



WILFORD SCHOOL
AKO TAHI TATOOU

CHARTER 2018-20

Great learners, people, citizens



WILFORD SCHOOL

Founded in 1927, Wilford School is a learning community catering for about 300 students in primary school years 1-8, drawn from a diverse urban community in Petone, Alicetown and the wider Hutt Valley.

Our students reflect the culturally and socio-economically diverse society in which we live. A third identify Māori as their first ethnicity, half identify as having Pākeha/New Zealand European descent, 10% are Pasifika (predominantly Samoan, but also Niuean, Tongan and Tokelauan), and others including Indian, Vietnamese, Chinese, British, Filipino, Latin American, Russian, French, Italian, Nepalese and Dutch. We seek to build on New Zealand's bicultural heritage and the cultural strengths of our local community.

Our Vision

Our Vision is to grow exceptional learners, people and citizens.

We are committed to fulfilling the human right of *every* child to an education that develops their personality, talents and abilities to their fullest potential, and enables active citizenship of their local, national and global communities.

We strive to enable every young person to develop each of the agreed capabilities for living in our fast-changing and diverse society and world. To develop the key competencies of thinking, using language and symbols, managing self, relating to others, and participating and contributing. We give particular emphasis to building powerful learning, self-management, and relationship skills in a warm, nurturing and lively learning community.

Our Motto: *Ako Tahī Tatou (Learning Together, as One)*

Our motto embodies two key ideas shown by research to underpin successful education for all:

- we are a *learning community* of young people and their partners in learning – their parents and whānau, and the teachers and other school staff;
- we are *all learners*, and seek to learn from each other and support each other's development.

Our Values

The Wilford School values of respect, whānaungātāngā, aroha, manaakitāngā, responsibility, excellence and resilience support and confirm our school vision. They are evident in the way we all work with and relate to others. These key values were determined through consultation with our learning community and represent the deeply held beliefs of how we expect all people to think and act at Wilford School.



Some specific features of Wilford School

Reflecting the cultural diversity of Aotearoa New Zealand

Wilford School celebrates the culture of each child, as recognition of the rights of the child, and to help equip all students to participate in multicultural Aotearoa New Zealand, the Pacific region, and diverse world.

We recognise the country's bicultural heritage, upholding the principles of *Te Tiriti o Waitangi* (The Treaty of Waitangi) throughout the school. We acknowledge and celebrate Māori and Pākehā culture and identity, providing instruction in tikangā Māori (Māori culture) and te reo Māori (Māori language).

Ngā Puāwai: Immersion Unit

Our school was the first school in the Wellington region to establish bi-lingual classes. In Ngā Puāwai tamariki from 5 years old and of any ethnicity are welcome. Our unit currently caters for Years 1 to 6 where instruction is in Te Reo Maori and we follow the *Matauranga o Aotearoa* curriculum. One of our key strengths is whanaungatanga – relationships. There are opportunities during the day for tamariki to buddy up together to benefit/help/learn from each other – young with old – tuakana/teina. Tamariki are grouped during literacy and maths times according to their needs. The unit also has a teacher aide (kaiawhina) to assist with learning.

Wilford School takes pride in celebrating the cultural diversity reflected in the make up of the tamariki that attend the school. The Ngā Puāwai unit is a large part of this with input into the tikanga of the school and the tamariki taking a leadership role in teaching the rest of the school about Māori culture, language and waiata. The unit integrates with the rest of the school regularly for activities and events e.g. school sports, visits.

Nga Rangatahi Syndicate: Years 7 - 8

Wilford School has one year 7-8 class with two teachers working together as a co-teaching team. Both teachers have shared responsibility for the planning, organisation, delivery and assessment of student learning in a digital environment. Also known as an 'innovative learning environment' a co-teaching approach allows for flexibility within the programme and develops learner agency with students learning to self-direct their own learning. With online learning in this class, there is an emphasis on students being fully competent as digital users by the time they transition to college, with a focus on safe and responsible use.

The specialised programme provides full curriculum coverage: science, english, social sciences, maths, the arts, technology, learning languages and health and physical education. Collaborative learning is promoted through creativity, cooperation and problem solving. There is specialist learning in technology, careers education and health. Intermediate students undertake leadership opportunities not only within school but across the wider community, particularly through an inquiry learning approach. The programme develops students to be fully participating and contributing, digitally competent, citizens. Meeting the individual needs of each student as they transition to college is a particular focus of the Nga Rangatahi Syndicate in collaboration with colleagues in secondary schools and each year ends with a prize giving to celebrate the successes of our Year 8 students who are graduating.

Building learning, self-management, and relationship skills

Our school employs several specific approaches to develop students' learning, self-management, and relationship skills:

- *Learner Agency* – in which students develop ownership of their learning through understanding what they are learning and why they are learning it; have input into their learning through goal setting and knowing next learning steps;
- *Self-management* - in which students take personal responsibility for their behaviour, which reflects the expectations of the school's values;
- *Relationships* – Three-way relationships (student-school-home) are developed through regular communication and interaction. Students are encouraged to foster relationships with other students through tuakana-teina and positive role-modelling.

