



**Our Place to Grow and Learn Together: *Ko tātou kura, kia tipu, kia ako ngātahi***

# *WHS Annual Implementation Plan 2024*

## **SUMMARY STATEMENT:**

<p><b>OUR LEARNERS / Ākongā</b> Our students and staff are engaged and empowered in their learning</p>	<p><b>1a Growing Learner Agency</b> Embed the work from 2023, ensure all children have the opportunity to be agentic in their learning</p> <p><b>1b Strengthen formative teacher practice</b> Ensure that all learners, are supported by their teachers, to understand what they are learning, why, and their next steps</p> <p><b>1c Create whole school curriculum design using Te Ao Maori</b> Continue with the review and refresh of our localised curriculum, linked to NZC with a focus on; Maths, Structured Literacy and Te Ao Māori</p>
<p><b>OUR ENVIRONMENT / kaitiaki</b> Our environment drives our curriculum inside and outside the school gate</p>	<p><b>2a Create a whole school culture shift to kids being Guardians / Kaitiakitanga</b> With the support of our Kaumatua, create a shared understanding of what being Kaitiaki means, and how we can be guardians of “Our Place”</p> <p><b>2b Develop whole school inquiry education programme- focused on environmental Education</b> Create a consistent approach to the delivery of Inquiry learning, building on a shared understanding of Environmental Education</p>
<p><b>OUR COMMUNITY / whakakotahitanga</b> Our partnerships are strong, authentic and active</p>	<p><b>3a Create more opportunities to bring community members into school, including iwi</b> Build on the work the teaching staff already do, to create authentic links with the local community to enhance teaching and learning</p>

## **HOW DO OUR TARGETS AND ACTIONS GIVE EFFECT TO TE TIRITI O WAITANGI**

- The review and of subsequent update of the Te Ao Māori curriculum will give purpose and place for the teaching and learning of both Tikanga and Te Reo Māori at WHS
- Kaitiakitanga - as a central theme for not only our learning in 2024, but to underpin our Environmental Education programme shows how much we both mana whenua and papatūānuku
- We are establishing an authentic relationship with our Kaumatua, taking time to honor the significance of this important relationship
- Teachers are being more mindful about having a “Māori lens” - what does it feel like to be Māori at WHS?  
Do I “see” or “hear” my culture being valued on a day to day bas

<b>OUR LEARNERS / akonga</b>	<b>Our students and staff are engaged and empowered in their learning</b>				
<b>Annual Plan Goal 1</b>	<b>1a Growing Learner Agency</b>				
<p><b>OUTCOME:</b> Our students are confident, connected learners who co-design learning. Our staff are highly skilled motivated experts who continually explore innovative ways to teach and engage children.</p>	<p><b>MEASURES:</b>  <b>Baseline:</b> See 2023 Statement of Variance  <b>End Measure:</b>  Team Leaders will be able to talk to the Learner Agency occurring in their team at SLT meetings  Teachers will be able to explain and give examples of agentic learning as required  Children will be able to share their most recent opportunities for being agentic with the Principal and or Team Leaders during class observations  Learner Agency will move beyond offering a menu of choice, from teacher selected tasks, to more authentic opportunities for ākonga to choose what, when and how they learn.</p>				
<b><i>To ensure this practice is fully embedded team leaders will continue to monitor and develop agency within their teams in 2024</i></b>					
<b>Key Actions</b>	<b>Responsible</b>	<b>Timeframe</b>	<b>Resources</b>	<b>Complete by:</b>	<b>Outcome:</b>
<p>Ensure Learner Agency is included in day to day programmes</p> <ul style="list-style-type: none"> <li>- What we learn</li> <li>- Where we learn</li> <li>- How we learn</li> </ul> <p>Evidenced in planning or noted during class walkthroughs by SLT</p>	Tineke Tracey	<p>At least 2x times a term observations</p> <p>Planning check done termly</p>	<p>Team Leader release</p> <p>Planning check - include Learner Agency</p>	EOY 2024	
<p>Use Team Meetings to remind, discuss and reflect on what agentic learning is</p>	Tracey Tineke	At least 1 time a term	Team Meeting times	EOY 2024	

