



School Charter
 Strategic and Annual Plan for
 Whitiora School
 2017 -2022
 2020

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

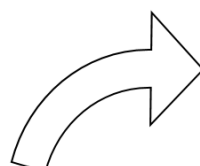
Vision



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



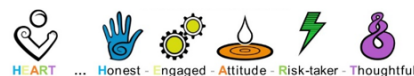
We have large lovely green grounds with a new modern innovative learning environment to support 21st Century learning.

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

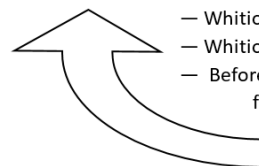
We provide authentic learning opportunities for children to explore, enjoy and grow through "I am ..." Inquiry Learning

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 Whitiara 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 Whitiara 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 Whitiara 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"> → Purposefully building on prior learning and inquiry/passion learning. → Encouraging, creativity, innovation, reflection, and excellence. → Supporting without discrimination all students to have equity in learning and to achieve personal excellence. → Involving family, whanau and community. → Recognising, respecting and celebrating New Zealand’s bicultural heritage within the reality of a multicultural community today.
<p>Māori Dimensions and Cultural Diversity</p> <p>Whakapono ki a koe</p> 	<p>At Whitiōra we acknowledge and celebrate the bi-culturalism of our Whitiōra 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"> ● We acknowledge the unique place of Māori as tangata whenua and Aotearoa’s bi-cultural origins. ● We actively acknowledge and act upon the implications of the Treaty of Waitangi ● 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. ● 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. ● 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 ● Te reo Māori me ōna tikanga is taught school wide at Level 4 ● Provide in-school support and resources to further enhance inclusion of te reo and tikanga Māori within the learner’s classroom. ● Establish authentic relationships and partnerships with tamariki and their whānau ● 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 ● 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.

<p>Students' Learning</p> <p>...</p> <p>School Context</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 114% rotating transience, 167 Or 68% of students were at school for the full year)</p>
<p>Student Progress</p> 	<p>Student progress in learning will be fostered through:</p> <ul style="list-style-type: none"> ● Efficacy: 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. ● Agency: 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. ● Powerful Partnerships: 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. ● Culturally Sustaining Pedagogies and Practice: 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 deliberate acts of teaching and modeling, and upholding the H.E.A.R.T. school virtues and expectations for behaviour and learning.

<p>School Organisation and Structures</p>	<p>Whitiora School, 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>Whitiora School is governed by a Board of Trustees 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>The Board of Trustees employs 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 RT:Literacy Cluster comprising of two RT:Lit teachers who work with teachers across 48 schools, and b) running an Out of School Care (OSCAR) programme for the school community both before and after school and on holiday breaks.</p> <p>Whitiora School has a leadership team 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 makes improvements where needed. The leadership team also promotes the general progress and well-being of teachers and students.</p> <p>Whitiora School will establish a reo rua class in 2020. 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>Property development 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>
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Review of Charter and Consultation

Collaboration: Whitiora School has relationships with -

- PTA & Friends of Whitiora Committees
- OSCAR Out of School Care
- Local Hapu - Ngāti Wairere/ Ngāti Mahanga
- North West Hamilton Schools Community of Learning (COL)

Communication: - communication occurs through -

- Regular newsletters, School Website, School Facebook, and School app.
- Student Parent Learner Conferences - Terms 1,2,3 with documentation for each conference
- Parental involvement in learning programmes, Mahi Challenges, cultural festivities, sporting and special events

Consultation: Whitiora School consults by -

- reporting information and voice gathering (students and whanau)
- scheduled to occur annually in Term 1 & 4
- and involves Parents of targeted different communities (Maori, Pacific, Asian, Other)

Review of Charter and Strategic Plan

- This will be reviewed annually and will involve Parents, Staff and Students
- A community will review on an annual schedule
 - and will involve the Board of Trustees and selected focus groups (eg. Maori Community, local Hapu, Pacific Community, Asian Community)

This Charter and Strategic Plan was developed through a consultative process with Board of Trustees representing the views of different community groups.

