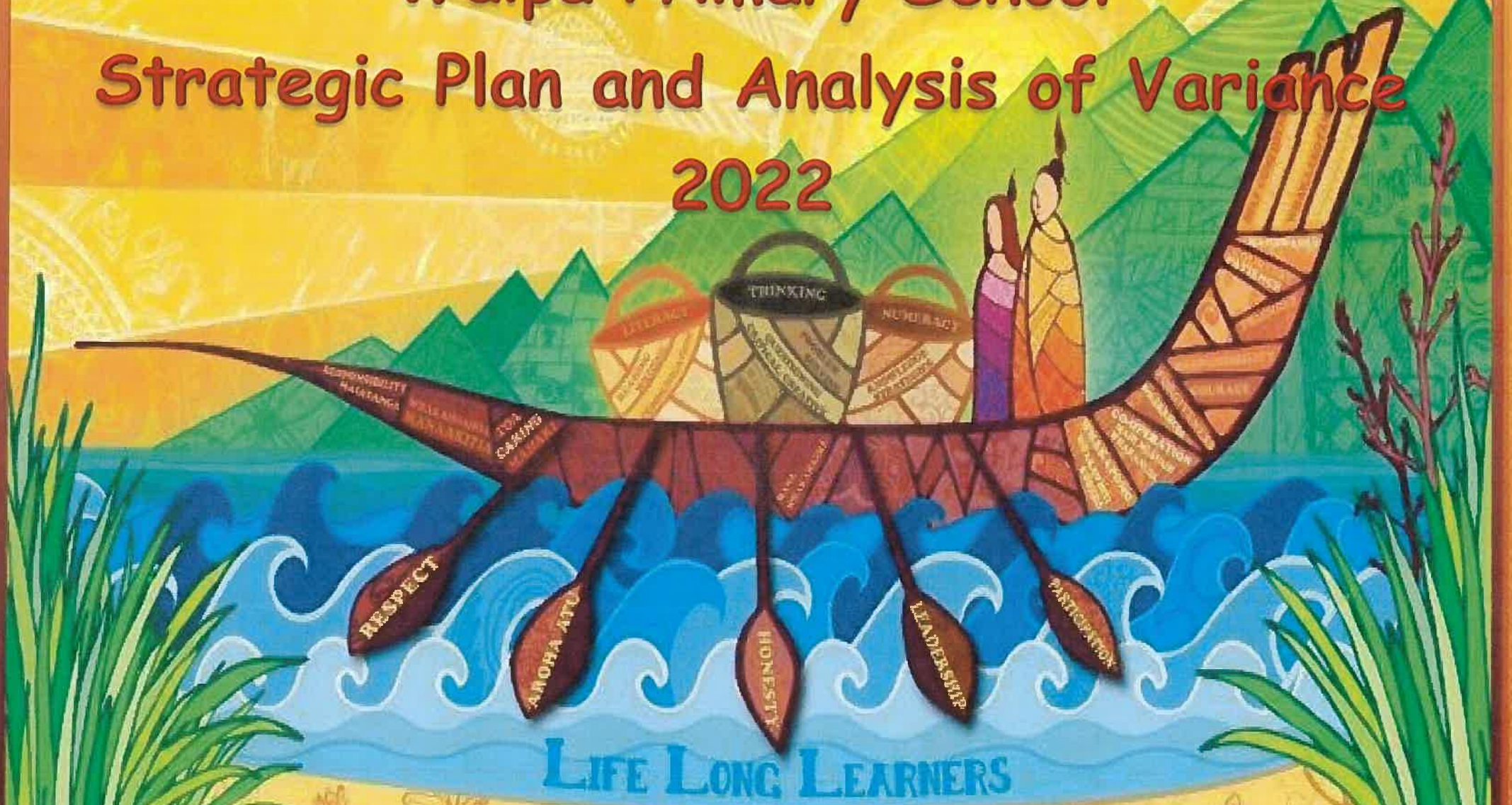


Waipa Primary School Strategic Plan and Analysis of Variance 2022



THE WAIPA WAY 

Strategic Aims 2021 – 2024

Strategic Planning

Student Learning and Achievement

(Students)

Aims that focus on improving student achievement:

- To accelerate the progress of Māori students working below expected levels in reading, writing and maths.
- To foster student wellbeing.

Developing a quality learning community

(Teachers/programmes/
Community)

Aims for curriculum, support programmes, community partnership and teacher development:

- To provide effective professional development.
- Positive interaction and regular consultation with our community.
- Trying to be the best that we can be at all times.
- Enhance our students' ability to transition to High School effectively.
- To continue developing and then implementing the Waipa Curriculum during 2021 - 2024.
- To use a range of summative assessments and moderation, to provide dependable student data.

School Organisation and Structure

(Systems)

Aims for personnel, processes and systems:

Self-Review 2 - To focus on the collection and analysis of baseline data, especially students in the below average category to increasing the number of students achieving at average or above in Reading, Writing and Mathematics

Personnel 3 - To facilitate a positive staff environment that results in enjoyment of teaching and learning.

