

WSC-NPoW Annual Plan 2024

FOCUS No. 1:

Student achievement, participation and engagement

- NCEA/UE/Scholarship pass rate of 85% + pass rates.
- 90% + NCEA Level 1 NPoW pass rate.
- Kāhui Ako achievement challenges (Curriculum Refresh/Cultural Capabilities).
- Māori (English Medium) and Pacific student achievement of 85%+ pass rates.
- Year 10 literacy (writing 60%+/reading 75% + /numeracy 70%) .
- Developing and embed resilience and wellbeing strategies.
- Participation in organised co-curricular programmes.
- Effective and ethical digital tools use.
- Effective delivery of the Whānau programme.
- Attendance and Engagement - tracking and reporting.
- Celebratory milestones toward quality NCEA Level 2 qualification.

FOCUS No. 2:

Co-Governance and Te Tiriti

- Develop in partnership with MOE a financial model to strengthen the co-governance partnership of Springs/Waiōrea.
- Give equal status to Mātauranga Māori thereby supporting ākongā Māori to achieve success as Māori.

FOCUS No.3:

Curriculum and Pedagogy

- Literacy and Numeracy across the curriculum.
- Pedagogies to support ILE, collaboration & cultural responsiveness.
- Whole school in-school staff professional development - common code of practice theory of improvement.

FOCUS No. 4:

Strengthening school/community partnership

- Tracking, and reporting progress to whānau of Year 11 students.
- Volunteering to contribute to school co-curricular programmes.
- Linking with community organisations/clubs.
- Strengthen PAG relationship between school and community.

FOCUS No. 5:

Infrastructure development and fiscal planning

- Deploy 5YA funding approvals.
- Develop second 5YA 2025-2030.
- Plan cyclical maintenance roll out.

WSC-NPoW Annual Plan - 2024

The purpose of this plan is to provide focus around key goals for the 2024 year. These goals are predicated on the school’s Strategic Plan and the outcomes of the previous year’s plan. The Annual Plan is shared among the Board, Senior Leadership Team, teaching staff and support staff employed by the school to direct their endeavours toward common and agreed goals. The progress towards achieving the goals will form the foundation of the Principal’s reports to the Board (monthly) and will be shared with the school community using the platforms established in the school to enhance community engagement.

FOCUS No. 1: Student achievement, participation, engagement, health, safety and wellbeing

What We’ll Do	How We’ll Do It	What We’ll See at the End
<ul style="list-style-type: none"> Establish NCEA/UE/Scholarship targets. 	<ul style="list-style-type: none"> Remove barriers to achievement e.g. attendance, access to devices and other resources, by implementing the principles and strategies in NZQA’s publication <i>Assessment in uncertain times</i> and following the Statement of National Education and Learning Priorities (NELP). Regular reporting to whānau re progress particularly at Year 11. 	<ul style="list-style-type: none"> Top co-ed school in Auckland achievement stats -85% + in NCEA 2 and 3, 70%+ UE. Year 11 students to achieve 18 or more Level 2 credits, 70% of all credits attained at Merit or Excellence. Achievement levels above WSC-NPoW’s EQI level. Formal acknowledgement/celebration of NCEA L2 credits achieved by Year 11 students. NPOW NCEA Level 1 achievement 90+.

<ul style="list-style-type: none"> ● Attendance and Engagement - tracking and reporting. 	<ul style="list-style-type: none"> ● Continue to embed further the WSC-NPoW Attendance Management System. ● School wide PLD and HoH/whānau teacher hui focussing on holding talanoa around attendance and engagement. 	<ul style="list-style-type: none"> ● Continued attendance over 90%. Percentage of students below 60% decreases. ● Learners at the centre, reduced barriers to learning, quality teaching and leadership, clear pathways to future learning/work. ● Enhanced student attendance(90% baseline goal) engagement and achievement. <p>Next-steps pathways to tertiary qualifications.</p>
<ul style="list-style-type: none"> ● Embed Kāhui Ako achievement challenges (curriculum refresh and cultural competencies). 	<ul style="list-style-type: none"> ● Reconfiguration and focussing the roles of permanently appointed WSLs to affect impact on curriculum refresh and cultural competencies. ● Every student has two opportunities to sit the assessment per calendar year. ● Quality teaching supported by PLD specifically targeting the Num/Lit Common Assessment Activities (CAA). 	<ul style="list-style-type: none"> ● 75% of Y10s achieve reading. ● 60% of Y10s achieve writing. ● 70% of Y10s achieve numeracy.
<ul style="list-style-type: none"> ● Establish Māori and Pasifika targets for NCEA/UE/Scholarships. 	<ul style="list-style-type: none"> ● Use best practice from <i>Ka Hikitea, Tataiako, Tapasā and structured PLD</i> to inform strategies to enhance engagement and achievement. 	<ul style="list-style-type: none"> ● Māori (English Medium) and Pacific student achievement of 85%+ pass rates.
<ul style="list-style-type: none"> ● Develop and embed resilience and wellbeing strategies. 	<ul style="list-style-type: none"> ● Review hauora approaches using baseline data ● Continue dual hauora programmes - in school for students and evening sessions for parents/caregivers (e.g. the Light Project, Netsafe, etc) in order to strengthen home-school relationships. 	<ul style="list-style-type: none"> ● Strengthened pastoral relationships between school and ākonga and school and whānau. ● Parents will know how access quality supports.
<ul style="list-style-type: none"> ● Participation in organised co-curricular programmes. 	<ul style="list-style-type: none"> ● Recognise in our reporting system involvement in the range of co-curricular activities offered in the school. 	<ul style="list-style-type: none"> ● Quantitative data analysis to show the percentage and range of students involved in