Meeting specific learning needs

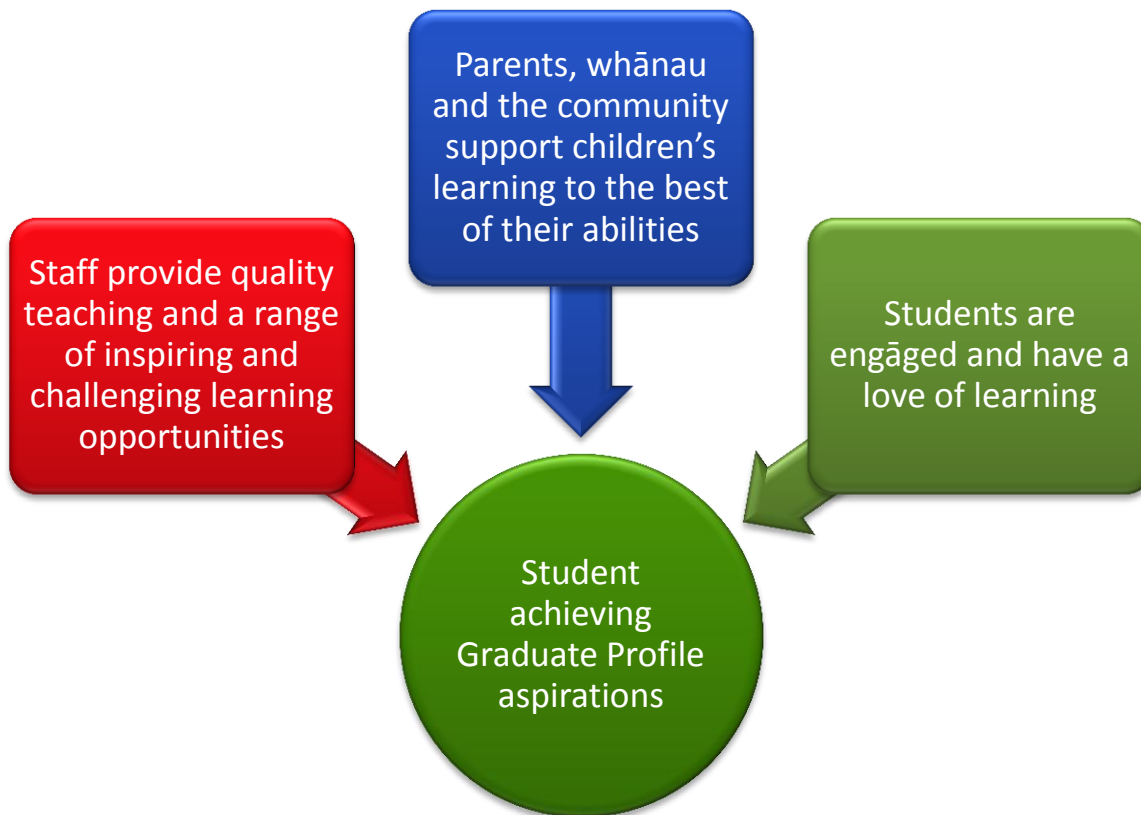
- We provide a wide range of learning opportunities and experiences, providing support and programmes for students with special learning needs, including “gifted and talented” children. We prepare students as they transition to college.

Experiences and facilities

Our school offers a broad range of learning experiences – including extra-curricular opportunities in dance, music, outdoor education, cultural and sporting activities. It has excellent facilities, including: a large playing field and adventure playgrounds; a hall, which is widely used by the community; tennis courts; a heated and covered swimming pool, with a renowned swimming teacher available for out-of-school lessons.

THE LEARNING COMMUNITY PARTNERSHIP

Education at Wilford is a three-way partnership between the students, their parents/whānau and school staff.



Our Graduate Profile Aspirations

At Wilford School we are working towards our student graduates to:

- be strong in their own identity
- have achieved to the best of their academic ability
- be able to work well independently and cooperatively with others
- communicate and express themselves confidently and effectively
- be a curious, creative and critical thinker
- be an active participant in their school, local and wider community
- be compassionate, caring, empathetic and accepting of diversity
- be digitally competent
- be prepared to take risks, face challenges and effectively solve problems
- make healthy lifestyle choices
- be confident in their use of te reo Māori and have an understanding of tikangā Māori
- be an ethical decision maker and guardian/kaitiaki of the world of the future
- be confident, happy and have a sense of fun
- be exposed to another language in addition to te reo Māori and English

The school will provide students with a quality education, with opportunities to develop key skills and competencies.

Staff and trustees will:

- Provide a safe, supportive and stimulating environment that encourages learning
- Provide quality teaching, full of rich experiences and opportunities for students to develop and learn
- Give strong educational leadership and a future-focused vision for Wilford School
- Embrace the cultural diversity of students and the communities in which they live in
- Support and encourage learning opportunities that foster Kaupapa Māori
- Maintain high professional standards
- Be positive role models
- Accept the differences of each child and meet the needs of *all* students
- Model the concept of Ako: that as adults we are also learners; participating in on-going professional development
- Have a high level of collegiality, working together to enhance learning
- Be welcoming of all students, parents and visitors to the school
- Ensure te reo and tikangā Māori are valued and nurtured
- Be enthusiastic and supportive of all aspects of the school
- Be effective communicators

Parents and whānau play a vital part as partners in providing a quality education for all students.

