Action Plan for Goal 1 – Curriculum; Teaching, Learning and Achievement

Through inquiry learning, effective assessment and targeted feedback, and authentic use of e-learning pedagogies we will promote high achievement and student engagement in all areas of the curriculum, while continuing to improve students' literacy and numeracy skills so they are achieving at or above National Standards.

2015 Initiatives	Action	Responsibility	Resources	Cost	Indicators/Monitoring
PB4L – to implement schoolwide PB4L programme consistently and ensure that classroom lessons are taught regularly.	- PB4L team to meet termly to review progress and plan next steps for schoolwide implementation of programme - Provision of classroom lessons for all teachers to introduce and revise school values in context. - Lessons taught weekly - Implement bilingual signage to reinforce school values - Develop and implement a system of recording /monitoring behaviour concerns using the school SMS - Upskill staff with strategies for responding to negative behaviours based on a restorative approach.	PB4L team PB4L team Class teachers Principal PB4L team PB4L team	PB4L funding ($10k grant)		School values are taught regularly in a consistent manner in every class in the school, reinforced by the schoolwide rewards system. The school environment reflects the school values and the multi-cultural nature of our school. Staff are clear about the intent and detail of the schoolwide behaviour system and consistently reinforce the messages in an acceptable manner.
E-Learning – make use of a range of ICTs in an authentic and relevant way in class to support and engage learners.	- Move to a cloud based solution for file storage (Google Drive). - Introduce google docs /gmail to our year 4-6 classrooms. - Have a programme to teach explicitly the safety practices	ICT team Teachers Y4-6 Teachers Y4-6	IT provider pd	$2-3k	School files are stored safely and securely on a cloud based server. Students in year 4-6 are safely managing their own google

	required to manage a google account. • Show teachers how to collaborate and feedback to students via google docs environment. • Increase the number of tablets available in class for students to use in learning. • Continue to use Book Creator in classrooms as a literacy tool to engage reluctant writers. • Strengthen the purposeful use of Mathletics/Lexia/STEPS to engage learners and improve student achievement.	ICT team ICT team Class teachers SENCo & class teachers	IT provider pd		account. Teachers engaging with students in the online environment about their learning. Students creating their own eBooks and sharing them with others. Students using individualized computer learning programmes to reinforce basic literacy and numeracy skills.
Formative assessment - effectively use data to inform planning and programmes in order to meet the specific needs of all learners, and strengthen student voice in learning.	• Ensure consistent use of LI/SC in classrooms – 'every child/every lesson/every day' • Develop a WRS model for student goal setting • Feedback and feed forward provided regularly that is specific and meaningful to the student. • Teachers to be using data from the SMS to inform planning and record student information.	Team leaders Inquiry team Class teachers Class teachers			Schoolwide and consistent implementation of LI/SC and specific positive feedback/feed forward. Classroom teachers to be efficient and confident users of the SMS for entering, finding, analysing and using student data.
Student inquiry- to implement the schoolwide student inquiry model in the classroom to engage learners and promote student achievement.	• To monitor the consistent use of the WRS student inquiry model in classrooms. • To support teachers in the use of the model to engage students in learning • To incorporate feedback for parents in the school reporting format.	Inge Millard Inquiry team Inquiry team			The WRS student inquiry model will be displayed in all classrooms and used consistently across the school. Parents will now what skill their child has in using an inquiry approach to learning.

Te Reo Tuatahi – develop skill and confidence in using Te Reo Maori by participating in professional learning and implementing a language teaching programme in the classroom.	• Classroom lessons taught weekly by Whaea Keri • Lesson content revised at least twice before next lesson. • Teachers using te reo maori in classrooms for simple instructions and requests. • Monitoring of both programme and progress within teams. • Reporting to parents on student's progress in school reports, using a levelled comment bank taken from Te Aho Arataki added to eTap.	Whaea Keri Class teachers Class teachers Team Leaders Brenda, Jenine	Te Reo Tuatahi **Te Aho Arataki** MoE document	$5000 annually	All students at WRS will have an understanding of and confidence to use basic Te Reo in their everyday life at school. All class teachers will use Te Reo in their classrooms and around the school to give simple instructions to students. Parents will know what their child has been learning and what progress they are making through the language levels.
Target students (literacy/numeracy) – to identify and track the progress of target students to accelerate their progress.	• Teachers to identify and monitor the learning of target students, on the basis of their achievement data. • Programmes to meet the specific needs of students. • Teachers to use assessment tools and data to identify current levels and next steps for all students. • Identify and provide supplementary programme of extension / enrichment for GATE students • Communication with families of GATE students about their learning needs	Class teachers Class teachers Class teachers Jenine, Inge GATE team, classroom teachers	 GATE workshops (Te Toi Tupu) GIS specialist teachers.	 free free	At Risk students will make accelerated progress towards achieving National Standards. GATE students will receive an appropriate classroom extension programme and enrichment opportunities outside of the classroom. Parents/whanau will know what their child is involved in and what levels they are working at.

