



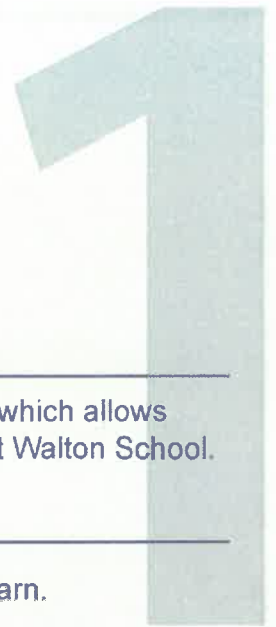
Walton School



2024 ANNUAL PLAN

SCHOOL NUMBER 2074

NGĀ RUATAKI STRATEGIC PRIORITY



ĀKONGA - THE LEARNER

Goal Ākonga to have a strong sense of belonging, identity, and hauora which allows them to thrive emotionally, physically, academically, and socially at Walton School.

What success will look like

- Every child feels successful in their own way and motivated to learn.
- Tamariki visibly happy to participate in classroom learning.
- At break times, tamariki are happy and having fun with friends, or respectfully participating in organised games.
- Kaiako are able to teach free of any anti-social or disruptive behaviour from any child.
- Our school culture is fun, vibrant and 'alive' with excitement.

How we will know we've achieved it

- Walton ākonga having positive relationships with their peers and kaiako (reflected in ākonga surveys & community survey).
- School wide OTJ data increasing from 2023 end of year results (termly).
- Priority Learners making accelerated progress over the duration of the year.
- High regular attendance by all tamariki.
- Minimal break time problems resulting in children on the 'blue seat'.
- Staff and tamariki feel safe to be themselves, and have a sense of belonging.

Tools of measuring success

- Ākonga survey (years 4-6)
- Termly OTJ data
- Term Two Community Survey
- Termly attendance results
- Classroom observations

Aligned with NELP One, Two, Three, Four, Five, & Six
Board Primary Objectives One, Two, Three, & Four



ANNUAL TARGET

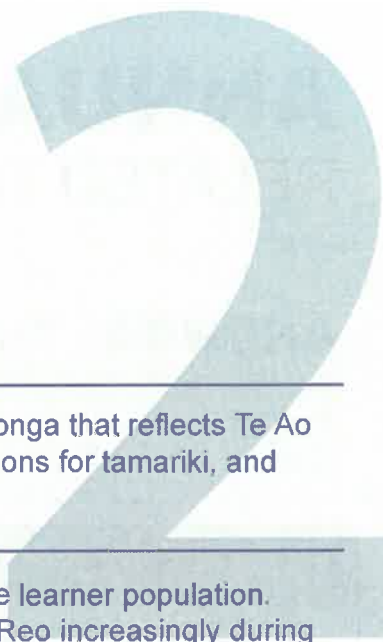
RELATED TO STRATEGIC PRIORITY 1

ĀKONGA - THE LEARNER

Target Goal Ākonga will use opportunities to share their 'voice', make academic progress and achievement, and feel proud of themselves and their identity.

Actions	Who is responsible	Timeframe	Means of measuring success
Continue gathering student voice through the regular surveys conducted with our Y4-6 tamariki, the Akonga Hauora Survey. This translates the 'intangible' into data, especially on information on maori inclusiveness from our maori tamariki.	Principal Kaiako BoT ERO	Terms 1-4	Principal to analyse feedback data and report to the BoT in terms 2, 3 & 4. Reports also shared with ERO Evaluative Partner.
Data of students with high and complex needs will be monitored and will provide information for next steps. Five BoT funded Teacher Aides within classes to support Kaiako to implement core learning programmes that raise student achievement & progress.	Principal Kaiako BoT Teacher Aides	Terms 1-4	Termly OTJ data.
Teachers will value diversity and provide opportunities for expressing and celebrating differences.	Principal Kaiako BoT Kaahui Ako Special Ed	Terms 1-4	Termly OTJ data. Annual reports Akonga Surveys
Kapa Haka uniforms for mana-enhancing and pride.	Whaea Lena Principal Kaiako Kaahui Ako	Term 4	Walton Kapa Haka uniform in action by EOY
When and where possible, teachers utilise student's prior knowledge and cultural experiences in their programmes.	Principal Kaiako	Terms 1-4	Akonga Survey Community Survey
Students will clearly understand their next steps in their learning progressions for reading, writing and maths through the use of their Ko Au Books.	Principal Kaiako BoT	Terms 1-4	Classroom observations. SLCs Term 2 & 4

NGĀ RUATAKI STRATEGIC PRIORITY



AKORANGA - THE LEARNING

Goal To develop an exciting and engaging curriculum for all ākonga that reflects Te Ao Māori, removes barriers to learning, attains high expectations for tamariki, and incorporates the aspirations of our community & whānau.