		<p>co-curricular.</p> <ul style="list-style-type: none"> ● Increase in community cohesion amongst the student body which reflects our school values.
<ul style="list-style-type: none"> ● Develop curriculum teacher and whānau teacher capacity to enhance student wellbeing via teaching effective and ethical digital tools use. 	<ul style="list-style-type: none"> ● Focus school wide PLD to facilitate teacher development via term sessions on Digital citizenship, Digital skills, Careers PLD, and whānau class activities. 	<ul style="list-style-type: none"> ● Student/Ākonga wellbeing is enhanced by the effective and ethical use of digital tools. ● Digitally fluent students/ākonga can access and use digital tools purposefully and consistently across their curriculum areas. They can choose appropriate digital tools to aid their specific learning needs. ● Teachers/kaiako promote wellbeing and personalised learning by offering a range of digital ways for students to access learning materials and to show their understanding ● Teachers/kaiako encourage positive and sustainable online safety behaviours to encourage student/ākonga wellbeing.
<ul style="list-style-type: none"> ● Develop more effective use of whānau time for whānau teachers and students. 	<ul style="list-style-type: none"> ● Provide PLD from the beginning of the school year for whānau teachers. ● HoH to share their practice. ● Carefully structure the whānau programme for the year and use the schedule to signal this. ● Monitor effectiveness of the delivery of the whānau programme by whānau observations and student feedback- Learning conversations/ attendance follow up/ contact with whānau/ programme content. ● Talanoa with students from different year levels and houses to get qualitative feedback 	<ul style="list-style-type: none"> ● Greater engagement and commitment at whānau time. ● Communication between whānau teacher, ākonga and whānau.

	on whānau time.	
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Focus 2. Co-Governance and Te Tiriti

What We'll Do	How We'll Do It	What We'll See at the End
<ul style="list-style-type: none"> • Develop a financial model to strengthen the co-governance partnership of WSC-NPoW. • Give equal status to Mātauranga Māori thereby supporting ākonga Māori to achieve success as Māori. 	<ul style="list-style-type: none"> • Work with Chad Britten (MoE) on a financial model. • Transition from Special Reasons Grant to established financial structure. • Continue to grow and develop curriculum leaders in Mātauranga Māori. 	<ul style="list-style-type: none"> • An operational model that is equitable for both schools. • Specification of desirable student and school outcomes and the identification of funding needs that lead to this. • An operational model for WSC-NPoW. • Equivalent middle leadership structure to Kura Auraki in NPoW.

Focus 3. Curriculum and Pedagogy

What We'll Do	How We'll Do It	What We'll See at the End
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<ul style="list-style-type: none"> ● Te Mātaiaho curriculum refresh. ● Pedagogies to support ILE, CRP and collaborative best practice. ● Literacy and Numeracy as an explicit focus across the curriculum. ● School wide in-school staff professional development to develop a common code of practice based around the principles of the Universal Design for Learning. 	<ul style="list-style-type: none"> ● Ongoing professional learning groups centred around junior core class teachers. ● Impact coaching for teachers embedding Culturally Responsive Pedagogies (external PLD provider coaching teachers to coach each other). ● HoDs supported by Laurayne Tafa to implement CRP in department planning. ● One HoH from each house to co-facilitate Professional Learning Groups assigned to their houses. ● Leveraging Kāhui Ako resourcing through new achievement foci. 	<ul style="list-style-type: none"> ● Literacy and numeracy rates that reflect the school achievement goals. ● Embedded, sustained and observed co-teaching, culturally responsive pedagogy and collaborative practices in our junior school. ● Develop and embed best practice for effective teaching at Springs for staff to support co-teaching and collaborative practice. ● Improved teacher efficacy, improved collective efficacy. ● Accelerated equity.
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Focus 4. Strengthening school/community partnership

What We'll Do	How We'll Do It	What We'll See at the End
<ul style="list-style-type: none"> ● Volunteering to contribute to school co-curricular programmes. ● Linking with community organisations/clubs. 	<ul style="list-style-type: none"> ● Parent/community meetings- publish PAG dates widely and agenda/ guest speakers etc. ● Community updates and newsletters across different platforms (i.e. Facebook and Instagram). ● Partner with local clubs that have parent involvement contact (e.g. Rugby and Ponsonby Rugby Club). 	<ul style="list-style-type: none"> ● Enhanced school profile in the community. ● Greater opportunities for student participation across a range of codes. ● Enhanced coaching/management expertise.

Focus 5. Infrastructure development and fiscal planning

What We'll Do	How We'll Do It	What We'll See at the End
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<ul style="list-style-type: none"> ● Respond to changed priorities of the new government. ● Work with MoE on approved 4 classroom equivalent modular block. ● Continue to work with MoE planners on a mutually beneficial solution for CASS. 	<ul style="list-style-type: none"> ● Utilise the architectural services of Jasmax and the project management expertise of Projectability and MoE Capital Works Delivery Manager to develop an establishment plan. ● Negotiate using Board assistance a preferred plan of CASS location on the school's artificial turf. ● Redevelop <ul style="list-style-type: none"> a) Remaining outdoor turf area. b) Basketball area on west side of Te Whakamanu. c) Covered turf. 	<ul style="list-style-type: none"> ● Both WSC and NPoW current overload addressed in an interim way with Hall redevelopment and modular block providing and additional 9 classroom equivalent spaces. ● Modular block specification to be ILE ● CASS incorporated into heart of school with enhanced facilities for all.
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