

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

WHS Annual Implementation Plan 2025



SUMMARY STATEMENT:

<p>OUR LEARNERS / Ākonga Our students and staff are engaged and empowered in their learning</p>	<p>1a Growing Learner Agency Embed the work from 2023, ensure all children have the opportunity to be agentic in their learning</p> <p>1b Strengthen formative teacher practice (Assessment for Learning) Ensure that all learners are supported by their teachers to understand what they are learning, why, and their next steps</p> <p>1c Create whole school curriculum design using Te Ao Maori Continue with the review and refresh of our localised curriculum, linked to NZC with a focus on; Structured Maths, Structured Literacy, PB4L and Te Ao Māori</p> <p>1d Attendance - improve attendance to align with MOE goal of 80% attendance for 90% of the time by 2030 Implement the STAR attendance plan; Support, Transparency, Accountability, Responsiveness</p>
<p>OUR ENVIRONMENT / kaitiaki Our environment drives our curriculum inside and outside the school gate</p>	<p>2b Develop whole school inquiry education programme- focused on environmental Education Create a consistent approach to the delivery of Inquiry learning, building on a shared understanding of Environmental Education</p>
<p>OUR COMMUNITY / whakakotahitanga Our partnerships are strong, authentic and active</p>	<p>Completed</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 - underpins our Environmental Education programme shows how much we value 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 basis
- Collecting Ākonga voice - how does it feel to be Māori at WHS?

Refer to the Giving Effect to Te Tiriti Report for more detail

OUR LEARNERS / akonga	Our students and staff are engaged and empowered in their learning				
Annual Plan Goal 1	1a Growing Learner Agency				
OUTCOME: 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.		MEASURES: Baseline: See 2023 Statement of Variance End Measure: School leaders/teachers will be able to talk to the Learner Agency occurring in their class during hui and class observations. Children will be able to share their most recent opportunities for being agentic with Ariki team members 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.			
<i>We are needing to revisit this Strategic Goal as with changes in lead staff we feel it needs to be brought back to the fore.</i>					
Key Actions	Responsible	Timeframe	Resources	Complete by:	Outcome:
Ensure Learner Agency is included in day to day programmes <ul style="list-style-type: none"> - What we learn - Where we learn - How we learn Evidenced in planning or noted during class walkthroughs by Ariki team	Kelly Tracey	At least 2x times a term observations Planning check done termly	DP release Planning check - include Learner Agency	EOY 2025	
Revisit staff understanding of Learner Agency and provide PLD as	Kelly Tracey	Term 2	Staff hui Class observations in release time	EOY 2025	

required Review statement on Learner Agency on Curriculum Hub - what is working? What is our next step?					
Use Staff hui to remind, discuss and reflect on what agentic learning is happening in the classrooms	Kelly / Tracey	At least 1 time a term, starting in Term 2	Staff Hui	EOY 2025	
Enhance learning opportunities; <ul style="list-style-type: none"> - Flexible learning spaces (where and how I learn) - Opportunities for STEAM, PBL or Genius Hour (personalized learning) - Digital tools; choice in how I show my learning 	All staff	T2-4	Classroom time	EOY 2025	
DP/ Principal observations in class	Kelly / Tracey	At least 1 time a term, following a class	DP release	EOY 2025	

and coaching conversations to ensure agentic learning is happening		observation, starting in Term 2			
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	All staff	Aim for at least 2x a term children can opt in to something of interest	Planning meetings - Staff hui Think Tanks Class programme time	EOY 2025	

OUR LEARNERS / akonga	Our students and staff are engaged and empowered in their learning				
Annual Plan Goal 1	1b Strengthen formative teacher practice / Assessment for Learning				
OUTCOME: 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>BASELINE: refer to Formative Practice Review for baseline 2025 baseline gathered in Week 1-5 of Term 1. What A4L is evident; in classrooms, in teacher and student language, in workbooks?</p> <ul style="list-style-type: none"> - Teachers have an understanding of the purpose of assessment (to inform next steps) - Beginning to implement a schoolwide feedback/feed forward model through green and yellow highlighter systems (green to grow, gold have mastered) - Tamariki have set goals in some classrooms <p>MEASURES: A4L will become visible;</p> <ul style="list-style-type: none"> - Learning goals will be recorded in planning and in work books or stated during workshops with students - Students are able to talk to their current learning goal across the curriculum - Teachers are actively talking “learning” and next steps in the classroom programme with 				

