

# 2024 ANNUAL PLAN

## STRATEGY

### ASSESSMENT IN LITERACY

Building on 2023, staff will continue PLD in Assessment for Literacy. The Junior Team Teachers will carry out Better Start Literacy micro-credential. The Senior & Intermediate Teams will work with a facilitator on consistency in assessing literacy.

### BARRIER FREE, CULTURALLY RESPONSIVE PRACTICE

Continued staff PLD in Christian Education, PB4L embedded throughout the school. Our bicultural and multicultural make-up embraced and honoured, incorporating Kapa Haka, Te Reo Maori & Te Ao Maori across the school. Our diverse learners' needs met through our Special Needs and GATE programmes.

### ENVIRO & LOCAL CURRICULUM

Develop and Build Upon our Successes in EnviroSchools Programme by cascading from Intermediate throughout the school, and Local Curriculum through consistent and collaborative planning, relevant to WCS and our community.

## GOALS

### ASSESSMENT IN LITERACY

Teachers utilise practices that improve student achievement through Assessment for Learning pedagogies, which are measurable. Teachers will develop a deeper understanding of the Literacy programme and provide a consistent delivery across the classes.

### BARRIER FREE, CULTURALLY RESPONSIVE PRACTICE

Scheduled PLD for our Big Pictures, Biblical Worldview and Christian Education delivered by our leaders and guest facilitators. Scheduled PB4L PLD and planning. Review Te Ao Maori Policy and assess implementation across the school. Audit class planning / environments to ensure students' cultures are celebrated. Accountability through teams, ensuring the needs of our high achievers and Special Needs are met. Audit / replace resources if needed.

### ENVIRO & LOCAL CURRICULUM

Weekly student workshops (eg. testing local streams, tree planting etc.). Garden to Table programme to be extended across the school. Fortnightly committee / curriculum meetings. Curriculum Leads meet routinely with Exec Team to further develop our local curriculum.

## TARGETS

### ASSESSMENT IN LITERACY

Teachers will be familiar with using the LPF to triangulate their Overall Teacher Judgement, and will be using these in their assessment of student achievement in Literacy. Teachers will be equipped to plan and deliver literacy consistently and be resourced to do so.

### BARRIER FREE, CULTURALLY RESPONSIVE PRACTICE

Term 3 Wellbeing Survey will show how well students feel like they belong. Compare to survey data from 2022. Analysis of PB4L Data will show trends in behaviour needs and successes. Memory verses recited at end of each term aligned to Big Picture. Visuals, events, newsletters, and planning will show PB4L and our bicultural and multi-cultural identity. Students with IEPs will be meeting their individual goals.

### ENVIRO & LOCAL CURRICULUM

Staff will have deeper understanding of curriculum areas with input across the teams. Parents/Community will see highlights in Newsletter from Enviro Group, Garden to Table, Annual Goals Feedback, Curriculum Aress and what is happening in the classrooms.

