



WAIKANAE SCHOOL

2018 Annual Plan

(MoE No 3056)

Variance Report & Commentary

*Nga mokopuna o te ra nei nga rangatira o apopo.
The children of today are the leaders of tomorrow.*



Teaching as Inquiry

Formative Assessment in action (using data to inform teaching and learning)

The main focus for 2018 remained **Teaching as Inquiry**, Priority Learners and raising student achievement.

AREA & GOAL	BREAKDOWN
CHARTER <i>Develop a 3-5 Year Strategic Plan.</i>	<p><u>Actions</u></p> <ul style="list-style-type: none"> • Employ Chris Rowan of Impact Education to facilitate and lead consultation and development process. • Budget \$5000. • 2 x facilitated consultation meetings with staff • 1 X facilitated consultation meeting with whanau and community • Provision of alternative consultation opportunities. Feedback boards etc. • Initial feedback from above with C Rowan, BOT Chair and Principal • Collate and develop the feedback into: <ul style="list-style-type: none"> ○ Vision statement or samples (may use existing one) ○ Mission statement (to be developed) ○ Strategic priorities (to be developed) ○ Values (use existing ones) • Develop and present draft Strategic Plan at facilitated meeting <ul style="list-style-type: none"> ○ Skype call with BOT chair and principal for planning ○ Facilitated meeting with BOT to present initial draft ○ Alter draft as necessary • Consultation with whanau/community draft Strategic Plan <ul style="list-style-type: none"> ○ Facilitated meeting with Community ○ Alter as necessary • Final strategic plan to BOT for approval.
	<p><u>Variance Commentary</u></p> <p>The development of our 3-5 Strategic Plan occurred from May 2018 through to the end of the year. All of the actions listed above were achieved, except that the final round of community consultation stretched through into 2019. It is expected that the BoT will consider any feedback prior to the formal adoption of our Strategic Plan at the 28 Feb 2019 meeting. Follow this link on our school website 'Creating the Future' for a full breakdown of the process.</p>
Performance Management <i>Strengthen our four Teaching Teams.</i>	<p><u>Actions</u></p> <ul style="list-style-type: none"> • Continue to embed new teaching teams. • Allocation of Units to support the leading of learning within/across team's/management structure. • Refine appraisal timelines. Formal observation earlier in year with more follow up walkthroughs focussing on personal or syndicate goals. • Team Goal Action Plans. Senior Leadership Team to implement process and framework. Teams to focus on sharing good practice, reflective thinking, and be critical friends with specific reference to Priority Learners/and PLP entries. Reporting to Board 2 x Year • Use goal setting for teachers as part of appraisal process. Goals to focus on Priority Learners. Can be direct/indirect. These goals are to be incorporated in their Practicing Teacher Criteria. Personal goals also set. •
	<p><u>Variance Commentary</u></p> <p>2018 saw the planned restructuring and employment of new staff to further strengthen our teaching teams and meet the needs of our students in 2019. This was due to a number of changes in personnel's circumstances. Units were allocated to support the leading of learning rather than the management of teams. The appraisal system ran smoothly with goals around maths being followed up through the Priority Learner Plans and feedback meetings. Personal goals and their progress were also discussed mid and end of year. The senior leadership team reported twice to the Board on the Action Plan for four specific goals: Maths, Priority Learner Plans, Play Based Learning and Implementing the new Code of Professional Responsibility and Standards for the Teaching Profession.</p>
Performance Management <i>Strengthen our Senior Leadership Team.</i>	<p><u>Actions</u></p> <ul style="list-style-type: none"> • Continue to develop and strengthen our Senior Leadership Team. • Advertise/Select /Appoint permanent Deputy Principal in Term 2 2018 and other senior positions as relevant up to two AP's. • Maintain and strengthen the focus of Leading Learning as opposed to day to day management of syndicate, continue Slow Thinking Days. • Leadership roles further embedded. Refine Job Descriptions and delegation of duties as necessary for AP, DP and new lead teachers. • Further refining google doc 360 Survey based on new Professional Standards for teachers and DP/AP's. • Principal Appraisal. Chris Rowan. • Principal Performance Agreement developed between Board Chair and Principal with regular 'check-up's' on progress etc.
	<p><u>Variance Commentary</u></p> <p>The internal appointment of Michelle Fearon to the position of Deputy Principal had the domino effect of creating several other vacancies within the SLT. SLT members had previously been occupying these roles in Fixed Term capacity. By years end, having gone through a full appointment process, all positions were permanent. We now have a SLT of 8 members. There are two new members of the SLT. 4 slow thinking days we held during the course of the year and these daylong planning sessions proved to be very worthwhile. The '360' Survey was refined and undertaken in June July. This survey forms the basis of the formal appraisal documentation for each SLT member. Termly 1:1 mentoring and organisational meetings between the Principal and each SLT member were implemented. These have been instrumental in strengthening and empowering our leaders to do what they do to do. Chris Rowan completed the Principals Appraisal in Nov 2018 and a summary report was presented to the BoT for consideration at the Nov meeting. The Principal and Board Chair meet on a regular basis throughout the year.</p>