Action Plan for Goal 2 - Staff Development

Through targeted, quality professional learning we will continue to strengthen and improve staff skill and knowledge in order to improve student achievement outcomes.

2015 Initiatives	Action	Responsibility	Resources	Cost	Indicators/Monitoring
Professional development plan – to ensure that professional learning is targeted to support student achievement goals and staff appraisal goals; Te Reo Maori, Writing, Leadership.	• A PD plan to be developed and records kept of all PD. • Investigate models of accountability around the embedding and sustaining of professional learning in the school • Ensure professional learning is linked to appraisal criteria.	Brenda Leadership team Brenda			All professional learning to relate directly to the school strategic goals, and be planned alongside both appraisal data and school need.
Teacher inquiry and appraisal – to continue to develop and refine a model of teacher inquiry to support professional learning and strengthen the schoolwide appraisal model.	• Develop a WRS model of teacher inquiry • All teachers to plan, implement and report on a personal professional inquiry topic for 2015 as part of the appraisal process. • Senior leaders to upskill in coaching conversations to support personal inquiry.	Brenda Teachers Brenda, Jenine, Inge	Coaching PD	$730pp	All teachers will present an inquiry report in term 4 to demonstrate their learning and recommendations for the school. Senior leaders will be skilled in supporting teachers to inquire into practice.

NZ Curriculum delivery – to review and implement the Windy Ridge curriculum, ensuring that there is consistent delivery across the school	• Check that all teachers have a copy of the WRS Curriculum manual. • Curriculum teams to add the detail to the existing manual ie overviews, resources etc. • Teams will use the CM to provide direction in preparing their annual and term overviews.	Brenda Curriculum teams Classroom teachers			All teachers will have and use the WRS Curriculum manual to inform their pedagogy, practice and programmes in the classroom.
Data analysis – to support teachers to collect, analyse and use data efficiently in planning inclusive programmes that meet the specific needs of learners.	• Workshops for teachers to become more familiar with the SMS in order to load, find, analyse and use data. • Teams to have data focused discussions when planning for and tracking student achievement	eTap trainer Team leaders		$120 per hour	All teachers will use valid and accurate data to inform their learning programmes and monitor their teaching effectiveness.
Leadership and delegated responsibilities - to provide robust professional learning to support staff in leadership roles in the school. .	• Team leaders to have professional development to upskill in how to facilitate data-driven discussions • Team leaders to participate in leadership training to upskill in their roles as Leaders of Learning for their teams. • Curriculum leaders to participate in professional learning opportunities as appropriate and available. • Curriculum leaders to update the CM in their own learning area.	Brenda Team Leaders Curriculum leaders	Leadership PD	$ 490 pp	Team leaders provide strong pedagogical leadership to their teams in order to improve student achievement. Curriculum leaders provide clear direction to teachers on what, when and how to teach that learning area at WRS.
Induction – develop and implement a cohesive and systematic induction programme for staff, learners and their families	• A robust and cohesive plan for induction of new staff, new learners and new families is to be formalised and implemented. • Continue to strengthen powhiri practices for welcoming new families. • Draft and trial a survey for families after 5 weeks at school. • Investigate student induction models	Leadership team Leadership team Brenda Leadership team	Whaea Keri		New staff are inducted to the school in a formalised and planned way to ensure they receive a consistent message about our school culture and practices. New families are welcomed and supported in feeling part of our school community, and provided

	from other schools. • Develop a WRS model of induction for students, incorporating student voice.	Leadership team, student leaders			with the necessary information at the right time to understand our systems and practices. New students are supported in feeling part of our school community.

Action Plan for **Goal 3 – Review**

Through regular and systematic review we will ensure that practices are effective and efficient, and allow for best practice to support quality student outcomes.

2015 Initiatives	Action	Responsibility	Resources	Cost	Indicators/Monitoring
BoT reporting format – trial and refine a format for reporting to the Board that includes strategic review as well as information and commentary.	• Investigate models from other schools • Trial a new model and fine tune as feedback received.	Brenda			A robust and efficient format is used in the monthly report to the Board that provides accurate information on both strategic goals and NAG responsibilities.
Schoolwide self-review process - research, trial and implement a robust system of self-review for both school and Board.	• Investigate models from other schools. • Investigate *SchoolDocs* as an option for review of school policies. Present to BoT for discussion. • Implement and trial a model of self-review that covers both planned and emergent reviews. • Develop an efficient system of recording self-review. • Implement a review of Health and Safety using an external provider	Brenda Brenda Leadership team Leadership team Brenda	Harrison Tew	$2500 (over 2yrs)	A robust and thorough model of self-review is implemented in the school and is used to inform planning and processes throughout the school, in both governance and management contexts. The Board will have a comprehensive review of H&S, along with recommendations to ensure we meet the new amendments to the Act.

