



**WAIPA
CHRISTIAN
SCHOOL**

to know, love and serve Jesus Christ

Strategic & Annual Plan 2021

Principals' endorsement:	Jaco Labuschagne
Board of Trustees' endorsement:	Lize Buckley
Submission date to Ministry of Education:	February 2021

Strategic Intentions

Mission: (under review)

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 (under review)

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)

2021 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 4)</p>	<ul style="list-style-type: none"> - Networking with other tier 1 & 2 PB4L schools - Elaborate on 4R values. Develop posters for each class showing statements to unpack each value. - Implement restorative practice in order to restore relationships and bring about personal transformation. - Introduce and refine positive behaviour reward systems (house points, & individual tracking) - Develop and install 'expectations' signage around the school. - Work with RTLB to develop and embed consistent approaches for all staff (relievers, teacher aides etc.) to behaviour 	<ul style="list-style-type: none"> - Teacher release time for networking - RTLB support - Signage around school - Board of Trustees: Pastoral Care fund 	<ul style="list-style-type: none"> - Consistent practice around behaviour management - Improved school-wide procedures / systems in dealing with incidents - Clear expectations for behaviour, communicated clearly and applied consistently by all staff. - A positive, safe and friendly school-wide culture where everyone can feel supported in order to thrive academically, socially, and spiritually.

	<p>development in all classes and consistent routines and expectations school-wide.</p> <ul style="list-style-type: none"> - Explore devices / apps to record incidences more effectively 		
<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 through Bethlehem Tertiary Institute & Within - and across School teachers. - Refine and work on goals in the school's CRRP action plan. 	<ul style="list-style-type: none"> - Kahui Ako: Across- and within school teachers - Inquiry time / teacher release time for PD - Bethlehem Tertiary Institute-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). - Achieve goals in CRRP action plan
<p>Annual Goal 3 <i>(Linked to strategic aim 2)</i> Principal's inquiry into Special Character development with the aim to lead our community through growth that would make our school a place where lives can be transformed.</p>	<ul style="list-style-type: none"> - Special Character Audit - Visit other Christian Schools in the North & South Island as recommended in 2020 Principal's appraisal. 	<ul style="list-style-type: none"> - BOT & Proprietor funded. - BOT fund trips to other Christian Schools 	

Professional Development

Focus	Resourcing / funding
Positive Behaviour for Learning (PB4L)	Ministry of Education (MOE)
Culturally Responsive Pedagogies (CRRP)	Kahui Ako / Within School Teacher / Across School Teachers Within School Teacher Allowance
Special Character Development (Principal's inquiry)	Proprietors, BOT & Kahui Ako

2020 School-wide data against New Zealand Curriculum levels

Note: This data includes all students at the school.

Total as at November 25th 2020: **83** .

Included are:

1 ORS-funded student;

6 students with English Second Language Learning support (ESOL);
and others with a range of needs (no individual funding)

Reading	Celebration(s) of achievement All students: 64/83 (77%) At, or above expected curriculum level Maori students:10 /10 (100%) At, or above expected curriculum level NZ European & all Other: 54 /73 (74%) At, or above expected curriculum level Boys: 37 /47 (79%) At, or above the expected curriculum level Girls: 27 /36 (79 %) At, or above the expected curriculum level
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Writing	Celebration(s) of achievement All students: 65 /83 (78%) At, or above expected curriculum level Maori students: 10/10 (100%) At, or above expected curriculum level NZ European & all Other: 55/73 (75%) At, or above expected curriculum level Boys: 35/47 (75 %) At, or above the expected curriculum level Girls: 30 /36 (83%) At, or above the expected curriculum level
Numeracy	Celebration(s) of achievement All students: 70/83 (84%) At, or above expected curriculum level Maori students: 9/10 (90%) At, or above expected curriculum level NZ European & all Other: 61/73 (84%) At, or above expected curriculum level Boys: 39/47 (83 %) At, or above the expected curriculum level Girls: 31/36 (86%) At, or above the expected curriculum level

Target groups / Priority learners 2021

Literacy: Target students are identified from Overall Teacher Judgments, measured against Curriculum levels at the end of the 2020 school year.. We use our Curriculum and Achievement Plans for Reading and Writing to decide on the level of intervention required.

