

# Windsor North School Strategic Plan 2020-2022

MOE 3967



Windsor North School prides itself on its 145 year heritage and a commitment in promoting quality learning programmes that meets the needs of all its learners (students, staff and whanau), within an inclusive connected environment. Windsor North School reflects New Zealand's cultural diversity and we recognise and value the cultures within our community. We foster multiculturalism and tolerance of others by being aware of the beliefs, stories and rituals that others hold important to our special place in the Windsor community.

**Our Purpose is...** to inspire, educate, challenge and support all learners to achieve their full potential.

Mā te ako ka mārama  
Mā te mārama ka mātau  
Mā te mātau ka ora

Through learning comes understanding  
Through understanding comes knowledge and wisdom  
Through knowledge and wisdom comes life and well-being

**Our Vision...** Students Learning for Living through... 'Ako Oranga'

A learning journey that is a team effort. Where we are committed in supporting the development of our learners for their future.

- Our Koru team forms the strong foundations in literacy, numeracy and learning capabilities
- Our Kowhai team continues to scaffold, grow and build on the skills within exciting learning opportunities
- Our Kauri team aims to stretch and apply learning to real life contexts. With the focus on our learners being confident, connected, resilient self managing learners.

**Our Values...**

Respect - **Manaakitanga** Responsibility - **Whakaute** Excellence - **Kairangi**  
support all members of Windsor North School Community in meeting their aspirations and learning goals.

**Our Learning Dispositions (5C's)**

Linked into our learning programme to enhance and develop core competencies



# Strategic Goals 2020-22 (DRAFT)

As a result of community consultation in November 2019 the following strategic goals have been formulated. During 2021 the Leadership Team in consultation with the teaching team reviewed where we are tracking in our journey and have refined some focus goals to allow us to develop concepts deeper and become more coherent across the school. **Please note in the boxes is the past 3 years strategic focuses for 2022 we are looking at either building on the focus or commencing investigation development to assist us with our strategic review over 2022.**

## Our Learning Pathway in connecting and equipping our learners for their future by....

**Learning Pou 1 - Teaching and Learning**  
with a focus on learning design that empowers quality practise and student positive shift



**Learning Pou 2**  
Professional Learning - Growing our Windsor North Staff



**Learning Pou 3**  
Community Partnerships  
Empower personal growth and strengthen self review processes  
To review reporting and strengthen home-school partnerships



**Visionary Developments**  
Strategic Forward Thinking  
.....  
Planning for future developments



**Key focus for 2022- Building Professional Leadership Capacity In...:**  
**Leadership Coaching to support assessment capability**

- Mark Sweeney Coaching
- Evaluative Associates MOE PLD application for Mathematical design and assessment practice

**Maths - Assessment Capability**

- Review Consistent and coherent pathways Yr 1-6 assessment in Maths (PL focus Terms 3&4)
- Alim development with focus area Year 3 and 4
- Working on target focus for 2023 Maths development and NZ Curriculum refresh - PL application

**Linking with Mathematics and Writing**  
focus with curriculum refresh how we track and support shift and are we making timely shift

**Focus on Nero Diversity** - looking at complexity of behaviours and supporting learning Term 2 PL fous Senco Support across the teams in needs assessment

**Key focus for 2022- Professional Growth and Strategic Planning Review**

- **Pb4L full year Tier 1** (This focus is the first phase of a 3 year programme)
- Focus review of the school process and look at how our values and 5C learning dispositions link into all we do. Linking into Strategic Plan refresh for 2023-2026
- Analysis of data supporting changing behaviours
- Building house system/ student leadership and connecting to our values to our local history and environment

**Main Focus Governance - Strategic Plan development for 2023-2026**

- Consultation, reflection on values, vision and key focus areas
- Working with Springboard Trust

**Developing collaborative practice skills Yr 3-6**

- Focus on Leadership Development and Building capacity
- Development of coaching and mentoring to support collaborative practice

**Working with local kaumatua in the development of local curriculum and school cultural development**

- Linking with review of school vision/ values / linking to our history

**Connections with our wider community**

**Continue to review new reporting format showing shift**

- **Review student management systems**- to support ongoing effective communication and assessment practices (HERO)
- **Implementing identified areas for improvement as a result of effective learner focused evaluation** processes. with particular focus on the development of our ESOL and Maori/ Pasifika families - [ESOL plan](#)