<div>Performance Management</div> <div>Be compliant with the NZ Education Council's Code of Practice for Teachers.</div>	<div>Actions</div> <div><ul style="list-style-type: none">Practicing Teacher Criteria Evidence Log.<ul style="list-style-type: none">Develop and implement a new google doc PTC Evidence Log to record appraisal/ against the new PTC Code of Practice and Tataiako Cultural Competencies for Teachers and Senior Leadership Team.Revisit meaning of evidence with staff and the amounts of work needed for compliance.Further refine appraisal google docs to link into Log e.g. walk through notes, formal observation notes and feedback sheets etc.</div>
	<div>Variance Commentary</div> <div>A new evidence log/Google doc to record appraisal against the new PTC Code of Practice was established and staff meetings held to discuss what that meant to us at Waikanae and what types of evidence we would be expected to provide against the new 6 teaching standards. Links to all walk through notes, observation notes, feedback sheets etc. were linked to the staff members’ new Evidence log as well as a link to their previous document. Tataiako and Tangata Whenuatanga links were enabled through our Priority Learner Plans.</div>
<div>Professional Development</div> <div>Improve the teaching of mathematics and lift student achievement in mathematics (focussing on numeracy).</div>	<div>Actions</div> <div><ul style="list-style-type: none">Continue 2nd year of the Mathematics curriculum review.Whole school Maths PD via AdvisersPlus and Dinah Harvey. See link. \$30k Budget. 3 Year commitment.MF and maths team to report twice yearly to Board on progress.Leadership Team MF plus 4 others.2 x parent information evenings</div>
	<div>Variance Commentary</div> <div><p>Maths remains a huge focus for Waikanae School with 12 staff meetings, 2 Teacher Only Days and 8 days with Dinah in classes modelling or co-teaching. The Maths team have met at least once a term for a day to plan staff meetings and the way forward with maths as well as termly meetings with Dinah.</p><p>The PD is welcomed but it is still challenging our thinking and way of working, for example cross grouping and the breakdown of fractions and place value teaching.</p><p>Assessment of Priority Learners through Place Value has worked well across the school although the content is more challenging at Y1/2. Having the same focus across the school has definitely helped collaboration and Place Value will continue as a focus for our Priority Learners in 2019.</p><p>Assessment of maths knowledge (e.g. basic facts) has been streamlined across Y3-8 with termly knowledge tests and exemplars were developed for data files for consistency throughout Y1-8.</p><p>The Maths Hub is very popular for resources and teacher readings alongside videos online and teacher books readily available with a focus of what is current on the Long Term Plan, e.g. measurement.</p><p>Whanau involvement in maths is increased this year. Evidence of maths activities are being placed on Facebook/Seesaw and the profile of maths raised in each newsletter with challenges for children to complete and images with the question, “What maths can you see?” There was an Information Evening for parents in term 1 with 20+ parents turning up and the Bangers and Maths evening in term 3 had 30+ parents. The Maths team have worked on a Frequently Asked Questions section re Maths for the school website and are considering further videos of how parents/the local community use maths in their jobs for the children to watch. In 2019, we plan to have one information evening for parents and one to teach parents maths strategies - split into two groups, e.g. Y1-2, Y3-8.</p><p>This year the Seniors have tried swapping students for 2 or 3 days per week to focus on number at a particular level. Other days they are being taught strand with their own class. It has been more difficult to track priority learners’ progress but we will see if it has helped been in a class more focused to their particular needs around number when it comes to assessment time early term 4. MF has taken a group of girls in term 3/boys term 4 to boost at risk students.</p><p>A halfway project review has been carried out by the maths team and within syndicates with the following feedback.</p><p>Positives</p><ul style="list-style-type: none">Teachers are using materials much more.Engagement with children is higher.Collaboration on planning and sharing resources is much higher.There is more focus on teacher questioning and discussions.Activities are more open ended and better quality.The differences between knowledge, strategy and application is well known.Teachers feel like they know the curriculum and progressions much better and where children are at through use of the number frameworks.Having place value as a driver for our priority learners.<p>Challenges</p><ul style="list-style-type: none">The Maths pedagogy document could be used more to support, review and drive our teaching and learning. <i>(We are reviewing this as a staff in term 4 week 7 staff meeting).</i>Planning to link knowledge, strategy and application could be improved. <i>(Planning and assessment is a focus for 2019).</i>Planning for larger mixed ability groups could be better but is a recent addition to our skill set in maths. <i>(A focus for 2019 with rich tasks).</i>Assessment to identify next steps for individuals and groups, (Y7/8), particularly Priority Learners. <i>(May be refined in 2019. The cohort still has quite a fixed mind-set but this will improve in Y7/8 as younger children come through. It might be that mixed groups and rich tasks may negate the need to move children about).</i><div>Reporting to Board</div></div>

