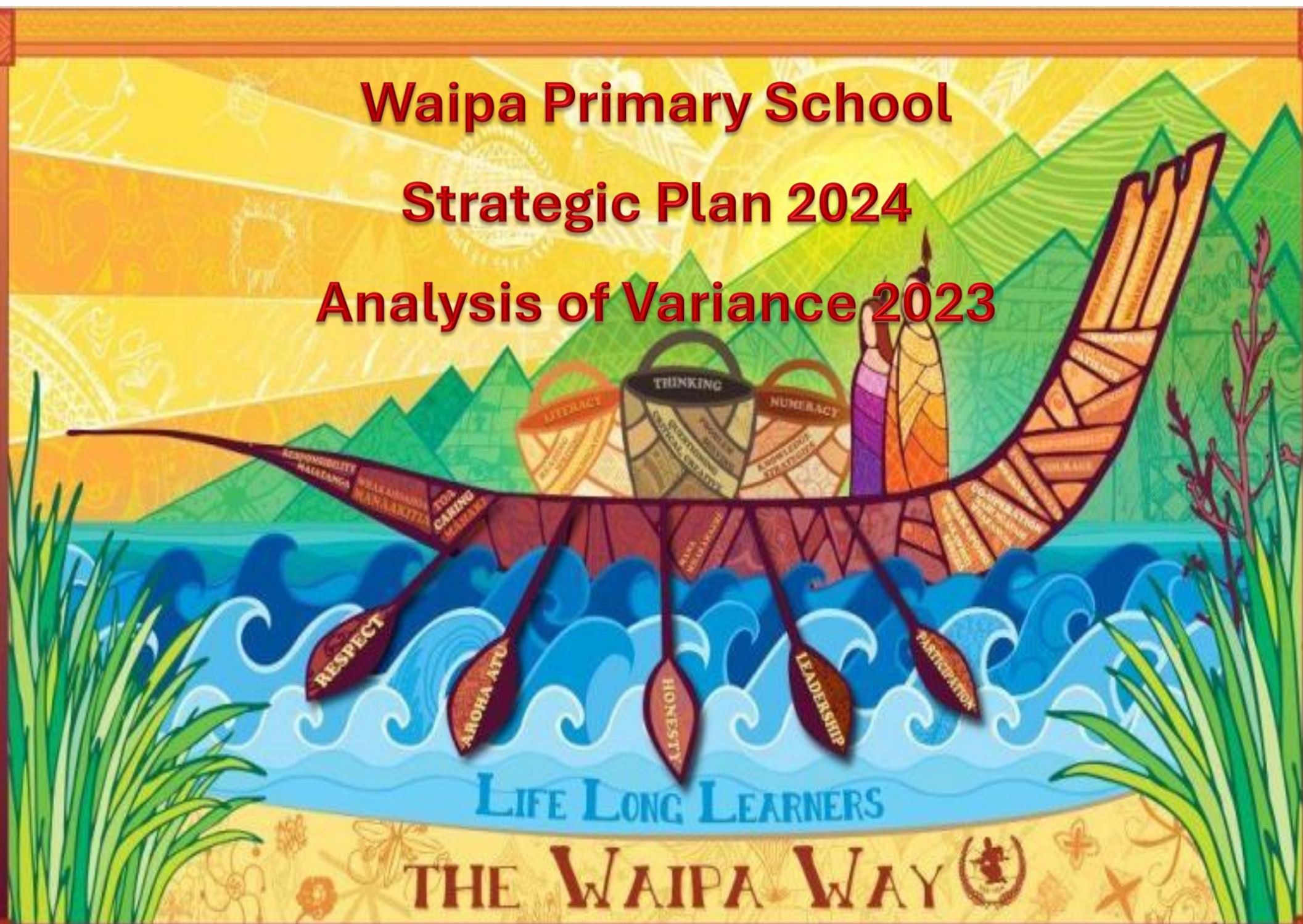


**Waipa Primary School**  
**Strategic Plan 2024**  
**Analysis of Variance 2023**



# Strategic Aims 2021-2024

## Student Learning and Achievement (Students)

- **Aims that focus on proving student achievement**

- To accelerate progress of Māori students working below expectations
- To foster student wellbeing physically and mentally.

