



## Peninsula Primary School Strategic Plan 2020-2022 and Annual Plan 2021

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**Our mission:** is 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.....
Learning for all	To build teachers professional capability and collective capacity	We prepare learners for a rapidly-changing world so that they have the capacity to thrive, adapt and contribute.
	To develop teaching and learning expertise to meet the diverse needs of all learners.	All learners are enthused and engaged about learning so that they reach their full potential
Curriculum development	<i>Our curriculum, our environment and our people work together to inspire children to excel</i>	Our school setting and facilities reinforce our curriculum.  Our community values are reflected in our curriculum.
	There to be a shared understanding by those involved around what is expected from each curriculum area and develop document that is the same for each	To design a local curriculum framework that develops a shared understanding of curriculum areas that reflect what we value as a school/community.
Partnerships	<i>The cultural diversity of our school is a strength that is reflected in our attitude and our actions. We honour the Treaty of Waitangi and celebrate tikanga Maori</i>	We embrace and accept tikanga Maori to become bi-cultural citizens.  Tikanga is seen and heard within our school.
	<i>The school community and parents to actively participate in partnerships</i>	Our students show pride in their own culture and value cultural diversity in their classmates
Wellbeing	To continue to support and promote staff wellbeing	Our children aspire to their best, are proud of their achievements and are motivated learners
	<i>Build resilience and wellbeing of all students</i>	<i>Affirmed for who they are and our children love coming to school</i>

	2021	2022	Ongoing
<b>Learning for all</b>	<ul style="list-style-type: none"> <li>To build staff professional capability and collective capacity</li> </ul>	<ul style="list-style-type: none"> <li>To review and refine professional capability and collective capacity</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing review</li> </ul>
	<ul style="list-style-type: none"> <li>To develop teaching and learning expertise to meet the diverse needs of all learners.</li> </ul>	<ul style="list-style-type: none"> <li>To review teaching and learning to ensure all teachers are developing their knowledge of diverse learners</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing review</li> </ul>
<b>Curriculum development</b>	<ul style="list-style-type: none"> <li>To continue a local school curriculum framework that will develop a shared understanding of learning areas and reflects what we value as an inclusive and diverse school/community.</li> <li>To equip educators with knowledge and strategies to deliver a rich engaging curriculum in an adaptive and personalised way.</li> </ul>	<ul style="list-style-type: none"> <li>To review and refine the local school curriculum framework that develops a shared understanding of learning areas and reflects what we value as a school/community.</li> </ul>	<ul style="list-style-type: none"> <li>To continue to explore and unpack the curriculum framework with staff and community to develop a shared understanding.</li> </ul>
<b>Partnerships</b>	<ul style="list-style-type: none"> <li>Introducing 3-way conferencing using the seesaw app as a platform for discussion</li> <li>Provide professional development for staff, students and whanau</li> </ul>	<ul style="list-style-type: none"> <li>review feedback from parents on changes to reporting systems</li> <li>Continue to provide professional development for staff, students and whanau</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing engagement and consultation is planned and reviewed.</li> </ul>
	<ul style="list-style-type: none"> <li>To engage and consult with cultural and other diverse groups through hui, fono, meetings in order to meet specific learning needs, set goals and to gather voice about beliefs, values and celebrations.</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing engagement and consultation is planned and reviewed.</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing engagement and consultation is planned and reviewed.</li> </ul>
	<ul style="list-style-type: none"> <li>Investigate the needs of our community and plan learning/information evenings to improve shared understanding of learning, assessment and knowledge of our akonga.</li> </ul>	<ul style="list-style-type: none"> <li>Create an overview of Information Sharing evenings/opportunities to continue to build a shared understanding with our community.</li> </ul>	<ul style="list-style-type: none"> <li>Update the overview of Information Sharing evenings, continuing to build a shared understanding with our community.</li> </ul>

<b>Wellbeing</b>	<ul style="list-style-type: none"> <li>• build on 2020 wellbeing initiatives and continue to promote staff and student wellbeing</li> </ul>	<ul style="list-style-type: none"> <li>• review wellness budget and initiatives</li> </ul>	<ul style="list-style-type: none"> <li>• Review of wellness initiatives and budget to ensure needs of staff and students are being met.</li> </ul>
	<ul style="list-style-type: none"> <li>• To build an understanding of hauora (wellbeing) and respond to areas of need identified through student and community voice.</li> </ul>	<ul style="list-style-type: none"> <li>• To embed in our school a culture of hauora by ensuring our students are developing an understanding of what it is, why it is important and how to achieve and maintain balance.</li> </ul>	<ul style="list-style-type: none"> <li>• To track and review identified areas of need to measure the impact of targeted actions, and to plan forward.</li> </ul>