Whitiora School STRATEGIC PLAN 2020



Strategic Goals	Core Strategies for Achieving Goals 2017 - 2022
<p>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.</p>	

WHOLE SCHOOL Baseline Data or School Context

Target at least +5% /yr


WRITING	2017 (180)				AT & AB	2018 (181)				AT & AB	2019 (243)				AT & AB	2020 (215)				AT & AB
	WB	B	At	Ab		WB	B	At	Ab		WB	B	At	Ab		WB	B	At	Ab	
ALL 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 %	125 58.1 %	46 21.4 %	44 20.5 %	0 0%	44 20.5 %
Maori 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 17 %	50 21 %	18 7 %	3 1 %	21 8 %	68 68.7 %	17 17.2 %	14 14.1 %	0 0%	14 14.1 %
Pasifika 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 5 %	15 6 %	10 4 %	1 0.4 %	11 4.4 %	12 37.5 %	8 25.0 %	12 37.5 %	0 0%	12 37.5 %
ESOL 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 9 %	25 10 %	18 7 %	1 0.4 %	19 7.4 %	37 57.8 %	17 26.6 %	10 15.6 %	0 0%	10 15.6 %
Male 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 20 %	52 21 %	14 6 %	1 0.4 %	15 6.4 %	72 69.2 %	20 19.2 %	12 11.5 %	0 0%	12 11.5 %
Female 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 11 %	52 21 %	40 16 %	7 3 %	47 19 %	53 47.7 %	26 23.4 %	32 28.8 %	0 0%	32 28.8 %


[Note For Below: - (E) = ERO 2016; (E1) = ERO 2019]


<p>Students' Learning Progress Targets</p>	<p>Primary Focus ... Literacy Writing - raise by at least 5% each year from 2017 to 2020</p>	<ul style="list-style-type: none"> - Professional Learning (PL) to raise teacher capability, effectiveness and efficacy. - Utilising the Appraisal Processes to ensure accountability of implementation of Teacher PL in writing and curriculum delivery using student inquiry/passion learning. - Collaboratively plan as a school community to strengthen student learning across the curriculum including writing focusing on: <ul style="list-style-type: none"> - Educationally Powerful Connections With Families And Whanau - Culturally Intelligent, Inclusive Learning Environments - The identified target group is 'ALL students achieving BELOW in the area of Curriculum focus' - (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"> - (E1) further refining school-wide targets to more specifically focus on accelerating progress for at-risk students. - more specific targets focused on priority (and at risk) learners in each learning centre - the expectation for accelerating learning for identified priority (and at risk) learners. - alignment of Teacher and Learning Centre Action Plans goals and targets with overall school targets.
	<p>Maintenance focus ... Literacy Reading - raise by at least 5% each year from 2017 to 2020 ... Mathematics - raise by at least 5% each year from 2017 to 2020</p>	<ul style="list-style-type: none"> - Continue tracking of student achievement data with targets set for accelerating progress through the 'Targeted Action Plan' in Reading for priority students. - Support with PL for individual teachers as identified through their focus for Teaching As Inquiry - Continue tracking of student achievement data with targets set for accelerating progress through the 'Targeted Action Plan' in Maths for priority students. - Support with PL for individual teachers as identified through their focus for Teaching As Inquiry