Numeracy: Students who achieved below, or well below the expected Curriculum level at the end of 2020 are noted for regular monitoring and reporting to the Board of Trustees. We use our Curriculum and Achievement Plan for Mathematics to decide on the level of intervention required.

Property

- Major projects for 2021 - extend concrete footpath to new bus stop and shelter.
- 5 / 10 Year plan property maintenance

Waipa Christian School Assessment Schedule 2021

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	As close as possible to 6 weeks of entry.	JOST Letter ID CAP JOST Numeracy Test		
6 yr Observation Survey	Year 1 / 2	As close as possible to their 6 th birthday.	6 yr 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 Judgments 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) Probe - only for students at risk / teacher selected		*Report once a year at the beginning of term 2 comparison scale scores from year to year ** 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 based on: - ongoing formative assessment in student workbooks - Writing moderation Task(s). - 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)		Early term 1 Early term 3

			<p>Spelling assesments to be used: (from Joy Allcock - Switch onto Spelling)</p> <p>5.5 years old - Assessment 2 (page 409)</p> <p>6 year old - Assessment 3 Part 1 (page 417) - if 70%+ do part 2 as well</p> <p>End of year 2 - Assessment 3 Part 1,2 & 3 (Page 417) <i>Students scoring less than 50% will be re-tested on whole test (P.419)</i></p> <p>Year 3,4 & 5 - Assessment 9 (page 438 - 440)</p> <p>Year 6 - 8 Gap Analysis Assessment from Spelling Under Scrutiny</p>		
Math	<p>Year 4 - 8</p> <p>Year 3 - 8</p> <p>Year 0 - 3</p>	<p>Term 1 (march)</p> <p>Term 3 (end of the term)</p> <p>Term 2 (beginning)</p> <p>Term 4 (beginning)</p> <p>Once per term</p> <p>Term 1 & 4</p>	<p>Overall Teacher Judgments will be made against the New Zealand Curriculum levels</p> <p>PAT Maths (online test & analysis)</p> <p>PAT Maths (online test & analysis)</p> <p>asTTle Maths (online assessment)</p> <p>GloSS interview</p> <p>In-class assessment task to assess stage</p> <p>Basic Facts tests (once per term)</p> <p>JAM</p>		<p>Term 2 - PAT scale scores</p> <p>Term 3 on GLOSS stages</p>
Reporting to parents	<p>Year 0 / 1</p> <p>Year 1 / 2</p> <p>Year 0 - 8</p>	<p>As appropriate</p> <p>As appropriate</p>	<p>SEA results and report to parents</p> <p>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.</p> <p>Student Led Conferences for all students older than 40 weeks</p>		
OTJ Data / Reporting to parents	<p>Year 1 - 8</p>	<p>July & December</p>	<p>Progress reports against expected curriculum levels in Reading, Writing, and Mathematics. We also indicate progress around key competencies.</p>		<p><u>Twice per year</u></p> <p>End of term 2 / start of term 3</p> <p>End of term 4 / start of term 1</p>

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 - Christian Schools Kahui Ako	At Expected Curriculum Level - Waipa Christian School	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			Emergent - 1P	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	1B - 1A	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 - 2P	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	2B - 2A	2P-2A	3B
Year 5	Students will create texts in order to meet the writing demands of the New Zealand Curriculum as they work towards level 3	OTJ's made against Literacy Learning Progressions Joy Alcock: Switch onto Spelling	<2B	2P	2A - 3P	2A-3B	3P/3A
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	3B - 3A	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 - 4P	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	4B - 4A	4P-4A	5B

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Support/ Intervention</p>	<p>Above expected curriculum level: achievement a full year or more above the expectation At expectation curriculum level: achievement within the expected curriculum area Below expected curriculum level: achievement is 6 months to one year below the expectation 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="writing-mode: vertical-rl; transform: rotate(180deg);">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