## Peninsula Primary School's Annual plan 2021

Learning for all:							
Plan	Actions	Indicators or measures of progress	Who	When			
				1	2	3	4
<ul style="list-style-type: none"> <li>To build Professional Capability and Collective capacity through the Professional Growth Cycle</li> </ul>	<ul style="list-style-type: none"> <li>Identify and action professional development opportunities to meet evidential needs.</li> </ul>	<ul style="list-style-type: none"> <li>Robust collections of evidence to support teacher practice</li> </ul>	Team Leaders /Curriculum Leader				
	<ul style="list-style-type: none"> <li>Regularly share back with staff emerging and evolving understanding, and any new learning</li> </ul>	<ul style="list-style-type: none"> <li>Teachers actively engaged in process</li> </ul>	SLT Leadership Team				
	<ul style="list-style-type: none"> <li>Create opportunities for observations, peer feedback</li> </ul>	<ul style="list-style-type: none"> <li>Effective and responsive cycle for staff learning.</li> </ul>	Critical Friend/Team Leader				
	<ul style="list-style-type: none"> <li>Teaching and learning agreed pedagogy to increase consistency across the school.</li> </ul>	<ul style="list-style-type: none"> <li>Effective and responsive practice will be evident</li> </ul>	Team Leader DP				
	<ul style="list-style-type: none"> <li>To introduce the new PGC pathway for teacher appraisal</li> </ul>	<ul style="list-style-type: none"> <li>Staff will be appraised via the new PGC</li> </ul>	SM				
<ul style="list-style-type: none"> <li>To develop teaching and learning expertise to meet the diverse needs of all learners to create an inclusive environment</li> </ul>	<ul style="list-style-type: none"> <li>Develop a consistent, school wide set of Learning progressions in reading, writing and maths that provide teachers and students with clear learning pathways from YO-6.</li> </ul>	<ul style="list-style-type: none"> <li>By the end of 2021, there is a set of progressions that are ready to be used for reading, writing and maths, that are clear and consistent.</li> </ul>	Lit/Maths Leader Curriculum Leader				
	<ul style="list-style-type: none"> <li>Hold a parent evening in term 2 and 4 to celebrate and inform parents of learning</li> </ul>	<ul style="list-style-type: none"> <li>Home school partnership is strengthened and parents have a good understanding of learning</li> </ul>	All staff				

	<ul style="list-style-type: none"> <li>Employ teacher aides for each year level to provide extra support for targeted students</li> </ul>	<ul style="list-style-type: none"> <li>All target students receive extra support in reading, writing and maths.</li> </ul>	Teacher Aides Teachers				
	<ul style="list-style-type: none"> <li>Development of middle leaders to support teaching and learning</li> <li>PD for all middle leaders around appraisal</li> </ul>	<ul style="list-style-type: none"> <li>All team leaders will have 1-1 teaching and learning meetings with team members</li> </ul>	Teaching staff Middle leaders				
	<ul style="list-style-type: none"> <li>Respond to the learning needs of staff based on evidence from observations, team leader evidence and discussions</li> </ul>	<ul style="list-style-type: none"> <li>All staff have opportunity to have personalised/individualised PD for area of development</li> </ul>	All staff				
	<ul style="list-style-type: none"> <li>Develop systems to train teachers in collaborative learning and open to learning conversations.</li> </ul>	<ul style="list-style-type: none"> <li>By end of 2021 we have a school wide system of collaborative learning and open to learning conversations.</li> </ul>	Teaching Staff				
	<ul style="list-style-type: none"> <li>Inquiry Café (STEAM Projects) for identified learners who need extension in more than one area of the curriculum</li> </ul>	<ul style="list-style-type: none"> <li><i>Student voice indicating learning</i></li> <li><i>Teacher voice indicating the progress made by identified learners</i></li> </ul>	LSC Teaching Staff				
	<ul style="list-style-type: none"> <li>LSC to develop ESOL programme to support ELL learners</li> <li>ESOL teacher aide provided with PD to enhance programme running for ELL students</li> </ul>	<ul style="list-style-type: none"> <li><i>Student voice about how their learning in ESOL programme helps in class.</i></li> <li><i>Teacher voice.</i></li> </ul>	LSC				