<p>Personnel Efficacy</p>	<p>Staff Wellbeing</p>	<p>Wellbeing will be supported through the following approaches</p> <ul style="list-style-type: none"> - teaching and implementing Pause Breathe Smile strategies, PB4L and HEART being consistently taught across all LCs - provision of PL to support efficacy and personal benefit
	<p>To raise Teacher Efficacy to strengthen and accelerate student learning</p>	<p>To Strengthen Teacher Efficacy the focus will include:</p> <ul style="list-style-type: none"> - To nurture individual and collective teacher confidence - PLD delivery focus which supports each teacher and each Learning Centre to implement the school first tier priority of: <ul style="list-style-type: none"> - Writing - Digital Curriculum - Inquiry/Passion Learning - Effective structures and pedagogy for ILE environment - Growth Mindsets and Future focused learning & Competencies for 21st Century Learners - Wellbeing - Pause Breathe Smile - Leadership support - Teaching as Inquiry using the Spiral of Inquiry model <p>Explore and develop future focused learning pedagogies and systems to support learners. i.e. inquiry, research based action, coherent conceptual curriculum, TAI, technology.</p>
		<ul style="list-style-type: none"> - Strengthen and refine Teaching as Inquiry across schools, and utilise these models to enhance ako. - Appraisal processes and expectations support: <ul style="list-style-type: none"> - 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

			<ul style="list-style-type: none"> - Review on an individual teacher by teacher basis the implementation of strategies to strengthen Teacher Efficacy <p>Facilitate Professional Learning Groups with all stakeholders (teachers, leaders, students).</p>
			<ul style="list-style-type: none"> - (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 <ul style="list-style-type: none"> - (E1) extending effective teaching and learning practices to promote consistency across the school - Leadership observation of teaching practice - to include reviewing of the putting into practice: <ul style="list-style-type: none"> - the agreed expectations for professional practice - the PLD skills taught - PLD Reports - points learned; what applied; benefits for priority learners -
		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.
			Understand the process of complex change, and provide support as necessary.
			Utilise the strengths across the CoL to foster Tikanga, and Tau Mai Te Reo.

<p>Learner Agency</p> 	<p>Learner Wellbeing</p>	<p>Wellbeing will be supported through</p> <ul style="list-style-type: none"> - teaching and implementing Pause Breathe Smile strategies - PB4L and HEART being consistently taught across all LCs - Learning Through Play
	<p>Raise levels of independence and collaborative skills to support learner agency</p>	<p>Facilitate opportunities for learners to manage and own their learning and increase awareness of time management</p>
	<p>Implement a culturally responsive curriculum delivery that supports student interest and passions as well as student agency, and which is responsive to student voice.</p>	<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.</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.</p> <p>To provide a rich curriculum that enables our students to demonstrate cultural competence/intelligence.</p>
	<p>Raise awareness of a Whitiora School identity and the sense of belonging to the Whitiora School community.</p>	<p>Support student engagement through the implementation of H.E.A.R.T. across the school to support the Whitiora Learner and Behaviour expectations.</p> <ul style="list-style-type: none"> - Visual graphic reminders and signage - resources supporting in-class focus on the HEART of the Whitiora Learner <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.</p> <p>Value student identity, language & culture to build strong inclusive relationships.</p>

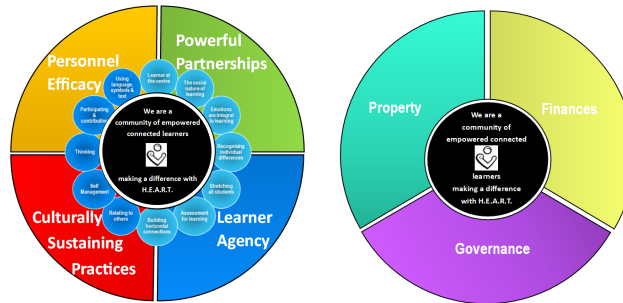
	<p>Student Voice</p>	<p>Explore opportunities for capturing student voice, to authentically inform planning, teaching, learning and curriculum design, learning environment which meets their needs.</p>
	<p>Develop Student Leadership</p>	<p>Grow and develop student leadership / mentoring across the CoL.</p>
<p>Powerful Partnerships</p> 	<p>Strengthen and continue to encourage the role of whānau and parents as active partners in their children's learning. (SAF capabilities 2)</p>	<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 Whitiora School App</p> <p>Provide opportunities for our school to look at different models of whanau engagement and connections.</p> <p>Develop meaningful, learner centred relationships with all community stakeholders.</p> <p>To provide opportunities for parents and whanau to positively participate in their child's learning.</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"> - Collaborative target and goal setting once a term in student parent and teacher conferences - Involvement as resource people in student Inquiry Learning - Providing cultural expertise for students in learning opportunities / lead cultural groups - Supporting the student's completion of the Mahi Challenge each year - Involvement in school special events and celebrations - Gather cultural stories for the region - Make continued use of digital social media