## 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 implement 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 and 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



| <b>Assessment Capable students</b>   | <b>Assessment Capable Teachers</b>   | <b>Assessment Capable Leaders</b>   | <b>Assessment Capable Parents</b>   | <b>Outcomes</b>  |
|--|--|---|---|--|
| Students are clear about what they are learning and why.   | Teachers plan with students what students are learning and why.  | School leadership will be focused on coherence between assessment processes and practice and systems in classrooms to promote better learner engagement to ensure:  | Parents can understand assessment terminology and have access to assessment data on their children.   | Effective tools and systems are used to gather, collate, analyse and use student assessment data for improving teaching and learning.                                  |
| Students are clear about what their learning may look like.  | Teachers will work with students on how they will achieve learning outcomes.                                     | Effective strategic planning.   | Parents can ask questions and have discussions about their child's learning.  | The analysis of student data is used to improve teaching and to identify areas for teacher professional development.   |
| Students will access information from a wide range of sources, including achievement expectations and learning progressions to guide learning conversations and next steps | Teachers will work with students about what the learning may look like using exemplars and models.               | High-quality assessment practices.  | Parents are kept informed about the next steps for their child.   | School leadership and BOT promote, develop and sustain links with parents and the community to enhance student outcomes.   |
| Students can self-assess and self-regulate their learning by reflecting on their current achievements and progress to determine their next learning goals.                 | Teachers will work with students about how well the learning has been achieved, self-assessment, and next steps. | Effective communication of progress and achievement with whānau and community.  | Parents have communication with their child's teacher regarding their progress and achievement.   | Parents are directly involved in guiding and supporting their child's learning, progress and achievement.  |
|  | Teachers use feedback, feedback and questioning to support student learning.                                     | Alignment of assessment, planning, recording and reporting.   | The school BOT receives clear information on student progress and achievement throughout the year.  | Students have more ownership of their own learning.  |
|  |  | School curriculum enables teachers to use assessment for learning, with students integrally involved. School leadership will foster continuous school improvement that reflects an inquiry approach through: Supporting a continued development of evidence-based learning for sustained improvement. | BOT members can engage in educational conversations on matters concerning student achievement data. BOT members can use this information to inform decisions for future planning. | Teachers work with students to identify appropriate learning intentions and success criteria.<br><br>Teachers assist students to understand more about their learning. |

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

| Descriptor  | Indicator   |
|---|---|
| <b>Māori learners and their whānau, and how they are engaged in Waipa School.</b> | <ul style="list-style-type: none"><li>• The school reports and celebrates Māori learner's achievements and success regularly.</li><li>• Māori learners will be encouraged to take on leadership roles.</li><li>• Māori learners are actively involved in extension, enrichment and support programmes.</li><li>• Positive focus with high expectations in all aspects of learner education and activity.</li></ul> <p>Strong targets for Māori learners and clear actions to reach targets.</p> |



# Strategic Aims and Indicators

2021-2024

## **Strategic Aim 1**

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

### **Indicators**

- Target students 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 well-being.

### **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 regarding Health/PE will be undertaken.
- Promotion of Daily Fitness programmes.



## Documentation and Self Review

- **Develop a strategic school plan for curriculum, assessment and professional development.**
- **Maintain a 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 the school strategic plan to maintain consistency with school strategic priorities and National Education Goals.
- Develop, update and distribute school publicity material e.g. school enrolment packs, and curriculum information material 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 an 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 the Board and parents on school-wide student achievement in selected learning areas including policies.
- Implementation of strategic and annual school plans.
- Implementation of strategic plan and school self-review.
- Review School Charter.
- Encourage community participation in school curriculum areas.
- Syndicates develop plans of action to strengthen relevant areas.



## Analysis of Variance Reporting

|                                   |  |                       |      |
|-----------------------------------|--|-----------------------|------|
| <b>School Name:</b>               | Waipa Primary  | <b>School Number:</b> | 2064 |
| <b>Strategic Aim:</b>             | <ol style="list-style-type: none"><li>1. To accelerate the progress of Waipa Students working below expected levels in Reading, Writing and Maths 2021-2024.</li><li>2. To foster student well-being.</li></ol>  |                       |      |
| <b>Annual Aim:</b>                | All students to access the New Zealand Curriculum, as evidenced by progress and achievement 2021-2024  |                       |      |
| <b>Target:</b>                    | <ol style="list-style-type: none"><li>1. To accelerate the rate of progress for target students achieving below-expected levels in Reading and Writing</li><li>2. To accelerate the rate of progress for target students achieving below-expected levels in Maths</li></ol>  |                       |      |
| <b>Baseline Data:</b>             | <ol style="list-style-type: none"><li>1. Reading – At the end of 2023 227/343 were at expected levels in reading 67% a 2% increase on 2022</li><li>2. Writing – At the end of 2023 171/343 students were at expected levels in writing 50% which is a 7% decrease</li><li>3. Maths – At the end of 2023 229/343 students were at the expected level in Maths or 67% showing a 7% increase.</li></ol> |                       |      |
| <b>Actions</b><br>What did we do? | <ol style="list-style-type: none"><li>1. Goal 1: To accelerate the progress of Waipa Students working below expected levels in Reading, Writing and Maths 2021-2024.</li></ol>   |                       |      |