Curriculum Development							
Plan	Actions	Indicators or measures of progress	Who	When			
				1	2	3	4
<ul style="list-style-type: none"> <li>To further develop our local school curriculum framework to develop a shared understanding of learning areas and reflects what we value as a school/ community.</li> </ul>	<ul style="list-style-type: none"> <li>Leadership Team to work with external facilitator around Local Curriculum</li> <li>Curriculum Leader to work with Literacy and Maths leaders to integrate into core curriculum</li> </ul>	<ul style="list-style-type: none"> <li>There is a shared understanding by those involved around what is expected from each curriculum area and develop document that is the same for each</li> </ul>	Curriculum Leader Lit/Maths leaders				
	<ul style="list-style-type: none"> <li>Consult staff about what they would find useful, what the purpose of the document is.</li> </ul>	<ul style="list-style-type: none"> <li>To have a shared understanding</li> </ul>	All staff				
	<ul style="list-style-type: none"> <li>To review where the current draft document is at and identify what areas still need completion.</li> </ul>	<ul style="list-style-type: none"> <li>To have a completed 3 year local curriculum by end of 2021</li> </ul>	Curriculum leader Teaching staff				
	<ul style="list-style-type: none"> <li>Consider the layout and format of the document so that there is consistency about essential elements of each curriculum area and also for ease of use.</li> </ul>		Curriculum Leader Leadership team (in consult with teaching staff)				
	<ul style="list-style-type: none"> <li>To work with external facilitator to continue to develop our Digital Literacy teacher capabilities and curriculum</li> <li>Complete the DL progressions</li> </ul>	<ul style="list-style-type: none"> <li>To have worked 1-1 with 2 member of each team to support DL implementation in curriculum</li> <li>Staff meeting is held to explain and understand progressions so they can be implemented in the classroom</li> </ul>	Ext Facilitator DL unit holder teachers				

Partnerships								
Plan	Actions	Indicators or measures of progress	Who	When				
				1	2	3	4	
<ul style="list-style-type: none"> <li>To engage and consult with diverse groups through hui, fono, meetings in order to meet specific learning needs, set goals and to gather voice about beliefs, values and celebrations.</li> </ul>	<ul style="list-style-type: none"> <li>Hui and fono every term</li> <li>Pasifika fono for each Pasifika culture</li> <li>Identify other diverse student needs to ensure we are meeting the needs of all</li> </ul>	<ul style="list-style-type: none"> <li>By end of 2021 we have a document outlining specific learning needs, goals for all Maori and Pasifika students.</li> <li>Identified diverse needs and met with parents/community etc</li> </ul>	OF SLT					
<ul style="list-style-type: none"> <li>Investigate the needs of our community and plan learning/information evenings to improve shared understanding of learning, assessment and knowledge of our akonga.</li> </ul>	<ul style="list-style-type: none"> <li>Create a community survey and identify needs or misconceptions that need to be addressed/actioned.</li> </ul>	<ul style="list-style-type: none"> <li>Whanau voice to develop strategic plan goals</li> </ul>	Whanau SLT					
	<ul style="list-style-type: none"> <li>As a staff, discuss and define the misconceptions/key ideas that require unpacking with our community so that we are developing a shared understanding. eg, homework policy, curriculum levels, reporting, curriculum areas, assessment</li> </ul>	<ul style="list-style-type: none"> <li>A shared understanding of learning and assessment at Peninsula Primary School.</li> <li>Parents will feel informed and involved.</li> </ul>	Whanau All staff					
	Create an overview of community information sharing opportunities. Sharing opportunities are designed/run by people with relevant skills.		BoT SLT					
	<ul style="list-style-type: none"> <li>Ensure that our website reflects the content of information sessions as a point of reference.</li> </ul>		Office Manger SLT					