**Main Focus Governance**

- Consultation and securing the best board we can for 2022-2025 election timeframe

**Property Development - Junior Block**

- Consult with staff in further improving the **learning environments** for our students.
- Research and/or visit schools that have been upgraded to ensure best practice.
- Engage Project Manager to co-ordinate plan for property developments over the next 2 years

**Review our delivery of Health and PE curriculum**

- **Consultation** with the community on proposed draft Health and PE programme.
- Development of sexuality/ identity
- **Promoting leadership opportunities** for students within the community and for the community to engage with WNS i.e. Windsor Readers./ PALS

# Windsor North School Annual Plan 2022

MOE 3967

## Our 2022 Focuses

**Learning Pou 1 - Teaching and Learning** with a focus on learning design that empowers quality practise and student positive shift



**Learning Pou 2**

Professional Learning - Growing our Windsor North Staff



**Learning Pou 3 Community Partnerships**

Empower personal growth and strengthen self review processes  
To review reporting and strengthen home-school partnerships



**Learning Pou 1 - Teaching and Learning within Mathematics (Major Focus) and NZ Histories exploration (Minor Focus)** with a focus on learning design that empowers quality practise and student positive shift

Linking to National Education and Learning Priorities (NELP) - OUR WHY WE DO WHAT WE DO

**Objective 3 - Quality Teaching and Leadership** by continuing to build teacher capacity and learning support within the school. Developing and embedding Tikanga Maori within our school culture and practices where staff and students have an opportunity to learn, Te Reo Maori.

**Objective 1 - Learners at the Centre** by Supporting learners and staff in the development of programme design and working in partnership with specialist agencies to ensure diversity and inclusivity.

**Objective 5 - World Class Inclusive Education** - working collaboratively on inquiry developments and through professional learning

Strategic Focus	Action	Our Aim	Personnel and Resources
<b>Implementing identified areas for improvement as a result of effective learner focused evaluation processes specifically in Writing and Maths.</b>  Focus 1: Maths Development linking into NZ Curriculum Refresh <ul style="list-style-type: none"> <li>Review Consistent and coherent pathways Yr 1-6 assessment in Maths (PL focus Terms 3&amp;4)</li> </ul>	<b>Action</b> What are we developing and Why	<b>Measure</b> How will we know we have succeeded our targeted focus	<b>Who are the drivers</b> What resources is required
	<p><b>Curriculum Refresh (incl new Aotearoa New Zealand Histories Curriculum)</b> - to support whole-staff in developing shared understandings of the new curriculum overviews as they are developed and transitioned into schools. This focus will be developed over 2022</p> <p>Key focus is building assessment capability and coherence within the teams and across the teams. Leadership development - Forming</p>	<p>For all students to be making at least 1-2 sub level shifts within their number development</p> <p>Review and tweak WNS Assessment plan structure to meet developments and findings around assessment capability process.</p> <ul style="list-style-type: none"> <li>2022 focus will begin with Mathematics/ Aotearoa New</li> </ul>	<p>Team Leaders working within teams around data and forming a team focuses on professional development. <b>This will be our ERO Leadership Inquiry Focus</b></p> <p>Looking at how we asses</p> <p>Working with Evaluative Associates - look to put in a PLD Application to support assessment capability and NZ Curriculum refresh development</p>

	<p>strong assessment frameworks in unpacking data to use across other subject areas.          Going deeper into the data in Mathematics.          Unpacking what is the data telling us</p> <ul style="list-style-type: none"> <li>• Strengths and why they are strengths what is students needing to do to be, successful what does the teacher do to support success</li> <li>• Areas of focus</li> <li>• What is the shift looking like from End to Mid Year/ Mid to End of Year</li> <li>• Developing key targets -</li> <li>• Alim development with focus target area Year 3 and 4</li> </ul>	<p>Zealand Histories curriculum - approach &amp; key concepts, indicators &amp; levels, assessment and outcomes</p> <ul style="list-style-type: none"> <li>■ Delivering Staff PL and/or Leadership PL so that all teams feel empowered to use/ moderate and assess capability. This will include Alim development</li> <li>• Develop Strand Mathematics Kits within each team</li> <li>• Minor include an Aotearoa New Zealand Histories and</li> </ul>	<p><b>Alim Leaders</b> - Nic/ Amanda and Year 3-4</p> <p><b>Resources:</b>          ALim Professional Learning and 4 days release          \$1500 donated from PTA for each team to support the development of Strand Mathematics Kit</p>
<b>Progress and Outcomes</b>	<b>Mid Year</b>		
	<b>End of Year</b>		

