



Windsor North School
Annual Plan 2024

Our Vision and Our Values



Annual Plan - Overview

Our Strategic Plan Focuses that have informed our 2024 Annual Plan

Below is a summary of our key focuses we will be working on over 2024-2025. We have 3 strategic areas and within each area 1-2 strategic goals.

Leaderful Learning	<ul style="list-style-type: none"> • Grow collective teacher efficacy in learning competencies • Build frameworks for student agency
Continuous Improvements	<ul style="list-style-type: none"> • Review school programmes in line with Te Mātaiaho (New Zealand Curriculum Refresh) and Common Practice Model within the focus curriculum areas of Mathematics and Statistics and English
Collaborative Connections	<ul style="list-style-type: none"> • Work with whanau, and local iwi to form a strong cultural responsiveness approach - honouring Te Tiriti o Waitangi • Enhance engagement

Where we are currently at – Summary from 2023: [Statement of Variance - WNS Annual Plan Reflection Document 2023](#)

Leaderful Learning	<p>Strengths</p> <ul style="list-style-type: none"> • Data use to inform programme and practice has seen a positive shift in planning and progress within student learning. • Teacher confidence and awareness growing in development of mental health education and there is more tolerance and respect for each other to make mistakes and give things a go. 	<p>Opportunities moving forward and Aspirational Goals/ focuses for 2024</p> <ul style="list-style-type: none"> • Define beliefs/practices in the development of agency using common practice model. • Continue to develop programme design with Mitey and Strive focusing on weaving the programme as an integrated link. Defining key Level 1, 2 and 3 aspects. 	<p>Results we would like to see</p> <ul style="list-style-type: none"> • Have a clear framework formed in students being agentic learners in Maths - linking to HERO. • Sharing Mitey and Strive and building whanau development.
Continuous Improvement	<p>Strengths</p> <ul style="list-style-type: none"> • Students are more reflective and more aware of their part in situations. • Teacher confidence and awareness growing in development of mathematics. 	<p>Opportunities moving forward and Aspirational Goals/ focuses for 2024</p> <ul style="list-style-type: none"> • Continue to grow data analysis in use of common assessment tasks / PACT/ PAT within HERO. • Continue the Mathematics/Statistics focus really developing our framework forming beliefs, practices and resources woven in with the new Curriculum refresh and Common Practice Model. • Developing Assessment capability of Mathematics and looking at HERO links and capturing real time reporting. 	<p>Results we would like to see</p> <ul style="list-style-type: none"> • To have a framework formed that weaves in the new curriculum / stating key learning and assessment capability. • Linking literature resources, ready to develop an overview in 2025.

How will our targets and actions give effect to Te Tiriti o Waitangi:

Collaborative Connections	Strengths <ul style="list-style-type: none"> Taking our time to explore and develop whanau connection and our stories. This is a continued area of development and over term 4 has been wonderful to see families and students really making links and learning new information about their heritage. 	Opportunities moving forward and Aspirational Goals/ focuses for 2024 <ul style="list-style-type: none"> Whanau Hui's and sharing our learning Term 1 and starting the year more as a community not just the classroom. Forming connections and celebrating together. Broadening and growing with the community. With the introduction of Hero we need to check in on parents to ensure we support them with the transition. Broadening more effective communication and sharing real time learning. 	Results we would like to see <ul style="list-style-type: none"> Developing meaningful hui's to share our process and work in partnership to develop a more connected and engaged learning environment. Developing our local curriculum narrative and our stories.
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Focus Target Groups for 2024 based on 2023 End of Year Data Analysis:

Year 0-1 (Pikopiko)	Year 2-3 (Koru)	Year 4-5 (Kowhai)	Year 6 (Kauri)
Enhancing engagement for our students with English as a Second language			
<ul style="list-style-type: none"> Phonological development to support reading and writing – Ideal / Yolanda Soryl programme development. Targeted group reading who are not shifting. Foundation maths number knowledge / basic facts. Concrete structures in oral language. 	<ul style="list-style-type: none"> Surface features within writing – spelling development. Form short sharp sentences that provide an image. Application of number knowledge within problem solving contexts. Application of strand maths weaving with number in rich tasks. 	<ul style="list-style-type: none"> Reading comprehension development – with focus on inferential level and the critical/evaluative levels. Mathematics development using strand and number knowledge strategies within rich tasks and being able to talk and justify why they think that. 	<ul style="list-style-type: none"> Reading comprehension development – with focus on inferential level and the critical/evaluative levels. Mathematics - being able to talk and justify why they think that. Mathematics – focus group girls working on rich tasks and developing confidence in using mathematical skills.

Annual Plan - Leaderful Learning

Our Activators (Strategic Goal)

LEADERFUL LEARNING

Our team (students and teachers) leading great learning.

Initiatives

- 1a** Grow collective teacher efficacy in learning competencies.
- 1b** Build frameworks for student agency.