			<ul style="list-style-type: none"> - ongoing inquiry of our Maori Community to support understanding of identity, belonging, aspirations and active involvement in their children's learning - Implement planned regular consultative hui with all school ethnic groups <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, ERO: Educationally Powerful Connections with Parents and Whānau report (CS).</p> <p>Establish a working relationship with Waikato Tainui, as part of their educational strategy. Support and be supported by the Waikato Tainui Education Strategy, Whakatupuranga 2050.</p>
<p>Culturally Responsive Practices</p> 		<p>To value diversity; and validate culture, language and identity.</p>	<ul style="list-style-type: none"> a) To maintain and deepen a shared understanding of culturally responsive practice: Develop a shared understanding of what culturally responsive practice is. b) Maintain culturally responsive practices that will continue to foster culturally responsive practices and pedagogies for all learners c) Culturally responsive Inquiry Learning contexts: PLD focusing on Inquiry Learning, and culturally responsive contexts of learning and pedagogy. d) Acting on the implications of the Treaty of Waitangi: Actively acknowledge and act upon the implications of the Treaty of Waitangi, e.g. foster Tikanga, Te Reo Maori, Mana Whenua, Tainuitanga. e) Culturally responsive to all cultures: Explore new ways to acknowledge and celebrate the different cultures within our school. f) Support strengthening skills and increased use of Te Reo Maori across the school: Provide professional learning development opportunity in Te Reo Maori. Providing opportunities both outside and within LCs for increased use of Te Reo Maori. g) Growing culturally responsive relational learners: 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>Governance</p> 		<p>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>	<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"> - All BoT members participate in regular NZSTA training - Support participation in the Community of Learning (COL) - Continue annual working through Three Year Cycle of Policy Review ensuring policies support student learning and teachers fulfilling their responsibilities. - Support and encourage the development of the new “Whitiora PTA - Whanau and Friends” as a means of increasing parent involvement -
<p>Property</p> 		<p>Utilise the school buildings for maximum effect for student learning</p>	<ul style="list-style-type: none"> - 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"> - Carry out upgrade maintenance of furniture as required. - Establish a space to support cultural and whanau engagement. - Further develop the Enviro Gardens to support student learning. - Establish a space for learning outside the Learning Centre (pagoda) - Establish Reo Rua - Utilise the 2019 MoE allocation of 4 new classrooms to construct additional ILE learning space - Review Hazard Safety identification practices
<p>Finance</p> 		<p>Utilize school finances for maximum effect for student learning</p>	<ul style="list-style-type: none"> - Set budget allocations to support student learning. - Proactively support identified initiatives. - Utilise MoE allocated funding to <ul style="list-style-type: none"> - 5YA ... establish Reo Rua - 2019 MoE allocation of 4 new classrooms ... to construct additional ILE learning space