Property 4 - To provide a safe and attractive physical environment that benefits learning.

Financial 4 - To enhance learning through prudent financial management.

Health & Safety 5 - To provide a safe working and learning environment for all.

Legislation 6 - To enhance learning by complying with relevant legislation.

Strategic Aim 1: To develop and promote assessment capable students, teachers, school leaders and parents 2021 - 2024.

Assessment Capable Students	Assessment Capable Teachers	Assessment Capable Leaders	Assessment Capable Parents	Outcomes
<ul style="list-style-type: none"> • Students are clear about what they are learning and why. • Students are clear about how they will achieve their learning. • Students clear about what their learning may look like. • Students will access information from a wide range of sources, including achievement expectations and learning progressions to guide learning conversations and next steps. • Students are able to self-assess and self-regulate their learning by reflecting on the current achievement and progress to determine their next learning goals. 	<ul style="list-style-type: none"> • Teachers plan with students what students are learning and why. • Teachers will work with students on how they will achieve learning outcomes. • Teachers will work with students about what the learning may look like using exemplars and models. • Teachers will work with students about how well the learning has been achieved, self-assessment, next steps. • Teacher to use feedback, feed forward and questioning to support student learning. 	<p>School leadership will be focused on coherence between assessment processes and practice and systems in classrooms to promote better learner engagement to ensure:</p> <ul style="list-style-type: none"> • Effective strategic planning. • High quality assessment practices. • Effective communication of progress and achievement with whānau and community. • Alignment of assessment, planning, recording and reporting. • School curriculum enables teachers to use assessment for learning, with students closely involved. <p>School leadership will foster continuous school improvement that reflects an inquiry approach through: Supporting a continued development of evidence-based learning for sustained improvement.</p>	<ul style="list-style-type: none"> • Parents are able to understand assessment terminology and have access to assessment data on their child. • Parents are able to ask questions and have discussions in relation to their child's learning. • Parents are kept informed about next steps for their child. • Parents have communication with their child's teacher in regard to their progress and achievement. • The school BOT receives clear information on student progress and achievement throughout the year. • BOT members are able to engage in educational conversations on matters concerning student achievement data. • BOT member are able to use this information to inform decisions for future planning. 	<ul style="list-style-type: none"> • Effective tools and systems are used to gather, collate, analyze and use student assessment data for improving teaching and learning. • The analysis of student data is used to improve teaching and to identify areas for teacher professional development. • School leadership and BOT promote, develop and sustain links with parents and the community to enhance outcomes for all students. • Parents are directly involved in guiding and supporting their child's learning, progress and achievement. • Students have more ownership of their own learning. • Teachers work with students to identify appropriate learning intentions and success criteria. • Teachers assist students to understand more about their learning.

Strategic Aim 2: Supporting Māori students to achieve educational success as Māori at Waipa School

Māori Achieving Educational Success as Māori Descriptor	Indicators
Māori learners and their whānau, and how they are engaged in Waipa School.	<ul style="list-style-type: none">• The school reports and celebrates Māori learners achievements and success on a regular basis.• Māori learners will be encouraged to take on leadership roles.• Māori learners are actively involved in extension, enrichment and support programmes.• Positive focus with high expectations in all aspects of learner education and activity.• Strong targets for Māori learners and clear actions to reach targets.

Strategic Aims and Indicators 2021 – 2024

Strategic Aim 1

- To accelerate progress of Māori students working below expected levels in reading, writing and maths 2021 – 2024.

Indicators

- Target students clearly identified and progress tracked.
- Targeted learning programmes.
- Culturally responsive teaching programmes.
- Whānau engaged.
- Student agency will be nourished.
- Regular opportunities provided for self-assessment.
- High quality assessment practice.
- Regular reporting to BOT.

Strategic Aim 2

- To foster student wellbeing.

Indicators

- Positive student to student relationships.
- Positive teacher to student relationships.
- Students will develop healthy eating habits.
- Students will positively participate in all physical activities provided.
- The positive mental health of all students will be fostered.
- Anti-bullying procedures will be in place, to promote the safety and wellbeing of all.
- Regular community consultation re Health/PE will be undertaken.
- Promotion of Daily Fitness programmes.

Documentation and Self Review

- ❖ Develop strategic school plan for curriculum, assessment and professional development.
- ❖ Maintain programme of self review, including student assessment.
- ❖ Report to students and their parents on individual achievement, and to the school community on the achievement of students as a whole, including the achievement of Māori students.