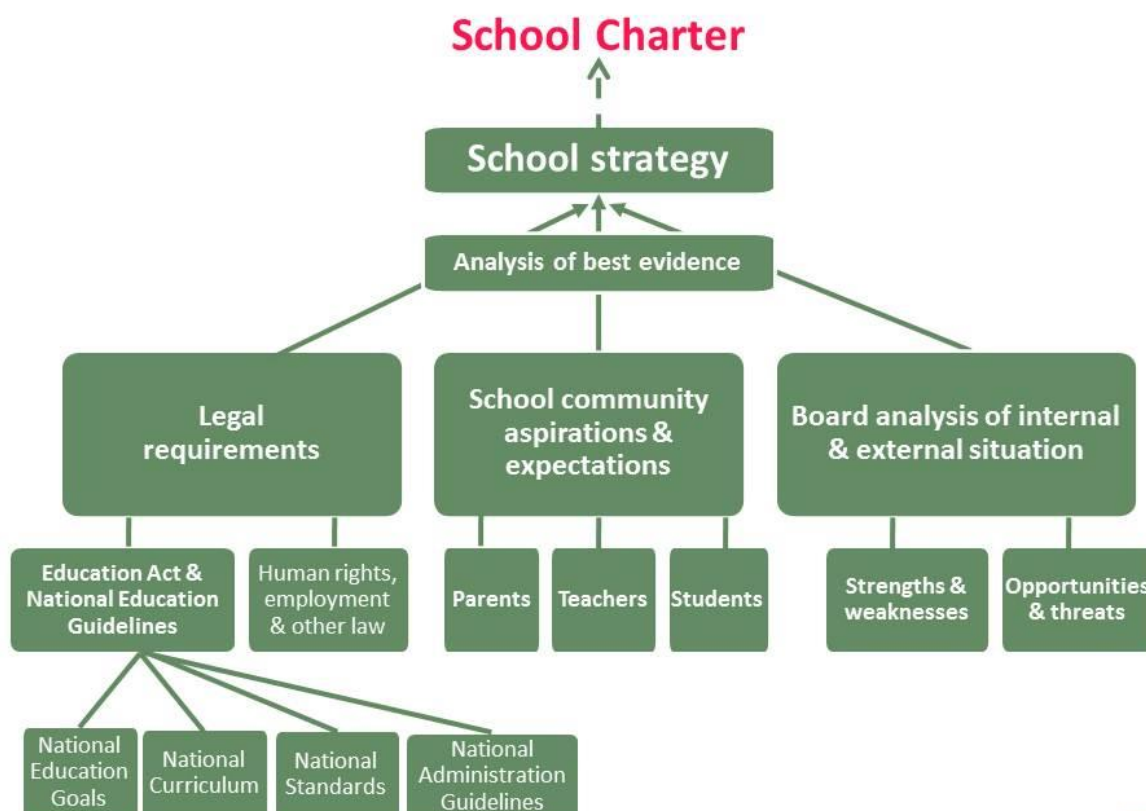
Parents and whānau should:

- Be positive role models for our children
- Show an interest in and support their child's learning to the best of their abilities
- Encourage children to do their best and believe that they can be successful
- Ensure their children arrive at school ready to learn
- Be involved in two-way communication with the teachers and school
- Contribute to and support the school in achieving our vision
- Value the cultural diversity of the school and be supportive of te reo and tikangā Māori

OUR STRATEGY

Our *strategy* is our linked set of priorities concerning the key investments and activities the school's trustees believe we need to achieve our educational aims for our students, whānau, and the wider community.

