

2020 ANNUAL PLAN



To Matou Kaupapa	Our Mission
Kia ngakau whakaawe nga akonga menga kaimahi katoa ki te kaimanawatanga o te ako, me te ruku tuhura i te himate ki te whakawhanake i o te tanga ukenga. Ma konei e tika ai te ngakau tapatahi, ka hangaia he hapori tika, toitu te iho me te aho a te kaupapa kura.	All students and staff, inspired by a love of learning, are challenged to discover and develop their unique personal strengths so that they are well equipped to share in the building of a just and sustainable society.

Fairness Tautikatanga		Treating others with the respect you in turn expect
Diversity Nga Rereketanga		Acknowledging that not everyone is the same
Creativity Auahatanga		The act of turning new and imaginative ideas into reality
Sustainability Tautikatanga		The ability to maintain an environment or behaviour indefinitely

STRATEGY

Whaia te iti matauranga

OUR GOAL

To be the school of choice for our local community.

OUR STRATEGY FOR SUCCESS

Co-governance, enlivened through our school within a school model. Nga Puna o Waiorea and Western Springs College.

Strength of the student–teacher relationship

Students – thriving, happy, prepared

To support and sustain the passion of our teachers to enhance teaching and learning through TEACHER INQUIRY, PLD and provision of QUALITY LEARNING SPACES

OUR OBJECTIVES TO DRIVE SUCCESS

Building a culture of teacher inquiry guided by student voice

Deliver the new school implementation successfully

Evaluate and monitor individual student achievement through a network approach – classroom teacher → HoD → HoH/Academic Director → Deputy Principal

Demonstrate an accelerated shift in educational outcomes in WSC-NPoW

- Support teacher practice by the provision of targeted professional development
- Gather results utilising the data capture and reporting/analysis functions of Kamar – the new SMS introduced in 2019.

Financial investment targeted to learner success

FOCUS 2020

Focus 1. Accelerated and Sustained Student Achievement

What We'll Do	How We'll Do It	What We'll See at the End
<ul style="list-style-type: none"> • HoH focus on student achievement • Teachers using evidence and data to drive next steps • Teaching as Inquiry focus • Develop a 2 year pathway to NCEA L2 • In the junior school evaluate the place of junior exams 	Targetted PD programme around teaching as Inquiry Senior Leadership Team – partners in leading learning Goal setting via Annual Department Reports Remove NCEA L1 from curriculum Use curriculum committee vehicle as evaluators of proposals	90% pass rate – all students all levels 75% of grades at M/E at L1 &L2 70% of grades at M/E at L3 90% UE A range of appropriate indicators of achievement in the junior school

Notes

- Grade quality #1 focus
Quarterly reporting to Board from NPOW and WSC on achievement and attendance (split between ethnicities)
Develop other measures of success, not purely NCEA. Retention, individual goal setting, pathways, IEPs
- Utilising the Curriculum Assessment Committee as a task group evaluate the proposal that WSCW cease to offer NCEA L1 and develops a 2 year pathway to NCEA L2.
- Utilising the C&A Committee to evaluate the value and effectiveness of junior exams.
- Focus on UE as the prime qualification at Level 3

Focus 2. Stage 2 of Campus Development

What We'll Do	How We'll Do It	What We'll See at the End
Deliver a coherent expansion plan covering: <ol style="list-style-type: none"> 1. Roll Growth 2. Administration facilities 3. Pastoral facilities 4. Staffroom 5. Council gym partnership 6. TAPAC 7. CASS Develop a senior leadership team structure to enable the principal to focus on Stage 2 developments	<ul style="list-style-type: none"> • Working through already established Combined Steering Group meetings with MOE and Jasmax architects with staff input at each step of the planning process • Appoint (internally) an Associate Principal 	A Stage 2 detailed design signed off Some enabling works completed Teaching and Learning front and centre of all that we do.

Notes

- Staff/teachers confident in their practice in the new building enabled to deliver expert and detailed advice in relation to expansion plans
- TAPAC (the business) benefitting from MOE ownership of building, the increased floor area being allocated to theatre space and larger studios (5) meaning a more viable business model. WSCW curriculum delivery in drama and dance enhanced.

Focus 3. Staff Recruitment and Retention

Describe

What We'll Do	How We'll Do It	What We'll See at the End
<ul style="list-style-type: none"> • Pay non-contact time for part-time teachers • Continue to provide "best in class" employment conditions • Overtly recognise staff as our most valuable resource • Interim refurb of existing staffroom • Utilise Staffing Management Committee expertise to evaluate equitable distribution of MUs and MMAs. • Support PPTA 	<ul style="list-style-type: none"> • Careful fiscal management initiated by business manager • Collaborative planning of new staff room space • Allocate dedicated meeting times 	<p>Strong staff retention with single digit numbers of staff leaving at the end of the year</p> <p>New staffroom space ready for 2022 school year.</p>

Focus 4. ERO

What We'll Do	How We'll Do It	What We'll See at the End
<ul style="list-style-type: none"> • Engage professional consultants to assist in defining scope and focus of planned ERO visit • Minimise imposition of extra tasks on HoDs 	<p>Contract Michael Leach/Peter Gall from EdSol</p>	<p>A quality ERO report endorsing the steps forward made in the transition to an Innovative and Flexible Learning Environment</p>

Focus 5. Budget and Fiscal Planning

What We'll Do	How We'll Do It	What We'll See at the End
<ul style="list-style-type: none"> • Focus curriculum budget allocations on actual spend rather than “wish lists”. • Business Manager to carefully monitor “overs” and “unders” • Development manager to develop and implement fundraising schemes • Business Manager and International Manager to grow FFP income • Develop 10 YPP with contracted consultants • Plan the areas for disbursement of the 5YA fund • Depreciation planning 	<ul style="list-style-type: none"> • Take advantage of BYOD status of the school to move to on-line resources to reduce photocopying spend • Take advantage of entities such as Whole of Government contracts to gain maximum value • Monitor operating costs and maintenance costs of new buildings to enable appropriate allocation of 5YA resource 	<ul style="list-style-type: none"> • A clear ‘lift’ in the quality of maintenance of the built environment • ‘Surplus’ budgets to contribute to depreciation of replaceable assets • Fundraising to support identified areas of need

Focus 6. Te Tiriti

Describe

What We'll Do	How We'll Do It	What We'll See at the End
<ul style="list-style-type: none"> • Boost the Special Reasons Grant (funding) to Nga Puna O Waiorea to equitably reflect their funding needs • Model this on funding that would be generated if Waiorea became a Kura a Iwi 	<ul style="list-style-type: none"> • Te Ohonga Ake • Principal/Tumuaki • Kaiawhina • Consultant – Ray Webb • Ministry Of Education – Natasha Barnett <p>Acknowledgement and understanding by MOE of co-governance rather than co-location</p>	<p>Principles of Co-Governance constitution retained</p> <p>Funding commensurate to other Kura a Iwi</p> <p>Enhancement of services able to be offered in a Maori context at NPOW</p>