Wellbeing								
Plan	Actions	Indicators or measures of progress	Who	When				
				1	2	3	4	
<ul style="list-style-type: none"> <li>build on 2020 wellbeing initiatives and continue to promote staff and student wellbeing</li> </ul>	<ul style="list-style-type: none"> <li>Staff form wellness goal as part of appraisal</li> </ul>	<ul style="list-style-type: none"> <li>Staff meet their wellness goal by end of 2021</li> </ul>	All staff					
	<ul style="list-style-type: none"> <li>Provide staff wellness budget</li> <li>Staff meeting each term to support wellness</li> </ul>	<ul style="list-style-type: none"> <li>Staff can request support from the wellness budget if and when they need it to support their wellbeing.</li> </ul>	All staff					
	<ul style="list-style-type: none"> <li>2 x counsellors from Laidlaw college to provide counselling to students in need</li> </ul>	<ul style="list-style-type: none"> <li>Students can utilise this resources if and when they need it.</li> </ul>	Students					
	<ul style="list-style-type: none"> <li>Collect baseline data and create a shared definition of well being</li> </ul>	<ul style="list-style-type: none"> <li>Definition of wellbeing is created for our school.</li> </ul>	BoT wellness committee					
	<ul style="list-style-type: none"> <li>A bank of resources is developed for staff use.</li> </ul>	<ul style="list-style-type: none"> <li>Shared Drive.</li> </ul>	Unit holder					
	<ul style="list-style-type: none"> <li>Provide staff wellness budget</li> <li>Staff meeting each term to support wellness</li> </ul>	<ul style="list-style-type: none"> <li>Staff can request support from the wellness budget if and when they need it to support their wellbeing.</li> </ul>	Unit Holder SLT					
<ul style="list-style-type: none"> <li>To build an understanding of hauora (wellbeing) and respond to areas of need identified through student and community voice.</li> </ul>	<ul style="list-style-type: none"> <li>Unpack Hauora with our staff and learners so that learners understand their own wellbeing and develop a strong sense of self.</li> </ul>	<ul style="list-style-type: none"> <li>Establish a shared understanding of the key elements of hauora.</li> <li>Learners will have a strong sense of self.</li> </ul>	All staff All students					
	<ul style="list-style-type: none"> <li>Students develop a range of strategies to recognise when they need support, help, time or space to rebalance, who can help them?</li> </ul>		Students					
	<ul style="list-style-type: none"> <li>Investigate Professional Development to enable teachers to be able to respond to areas of need such as increased levels of anxiety appropriately using a variety of strategies.</li> </ul> <p><a href="https://www.theworrybug.co.nz/Pause_Breathe_Smile_-_The_Mindfulness">https://www.theworrybug.co.nz/Pause_Breathe_Smile_-_The_Mindfulness</a></p>		Teaching staff					

	<p>Education Group <a href="http://understandinganxiety.wayahead.org.au/education/strategies-to-support-anxious-children-in-the-classroom/">http://understandinganxiety.wayahead.org.au/education/strategies-to-support-anxious-children-in-the-classroom/</a> <a href="http://www.heartcentredparenting.com/teacher-coaching/">http://www.heartcentredparenting.com/teacher-coaching/</a></p>						
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# Strategic Actions

Area	Target Cohort			
Writing	Boys	Girls		
	All ethnicities	NZ Maori	Pasifika	Other
	Writing	Maths	Reading	Other
Annual Target	Reasoning			
<p>Year 4-6 students will have 60% or more working at the expected level for writing by the end of 2020.</p>	<p>Covid-19 lockdowns have impacted the progress for all children in 2020. At the end of 2020, our Yr 3-5 data for writing showed a continued trend of under achieving in writing</p> <p><b>Base line data:</b>            Year 4 (2020 Year 3) = 29% at or above expected level            Year 5 (2020 Year 4) = 31% at or above expected level            Year 6 (2020 Year 5) = 18% at or above expected level</p>			
Actions	<p>Clear understanding of what the expectation looks like for each curriculum level.            Moderate within and across teams across the whole school            Development of phonics programme throughout the school</p> <p>Target group of students who are working just below where they should be working at the end of 2020.            Each teacher will have a teaching inquiry where they track 2 of these children over the term and report back on progress.            This target group will have focussed support from year group teacher aide</p>			

Area	Target Cohort			
Maths	Boys	Girls		
	All ethnicities	NZ Maori	Pasifika	Other
	Writing	Maths	Reading	Other
Annual Target	Reasoning			
For students who are just below in Years 3-6 to have made at least a years progress (one Curriculum Level) in Maths	<p>Covid-19 lockdowns have impacted the progress for all children in 2020. At the end of 2020, our schoolwide data for maths showed a trend of under achievement, especially in the group of children who are just below expected level.</p> <p><b>Base line data:</b>  Year 3 (2020 Year 2) = 35% below expected level  Year 4 (2020 Year 3) = 60% below expected level  Year 5 (2020 Year 4) = 34% below expected level  Year 6 (2020 Year 5) = 39% below expected level</p>			
Actions	<p>Clear understanding of the expectation of moving a curriculum level for each student.  Moderate within and across teams across the whole school  PLD for teacher aides to support these children in Maths knowledge.  IEP for these students, whanau engagement each term.</p>			