		students			
		<ul style="list-style-type: none"> - Evidence of feedback and feedforward in workbooks; self, peer, teacher - Planning reflects up to date, and frequently changing learning goals 			
Key Actions	Responsible	Timeframe	Resources	Complete by:	Outcome:
Inquiry Planning template with Assessment included unpacked with staff.	Kelly Tracey	Term 1	Staff only day	End of Term 1	
Planning checks include A4L across all learning areas Ensure goals are changing frequently And that assessment is driving the learning	Kelly Tracey	Termly	Nil	End of 2025	
Build teacher capability in using Assessment for Learning <ul style="list-style-type: none"> - PLD website - professional conversations - feedback from observations 	Kelly Tracey	Term 1-4 beginning at Teacher Only Day	Teacher Only Day Staff Meeting DP Release Principal observations	End of 2025	
Teacher's Professional Growth Cycle linked directly to Assessment for Learning <ul style="list-style-type: none"> - Maths T1 - Structured lit T2 - Writing T3/4 	Kelly Tracey All teaching staff	Term 1-4	Teacher Only Day Staff Meeting CRT release	End of 2025	

Ensure that learning goals are visible and stated in all learning workshops	All staff	Term 1-4 Termly checks	Class time Workbooks Planning documents	End of 2025	
Support students to articulate their learning goals - provide opportunities for learners to discuss learning goals and add reflection time into the programme.	All staff	Term 1-4 Termly checks	Class time Workbooks PLD	End of 2025	

OUR LEARNERS / akonga	Our students and staff are engaged and empowered in their learning				
Annual Plan Goal 1	1c Create whole school curriculum design using Te Ao Māori				
OUTCOME: 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>BASELINE: 2023 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</p> <p>MEASURES: Maths programmes reflect a balanced curriculum including a range of explicit teaching (Structured Maths), 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</p>				

Key Actions	Responsible	Timeframe	Resources	Complete by:	Outcome:
Update the review of how Math is delivered across all year levels. Focus on looking for a balanced approach and explicit teaching of Structured Maths.	Emily - Maths Lead	Term 3 and 4	Maths Leadership unit Release as required	End of Term 4	
Develop clear expectations for delivery of Maths (including Structured Maths) aligning with MOE cm refresh and PLD from the Learner First - Confirm is current with new MOE Resources and new Maths CM	Emily - Maths Lead	Term 1	Maths Leadership unit Staff hui	End of Term 1	
Build teacher capability in the effective delivery of a Balanced Maths Programme through The Learner First PLD, including using; <ul style="list-style-type: none"> - A4L - New MOE resources - New Maths CM Monitor through class observations	Emily - Maths Lead	Term 1 and 2 specifically	Maths Leadership unit Release as required Principal Observations	EOY 2025	
Implement a School	Tracey - WST	PLD with Learning	Literacy Lead	EOY 2024	

Wide Structured Literacy Programme Continue to build BSLA in Year 1 and 2, provide clear concise data on student outcomes	IDEAL Staff Year 4-8 Including Ruru (Y3-4) BSLA in Year 1 and 2	Matters for staff Term 1 -3	WST role PLD with learning matters 3x PLD days each plus 8 online workshop after hours. BSLA training in assessment tools Staff hui as required Observations DP release		
Continue to build staff cultural responsiveness Have clear expectations of the delivery of Te Ao Maori and record on CM Hub	Fiona	Term 1-4 Term 1	Cultural Leadership allowance Staff hui	EOY End of Term 1	
Continue to increase the presence of Te Reo in WHS by providing kupu at staff meetings to use in class/school.	Fiona All Staff	Term 1-4	Staff meeting time 10 minute Bite sized new learning	EOY	
Embed Te Ao Maori across the curriculum. Integrate Maori perspectives in all	Fiona All staff	Term 1 - 4 Termly checks during CRT teaching	CRT teacher release time (following the planning)	EOY 2025	

