

Waipu Primary School - 2019 Annual Plan

NAG 1 - CURRICULUM

	Topic	Action Required	Responsibility	How/Costs	Target Date	Expected Outcome	Actual Outcome
1.1	Seesaw	To utilise Seesaw as a whole school to replace hard copy portfolios	Principal and senior management team Seesaw leaders All staff	Time to upskill the staff and for staff to review parent posts and to put work online. Money for the Seesaw programme	Term 1 2019	All classes will be using and posting on Seesaw on a regular basis and staff will encourage every family to interact regularly with the programme	
1.2	Education for Sustainability	To investigate and integrate Education for Sustainability in to whole school programmes and explore the EnviroSchools programme. To develop a waste system that utilises appropriate waste streams	Principal All staff	Time for student groups to work outside of the classroom and for professional development Money for projects	End 2019	Education for Sustainability projects will be accessible to all students and all will have the opportunity to participate if they wish. Waste will be sorted appropriately and staff will have decided as to whether or not the school should join the EnviroSchools programme in 2020	
1.3	Te Reo and Tikanga	To develop Te Reo and tikanga programmes and staff expertise across the school	Te Reo leader Kapa Haka tutors Takahiwai Marae CoL school links Te Reo language teacher All staff	Time for professional and programme development Money for external agency engagement (Kapa Haka tutors)	End 2019	Students and staff will have increased confidence in speaking Te Reo and participating in Kapa Haka and marae experiences. A programme of learning will have been developed ensuring students feel comfortable in the Maori world and have a sound understanding of Te Ao Maori. The Kapa Haka group will perform in the local and wider community with confidence. On transition to high school, students will feel comfortable in engaging in learning in a whare space if appropriate. Staff will develop an understanding of the language and will feel comfortable on the local marae	

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1.4	Local Cultures	Continue to focus on local cultures and be fully involved in associated community events	All staff	Time for planning and engagement in community activities	Duration of 2019	Students will have participated in local events (such as Tartan week) and will have visited the museum and spent time at the local marae	
1.5	Curriculum Integration/ STEAM	To explore integration of curriculum areas with a particular focus on science, technology, engineering, the arts and maths (STEAM)	CoL in school teacher Principal and senior management team All staff External agency - STEAM (professional development)	Time for professional development and upskilling of staff	Duration of 2019	All staff will understand integration and will develop integrated programmes. The STEAM room (Room 5) will be developed and used by the whole school. A programme of learning for 2020 will have been developed. Students will demonstrate increased engagement and ability to apply knowledge and understanding between curriculum areas	
1.6	ALiM	To continue to develop teacher expertise in mathematics through the ALiM programme	Maths Leaders Principal and staff External Agency (ALiM)	Time for professional development, upskilling of staff and data analysis	Duration of 2019	Student progress in mathematics will continue to improve	
1.7	Wellbeing/ Mindfulness	To promote wellbeing across the school including developing teacher expertise in mindfulness programmes and identifying or developing a whole school values-based wellbeing (Hauora) programme	CoL in school teacher Principal and senior management team All staff External agency - Wiseview/Positive Behaviour for Learning/Engage training (professional development)	Time (staff meetings and personal teacher time) and money for professional development	End 2019	All staff will have their own mindfulness practice and be able to implement aspects of this confidently in the classroom. All staff will have a clear understanding of Hauora and how this applies in their classroom spaces and across the whole school. A values-based wellbeing programme to replace Life Choices for 2020 will have been developed across the school and will tie in with the neuroscience approach to behaviour and our school vision and values	