## Learning Pou 1 - Teaching and Learning supporting our Neurodiverse Learners with a focus on learning design that empowers quality practise and student positive shift

**Linking to National Education and Learning Priorities (NELP) - OUR WHY WE DO WHAT WE DO**

**Objective 1 - Learners at the Centre** by Supporting learners and staff in the development of programme design and working in partnership with specialist agencies to ensure diversity and inclusivity.

Strategic Focus	Action	Our Aim	Personnel and Resources
<p><b>Improve understanding of trends and patterns including strengths and weaknesses in curriculum reviews.</b>            Focus 2:</p> <ul style="list-style-type: none"> <li>• Neurodiversity - looking at complexity of behaviours and supporting learning within English Development</li> <li>• Term 2 PL fous</li> </ul>	<p><b>Action</b>            What are we developing and Why</p>	<p><b>Measure</b>            How will we know we have succeeded our targeted focus</p>	<p><b>Who are the drivers</b>            What resources is required</p>

	<ul style="list-style-type: none"> <li>DP - investigating supporting frameworks in the field of Neurodiveristy <ul style="list-style-type: none"> <li>dyslexia learners - linking into Esther Whitehead</li> <li>structured learning</li> <li>Phonics/spelling development</li> <li>Learners with emotional/ social needs</li> <li>Reading for Learning - linking into Clarity Education</li> <li></li> </ul> </li> <li>From investigation review our school platform and refine and grow our school plan on how we support learners</li> </ul>	<ul style="list-style-type: none"> <li>Form a procedure document around Neurodiverse</li> <li>Have clear and cohesive pathways to support learners through Yr 1-6 <ul style="list-style-type: none"> <li>Ready for Learning</li> <li>Screening for Dyslexia</li> <li>Parent information</li> <li>Support structures</li> </ul> </li> <li>Develop resource bank across the school to support learners</li> </ul>	<p>DP - Sabbatical Targeted Focus over term 1</p> <p>Professional Learning Sessions x 4 including a Teacher Only Day in Term 2</p> <p>PTA support Nathan Wallis quest speaker at school and parent evening</p> <p>Looking at guest speakers - Esther Whitehead NZ Dyslexia Foundation Chair</p>
<b>Progress and Outcomes</b>	<b>Mid Year</b>		
	<b>End of Year</b>		



## Learning Pou 2 - Professional Learning with the focus on enhancing and growing further a strong learning culture

### with a focus of growing our Windsor North Staff

#### Linking to National Education and Learning Priorities (NELP) - OUR WHY WE DO WHAT WE DO

**Objective 1** -Learners at the Centre and The WNS Board and Staff are committed to ensure that all learners (students, staff and parents) have the right to feel safe within our school by having robust systems and processes that are continually reviewed. We pride ourselves in ensuring our values and vision are upheld within all we do.

**Objective 4** - Future Learning and Work by responding to the changing demands and needs of the work place - with 'Wellbeing' a central focus to all we do. Using Self review to review processes and systems so we can streamline and work more effectively and efficiently.

Strategic Focus	Action	Our Aim	Personnel and Resources
<p><b>Review and development on connection of our values/ vision to continue to develop and support a safe environments and positive relationships (staff/ whanau / students and wider community)</b></p> <p>Focus 1: Pb4L full year Tier 1</p> <ul style="list-style-type: none"> <li>Focus review of school process and look at how our values and 5C</li> </ul>	<p><b>Action</b> What are we developing and Why</p>	<p><b>Measure</b> How will we know we have succeeded our targeted focus</p>	<p><b>Who are the drivers</b> What resources is required</p>

