




School Charter  
 Strategic and Annual Plan for  
 Whitiora School  
 2017 -2022  
 2019

Submission date to Ministry of Education: 1/3/2018		
	Principal's endorsement: <i>Paul Cooper</i>	Board of Trustees' endorsement: <i>Anika Going</i>

# Whitiara School CHARTER 2019 - 2022

## Introductory Section - Strategic Intentions

**Motto**

**To Thine Own Self Be True**

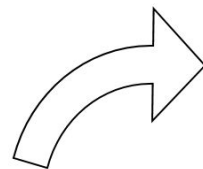
**Vision**



Whakapono ki a koe

**WHITIARA SCHOOL VISION**

**We are a community of empowered, connected learners making a difference with H.E.A.R.T.**



We have a strong team of caring, supporting, experienced professionals who want to see every child succeed

**Community**

We are exactly what our by-line states ...  
*"A great little school in the heart of the city".*

We provide additional resources to support children in their core reading, writing and maths learning



We have large lovely green grounds with a new modern innovative learning environment to support 21st Century learning.

**Empowered**

**Making a difference**

We see our extra-curricular programme of productions, EOTC Camps, and Enviro School initiatives as rich additions to our learning

We use the digital world as a wonderful support for learning



We have a one-stop education service for your family on the same site close to the centre of town

- Whitiara Kindergarten
- Whitiara School Years 1 to 8
- Before and After School Care from 7:30 to 8:30am and

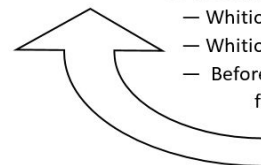
We provide authentic learning opportunities for children to explore, enjoy and grow through "I am ..." Inquiry Learning

**Connected Learners**

We provide additional support for our children who are learning English as a second language

We like working together with our families and seeing our parents and whanau in our school supporting their children in their learning

We are a multicultural school community who celebrate our New Zealand Maori and Pakeha bi-cultural heritage and also our different cultures and diversity.



Values



HEART

The Whitiora Learner has H.E.A.R.T.



Honest

Truthful  
Trustworthy  
Integrity  
Self Identity  
Confident

*Be true to yourself*



Engaged

Giving your best  
Collaborative  
Communicator  
Contributing  
Reflective

*Be there*



Attitude -

Responsible  
Resilient  
Resourceful  
Positive  
Passionate

*Choose your attitude*



Risk-taker

Creative  
Curious  
Courage  
Innovative  
Problem solver

*Play*



Thoughtful

Respectful  
Caring  
Encouraging  
Empathetic  
Generous

*Make their day*

**The Whitiora Learner H.E.A.R.T. :** The H.E.A.R.T. attributes are both learning and behaviour values and expectations we ascribe to. Our Whitiora H.E.A.R.T. embraces our school motto which dates back to 1919 and also the more recent Fish Philosophy of four interconnected practices by which we can build stronger relationships with the team members we work and learn with.

**H ~ Be True To Yourself:** A motto to live by - to be a person of integrity, to be able to stand up for what you know is right and to act on it. We all need people who we can trust and in turn we need to be a person who is honest and can be trusted by others.

**E ~ Be There:** When people need you, they need all of you. Setting aside distractions and judgments to be fully present is a sign of respect. It improves communication and strengthens relationships.

**A ~ Choose Your Attitude:** To actually choose how you respond to life, not just react, you must be intentional. When you get up, decide who you want to "be" today. Moment-to-moment awareness is key. Ask yourself throughout the day, "What is my attitude right now? Is it helping the people who depend on me? Is it helping me to be most effective?"

**R ~ Play:** You can be serious about your work without taking yourself so seriously. Play is a mind-set more than a specific activity. It allows you to throw yourself with enthusiasm and creativity into whatever you are doing, in a way that is natural, not forced. "Playing" with ideas helps you find solutions to everyday challenges.

**T ~ Make Their Day:** Simple gestures of thoughtfulness, thanks and recognition make people feel appreciated and valued. When you make someone else feel good, you feel good too.

## Principles



Our principles are based on research and deeply held beliefs on what is important for our learners in order to experience success in learning and to become competent learners and members of our society. They are:




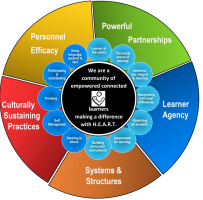
**The Key Competencies** (NZ Curriculum 2007) of effective learners which prepare them for their future.

- **Thinking.**
- **Using language symbols and texts.**
- **Managing Self.**
- **Relating to others.**
- **Contributing.**

**Whitiara School has adopted the 7 Principles of learning** (OECD 2016) that support success:

- **We place learners at the centre.** *Our learning environment recognises the learners as its core participants, encourages their active engagement and develops in them an understanding of their own activity as learners.*
- **We support the social nature of learning.** *Our learning environment is founded on the social nature of learning and actively encourages well-organised co-operative learning.*
- **We mobilize emotions which are integral to learning.** *Our learning professionals within the learning environment are highly attuned to the learners' motivations and the key role of emotions in achievement.*
- **We recognise and utilise individual differences.** *Our learning environment is acutely sensitive to the individual differences among the learners in it, including their prior knowledge.*
- **We stretch all students.** *Our learning environment devises programmes that demand hard work and challenge from all, but without excessive overload.*
- **We assess for learning (not just for formative purposes).** *Our learning environment operates with clarity of expectations using assessment strategies consistent with these expectations: there is a strong emphasis on formative feedback to support learning.*
- **We build horizontal connections across the curriculum and outside the classroom.** *Our learning environment strongly promotes "horizontal connectedness" across the areas of knowledge and subjects as well as to the community and the wider world.*

	<p>With these 7 Principles of Learning and the Key Competencies we aim to provide all students a variety in learning and the best learning opportunities across the full curriculum so as to develop each student as a whole learner:</p> <ul style="list-style-type: none"> <li>→ Purposefully building on prior learning and inquiry/passion learning.</li> <li>→ Encouraging, creativity, innovation, reflection, and excellence.</li> <li>→ Supporting without discrimination all students to have equity in learning and to achieve personal excellence.</li> <li>→ Involving family, whanau and community.</li> <li>→ Recognising, respecting and celebrating New Zealand's bicultural heritage within the reality of a multicultural community today.</li> </ul>
<p><b>Māori Dimensions and Cultural Diversity</b></p> <p>Whakapono ki a koe</p> 	<p>At Whitiora we acknowledge and celebrate the bi-culturalism of our Whitiora community and of our Waikato - Tainui rohe by providing opportunities for learning Te Reo Māori, Tikanga Māori and Cultural Diversity in meaningful contexts.</p> <ul style="list-style-type: none"> <li>● We acknowledge the unique place of Māori as tangata whenua and Aotearoa's bi-cultural origins.</li> <li>● We actively acknowledge and act upon the implications of the Treaty of Waitangi</li> <li>● Acknowledge Tainuitanga and mana whenua by establishing and sustaining a rich link relationship with Iwi- Tainui and local Hapu- Ngaati Wairere/ Ngaati Mahanga with active interaction on and off the school site.</li> <li>● Identify strengths and expertise within our COL He Waka Eke Noa and our wider school community, and use these to foster culturally supportive practices and pedagogy for all learners.</li> <li>● Providing opportunities for tamariki to connect with their own identity as Māori through rich learner focused learning programmes that emanate out of te Ao Māori and te Ao Pakeha</li> <li>● Te reo Māori me ōna tikanga is taught school wide at Level 4</li> <li>● Provide in-school support and resources to further enhance inclusion of te reo and tikanga Māori within the learner's classroom.</li> <li>● Establish authentic relationships and partnerships with tamariki and their whānau</li> <li>● Consult whānau, hapu and the wider community to develop plans and targets in tikanga me te reo Māori and report on the progress and achievement of students</li> </ul>

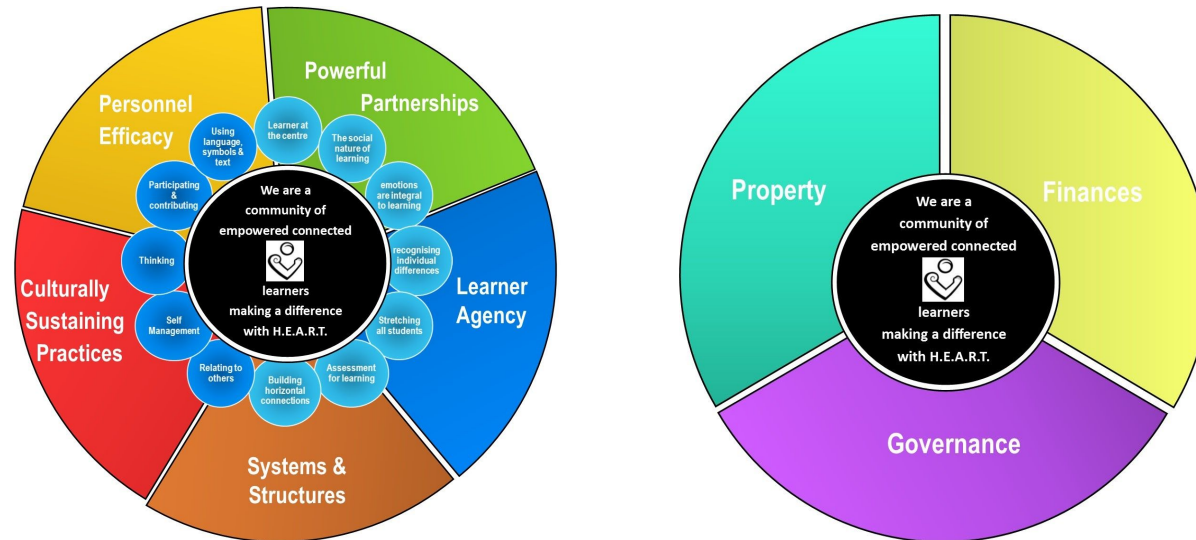
	<ul style="list-style-type: none"> <li>Establish a reo rua class that will provide the tamariki and their whānau opportunities to develop their confidence and competence in Te Ao Māori and Te Ao Pākehā by learning through te reo Māori me ōna tikanga at Level 1.</li> </ul>
<p><b>Students' Learning</b></p> <p>...</p> <p><b>School Context</b></p>	<p>Whitiara School is an inner city school without the usual suburban living neighbourhood. Instead many families live in apartments or motel units, some arriving new to the country or city others in emergency housing. All appreciate the large park like grounds of the school on the weekends.</p> <p>The Whitiara School community is made up of a diverse range of cultures and ethnic backgrounds which add a richness to school life and learning. At the end of 2019 43% of our students were Maori, 36% Migrant or English as a Second Language, and 13% other.</p> <p>Due to patterns of inner city living and emergency housing in 2019 the school experienced extremely high levels of transience overall (136 enrolments and 113 departures with a roll of 243 or 102% rotating transience, 68% of students were at school for the full year)</p>
<p><b>Student Progress</b></p> 	<p>Student progress in learning will be fostered through:</p> <ul style="list-style-type: none"> <li><b>Efficacy:</b> Building teacher / leader capabilities through collaboration, Teaching as Inquiry, and effective teaching and learning so that they are best able to plan and deliver an effective learning programme for all students in our Innovative Learning Environment. Utilising the full range of learning evidence and assessment to inform planning of the learning programme and identifying next steps in learning, as well as supporting all students to collaboratively set learning goals.</li> <li><b>Agency:</b> Growing learner agency through our Whitiara H.E.A.R.T. expectations and establishing and nurturing strong relationships, sense of identity, partnership, voice and ownership of learning. Providing learning experiences through “I am ... “ Inquiry Learning that encourage independent research, collaborative learning and making choices.</li> <li><b>Powerful Partnerships:</b> Recognising and strengthening powerful connections and transitions with parents, whanau, community and other organisations. To support parent and whanau involvement in learning as resource people, as well as through collaborative goal setting, working alongside and encouraging their children in “I am ...” Inquiry Learning and Mahi Challenges.</li> <li><b>Culturally Sustaining Pedagogies and Practice:</b> Utilizing culturally sustaining pedagogies and contexts for learning, and so developing students who are culturally responsive relational learners with H.E.A.R.T. attributes - through</li> </ul>