happening in the classrooms					
Team Leader observations in class and coaching conversations to ensure agentic learning is happening	Tracey Tineke	At least 1 time a term, following a class observation	Team Leader release	EOY 2024	
Establish “opt ins” in teams - use the language with the learners Could be in PE, the Arts, during Kapa Haka, Friday Fun Share at Team Meetings	Tracey Tineke	Regular in team planning  2-3 opportunities to opt in a term	Team meetings to plan  Class programme time	EOY 2024	

<b>OUR LEARNERS</b> / akonga	<b>Our students and staff are engaged and empowered in their learning</b>				
<b>Annual Plan Goal 1</b>	<b>1b Strengthen formative teacher practice</b>				
<b>OUTCOME:</b> Our students are confident, connected learners who co-design learning. Our staff are highly skilled motivated experts who continually explore innovative ways to teach and engage children.	<b>BASELINE:</b> To be gathered during SLT walkthroughs in Term 1 2024 <b>MEASURES:</b> Formative Practice will become visible; <ul style="list-style-type: none"> <li>- Learning goals will be recorded in planning and in work books or stated during workshops with students</li> <li>- Students are able to talk to their current learning goal across the curriculum</li> <li>- Teachers are actively talking “learning” and next steps in the classroom programme with students</li> </ul>				

		- Planning reflects up to date, and frequently changing learning goals			
Key Actions	Responsible	Timeframe	Resources	Complete by:	Outcome:
Review Formative Practice in Literacy and Numeracy	Kelly Team Leaders	Term 1	Release time DP / Team Leader	End of Term 1	
Review Planning templates to ensure continuity across the school and include learning goals that change frequently	Kelly Team Leaders	Term 1	SLT Meeting	Start of year 2024	
Establish a system for regular planning checks by Team Leaders. Fed through to SLT	Team Leaders Kelly	Term 1	SLT Meeting Release Time DP / Team Leader	End of Term 1	
Build teacher capability in using Formative Practice through PLD, professional conversations and feedback from observations  Unpack the terms - Visible learning - Walls that talk Create a shared understanding	Kelly Team Leaders	Term 2  Observe and embed practice through Term 3 and 4	Staff Meeting  Principal observation Team Leader release Team meetings	End of Term 2	Collaboratively create common expectations for the use of Formative practice and add to CM Hub
Collect examples from	Team Leaders	Term 3 and 4	Team Leader	EOY	

students workbooks and examples			release		
"Walls that talk"					

<b>OUR LEARNERS / akonga</b>	<b>Our students and staff are engaged and empowered in their learning</b>				
<b>Annual Plan Goal 1</b>	<b>1c Create whole school curriculum design using Te Ao Maori</b>				
<b>OUTCOME:</b> Our students are confident, connected learners who co-design learning. Our staff are highly skilled motivated experts who continually explore innovative ways to teach and engage children.	<b>BASELINE:</b> Refer to Maths Review for full information Refer to Te Ao Māori Review for full information BSLA has been introduced in Year 1 and 2, but not used consistently for all students StepsWeb has been the used independently across the Senior School <b>MEASURES:</b> Maths programmes reflect a balanced curriculum including a range of strategic teaching, rich and authentic problem solving and rapid responses. Evidenced by planning and in class programmes Structured literacy programme implemented from Year 3-8, and BSLA further embedded from Year 1-2. Clear concise data about impact on student outcomes provided by lead teacher/s Planning will show a weekly time slot for delivery of Te Reo and Tikanga Māori; clear guidelines to support teachers to deliver this curriculum area will be on the hub. More Māori presence around the school; signage, class displays, heard in day to day interactions				
<b>Key Actions</b>	<b>Responsible</b>	<b>Timeframe</b>	<b>Resources</b>	<b>Complete by:</b>	<b>Outcome:</b>
Conduct a full review of how Math is delivered across all year levels. Focus on looking for a balanced approach	Tineke (WST) Emily - Maths Lead	Term 1	Staff only Day Release time WST release 2x days for Emily	End of Term 1	
Develop clear	Tineke (WST)	Term 1	Staff only day	End of Term 1	