What success will look like

- We have equitable learning outcomes across our diverse learner population.
- Staff and tamariki learn and practice tikanga and use Te Reo increasingly during the school day.
- Māori whānau are engaged and contributing to our school's direction & success.
- Tamariki are engaged in a board, holistic school-based curriculum that aligns with the Ministry's curriculum refresh Te Mātaiaho.
- Coherence & consistency of teaching practices across the school.

How we will know we've achieved it

- Maintain level 4b of Te Reo Māori Learning and associated operational funding.
- Have 'unpacked' the new curriculum areas as they are released from the government. Reviewed them, and begun implementing them within our school-based curriculum.
- Kaiako moderations of writing samples and OTJs revealing a consistency in judgement across the school.
- A revised Walton School curriculum that incorporates new policies and approaches ('The Walton Way')

Tools of measuring success

- Ākonga survey (years 4-6)
- Termly OTJ data
- Term Two community survey
- Professional Growth Cycle (classroom observations and follow-up discussion/ goals)

Aligned with

NELP One, Two, Three, Four, Five, & Six

Board Primary Objectives One, Two, Three, & Four



ANNUAL TARGET

RELATED TO STRATEGIC PRIORITY 2

AKORANGA - THE LEARNING

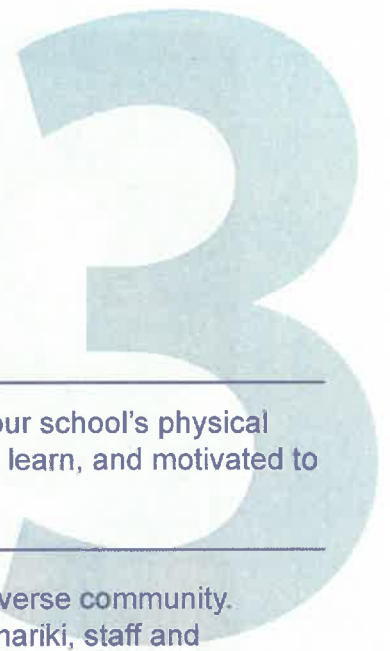
Target Goal To further build kaiako/teacher capability, confidence and knowledge of NZ Curriculum and its implementation as our localised school-based curriculum.

Actions	Who is responsible	Timeframe	Means of measuring success
Review and revise our Walton School Teacher Expectations to ensure we, as a teaching team, are aligned on what is expected of all teachers and what practices are non-negotiables (make a link to the doc)	Principal Kaiako	Term 1	Updated Expectations document. Classroom observations.
Review the current school-wide weekly timetable and redesign a new one to accommodate the new government policy of one hour per day for R,W,M. Communicate this with our community and implement new timetable by the start of Term Two.	Principal Kaiako BoT	Terms 1-2	Updated timetable in action Term 2.
A variety of resources will be used to implement a te reo programme aligned with levels 1 and 2 of Te Aho Arataki Marau mo te Ako I te Reo Maori – Kura Auraki, Curriculum Guidelines for Teaching and Learning te reo Maori in English – medium School.	Principal Kaiako Whaea Lena Frances Gillard (WsT)	Terms 1-4	Walton School progressions (draft) by the EOY
Navigate and develop a deep understanding of the NZ Curriculum Refresh (Te Mataiaho) and the understand-know-do structure of teaching and learning. This will be assisted through the use of two Teacher Only Days (dates) where we'll unpack Mathematics and Statistics and English curriculum areas.	Principal Kaiako BoT	Terms 2-4	Walton School Curriculum
Monitoring student attendance (termly) and identifying any tamariki with poor, irregular attendance. Contact made with whanau/parents and discussions held around how we can support the child's attendance.	Principal Kaiako BoT	Terms 1-4	Termly attendance reports from Ministry of Education