	<p>deliberate acts of teaching and modeling, and upholding the H.E.A.R.T. school virtues and expectations for behaviour and learning.</p> <ul style="list-style-type: none"> <li>● <b>Systems &amp; Structures:</b> To develop systems, structures and organisation that support deliberate actions and sustainability of practices and pedagogy which will bring about the successful achievement of the Annual Plan Goals.</li> </ul>
<p><b>School Organisation and Structures</b></p>	<p><b>Whitiora School</b>, one of the three oldest schools in Hamilton and was founded in 1919. The school has large grounds with a number of mature oak trees. The school is organised into junior, middle and senior syndicates located in three Innovative Learning Environment (ILE) Learning Centres - Kowhai (Years 1-2), Totara (Years 3-5), Rata (Years 6-8). The school has new ILE buildings which house Kowhai and Totara Learning Centres. Rata Learning Centre is located in the main Admin block has been recently upgraded to an ILE environment.</p> <p><b>Whitiora School is governed by a Board of Trustees</b> charged with making governance decisions supporting the learning achievement of all students. The Board meets nine or ten times in a year. The Board annually approves a Charter, Strategic Plan, and Annual Plan with Targets which are submitted to the Ministry of Education. Board of Trustees Policies are maintained on a three year review cycle. Board policies guide the appointments processes and the appointment of staff under the guidelines and expectations of the Vulnerable Children's Act.</p> <p><b>The Board of Trustees</b> employees the Principal to lead the school and bring about the vision of the school. The Principal, teachers and staff are committed to participate in professional training as needed in order to be able to provide quality professional services necessary to bring about the school vision and support the best possible student learning.</p> <p>The Board of Trustees is also responsible for a) Whitiora School hosting the Whitiora <b>RT:Literacy Cluster</b> comprising of two RT:Lit teachers who work with teachers across 44 schools, and b) running an <b>Out of School Care (OSCAR) programme</b> for the school community both before and after school and on holiday breaks.</p> <p><b>Whitiora School has a leadership team</b> that consists of the principal, deputy principal, team leaders of the learning centres and 2 within school community of leaders. The purpose of the leadership team is to ensure high standards of teaching and learning at all year levels. This is done collaboratively where the team reflects, reviews and evaluates the teaching and learning strategies happening in each learning centre and making improvements where needed. The leadership team also promote the general progress and well-being of teachers and students.</p> <p><b>Whitiora School will establish a reo rua class in 2020.</b> The reo rua is another avenue for tamariki of Whitiora to connect with their identity as Māori. There will be a strong emphasis on fostering te reo and tikanga Māori with the reo being taught 80% to 100% of the time in the classroom. This will be catered through learning contexts that is based around Tainuitanga and providing learning programmes that cover all curriculum areas encompassing both te Ao Māori and te Ao Pākehā.</p>

	<p><b>Property development</b> and maintenance is guided by a current 10YPP and 5YP property plan and budget which is prepared after consultation with the school community and in conjunction with the Ministry of Education property services. Health and Safety standards are ensured through the Board of Trustees monitoring safety systems which include checking of the Health and Safety Register each time it meets. The professional services of an independent chartered accountant are used to prepare monthly financial accounts and are reported at each monthly meeting of the Board of Trustees. The Chartered Accountant also holds and updates the school Asset Register.</p>
<p><b>Review of Charter and Consultation</b></p>	<p><b><u>Collaboration:</u></b> Whitiora School has relationships with -</p> <ul style="list-style-type: none"> <li>- PTA &amp; Friends of Whitiora Committees</li> <li>- OSCAR Out of School Care</li> <li>- Local Hapu - Ngāti Wairere/ Ngāti Mahanga</li> <li>- North West Hamilton Schools Community of Learning (COL)</li> </ul> <p><b><u>Communication:</u></b> - communication occurs through -</p> <ul style="list-style-type: none"> <li>- Regular newsletters, School Website, School Facebook, and School app.</li> <li>- Student Parent Learner Conferences - Terms 1,2,3 with documentation for each conference</li> <li>- Parental involvement in learning programmes, Mahi Challenges, cultural festivities, sporting and special events</li> </ul> <p><b><u>Consultation:</u></b> Whitiora School consults by -</p> <ul style="list-style-type: none"> <li>- reporting information and voice gathering (students and whanau)</li> <li>- scheduled to occur annually in Term 1 &amp; 4</li> <li>- and involves Parents of targeted different communities (Maori, Pacific, Asian, Other)</li> </ul> <p><b><u>Review of Charter and Strategic Plan</u></b></p> <ul style="list-style-type: none"> <li>- This will be reviewed annually and will involve Parents, Staff and Students</li> <li>- A community will review on an annual schedule <ul style="list-style-type: none"> <li>- and will involve the Board of Trustees and selected focus groups (eg. Maori Community, local Hapu, Pacific Community, Asian Community)</li> </ul> </li> </ul> <p><b><u>This Charter and Strategic Plan</u></b> was developed through a consultative process with Board of Trustees representing the views of different community groups.</p>



# Whitiora School STRATEGIC PLAN 2019



**KEY:** COL = Community of Learning; TE = Teacher Efficacy; SA = Student Agency; WE = Whanau Engagement; NZC = New Zealand Curriculum; CS = Community of Learning Strategy; TOD = Teacher Only Day; E = ERO focus; PTA = Parent Teacher Association; ECE = Early Childhood Education; SAF = Student Achievement Facilitator; TAI = Teaching As Inquiry; PB4L = Positive Behaviour for Learning; PL = Professional Learning; PLD = Professional Learning & Development.

## Strategic Goals

## Core Strategies for Achieving Goals 2017 - 2022

It is noted that Whitiora School is an inner city school without the usual suburban living neighbourhood. Instead many families live in apartments or motel units and enjoy the large park like grounds of the school during the weekends. The Whitiora School community is made up of a diverse range of cultures and ethnic backgrounds which add a richness to school life and learning. At the end of 2019 45% of our students were Maori, 40% Migrant or English as a second language, and 15% NZ Pakeha. Due to patterns of inner city living and emergency housing 2019 experienced extremely high levels of transience overall (136 enrolments and 113 departures with a roll of 243 or 114% rotating transience) although it should be noted that 167 (68%) students were stable in the school - i.e. were enrolled in the school from at least 15 February 2019 or before, through to the end of the year.

**Baseline Data or School Context**

WRITING	2017 (180)				AT & AB	2018 (181)				AT & AB	2019 (243)				AT & AB	2020				AT & AB	Target
	WB	B	At	Ab		WB	B	At	Ab		WB	B	At	Ab		WB	B	At	Ab		
<b>ALL</b> 2017 = 180 2018 = 181	36 (20.0 %)	104 (57.8 %)	36 (20.0 %)	4 (2.2 %)	40 (22.2 %)	25 (13.8 %)	97 (53.6 %)	56 (30.9 %)	3 (1.7 %)	59 (32.6 %)	77 32 %	104 43 %	54 22 %	8 3 %	62 (25 %)						
<b>Maori</b> 2017 = 75 2018 = 84	13 (17.3 %)	49 (65.4 %)	13 (17.3 %)	0 (0 %)	13 (17.3 %)	12 (14.3 %)	51 (60.7 %)	20 (23.8 %)	1 (1.2 %)	21 (25.0 %)	42 37 %	50 44 %	18 16 %	3 3 %	21 (9%)						
<b>Pasifika</b> 2017 = 31 2018 = 20	12 (38.7 %)	16 (51.6 %)	2 (6.5 %)	1 (3.2 %)	3 (9.7 %)	6 (30.0 %)	11 (55.0 %)	3 (15.0 %)	0 (0.0 %)	3 (15.0 %)	13 33 %	15 38 %	10 26 %	1 3%	13 (29 %)						
<b>ESOL</b> 2017 = 81 2018 = 80	19 (23.5 %)	42 (51.8 %)	18 (22.2 %)	2 (2.5 %)	20 (24.7 %)	12 (15.0 %)	38 (47.5 %)	29 (36.3 %)	1 (1.3 %)	30 (37.5 %)	22 33 %	25 38 %	18 27 %	1 2%	19 (29 %)						
<b>Male</b> 2017 = 91 2018 = 88	26 (28.6 %)	51 (56.0 %)	14 (15.4 %)	0 (0 %)	14 (15.4 %)	16 (18.2 %)	53 (60.2 %)	18 (20.5 %)	1 (1.1 %)	19 (21.6 %)	48 42 %	52 45 %	14 12 %	1 1%	15 (13 %)						
<b>Female</b> 2017 = 89 2018 = 93	10 (11.2 %)	53 (59.6 %)	22 (24.7 %)	4 (4.5 %)	26 (29.2 %)	9 (9.7 %)	44 (47.3 %)	38 (40.9 %)	2 (2.1 %)	40 (43.0 %)	29 23 %	52 41 %	40 31 %	7 5 %	47 (36 %)						

<b>Students' Learning</b>	COL TE	Primary Focus	<ul style="list-style-type: none"> <li>- Professional Learning (PL) to raise teacher capability, effectiveness and efficacy.</li> <li>- Utilising the Appraisal Processes to ensure accountability of implementation of Teacher PL in writing and curriculum delivery using student inquiry/passion learning.</li> </ul>
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<b>Progress Targets</b>		... Literacy Writing - raise by at least 5% each year from 2017 to 2020	<ul style="list-style-type: none"> <li>- Collaboratively plan as a school community to strengthen student learning across the curriculum including writing focusing on: <ul style="list-style-type: none"> <li>- Educationally Powerful Connections With Families And Whanau</li> <li>- Culturally Intelligent, Inclusive Learning Environments</li> <li>- The identified target group is 'ALL students achieving BELOW in WRITING'</li> </ul> </li> <li>- (E) Strengthen the school's action plan utilising existing Targeted Action Plans for priority learners placing greater and more specific emphasis on <ul style="list-style-type: none"> <li>- more specific targets focused on priority (and at risk) learners in each learning centre</li> <li>- the expectation for accelerating learning for identified priority (and at risk) learners.</li> <li>- alignment of Teacher and Learning Centre Action Plans goals and targets with overall school targets.</li> </ul> </li> </ul>
	COL TE	<p>Maintenance focus</p> <p>... Literacy Reading - raise by at least 5% each year from 2017 to 2020</p> <p>... Mathematics - raise by at least 5% each year from 2017 to 2020</p>	<ul style="list-style-type: none"> <li>- Continue tracking of student achievement data with targets set for accelerating progress through the 'Targeted Action Plan' in Reading for priority students.</li> <li>- Support with PL for individual teachers as identified through their focus for Teaching As Inquiry</li> <li>- Continue tracking of student achievement data with targets set for accelerating progress through the 'Targeted Action Plan' in Maths for priority students.</li> <li>- Support with PL for individual teachers as identified through their focus for Teaching As Inquiry</li> </ul>
<b>Personnel Efficacy</b>		Staff Wellbeing	<p>Wellbeing will be supported through</p> <ul style="list-style-type: none"> <li>- teaching and implementing Pause Breathe Smile strategies</li> <li>- PB4L and HEART being consistently taught across all LCs</li> <li>- provision of PL to support efficacy</li> </ul>
	COL TE	To raise <b>Teacher Efficacy</b> to strengthen and accelerate student learning	<p>(E) To Strengthen Teacher Efficacy the focus will include:</p> <ul style="list-style-type: none"> <li>- To nurture individual and collective teacher confidence</li> </ul>




- PLD delivery focus which supports each teacher and each Learning Centre to implement the school first tier priority of:
  - Inquiry/Passion Learning
  - Effective structures and pedagogy for ILE environment
  - Growth Mindsets and Future focused learning & Competencies for 21st Century Learners
  - Writing
  - Wellbeing - Pause Breathe Smile
  - Leadership support
  - Teaching as Inquiry using the Spiral of Inquiry model


Explore and develop future focused learning pedagogies and systems to support learners. i.e. inquiry, research based action, coherent conceptual curriculum, TAI, technology (CS).

- Strengthen and refine Teaching as Inquiry across schools, and utilise these models to enhance ako (CS).
- Appraisal processes and expectations support:
  - Teachers evidencing Practicing Teacher Criteria
  - Teachers advancing student learning by reflecting on their own practice. This is a collaborative process using the Spiral of Inquiry model. Goals created by teachers through the inquiry process will connect with the & principles of learning and the schools Annual Plan Goals
  - Review on an individual teacher by teacher basis the implementation of strategies to strengthen Teacher Efficacy

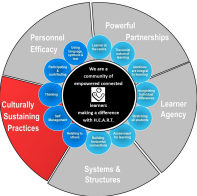
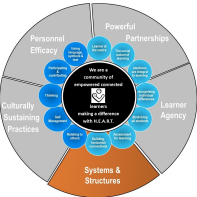
Facilitate Professional Learning Groups with all stakeholders (teachers, leaders, students) (CS).