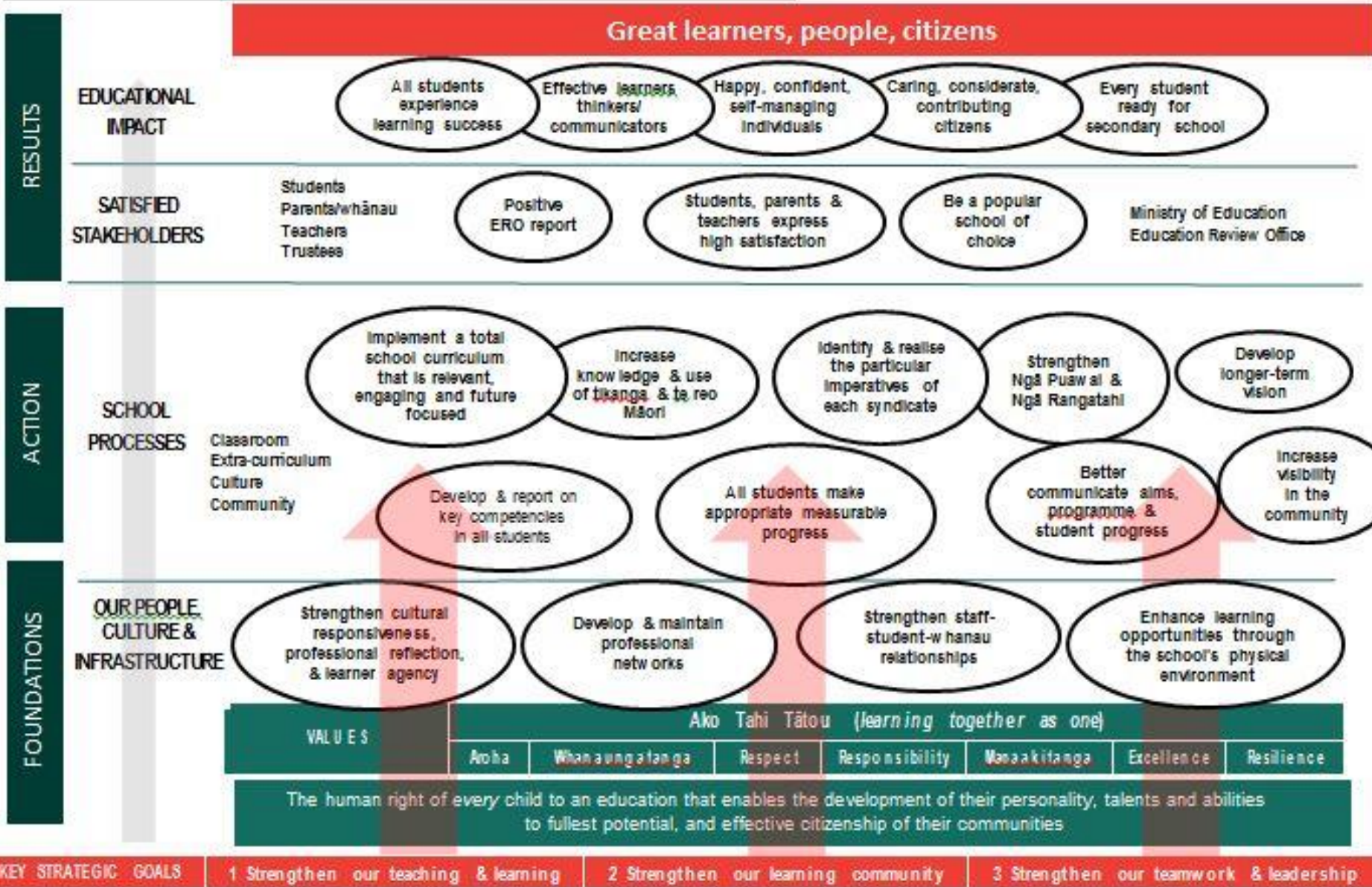
We revise our school strategy every year - looking three years ahead – drawing on the following information and sources:



Our strategy is summarised in the following map for 2017-19 which, using the analogy of a tree, identifies the conditions and processes needed to bring about the results we are aiming for.

The map illustrates the key strategic objectives relating to the overall goals, and the results, which will be the focus of the board during the next three years.

Wilford School strategy 2018-20: Ako Tahi Tātou



Strategic Goals 2018-20: Ako Tahī Tatou

Strategic Goal 1: Strengthen our teaching and learning We are focussed on raising student achievement. We aim for students to be fully engaged in their learning through having ownership and direction in this. To ensure this occurs we want quality teaching that supports learner agency practices, through our future-focussed school curriculum and that strong, inclusive, culturally responsive practices occur.			
Strategic Objectives Projects/Work-streams	Actions 2018	Actions 2019	Actions 2020
Ensure all students understand their learning; their strengths, abilities and next learning steps All students make appropriate measurable progress. Accelerate progress of identified target students	<u>Increase Learner Agency Practices</u> Use of <i>Teacher Capability Matrix</i> to strengthen teacher practice through: *Increase clarity of learning *Reduce locus of teacher control *Effective feedback	Embed Learner Agency strategies	Review Learner Agency practices
1.2 Strengthen teachers' cultural competence and responsiveness, professional reflection and learner agency Teachers display an understanding and awareness of the impact of culture on learning, and have the skills to engage with children from diverse cultural backgrounds, especially Māori and Pasifika students.	Professional development for teachers to strengthen Māori and Pasifika student achievement Personalised Teacher Inquiry: Learner Agency strategies with a specific focus on target students Implement the te reo plan (<i>Kura Ahurea</i>) in mainstream, so that teachers have an increased knowledge and use of tikanga and te reo Maori Ensure <i>Standards for the Teaching Profession</i> strongly linked to teacher appraisal	Embed strategies to strengthen Māori and Pasifika student achievement Personalised Teacher Inquiry: Learner Agency strategies with a specific focus on target students Embed the te reo implementation plan	Review strategies to strengthen Māori and Pasifika student achievement Personalised Teacher Inquiry: Learner Agency strategies with a specific focus on target students Review the culturally responsive practices and te reo implementation plans