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1.8	Digital Technology	To develop a digital technology curriculum and upskill staff in preparation for 2020	CoL in school teacher Digital technology leader Principal	Time and money for professional development and appropriate resources and planning	End 2019	The digital technology lead teacher will be upskilled and will lead the staff in this area of learning. All staff will be confident to implement the digital technology curriculum in 2020	
1.9	Student Efficacy	To develop active student efficacy and independence within the school	Principal and senior management team	Time and money for teacher release to upskill and work with student groups and sharing of information to upskill staff	Duration of 2019	Students will have an active voice in the school and will actively contribute to their learning and the direction of the school in 2019 and future years. Students will show confidence, leadership, independence and organisational skills. Their voices will have an impact within school and the local and wider community	
1.10	Student Achievement	To measure student achievement relevant to NZC and consult with parents to develop effective reporting methods	Principal SENCO Snr management team All staff	Time for professional development and for consultation with staff and parents and for review in preparation for 2020	End 2019	An effective method(s) of reporting student progress to parents both in written and other formats (for example exhibitions of learning)	
1.11	Student Support/ SENCO	To develop high levels of consistent support for students with additional educational needs (learning - including ESOL students, pastoral care and behaviour) and gifted and talented students Develop SENCO role	SENCO Principal External agencies (e.g. RTLB) All staff Principal/SENCO (professional development)	Time for development of systems, sharing of knowledge and information and money for professional development and programmes (including donation for gifted and talented programmes)	Duration of 2019 End 2019	Efficient systems will be followed for identifying and referring students with additional educational needs at both ends of the spectrum. The SENCO will be upskilled and able to share knowledge and expertise with the teaching staff. Interventions will be appropriate and effective supporting all students to progress	

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1.12	Deep Learning	To explore Deep Learning through the 'C' of character	CoL in school teacher Principal and senior management team All staff	Time (for professional development and staff meetings and for staff to work with students)	Duration of 2019	All students will have baseline data based on the character criteria at the start of the year and again at the end of 2019. All students will understand the criteria and how it relates to their learning and lives	
1.13	PB4L	To ensure that all areas of the curriculum are delivered within the PB4L framework	PB4L team,	Staff meeting time Funded from MOE Funded by MOE 10K/Y over 3 years	Duration of 2019	Student engagement in lessons and programmes is high and students are progressing well.	

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NAG 2 - REVIEW

	Topic	Action Required	Responsibility	How/Costs	Target Date	Expected Outcome	Actual Outcome
2.1	School Vision and Values	Develop a school vision and review values within framework of PB4L	PB4L Team Community All staff	Time for review/staff meetings/parent and wider school community meetings and professional development	End 2019	An updated school vision and values set on which everything we do in the future will be 'hung' and linked to. The values provide the basis for the Hauora curriculum (see NAG 1)	
2.2	Communication	Maintain a high level of communication with school and wider community	Principal Board All staff	Time (updating and sharing communications) and adequate training to maintain newsletters and website etc	Duration of 2019	Easy access for the school and wider community to all relevant communications and information. Up to date and interesting website and newsletter (content and look). Timely distribution of information and community knowledgeable about school events	
2.3	Procedural Review	Carry out a procedural review including a review of teacher capacity	Principal Board External Agency (Cognition)	Time Professional support is free	End 2019 June 2019	All procedural documentation will match policy documentation and will be easily accessible to staff and parents. The senior management team and staff will understand teacher capacity and any gaps will be filled either through professional development and upskilling or employment of new staff as existing staff leave	
2.4	Student Profile	Develop a student profile (Junior, Middle and Senior)	Principal External Agency (Cognition) All staff	Time Professional support is free	End 2019	All students will have a clear benchmark for the end of each stage of primary school to ensure progression and adequate preparation, support and a clear pathway to secondary education	
2.5	Appraisal	To review and redevelop a digital appraisal system linked to Spirals of Inquiry	Principal and senior management team All staff	Time to develop teacher expertise and leadership in this area	End 2019	Staff will engage in a robust and personally meaningful appraisal system clearly linked to Spirals of Inquiry and Prof Standards	