expectations for delivery of Maths aligning with MOE cm refresh and PLD from the Learner First	Emily - Maths Lead		Release time WST release Additional release for Emily as required		
Build teacher capability in the effective delivery of a Balanced Maths Programme through The Learner First PLD, including using Formative Practice	Tineke (WST) Emily - Maths Lead	Term 1 and 2 specifically	PLD days as per The Learner First Staff Meetings Release for leaders to observe Maths teaching	EOY 2024	
Maths Lead Teachers will model, and support all staff to have Maths Learning Walls.	Team Leaders All Staff	Term 1 and 2 to introduce	Team Meetings	EOY 2024	
Implement a School Wide Structured Literacy Programme	Tineke - IDEAL Staff Year 4-8 Including Ruru (Y3-4 in 2024)  Sara Lead Teacher Alex / Tracey - implementing BSLA in Year ½ Including Tui year 3's	Spelling Term 1 Reading Term 2  Introduce in Term 1, and embed in practice through Term 2-4.	Team Meetings IDEAL PLD cost per teacher, release for PLD days Team Meetings  BSLA - materials to be purchased, release for Sara to observe and Alex for refresher PLD implementation, Fixed Term Unit	EOY 2024	

Review of Te Ao Māori completed	Lead Teacher of Te Ao Māori (Tracey and Fiona)	Term 1	Release time	End of Term 1	
Build staff cultural responsiveness - See annual target 3 for actions	Lead teacher of Te Ao Māori (Tracey and Fiona)	Term 2-3	Release time	EOY	Develop clear expectations for the delivery of Te Ao Māori and record on CM Hub
Increase the presence of Te Reo in WHS by providing kupu at staff meetings to use in class/school.	Tracey All Staff	Term 1-4	Staff meeting time 10 minute Bite sized new learning	EOY	
Begin to Implement PB4L across the school	Tracey All Staff	Term 1-4	Staff only Day Staff Meeting Gina Kitchen (MOE support)	EOY	

<b>OUR ENVIRONMENT / kaitiaki</b>	<b>Our environment drives our curriculum inside and outside the school gate</b>				
<b>Annual Plan Goal 2</b>	<b>2a Create a whole school culture shift to kids being Guardians / Kaitiakitanga</b>				
<b>OUTCOME:</b> Our environment is evident and celebrated as our unique point of difference	<p><b>BASELINE:</b>  Enviro School Programme - from 2023. Establishment of Enviro Council and Friday opt in for Enviro. Most teachers have an environmental focus in their day to day actions, and is reflected in their programmes. This does need to be more formalised and consistent, with all classes completing an enviro project annually  Need for shared approach to Enviro Goals; not select group</p> <p><b>MEASURES:</b>  Children, staff have a sense of care, guardianship, for their environment which is present in their daily actions  Enviro School evaluation - Green/Gold Status maintained  All staff have Enviro mindset which impacts on daily life at WHS</p>				
<b>Key Actions</b>	<b>Responsible</b>	<b>Timeframe</b>	<b>Resources</b>	<b>Complete by:</b>	<b>Outcome:</b>
Unpack the concept of Kaitiakitanga and what it means for WHS	Dane	Staff meeting 1.5 hours	Nil	Mid Term 1	
Deliver a year long connected curriculum under the umbrella idea of Kaitiakitanga	Dane Team Leaders	Staff Meeting early Term 1 Team Leaders/ teachers to continue throughout 2024 Staff	Nil	EOY	Clear expectations created and shared through the CM hub
Further develop the concept of Kaitiakitanga through discussions with iwi, in classes, enviro council, parent	Dane	Term 1 and 2	Nil	End of Term 2	



community, local Environmental groups					
Enviro School programme to participate in acts of Kaitiakitanga within school and local community	Dane	Term 2 and 3	Release for Dane Term 2 and 3	End of Term 3	