Whitiora School Annual Target and Annual Plan 2020



Whitiora Goal Framework

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

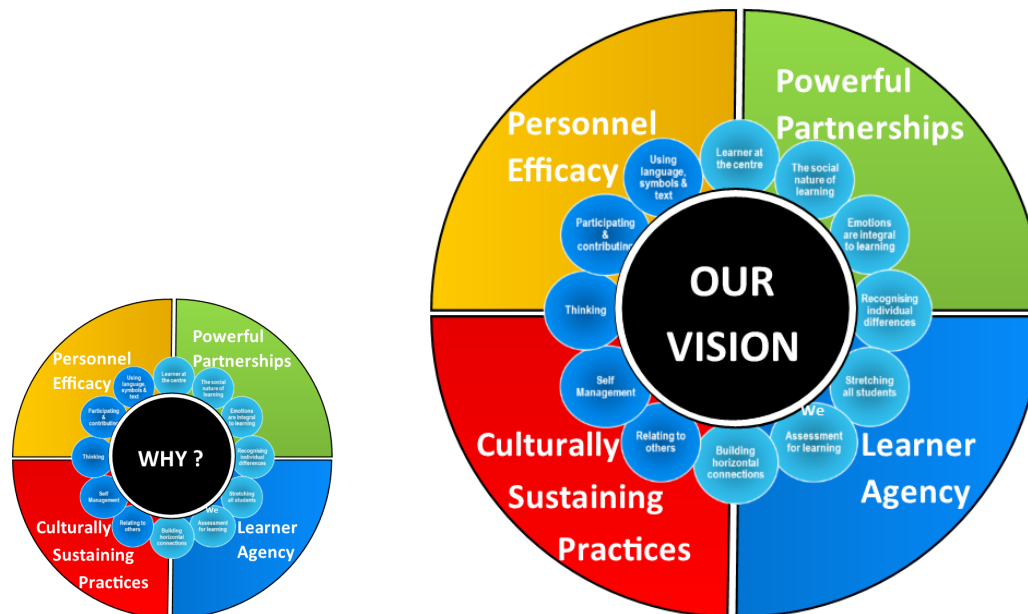
give a framework to the School Vision / Principles / Activity.

The School Annual Plan Goals 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



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 2020 Charter, Strategic and Annual Plan - Targets and Goals



WHITIORA SCHOOL ANNUAL PLAN 2020

Goal 1: PERSONNEL EFFICACY

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

- Professional Learning
 - Wellbeing, ILE pedagogy; Leadership; Local curriculum; Digital curriculum; PB4L; HEART, Te Reo & Tikanga, Inquiry
- SMS upgrade to Hero
- Supportive Structures and systems
- Learner Action Plans & tracking
- Teaching As Inquiry; I am Inquiry

Goal 4: CULTURALLY SUSTAINABLE PRACTICES

To value diversity; and validate culture, languages and identity

- Development and implementation of Local Curriculum with culturally responsive contexts and pedagogies
- Use of Te Reo & Tikanga in all LC
- Commencement of Ruumaki Reo unit Te Aahuru
- Growing culturally responsive relational learners



Goal 3: POWERFUL PARTNERSHIPS

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

- Community informal gathering
- Learning Conferences & Goal setting
- Review and alignment of digital platforms
- Mahi Challenge
- Appointment of a shared Learning Support Coordinator
- Strengthening Hapu / Iwi relationships

Goal 2: LEARNER AGENCY

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

- 1) Wellbeing/Mindfulness
- 2) Building Strong Relationships PB4L & HEART
- 3) "I am ... / I can ..." Inquiry and Learning Through Play
- 4) Student leadership opportunities
- 5) Mahi Challenge
- 6) Attendance

TE AAHURU
Whitiora School Ruumaki Reo Class

Hangai te titiro ki te tihi o Taupiri, he toka āhuru, he maunga ikeike, he maunga tapu e!
Kei ōna rekereke e rere nei, ko Waikato, ko te wai kaukau o ngā tīpuna, te pātaka kai, aue!
Whātoro mai na ngā maihi o Whitiora, o Tainui, kia haoa mai ngā uri, ngā mata,
Ngā kaihoe o te waka tapu Ko Tainui e!
Waikato, hei! Tainui, hei! Ngā tamariki o te iwi Maori, hei!

Description

Te Aahuru is the ruumaki reo class and was established at the beginning of 2020. This is the result of whaanau members expressing their intention of wanting a learning environment that had a strong focus in delivering Maaori language and Maaori tikanga which led to the following vision for TeAahuru: 'Poipoia te kakano kia puawai - our tamariki and their whānau will be connected to Te Ao Māori and feel empowered as Māori. Our tamariki will be lifelong learners and be successful as Māori learners in both worlds.' The majority of the tamariki in Te Aahuru are second language learners of te reo Maaori.