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NAG 3 - PERSONNEL

	Topic	Action Required	Responsibility	How/Costs	Target Date	Expected Outcome	Actual Outcome
3.1	Senior Management Team	To ensure the school senior management team is fully resourced and functioning in a manner that supports the staff, students, BOT and community	BOT and Senior Management Team	Principal Employment, Staff PD	Duration of 2019	Employed Principal Engaged students Staff feeling positive, well supported and delivering on learning outcomes	
3.2	Staff/Pupil Ratios	To maintain staff/pupil ratio as close to possible as: 1:25 (Senior) 1:23 (Junior) 1:15 (Year 1)	Principal and senior management team BOT (where appropriate)	Time for student placement discussions Money for extra teaching staff/support staff if needed (Teacher Pledge Fund for this purpose)	Duration of 2019	Lower class numbers leading to better opportunities for learning	
3.3	Professional Development	To provide ongoing professional development for staff and board	Principal BOT All staff	Time Money for professional development costs and teacher release	Duration of 2019	Up skilled staff and board members, equipped to carry out jobs and share expert knowledge with others	
3.4	Learning Support Staff	To maintain teacher aide/learning support staff and parent help	Principal and senior management team SENCO	Time for professional development and team meetings	Duration of 2019	Confident staff and effective interventions ensuring increased student participation, engagement and progress	
3.5	Professional Development	To encourage staff to enter in to professional discussions, pass on expertise and recommendations and view good practice (within school and other schools)	Principal and senior management team All staff External agencies (Professional Development)	Time and money for Professional Development	Duration of 2019	Robust and meaningful discussion and upskilling and sharing of good practice. Confident and effective teaching and increased student participation, engagement and progress/achievement	
3.6	Office Staff	Maintain office staff numbers and develop appropriate job descriptions	Principal	Money to provide extra hours for office staff Time to develop job descriptions	Term 1 2019, then duration of year	Effective office support and job descriptions and reimbursement that match jobs being done	

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3.7	Effective Leadership	To ensure effective leadership and deploy staff to fulfill leadership roles, including the development of appropriate job descriptions for those in lead teacher roles	Principal and senior management team	Time (for principal and lead staff to meet to develop job descriptions) Money Time for principal and release teachers to provide appropriate class cover for lead staff to do their jobs	Term 1 2019	Effective leadership and upskilling of staff	
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NAG 4 - PROPERTY AND FINANCE

	Topic	Action Required	Responsibility	How/Costs	Target Date	Expected Outcome	Actual Outcome
4.1	Alternative Sources of Income	To explore alternative sources of income (businesses/sponsorship) and co-ordinate maximise return from existing sources (mowing contracts)	BOT finance BOT community liaison	Time to actively research areas we could use our resources for financial gain	Monthly	Increased positive community links and sponsorship opportunities. Positive reputation for providing a good quality service in the community	
4.2	Education for Sustainability	To develop Education for Sustainability groups (gardening, landscaping, remakery space, conservation)	BOT finance Principal, staff and student groups	Time (teacher and professional) and money	Duration of 2019	Developing and productive school gardens and garden teaching space Productive fruit trees Pest plant free spaces Remakery space for community and student projects (integrated learning) and active local and in school conservation groups and an animal pest free school	
4.3	Swimming Pool	To develop the pool area, size and possibility of enclosing the pool and look into linking into future WDC plan..	BOT, WDC and a 3rd party pool operator	Time \$500000 out of budget	During 2018	Community support for developing more user friendly pool area that will improve the mix of learning and swimming and generate an income for the school in time.	
4.4	Swimming Pool	To review use of the pool and pool buildings and to drain and repair the pool. To review procedures around pool use and access to pool via pool keys. To develop disclaimer signage for use outside of school hours	BOT property/health and safety/finance	Time (caretaker and professional) and money	Terms 2 and 3 2019	A safe and updated pool area and a fully sealed swimming pool. Disclaimer signage for safe use of pool outside of school hours	

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4.5	Bike and Scooter Tracks	To maintain bike and scooter tracks and to develop landscaping of both tracks. To create disclaimer signage for use outside of school hours (including playground)	BOT property Principal, staff and student groups BOT property/Health and Safety	Time and money	Terms 1 and 2 2019	A student led landscaped bike and scooter track. Disclaimer signage for safe use of tracks outside school hours	
4.6	Driveway	To repair and maintain school driveways and to explore options for ongoing maintenance	BOT property/Health and Safety MoE	Time and money	ASAP	A safe and fully useable driveway and carpark	
4.7	Northpine Hall	To explore options for staging and storage in the multipurpose hall	BOT finance	Time and finance for staging and storage	Terms 1 and 2 2019	Adequate storage for equipment for use in the hall and staging for assemblies, productions and prizegiving	
4.8	Funding/Grants	To continue to seek funding for camps, digital technology equipment and curriculum resources via the PTA, Oxford Trust and other trust provision	BOT finance	Time for applications and follow up	Duration of 2019	Subsidies for students for trips and up to date and relevant equipment and resources for staff and students	
4.9	Foreign Fee Paying Students	To explore options for foreign fee paying students	BOT finance	Time	Terms 1 and 2 2019	Foreign fee paying students attend school	