<p>1.3 Implement a total school curriculum that is relevant, inclusive, engaging and future focussed</p> <p>Ensure the Wilford School Curriculum is driving strong teaching and learning within our school and that it remains up to date with current practices, and represents the diverse needs of our students and community, and meets our obligations under the <i>Treaty of Waitangi</i></p>	<p>Review sections of Wilford School Curriculum document:</p> <p>Ensure both <i>Te Marautanga o Aotearoa</i> and <i>NZ Curriculum</i> are reflected in our school curriculum document</p>	<p>Review sections of Wilford School Curriculum document:</p> <p>Review: School Values, Graduate Profile; including Nga Puāwai graduate profile; Curriculum subjects Learner Agency</p> <p>Review of digital learning programme</p>	<p>Review sections of Wilford School Curriculum document:</p> <p>Key Competencies Planning and reporting</p> <p>Implement Digital Technology curriculum</p>
<p>1.4 Identify and realise the particular imperatives of each syndicate</p> <p>Develop and implement specific plans for each syndicate that identify student development relative to the age of students, and what we are doing at each stage in order to meet the school's Graduate Profile.</p> <p>Ensure that students are prepared for the transition between different syndicates</p>	<p>Ensure strong relationship between all syndicates</p> <p><u>Ngā Kākano (year 1-2):</u> Transition to school Learning through discovery and play</p> <p><u>Ngā Māhuri (year 3-4):</u> Developing learning independence</p> <p><u>Ngā Tupuranga (year 5-6):</u> Strengthening learning independence</p> <p><u>Ngā Rangatahi (year 7-8):</u> Strengthen student leadership within and beyond the school Closer relationships with local colleges</p> <p><u>Ngā Puāwai:</u> Establish clear pathways for NP students going into years 7-8 Strengthen relationship between Nga Puawai and local Immersion schools</p>	<p>Ensure strong relationship between all syndicates</p> <p><u>Ngā Kākano (year 1-2):</u> Strengthen relationships with local Early Childhood providers</p> <p><u>Ngā Māhuri (year 3-4):</u> Developing learning independence</p> <p><u>Ngā Tupuranga (year 5-6):</u> Property redevelopment for MLE in year 5-6</p> <p><u>Ngā Rangatahi (year 7-8):</u> Strengthen student leadership within and beyond the school</p> <p><u>Ngā Puāwai:</u> Depending on roll growth, investigate establish third classroom in Nga Puāwai (possibly to include Year 7-8 students)</p>	<p>Ensure strong relationship between all syndicates</p> <p><u>Ngā Kakano (year 1-2):</u> Continue transitions initiatives Stronger links with Early Childhood providers</p> <p><u>Ngā Māhuri (year 3-4):</u> Developing learning independence</p> <p><u>Ngā Tupuranga (year 5-6):</u> Redeveloped classrooms for Year 5-6 to open</p> <p><u>Ngā Rangatahi (year 7-8):</u> Strengthen student leadership within and beyond the school</p> <p><u>Ngā Puāwai:</u> Ensure strong immersion programme exists in Nga Puawai</p>

Strategic Goal 2: Strengthen our learning community

Our aim is to strengthen the relationship between the school and parents, whānau, iwi, local businesses and resources in order to provide meaningful learning for students. Wilford School has a unique, culturally and economically, diverse community. This brings a number of strengths and possibilities, but also provides additional challenges, especially around equity. There is good parental engagement with the opportunity to utilise these skills and support to enhance learning. There are a variety and range of learning resources and opportunities available within Petone and the wider community, which we will aim to incorporate in programmes to provide meaningful, contextual learning experiences for students.

<p>2.1 Better communicate aims, programme and student progress Ensure there is consistent and regular communication and engagement with parents</p>	<p>Ensure a clear, shared understanding of the school's vision, mission, aims and values are held by all stakeholders</p> <p>Class/syndicate hui is a regular part of the school programme</p> <p>Review the use of digital technology as a means of communication with our community</p>	<p>Ensure a clear, shared understanding of the school's vision, mission and values are held by all stakeholders</p> <p>Class/syndicate hui are embedded as regular practice</p> <p>Review process for Digital Portfolio of student work</p>	<p>Ensure a clear, shared understanding of the school's vision, mission and values are held by all stakeholders</p> <p>Majority of whānau participating in class/syndicate hui</p>
<p>2.2 Strengthen our community based on equity and resources Investigate issues relating to wellbeing</p>	<p>Investigate equity issues faced by students, whānau and community that affects student learning</p>	<p>Equity policy promoted beyond the school</p> <p>Broad use of community resources become an entrenched feature of curriculum</p>	<p>Use of community resources becomes well-known beyond the school</p>
<p>2.3 Strengthen staff-student-whānau relationships Strengthen reciprocity of relationships with the school's diverse communities</p> <p>Increased Parent/Whānau engagement to support student learning</p> <p>Increased engagement with Maori and Pasifika communities</p>	<p>Develop engagement that encourages and fosters relationships in, amongst and across all parents of Wilford School</p> <p>Māori and Pasifika community groups embedded and supported to deliver on their aspirations</p> <p>Strengthen relationship with local iwi</p>	<p>Regular hui, fono for all cultural groups within our community</p> <p>Māori and Pasifika groups engaged and supported to have input into school</p> <p>Local iwi and Pasifika groups having more input into school</p>	<p>Regular hui, fono for all cultural groups within our community</p> <p>Local iwi having more input into school</p>