<p>learning dispositions link into all we do</p> <ul style="list-style-type: none"> <li>Analysis of data supporting changing behaviours</li> <li>Building house system/ student leadership and connecting to our values to our local history and environment</li> </ul>	<p>Focuses - working with Lisa J and the PB4L team in developing our school culture and 5 C's further. Meeting with the wider PB4L team regularly to look at current situation, next steps, action plans</p> <ul style="list-style-type: none"> <li>Collecting feedback and data analysis of current situation in the school - from staff/students/parents</li> <li>Consider data gathering tools - ETap HERO, other strategies</li> <li>Breaking down the data and identifying target focus - continue analysis to feedback termly looking for impacts and making a difference</li> <li>Building a professional learning/level team and school wide foci</li> <li>Review of our 5 C's and values in terms of both learning behaviours &amp; social behaviours Linking to other schools across Southland (incl other PB4L schools)</li> </ul>	<p>Measurables :</p> <ul style="list-style-type: none"> <li>Bringing the restorative approach into practice for all staff</li> <li>Review of our 5 Peaks - refining of 'titles' through consultation &amp; developing explicit shared understandings</li> <li>Making our Values and 5 C more visible in the things we do within the school - our actions, our vocab etc</li> <li>Planning further growth in PB4L Tier 2 &amp; 3 - 2023+</li> </ul>	<p>PB4L Team</p> <p><i>Each member of the PB4L team will have a key role to play. The following staff indicated in the MOE Survey that they would like to be considered to be part of the team. This will be reviewed &amp; updated in the 2022 COL Opportunities survey.</i></p> <table border="1" data-bbox="1666 226 2172 619"> <tr> <td>MOE PB4L Coordinator</td> <td>Lisa Johnstone</td> </tr> <tr> <td>Level 1 Team</td> <td>Monique D</td> </tr> <tr> <td>Level 2</td> <td>Lisa c</td> </tr> <tr> <td>Level 3</td> <td>Matt M</td> </tr> <tr> <td>PB4L Leader</td> <td></td> </tr> <tr> <td>Leadership</td> <td>Debbie Jan</td> </tr> </table> <p>MOE funded \$10,000 to support Professional learning and development of PB4L within the school.</p>	MOE PB4L Coordinator	Lisa Johnstone	Level 1 Team	Monique D	Level 2	Lisa c	Level 3	Matt M	PB4L Leader		Leadership	Debbie Jan
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<p><b>Progress and Outcomes</b></p>	<p><b>Mid Year</b></p>														
	<p><b>End of Year</b></p>														

## Learning Pou 2 - Professional Learning with the focus on enhancing and growing further a strong learning culture with a focus of growing our Windsor North Staff

Linking to National Education and Learning Priorities (NELP) - OUR WHY WE DO WHAT WE DO

**Objective 2** - Barrier Free Access - Our learning environment is inclusive and responsive to the learners needs including social and emotional.

Strategic Focus	Action	Our Aim	Personnel and Resources
<p><b>Keep focus on continuous improvement through a robust teacher Professional Growth Cycle.</b></p>	<p><b>Action</b> What are we developing and Why</p>	<p><b>Measure</b> How will we know we have succeeded our targeted focus</p>	<p><b>Who are the drivers</b> What resources is required</p>

	<p>Focus on growing our Leaders</p> <ul style="list-style-type: none"> <li>• Developing collaborative practice skills Yr 3-6 - teaming and around how we weave our school values, 5Cs and strategic focuses within the day to day developments of the schools</li> <li>• Focus on Leadership Development and Building capacity</li> <li>• Development of coaching and mentoring to support collaborative practice</li> </ul>	<p>The leadership team working as a cohesive unit who have strong direction and development in the implementation of the school vision, values and strategic plan</p> <p>Able to grow cohesive teams who work collaboratively to support the learning development of all learners.</p> <p>Look at within team and across teams</p> <p>Leaders use mentors to support their leading of the focuses through a coaching model approach</p>	<p><b>This will link to our ERO Inquiry Focus - Mathematics and development of Pb4L</b></p> <p>Coaching Mentor - Mark Sweeney Values and Team Mentor Mark Osbourne</p> <p>Funds- mentoring and coaching 3 x a year online and face to face. \$5000???</p> <p>Debbie - awarded Springboard Scholarship And will focus on strategic Leadership and review of Strategic Plan/ Vision and Values</p>
<b>Progress and Outcomes</b>	<b>Mid Year</b>		
	<b>End of Year</b>		



