



Waipa Christian School (Non-denominational)
Strategic & Annual Plan 2020

Principals' endorsement:	Jaco Labuschagne
Board of Trustees' endorsement:	Lize Buckley
Submission date to Ministry of Education:	February 2020

Strategic Intentions

Mission:

WCS's mission is to provide:

- Christ-centered 21st century education that is able to equip students to become lifelong learners who will be future focused and excel.
- and partner with the work God is doing in the children's lives, through His Holy Spirit, to grow citizens who will transform their school, family and global community.
- an environment for the children where they will grow in their relationship with Christ.

Vision

At WCS we desire to equip our students to become lifelong learners who can collaborate, be innovative, curious, and actively and passionately live out their Christian faith.

Values At Waipa Christian School we promote the following values from a Biblical perspective:

- Relationships
- Respect
- Responsibility
- Resilience

Principles

To maintain our Christian character in everything that we do, live out our values daily.

- To provide interesting high quality programs, with an emphasis on Literacy and Numeracy that challenge all our students and meet their individual educational needs.
- To equip students to take an increasing responsibility for their own learning.
- To promote strong partnerships between home and school.
- To foster a sense of belonging and pride in Waipa Christian School.
- To strive for excellence in all areas.

Special Character

Sustaining Christian special character

Through Christian education, educate and transform students to answer the call to serve in their community, creating authentic opportunities for students to involve themselves and bring about positive change in their community.

Community of learners / Kahui Ako

Waipa Christian School is committed to the high level plan objectives and achievement challenges as agreed to by Nga Whanau O Karaiti Kahui Ako.

Maori dimensions & cultural responsiveness

Be accepting of others' cultures and differences with love and grace.

- ✓ Value each other's heritage, culture and people as per the Treaty of Waitangi requirements.
- ✓ Reflect the nature of NZ's multiculturalism in classroom activities.
- ✓ Te Reo and Tikanga programs offered at all levels.
- ✓ Use of key support documents such as Ka Hikitia - Success for All and Hautu Self review tool.

Manaakitanga - *To recognise and affirm the identity of individuals through an open and trusting relationship.*

- Valuing cultural connectedness through art and writing
- Christian Waiata and karakia
- Signage in English and Te Reo

Wānanga - *Seeking learning through communication*

- Communication – using kupu māori in our WCS language of learning
- Innovation – Hands-on approach in technology and science learning in senior class.

Whanaungatanga - *High expectations for achievement through Relationships with students, school-wide and community.*

- Building authentic relationship with the Māori Community
- Staff PLD to develop understand and teaching of Te Reo and Tikanga Māori
- Tuakana teina

Ako - *Reciprocal learning*

- Ensure Māori learners achieve success as Māori

--	--

Long term Strategic Aims

- 1) Developing systems and procedures around behaviour management (2018 - 2022)
- 2) To implement and embed a culturally responsive local curriculum that reflect the special character of Waipa Christian School (3 - 5 years starting in 2019)

2020 Annual Goals

<u>Goal</u>	<u>Actions</u>	<u>Resourcing</u>	<u>Expected outcomes</u>
<p>Annual goal 1 <i>(Linked to strategic aim 1)</i> To continue improving our systems and responses to student behaviour (Year 3)</p>	<ul style="list-style-type: none"> - Networking with other tier 1 & 2 PB4L schools - Teach lessons to support school values from biblical perspective - Implement restorative practice (peer mediators) from Cool Schools Programme - Implement system changes as identified in 2019 School-Wide Evaluation Tool. 	<ul style="list-style-type: none"> - MOE funding through PB4L programme - Teacher release time for networking - RTLB support - Signage around school - Board of Trustees: Pastoral Care fund. - Management unit allocated to the teacher involved. 	<ul style="list-style-type: none"> - Consistent practice around behaviour management - Improved school-wide procedures / systems in dealing with incidents