<b>OUR ENVIRONMENT / kaitiaki</b>	<b>Our environment drives our curriculum inside and outside the school gate</b>				
<b>Annual Plan Goal 2</b>	<b>2b Develop whole school inquiry education programme- focused on environmental Education</b>				
<b>OUTCOME:</b> Our environment is evident and celebrated as our unique point of difference	<p><b>BASELINE:</b>          There is not currently a common Inquiry model, teachers trialed 3 models in 2023          Some teachers need support to shift from “topic or theme” teaching to Inquiry learning          There are different levels of understanding of what is Inquiry Learning among teachers          Play based learning in Year 1 and 2 is based on free play and student choice</p> <p><b>MEASURES:</b>          All stakeholders will have a clear understanding of how Inquiry learning is delivered at WHS          Inquiry learning will be delivered consistency across the school; with progressions linked to age and stage          Clear statement of intent for a Play-Based learning programme in Year 1 and 2, that is supported by research and evidence</p>				
<b>Key Actions</b>	<b>Responsible</b>	<b>Timeframe</b>	<b>Resources</b>	<b>Complete by:</b>	<b>Outcome:</b>
Complete Review of Inquiry Learning	Kelly	Term 2	Time	End of Term 2	
Establish our own Inquiry Learning Model	Kelly Team Leaders	Term 3	Time	End of Term 3	

	Staff				
Develop a common understanding of how Inquiry Learning is delivered at WHS Record on CM Hub	Kelly All staff	Term 4	Staff Meetings	End of Term 4	
Create expectations on the delivery of Inquiry Learning and embed in practice	Kelly Team Leaders All staff	Term 4, ready for use in Term 1 2025	Staff and Team Meetings	Mid 2025	
Play based learning in Year 1 and 2 will be reviewed with clear expectations for delivery ready for 2025 start of year	Tracey Alex, Sara	Term 4	Team Meetings Visiting other kura who implement learning through play (CRT)	EOY	

<b>OUR COMMUNITY</b> / whakakotahitanga	<b>Our partnerships are strong, authentic and active</b>				
<b>Annual Plan Goal 3</b>	<b>3a Create more opportunities to bring community members into school, including iwi</b>				
<b>OUTCOME:</b> Our environment is evident and celebrated as our unique point of difference		<b>BASELINE:</b> Teachers make good use of links to people in the community to support learning, however this could be streamlined We are starting to build a relationship with local iwi or hapu, attended Powhiri at start of year, assisted with construction works over January <b>MEASURES:</b> Regular use of the local community is used to enhance learning and evidenced through planning and outcomes An authentic and genuine relationship is established with iwi and hapū, that benefits ākongā			
<b>Key Actions</b>	<b>Responsible</b>	<b>Timeframe</b>	<b>Resources</b>	<b>Complete by:</b>	<b>Outcome:</b>
Teachers build on existing relationships with community members to add value to learning programmes	Tracey Courtney Staff	Term 1	DP release	Term 1	Data base developed for all teachers to use
Create expectation that the community will be part of our ongoing teaching and learning programmes	Tracey Tineke  All staff Courtney	Term 1	Nil	Term 1	Ensure new planning framework includes a community help section  Share via newsletter when we work with local community and/or iwi
Engage with local iwi in a variety of ways; powhiri, community events, invite to add value to learning, staff meetings	Kelly All staff	All year	Koha for time	EOY	Share strategic planning with iwi and hapu with an interest in the school

Identify taha maori whanau, and build a welcoming relationship, with a view of establishing a roopū	Kelly Tracey Te Ao Maori lead staff TBC	Term 2	Koha for time	EOY - ready for roopu in 2025	
Continue to build on positive relationship with Kaumatua Winiwini Kingi	Kelly All staff	All year	Koha for time	EOY	

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