2021←

→ 2024

- Review and revise school strategic plan to maintain consistency with school strategic priorities and National Education Goals.
- Develop, update and distribute school publicity material eg. school enrolment packs, curriculum information material so as to enhance the school's prominent and positive place in the community.
- Provide regular updates to the community through the newsletter etc. so it continually learns of a range of student academic, cultural, sporting and social achievements.
- Maintain and enhance as appropriate, school events and activities that encourage community participation.
- Develop and implement annual school plan to be consistent with the strategic plan.
- Report to students and their parents on the achievement of individual students.
- Evaluate and report to Board and parents on school-wide student achievement in selected learning areas including policies.
- Implementation of strategic and annual school plan.
- Implementation of strategic plan and school self review.
- Review School Charter.
- Encourage community participation in school curriculum areas.
- Syndicate develop plans of action to strengthen relevant areas.

Analysis of Variance Reporting



School Name:	Waipa Primary	School Number:	2064
Strategic Aim:	<ol style="list-style-type: none"> To accelerate progress of Waipa students working below expected levels in Reading, Writing and Maths 2021 – 2024. To foster student wellbeing. 		
Annual Aim:	All students are able to access the New Zealand Curriculum, as evidenced by progress and achievement 2021 - 2024.		
Target:	<p>Click here to record your target/s that relate to you annual and strategic aims above (as set out in your charter).</p> <ol style="list-style-type: none"> To accelerate the rate of progress for target students achieving below expected level in reading and writing. To accelerate the rate of progress for target students achieving below expected level in maths. 		
Baseline Data:	<ol style="list-style-type: none"> Reading – At the end of 2022, 205/315 students were at expected level or above – 65% Writing – At the end of 2022, 176/312 students were at expected level or above – 57% Maths – At the end of 2022, 188/313 students were at expected level or above – 60%% 		

Analysis Of Variance 2022

Actions

What Did We Do?

Goal 1: To accelerate the rate of progress for target students achieving below expected level in reading and writing.

Outcomes

What Happened?

Reading:

At the start of 2022 - 127/305 students were at average or above - 42%

At the end of 2022 - 205/315 students were at average or above - 65%

Writing:

At the start of 2022 - 105/305 students were at average or above - 34%

At the end of 2022 - 176/312 students were at average or above - 57%

Reasons For The Variance

Why Did It Happen?

Introduction of BSLA for Y1/2.

Continued support of RT Lit for Y3/4.

ASLA trial - Y7/8.

Increase student agency over learning - Y7/8.

Improved student agency over learning - Y7/8.

Staff attendance issues.

Lack of student motivation, due to sustained under-achievement, for some learners.

Evaluations PTO

Evaluations

Where to Next?

Reading:

Y1/2 - BSLA

Further develop use of E-Asttle.

Further develop student agency.

Introduce and teach 'Growth Mindset' across the school.

Target students will be identified and monitored in planning and evaluation.

Writing:

Y1/2 - BSLA

Oral language groups for Y0 to Y2.

Cross grouping for spelling - Y3/4.

Further develop student agency.

Syndicate and school-wide opportunities for moderation.

Focus on modelled writing - Y1 to Y8.

Target students will be identified and monitored in planning and evaluation.

Introduce and teach 'Growth Mindset'.

Analysis Of Variance 2022

Actions

What Did We Do?

Goal 2: To accelerate the rate of progress for target students achieving below average in maths.

Outcomes

What Happened?

At the start of 2022 - 105/304 students were at average or above - 35%

At the end of 2022 - 188/313 students were at average or above - 60%

Reasons For The Variance

Why Did It Happen?

A consistent curriculum- Y1 to Y4.

Improved teacher capability - Y1 to Y4.

Staff attendance issues.

Inconsistent maths programme - Y5 to Y8.

Evaluations

Where to Next?

School-wide Maths PD will be facilitated by the school management team.
Y1 to Y4 will continue PLD in Numicon.

Y5 to Y8 will investigate a structured Maths programme.

The DP will run a Maths PD programme at the Y5 to Y8 level.

E-Asttle will be used to inform teaching.

Y5 to Y8 end of term Maths target group reporting.

Y1 to Y4 will use Numicon milestones for planning and assessment.

Target students will be identified and monitored in planning and evaluation.

Analysis Of Variance 2022

Planning For 2023

- Teachers' planning will continue to be monitored in reading, writing and maths.
- Student progress will be tracked and monitored each term.
- Target students in reading, writing and maths will be identified and monitored in planning and evaluation.
- The Structured literacy programme will be implemented at the Y1/2 level.
- The DP will run a Maths PD programme at the Y5 to Y8 level.
- School-wide Maths PD will be facilitated by the management team. (Y1 to Y4 – Numicon.)
- Student attendance will be closely monitored by the school management team.
- Engage with the Ka Hui Ako Attendance Officer.
- Use data from assessments, formatively. (E-Astle Reading and Maths)
- Regular reporting of student progress to the BOT.

2023 Aims

- To accelerate the rate of progress for Target students achieving below expected level in reading and writing.
- To accelerate the rate of progress for Target students achieving below expected level in maths.
- To further develop culturally responsive teaching practice.
- To foster staff wellbeing.