# 2024

<p><b>Kahui Ako</b></p>	<p><b>2021</b>  <b>Who</b>  Leader: Anthea and Gail / Teachers  <b>When</b>  PLD on CoL release days and 4 Thursday morning sessions a term  <b>What</b>  Reinforcing the principles of ELL and working on the gaps identified in 2020</p>	<p><b>2022</b>  <b>Who</b>  Leader: Carin Erasmus &amp; Karen Honiss / Teachers  <b>When</b>  PLD on CoL release days and 4 Thursday morning sessions a term  <b>What</b>  Well Being</p>	<p><b>2023</b>  <b>Who</b>  Leader: Carin Erasmus &amp; Karen Honiss / Teachers  <b>When</b>  PLD on CoL release days and 4 Thursday morning sessions a term  <b>What</b>  Well Being</p>	<p><b>2024</b>  <b>Who</b>  Leader: Karen Honiss &amp; Jasmine Park / Teachers  <b>When</b>  PLD on CoL release days and 4 Thursday morning sessions a term  <b>What</b>  Well Being &amp; Key Competencies</p>
<p><b>Curriculum/  Pedagogical Practice  Assessment for Learning</b></p>	<p><b>Who</b>  Leader: Caitlin Oh, Team leaders and teachers  Facilitator: Trish Manson from Evaluation Associates: MOE Funded  <b>When</b>  TOD's, 4 days per term on observations, staff meeting and Practice Analysis and Leadership Meetings  <b>What</b>  Walkthroughs, classroom observations, data collection, Practice Analysis conversations, Leadership Evaluative Meetings, reporting on progress and tracking towards the set targets. A4L will be conducted through the curriculum area of Mathematics</p>	<p><b>Who</b>  Developing staff, student and wider community understanding of the Learning Progressions Framework(LPF) and the Progress and Consistency Tool (PaCT)  <b>When</b>  Consistency across the school in reliable Overall Teacher Judgement (OTJ)  <b>What</b>  Continue the journey in the latter part of the year through Reading.</p>	<p><b>Who</b>  Developing staff, student and wider community understanding of the Learning Progressions Framework(LPF) and the Progress and Consistency Tool (PaCT)  <b>When</b>  Consistency across the school in reliable Overall Teacher Judgement (OTJ)  <b>What</b>  Continue with Reading using the LPF and PaCT</p>	<p><b>Who</b>  Developing staff, student and wider community understanding of the Learning Progressions Framework(LPF) and the Progress and Consistency Tool (PaCT)  <b>When</b>  Consistency across the school in reliable Overall Teacher Judgement (OTJ)  <b>What</b>  Continue with Reading using the LPF and PaCT Junior Teachers to carry out BSLA Microcredential</p>
<p><b>Connections through our school values</b>  <b>Positive Behaviour for Learning</b></p>	<p><b>Who</b>  PB4L team led by Carin Erasmus. The team is composed of members from across all teams in the school (Admin, Teachers, Teacher Aides, Sport)  <b>When</b>  The team is trained off site once a term at the MoE offices in the city. Data collection at the start and the end of the Year relating to student and staff understanding of the school values  <b>What</b>  The principles and tools are developed during the year and cascaded to the staff. Lessons developed which explicitly teach the school's values and the development of a behaviour matrix for different school context are developed in preparation for full immersion in 2022</p>	<p><b>Who</b>  PB4L Team, Leaders, school wide, teachers, students.  <b>When</b>  Throughout the year.  <b>What</b>  Implementation of behaviour matrix principles of PB4L and explicit teaching of school values</p>	<p><b>Who</b>  PB4L Team, Leaders, school wide, teachers, students.  <b>When</b>  Throughout the year.  <b>What</b>  Implementation of behaviour matrix principles of PB4L and explicit teaching of school values. Aligning of Behaviour Matrix to classroom procedures, to management procedures, through to board policies.</p>	<p><b>Who</b>  PB4L Team, Leaders, school wide, teachers, students.  <b>When</b>  Throughout the year.  <b>What</b>  Continue to embed PB4L Practices in all areas of the school</p>
<p><b>Student Agency  Developing the Physical Education Curriculum and Sports Development</b></p>	<p><b>Who</b>  Leader: Theresa David, Jadene, Holly  <b>When</b>  Throughout the year during PE lessons, and sports program  <b>What</b>  Review the PE curriculum.  Introduce the Sports Development [Academy]  Build Student agency through student participation and leadership</p>	<p><b>Who</b>  Leader: Theresa, Jadene and David  <b>When</b>  Throughout the year during PE lessons, and sports program. Lead Teachers will run PLD with staff once a term  <b>What</b>  Review the PE curriculum.  Build Student agency through student participation and leadership</p>	<p><b>Who</b>  All teachers  <b>When / What</b>  Throughout the year through team meetings and PGC, teachers will consolidate and implement the updated PE Curriculum in the school, reporting to Team Leaders, and receiving any updates via the Curriculum Refresh from Gail Goodwin.</p>	<p><b>Who</b>  All teachers  <b>What</b>  Updated PE Curriculum will be embedded in teacher practice and student learning.</p>
<p><b>Staff</b></p>		<p>Continue to deepen the understanding and implementation of the Professional Growth Cycle   Lead Teachers of each Curriculum Areas to prepare to facilitate implementation of new curriculum in the future</p>	<p>Continue to deepen the understanding and implementation of the Professional Growth Cycle   Lead Teachers of each Curriculum Areas to prepare to facilitate implementation of new curriculum in the future</p>	<p>Continue to deepen the understanding and implementation of the Professional Growth Cycle   Lead Teachers of each Curriculum Areas to prepare to facilitate implementation of new curriculum in the future</p>
<p><b>Environment</b></p>	<p>Develop the Intermediate School Additional class  Extension of specialist subjects  Investigate the concepts and principles of Innovative Learning Environments</p>	<p>Additional classes  Further development of Intermediate &amp; specialist subjects  Implement new learnings into Science Curriculum  Develop and implement teaching and learning programmes as an Enviro School</p>	<p>Additional classes  Further development of Intermediate &amp; specialist subjects  Implement new learnings into Science Curriculum  Develop and implement teaching and learning programmes as an Enviro School</p>	<p>Additional classes  Further development of Intermediate &amp; specialist subjects  Implement new learnings into Science Curriculum  Develop and implement teaching and learning programmes as an Enviro School</p>