- (E) Quality assurance of the effectiveness of the implementation of strategies to Strengthening Teacher Capability to occur through the collaboration of Learning Centre Teams and School Leadership
  - Leadership observation of teaching practice

			<ul style="list-style-type: none"> <li>- to include reviewing of the putting into practice:             <ul style="list-style-type: none"> <li>- the agreed expectations for professional practice</li> <li>- the PLD skills taught</li> <li>- PLD Reports - points learned; what applied; benefits for priority learners</li> </ul> </li> </ul>
		Utilise strengths across the COL to support growth of professional understanding and development of skills and practice.	Utilise the strengths across the CoL to foster culturally responsive practices, incorporating key documents such as Tataiako (CS).
	Understand the process of complex change, and provide support as necessary (CS).		
	Utilise the strengths across the CoL to foster Tikanga, and Tau Mai Te Reo (CS).		
<p style="text-align: center;"><b>Learner Agency</b></p> 	COL LA	Learner Wellbeing	<p>Wellbeing will be supported through</p> <ul style="list-style-type: none"> <li>- teaching and implementing Pause Breathe Smile strategies</li> <li>- PB4L and HEART being consistently taught across all LCs</li> <li>- Learning Through Play</li> </ul>
	COL SA TE	Raise levels of independence and collaborative skills to support learner agency	Facilitate opportunities for learners to manage and own their learning and increase awareness of time management
	COL SA TE	Implement a culturally responsive curriculum delivery that supports student interest and passions as well as student agency, and which is responsive to student voice (SAF capabilities 1&2).	<p>Student Inquiry/Learning through Play become the main learning approach with authentic, culturally responsive learning foci that are identified in collaboration with students</p> <p>To investigate what deep, meaningful learning for students looks like - eg. student directed / initiated, project based learning, inquiry learning, tangible outcomes, conceptual curriculum design (CS).</p>

			<p>Explore and develop opportunities for students to articulate their authentic learning i.e voice, reflection, learning progressions, literacy / numeracy progressions (in kid speak), national standards, curriculum levels (CS).</p> <p>To provide a rich curriculum that enables our students to demonstrate cultural competence/intelligence (CS).</p>
	COL SA	Raise awareness of a Whitiara School identity and the sense of belonging to the Whitiara School community.	<p>Support student engagement through the implementation of H.E.A.R.T. across the school to support the Whitiara Learner and Behaviour expectations.</p> <ul style="list-style-type: none"> <li>- Visual graphic reminders and signage</li> <li>- resources supporting in-class focus on the HEART of the Whitiara Learner</li> </ul> <p>Develop opportunities for learners to know themselves as a learner by exploring values, connectedness, principles and competencies to build capacity for lifelong learning, i.e growth mindset, learning to learn (CS).</p> <p>Value student identity, language &amp; culture to build strong inclusive relationships (CS).</p>
	COL SA	Student Voice	Explore opportunities for capturing student voice, to authentically inform planning, teaching, learning and curriculum design, learning environment which meets their needs.
	COL SA	Develop Student Leadership	Grow and develop student leadership / mentoring across the CoL (CS).
<p><b>Powerful Partnerships</b></p> 	COL WE SA	Strengthen and continue to encourage the role of whānau and parents as active partners in their children's learning. (SAF capabilities 2)	<p>Establish a clear understanding of the school - parent relationship expectations at enrolment.</p> <p>Review and update documentation outlining the parent/school relationship. This relationship expectation will be provided to parents to be signed at their child's enrolment.</p> <p>Attendance Levels raised to it be identified with parents and attendance target goals and report on these each term</p> <p>Use newsletters to keep parents up to date on school and Learning Centre progress through digital and paper information sources especially utilising the Whitiara School App</p>

			<p>Provide opportunities for our school to look at different models of whanau engagement and connections (CS).</p> <p>Develop meaningful, learner centred relationships with all community stakeholders (CS).</p> <p>To provide opportunities for parents and whanau to positively participate in their child's learning (CS).</p> <p>(E) We acknowledge the role of whanau and parents as active participants in their children's learning and work to strengthen this through:</p> <ul style="list-style-type: none"> <li>- Collaborative target and goal setting once a term in student parent and teacher conferences</li> <li>- Involvement as resource people in student Inquiry Learning</li> <li>- Providing cultural expertise for students in learning opportunities / lead cultural groups</li> <li>- Supporting the student's completion of the Mahi Challenge each year</li> <li>- Involvement in school special events and celebrations</li> <li>- Gather cultural stories for the region</li> <li>- Make continued use of digital social media</li> <li>- ongoing inquiry of our Maori Community to support understanding of identity, belonging, aspirations and active involvement in their children's learning</li> <li>- Implement planned regular consultative hui with all school ethnic groups</li> </ul> <p>Explore the research and support material with regard to developing powerful connections with parents / whanau, whilst maintaining the mana of each school i.e. ruia tool, <a href="#">ERO: Educationally Powerful Connections with Parents and Whānau report</a> (CS).</p> <p>Establish a working relationship with Waikato Tainui, as part of their educational strategy. Support and be supported by the <a href="#">Waikato Tainui Education Strategy</a>, Whakatupuranga 2050 (CS).</p>
<p><b>Culturally Responsive Practices</b></p>		<p>To value diversity; and validate culture, language and identity.</p>	<p>a) <b>To maintain and deepen a shared understanding of culturally responsive practice:</b> Develop a shared understanding of what culturally responsive practice is.</p> <p>b) <b>Maintain culturally responsive practices</b> that will continue to foster culturally responsive practices and pedagogies for all learners</p>

			<p>c) <b>Culturally responsive Inquiry Learning contexts:</b> PLD focusing on Inquiry Learning, and culturally responsive contexts of learning and pedagogy.</p> <p>d) <b>Acting on the implications of the Treaty of Waitangi:</b> Actively acknowledge and act upon the implications of the Treaty of Waitangi, e.g. foster Tikanga, Te Reo Maori, Mana Whenua, Tainuitanga.</p> <p>e) <b>Culturally responsive to all cultures:</b> Explore new ways to acknowledge and celebrate the different cultures within our school.</p> <p>f) <b>Support strengthening skills and increased use of Te Reo Maori across the school:</b> Provide professional learning development opportunity in Te Reo Maori. Providing opportunities both outside and within LCs for increased use of Te Reo Maori.</p> <p>g) <b>Growing culturally responsive relational learners:</b> Support with PLD, build resources, and implement as part of Inquiry Learning H.E.A.R.T. teaching and expectations in order to grow empathy and culturally responsive learners. Extend reporting to include H.E.A.R.T. attributes.</p>
<p><b>Systems &amp; Structures</b></p> 	<p>COL TE</p>	<p>School leadership and organisation will support the school, Wellbeing, Growth Mindset and ILE collaborative ethos and identity</p>	<ul style="list-style-type: none"> <li>- LC organisation will support Growth Mindset thinking, Inquiry/Passion Learning and Learning Through Play, Wellbeing, and collaborative practices and pedagogy, combining with effective use of the ILE environment</li> <li>- (E) Develop shared and agreed understanding of effective teaching practices most likely to raise achievement and accelerate progress.</li> </ul>
	<p>COL TE SA WE</p>	<p>Promote effective transitions at all levels</p> <ul style="list-style-type: none"> <li>- ECE to Primary to High School</li> <li>- and smooth transitions Primary to Primary for transient students</li> </ul>	<p>Develop relationships with contributing ECEs by providing information around the CoL achievement challenges (CS).</p> <p>Share and develop transition to school programmes, incorporating aspects of Te Whariki, and explore the links between Te Whariki and NZC (CS).</p> <p>Develop seamless transitions across our schools - including transience within the year, ECE - primary, primary - intermediate, year 7 and 8 - secondary, secondary - tertiary/workplace, mentoring and support programmes for new students. i.e. Look at data / profile sharing processes regarding students transitioning (CS).</p>

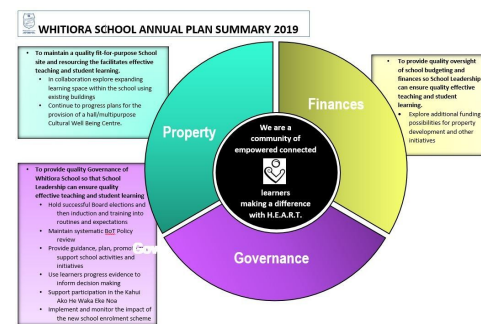
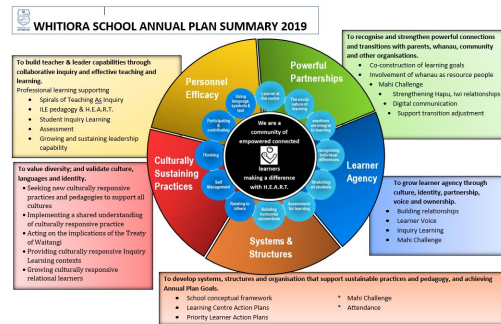


		and for teachers entering the school	Contribute and/or participate in the promotion of effective induction programmes for new staff (CS).
<p><b>Governance</b></p>	COL WE	Board of Trustees are committed to promoting and providing quality governance that creates and continuously supports the school vision and that aims to improve overall student achievement.	<p>Provide governance that will make decisions based upon evidence (results, reviews of staff, community and student voice) supporting the school vision and student achievement.</p> <ul style="list-style-type: none"> <li>- All BoT members participate in regular NZSTA training</li> <li>- Support participation in the Community of Learning (COL)</li> <li>- Continue annual working through Three Year Cycle of Policy Review ensuring policies support student learning and teachers fulfilling their responsibilities.</li> <li>- Support and encourage the development of the new “Whitiara PTA - Whanau and Friends” as a means of increasing parent involvement</li> <li>-</li> </ul>
<p><b>Property</b></p>	COL TE SA	Utilise the school buildings for maximum effect for student learning	<ul style="list-style-type: none"> <li>- Support property development to support student learning and the meeting the expansion of learning space to meet the needs of roll growth <ul style="list-style-type: none"> <li>- Carry out upgrade maintenance of furniture as required.</li> <li>- Establish a space to support cultural and whanau engagement.</li> <li>- Further develop the Enviro Gardens to support student learning.</li> <li>- Establish a space for learning outside the Learning Centre (pagoda)</li> <li>- Establish Reo Rua</li> <li>- Utilise the 2019 MoE allocation of 4 new classrooms to construct additional ILE learning space</li> </ul> </li> <li>- Review Hazard Safety identification practices</li> </ul>
<p><b>Finance</b></p>	COL TE SA	Utilize school finances for maximum effect for student learning	<ul style="list-style-type: none"> <li>- Set budget allocations to support student learning.</li> <li>- Proactively support identified initiatives.</li> <li>- Utilise MoE allocated funding to <ul style="list-style-type: none"> <li>- 5YA ... establish Reo Rua</li> <li>- 2019 MoE allocation of 4 new classrooms ... to construct additional ILE learning space</li> </ul> </li> </ul>





# Whitiora School Annual Target and Annual Plan 2019





# WHITIORA SCHOOL ANNUAL PLAN SUMMARY 2019

**To build teacher & leader capabilities through collaborative inquiry and effective teaching and learning.**

Professional learning supporting

- Spirals of Teaching <sup>and</sup> Inquiry
- ILE pedagogy & H.E.A.R.T.
- Student Inquiry Learning
- Assessment
- Growing and sustaining leadership capability

**To value diversity; and validate culture, languages and identity.**

- Seeking new culturally responsive practices and pedagogies to support all cultures
- Implementing a shared understanding of culturally responsive practice
- Acting on the implications of the Treaty of Waitangi
- Providing culturally responsive Inquiry Learning contexts
- Growing culturally responsive relational learners



**To recognise and strengthen powerful connections and transitions with parents, whanau, community and other organisations.**

- Co-construction of learning goals
- Involvement of whanau as resource people
- Mahi Challenge
  - Strengthening Hapu, Iwi relationships
  - Digital communication
  - Support transition adjustment

**To grow learner agency through culture, identity, partnership, voice and ownership.**

- Building relationships
- Learner Voice
- Inquiry Learning
- Mahi Challenge

**To develop systems, structures and organisation that support sustainable practices and pedagogy, and achieving Annual Plan Goals.**

- School conceptual framework
- Learning Centre Action Plans
- Priority Learner Action Plans
- \* Mahi Challenge
- \* Attendance

**Annual Improvement Plan - Domain: Learning - Writing**

**Strategic Goal** Primary Focus ... **Literacy Writing** - raise AT and Above by at least 5% 2017 to 2022  
 (This aligns with our Community Of Learning (COL) National Standards Target)

... 2019 Target increased to raise At and Above by at least 5%

**Annual Goal**

Goals in:

- Teacher Efficacy
- Learner Agency
- Powerful Partnerships
- Culturally Support Practices
- Organisational Structures - tracking attendance

will support achieving of the Annual Targets

Students achievement in Literacy Writing OTJ At or Above Levels will be increased by at least 5%

The 2019 Target is that at least 5% (12) students will achieve Accelerated Progress \*

\* Accelerated Progress: - will be achieved by those students who make more than a years progress in a year. Progress will be calculated against the expectations of the NZ Curriculum Writing progressions.

**Annual Target** At the end of the year the

2019 All Student Target is that at least 5% (12) students will achieve Accelerated Progress \*

**Target Students will achieve Accelerated Progress**

Maori Below those achieving Well Below - will be reduced by 5% (4)  
 those achieving At or Above - will increase by 5% (2)

Pasifika Below those achieving Well Below - will be reduced by 5% (1)  
 those achieving At or Above - will increase by 5% (1)

ESOL Below those achieving Well Below - will be reduced by 5% (3)  
 those achieving At or Above - will increase by 5% (1)

Boys Below those achieving Well Below - will be reduced by 5% (4)  
 those achieving At or Above - will increase by 5% (2)

Girls Below those achieving Well Below - will be reduced by 5% (3)  
 those achieving At or Above - will increase by 5% (3)

All Below Students those achieving Well Below - will be reduced by 5% (7)  
 those achieving At or Above - will increase by 5% (5)

### **School Context data 2019**

Whitiara School student body are in February = 233 in total - Boys = 49.35% (115) and Girls = 50.65% (118).

in December = 243 in total - Boys 115 boys and Girls 128

The ethnic breakdown is: Maori = 108 = 46.4%, European = 34 = 14.6%, Polynesian = 28 = 12.0%, Asian = 55 = 23.6%, Other = 8 = 3.4%

Within these are 73 ESOL students = 31.3%

Kowhai LC -Year 1,2 = 59 , Totara LC -Year 3,4,5 = 97 , Rata LC -Year 6,7,8 = 77,  
Yr1 = 30; Yr2 = 29; Yr3 = 36; Yr4 = 33; Yr5 = 28; Yr6 = 35; Yr7 = 25; Yr8 = 17

**Transience** is made up of new arrivals to the city taking up temporary accommodation in the inner city and also emergency housing families accommodated in nearby motels - many are in the school for only a term. ). Due to transient patterns of inner city living and emergency housing in 2019 Whitiara School experienced extremely high levels of transience overall (136 enrolments and 113 departures with a roll of 243 or 114% rotating transience. It is also noted that clean data shows that 167 students were stable in the school - i.e. were enrolled in the school from at least 15 February 2019 or before, through to the end of the year i.e.  $167/243 = 68\%$  stable.