<p>Annual goal 2 <i>(Linked to strategic aim 2)</i> To build on (current) culturally responsive pedagogies (CRRP)</p>	<ul style="list-style-type: none"> - Collaborate with other Christian Schools on relationship between Christian Special Character and CRRP - Staff PD (Poutama Pounamu & Within - and across School teachers. 	<ul style="list-style-type: none"> - Kahui Ako: Across- and within school teachers - Inquiry time / teacher release time for PD - Poutama Pounamu-led professional development - funded through Kahui Ako 	<ul style="list-style-type: none"> - Improved practice by teachers - working towards the goals of Tataiako & Hautu self-review tool(s).
<p>Annual goal 3 <i>(Linked to strategic aim 2)</i> To improve our literacy programme with a particular focus on writing (Year 3 - ALL)</p>	<ul style="list-style-type: none"> - Continued commitment to ALL programme - Use of teaching inquiry to refine practice - Consolidate development in literacy teaching. - Develop student agency through goal setting - Develop teacher leadership 	<ul style="list-style-type: none"> - MOE funding through ALL programme - Management unit allocated to ALL lead teacher 	<ul style="list-style-type: none"> - Consistent effective literacy practice - Continuous monitoring, and reporting on priority learners - Consolidating the learning from ALL 2019, developing consistency in the delivery of the English Implementation Plan and CaAP as written last year.
<p>Annual goal 4 <i>(Linked to strategic aim 2)</i> Teacher inquiry into most effective practice in Numeracy</p>	<ul style="list-style-type: none"> - 1 teacher participate in Year 1 of ALiM (Accelerated learning in Mathematics) 	<ul style="list-style-type: none"> - MOE ALiM funding (1 teacher) - Management unit allocated to ALiM lead teacher. 	<ul style="list-style-type: none"> - Improved practice for 1 teacher through inquiry and collaboration with other schools.

Professional Development

Focus	Resourcing / funding
Positive Behaviour for Learning (PB4L)	Ministry of Education (MOE) Management unit for Teacher
Accelerated Literacy Learning (ALL)	Ministry of Education / University of Waikato / ALL lead teacher Management unit for Lead teacher
Culturally Responsive Pedagogies	Kahui Ako / Poutama Pounamu / Within School Teacher Within School Teacher Allowance
Accelerated Learning in Mathematics	Ministry of Education Management unit for lead teacher

2019 School-wide data against New Zealand Curriculum levels

Note: This data includes all students at the school.

Total as at December 12th 2019: **82** .

Included are:

1 ORS-funded student;

1 student with LLI funding

6 students with English Second Language Learning support (ESOL);

and others with a range of needs (no individual funding)

<p>Reading</p>	<p>Celebration(s) of achievement All students: 68/82 (83%) At, or above expected curriculum level Maori students: 11 /16 (69%) At, or above expected curriculum level NZ European / Pakeha / Other European / Other: 55/64 (86%) At, or above expected curriculum level Asian: 2/2(100%) At, or above expected curriculum level Boys: 36/44 (82 %) Girls: 34 /38 (89 %)</p> <p>Target / Priority for 2020 All students: 14/82 (17%) Below / Well below expected curriculum level Maori students: 5 /16 (31%) Below / Well below expected curriculum level NZ European / Pakeha / Other European: 9/64 (14%) Below / Well below expected curriculum level Asian: 0/2 (0%) Below / Well below expected curriculum level Boys: 8 /44 (18 %) Girls: 4 /38 (11%)</p>
<p>Writing</p>	<p>Celebration(s) of achievement All students: 67/82 (82%) At, or above expected curriculum level Maori students: 14/16 (87.5%) At, or above expected curriculum level NZ European / Pakeha / Other European / Other: 51/64 (80%) At, or above expected curriculum level Asian: 2/2(100%) At, or above expected curriculum level Boys: 33 /44 (75%) Girls: 34/38 (90 %)</p> <p>Target / Priority for 2020 All students: 15 /82 (18%) Below / Well below expected curriculum level Maori students: 2/16 (12.5%) Below / Well below expected curriculum level NZ European / Pakeha / Other European:13 /64 (20%) Below / Well below expected curriculum level Asian: 0/2 (0%) Below / Well below expected curriculum level Boys: 11/44 (25%)</p>

	Girls: 4 /38 (10 %)
Numeracy	<p>Celebration(s) of achievement All students: 59/82 (72%) At, or above expected curriculum level Maori students: 8 /16 (50%) At, or above expected curriculum level NZ European / Pakeha / Other European / Other:49 /64 (77%) At, or above expected curriculum level Asian: 2/2(100%) At, or above expected curriculum level Boys: 36 /44 (82 %) Girls: 24/38 (63%)</p> <p>Target / Priority for 2020 All students: 23/82 (28%) Below / Well below expected curriculum level Maori students: 8/16 (50%) Below / Well below expected curriculum level NZ European / Pakeha / Other European:15 /64 (23%) Below / Well below expected curriculum level Asian: 0/2 (0%) Below / Well below expected curriculum level Boys: 8 /44 (18 %) Girls: 14 /38 (37%)</p> <p><i>Our Maori learners will be closely monitored around progress in Numeracy as we seek to improve the percentage of Maori learners achieving at, or above the expected curriculum levels.</i></p>