TE AAHURU Ruumaki Reo Annual Goal

Goals in Teacher Efficacy, Learner Agency, Powerful Partnerships and Culturally Support Practices will support achieving of the Annual Targets

TE AAHURU Ruumaki Reo Annual Target :

At the end of the year the 2020 All Student Target is that at least 10% (at least 1 student) of students will achieve Accelerated Progress

REO RUMAKI - data

WRITING 2020	Start of Year (13) (Raw Data)				AT & AB	End of Year (15) (Raw Data)				AT & AB	Start of Year (13) (Clean Data)				AT & AB	End of Year (13) (Clean Data)				AT & AB	At& Ab Shift
	WB	B	At	Ab		WB	B	At	Ab		WB	B	At	Ab		WB	B	At	Ab		
ALL - Start - End - Clean	- %	1 7.7%	12 92.3%	- %	12 92.3%	- %	- %	15 100%	- %	15 100%	- %	1 7.7%	12 92.3%	- %	12 92.3%	- %	- %	13 100%	- %	13 100%	1 7.7%
Male (7) - Start - End - Clean	- %	1 14.3%	6 85.7%	- %	6 85.7%	- %	- %	8 100%	- %	8 100%	- %	1 14.3%	6 85.7%	- %	6 85.7%	- %	- %	7 100%	- %	7 100%	1 14.3%
Female(6) - Start - End - Clean	- %	- %	6 100%	- %	6 100%	- %	- %	7 100%	- %	7 100%	- %	- %	6 100%	- %	6 100%	- %	- %	6 100%	- %	6 100%	0 0%

Analysis of Data: The school ruumaki reo class, Te Aahuru, was established at the beginning of the year. The school decided to top the class numbers at 14 so that sound processes and structures were put in place to ensure the success of Te Aahuru in its beginning stages. For 13 out of the 14 students enrolled in Te Aahuru, this is the first year that they had experienced learning in a total immersion environment with 1 student coming from a ruumaki reo background at a previous school. All students achieved at their level at the end of the year (according to the time they had started in immersion). However Covid-19 lockdown was still a major factor affecting learning progress including time lost from learning, trauma that resulted from breaks in student learning, disrupted student interactions and the school operations, and stressful home settings, especially those living in motel emergency housing. Due to an extremely high level of transience (161%), raw data cannot be used meaningfully to make comparisons from beginning to end of year.

The target of 10% or 'at least 1 student' to achieve accelerated progress was achieved in the Covid-19 impacted year..

Clean Data showed:

Overall All Students (All are Maaori)

Writing progress increased 7.7% (**1 student increase** 12 to 13 total) for '**At and Above**':

Boy Students: Writing saw 'At and Above' level of progress increase of 14.3% (a 1 student increase from 6 to 7 total achieving 'At')

Girl Students: All Girls maintained their 'At' Level of achievement throughout the year

It is to be noted that all students (bar one who was achieving at a 'Below' level) were participating in a Ruumaki and facing the considerable challenge of adjusting to formally learning in Te Reo Maaori for the first time. The adjustment to first time learning at Level 1 Te Reo was interrupted by Covid-19 lockdown. The student successfully transitioned from learning at Level 4 Te Reo to Level 1 Te Reo Maaori over the interrupted year. By the end of the year all students recorded an 'AT' level of achievement.

Next Steps:

- **action the 2021 Whitiara School Annual Plan Goals:** Personnel Efficacy; Learner Agency; Powerful Partnerships; Culturally Sustaining Pedagogies ... through
 - Developing and implementing our Whitiara Localized Curriculum that supports students growing confidence and skills in tuhituhi with a particular emphasis on Te Reo Maaori and Tikanga Maaori.