### **Analysis of Student Learning Progress**

Due to a high level of transience raw data - cannot be used meaningfully to make comparisons from beginning to end of year (see note above)

### **Clean data shows the following Student Learning Analysis:**

#### **At and Above student shift target of 5% increase in each of the curriculum areas of Writing, Reading, and Maths:**

##### Overall All Students

Writing saw progress slip -4% (7) Targets were achieved for Reading +5% (8), and Maths +10% (17).

##### Maori students

Writing saw progress stay the same, and there was progress in Maths +4% (3) Targets were achieved for Reading +26% (19),

##### Pasifika students

Writing saw progress slip -8% (2) Targets were achieved for Reading +7% (2), and Maths +15% (4).

##### ESOL students

Writing saw progress slip -11% (6) Targets were achieved for Reading +17% (10), and Maths +12% (7).

Boy students

Writing saw progress slip -11% (10) Targets were achieved for Reading +6% (5), and Maths +10% (8).

Girl students

Writing saw progress of +2% (2) Targets were achieved for Reading +6% (5), and Maths +11% (9).

**An additional target identified for Writing at the start of the year focused on shift of students achieving Well Below**

Overall All Writing Well Below shift exceeded the target of 5% There was a reduction of 12% (19 students)

Maori students Well Below shift exceeded the target of 5% There was a reduction of 11% (8)

Pasifika students Well Below shift exceeded the target of 5% There was a reduction of 26% (7)

ESOL students Well Below shift exceeded the target of 5% There was a reduction of 13% (8)

Boy students Well Below shift exceeded the target of 5% There was a reduction of 8% (7)

Girl students Well Below shift exceeded the target of 5% There was a reduction of 14% (12)

**Student achievement data supported the following significant points:**

- Overall All Students - those stable in the school (i.e. students for at least the whole year) made significant progress in their Reading and Maths
  - and Targets of 5% were met or exceeded with those achieving At or Above in Reading +5%, and Maths +12%
  
- Maori students exceeded the overall All Student average for AT and Above in Writing and Reading
  - their increase in At and Above in Reading with a 26% increase exceeded the Target of 5%
  
- Pasifika students exceeded the overall All Students average for AT and Above in Reading and Maths
  - their increase in At and Above in Reading 7% and Maths 15% exceeded the Target of 5%
  
- ESOL students also exceeded the overall All Students average for AT and Above in Reading and Maths
  - their increase in At and Above in Reading 17% and Maths 12% exceeded the Target of 5%
  
- Girls and Boys progress was the same (or with in one percent) in Reading (same) and Maths (plus 1%)

- Girls progress exceeded that of Boys in Writing (plus 13%)

### 2020 Focus Priorities

- Developing Writing skills and focusing on writing progress remains a priority for all students.
  - in particular for Boys and ESOL students
  - with a dual emphasis of shifting those Below to At & Above and maintaining At & Above
  -

**Planned Actions for lifting achievement:** Proportionally there are a large number of Maori, Pasifika and Asian students achieving Below Expectation - these students will be the target group for achieving AT in 2020.

**Planned Actions for lifting Writing achievement in 2020:** We will address the raising of Literacy Writing through the following Whitiara Annual Plan goals (which are aligned to our school Kahui Ako He Waka Eke Noa goals):

- **Personnel Efficacy: To build teacher & leader capabilities through collaborative inquiry and effective teaching and learning.**
  - Professional learning supporting
    - Spirals of Teaching As Inquiry
    - ILE pedagogy & H.E.A.R.T.
    - Student Inquiry Learning / Learning Through Play
    - Assessment
    - Growing and sustaining leadership capability
    - Wellbeing - Pause Breathe Smile
- **Learner Agency : To grow learner agency through culture, identity, partnership, voice and ownership**
  - Building relationships
  - Learner Voice
  - Learning Through Play
  - Inquiry Learning
  - Mahi Challenge
- **Powerful Partnerships: To recognise and strengthen powerful connections and transitions with parents, whanau, community and other organisations.**
  - Co-construction of learning goals
  - Involvement of whanau as resource people
  - Mahi Challenge
  - Strengthening Hapu, Iwi relationships
  - Digital communication
  - Support transition adjustment
- **Culturally Sustaining Pedagogies: To value diversity; and validate culture, languages and identity.**
  - Seeking new culturally responsive practices and pedagogies to support all cultures
  - Implementing a shared understanding of culturally responsive practice
  - Acting on the implications of the Treaty of Waitangi
  - Providing culturally responsive Inquiry Learning contexts
  - Implement increased use of Te Reo Maori across the school



- Growing culturally responsive relational learners
- **Systems & Structures:** To develop systems, structures and organisation that support deliberate actions and sustainability of practices and pedagogy which will bring about the successful achievement of the Annual Plan Goals.
  - School conceptual framework
  - Learning Centre Action Plans
  - Priority Learner Action Plans
  - Mahi Challenge
  - Attendance



**Strategic Goal One: Personnel Efficacy** (Links to Kahui Ako Goal 1)  
**- to build teacher & leader capabilities, through collaborative inquiry and effective teaching and learning.**

Strengthen collaborative inquiry within and across He Waka Eke Noa. Share and utilise our learning.

Grow and sustain leadership capability within and across He Waka Eke Noa i.e. Learner Agency/Culturally Sustaining Pedagogies for all learners

When/Who	What	Indicators of Progress
	<p>a) <b>Wellbeing:</b> Support with PLD, understand and facilitate strategies to promote well-being for teachers and learners.</p>	<ul style="list-style-type: none"> <li>● Learners will be equipped with the tools and strategies to manage conflict, stress and anxiety.</li> </ul> <p>Students will;</p> <ul style="list-style-type: none"> <li>● Develop increased focus, attention and curiosity.</li> <li>● Increased calmness and emotion regulation</li> <li>● An increased understanding of emotional literacy</li> <li>● An understanding of kindness toward self and others</li> <li>● Develop a positive sense of connection to self, others and the natural world.</li> </ul>
	<p>a) <b>Spirals Teaching As Inquiry PL:</b> Support with PLD and implement as part of collaborative Learning Centre teacher teams.</p>	<ul style="list-style-type: none"> <li>● Professional Learning opportunities focus on Spirals of Inquiry and 7 Principles of Learning (Rebecca Sweeney &amp;/or Kahui Ako HWEN ASLs)</li> <li>● Professional dialogue and team collaboration on a unified Inquiry focus</li> <li>● Spirals TAI - documented evidence for Inquiry stages / peer to peer reporting / changes in pedagogical practice</li> </ul>

		<ul style="list-style-type: none"> <li>● Teacher Appraisal documentation</li> </ul>
	<p>b) <b>Student Inquiry Learning PL:</b> Support teacher pedagogy with PLD and implement using the new conceptual framework for curriculum coverage and to ensure authentic culturally responsive learning contexts.</p>	<ul style="list-style-type: none"> <li>● Professional Learning opportunities (Kath Murdoch &amp;/or internal expertise)</li> <li>● Professional dialogues and team collaboration</li> <li>● Conceptual Framework &amp; I am Inquiry documentation</li> <li>● Planning documentation</li> </ul>
	<p>c) <b>ILE pedagogy:</b> Support with PLD and professional readings to strengthen Leadership and teacher understanding, facilitate identification of shared teaching expectations, collaborative planning and implementation of ILE practice.</p>	<ul style="list-style-type: none"> <li>● Professional Learning opportunities (Mark Osborne &amp;/or internal expertise or cross Kahui Ako HWEN school observations)</li> <li>● Professional dialogues</li> <li>● Pedagogical implementation of the Conceptual Framework &amp; I am Inquiry documentation</li> <li>● Planning documentation</li> </ul>
	<p>d) <b>Assessment:</b> Strengthening the use of assessment in informing the planning for differentiated learning and targeting and tracking learner progress.</p>	<ul style="list-style-type: none"> <li>● Staff meeting professional dialogue</li> <li>● Moderation by teachers and Leadership Team</li> <li>● Lesson Planning</li> <li>● Priority Learner Action Plans</li> </ul>
	<p>e) <b>Growing and sustaining Leadership Capability:</b> Support the leadership team and emerging leaders with PLD for effective collaborative Learning Centre teacher teams, and Kahui Ako Leadership roles (Within School Leader). The resulting upskilling also being available to support Kahui Ako leadership, goals and initiatives.</p>	<ul style="list-style-type: none"> <li>● Professional Learning and readings</li> <li>● Structural organisation within the school that facilitates Leaders meeting and time for professional dialogue</li> <li>● Professional dialogues - within school and across the Kahui Ako</li> <li>● Leadership Meeting minutes</li> <li>● Leadership review and reflection as part of Appraisal</li> </ul>

**Report and Analysis of Variance:**

**a) Mindfulness (Pause, Breathe, Smile):** The school implemented the mindfulness programme into learning centres due to the unprecedented amount of stress and anxiety our children were coming to school with- especially students who were living in emergency housing conditions with their family. Teachers in each learning centre teach students a range of strategies to help young people develop increased calm and

resilience, increased focus and attention, enhanced self-awareness and conflict-resolution skills, increased kindness, empathy, connection and pro-social behaviour, and statistically significant increases in emotional and general wellbeing. Learning centres identified the times after breaks was when the teaching of mindfulness programme was more effective.

- b) Spirals of Teaching as Inquiry:** All teachers have actively participated in Kahui Ako sources Spirals Teaching As Inquiry professional learning with Rebecca Sweeney. The spiral of inquiry has challenged our teachers to adopt a curiosity mindset to identify what is going on for learners and to develop some hunches about what is leading to the current situation, before deciding what to do about it. The implementation makes more explicit the process of developing collective professional agency within the school and allows teachers to go slower and delve deeper into professional practice and ultimately will have greater impact on improving professional practice. The Spirals process has been carried out in collaborative teams in terms of identifying a focus with each team member exploring the focus from a different perspective. The combined result brings about powerful new awarenesses and insights into practice of individuals and teams.
- c) Inquiry Learning:** All Learning Centres have worked to implement the “I am ...” Inquiry Learning curriculum framework. The overarching themes for the year have been: I am an artist/ inventor / historian. Teachers have focused on teaching the process of inquiry and social dispositions. Each group has their own action plan and developing learner agency. Groups meet with a teacher to help guide them through the process. We have engaged with specific aspects of the inquiry process. Teachers have looked into topic vocabulary, used simple provocations, developed some basic questioning and researching skills, and collaborative work. Inquiry unit planning is becoming more detailed and comprehensive as teachers grow in their confidence and understanding. Each subsequent “I am ...” inquiry has taken to process and children’s involvement and interaction with their team peers to the next level. A review of the process has identified further professional learning will assist teachers’ ability to further strengthen their inquiry pedagogy.
- d) ILE Pedagogy:** Teachers have worked collaboratively alongside the DP and Principal developing and reflecting on the use of ILE zones and pedagogies. Teachers have worked to develop a more cohesive environment for students - quiet areas/high traffic areas/high trust areas/trouble areas (hobbit holes)/noisy areas/observable areas. Learning Centres have regular meetings targeted towards reflection and collaborative decision making to make changes to improve our environment and learning. ILE pedagogy will continue to be a high priority for PLD as the school has a relatively new staff.
- e) Assessment:** The assessment process and moderated assessment decisions are discussed and reviewed school wide and in teams. The moderation sessions included high levels of professional dialogue and reinforced curriculum knowledge, which in turn informed targeted lesson planning. This is reflected in each Learning Centre’s Learner Action Plans. A full review of assessment was carried out by teachers and leaders looking to modify expectations of how assessment was carried out so as to be able to cater for the high levels of transient students and also being able to show progress.
- f) Growing and Sustaining Leadership Capability:** The Principal and Deputy Principal worked alongside Rebecca Sweeney and used Spiral of Inquiry to focus and review on their leadership capabilities. One of the outcomes resulted in a restructure of the leadership model to better support a distributive leadership model for the ILE context and a rewriting of leadership role descriptions to give greater clarity for the new leadership role. Growing leadership capabilities has been reinforced through reflective dialogue at leadership team meetings. The leadership

team is using the Educational Leadership guidelines provided by MOE and Tū Rangatira to support them through this journey. A review has sought the need for Leadership mentoring to occur for leaders to be more reflective on their practice in the learning centre and school wide.