Strategic Goal 3: Strengthen our teamwork and leadership			
<p>3.1 Strengthen our Collective Professionalism</p> <p>We have created a new syndicate structure in 2018 that will provide closer teacher collaboration and distribution of leadership</p>	<p>Ensure new syndicate structure is effective</p>	<p>Review of syndicate structure</p>	
<p>3.2 Strengthen our Professional Leadership Team</p> <p>Ensure that new leaders are well supported to develop into their new roles</p>	<p>Induction of new DP and new leaders</p> <p>Identification of new Leadership structure and responsibilities. Support for new members of leadership team</p> <p>Ensure consistent leadership</p> <p>Build on professional learning & support for Principal and DPs around leadership</p> <p>Ensure the appraisal process is robust and consistent across the school</p>	<p>Professional Learning & support for management team</p> <p>Mentoring support for principal</p> <p>External appraisal for principal</p>	<p>Professional Learning & support for management team</p> <p>Mentoring support for principal</p> <p>External appraisal for principal</p>
<p>Strengthen our Board Members capabilities</p> <p>Provide support and learning opportunities for all board members to ensure that they are able to fulfil their roles effectively</p>	<p>Professional development for board members around identified areas of need</p> <p>Build on board portfolios</p>	<p>Professional development for board members around identified areas of need</p>	<p>Professional development for board members around identified areas of need</p>

ANNUAL OBJECTIVES 2018

Strategic Goal 1: Strengthen Teaching and Learning

We aim for high levels of success for all students. It is expected that there will be no significant difference in the achievement of girls and boys; or that of Maori, Pasifika and other ethnic groups represented in our school. This will be done through engaging students in relevant, meaningful and personalised learning experiences within the context of the Wilford School Curriculum. Teachers will use quality assessment data to inform and result in improved learning outcomes for all students, including Māori and Pasifika.

Teachers are committed to improve their pedagogy and teaching practice through continued professional learning. They will continue to develop their reflective practices and collegial support. Each syndicate will develop a plan of additional actions specific to address student needs in their classes.

2018 Targets	Baseline Data					
<p><u>Year 2 Target Students</u> Aim: To increase the number of Year 1-2 students who were below or well below National Standards in Reading, Writing and Maths in 2017 to be at or above the standard by the end of 2018</p>	2018 Demographic	Total	Boys	Girls	Maori	Pasifika
	Year 2	41 6 new in 2018	17 2 new in 2018	24 4 new in 2018	9 2 new in 2018	3 0 new in 2018
	2017 National Standards data shows that: In Reading the following number of students were below/well below the National Standard: 7 Boys (41%); 6 Girls (25%); 2 Maori (22%); 2 Pasifika (67%) In Writing the following number of students were below/well below the National Standard: 8 Boys (47%); 3 Girls (13%); 3 Maori (33%); 2 Pasifika (67%) In Mathematics the following number of students were below/well below the National Standard: 5 Boys (29%); 2 Girls (8%); 1 Maori (11%); 2 Pasifika (67%)					
<p><u>Year 3-4 Target Students</u> Aim: To increase the number of Year 3-4 students who were below or well below National Standards in Reading, Writing and Maths in 2017 to be at or above the standard by the end of 2018</p>	2018 Demographic	Total	Boys	Girls	Maori	Pasifika
	Year 3	38 2 new in 2018	16 0 new in 2018	22 2 new in 2018	8 2 new in 2018	3 0 new in 2018
	Year 4	42 4 new in 2018	21 2 new in 2018	21 2 new in 2018	11 2 new in 2018	4 1 new in 2018

2017 National Standards data shows that:

In **Reading** the following number of students were below/well below the National Standard:

Year 3 - 3 Boys (19%); 2 Girls (9%); 0 Maori (0%); 0 Pasifika (0%)

Year 4 - 4 Boys (19%); 2 Girls (9%); 2 Maori (18%); 1 Pasifika (25%)

In **Writing** the following number of students were below/well below the National Standard:

Year 3 - 5 Boys (31%); 1 Girl (5%); 0 Maori (0%); 1 Pasifika (33%)

Year 4 - 4 Boys (19%); 2 Girls (9%); 2 Maori (18%); 1 Pasifika (25%)

In **Mathematics** the following number of students were below/well below the National Standard:

Year 3 - 3 Boys (19%); 2 Girls (9%); 0 Maori (0%); 2 Pasifika (67%)

Year 4 - 5 Boys (24%); 4 Girls (19%); 3 Maori (33%); 2 Pasifika (50%)

Year 5-6 Target Students

Aim: To increase the number of Year 5-6 students who were below or well below National Standards in Reading, Writing and Maths in 2017 to be at or above the standard by the end of 2018

2018 Demographic	Total	Boys	Girls	Maori	Pasifika
Year 5	47 3 new in 2018	25 1 new in 2018	22 2 new in 2018	12 1 new in 2018	2 0 new in 2018
Year 6	36 2 new in 2018	21 1 new in 2018	15 1 new in 2018	8 0 new in 2018	4 2 new in 2018

2017 National Standards data shows that:

In **Reading** the following number of students were below/well below the National Standard:

Year 5 - 3 Boys (12%); 2 Girls (9%); 1 Maori (8%); 0 Pasifika (0%)

Year 6 - 8 Boys (38%); 2 Girls (13%); 2 Maori (25%); 1 Pasifika (25%)

In **Writing** the following number of students were below/well below the National Standard:

Year 5 - 8 Boys (32%); 2 Girls (9%); 3 Maori (25%); 0 Pasifika (0%)