	As of part of our Review Cycle, the Senior Leadership Team reported to the Board twice during the Year (May and Oct) with a specific focus on our Maths Team Action Plan and the 2018 Team Action Goals for each syndicate. These meetings gave the Board the opportunity to question and discuss how this initiative was 'rolled out' and its effectiveness with lifting student achievement. See the minutes of the relevant Board meetings for more detail.
Professional Development <i>Continue to investigate and apply innovative learning pedagogy.</i>	<u>Actions</u> <ul style="list-style-type: none"> Continue to examine the Innovative/Modern Learning Environment pedagogy and adapt our practice and environment. (Evolution not revolution). Develop 2 x staff as ILE Champions (RG and RP) Assist with the design of new Room 12/13 and integration into Room 10/11 as a 4-class ILE/MLE space. Construction of two x ILE classrooms. Roll Growth Rooms 18-19 Continue to explore play based learning in the junior school and adapting our practice (evolution not revolution)
	<u>Variance Commentary</u> <ul style="list-style-type: none"> Our investigation and exploration of ILE Pedagogy continues. The hope that the pedagogy would develop in Room 18-19 did not come to fruition due to both organizational and personnel issues. We have successfully completed the construction of four new classroom spaces that are paired for the purposes of collaboration. Room 18-19 was a MoE controlled build. The expense of this build to the taxpayer aside, we now have an exceptional space for both students and teachers. Room 12-13 was completed late in the year on a greatly reduced budget allocation to that of Room 18-19 and is therefore a less complex set up. Room 12-13 are fully functional collaborative ILE spaces. Play based learning pedagogy continued to be explored in the Junior School. Weekly Discovery times were introduced as a syndicate focus each Wednesday afternoon During 2018, we took the opportunity to employ three new staff members experience with ILE pedagogy for 2019. These 3 new staff members will be paired with existing staff with the view that their expertise can be shared and spread
Curriculum <i>Further embed our school values.</i>	<u>Actions</u> <ul style="list-style-type: none"> Further embed Values.
	<u>Variance Commentary</u> <p>The values were further embedded by having a whole school focus each term. Certificates and wristbands were given out at assemblies as recognition and reward for the school values being demonstrated and staff continued to discuss with their classes what the values meant to them and what is expected. This will continue in 2019 with an increase in the number of certificates being given out per class to make the reward more consistent across the school.</p>
Curriculum <i>Further develop the 'Waikanae Way'. (Our curriculum)</i>	<u>Actions</u> <ul style="list-style-type: none"> Continue the development of the Waikanae Way (our curriculum document) taking cognisance of any changes from the 2017-18 Maths PD, ERO Feedback. Create areas covering student leadership, student wellbeing, E-learning, ILEs, learning languages and learning support Publish document on School website for public viewing
	<u>Variance Commentary</u> <p>The 'Waikanae Way' was amended to cover the areas above. It was 'shared' with staff and our community on the School website. Input and feedback was sort with some favourable comments returned. We have plans to keep this document current in 2019. This will include further changes, e.g. to make the Maths Effective Pedagogy document generic to all teaching and learning, include writing progressions, how Maori history and Te Reo is taught across the school, the introduction of the new Digital Technology curriculum, the implementation of Linc Ed and new reporting procedures, the Sustainability Plans and the Pause Breathe Smile program.</p>
Curriculum <i>Review our assessment and reporting mechanisms (to parents).</i>	<u>Actions</u> <ul style="list-style-type: none"> Refine Assessment and Reporting procedures in light of National Standards being withdrawn and the changes to NAG2 Investigate use/purchase of new Student Management System
	<u>Variance Commentary</u> <p>Assessment and Reporting remained much the same for 2018 except for the withdrawal of any reference to National Standards. Teacher judgements were made against National Curriculum expectations and any further changes will be implemented in 2019 with the new Student Management System that allows for online reporting to parents.</p> <p>A new Student Management System (Linc-Ed) was purchased in the second half of the year. This decision was made after a visit by senior leadership and admin staff to another school who had been using the system for 18 months. The visit was enough to convince us that it would be a good move. A Site familiarisation and customisation meeting was held in August. This involved Linc-Ed and senior leaders. As a result, the system was tailored to meet our particular requirements and all data was successfully transferred from Assembly. The two management systems were successfully run alongside each other in term 4 for attendance and other admin purposes. An implementation plan for the next two years has been written to steadily/slowly introduce and train staff in the many features of the new system. This will include an online reporting mechanism for parents.</p>

