



Peninsula Primary School Strategic Plan and Annual Plan 2023

Our Mission:

To empower students to learn, grow and shine as confident, connected and actively involved lifelong learners

Our Vision:

We will Learn, Grow and Shine by;

- Showing respect to self, others and the environment
- Showing responsibility for ourselves, others and our actions
- Showing resilience in times of challenge, risk and continued growth

Our Values:



We will deliver this.....	Because we want.....	So that.....
Learners at the centre Ko ngā ākonga kei te ngākau	to have high aspirations for every learner and support these by partnering with their whānau and communities	learners/ākonga can thrive in, adapt and contribute to a rapidly-changing world
	to develop learners with an open to learning mindset	all learners are enthused and engaged about learning so that they reach their full potential
	to develop teaching and learning expertise to meet the diverse needs of all learners.	the diverse needs and learning styles of all learners/ākonga are met
Curriculum delivery Kawenga Marautanga	to deliver a local curriculum that reflects what is important to our learners/ākonga and their whānau	learners/ākonga and their communities are reflected in their learning and go on to be confident and connected lifelong learners
	to have a shared understanding of our local curriculum and the ability to develop what our tamariki need to learn	we have an innovative approach with delivery methods and models and an approach that reflects and celebrates the community
Connection to community Hononga ki te hapori	to authentically embrace and celebrate the diverse cultures and languages of our school community	all learners/ākonga and their whānau feel welcome and have ownership and a place/tūrangawaewae in the school
	to build strong relationships with learners/ākonga, their whānau and communities	whānau are active partners in defining and supporting good outcomes for learners/ākonga
	to meaningfully incorporate te reo Māori and tikanga Māori into everyday school life	tikanga and te reo are seen, heard and celebrated within our school learners/ākonga and their whānau acknowledge and support our school's connection to Te Tiriti o Waitangi and tāngata whenua
Wellbeing Oranga	to support and promote wellbeing/hauora throughout our school community	learners/ākonga and staff aspire to their best and are proud of their achievements
	to ensure our school environment is safe and our learners/ākonga are affirmed for who they are	learners/ākonga enjoy coming to school and are engaged in their learning



Annual plan 2023

Learners at the Centre			
Plan	Actions	Indicators or measures of progress	Who
to develop learners with an open to learning mindset	Identify and action professional development opportunities to meet evidential needs.	Robust collections of evidence to support teacher practice	Team Leaders /Curriculum Leaders
	AFL PLD school wide over 2023 and 2024	Schoolwide assessment practice is being used in all classes	All staff
	Create opportunities for 4-minute walk through observations and feedback	Evaluation and next steps taken on board by teachers	CL/TL/DP
	Teaching and learning agreed pedagogy to increase consistency across the school.	Teachers are responsive to the assessment practice to inform their teaching and learning	Teachers
to have high aspirations for every learner and support these by partnering with their whānau and communities	Embed an agreed school wide set of Learning progressions (mats) in reading, writing and maths that provide teachers and students with clear learning pathways from Y0-6.	By the end of 2023, all teachers are using the agreed set of progressions that are for reading, writing and maths, Students are able to talk about their learning and next steps using the mats	Teachers Students
	Hold a parent evening in term 2 and 4 to celebrate and inform parents of learning	Home school partnership is strengthened and parents have a good understanding of learning	All staff
	Respond to the learning needs of staff based on evidence from observations, team leader/curriculum leader evidence and discussions to enhance teaching and learning	PGC documentation is robust to show evidence of each teacher's growth cycle.	All staff

	Finalise and introduce the Learner Profile to staff students and the community	The final "I am..." statement will be completed and students can articulate their part in the learner profile	Curriculum Team SLT Teachers Students Whanau
to develop teaching and learning expertise to meet the diverse needs of all learners.	Upskill teacher aides to provide targeted and specific support for our tamariki	All target students receive extra support in reading, writing and maths.	Teacher Aides Teachers
	PD for teacher aides is linked to a PGC and set goals	PGC documentation is robust to show evidence of each teacher aides growth cycle.	Teacher Aides DP/AP
	Curriculum Team to develop bilingual support programme - integrating with the NZC	Student voice about how this support helps in class. Teacher voice.	CL team Teacher/Teacher aide
	Inquiry Café (STEAM Projects) for identified learners who need extension in more than one area of the curriculum	Student voice indicating skills learnt Teacher voice indicating the progress made by identified learners Whanau engagement	DP/ Teachers Whanau