Year 6 - 11 Boys (52%); 3 Girls (20%); 4 Maori (50%); 1 Pasifika (25%)

In **Mathematics** the following number of students were below/well below the National Standard:

Year 5 - 3 Boys (19%); 4 Girls (18%); 0 Maori (0%); 0 Pasifika (0%)

Year 6 - 8 Boys (38%); 3 Girls (14%); 2 Maori (25%); 1 Pasifika (25%)

Year 7-8 Target Students

Aim: To increase the number of Year 7-8 students who were below or well below National Standards in

2018	Total	Boys	Girls	Maori	Pasifika
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Reading, Writing and Maths in 2017 to be at or above the standard by the end of 2018

Demographic					
Year 7	27 7 new in 2018	13 3 new in 2018	14 4 new in 2018	7 1 new in 2018	3 1 new in 2018
Year 8	28 1 new in 2018	16 1 new in 2018	12 0 new in 2018	5 0 new in 2018	4 0 new in 2018

2017 National Standards data shows that:

In **Reading** the following number of students were below/well below the National Standard:

Year 7 - 3 Boys (23%); 0 Girls (0%); 0 Maori (0%); 1 Pasifika (33%)

Year 8 - 1 Boy (6%); 1 Girl (8%); 0 Maori (0%); 0 Pasifika (0%)

In **Writing** the following number of students were below/well below the National Standard:

Year 7 - 3 Boys (23%); 1 Girl (7%); 1 Maori (14%); 2 Pasifika (67%)

Year 8 - 1 Boy (6%); 1 Girl (8%); 0 Maori (0%); 0 Pasifika (0%)

In **Mathematics** the following number of students were below/well below the National Standard:

Year 7 - 3 Boys (23%); 3 Girls (21%); 4 Maori (57%); 1 Pasifika (33%)

Year 8 - 1 Boy (6%); 2 Girls (16%); 1 Maori (20%); 0 Pasifika (0%)

Nga Puawai Target Students

Aim: To increase the number of Nga Puawai students who were below or well below Nga Whanaketanga in Korero, Panui, Tuhituhi and Pangarau in 2017 (Manawa taki, manawa āki) to be at or above the Nga Whanaketanga standard (Manawa ora/toa) by the end of 2018

2018 Demographic	Total	Boys	Girls	Less than One Full Year in Immersion (as at start of 2018)
Year 1-3 students	18	10	8	13 (3 new to immersion in 2018)
Year 4-6 students	14	7	7	5

23 of the 32 Nga Puawai students received Nga Whanaketanga judgements at the end of 2017

End of 2017 Nga Whanaketanga Data shows that:

15 students (7 boys, 8 girls) were below or well below standards for **Korero (Oral Language)**

15 students (9 boys, 6 girls) were below or well below standards for **Panui (Reading)**

18 students (10 boys, 8 girls) were below or well below standards for **Tuhituhi (Writing)**

7 students (3 boys, 4 girls) were below or well below standards for **Pangarau (Mathematics)**

What (Actions)	When (Timeframe)	Who (Led by)	Indicators of Progress
1.1 All students experience learning success			
Increase Learner Agency practices through: *Increased clarity of learning *Reduced locus of teacher control *Effective feedback	2-3 Staff and Syndicate Meetings per term	Vanessa Phillips, Senior Leadership Team	Students have greater ownership of their learning through an increased in their clarity of learning, changing the locus of control and respond to feedback Senior students are trained to be Peer Mediators supporting other students when dealing with undesirable behaviours KiVa programme delivered at all year levels
Review our shared understanding of what “progress” and “achievement” is	Term 2-3	Leadership team	Staff, board and key stakeholders will have a shared understanding of what we understand student achievement to be, with a clarity of focus about measuring student achievement and progress from 2019
1.2 Strengthen teachers’ capabilities; specifically cultural responsive practises, professional reflection and use of learner agency strategies			
Personalised Teacher Inquiry using the Teacher Capability Matrix to strengthen teacher practice on learner agency and culturally responsive practices across all aspects of the curriculum	Begin Term 1, Conclude Term 4	Syndicate Leaders	Teachers will increase personal knowledge and understanding of Learner Agency strategies Teachers will use Teacher Capability Matrix to set personal, professional goals and measure changes in practice Syndicate leaders will monitor and support development
Professional development for teachers to strengthen Māori and Pasifika student achievement	Staff and Syndicate Meetings throughout the year	Neil Sargisson, Vanessa Phillips, Jamie Marment	Teachers will have a good understanding of <i>Ka Hikitia, Tataiako, Pasifika Education Plan</i> and the implication of all of these on their professional practice and student achievement
Implement new <i>Kura Ahurea</i> programme in all mainstream classes	Start term 1. Throughout the year Review: Term 3	Jamie Marment	<i>Kura Ahurea</i> is implemented in all mainstream classes, resulting in an increased knowledge and use of tikanga and te reo Maori for students and teachers. Review of programme, including consultation with students and community
Review and implement a more robust appraisal system	Start term 1	Leadership Team	The appraisal process is clearly followed and well documented
1.3 Implement a total school curriculum that is relevant, inclusive, engaging and future focused			
Review of our school curriculum	Terms 2-3	Ailsa Webb, Gina Williams	Both <i>Te Marautanga o Aotearoa</i> and <i>NZ Curriculum</i> are reflected in our school curriculum document Review of learning with digital technology is done
Enhance learning opportunities through the school’s physical environment	Term 1	Syndicate Leaders	Students will contribute to redesign ideas of the school through the “Belonging” Inquiry unit