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NAG 5 - HEALTH AND SAFETY

	Topic	Action Required	Responsibility	How/Costs	Target Date	Expected Outcome	Actual Outcome
5.1	Students and Staff	To ensure students and staff are emotionally and socially happy	Principal and senior management team External agencies - Positive Behaviour for Learning/Engage Training/Wiseview (professional development)	Staff meeting time Funded by MOE 10K/Y over 3 years Professional development costs (see budget)	Duration of 2019	Student engagement in lessons and programmes is high and students are progressing well. All pastoral care needs are attended to and staff and students are treated with respect, compassion and kindness at all times	
5.2	Restorative Justice Practice Neuroscience Based Behaviour	To develop restorative justice practice across the school (staff and students) and to develop neuroscience based behaviour programme	Principal and senior management All staff and students	Time and professional development costs Proactive communication with staff, students and parent community	End of 2019	Students, staff and parents to understand restorative justice practice and to follow a neuroscience based approach to behaviour management and pastoral care	
5.3	Communication Health and Safety Procedures	To ensure staff (including admin staff) engage in timely communication and follow all health and safety procedures (including cyber safety and bus procedures)	Principal and senior management team All staff Admin staff (including caretakers) Digital technology lead teacher	Time and whole staff exploration of health and safety procedures Maintenance time and money	Duration of 2019	Calendars, notices and information shared via google docs and other whole school systems. All equipment and buildings in good repair. Health and safety procedures clearly communicated	
5.4	Health and Safety Policies and Procedures	To review and rewrite the health and safety policy and procedures based on issues arisen in 2018 and on new health and safety legislation, including a digital technology health and safety policy and procedures	Digital technology lead teacher Health and safety lead teacher Principal and senior management team BOT health and safety	Time for lead teachers to review and develop paperwork and share with staff	End of 2019	Understanding of new legislation and clear documentation recording procedures for all staff and the wider school community to ensure common understanding and ease of access	
5.5	Police Vetting	To ensure all parents and volunteer workers are police vetted according to BOT guidelines and policy	BOT	Time Cost to parents	Duration of 2019	All parent/caregiver volunteers participating in school activities are police vetted to ensure maximum safety to all our students within school and on school trips and camps	

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5.6	Sun Smart Policy	To develop and implement a sun smart policy	BOT	Time for policy research and development	Term 1 2020	The risk of skin cancer is actively reduced by providing a sun safe environment which limits the amount of UV radiation students are exposed to and educating students about sun protection behaviour	
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NAG 6 - LEGISLATION

	Topic	Action Required	Responsibility	How/Costs	Target Date	Expected Outcome	Actual Outcome
6.1	Policy and Procedures	Separation of Policy and Procedures	BOT	Look at implementing school docs, Build budget for 2020	Investigate 2019 Implement 2020	Separate policies and procedures	
6.2	Policy and Procedures	To review and update policies and procedures on a regular basis at each board meeting	BOT Principal	Time each month according to agreed schedule	Monthly	All policies reviewed and updated by the end of the year that match procedural documentation. Policies will reflect the NAGS and the needs of the school and NZSTA and HR policy and procedure audit will be complete	
6.3	BOT Portfolios	To annually review the work of BOT portfolio holders	BOT	Review BOT job descriptions with new board in June 2019 and review at end of year	December 2019	BOT portfolio holders who are knowledgeable about their portfolio and have a job description that fits their work	
6.4	Documentation	To review how documentation is presented to and accessible by stakeholders	BOT Principal	Time for discussion as to where and how documents are shared	2019 and 2020	Easy access of digitally shared policies and procedures to all stakeholders	
6.5	Documentation/ Strategic Planning	To improve school documentation and feeding in to the strategic plan from the school community	BOT Principal	Time and discussion around how best to collect information and on which aspects of strategic plan from school community	Early to mid 2019	Collection information regarding review of strategic plan and 1st Draft by September 2019	

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NAG 7 - LEGISLATION ACTION PLAN

Complete an annual update of the strategic plan and provide a copy to the Secretary for Education before March 1st

NAG 8 - LEGISLATION ACTION PLAN

Provide an analysis of any variance between the school's performance and the relevant aims, objectives, directions, priorities or targets set out in the strategic plan at the same time the updated strategic plan is provided to the Secretary of Education under NAG 7