**Next Steps for 2020:**

- a) Continue to use Spiral of Inquiry as a model for teachers to be reflective on their practice and grow as a practitioner of teaching and learning.
- b) Further professional learning in student Inquiry Learning will support strengthening inquiry pedagogy.
- c) Review the inquiry learning model currently being used by the school and create a design/model that will fit the needs of the Whitiora School community.
- d) Maintain an ongoing routine of professional reading and review focusing on ILE pedagogy and practice
- e) To effectively use the SMS Linc-Ed to plan and assess. and
- f) To effectively use the SMS Linc-Ed to enter data and information to inform next learning steps school wide and in learning centres.
- g) Continue to monitor assessment practices and effectiveness in tracking transient student progress
- h) Carry out active monitoring of the new leadership structure and support further leadership growth for the new leaders.



**Strategic Goal Two: Learner Agency** (Links to Kahui Ako Goal 2)

**- to grow learner agency through culture and identity, partnership, voice and ownership.**

Build strong inclusive relationships through valuing student identity, language & cultural competencies.

Ensure opportunities for learning are articulated through formative practices i.e voice, reflection and other evidence/data to inform planning, teaching, learning and curriculum design.

Develop opportunities for learners to know themselves as learners, by building capacity for lifelong learning. Eg growth mindset, learning to learn, reflection.

To explore, implement and refine deep, meaningful learning opportunities for students. Eg. student directed / initiated, project based learning, inquiry learning, authentic learning, conceptual curriculum design, key competencies.

When/Who	What	Indicators of Progress
	)a <b>Mindfulness:</b> Students are introduced to mindfulness strategies to support self awareness and ability to calm themselves and focus on their learning. This will be a part of supporting overall Wellbeing	<ul style="list-style-type: none"> <li>● Learners will be taught mindfulness strategies</li> <li>● Learners will implement Pause Breathe Smile strategies for self management</li> <li>● Students will be able to articulate the benefits</li> </ul>
	a) <b>Build strong inclusive relationships through valuing student identity, language and cultural competence(s):</b> Teachers - <ul style="list-style-type: none"> <li>- maintaining a positive value recognising perspective in all interactions with students.</li> <li>- knowing their students - through encouraging and listening to them, and having empathy for them in their circumstances</li> <li>- valuing students individual identity, culture and personal strengths.</li> <li>- Learning contexts that are culturally responsive and link into prior experiences</li> <li>- Ensuring that the induction process for new students is utilized to facilitate the quick building of relationship.</li> </ul>	<ul style="list-style-type: none"> <li>● Kia tuu Rangatira ai survey</li> <li>● Student Voice</li> <li>● Planning that evidences appropriate contexts of learning</li> <li>● Learning programmes reflect our HEART values that encourages the building of relationships between teacher-student, student-student, school-whaanau.</li> <li>● Strength based dialogue in LC Teams and Leadership Teams when moderating and reviewing learning progress</li> <li>● Induction process being implemented for new students</li> </ul>
	b) <b>“I am ... “ Inquiry Learning:</b> Provide deep meaningful learning opportunities which facilitate learner engagement, articulating and managing their own learning through choices made, and building relationships,	<ul style="list-style-type: none"> <li>● Professional Learning opportunities (Kath Murdoch &amp; internal expertise)</li> <li>● Regular conversations within teams and across the school about LC’s journey with their inquiry unit</li> <li>● I am Inquiry planning documentation which is evident of connections made to learner’s lives, prior understandings, out-of-school experiences and real world contexts.</li> </ul>

	collaborating and working cooperatively with others.	<ul style="list-style-type: none"> <li>• Student voice is evident in the planning process of Inquiry</li> </ul>
	c) <b>Learner Voice:</b> Use student and teacher voice, as well as other forms of evidence and assessment to inform planning, teaching, learning and curriculum design.	<ul style="list-style-type: none"> <li>• Learners able to articulate their learning and next steps for learning</li> <li>• Co-construction (teacher and student) of learning goals, success criteria, and how they will be assessed.</li> <li>• Teacher planning creates opportunity for learner voice to occur and be gathered - i.e. H.E.A.R.T., and surveys</li> <li>• Teacher Planning utilises Learner Voice</li> </ul>
	d) <b>Mahi Challenge:</b> extend Learner Agency through choice in Mahi Challenges that are also supportive of H.E.A.R.T. values.	<ul style="list-style-type: none"> <li>• Mahi Challenge utilizing H.E.A.R.T. is implemented and completed Challenges celebrated in the Learning Centres</li> <li>• Students (and their whanau) and active in completing Mahi Challenges.</li> </ul>

#### **Report and Analysis of Variance:**

- a) Mindfulness (Pause, Breathe, Smile):** The school implemented the mindfulness programme into learning centres due to the unprecedented amount of stress and anxiety our children were coming to school with- especially students who were living in emergency housing conditions with their family. Teachers in each learning centre teach students a range of strategies to help young people develop increased calm and resilience, increased focus and attention, enhanced self-awareness and conflict-resolution skills, increased kindness, empathy, connection and pro-social behaviour, and statistically significant increases in emotional and general wellbeing. Learning centres identified the times after breaks was when the teaching of mindfulness programme was more effective.
- b) Build strong inclusive relationships through valuing student identity, language and cultural competence(s):** While difficult to measure the school has seen positive developments in community relationships among Maori - stemming from increased conversations focusing on the positive, effective consultation and information hui, steps taken with parents to establish a bi-lingual unit; with Pasifika community - stemming from increased conversations focusing on the positive, effective consultation and information hui. Strong inclusive relationships have been supported by: strengthening whanau relationships; the flow on relationship building from Pause, Breather Smile interactions; celebrating different cultural and language days across the school; establishment of active Kapa Haka and Pasifika dance groups; identifying, encouraging, and providing opportunity to exercise student leadership within the cultural groups; Leadership opportunity and responsibility was encouraged through Student Council, House Captains, Office Responsibilities, PE Shed Monitors, Whanau Hui assemblies, leading karakia and waiata, and providing leadership in powhiri.
- c) Inquiry Learning:** Inquiry learning has provided the opportunity for teachers to work diligently to help students *know what to do when they don't know*, to develop deeper understandings of how the world works and to build and refine a set of skills and dispositions that will enable learning to continue life-long and life-wide. The "I am ..." inquiry theme allows for learning across the school while providing plenty of scope

for pursuing different aspects of that broad theme. Students have been provided initial motivation through provocations and wonderings and then the opportunity to explore areas of their own interest within that theme. The opportunity for agency has varied at the different age levels meanwhile the focus on certain key competencies and HEART values are consistent across the school which supports teachers in the assessment process of inquiry.

Review and reflection across the school identified that the themes required for inquiry learning at Whitiara needs to be meaningful and contextual for the students and their families.

- d) Learner Voice:** Teachers are supporting students develop in their ability to have a voice through providing collaborative learning opportunities. The practice of allocating specific roles in some of the learning opportunities i.e. recorder, facilitator, presenter supported the development of successful collaborative groupings where students all have equitable roles to play as well as increasing opportunity for voice. As a result, more students are making conscious decisions about creating goals for future learning pathways . Beyond the Learning Centre in a more whole school setting the Student Council has also operated as an avenue for student voice.
- e) Mahi Challenge:** Mahi Challenge was reviewed and provided modified shape under the 5 HEART headings - this has provided another way of unifying school and home learning. Children and their families who have participated in the Mahi Challenge have commented very positively about how children have choice and how it gives parents to be involved and supportive in a positive way in their child’s learning. Review has identified that more impetus might be given to the Mahi Challenge by changing the expectation from completing 2 Challenges from each of the 5 HEART themes to choosing 2 challenges per term.

**Next Steps for 2020:**

- a) Continue to develop the Inquiry Learning process in 2020 with a focus on contexts and ideas that connect with the students of Whitiara and ensuring choice is facilitated whenever possible.
- b) Promote learner voice through a range of reflection and assessment processes that are sustainable and easy for both the learner and their whānau to understand .
- c) Actively promote Mahi Challenges and create opportunities to celebrate completed challenges in both Learning Centres and Whanau Hui.
- d) All teachers to continue to teach mindfulness in the learning centres.



**Strategic Goal Three: Powerful partnerships** (Links to Kahui Ako Goal 3)  
**- to recognise and strengthen powerful connections and transitions with parents, whaanau, community and other organisations.**

Foster reciprocal learner-centred relationships with students and whaanau as a pathway for positive engagement in their child’s learning.

Connect with and utilise support from a range of agencies in response to learner needs by developing powerful partnerships

that extend and enrich learning. Collaboratively plan and implement effective learning programmes and seamless transitions for learners.

Through effective leadership - build relational trust, participation and collaboration.

When/Who	What	Indicators of Progress
	a) <b>Co-construction of Learning Goals:</b> Continue to involve parents in the termly collaborative co-construction of learning goals with the teacher and child.	<ul style="list-style-type: none"> <li>● Conference attendance</li> <li>● Goals recorded</li> <li>● Learner Reports</li> </ul>
	b) <b>Resource People:</b> Continue to seek increased involvement of whanau and community as resource people particularly in student Inquiry Learning	<ul style="list-style-type: none"> <li>● Whanau are utilized as resource people in "I am ..." Inquiries</li> <li>● Inquiry Planning records Whanau involvement</li> <li>● Whanau engagement in school cultural, sporting and learning activities</li> </ul>
	c) <b>Mahi Challenges:</b> support whanau participation in Mahi Challenges to encourage H.E.A.R.T. activity in both the home/community and school.	<ul style="list-style-type: none"> <li>● Parents are actively involved in the Mahi Challenges with their children.</li> <li>● Parents sign off the Challenges as completed</li> </ul>
	d) <b>Strengthening Hapu / Iwi relationships:</b> Establish and sustain a rich link relationship with Iwi - Tainui and local Hapu - Ngati Wairere with active interaction on the school site and on the Ngati Wairere Hukanui Marae.	<ul style="list-style-type: none"> <li>● Dialogue with local Hapu - Ngati Wairere</li> <li>● Marae visits continue</li> <li>● Opportunities explored for Hapu involvement in student learning at school</li> </ul>
	e) <b>Digital communication:</b> Sustain effective communication through digital newsletters and explore with whanau the preferred	<ul style="list-style-type: none"> <li>● Digital communication between whaanau and school including school website, school Facebook page, and online school newsletters</li> <li>● Use of SMS Linc-Ed for the use of e-Portfolios</li> <li>● Regular digital communications.</li> </ul>



	means of social media to school news and SMS attendance notifications.	<ul style="list-style-type: none"> <li>• School Charter and Annual Plan available on the school website.</li> </ul>
	f) <b>Support Transition adjustment:</b> through positive relationships and good communication.	<ul style="list-style-type: none"> <li>• Interviews with all new enrolment parents</li> <li>• Information on supporting transition and learning provided to the parent</li> <li>• Initial communication with whanau at a heightened level for the first 2 months</li> </ul>

### Report and Analysis of Variance:

- a) Co-construction of Learning Goals:** Conferences are held in terms 1-3 with a focus on co-constructing goals for the term with student, parents, & teachers. Term 1 is focused on our HEART powers; Term 2/3 is focused on key competencies/ social dispositions and reading, writing and maths. The conferences created more effective and powerful partnerships between school and home..Through the conferences parents are cued into the learning expectations and and better able to support their child in learning. The conferencing occurs at all levels across the school.
- Parents are also personally invited to Whānau Hui when their child is to receive one of the Principal Awards, HEART Awards, HEART student of the week, Learner of the week. Teacher also made themselves available before and after school to talk with parents if needed.
- b) Resource People:** Inquiry learning has developed to increasingly include whānau engagement. Whānau members are regularly called upon to support learning activities outside the classroom including school trips and camps. Parents have also provided support for specific cultural learning opportunities - tikanga Maori on the marae trip, Indian dance, henna and decorations for Diwali celebrations, and Chinese New Year celebrations.
- c) Mahi Challenge:** students are bringing work that parents have helped their children complete these tasks and take photos as evidence. The school encourages parents to be involved in the Mahi Challenge and provide help where needed.
- d) Strengthening Hapu / Iwi relationships:** The school is continuing to strengthen relationships with mana whenua. This is the second year that the school has visited the Ngāti Mahanga marae, Kirikiriroa with the whole school participating in a range of tikanga learning activities with the senior students, Years 6-8, having an overnight stay on the marae and continued with more learning opportunities on the second day.
- e) Digital communication:** The school has a website that relays information about Whitiara School to the wider community. Facebook is another social platform where information is provided for our whānau community. Recently the school has linked up with the company SkoolLoop to create a mobile school app. This has been very effective as whānau can access upcoming events on the school calendar, school and learning centre newsletters, permission slips, absentees and school conferences.
- f) Support Transition adjustment:** In Learning Centres teachers were set up as transition coordinators to ensure new students were supported in adjusting to the new school, learning groups and social interactions. Students were set up with reliable peers and given time to explore around the school and get to know one another. Each student had an extensive one to one interview to learn more about them and to get an OTJ feel about where they are at with their learning and to place them in initial learning groups.