<div>Curriculum</div> <div>Embed our specific Te Reo learning/teaching programme.</div>	<div>Actions</div> <div><ul style="list-style-type: none">Continue the implementation of the Kai Rahi Reo Programme via the Te Reo Tuatahi Trust. Year 1 to 4 classes</div>
	<div>Variance Commentary</div> <div>2018 saw the continuation of the Kai Rahi Reo Programme in Te Waharua Tahi and Te Waharua Rua syndicates. Our tutor delivered a half hour lesson each week to every class from Year 1 to Year 4. We are planning to extend the programme throughout the rest of the school in 2019.</div>
<div>Curriculum</div> <div>Further develop the teaching and learning of Asian languages.</div>	<div>Actions</div> <div><ul style="list-style-type: none">Continue with OK ALLiS Contract.<ul style="list-style-type: none">Extend the group of teacher volunteers to teach Mandarin/Japanese in their classes.Undertake PD as part of ALLiS.Contract led by Elizabeth Couchman and employed by Waikanae School.Send four teachers to China as part of a cultural and language experience. School to fund 1/3rd of cost.Secure 2019 funding from local schools to enable EC to be employed 0.5fste</div>
	<div>Variance Commentary</div> <div>2018 was the third and final year of the funding received from the Ministry through the ALLiS Contract to run teaching programmes in both Mandarin and Japanese in schools in the Kapiti Cluster. Waikanae School had six participating teachers; five teaching Mandarin and one teaching Japanese. These teachers all participated in PD workshops, completed an inquiry into an aspect of foreign language teaching chosen by them and were awarded certificates from ILEP (International Languages, Exchanges and Pathways, University of Auckland). Elizabeth Couchman has continued to lead the ALLiS Contract. She took a group of nine teachers from the Kapiti Cluster (including four from Waikanae School) to China for two weeks in April to enhance their language skills and experience Chinese culture first-hand. Funding for 2019 has been secured. As we now enter the post-ALLiS phase of our Asian Languages Programme, contributing schools will from 2019 pay the operating costs on a pro-rata basis depending on the number of teachers each school has participating in the programme.</div>
<div>Curriculum</div> <div>Develop our capacity to take International Students.</div>	<div>Actions</div> <div><ul style="list-style-type: none">Successfully complete application to become a signatory NZQA Education (Pastoral Care of International Students) Code of Practice 2016<ul style="list-style-type: none">Policies and other documentationMarketing tools including website etc.Roles and responsibilities for personnelMembership of SEIBA<ul style="list-style-type: none">Professional development for key personnelMembership of Kapiti International Student HubInitial marketing and ready for first students by August 2018Budget \$6000 (no income for 2018)</div>
	<div>Variance Commentary</div> <div>At the end of the day, we did not achieve what we set out to do. This being to become ‘Code Compliant’. As this project moved forward, it became increasingly clear that there was huge amount of work to be undertaken in order for the school to become ‘Code Compliant’. As @ 5 Feb 2019, it is estimated that we have developed 50% of the required policies and documentation. This goal will be re-inserted into our 2019 Annual Plan.</div>
<div>Priority Learners and Targeted Interventions</div> <div>Improve outcomes for Maori learners.</div>	<div>Actions</div> <div><ul style="list-style-type: none">Fourth round of unpacking Tataiako focus on Tangata Whenuatanga. Utilise this knowledge to improve teaching and learning. Gaining a deeper understanding of the implications of Tataiako on teaching/learning. Meeting PTC’s.Unpick/unpack Te Takanga o Te Wa Maori History and its place in Waikanae Way (Curriculum) for 2018 and beyondUse of new PTC Evidence Log.Use of Achievement Targets and Priority Learner Plans to raise Maori achievement levels.Further embed Powhiri into school culture.Continue the implementation of the Kai Rahi Reo Programme via Tuatahi Trust. Year 1 to 4 classesNew purchases for Kapa Haka uniform</div>
	<div>Variance Commentary</div> <div><ul style="list-style-type: none">Staff meetings held and PD provided to help staff understand in implement Tangata Whenuatanga. The understanding of our responsibilities as teachers to implement and strengthen these cultural competencies continue to evolve. The focus for 2019 will be Wananga. Initial steps were taken through staff meetings to unpack Te Kananga O Te Wa in our context. This will continue to be a focus in 2019The new PTC document now called STP (Standards for the Teaching Profession) was implemented in July. Judgements on teacher performance are now made to the New Zealand Education Council 2017 ‘Our Code Our Standards’. Code of Professional Responsibility, Standards for the Teaching Profession as well as Tātaiako Cultural Competencies for Teachers of Māori Learners. The new evidence log is up and running.Achievement Targets for Maori were developed, set and reported against as per MoE requirements. Overall, there is no major discrepancy between Maori and Non-Maori in terms of achievement in Reading, Writing and Maths. For a comprehensive report see this link to the Achievement Data loaded on to the school websitePowhiri continues to be embedded into school culture</div>