### Learning Pou 3 - Community Partnership

Through review, reporting and strengthen home-school partnerships

Strategic Focus	Action	Our Aim	Personnel and Resources
<p><b>Modify practice based on feedback/review of effectiveness of communication and consultation with parents, students and the school community.</b></p>	<p><b>Action</b> What are we developing and Why</p>	<p><b>Measure</b> How will we know we have succeeded our targeted focus</p>	<p><b>Who are the drivers</b> What resources is required</p>

	<ul style="list-style-type: none"> <li>Continue to review new reporting format showing shift</li> <li>Review student management systems- to support ongoing effective communication and assessment practices (HERO)</li> <li>Implementing identified areas for improvement as a result of effective learner focused evaluation processes. with particular focus on the development of our ESOL and Maori/ Pasifika families - ESOL plan</li> </ul>	Main Focus Governance - Strategic Plan development for 2023-2025/6 <ul style="list-style-type: none"> <li>Consultation</li> <li>Linking in NZ Curriculum refresh</li> <li>Titri Maori</li> </ul>	Leadership Team/ WNS Board
<b>Progress and Outcomes</b>	<b>Mid Year</b>		
	<b>End of Year</b>		

### Learning Pou 3 - Community Partnership

Through review, reporting and strengthen home-school partnerships

[Linking to National Education and Learning Priorities \(NELP\) - OUR WHY WE DO WHAT WE DO](#)

**Objective 3 -Quality Teaching and Leadership** with the commitment of Te Tiriti (Treaty of Waitangi) embedded in all policy, practices including strategy, behaviours and actions, resourcing within the school our vision and our values are used as our guiding framework.

Strategic Focus	Action	Our Aim	Personnel and Resources
<p>Staff will be given opportunities to increase their knowledge and integration of Te Reo and Tikanga Maori as well as Cultural Competencies</p> <p>This will also be connected to our Strategic Plan Review</p>	<ul style="list-style-type: none"> <li><b>Action</b></li> <li>What are we developing and Why</li> </ul>	<p><b>Measure</b></p> <p>How will we know we have succeeded our targeted focus</p>	<p><b>Who are the drivers</b></p> <p>What resources is required</p>
	<ul style="list-style-type: none"> <li><b>Working with local kaumatua</b> in the development of local curriculum and with the Strategic Plan Development</li> <li>Linking with review of school vision/ values / linking to our history</li> </ul> <p>Focus on growing our Leaders</p> <ul style="list-style-type: none"> <li>Developing collaborative practice skills Yr 3-6 - teaming and around how we weave our school values, 5C's and strategic focuses within the day to day developments of the schools</li> </ul>	<p>The leadership team working as a cohesive unit who have strong direction and development in the implementation of the school vision, values and strategic plan</p> <p>Able to grow cohesive teams who work collaboratively to support the learning development of all learners.</p> <p>Look at within team and across teams</p> <p>Leaders use mentors to support their leading of the focuses through a coaching model approach</p>	<p>This will link to our ERO Inquiry Focus</p>

	<ul style="list-style-type: none"> <li>• Focus on Leadership Development and Building capacity</li> <li>• Development of coaching and mentoring to support collaborative practice</li> </ul>		
<p><b>Main Focus Governance</b></p> <p>Consultation and securing the best board we can for 2022-2025 election timeframe</p>	<ul style="list-style-type: none"> <li>• Working as a Board to focus on succession planning -</li> <li>• Development of Board Code of Ethics</li> <li>• Looking at the needs of the board (Board Skills Matrix)</li> <li>• Developing meetings and information sessions around What we focus on as a board/ board role</li> </ul>	<p>March back plan from September the timeline</p> <p>Looking at soundbites in the newsletter</p> <ul style="list-style-type: none"> <li>- at least every fortnight</li> </ul>	
<b>Progress and Outcomes</b>	<b>Mid Year</b>		
	<b>End of Year</b>		

**Monitoring:** Monthly reporting against each of the actions is completed for the School Management Team and BOT