**Next steps 2020:**

- a) Further explore ways to make collaborative goal setting meaningful for parents and whanau
- b) Staff to build relationships with parents and whānau through informal situations
- c) Actively promote and celebrate Mahi Challenges being completed
- d) Further develop hapu and iwi relationships by inviting locals from Ngāti Mahanga and Ngāti Wairere to come and have discussions and provide PLD with the staff and look at local history of the mana whenua that Whitiora School connects to. .
- e) PLD given to the whole staff on how our SMS Linc-Ed can be used to engage parents and whānau with the learning of their child and learning activities that happen in and out of the classroom.
- f) Explore sustainable means of supporting students in transition adjustment - especially those in emergency housing



**Strategic Goal Four: Culturally Sustaining Pedagogies** (Links to Kahui Ako Goal 4)

***- to value diversity; and validate culture, languages and identity.***

Develop a shared understanding of what culturally sustaining pedagogy is.

Acknowledge and celebrate the different cultures within and across our schools.

Strengthen our relationship with Waikato Tainui (Whakatupuranga 2050) to enhance and support our teaching and learning programmes, school practices.

Actively acknowledge and act upon the implications of the Te Tiriti o Waitangi, e.g. foster Tikanga, Te Reo Maaori, Mana Whenua, Tainuitanga.

When/Who	What	Indicators of Progress
	<p>a) <b>Seeking new culturally responsive practices and pedagogies to support all cultures:</b> Identify strengths across He Waka Eke Noa and use these to foster culturally responsive practices and pedagogies for all learners which acknowledge and celebrate the different cultures within our school.</p>	<ul style="list-style-type: none"> <li>● School visits within the Kahui Ako</li> <li>● Kahui Ako CLG meeting participation</li> <li>● Participation in MAC (Maori Achievement Collaborative)</li> <li>● Schoolwide survey - Tuu Rangatira Ai</li> <li>● Learning about and recognition of significant cultural celebrations</li> <li>● ESoL/ Learning Support programmes</li> </ul>
	<p>b) <b>Implementing a shared understanding of culturally responsive practice:</b> Develop a shared understanding of what culturally responsive practice is.</p>	<ul style="list-style-type: none"> <li>● Professional learning through Kahui Ako and internal expertise</li> <li>● Implementing Tataiako into the appraisal documentation</li> <li>● Applying deliberate acts that accelerate progress and learners' sense of identity and belonging</li> </ul>
	<p>c) <b>Acting on the implications of the Treaty of Waitangi:</b> Actively acknowledge and act upon the implications of the Treaty of Waitangi, e.g. foster Tikanga, Te Reo Maori, Mana Whenua, Tainuitanga.</p>	<ul style="list-style-type: none"> <li>● Practice of Te Reo Maori and Tikanga Maori across the school and the school community.</li> <li>● Priority Learner Action Plans targeting equity for Maori and Pasifika students</li> <li>● Learning about and recognition of significant cultural celebrations</li> </ul>
	<p>d) <b>Culturally responsive Inquiry Learning contexts:</b> PLD focusing on Inquiry Learning, and culturally responsive contexts of learning and pedagogy.</p>	<ul style="list-style-type: none"> <li>● Professional learning through Kahui Ako</li> <li>● Professional dialogue with other schools in the Kahui Ako</li> <li>● Whenever possible include learning about and recognition of significant cultural understandings, beliefs, and practices.</li> <li>● Planning documentation acknowledges and celebrates the diverse cultures within our school.</li> </ul>

	<p>e) <b>Growing culturally responsive relational learners:</b> Support with PLD, build resources, and implement as part of Inquiry Learning H.E.A.R.T. teaching and expectations in order to grow empathy and culturally responsive learners. Extend reporting to include H.E.A.R.T. attributes.</p>	<ul style="list-style-type: none"> <li>● Resources developed and shared by teachers</li> <li>● Specific acts of teaching on the H.E.A.R.T. virtues</li> <li>● Reinforce H.E.A.R.T. virtues through award tickets being issued and assembly certificates</li> </ul>
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**Report and Analysis of Variance:**

**a) Seeking new culturally responsive practice:** The school is actively involved with the Kahui Ako, He Waka Eke Noa. Most staff have been part of Professional Learning group discussions about CRP facilitated by an Across School Leader in the Kahui Ako.

The school is part of the Maori Achievement Collaboration (MAC) group which is facilitated by Anaru Morgan. Anaru worked closely alongside the school focusing on the tikanga, kōrero and history of Waikato Tainui rohe and mana whenua. This led to staff discussions on creating pathways and programmes with an emphasis on Te Reo Māori me ōna tikanga in the classroom.

Many of the teachers enrolled into the MOE initiative Te Ahu o te Reo Māori where they worked alongside experts in te reo and tikanga. The aim of this programme is to develop the knowledge of teachers in these areas so that they may have the confidence to teach te reo and tikanga in the classroom. A couple of teachers who were not able to commit to this initiative enrolled with Te Wānanga o Aotearoa and are following their reo and tikanga programme.

**b) Shared understanding of culturally responsive practice:** The whole school is continuing to increase identity and belonging through implementing significant activities into their learning programme. Many of the activities celebrated significant cultural events of most ethnicities within the school. This included Cultural Celebration day, Diwali, Chinese New Year, Matariki and Whānau Hui. The school introduced this year a cultural hour where students had the opportunity to participate in different activities that celebrated and acknowledged dance, music, visual arts, food of varied cultures represented at the school.

**c) Acting on the implications of the Treaty of Waitangi:**

***Practice of Te Reo Maori and Tikanga Maori in LCs:*** The school is operating at Level 4 within the MOE guidelines of te reo Māori me ōna tikanga being used at the school. This equates to a minimum of 3 hours being taught a week. The increase of Te reo Māori has been promoted daily through the use of karakia and waiata. The whole school met together at the beginning and end of each week to celebrate Karakia and Waiata together. The school is working alongside MAC in creating a learning pathway and matrix for the teaching and learning of te reo Māori me ōna tikanga at each learning level. Two of the learning centres have Te Reo capable teachers who utilise Te Reo in instructional practice. Opportunities to build a Tuakana / Teina programme has been discussed and utilised at whole school hui, particularly during production and the Marae visit. Many of the teachers enrolled into the MOE initiative Te Ahu o te Reo Māori where they worked alongside experts in te reo and

tikanga. The aim of this programme is to develop the knowledge of teachers in these areas so that they may have the confidence to teach te reo and tikanga in the classroom. A couple of teachers who were not able to commit in this initiative enrolled with Te Wānanga o Aotearoa and are following their reo and tikanga programme

- d) Culturally responsive to all cultures:** As a culturally diverse school, Whitiora takes advantage of the resources available to them by welcoming whaanau to help ensure culturally celebrations take place in an authentic manner. This was particularly evident for the school production this year where many of the acts featured a culture in our school: NZ kiwi, Indian, Maaori, Pasifika. Diwali, Ramadan, Matariki, Te Wiki o Te Reo Maaori are all highlights that have been deliberately engaged as whole school celebrations.
- e) Culturally responsive Inquiry Learning contexts:** Whenever possible the school includes learning about and recognition of significant cultural understandings, beliefs, and practices. Existing tikanga practices have been further consolidated in the daily use of karakia and waiata. Staff hui adopt the practice of karakia and waiata and termly powhiri to welcome new members of the kura. Programmes around Te wiki o te reo Maaori and Matariki were planned in advance and executed across the whole school. Tikanga was further developed at a whole school powhiri that took place at the middle of the year. Targeted teaching around this took place in the lead up to the Marae visit and focussed on waiata and kawa. The desired outcome is that all cultures and ethnicities are included and recognised into the learning programmes.
- f) Growing culturally responsive relational learners:** Programmes around Te wiki o te reo Maaori and Matariki were planned in advanced and executed across the whole school. The school has reinforced H.E.A.R.T. virtues through award tickets being issued and assembly certificates. This has become an established and normalised practice in the school and has made a significant impact on the development of the culture of Whitiora.

**Next steps 2020:**

- Complete the school matrix/ learning pathway of what te reo Māori me ōna tikanga looks like at Whitiora and at different learning levels. This school will continue to work alongside MAC and Anaru Morgan in achieving this. Continue the practice and promotion of Te Reo Maori and Tikanga Maori across the school and the school community
- Analyse the data that was received from the ‘Tuu Rangatira Ai’ survey, alongside Dr Melinda Webber, to identify the successes of different groups within the school and create a direction for the school with the information provided from the survey.
- Planning documentation acknowledges and celebrates the diverse cultures within our school including learning about and recognition of significant cultural understandings, beliefs, and practices.



**Strategic Organisation and Structures**

- *develop, support and maintain structures and systems which sustain Goal achievement*

- **Planning - supporting targeted student learning through a supportive school conceptual framework, Learning Centre Action Plans, and Priority Student Action Plans**

- **Attendance - tracking and reducing absence**

- **Active relationship - supporting whanau involvement in children's learning**

The planned Actions included here are all identified in Goals 1-4 ... they are brought together as a 5th focus for the purposes of grouping of structural initiatives

When/Who	What	Indicators of Progress
	<p>a) <b>School conceptual framework:</b> review and adapt the school conceptual framework which includes the Inquiry Learning model and shared understanding of effective ILE pedagogies.</p>	<ul style="list-style-type: none"> <li>• Written Review and updated Conceptual Plan where needed</li> </ul>
	<p>b) <b>School Learning Centre Action Plans:</b> Review the Learning Centre Action Plans so as to facilitate them being a living document</p>	<ul style="list-style-type: none"> <li>• The Learner Centre Action Plan is regularly referred to in professional dialogue</li> <li>• LC meetings minute make reference to the LC Action Plan</li> </ul>
	<p>c) <b>The Priority Learner Action Plans</b> track progress of Priority Students and identify strategies which when implemented will accelerate learning progress.</p>	<ul style="list-style-type: none"> <li>• The Priority Learner Action Plans are linked to the Priority Student Data Books</li> <li>• The Priority Learner Action Plan is regularly referred to in professional dialogue in LCs and Leadership Teams</li> <li>• LC and Leadership meeting minutes make reference to the Priority Learner Action Plans and progress</li> </ul>
	<p>d) <b>Mahi Challenges:</b> Review implementation of the Mahi Challenges with a view to strengthen whanau involvement and the focus of H.E.A.R.T. activity in both the home/community and school.</p>	<ul style="list-style-type: none"> <li>• Mahi Challenge implementation modified to increase focus on the H.E.A.R.T. virtues and encourage whanau involvement.</li> </ul>

	<p>e) <b>Attendance:</b> Review attendance tracking and follow up.</p>	<ul style="list-style-type: none"> <li>● Automated attendance notification with whanau continue to be utilized</li> <li>● Work closely with the Attendance Services</li> <li>● Attendance is tracked by teachers</li> </ul>
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**Report:**

- 1) **School conceptual framework:** was reviewed and adapted so as to align with other documentations and the school goals. ERO commended the document as tailored to meeting the needs of our context and learner needs.
- 2) **School Learning Centre Action Plans:** Were reviewed so as to facilitate them being a living document - documentation was commended by ERO as fully aligned to school goals and supporting priority learners
- 3) **The Priority Learner Action Plans** were modified to track progress of Priority Students and identify strategies which when implemented support the acceleration of their learning progress. ERO commended the documents as aligned to school goals and supporting priority learners
- 4) **Mahi Challenges:** were reviewed and aligned with our Whitiara HEART values.
- 5) **Attendance:** Review attendance tracking has been supported by the SMS and attendance data analysis used to support communication with parents and whanau. Attendance services supported school and families.

**Next Steps 2020:**

- 1) The "Strategic Organisation and Structures" ' ' planned actions are all focused on activity in Goals 1-4 ... from 2020 these will only be recorded under the actual goals that they pertain to and will not be identified separately.

**Whitiara Learning Framework**

Simon Sinek's Golden Circles - Why ? / How ? / What ?

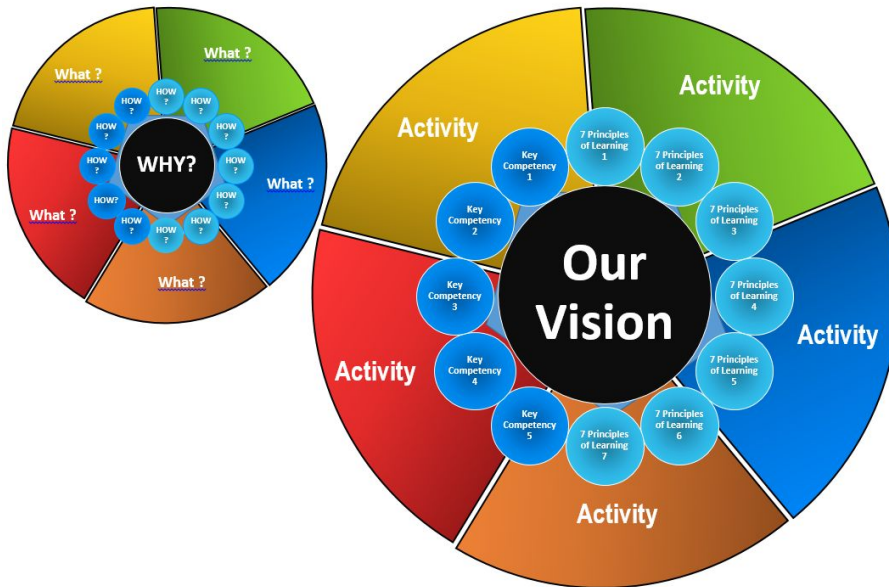
give a framework to the School Vision / Principles / Activity.