Curriculum and Achievement Action Plan for READING

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 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 6	Students are engaging with texts in order to meet the reading demands of the New Zealand Curriculum as they work at level 3	OTJ made against Literacy Learning Progressions STAR Reading comprehension E-asTTle Reading & Probe	<2A	3B	3P-3A	4B
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	OTJ made against Literacy Learning Progressions	<3A	4B	4P-4A	5B

	of the New Zealand Curriculum as they work at level 4	STAR Reading comprehension E-asTTle Reading & Probe				
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 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 	



MATHEMATICS CURRICULUM ACHIEVEMENT PLAN

Mathematics Expectations								
	After 1 year at school	After 2 years at school	After 3 years at school	After 4 years at school	After 5 years at school	After 6 years at school	After 7 years at school	After 8 years at school
Expected Outcomes:	Students are expected to be achieving independently at Stage 2/3 and at the beginning of Level 1 of the New Zealand Curriculum.	Students are expected to be achieving independently at Stage 4 and at Level 1 of the New Zealand Curriculum.	Students are expected to be achieving independently at the beginning of Stage 5 and at the beginning of Level 2 of the New Zealand Curriculum.	Students are expected to be achieving independently at Stage 5 and at Level 2 of the New Zealand Curriculum.	Students are expected to be achieving independently at the beginning of Stage 6 and at the beginning of Level 3 of the New Zealand Curriculum.	Students are expected to be achieving independently at Stage 6 and at Level 3 of the New Zealand Curriculum.	Students are expected to be achieving independently at the beginning of Stage 7 and at the beginning of Level 4 of the New Zealand Curriculum.	Students are expected to be achieving independently at Stage 7 and at Level 4 of the New Zealand Curriculum.
Need for Intervention Indicators								
	6 months	18 months	Mid-Year 3	Mid-Year 4	Mid-Year 5	Mid-Year 6	Mid-Year 7	Mid-Year 8
Indicators when students are unlikely to achieve these within six months	Unable to count in solving problems.	Unable to use advanced counting to solve addition and subtraction problems.	Unable to use part-whole thinking to solve addition and subtraction problems.	Unable to use addition facts to 20, subtraction facts to 10, and place value knowledge of numbers to 1 000 to solve problems that don't involve remainders.	Unable to understand and use the inverse property of addition and subtraction to solve problems. Little recognition of fractions. Unable to explain how the base ten number system works for whole numbers.	Unable to appropriately select from a range of strategies to solve problems. Still using repeated addition. Unable to use x2, x5, x10 facts to solve problems. Little understanding of fractions. Unable to use place value to a million to solve problems.	Unable to appropriately select from a range of strategies to solve problems. A concern, but not a reason for intervention, is being unable to use multiplication facts to 10 x 10 to solve problems.	Unable to use decimals or equivalent fractions to solve problems. A concern, but not a reason for intervention, is being unable to use multiplication and division facts to solve problems.
Signposts:	Below Stage 1	Below Stage 2	At or below Stage 3	Below Stage 5	At or below Stage 5	Below Stage 6	At or below Stage 6	Below Stage 7
Tier 1 Support Students with learning behaviours six or more months behind will trigger a minimum Tier 1 support. This requires the teacher to make such students target students centering teacher inquiry around them. Additional support strategies should be explored. Parents should be notified and their help enlisted.								
Tier 2 Support Students with learning behaviours and achievement 12 months or more behind may trigger Tier 2 support. This is an in-school intervention programme. The Learning Support Coordinator (LSC) must be involved and the school can consider a referral if necessary to the RTL.								
Tier 3 Support Students with significant achievement and learning difficulties that are not expected to accelerate or maintain 12 month at a time progress with Tier 2 support may trigger Tier 3 support. In consultation with a range of helping agencies ORS, the Ministry of Education or significant support from other relevant agencies may be employed. An IEP will be essential.								
All students involved in Tier 1 – 3 support must be registered, monitored and tracked on the school's At Risk Register.								

Note:

- This Curriculum Achievement Plan (CAP) is part of the school's Mathematics Implementation Plan and should be read in conjunction with this
- The teaching of Mathematics is a significant learning area in the school. Ongoing professional development on best pedagogies will be a part of the staff culture.
- Teachers are expected to inquire into their practice on an ongoing basis as part of their Teacher as Inquiry, the Spirals of Inquiry, and their Job Description and Performance Appraisal.