|  |   |
|--|---|
| <b>Outcomes:</b><br>What happened?                     | <p>READING: At the end of 2023 227/343 were at expected levels in reading 67% a 2% increase on 2022</p> <p>WRITING: At the end of 2023 171/343 students were at expected levels in writing 50% which is a 7% decrease</p> <p>MATHS: At the end of 2023 229/343 students were at the expected level in Maths or 67% showing a 7% increase.</p>   |
| <b>Reasons for the Variance:</b><br>Why did it happen? | <ul style="list-style-type: none"> <li>• Facilitated and trained BSLA and consolidated the practice of all our Year 1 and 2 teachers in this area.</li> <li>• Continued support in literacy for some target students in Y5/6 by our RTLit and continued support of literacy programmes by RT Lit for the Y3/4 team.</li> <li>• A focus in Year 7/8 on increasing the students' agency over their own learning</li> <li>• Staff attendance issues</li> <li>• Lack of motivation due to sustained under-achievement for some learners</li> <li>• Major attendance issues of students were largely un-changed by the interventions offered both in school and by outside agencies.</li> </ul>  |
| <b>Evaluations:</b><br>Where to next?                  | <p>READING:</p> <ul style="list-style-type: none"> <li>• Re-develop the literacy curriculum school-wide to focus on a structured literacy model that is sequential throughout the school.</li> <li>• Introduce the use of DIBELS to screen and identify the children at risk of not reading at expected levels at each level from Years 3-8</li> <li>• Target students are monitored closely, and identified in teachers' planning and more diagnostic tests are performed to identify any gaps or starting points to enhance progress.</li> </ul> <p>WRITING:</p> <ul style="list-style-type: none"> <li>• Year 1 and 2 to continue with the Better Start Structured Literacy programme integrated into what the writing programme.</li> <li>• Introduce Liz Kane's "The Code" programme to use as a school-wide programme that is sequential to teach spelling.</li> <li>• Oral language groups and speech therapy in Year 0 and Year 2.</li> <li>• Further develop student agency.</li> <li>• Provide syndicate and school-wide opportunities for moderation.</li> <li>• Target students are monitored closely, and identified in teachers' planning and more diagnostic tests are performed to identify any gaps or starting points to enhance progress.</li> </ul> |



|                   |  |
|-------------------|--|
|                   | <ul style="list-style-type: none"> <li>• Work closely with RT Lit to develop and update the School curriculum.</li> </ul> <p>MATHS</p> <ul style="list-style-type: none"> <li>• Introduce PRIME Maths from Years 5-8 to provide a consistent, progressive curriculum that caters for our high staff turnover and teacher attendance. Providing the children with a predictable consistent Maths curriculum.</li> <li>• Continue in the Year 0-4 area to implement NUMICON as a foundation for Maths.</li> <li>• School-wide PLD will be facilitated by the school management team in Numicon and Prime.</li> <li>• Y5 to Y8 will write end-of-term reports about the progress and achievement of their target students.</li> <li>• Y1-4 will use Numicon milestones for planning and assessments</li> </ul>  |
| Planning for 2024 | <ul style="list-style-type: none"> <li>• Teachers' planning will continue to be monitored in reading, writing and Maths.</li> <li>• Student progress will be analysed and reported on at the end of each term.</li> <li>• Target students in Reading, Writing and Maths will be identified and monitored in planning and evaluation.</li> <li>• Structured literacy will continue to expand throughout the school from Years 1-8</li> <li>• Professional Development in the PRIME programme will be offered throughout the Y 5-8 area of the school.</li> <li>• Student attendance will be closely monitored by the school and management team and ASA will sort out where it is deemed necessary, including liaising with the Ka Hui Ako Attendance Officer.</li> <li>• Use data from assessments to inform teaching.</li> <li>• When progress is evaluated attendance data will be included and the effect it has on student achievement will be reported to the BOT four times per year.</li> </ul> |
| Aims for 2024     | <ul style="list-style-type: none"> <li>• To accelerate the progress of target students achieving below-expected levels in Reading, Writing and Maths</li> <li>• To further develop culturally responsive practice</li> <li>• To foster staff well-being</li> <li>• To provide the required hours of Literacy and Numeracy teaching required by the Ministry of Education</li> </ul>  |