**The School Annual Plan Goals** are are brought into reality through teachers bringing their professional energy and endeavour to focus on meeting the needs of the learners in their charge,

**WHY ? ... Vision:** We are a community of empowered connected learners making a difference with H.E.A.R.T..

**HOW ? ... Principles:** The 7 Principles of Learning and 5 Key Competencies

**WHAT ? ... Activities:** Learner Agency, Culturally Sustaining Practices, Powerful Partnerships, Personnel Efficacy, Systems & Structures



The Whitiora School Teacher Job Description has at its centre the students and their learning.

**WHY?** The Whitiora School H.E.A.R.T. is central to our Vision and describes the virtues which we identify for our students as central to life long learning and relating to others in our community.

**HOW?** Individual teacher professional practice includes ensuring that all of the 7 Principles of Learning and the Key Competencies are drivers for planning and delivering quality learning experiences/activity.

**WHAT?** Each of the Activities/Experiences link directly to the Annual Plan Goals

[Link to 2019 Charter, Strategic and Annual Plan - Targets and Goals](#)



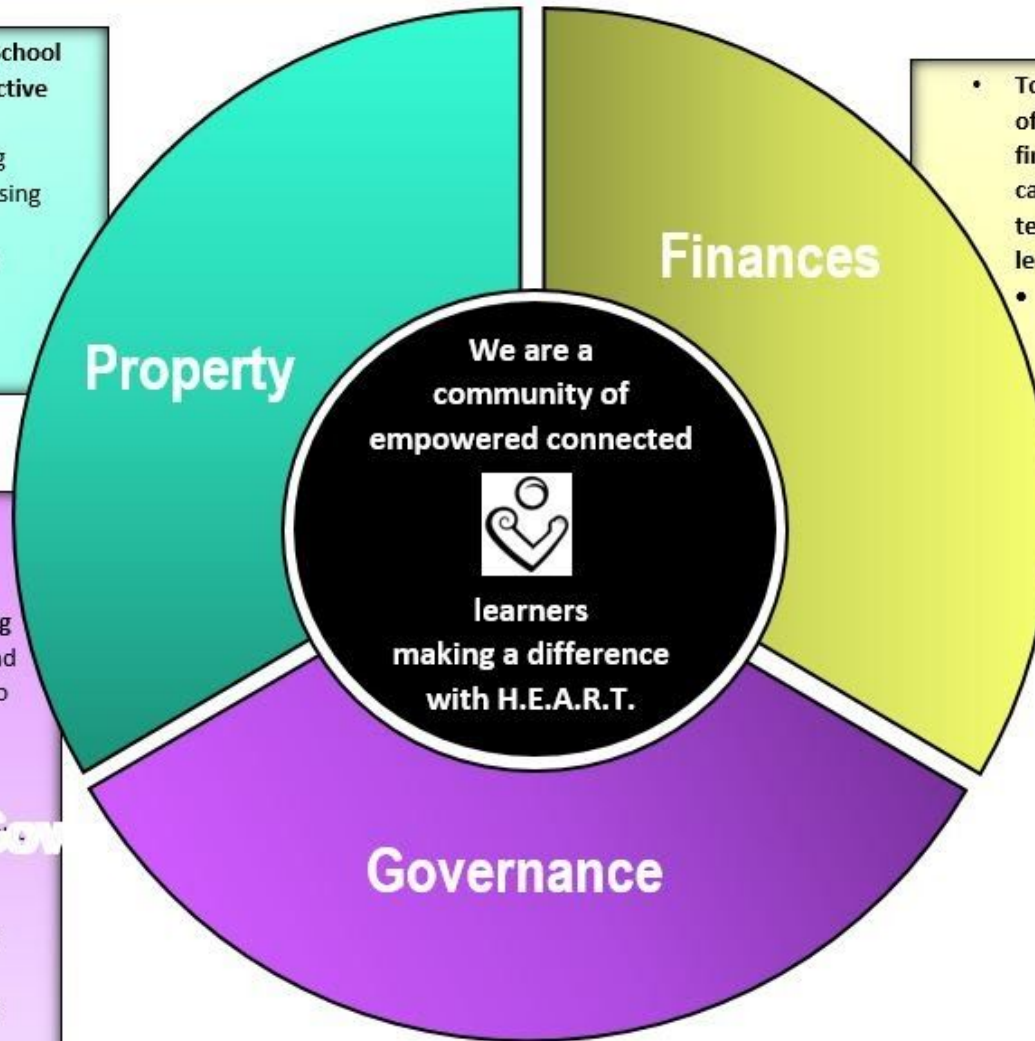


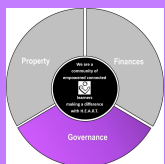
# WHITIORA SCHOOL ANNUAL PLAN SUMMARY 2019

- To maintain a quality fit-for-purpose School site and resourcing the facilitates effective teaching and student learning.
  - In collaboration explore expanding learning space within the school using existing buildings
  - Continue to progress plans for the provision of a hall/multipurpose Cultural Well Being Centre.

- To provide quality Governance of Whitiora School so that School Leadership can ensure quality effective teaching and student learning
  - Hold successful Board elections and then induction and training into routines and expectations
  - Maintain systematic BoT Policy review
  - Provide guidance, plan, promote support school activities and initiatives
  - Use learners progress evidence to inform decision making
  - Support participation in the Kahui Ako He Waka Eke Noa
  - Implement and monitor the impact of the new school enrolment scheme

- To provide quality oversight of school budgeting and finances so School Leadership can ensure quality effective teaching and student learning.
  - Explore additional funding possibilities for property development and other initiatives





**Strategic Goal Five: GOVERNANCE**

When/Who	What (examples)	Indicators of Progress
BoT and Principal	<b>Hold successful BoT elections and then induction and training of new Board members into routines and expectations of the Board of Trustee</b>	<ul style="list-style-type: none"> <li>● New BoT elected</li> <li>● Governance Manual used for induction of new BoT members</li> <li>● BoT Training Log</li> <li>● All BoT Members are participating in NZSTA or other governance training each term</li> <li>● BoT Chair attended the NZSTA Conference.</li> </ul>
BoT and Principal	<b>Maintain systematic review of Board of Trustees Policies</b>	<ul style="list-style-type: none"> <li>● BoT Policies 3 year cycle of review is maintained</li> </ul>
BoT and Principal & sub-committee	<p><b>Provide guidance, plan, promote and support the school activities and initiatives</b></p> <ul style="list-style-type: none"> <li>- Centenary to be celebrated over Labour weekend 2019</li> <li>- Support and encourage the development of the new “Whitiora PTA - Whanau &amp; Friends” group as a means of increasing parent involvement.</li> </ul>	<ul style="list-style-type: none"> <li>● Time line of deadlines for preparation</li> <li>● Centenary Book published</li> <li>● An active “Whitiora PTA - Whanau &amp; Friends” group supported by the BoT</li> <li>● BoT participation in the group and initiatives</li> </ul>
BoT and Principal	<b>Use Learner Progress Evidence to Inform Decision Making To Support Strengthening Learning Across The Whole School</b>	<ul style="list-style-type: none"> <li>● Progress reports are received and support understanding of Learner needs for resourcing</li> </ul>

BoT and Principal	<b>Support participation in and achieving the goals of the Kahui Ako He Waka Eke Noa (COL).</b>	<ul style="list-style-type: none"> <li>Whitiora School Strategic Plan and Annual Plan have Goals and Actions that fully align with the Kahui Ako Goals</li> <li>Kahui Ako Targets are being met.</li> </ul>
BoT and Principal	<b>Implement and monitor the impact of the new School Enrolment Scheme.</b>	<ul style="list-style-type: none"> <li>Carry out ballots</li> <li>Review</li> <li>Monitor the impact of the enrollment scheme on the student roll and modify ballot expectations accordingly</li> </ul>

**Report:**

- a. **Hold successful BoT elections and then induction and training of new Board members into routines and expectations of the Board of Trustee.** Successful BoT elections were held, new BoT members were inducted into the routines of the Board. NZSTA training opportunities were made available to all members, and the strengths of Board Members were utilized - especially in the area of Health and Safety.
- b. **Maintain systematic review of Board of Trustees Policies.** Systematic review of Board of Trustees Policies has continued according to the 3 year cycle schedule, upgrading policies as needed.
- c. **Provide guidance, plan, promote and support the school activities and initiatives.** The school Centenary was successfully celebrated over Labour weekend 2019. A Centenary Book was published and made available to all. Centenary Badges were also commissioned and given to all participants. The development of the new "Whitiora PTA - Whanau & Friends" group was encouraged as a means of increasing parent involvement. This resulted in a small increase in active support involvement from the school whanau. The Board of Trustees also actively supported school leadership and participated in the School ERO Review with a successful outcome of the school being recognised as "Well Placed" to meet the needs of students.
- d. **Use Learner Progress Evidence to Inform Decision Making.** Progress reports were received which supported understanding of Learner needs for resourcing. Board decisions supported new initiatives which were identified by data - especially Wellbeing and Mindfulness - Pause Breathe Smile programme training and delivery.
- e. **Support participation in and achieving the goals of the Kahui Ako He Waka Eke Noa (COL).** Whitiora School Strategic Plan and Annual Plan have Goals and Actions were fully aligned with the Kahui Ako Goals. Kahui Ako / School Goals were successfully met (see above Goal reports)
- f. **Implement and monitor the impact of the new School Enrolment Scheme.** The new School Enrolment Scheme was implemented. The school has continued to grow in roll numbers and is currently 20% to 25% above capacity and so cannot take any out of school zone students.

**Next Steps:**

- a. **Monitor BoT membership and hold elections where necessary, with induction and training made available.**
- b. **Monitor impact of School Enrolment Scheme**

- c. Use Learner progress evidence to inform decision making.
- d. Continue to support Kahui Ako and school goals and ERO 2019 recommendations
- e. Support and encourage the development of the new “Whitiora PTA - Whanau & Friends”



**Strategic Goal Six: PROPERTY**

When/Who	What (examples)	Indicators of Progress
BoT and Principal	<b>In collaboration with the MoE explore possibilities of expanding learning space within the school using existing buildings</b>	<ul style="list-style-type: none"> <li>● a plan developed to bring forward the upgrade in the 10YP</li> <li>● work commences on the upgrade</li> </ul>
BoT and Principal	<p><b>Multipurpose Cultural Well-being Centre/Hall: Explore ideas the development of plans for a Board of Trustees funded learning space</b> to fulfill the role of</p> <ul style="list-style-type: none"> <li>- extra learning space / hall / whanau &amp; cultural space</li> </ul>	<ul style="list-style-type: none"> <li>● Plans have been developed and funding sources identified.</li> <li>● Relevant permissions obtained from the MoE</li> <li>● Relevant HCC and building code conditions identified</li> </ul>

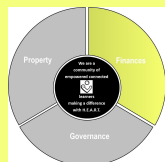
**Report:**

- a. **In collaboration with the MoE explore possibilities of expanding learning space within the school using existing building.**
  - The 10YP Property Plan was completed and signed off.
  - Expansion of learning spaces - after initial discussions with architect and MoE the upgrade of an existing building was put on hold to be taken up again in the second half of 2020
  - Expansion of learning spaces - Govt announced in August 2019 an additional 4 classrooms for Whitiora School. Initial discussions between MoE and school identified a modular option was the best way ahead. Meetings with the contractor has occurred ... classrooms should be accessible by the end of Term 3 at the latest.
- b. **Multipurpose Cultural Well-being Centre:** Explore ideas the development of plans for a Board of Trustees funded learning space

- A new build of a separate hall has been explored further, initial plans prepared for funding applications. The Board member delegated to take a lead has left the city and progress has been put on hold while the plans and arrangements for 4 additional classrooms are underway. The school will use its resources to fund some of the cost and Trust Grant funding for the remainder.

**Next Steps:**

- Continue working with the MoE for the quickest possible construction of 4 additional classrooms**
- Continue following through with the Multipurpose/Hall project**
- Explore with the MoE possible timing and use of 10YA to redo the language unit building as a learning space.**



**Strategic Goal Seven: FINANCE**

When/Who	What	Indicators of Progress
BoT and Principal	<b>Explore additional funding possibilities for property development and other initiatives</b>	<ul style="list-style-type: none"> <li>• A written report identifies possible funding sources for property/hall/pou development.</li> <li>• Action is being taken to access these sources.</li> </ul>

**Monitoring & Resourcing: -**

**Report:**

- Plans supporting Funding Applications have been drawn up. And an approach to a local philanthropist has been made. In addition the Govt has allocated \$154,000 for school plant development. 10YP funding includes an allocation for upgrading the language unit building into a learning space. Govt funding of \$80,000 will be allocated to the school in 2020 to provide space for the Learning Support Coordinator (LSC).
- Trust Grant funding applications are planned for the development of the hall/multipurpose cultural centre for the school  
School resources will fund a sizable portion of the hall/multipurpose cultural centre - sufficient to apply for grants.