1.4 Identify and realise the particular imperatives of each syndicate			
<p><u>Nga Puāwai:</u> Establish clear pathways for NP students going into years 7-8</p> <p><u>Nga Kakano (year 1-2):</u> Transition to school Learning through discovery and play</p> <p><u>Nga Mahuri (year 3-4):</u> Developing learning independence</p> <p><u>Nga Tupuranga (year 5-6):</u> Strengthening learning independence</p> <p><u>Nga Rangatahi (year 7-8):</u> Strengthen student leadership within and beyond the school Closer relationships with local immersion schools</p>	<p>Term 1: Graduate Profile Progression Plans are written</p> <p>Terms 2-3: Plans enacted</p> <p>Term 4: Reviewed</p>	<p>Syndicate Leaders</p>	<p>Implementation plans for each syndicate are written and enacted Separate actions will be detailed in each plan and reviewed Strengthened relationships between syndicates Strengthened relationships between Nga Puawai and local Immersion schools</p>
<p>Resourcing Required The costs associated with these actions are covered in the yearly budget in curriculum, PD and staffing.</p>			

Strategic Goal 2: Strengthen our learning community

Wilford School has a unique, culturally and economically, diverse community. This brings a number of strengths and possibilities, but also provides additional challenges, especially around equity. There is good parental engagement with the opportunity to utilise these skills and support to enhance learning. There are a variety and range of learning resources and opportunities available within Petone and the wider community, which we will aim to incorporate in programmes to provide meaningful, contextual learning experiences for students. Our aim is to strengthen the relationship between the school and parents, whānau, iwi, local businesses and resources in order to provide meaningful learning for students.

What (Actions)	When (Timeframe)	Who (Led by)	Indicators of Progress
2.1 Better communicate to whanau our aims, programme and student progress			
Class/syndicate hui is a regular part of the school programme, to ensure that a clear, shared understanding of the school's vision, mission and values are held by all stakeholders	Once per term	Senior Leadership Team	Classes/Syndicates hold hui once per term inviting whanau and community to share school vision, students' learning, and provide opportunity for input into learning programmes
Investigate using Digital Portfolio of student work	Term 1	Vanessa Phillips	Teachers and students will be using <i>Seesaw</i> to share student work with parents/whanau
Review the the school's website/ school's use of social media	Term 2-3	Senior Leadership Team	Review of school's use of <i>Facebook</i> and other social media to communicate with the community
2.2 Strengthen our community based on equity and resources			
Confirm equity policy and ensure it is broadly understood in the community	Term 1	Board of Trustees	The Board has confirmed the Equity policy. It has been shared with our community. Feedback about it has been received as part of the review of the policy
2.3 Strengthen staff-student-whānau relationships			
Parent/community driven Māori and Pasifika community groups embedded and supported to deliver on their aspirations	Throughout the year	Ropu Tiaki Whanau, Pasifika parents - supported by Board and SLT	Ropu Tiaki Whanau and Pasifika community group meet regularly and there is clear, regular communication between the groups and the school School powhiri to be reviewed and strengthened Local Iwi are more engaged in school discussions, decisions and activities
Resourcing Required Hospitality, Koha			

Strategic Goal 3: Strengthen our teamwork and leadership

Strong leadership is essential in ensuring that a shared vision is held by all stakeholders (staff, board and community), the implementation of strategic plans, as well as supporting teachers to raise their capabilities and improve student achievement. The 2018 Leadership Team has a new Deputy Principal who is starting at the beginning of the year.

What (Actions)	When (Timeframe)	Who (Led by)	Indicators of Progress
3.1 Strengthen our Teamwork Effective team planning, assessment and moderation as a result of the new syndicate structure	Weekly throughout the year	Syndicate leaders, supported by Neil and Vanessa	Teachers share and moderate student achievement data and use this for collaborative planning Teachers will use the new <i>Standards for Teaching Profession</i> for annual attestation/appraisal
3.2 Strengthen our Management Team Professional training and support for the leadership team	Ongoing throughout the year	Neil and Vanessa	Induction of new DP into management team Funding for professional learning & support from external PLD provider for Principal and DPs around leadership Principal and leadership team have made gains using the <i>Leadership Matrix</i>
3.3 Strengthen our Board Members capabilities Undertake a skills analysis and professional development for Board members	Term 1	Board	Develop a needs plan based for individual board members Board members receive training around individual needs and identified portfolios
Resourcing Required The costs associated with these actions are covered in the yearly budget in curriculum, PD and staffing.			

Additional Strategic Projects for 2018-19

Develop a longer term vision for Wilford School

In line with Government long-term strategic thinking for education, the Board will aim to develop a long-term vision (20-30 years) for Wilford School

Review the meanings of the *Right to Education* at Wilford School including Inclusion and Equity

Increase the visibility of Wilford School in the community

Identify and utilise opportunities to strengthen the school's reputation and name in the local and wider community