Target groups / Priority learners 2020

Literacy: Target students are identified from Overall Teacher Judgments, measured against Curriculum levels at the end of 2019 school year.. We use our Curriculum and Achievement Plans (attached) for Reading and Writing to decide on the level of intervention required. Target students will be identified for Cycles of inquiry as part of the ALL intervention.

Numeracy: Students who achieved below, or well below the expected Curriculum level at the end of 2019 are noted for regular monitoring and reporting to the Board of Trustees. Target students will be identified for Cycles of inquiry as part of the ALiM intervention.

Property

- Major projects for 2020 - extend concrete footpath to new bus stop and shelter. Install all related signage. Sliding doors in Junior block.
- 5 / 10 Year plan property maintenance

Waipa Christian School Assessment Schedule 2020					
Assessment Area	Year Level	Time of Assessment	Assessment Tool / Tool Outcomes	Analysis / Recommendations (tick)	To be Reported to Board (Month) & Signed
SEA (School Entry Assessment)	Year 0 / 1 5,5	As close as possible to 6 weeks of entry.	JOST - recommended by MOE speech & language therapist Letter ID CAP ROL - replace / complement with JOST (recommended by MOE speech & language therapist) Numeracy Test Observation Survey Phonological and Phonemic assessment		Once a year in term 3 report on comparative data from school entry SEA to after 1 year 6 year observation survey Stanines & what it means
6 yr Observation Survey	Year 1 / 2	As close as possible to their 6 th birthday.	6 Observation Survey Including BURT score 20 All other test Stanine 4		
Reading	Year 1 - 3	Once per term Target students - every 2-3 weeks	Overall Teacher Judgements will be made against the New Zealand Curriculum Reading Standards Running Records Reading Level 1 – 20 On Seen PM Benchmark Kit. Reading Level 20+ to be tested on Probe		June & December
Reading	Year 3- 8 Year 4 - 8	Term 1 (Week 6) Term 2 (Week 7) Term 4 (Week 3)	*STAR Reading Comprehension **E-AsTTle Reading (will give us a 2 BPA)		*Report once a year at the beginning of term 2 comparison (stanines) from year to year

			Probe - only for students at risk / teacher selected		** Beginning of term 3 & beginning of term 1 of following year
Writing	Year 1 - 8	Term 2 Term 4	Overall Teacher Judgements will be made against the New Zealand Curriculum Writing Standards Writing moderation Task. Use of writing exemplars & Literacy learning progressions		June November
Spelling	Year 0 - 8	Term 1 Week 4 Term 3 week 4	Joy Alcock assessments to identify needs to be recorded and taught scores: 7/15 compare progress Spelling strategies used: (Pre-communicative, Semi-phonetic, Phonetic, Transitional)		End of tem 1 End of term 3
Math	Year 4 - 8 Year 3 - 8 Year 0 - 3	Term 1 (march) Term 2 (beginning) Term 4 (beginning) Once per term Term 1 & 4	Overall Teacher Judgements will be made against the New Zealand Cur PAT Maths (online test & analysis) GloSS interview In-class assessment task to assess stage Basic Facts tests (once per term) JAM		Term 2 - PAT stanines Term 3 on GLOSS stages
Science	Y4- 8	End of Term 2 and Term 4	ARB's		July
Reporting to parents	Year 0 / 1 Year 1 / 2 Year 0 - 8	As appropriate As appropriate	SEA results and report to parents 6 yr Observation Survey - teachers to make OTJ on a child's anniversary (6 year nett and JAM) and have one on one conversations with parents. Student Led Conferences for all students older than 40 weeks		
OTJ Data					<u>Twice per year</u> End of term 2 / start of term 3 End of term 4 / start of term 1