What will this look like?

- 1a** Kaiako/teachers sharing high expectations and evidence of growth with each other, ākonga/learners and their whānau through STRIVE (PB4L), Mitey and Skill Based Learning Design.
- 1b** Students along with their teachers will be able to talk and assess learning at a deeper level to form next learning progress steps with focus in English and Mathematics/ Statistics.

Our Values

Whanaungatanga Building Relationships

What do we expect to see by the end of the year?

To have implemented a cohesive clear progression learning design for Year 1-3, Year 4-6, teams and staff. The learning design will outline expectations, processes systems and teaching elements and continue to embed:

- STRIVE (PB4L) / Mitey and the Mana Model
- Learning competencies through Tahi Time, ICE, STEM and Project base learning within our school.

This will form our learners profile Year 0-6.

Students to become confident agentic learners (own and drive their learning) with support of their teachers and learning scaffolds.

They will be able to talk through their learning to support what they can do successfully, what their next learning steps will be to continue learning progress within English and Mathematics/ Statistics.

Annual Target/Goal	Actions	Who is Responsible	Resources Required	Timeframe	How will you measure success?
1a Grow collective teacher efficacy in learning competencies	<p>PB4L – Develop new behaviour tracking system within HERO – use the data gathered to look at patterns and areas of focus</p> <p>Develop a new positive tracking process within the school using STRIVE/ Mana Model and monitor development of students and look at focus points:</p> <ul style="list-style-type: none"> • Student/ staff developing the profiles and what success looks like • Across school form the Strive / Mitey overview Year 1-6 • Student leadership - to streamline and develop process • Keeping Mitey and Strive alive within the school making it visible <p>Learning Through Competencies</p> <ul style="list-style-type: none"> • Development of progression framework on focus and skill development within the key competencies • Break down what success looks like, and how will we measure success • Form common understanding of the progressions through Tahi Time / ICE/ STEM/ to Project Based Learning 	<p>Lead for PB4L Teachers</p> <p>Teachers/ Leadership</p> <p>Year 6 looking at student leadership</p> <p>Team Leaders / Leadership Team</p>	<p>PB4L Tier 2 2024</p> <p>\$10,000 to support STRIVE/ MITEY and PB4L developments in tracking and monitoring.</p> <p>Inquiry and Literacy Development- Team Budgets</p>	<p>Term 1 set up</p> <p>Term 2-3</p> <p>Ongoing development over 22024</p>	<p>STRIVE/ PB4L – year on year increase in the number of students recognised by their peers, staff and Whānau demonstrating STRIVE PB4L Set review</p> <p>Learning Competencies Progression development – In 2024 60% understanding, of our WHY and forming coherent practices across the school.</p>
1b Build frameworks for student agency	<ul style="list-style-type: none"> • Development of scaffold explicit teaching points and support reference material / exemplars on progression points with focus on Maths and Writing for students to use. • Visit schools to explore how they are working in the development of student agency – transition (early childhood/ Junior High Schools • Development of the library project 	<p>Team Leaders / Leadership Team</p>	<p>Professional Learning Development and resource support \$2000</p>	<p>Term 2 to Term 4</p>	<p>Student Agency - Shared understanding, within Mathematics/ English practices. Shared understanding of progressions and what and how we are assessing. In 2024 60% of staff understanding, our WHY and application of practices across the school.</p>

Annual Plan - Continuous Improvement

Our Activators (Strategic Goal)

CONTINUOUS IMPROVEMENT
Growing coherent practice.

Initiatives

2a Review school programmes in line with Te Mātaiaho (New Zealand Curriculum Refresh) and Common Practice Model.

What will this look like?

2a Review of Mathematics Programme to ensure coherence in both practice and assessment align.
2b. Commence the development of review in reading and writing programme development.

Our Values

**Manawarora
Resilient Thinkers**

What do we expect to see by the end of the year?

- Our Mathematics and Statistics Programme reflects [Te Mātaiaho](#).
- It has clear programme expectations to ensure coherence and progress from 6 months to end of Year 6 to support continued learning shift for our akonga.
- It outlines assessment expectations and explicit teaching practices in line with the Common Practice Model.
- Form a strategic activator reference group to support the commencement review of English (reading and writing) that will reflect the developments of [Te Mātaiaho](#). Including: assessment capabilities, learning progress scaffolds in: spelling/phonics development/reading and structured literacy/writing/visual and oral language. Recognising our local stories and Te Tiriti o Waitangi.
- This will support the development in raising writing shift and progress within our school.