Reporting to parents - review formats and timetable for reporting to parents, refining school systems to incorporate suggestions received in consultation and requirements from the Ministry of Education.	• Investigate other examples of progress and achievement reporting to parents. • Implement anniversary reporting for years 1-3. • Implement a data report for years 4-6 in term 1 to provide information early in the year for parents about basic assessments. • Review eTap processes to ensure that the entering of data is efficient and populates directly to the report format.	Leadership team Teachers Y1-3 Teachers Y4-6 Leadership Team	eTap support team	$120 per hr	Parents receive accurate and coherent information about their child's academic progress and achievement in a timely fashion. Teachers are supported I preparing reports for parents by an efficient data management system.
Job descriptions – review and refine job descriptions for all staff to align with new requirements in the Act and from sector bodies.	• Investigate other schools formats for Job descriptions • Develop a generic job description for standard positions in the school. • Review existing JDs for specific responsibilities in the school.	Leadership team			All staff will have a clear and robust JD that outlines the expectations for practice, attitude and outcomes.
Induction processes - review and strengthen processes for induction of new staff, students and families into our school.	• Review existing policy and procedures for induction. • Investigate models from other schools. • Design and trial a process, consulting with stake holders along the way.	Leadership team			There will be a clear and effective induction process to welcome and support all new members of our school community.

Action Plan for **Goal 4 - Partnerships**

Through quality partnerships within and beyond the school we will ensure that we meeting the expectations and desires of our community in delivering a quality education for their children.

2015 Initiatives	Action	Responsibility	Resources	Cost	Indicators/Monitoring
Transitions – strengthen relationships with partners in the education pathway of our students to maximise positive outcomes during their time at our school.	• Contact and visit all ECE centres that contribute to our school. • Invite ECE families to attend open mornings at our school to help them get to know us better • Continue with and refine the NE orientation programme • Contact and visit all Intermediates that enrolled our 2014 Year 6 students, speaking to the students about how prepared they felt for Intermediate. • Maintain contact with Intermediates to follow up progress of WRS students. • Ensure that Y6 transition meetings with Intermediates are robust and thorough, with teachers well-prepared to discuss their students.	Jenine, Caroline Jenine Jenine Inge, Brenda Inge Jane	Release for teachers		All children starting as NE students will have had a thorough and effective orientation programme. Parents of NE students will have received all the necessary information they need to feel comfortable with their decision. Information provided by the Intermediate schools will inform the Year 6 programme, and ensure our yr 6 students leave us ready for their next stage in learning. Information provided to Intermediate schools is accurate and current in order to maximize a positive transition for students.

Home School partnerships – through involvement in the Learning Change network cluster, develop a strategy for strengthening partnerships with whanau to improve student achievement outcomes.	• Establish a LCN team to implement the inquiry into HSP and student achievement.	Brenda			We will see accelerated learning progress for target students involved in the LCN inquiry project, and greater levels of involvement with whanau.
	• Set LCN inquiry goal.	LCN team			
	• Investigate models of HSP that have been effective for other schools.	LCN team			
	• Identify and carefully track LCN target students	LCN team			
	• Consult with and support whanau around ways to support their children with writing at home.	LCN team			
	• Hold parent meetings to make and teach the use of writing support resources.	LCN team			
	• Regularly share with other staff the progress of this inquiry and outcomes.	LCN team			
	• Participate fully in the process of the LCN with other schools in the cluster.	LCN team			
	• Investigate the similarities in HSP models across the cluster, and design a cluster model of HSP that supports parents and whanau to positively influence student achievement.	LCN Cluster team	LCN facilitators (AUT)	free	We will develop a consistent model of HSP in the cluster that supports parents/whanau to influence student achievement.
Pasifika and Maori consultation - to initiate and strengthen relationships with Pasifika and Maori whanau to increase their participation in the school.	• Raise the profile of Māori and Pasifika culture in our school – signage, art, language, stories, events, and performance groups.	All staff			Families of Māori and Pasifika students will have a sense of representation and belonging in our school, and will have a voice in the development of policy and processes.
	• Meet with parents/whanau in a range of different ways to determine their expectations of the school and their children.	Leadership team			
	• Canvas parents for interest in participating in school governance and management. Co-opt	Leadership			

	members to the Board if opportunity arises. • Continue to develop relationship with local iwi through regular meeting initiated by Kaipatiki Trust.	team Brenda	Kaipatiki Trust, Ngati Paoa liaison/kaumatua		Local iwi will have a presence in the policy and will inform cultural practices (tikanga/kawa) in our school.
Community consultation – provide a range of different models for consulting with community to ensure that a representative group is canvassed for opinion, and ensure that there is regular timetable for consultation	• Investigate consultation models from other schools. • Look for new and innovative ways to consult with less involved members of school community. • Develop a timetable for consultation that addresses the desire to consult widely but authentically.	Brenda Leadership team Brenda			The WRS community will participate in regular consultation to inform both practice and policy in the school.