



Annual Plan 2024

This is an active document to allow indicator and outcome updating

STRATEGIC GOALS	TARGETS	PROGRESS INDICATORS	OUTCOMES
<p>1. Quality teaching and learning maximise student well-being, progress, and engagement. The expertise of staff is also developed to lift student achievement.</p>	<p>1. Finalise and implement a localised maths plan, inclusive of financial literacy, and continue into 3rd year of Maths PLD contract.</p>	<p>Lead team attends contract workshops and brings new learning back to staff workshops. In school workshops and meetings of the lead team will develop our local maths curriculum guidelines.</p>	<p>An understanding of the refreshed maths curriculum strands and the progressions and assessment criteria. Teacher pedagogy will improve resulting in students' greater understanding and application of the different strands in an everyday context. Students will be tracked against progressions and teaching will be personalised accordingly. A local delivery plan in mathematics based on the refresh will be in place for 2025.</p>
	<p>2. Complete review of PE/Health education consulting with stakeholders and develop a refreshed local curriculum plan based on identified priorities such as digital safety and wellbeing. Teachers to engage in PLD around updated changes in Health Education legislation.</p>	<p>Community consultation completed Staff PLD undertaken. Lead teacher to work with staff to complete write up of our schools' health overview and associated documentation. Digital safety well-being will be included. Teachers will adopt the new overview in 2025.</p>	<p>Teachers will adopt the new overview in 2025.</p>
	<p>3. Continue to build Global Competency Capabilities through Deep Learning Pedagogies in a wide range of learning areas.</p>	<p>Using the Learning Landscape model we will develop a WPS student backpack and teacher tool kit to use to promote further learner agency and teacher pedagogy. These tools will be linked to our logo and seed to blossom progression.</p>	<p>Teachers and students will have a shared language and knowledge and understanding of the student backpack and the teacher toolkit. Evidence will be on working walls within classrooms.</p>

	<p>4. Continue to provide high quality, differentiated and balanced literacy programmes for all students.</p>	<p>BSLA and STEPs to continue as a structured literacy programmes for in class, literacy lift and home learning. Writing extension groups a focus for 2024. Support for boys and reluctant writers a focus for classroom teachers. All classrooms will provide quality balanced programmes in literacy.</p>	<p>Every student will experience a G2T programme within the classroom. BSLA and Steps will be implemented in every class (Y3-6) to lift students' reading and spelling knowledge.</p> <p>Achievement of boys and reluctant writers and talented writers will be a focus.</p> <p>Evidence of rich language learning and teaching environments can be found within all classrooms to promote success for all in literacy.</p>
<p>2. Special learning needs and cultural diversity are recognised and supported and the individual interests, passions and talents of all students are developed and recognised.</p>	<p>1. Implement Literacy Lift programme.</p>	<p>Screening will identify children to be targeted Small groups will be withdrawn from the classroom to work with the LL teacher.</p>	<p>Literacy Lift Teacher and TA led small interventions groups operate to provide support for over 50 Tier 2 and 3 children. Two Reading Recovery teachers support 16 identified students over 40 weeks.</p>
	<p>2. Implement Learning Support programmes.</p>	<p>Senco to supervise and manage these programmes and report to the Board mid and end of year.</p>	<p>Programmes are based on IEPs and ILPs. TA and additional teachers support these children as well as the classroom teacher and SENCO, as specialists as required.</p>
	<p>3. Provide opportunities for extension and 'passion' projects in learning.</p>	<p>Opportunities will include chess club, kapa haka, band, choir, sing squad, pantomime, music festivals, student leadership opportunities such as PALS, library leaders etc.. and outside performances, tribe activities, and special events, many sporting and EOTC opportunities.</p>	<p>A variety of opportunities are provided across the curriculum over the year.</p>

<p>3. The school is a physically and emotionally safe, caring and happy place for all students, their families and staff.</p> <p>Our Taha Wairua instills an appreciation of the importance of Te Tiriti o Waitangi and te reo Maori and the inclusion of different groups, their diversity, culture and knowledge, identity and difference, and their languages.</p>	1. Continue to provide PLD and support programmes to build emotional well being, resilience and student 'happiness and caring'.	Continue to build on schoolwide programmes around student and staff resilience and wellbeing.	Wānaka Primary School is a happy, caring, safe place for all.
	2. Grow our international students and their family's connections with the school community.	Building communication networks with our different groups. Provide differentiated cultural and language programmes and more opportunities for families to interact with the school community.	Our ESOL children and families will feel connected to the school and their contributions to our school community are valued. ESOL children will feel empowered by sharing knowledge of their other culture and language with the school community.
	3. Provide a targeted cultural and language learning support for the growing number of ESOL students.	Teacher and TA learning support will be implemented in class and within small group contexts, with further support within cultural groups given by our SENCO.	Children will feel supported in their English Language Learning and development.
	4. Implement Tiers 1, 2 and 3 of the PB4L programme.	Continue to promote the school values and competencies throughout the school under the PB4L umbrella.	PB4L lessons will be taught weekly, data is analysed to inform teaching decisions by the PB4L team. All staff have a shared understanding and use the Bugging Off procedure and Restorative Practice when required.
	5. Make links with the wider community such as with the elderly (G2T and History), community experts, foodbank and community services, Men's shed for making tables for Maker Spaces etc... our ESOL community and our local Māori community for kapa haka and te reo support etc...	The wider community is invited into the school and students go out into the community to enhance deep learning.	Improved communication and learning relationships with our ESOL community.
	6. Grow teacher and student knowledge and capability around Te Tiriti o Waitangi, te reo and tikanga.	Lead teacher in leads staff workshops and supports staff to build capability of te reo in the classroom. Teacher only day led by MoE advisor will set up an individualised PLD plan for all staff to work on independently.	To improve learner outcomes through inclusion of opportunities to learn, which include school wide progressions in te reo Māori me ōna tikanga.