	<ul style="list-style-type: none">2018 saw the continuation of the Kai Rahi Reo Programme in Te Waharua Tahi and Te Waharua Rua syndicates. Our tutor delivered a half hour lesson each week to every class from Year 1 to Year 4. We are planning to extend the programme throughout the rest of the school in 2019.New Kapa Haka uniforms purchased to the value of \$6k. In use for Te Takiri Te Ata Nov 2018
<div>Priority Learners and Targeted Interventions</div> <div>Raise achievement for our identified priority learners.</div>	<div>Actions</div> <ul style="list-style-type: none">Set Achievement Targets for priority learners for 2018<ul style="list-style-type: none">Priority Learners Identified using 2017 National Standards results.School wide targets set for Priority Learners as per MoE and charter requirements, with year group and ethnic cohorts. Showing actions and interventions.Reporting to focus on progress of selected cohort using a variety of assessment tools.Individual teachers identify their priority learners. (Students who were classified as being Well Below or Below in Dec 2017 for Reading, Writing and Maths as well as additional students who the teacher feels should be included. Social/emotional as well as academic) Teachers must be able to clearly /visually show who these learners are.Teachers (working as teams) develop and implement priority learner plans’ (PLPS) to lift achievement for their priority learners. Differentiated Learning. Effective use of grouping, learning intentions and success criteria etc.Continue in tracking progress and identifying shifts in achievement in PATs, Stanine 1, 2, 3, and 4. Priority learners progress tracked and recorded (scaled score) as part of achievement target setting and variance reporting for BoT and MoEA wide range of external interventions are actioned for those relevant priority learners. Reading Recovery = six students. Rainbow Reading, RTLBs and IEPs etc.
	<div>Variance Commentary</div> <ul style="list-style-type: none">All actions relating to the setting of Achievement Targets for our Priority Learners have been successfully completed. See school website for a full breakdown of outcomes etc.In 2018, our Priority Learner’s Inquiry has continued to focus on Maths. To streamline our focus and enable better tracking, monitoring and evaluation, all teachers have focused on Place Value as it runs throughout all levels across the school. The culturally responsive pedagogy was Tangata Whenuatanga and an individual Pedagogy Focus was also set. The priority learner plans had some anecdotal reasoning’s but are more analytical than previous years, making use of a Place Value Tracking sheet to accurately monitor progress and impact and ensure we all reflect on the maths PD and the goals we set ourselves. A full report is available on request.A comprehensive set of Reports on Student achievement have been produce for both the Board and Community. They are also available for viewing on the School website.A wide range of Special Needs actions and external interventions were undertaken. See Special Needs Report 2018, which is available on request.
<div>Priority Learners and Targeted Interventions</div> <div>Find and use opportunities to access then use ‘student voice’.</div>	<div>Actions</div> <ul style="list-style-type: none">Obtain student input into charter and 3-5 Year strategic plan review processStrengthen and embed Student Leadership Group.Use of Peer Mediators
	<div>Variance Commentary</div> <ul style="list-style-type: none">During the development of our 3-5, Year Strategic Plan students were given the opportunity to contribute in a number of activities. These included small group consultations with our consultant, surveys and posts on several community Board sessions during parent teacher interviews.The Student Leadership Group continued to evolve with attendance at a Young Leaders’ conference and opportunities throughout the year for children to volunteer to lead or help at events or initiatives being run by the school. 2019 plans will see further developments for this group with expectations raised and more guidance given when mentoring the leaders of the school, i.e. Year 8.Peer Mediators were trained in the skills of mediation in Term 1 and were then on a roster during the second half of lunchtime to support their younger peers as and when the need arose. A central focus of their training was to help them learn how to facilitate conversations and enable the younger children to solve problems themselves, rather than to step in and provide a solution for them.