Actions	Who is responsible	Timeframe	Means of measuring success
Professional Growth Cycle: Leadership Team conducting observations with follow-up discussions throughout the year to grow teacher capability. Peer observations used to support individual teacher next steps.	Principal Kaiako	Terms 2-4	Classroom observations. Professional discussions at follow up meetings. Staff meetings.
Teachers are provided PLD to engage and become familiar with the curriculum refresh in English and maths.	Principal Kaiako	Terms 2-4	Staff meetings.
Exploring new maths approach in Rm7 with the intention of reviewing its effectiveness and potential for extending out to more classes for trial.	Principal Richelle Cossill (Rm7 & WsT)	Terms 1-4	Rm7 student data. Classroom observations.
Seedlings Programme for transitioning our 4-year old enrolments into school & Rm7 ECE promotion visits.	Principal Richelle Cossill (Rm7 & WsT)	Terms 1-4	Rm7 enrollment numbers.
Structured Literacy (BSLA) continued within rooms 5 & 7, and also awaiting the opportunity to have BSLA training for Year 2 & 3 kaiako.	Principal Richelle Cossill Paul Keogh	Terms 1-4	Rms 5&7 data analysis.
Student Led Conferences and written reports in Terms 2 & 4 to inform the community of progress and achievement against our Walton School Benchmarks.	Principal Kaiako BoT	Terms 2 & 4	Community Survey.
Writing samples completed twice per term, with teachers moderating 2-4 examples using Astle markers to continue to remain consistent across the school on our writing levelling.	Principal Kaiako	Terms 1-4	Writing moderation data.
Moderations at staff meetings by having kaiako taking turns to share where they believe a selected child is based on the evidence they have accumulated through formative and summative assessments. This is to ensure we, as a staff, are consistent in our OTJ levelling across the school.	Principal Kaiako	Terms 1-4	Termly OTJ data. Classroom observations.
Teachers to identify PLs within their class. Discussion at staff meetings of programmes being implemented and sharing of ideas on ways kaiako could improve their practice to address further identified PL needs.	Principal Kaiako	Terms 2-4	Staff Meetings. Classroom observations.
Detailed analysis of akonga working below and well below (Priority Learners) in Reading, Writing, and Maths and progress against sub-levels tracked through termly OTJs	Principal Kaiako	Terms 2-4	Termly OTJ data. Staff Meetings. Classroom observations.



NGĀ RUATAKI STRATEGIC PRIORITY



ĀHUATANGA ŌKIKO - THE PLACE

Goal To continue enhancing the functionality and appearance of our school's physical environment, so that we feel proud of our place, inspired to learn, and motivated to show our school SPIRIT.

What success will look like

- Welcoming environment that caters to the needs of our diverse community.
- Physical properties that are enjoyed and respected by tamariki, staff and community.
- Well maintained, clean, functional buildings that are fit for purpose.
- Visual signs of our school's vision and values to inspire positive learning.

How we will know we've achieved it

- Use of 5YA funding to target identified areas for improvement.
- Collaboration between the Board and PTA to fund additional areas or improvements that increase tamariki engagement, and/or increase sun safety.
- Children are immersed in play at break times by using our grounds and playing structures to full effect, which in turn continues to keep inappropriate behaviours and interactions to a minimum.

Tools of measuring success

- 5YA
- PTA meetings
- Ākonga survey (years 4-6)
- Community survey

Aligned with

NELP One, Three, & Five

Board Primary Objectives Two & Three



ANNUAL TARGET

RELATED TO STRATEGIC PRIORITY 3

ĀHUATANGA ŌKIKO - THE PLACE

Target Goal To further build kaiako/teacher capability, confidence and knowledge of NZ Curriculum and its implementation as our localised school-based curriculum.

Actions	Who is responsible	Timeframe	Means of measuring success
The school values and resilience will be taught through daily learning opportunities, and supported by Life Education. As well as looking into more new exterior signage to promote values and vision, with an emphasis on signage having a bi-cultural lens.	Principal BoT	Terms 2-4	Numer of student behaviour incidents. Community Survey Akonga survey
Establish an environment that supports and promotes quality play, sport and physical activity.	Principal Kaiako BoT	Terms 1-4	Akonga survey Community survey
Ensure the school is functional, safe and tidy through: -Purchasing and running of new school bus -Exterior painting plan begun -Developing sunshade areas - working as a collective (BoT, PTA, and seeking grants) - Commensing with 5YA projects (water and roof)	Principal BoT PTA Ministry of Education	Terms 1-4	Functioning, tidy, safe school.
Active promotion of school sporting and cultural events that bring our school community together in large numbers to further engage our whanau, parents, and friends.	Principal BoT PTA	Terms 1-4	Community attendance at events. Community survey.
Kaahui Ako challenges (transition and writing) And also the Kapa Haka Festival, along with the Y5&6 Ki o Rahi tournament.	Principal Richelle Cossill and Frances Gillard (WsTs)	Terms 1-4	Kaahui Ako achievement challenges.
At the Term Two SLC, the Board of Trustees will have the 2024 Annual Community Survey for whanau, parents, and community members to complete. This will provide feedback on our progress, as well as giving direction for 2025 annual plan.	Principal BoT	Term 2	Community feedback.



Signed:  _____

20th March 2024

Stu Muckle
Walton School Presiding Member

Signed:  _____

20th March 2024

Jeremy Kurth
Walton School Principal