**Nexts steps for 2020:**

- Review plans for the site development to take into account new funding. Obtain quotes for the hall construction, and confirm in writing MoE verbal approval, then start funding applications.**
- Prepare a budget / plan for the 10YP funding plus \$154,000 Govt grant for school plant development**



## He Waka Eke Noa Strategic Goals 2018 - 2020 & Action Plan 2019

*(Whitiora School is one of 13 schools that make up He Waka Eke Noa Kahui Ako.  
The Strategic Goals and Action Plan were created as a collaborative endeavour.)*

### **Strategic Goal One: Efficacy - to build teacher & leader capabilities, through collaborative inquiry and effective teaching and learning.**

Target Actions / Annual Plan:	What does effective practice look like? These are from the ERO Evaluations Indicator CHECK this	Evaluations Indicator Potential Sources of Data (plus add individual sources that are relevant for own school)
<p>Strengthen collaborative inquiry within and across He Waka Eke Noa. Share and utilise our learning.</p> <p>FOR HWEN: Sharing across making connections</p>	<ul style="list-style-type: none"> <li>● Leadership establishes the expectation that teachers will learn how to improve their teaching by engaging in collective inquiry into the effectiveness of current practice.</li> <li>● Organisational structures, processes and practices strengthen and sustain focused collaborative inquiry to improve teaching and learning.</li> <li>● Leadership identifies and develops internal expertise, with the support of external expertise as appropriate, to ensure that improvement goals are met.</li> <li>● Teacher professional learning and development is focused and deep rather than fragmented and shallow.</li> </ul>	<p>School Supported Structures - time, collaborative learning groups, leaders or mentors to support / robust school appraisal that values inquiry</p> <p>Sources of evidence... Participation and Growth changes in Teachers Practice</p> <ul style="list-style-type: none"> <li>● For Spirals of Inquiry - Minutes, student voice, review and reflection template (evidence at every step of the the inquiry cycle, story hui</li> </ul>

		<ul style="list-style-type: none"> <li>● Links to Our Codes, Our standards thru appraisal and link oto growing inquiry capabilities</li> </ul> <p>Review twice yearly global picture of Spiral of Inquiry across HWEN</p>
<p>Grow and sustain leadership capability within and across He Waka Eke Noa i.e. Learner Agency/Culturally Sustaining Pedagogies for all learners</p> <p>FOR HWEN: Supported leadership opportunities / resources for individual leaders.</p>	<ul style="list-style-type: none"> <li>● Leadership ensures alignment of student learning needs, teacher professional learning goals, and processes for teacher appraisal and attestation.</li> <li>● Professional leaders and teachers engage with and contribute to the wider education community</li> <li>● Leaders of learning are identified and a strategy is put in place to build internal professional leadership capacity.</li> <li>● Distributed leadership supports continuity and coherence across learning programmes and enhances sustainability.</li> <li>● Leaders and teachers engage with, learn through and use external evaluation as a resource for improvement and innovation.</li> <li>● Leaders and teachers participate in, contribute to and lead purposeful evaluation, inquiry and knowledge building in professional learning communities that include a range of educators from other schools/contexts.</li> <li>● Leaders and teachers are data literate: posing focused questions, using relevant data, clarifying purpose(s), recognising sound and unsound evidence, developing understanding of statistical and measurement concepts, and engaging in thoughtful interpretation and evidence-informed conversations.</li> </ul>	<p>Education Council Leadership Capabilities framework - these this as a common source to evaluate change and growth</p> <p>Leadership review and reflection as part of appraisal</p> <p>Supported Leadership Opportunities (external PLD) - development opportunities in each school / in HWEN, coaching</p> <p>Leadership Mapping roles, responsibilities, accountability (this could be part of Appraisal and include Leadership Framework)</p>

**Strategic Goal Two: Learner Agency - to grow learner agency through culture and identity, partnership, voice and ownership.**

Target Actions / Annual Plan:	What does effective practice look like?	Indicators
<p>Build strong inclusive relationships through valuing student identity, language &amp; cultural competence(s).</p>	<ul style="list-style-type: none"> <li>● Relationships are respectful and productive; difference and diversity are valued.</li> <li>● Instructional organisation, task design, modelling, and grouping practices develop community and promote active learning.</li> <li>● Students develop dialogue and group work skills and participate in group-based learning activities where they draw on individual strengths to complete group tasks.</li> <li>● The learning community is characterised by respect, empathy, relational trust, cooperation and teamwork.</li> <li>● Taking a strengths-based approach, leaders and teachers recognise and affirm the diverse identities, languages and cultures of parents, whaanau and the community, and actively broker engagement and participation.</li> <li>● Students whose culture/first language differs from the culture/language of instruction are well supported to access learning.</li> <li>● Students with special needs or abilities participate in learning opportunities that provide appropriate support and challenge.</li> <li>● The curriculum makes connections to learners' lives, prior understandings, out-of-school experiences and real-world contexts.</li> <li>● The cultural competencies for teachers of Māori students – tātaiako: manaakitanga, ako, whaanaungatanga, wānanga and tangata whenuatanga</li> </ul>	<p>Wellbeing, me &amp; my school surveys</p> <p>Student Voice and a tool that could be used the 7 principles of learning as a scale (from to to)</p> <p>Whaanau / fanau voice</p> <p>Teacher planning documents (these in themselves do not indicator practice change or better outcomes for kids) - part of a larger picture</p> <p>Teacher Inquiry</p> <p>Whaanau / fanau involvement in learning</p>



<p>Ensure opportunities for learning are articulated through formative practices i.e voice, reflection and other evidence/data to inform planning, teaching, learning and curriculum design.</p>	<ul style="list-style-type: none"> <li>● Teachers and students co-construct challenging but realistic learning goals and success criteria, developing shared understandings about the kind and quality of work required to achieve the desired outcome.</li> <li>● Assessment activities are inclusive, authentic and fit-for-purpose; they provide meaningful evidence of achievement and progress and a basis for determining next steps.</li> <li>● Students provide feedback to teachers about the quality and effectiveness of teaching and learning.</li> </ul>	<p>i.e voice, reflection and other evidence/data to inform planning, teaching, learning and curriculum design Evidence of student voice in planning documents Common assessment tasks Student voice surveys</p>
<p>Develop opportunities for learners to know themselves as learners, by building capacity for lifelong learning. Eg growth mindset, learning to learn, reflection.</p>	<ul style="list-style-type: none"> <li>● The curriculum makes connections to learners' lives, prior understandings, out-of-school experiences and real-world contexts.</li> <li>● Students identify their own learning needs and develop and use self-assessment skills to evaluate their own and others' work against clear criteria.</li> <li>● Students are given explicit instruction in learning strategies (such as goal setting, self-monitoring and deliberate practice) that enable them to take control of their learning, develop meta-cognitive skills, self-regulate, and develop self-efficacy and agency.</li> </ul>	<p>Curriculum frameworks and statements (these in themselves do not indicator practice change or better outcomes for kids) - part of a larger picture Planning documents Charter etc Assessment tasks Student voice surveys</p>
<p>To explore, implement and refine deep, meaningful learning opportunities for students. Eg. student directed / initiated, project based learning, inquiry learning, authentic learning, conceptual curriculum design, key competencies.</p>	<ul style="list-style-type: none"> <li>● Taking a strengths-based approach, leaders and teachers recognise and affirm the diverse identities, languages and cultures of parents, whaanau and the community, and actively broker engagement and participation.</li> <li>● Instructional organisation, task design, modelling, and grouping practices develop community and promote active learning.</li> <li>● In each learning area students engage in cognitively challenging and purposeful learning opportunities that relate to real-life contexts, issues and experiences.</li> </ul>	<p>Curriculum frameworks / documents Planning Classroom observations Student voice surveys</p>

**Strategic Goal Three: Powerful partnerships - to recognise and strengthen powerful connections and transitions with parents, whaanau, community and other organisations.**

Target Actions / Annual Plan:	What does effective practice look like?	Evaluations Indicator
<p>Foster reciprocal learner-centred relationships with students and whaanau as a pathway for positive engagement in their child's learning.</p>	<ul style="list-style-type: none"> <li>● Parents, whaanau and the community are welcomed and involved in school activities as respected and valued partners in learning.</li> <li>● Parents, whaanau and teachers work together with students to identify their strengths and learning needs, set goals, and plan responsive learning strategies and activities.</li> <li>● Students, parents, whaanau and teachers know the different pathways, programmes, options and supports available and participate in decision making at critical transition points.</li> </ul>	<p>Whaanau engagement in school e.g. sporting / culture / learning / communication platform</p>
<p>Connect with and utilise support from a range of agencies in response to learner needs by developing powerful partnerships that extend and enrich learning. Collaboratively plan and implement effective learning programmes and seamless transitions for learners.</p>	<ul style="list-style-type: none"> <li>● The school proactively identifies and draws on community resources to enhance student learning opportunities, achievement and wellbeing.</li> <li>● Teachers, parents, whaanau and community engage in joint activities and interventions to improve learning and/or behaviour.</li> <li>● Students, parents, whaanau and teachers know the different pathways, programmes, options and supports available and participate in decision making at critical transition points</li> <li>● Leadership and teachers enable parents and whaanau to support their children's learning by providing them with materials and connecting them to community resources.</li> </ul>	<p>Agency connections Meeting minutes Appointment calendars Student / whaanau voice surveys School communication / newsletters etc.</p>
<p>Through effective leadership - build relational trust, participation and</p>	<ul style="list-style-type: none"> <li>● A range of appropriate and effective communication strategies is used to communicate with and engage parents, whaanau and community.</li> <li>● Students, parents, whaanau and teachers have shared</li> </ul>	<p>Charter / BOT / communication / student-led conferences / learning / hui / fono</p>

collaboration.	<p>understandings of curriculum goals and the teaching and learning process, and engage in productive learning conversations.</p> <ul style="list-style-type: none"> <li>• Parents and whaanau receive information and participate in learning opportunities that enable them to constructively support their children's learning.</li> </ul>	<p>School communication / newsletters etc.</p> <p>Student / whaanau voice surveys</p>
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**Strategic Goal Four: Culturally Sustaining Pedagogies - to value diversity; and validate culture, languages and identity.**

Target Actions / Annual Plan:	What does effective practice look like?	Evaluations Indicator
Develop a shared understanding of what culturally sustaining pedagogy is.	<ul style="list-style-type: none"> <li>• The cultural competencies for teachers of Maaori students – taataiako: manaakitanga, ako, whaanaungatanga, waananga and tangata whenuatanga – can be observed in teacher practice.</li> <li>• School practices are consistent with culturally responsive and relational pedagogies.</li> </ul>	<p>Staff PLD programmes Classroom observations Appraisal documentation Taataiako</p> <p>Could we use Tapasa / Kawanata frameworks (Waikato Tainui) or the Kia Aroha College framework and Ann Milne frameworks check links below</p>
Acknowledge and celebrate the different cultures within and across our schools.	<ul style="list-style-type: none"> <li>• Student identities and whaanau and community knowledge, language and culture are represented in curriculum materials and the enacted curriculum.</li> <li>• Students whose culture/first language differs from the culture/language of instruction are well supported to access learning.</li> </ul>	<p>Curriculum frameworks/documents Planning documentation ESoL/Learning Support programmes Academic / culturally / sporting / School values</p>

<p>Strengthen our relationship with Waikato Tainui (Whakatupuranga 2050) to enhance and support our teaching and learning programmes, school practices.</p> <p><a href="#">Principles of Māori Data Sovereignty</a></p>	<ul style="list-style-type: none"> <li>● A memorandum of understanding exists between the Kaahui Ako and Waikato Tainui and Ngaati Maahanga, and all other iwi that covers the sharing of data and evidence.</li> <li>● Identify the mana whenua of each school in the Kaahui Ako, and develop models of partnership with those iwi eg. Ngaati Maahanga, Ngaati Wairere and Ngaati Haua</li> <li>● Representatives of Waikato Tainui are members of the Kaahui Ako Stewardship Group.</li> <li>● Iwi affiliation of every Maaori learner in all Kaahui Ako schools is known.</li> <li>● Iwi are informed about key initiatives undertaken by the Kaahui Ako and individual schools.</li> <li>● Data and evidence is used to plan priority partnership actions.</li> </ul>	<p>Memorandum of understanding Iwi data in SMS available to all staff Maaori Data Sovereignty protocol Strategic plan Meeting minutes Stewardship group Communication plan</p>
<p>Actively acknowledge and act upon the implications of the Te Tiriti o Waitangi, e.g. foster Tikanga, Te Reo Maaori, Mana Whenua, Tainuitanga.</p>	<ul style="list-style-type: none"> <li>● The cultural competencies for teachers of Maaori students – taataiako: manaakitanga, ako, whaanaungatanga, waananga and tangata whenuatanga – can be observed in teacher practice.</li> <li>● Te Tiriti o Waitangi Planning to 'map' current practices for each article with each kura.</li> </ul>	<p><b>Links to specific indicators:</b></p> <ul style="list-style-type: none"> <li>● <a href="#">Maaori</a></li> <li>● <a href="#">Samoan</a></li> <li>● <a href="#">Tongan</a></li> <li>● <a href="#">Cook Island</a></li> <li>● <a href="#">Generic</a></li> <li>● <a href="#">Peer relationships</a></li> <li>● <a href="#">Relationships with learning</a></li> </ul> <p>Check out the <a href="#">Power Lenses Model</a> - the foundation of Kia Aroha College philosophy of learning.</p>