Curriculum Development			
Plan	Actions	Indicators or measures of progress	Who
to deliver a local curriculum that reflects what is important to our learners/ākonga and their whānau	To have agreed Key Concept cycle for 2023-2025	We will have a written document that shows PPS Local curriculum cycle over 3 years - including Enduring Understandings, Essential Questions and Context	Curriculum Leaders Teachers
	Explore the revised NZ curriculum and to continue to develop an understanding about how to implement	Planning and PGC to show evidence of this	Curriculum leaders Teaching staff
	Incorporate the Digital Literacy progressions into every day planning, teaching and learning	Evidence of this throughout the year in PGC and in Real Time Reporting	Teaching staff

Connection to the Community			
Plan	Actions	Indicators or measures of progress	Who
to authentically embrace and celebrate the diverse cultures and languages of our school community	Hui and fono every term Pasifika fono for each Pasifika culture Identify other diverse student needs to provide opportunities to thrive	By the end of 2023 we have a document outlining specific learning needs, goals for all Māori and Pasifika students. Student voice/Whanau voice Up to date register and responding to needs	MOF SLT
to build strong relationships with learners/ākonga, their whānau and communities	Create community events that showcase student learning and achievements to encourage whanau participation	whānau active and engaging in real time reporting and events at school Survey completed by end of year about aspirations/ areas of improvement	whānau SLT
	Senior Leaders are active and visible at wider curriculum events to engage with parents in an informal manner	Survey/ whanau voice	whānau All staff
	Create an overview of community information sharing opportunities. Sharing opportunities are designed/run by people with relevant skills.	List is developed and maintained over the year.	BoT SLT
to meaningfully incorporate te reo Māori and tikanga Māori into everyday school life	Employ a specialist kaiako to teach te reo and tikanga PD for staff around te reo and tikanga	Survey at beginning and end of year Student/staff voice	SLT

Wellbeing			
Plan	Actions	Indicators or measures of progress	Who
to support and promote wellbeing/hauora throughout our school community	Counsellors from Laidlaw to work with students at risk 1-1	Students can utilise this resource if and when they need it.	Students
to ensure our school environment is safe and our learners/ākonga are affirmed for who they are	Unpack Hauora with our staff and learners so that learners understand their own wellbeing and develop a strong sense of self.	Establish a shared understanding of the key elements of hauora. Learners will have a strong sense of self.	All staff All students
	Care plans/Safety plans are developed for individual learners	All staff who support the child will know the process in place Sensitive information is passed onto the next year's teacher	Staff

Strategic Actions

Area	Target Cohort			
Reading	Boys	Girls		
	All ethnicities	NZ Māori	Pasifika	Other
	Writing	Maths	Reading	Other
Annual Target	Reasoning			
<p>Accelerated progress for 18% of Year 2-6 students (64) to get to At Expected Level by end of 2023</p> <p>Continued progress for 58% of students currently At/Above expected level</p>	<p>At the end of 2022, 58% of our Year 1 to Year 5 students were working at or above their expected curriculum level in Reading.</p> <p>Base-line data for 2023 - Year 2-6 (360 students)</p> <p>At/Above 58%</p> <p>Below: 32% (18% need accelerated progress of 1 sub-level to get to At by end of 2023)</p> <p>Well-below: 10%</p>			
Actions	<p>Children identified and discussed in team meetings each fortnight</p> <p>IEPs written - discussed with parents and teachers each term</p> <p>Differentiated planning for these target children</p>			
AoV				