Curriculum and Achievement Action Plan for READING

Year Level	Curriculum Expectation	Assessment Tools	Tier 3 Trigger Well Below Expected Curriculum Level	Tier 3 Trigger Below Expected Curriculum Level	At Expected Curriculum Level	Above Expected Curriculum Level
Year 1	Students are engaging with texts as they learn a range of contexts within level 1 of the New Zealand Curriculum	OTJ made against Literacy Learning Progressions Running Records School Entry (SEA) & 6Year Obs survey	<L5 Magenta / Red	L6-11	L12-14 Green 1B	L15 Level 2
Year 2	Students are engaging with texts in order to meet the reading demands of the New Zealand Curriculum as they work at level 1	OTJ made against Literacy Learning Progressions Running Records	L11	L12-16 1B	L17-18 1P-1A	L19 Level 2
Year 3	Students are engaging with texts in order to meet the reading demands of the New Zealand Curriculum as they work towards level 2	OTJ made against Literacy Learning Progressions Running Records STAR Reading Comprehension	L16 <1B	L17-20 1P	L21-22 1A-2B	L23 2P/2A
Year 4	Students are engaging with texts in order to meet the reading demands of the New Zealand Curriculum as they work at level 2	OTJ made against Literacy Learning Progressions STAR Reading comprehension E-asTTle Reading & Probe	<1A	2B	2P-2A	3B
Year 5	Students are engaging with texts in order to meet the reading demands of the New Zealand Curriculum as they work towards level 3	OTJ made against Literacy Learning Progressions STAR Reading comprehension E-asTTle Reading & Probe	<2B	2P	2A-3B	3P/3A
Year	Students are engaging with texts in order to meet the reading	OTJ made against Literacy Learning Progressions	<2A	3B	3P-3A	4B

6	demands of the New Zealand Curriculum as they work at level 3	STAR Reading comprehension E-asTTle Reading & Probe				
Year 7	Students are engaging with texts in order to meet the reading demands of the New Zealand Curriculum as they work towards level 4	OTJ made against Literacy Learning Progressions STAR Reading comprehension E-asTTle Reading & Probe	<3B	3P	3A-4B	4P-4A
Year 8	Students are engaging with texts in order to meet the reading demands of the New Zealand Curriculum as they work at level 4	OTJ made against Literacy Learning Progressions STAR Reading comprehension E-asTTle Reading & Probe	<3A	4B	4P-4A	5B
Support/ Intervention	<p>Above expected curriculum level: achievement a full year or more above the expectation</p> <p>At expectation curriculum level: achievement within the expected curriculum area</p> <p>Below expected curriculum level: achievement is 6 months to one year below the expectation</p> <p>Well below expected curriculum level: achievement is more than one year below the expectation</p>	<p>Tier 3 Support</p> <ul style="list-style-type: none"> · All Tier 1 Supports · Referrals to support Agencies - RTLB, RTLit, High Needs Application · Teacher Aide time may be available 	<p>Tier 2 Support</p> <ul style="list-style-type: none"> · All Tier 1 Supports · High Impact Strategies · Teaching as Inquiry · Teacher Aide time may be available 	<p>Tier 1 Support</p> <ul style="list-style-type: none"> · In class differentiated teaching · Effective literacy practice 	<ul style="list-style-type: none"> · Gifted and Talented differentiation · In class differentiated teaching · Effective literacy practice 	
Responsibility	An overall teacher judgement (OTJ) involves drawing on and applying the evidence gathered, in order to make an overall judgement about a student's progress and achievement. Observing, conversing and gathering, e.g. student voice, teacher observations, work samples, standardised testing data collection.	<p>Teacher:</p> <ul style="list-style-type: none"> · Collect assessments, data for referral · Plan for T/A programme · Teacher and SENCO to complete referral · SENCO: Enter onto eTAP Support Register 	<p>Teacher:</p> <ul style="list-style-type: none"> · Identify Target Learners · Target Student Overview · Teacher Aide action plan · Highlight in planning · Management: Track target learners 	<p>Teacher:</p> <ul style="list-style-type: none"> · Ongoing assessments, analysis and evaluation to continue expected progress and monitor progress 	<p>Teacher:</p> <ul style="list-style-type: none"> · Identify and highlight in planning · Management: Track Gifted and Talented learner · SENCO: Gifted and Talented 	

			and watchlist · SENCO: Oversee T/A timetable		Register
--	--	--	---	--	----------