<p>learning areas. Is included in Inquiry Planning, but how is it connected to Literacy and numeracy?</p> <p>Ensure regular teaching timeslot of Te Reo Maori in each class timetable. Monitor through observation and discussion with the teacher.</p>					
<p>Engage with local hapu and iwi. Seek opportunities to connect; Matariki, Maori language week, Te Whanga, School Production.....</p>	<p>Kelly Fiona</p>	<p>Term 1-4</p>			
<p>PB4L Stage 2</p> <p>Recording of behaviours on Etap - gathering data, trends and being responsive</p> <p>Developing matrices of expected behaviours in areas of the kura/events. Teaching will be delivered through whānau hui</p>	<p>Tracey All Staff</p> <p>Tracey All Staff</p>	<p>Term 1-4</p> <p>Term 2-4</p>	<p>PB4L workshops at MOE with Gina Kitchen Release for DP</p>	<p>EOY</p>	

OUR LEARNERS / akonga	Our students and staff are engaged and empowered in their learning				
Annual Plan Goal 1	1d Improving attendance Aim: 80% attendance for 90% of students by 2030 2025 target set by MOE is 70%				
OUTCOME: 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.		BASELINE: 2024 Attendance matters reports T4 - 58% of students attended regularly in Term 4 T3 - 36% of students attended regularly in Term 3 T2 - 49% of students attended regularly in Term 2 T1 - 63% of students attended regularly in Term 1 MEASURES: Improvement in attendance shown in Everyday Matters reports from MOE. Reduction in whanau who chose to take overseas holidays in term time Early identification of children who are not attending for valid reasons (illness) and plans made to support more regular attendance (case by case basis)			
Key Actions	Responsible	Timeframe	Resources	Complete by:	Outcome:
<u>Support:</u> Identify reasons for chronic absenteeism and work with the whanau to reduce barriers.	Kelly Sharon SENCO Courtney	T1-4	Time	EOY 2025	
<u>Transparency:</u> Newsletter information around our attendance rate; sharing the importance of learning at school	Kelly	Termly in newsletter	Time	EOY 2025	

Reply to requests for leave for overseas holidays with a statement that discusses loss of learning, and impact on achievement.		In response to requests for leave in term time			
<u>Accountability</u> Monitoring attendance 2x termly and letters regarding absence sent to those who are “chronically absent” and/or “moderately absent”, letting whanau know. Report to Board; share the attendance matters report each term.	Kelly Courtney Kelly	Week 5 and 10 each term Termly	Time	EOY 2025	
<u>Responsiveness</u> Make case by case plans for chronic absenteeism Reflect frequently with staff; what is working?	Class teachers / Kelly / Courtney	T1-4	Time	EOY 2025	

OUR ENVIRONMENT / kaitiaki	Our environment drives our curriculum inside and outside the school gate				
Annual Plan Goal 2	2b Develop whole school inquiry education programme- focused on environmental Education				
OUTCOME: Our environment is evident and celebrated as our unique point of difference	BASELINE: 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 MEASURES: 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 inquiry plan used by all staff; following the Kath Murdoch model. Holds links to additional items such as; Te Ao Maori, Digital Technology, STEAM, community involvement				
Key Actions	Responsible	Timeframe	Resources	Complete by:	Outcome:
Inquiry planning template introduced	Kelly	Teacher only day	Time	Start of year	
Teachers supported to use all elements of the Inquiry planning; building rigor and consistency to our delivery of Inquiry <ul style="list-style-type: none"> - Links to curriculum - Big idea or guiding question - Assessment 	Kelly	Term 1-4	Staff hui	End of 2025	
Planning checks to include Inquiry Plan	Kelly Tracey	Term 1 -4	Time	End of 2025	

	Dane				
Observations of Inquiry Teaching and learning	Kelly	Term 1-4	Time	End of 2025	
Coaching conversations around; planning, delivery and assessment as required	Kelly Tracey	Term 1-4	Time	End of 2025	
Establish mentors to support less confident teachers in the delivery of Inquiry	Tracey Penn	Term 2-4	Time Release	End of 2025	
Align Play-Based learning in Year 1 and 2 with the Whole School Inquiry Model	Kelly Tracey Alex Sara	Term 2	Staff hui	End of Term 2	
Strength Learner Agency in Inquiry <ul style="list-style-type: none"> - Involve students in co-constructing inquiry topics based on conservation - Develop inquiry based projects where students take action on real-world environmental challenges. 	Tracy Penn Jamie	Term 3-4	Staff hui / planning time	End of 2025	