Area	Target Cohort			
Cultural responsiveness	Boys	Girls		
	All ethnicities	NZ Maori	Pasifika	Other
	Writing	Maths	Reading	Other
Annual Target	Reasoning			
To embed effective culturally responsive pedagogy that supports and promotes tamariki, whānau and staff with reference to Ka Hikitia, Tapasa, Tataiako	We do not have a process of gathering evidence within our teaching and learning that culturally responsive pedagogy is at the forefront of teaching and learning.			
Actions	<p>The curriculum makes connections to learners' lives, prior understandings, out-of-school experiences and real-world contexts and this is evident in weekly planning and assessment.</p> <p>The cultural competencies for teachers of Māori and Pasifika students can be observed in teacher practice.</p> <p>Develop greater culturally responsive practices and depth the understanding of Tataiako.</p> <p>MASAM/Pasifika PLG and Leaders to gather evidence of CR pedagogy and report back to SLT end of Term 1 and Term 4</p>			

**Other key actions for 2021 to achieve our Strategic Vision  
"Business as usual"**

<b>Personal</b>	<b>Led by</b>	<b>Teaching and learning</b>	<b>Led by</b>
<ul style="list-style-type: none"> <li>● Design and create a comprehensive induction programme for all new staff</li> <li>● Induction for mentor teachers and the creation of a mentor teacher handbook</li> <li>● Roll growth teacher will need to be employed from term 2 onwards</li> <li>● Upskilling of new Board members</li> <li>● Provisionally Certificated Teacher Induction and Mentoring Programme</li> </ul> PLD for staff <ul style="list-style-type: none"> <li>● Math leader, curriculum:staff meetings; planning sessions</li> <li>● Pause, Breath and Smile: Mindfulness Education Group</li> <li>● Incredible Years and Restorative Practice</li> <li>● Yolanda Soryll: Junior School Phonics</li> <li>● Anxiety and Building Resilience in the Senior School</li> <li>● STEM: Learning Education Network</li> <li>● Middle Leaders - Te Atatu Kahui Ako</li> <li>● Other external workshops and conferences (linked to 2021 Strategic Plan)</li> </ul>	<b>SLT</b>	<ul style="list-style-type: none"> <li>● Collaborative team inquiries support the strategic direction of the school- writing focus.</li> <li>● Observations take place once per term (twice for PCTs) in order to challenge and stretch teacher capacity.</li> <li>● Coaching steps are integrated into our observation cycles, paperwork updated to reflect this.</li> <li>● 2 staff members to attend the introduction to coaching 2 day workshops.</li> <li>● Breathe, Pause, Smile PD</li> <li>● Phonics school wide PD</li> <li>● Implement the first phase of Seesaw.</li> <li>● Readings and PD around the new digital technologies curriculum</li> <li>● PB4L systems are in place with a focus being on consistency across the school.</li> </ul>	<b>TL, Literacy leader, Teachers</b>
<b>Property, Health and Safety</b>	<b>Led by</b>	<b>Finance</b>	<b>Led by</b>
<b>Property</b> <ul style="list-style-type: none"> <li>● Regularly monitor spending against 5YA</li> </ul> <b>Health &amp; Safety</b> <ul style="list-style-type: none"> <li>● Review H&amp;S systems</li> <li>● Create caretaker work plan schedule</li> </ul>	<b>Property Sub Committee</b>  <b>H&amp;S sub committee</b>	<ul style="list-style-type: none"> <li>● Update asset register</li> <li>● Monitor Capital Expenditure Plan</li> <li>● Regularly monitor spending against the 2021 budget that supports, and aligns with the strategic direction of the school</li> </ul>	<b>SLT Finance sub committee</b>
<b>Community partnerships</b>		<b>Self review programme</b>	

<p>A range of parent information sessions are held:</p> <ul style="list-style-type: none"> <li>● Board and Community Meeting</li> <li>● Parent education: Seesaw, literacy, digital technologies</li> <li>● Celebrations of Learning</li> <li>● Parent Interviews</li> <li>● Family information evenings (Hui (Maori) / Fono (Pasifika) for Māori/Pasifika/Asian families)</li> </ul>	<p><b>BoT</b> <b>SLT</b> <b>Teachers</b></p>	<ul style="list-style-type: none"> <li>● Student achievement reports in March &amp; August</li> <li>● Ongoing tracking and reporting on progress against targets and for priority learners. Report to BOT at the end of each term.</li> <li>● Continue subscription to School Docs and follow review schedule</li> <li>● School generated reviews: Conceptual Planning &amp;</li> <li>● Inquiry update, Writing Review, Special Needs Review,</li> <li>● Curriculum Delivery Document.</li> </ul>	<p><b>Teachers</b> <b>SLT</b> <b>BoT</b></p>
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