Area	Target Cohort			
Writing	Boys	Girls		
	All ethnicities	NZ Māori	Pasifika	Other
	Writing	Maths	Reading	Other
Annual Target	Reasoning			
<p>All students 75% or higher above expected level by end of 2023.</p> <p>NZ Māori 50% or higher above expected level by end of 2023</p> <p>Pasifika 50% or higher above expected level by end of 2023</p>	<p>Baseline Data End of 2022 (Year 1-6 2023 students)</p> <p>All Students (Incl NZM and P) 51% At or Above expected Level 40% Below expected Level 9% Well below expected level</p> <p>NZ Māori 36% At or Above expected Level 42% Below expected Level 22% Well below expected level</p> <p>Pasifika 30% At or Above expected Level 48% Below expected Level 22% Well below expected level</p>			
Actions	Children identified and discussed in team meetings each fortnight IEPs written - discussed with parents and teachers each term Differentiated planning for these target children.			
Outcome				

Area	Target Cohort			
Maths	Boys	Girls		
	All ethnicities	NZ Māori	Pasifika	Other
	Writing	Maths	Reading	Other
Annual Target	Reasoning			
NZ Māori students will have at least 50% at or above expected level in maths at end of 2023	Year 6 (2023) cohort Baseline Data NZ Māori (75 students) 7% At or Above expected Level 60% Below expected Level 33% Well below expected level			
Actions	Investigate a new programme - Maths No Problem Employ a teacher to teach this programme Gather data twice a term to check accelerated progress			
Outcome				

**Other key actions for 2023 to achieve our Strategic Vision
“Business as usual”**



Personnel	Led by	Teaching and learning	Led by
<ul style="list-style-type: none"> ● Design and create a comprehensive induction programme for all new staff ● Induction for mentor teachers and the creation of a mentor teacher handbook ● Roll growth teacher will need to be employed from term 2 onwards ● Upskilling of new Board members ● Provisionally Certificated Teacher Induction and Mentoring Programme <p>PLD for staff</p> <ul style="list-style-type: none"> ● Curriculum Team, curriculum:staff meetings; planning sessions ● Pause, Breath and Smile: Mindfulness Education Group Incredible Years and Restorative Practice ● Anxiety and Building Resilience in the Senior School ● STEM: Learning Education Network ● Middle Leaders - Te Atatu Kahui Ako ● SLT - Leadership/Coaching PLD ● Other external workshops and conferences 	<p>SLT</p>	<ul style="list-style-type: none"> ● Collaborative team inquiries support the strategic direction of the school- writing focus. ● 4 minute walk through observations and feedback order to challenge and stretch teacher capacity. ● Coaching steps are integrated into our observation cycles, paperwork updated to reflect this.. ● Readings and PD around the new digital technologies curriculum ● Peninsula Way systems are in place with a focus on being consistent across the school. 	<p>TL, CL, AP/DP Teachers</p>
Property, Health and Safety	Led by	Finance	Led by
<p>Property</p> <ul style="list-style-type: none"> ● Regularly monitor spending against 5YA <p>Health & Safety</p> <ul style="list-style-type: none"> ● Review H&S systems 	<p>Property Sub Committee</p> <p>H&S sub committee</p>	<ul style="list-style-type: none"> ● Update asset register ● Monitor Capital Expenditure Plan ● Regularly monitor spending against the 2023 budget that supports, and aligns with the strategic direction of the school 	<p>SLT Finance sub committee</p>

Community partnerships		Self review programme	
<p>A range of parent information sessions are held:</p> <ul style="list-style-type: none"> ● Board and Community Meeting ● Parent education: Seesaw, literacy, digital technologies ● Celebrations of Learning ● Parent Interviews ● Family information evenings (Hui (Māori) / Fono (Pasifika) for Māori/Pasifika/Asian families) 	<p>BoT SLT Teachers</p>	<ul style="list-style-type: none"> ● Real time reporting ● Ongoing tracking and reporting on progress against targets and for priority learners. Report to BOT at the end of term 1 and term 3. ● Continue subscription to School Docs and follow review schedule ● School generated reviews: Conceptual Planning & ● Inquiry update, Writing Review, Special Needs Review, ● Local Curriculum review 	<p>Teachers SLT BoT</p>