Curriculum and Achievement Action Plan for WRITING

Year Level	Curriculum Expectation	Assessment Tools	Tier 3 Trigger Well Below Expected Curriculum Level	Tier 2 Trigger Below Expected Curriculum Level	At Expected Curriculum Level	Above Expected Curriculum Level
Year 1	Students will create texts as they learn a range of contexts within level 1 of the New Zealand Curriculum	OTJ's made against Literacy Learning Progressions Joy Alcock: Switch onto Spelling			1B	Level 2
Year 2	Students will create texts in order to meet the writing demands of the New Zealand Curriculum as they work at level 1	OTJ's made against Literacy Learning Progressions Joy Alcock: Switch onto Spelling		1B	1P-1A	Level 2
Year 3	Students will create texts in order to meet the writing demands of the New Zealand Curriculum as they work towards level 2	OTJ's made against Literacy Learning Progressions Joy Alcock: Switch onto Spelling	<1B	1P	1A-2B	2P/2A
Year 4	Students will create texts in order to meet the writing demands of the New Zealand Curriculum at level 2	OTJ's made against Literacy Learning Progressions Joy Alcock: Switch onto Spelling	<1A	2B	2P-2A	3B
Year 5	Students will create texts in order to meet the writing demands of the New Zealand Curriculum as they	OTJ's made against Literacy Learning Progressions Joy Alcock: Switch onto Spelling	<2B	2P	2A-3B	3P/3A

	work towards level 3					
Year 6	Students will create texts in order to meet the writing demands of the New Zealand Curriculum at level 3	OTJ's made against Literacy Learning Progressions Joy Alcock: Gap Analysis (from Spelling Under Scrutiny)	<2A	3B	3P-3A	4B
Year 7	Students will create texts in order to meet the writing demands of the New Zealand Curriculum as they work towards level 4	OTJ's made against Literacy Learning Progressions Joy Alcock: Gap Analysis (from Spelling Under Scrutiny)	<3B	3P	3A-4B	4P-4A
Year 8	Students will create texts in order to meet the writing demands of the New Zealand Curriculum at level 4	OTJ's made against Literacy Learning Progressions Joy Alcock: Gap Analysis (from Spelling Under Scrutiny)	<3A	4B	4P-4A	5B
Support/ Intervention	<p>Above expected curriculum level: achievement a full year or more above the expectation</p> <p>At expectation curriculum level: achievement within the expected curriculum area</p> <p>Below expected curriculum level: achievement is 6 months to one year below the expectation</p> <p>Well below expected curriculum level: achievement is more than one year below the expectation</p>	<p>Tier 3 Support</p> <ul style="list-style-type: none"> • All Tier 1 Supports • Referrals to support Agencies - RTLb, RTLit, High Needs Application • Teacher Aide time may be available 	<p>Tier 2 Support</p> <ul style="list-style-type: none"> • All Tier 1 Supports • ALL group • High Impact Strategies • Teaching as Inquiry • Teacher Aide time may be available 	<p>Tier 1 Support</p> <ul style="list-style-type: none"> • In class differentiated Teaching • Effective literacy practice 	<ul style="list-style-type: none"> • Gifted and Talented differentiation • In class differentiated teaching • Effective literacy practice 	

<p style="text-align: center;">Responsibility</p>	<p>An overall teacher judgement (OTJ) involves drawing on and applying the evidence gathered, in order to make an overall judgement about a student's progress and achievement. Observing, conversing and gathering, e.g. student voice, teacher observations, work samples, standardised testing data collection.</p>	<p>Teacher:</p> <ul style="list-style-type: none"> · Collect assessments, data for referral · Teacher Aide action plan · Teacher and SENCO to complete referral · SENCO: Enter onto eTAP Support Register 	<p>Teacher:</p> <ul style="list-style-type: none"> · Identify Target Learners · Target Student Overview · Teacher Aide action plan · Highlight in planning · Management: Track target learners and watchlist · SENCO: Oversee T/A timetable 	<p>Teacher:</p> <ul style="list-style-type: none"> · Ongoing assessments, analysis and evaluation to continue expected progress and monitor progress 	<p>Teacher:</p> <ul style="list-style-type: none"> · Identify and highlight in planning · Management: Track Gifted and Talented learner · SENCO: Gifted and Talented Register
--	---	--	--	---	--