Annual Target/ Goal	Actions	Who is Responsible	Resources Required	Timeframe	How will you measure success?
<p>2a Review school programmes in line with Te Mātaiaho (New Zealand Curriculum Refresh) and Common Practice Model.</p>	<p>Mathematics: Programme Design</p> <ul style="list-style-type: none"> • Form our programme design having fidelity and coherence on our WHY, Our Practices and what resources we use • Linking to new curriculum refresh developments within Te Mātaiaho and Common Practice Model <p>Assessment</p> <ul style="list-style-type: none"> • PACT tool – Moderation process with maths levelling. Development of Mathematics Page within Hero Student Reporting (Trial development and seek staff/ student and parent feedback) • Using the long term plan across the school – hitting all 8 aspects every 6 months End of 2024 to have a solid WNS Mathematics programme structure • Unpacking the understanding around basic facts teaching the use of resource <p>English (Reading/ Writing/ Oral/ Visual)</p> <ul style="list-style-type: none"> • Review our practices in relation to new curriculum refresh information (progressions, key explicit teaching components- spelling, phonics, English structures • Recognising local stories we can use <p>Assessment</p> <ul style="list-style-type: none"> • Development of English Page within Hero Student Reporting (Trial development and seek staff/ student and parent feedback) 	<p>Lead by the Leadership Team</p> <p>Teaching Team Key part of ERO Partnership development</p> <p>Support from MOE facilitators and Evaluative Associates</p> <p>Lead by the Leadership Team - form an activator group</p>	<p>Working with Evaluative Associates and other Mathematic Support Agencies \$6000 to support professional Development 2024</p> <p>Building classroom Resource development for programme implementation PTA/ Board \$3000 contribution</p>	<p>Term 1 review</p> <p>Term 2-3 forming assessment practices and 6 month 8 aspects plan</p> <p>Ongoing development over Term 1-3</p>	<p>Form a Mathematics framework – including long term plan overview, assessment guidelines linking to HERO data collection, progression development and common practice model recommendations by the end of 2024.</p> <p>2025 implementation, monitor and further guidance.</p> <p>English - research, review current programme design in relation to Te Mātaiaho 2024 -2025 development and build programme design based on new guidelines</p>

Annual Plan - Collaborative Connections

Our Activators

COLLABORATIVE CONNECTIONS
Building positive partnerships with whanau and our local community

Initiatives

3a Work with whanau, and local iwi to form a strong cultural responsiveness approach- honouring Te Tiriti o Waitangi
3b Enhance engagement

What will this look like?

3a development and implementation of a local curriculum plan linking values, local stories, history and Te Reo and Tikanga Maori
3b Enhancing communication and learning partnership with HERO development

Our Values

**Te Tiriti o Waitangi
Inclusivity**

What do we expect to see by the end of the year?

- Working with Whanau and Iwi to form a cultural implementation plan for our school linking local curriculum, our school values, local stories, history and Te Reo and Tikanga Maori and Te Tiriti o Waitangi.
- Enhancing communication and learning partnership with HERO development.

Annual Target/ Goal	Actions	Who is Responsible	Resources Required	Timeframe	How will you measure success?
3a Work with whanau, and local iwi to form a strong cultural responsiveness approach - honouring Te Tiriti o Waitangi	<p>Development of providing an environment where we give effect to Te Tiriti o Waitangi by developing scaffold steps and weaving our multicultural fabric within all we do</p> <ul style="list-style-type: none"> Board and School working with local iwi to ensure we are using the correct stories, understanding and developing within the school the correct local tikanga Board development in ensuring all policies are being formed and consulted on and reflect Māori, mātauranga Māori Development of Kapa Haka within the school linking with whanau in forming ideas to develop school karakia, school Haka, school waiata as a school and with expertise Have at least 1 whanau hui per term - Engage and collect voice understandings from all stakeholders Review te reo Maori programme Year 1-6 looking and seeking other school ideas for 2025 development. 	<p>Board working in collaboration with the leadership team</p> <p>Kapa Haka Tutors/ school lead</p>	<p>Waihopi Iwi Support and NZSTA training in planning and development.</p> <p>Look at Te Reo Development and ongoing support – 2024/2025</p>	Term 2-4	<p>With external supports and whanau, form a cohesive plan that reflects the diversity of our community.</p> <p>During 2024 continue whanau consultation, and form draft plan</p>
3b Enhance engagement	<p>Provide greater opportunity for connections - focus on our ESOL families connecting within the school. Look at buddy systems</p> <ul style="list-style-type: none"> Share HERO developments through student / parent sessions regularly through newsletters and whanau hui's Development of the library project – connecting community association / using strengths within the community – student agency 	<p>Lead By Admin, Leadership and Teaching Staff Team</p> <p>Teachers, Leadership Team and Board</p>	<p>\$6000 for set up of HERO 2024.</p> <p>Support ongoing development and training \$1000</p>	<p>Term 1 set up stage / parent App</p> <p>Term 2-3 developing the app/ Hero capabilities – focus on connecting with families/ newsletter and parent communication</p>	Enhancing Communication - Increase the percentage of parents/students being informed and connected. using the new HERO system.