Whitiora School Whole School Annual Improvement Plan - Domain: Learning - Writing

Whitiora School Whole School

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)

... 2020 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 2020 Target is that at least 5% (at least 12) students will achieve Accelerated Progress *

* Accelerated Progress: - will be achieved by those students who make more than a year's 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

2020 All Student Target is that at least 5% (at least 12) students will achieve Accelerated Progress *

Target Students will achieve Accelerated Progress

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

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

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

Boys Below those achieving Well Below - will be reduced by 5% (6)
 those achieving At or Above - will increase by 5% (6)

Girls Below those achieving Well Below - will be reduced by 5% (6)
 those achieving At or Above - will increase by 5% (6)

All Students those achieving Well Below - will be reduced by 5% (12)
 those achieving At or Above - will increase by 5% (12)

School Context data 2020 at Start of Year

Whitiora School student body is at 29th February = 215 in total - Boys = 48.4% (104) and Girls =51.6% (111).

The ethnic breakdown is: Maori = 99 = 46%, European = 19 = 8.9%, Polynesian = 32 = 14.9%, Asian = 49 =22.8%, Other = 16 = 7.4%
Within these are 64 ESOL students = 29.7%

Kowhai LC -Year 1,2 = 51 , Totara LC -Year 3,4,5 = 84 (84 + 12 Reo Rua) , Rata LC -Year 6,7,8 = 80,
Yr1 = 19; Yr2 = 32; Yr3 =30; Yr4 = 28; Yr5 = 26; Yr6 = 40; Yr7 = 15; Yr8 = 25

Due to transient 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, 68% of students were at school for the full year)

End of Year Review of the Whitiora School Context

Whitiora School student body is at 18th December = 269 in total - Boys = 47.2% (127) and Girls =52.8% (142).

The ethnic breakdown is: Maori = 144 = 53.5%, European = 20 = 7.4%, Polynesian = 39 = 14.5%, Asian = 53 =19.7%, Other = 13 = 4.8%
Within these are 64 ESOL students = 29.7%

Kowhai LC -Year 1,2 = 75 , Totara LC -Year 3,4,5 = 97 (84 + 12 Reo Rua) , Rata LC -Year 6,7,8 = 85,
Yr1 = 43 ; Yr2 = 35; Yr3 =36; Yr4 = 32; Yr5 = 37; Yr6 = 36; Yr7 = 23; Yr8 = 27

Due to transient patterns of inner city living and emergency housing 2020 experienced extremely high levels of transience overall (From the start of the year there were 240 enrolments and 192 departures with a roll of 269 which equals **161% transience**.
Of the 269 students on the roll at the end of the year **132 students (49%) were enrolled in 2020**.

Enrollments for 2020 were spread over the term as follows; T1 = 39 students: T2 = 26: T3 = 32: T4 = 35 ... Total = 132

WHOLE SCHOOL - Data

WRITING 2020	Start of Year (215) (Raw Data)				AT & AB	End of Year (269) (Raw Data)				AT & AB	Start of Year (169) (Clean Data)				AT & AB	End of Year (169) (Clean Data)				AT & AB	At& Ab Shift
	WB	B	At	Ab		WB	B	At	Ab		WB	B	At	Ab		WB	B	At	Ab		
ALL - Start - End - Clean	125 58.1 %	46 21.4 %	44 20.5 %	0 0%	44 20.5 %	113 45.9 %	54 22.0 %	66 26.8 %	13 5.3 %	79 32.1 %	106 62.7 %	25 14.8 %	38 22.5 %	0 %	38 22.5 %	81 47.9 %	39 23.1 %	36 21.3 %	13 7.7 %	49 29.0 %	+11 +6.5 %
Maori - Start - End - Clean	68 68.7 %	17 17.2 %	14 14.1 %	0 0%	14 14.1 %	73 59.8 %	28 23.0 %	17 13.9 %	4 3.3 %	21 17.2 %	50 69.4 %	7 09.8 %	15 20.8 %	0 %	15 20.8 %	40 55.6 %	17 23.6 %	11 15.3 %	4 5.5 %	15 20.8 %	+0 +0 %
Pasifika - Start - End - Clean	12 37.5 %	8 25.0 %	12 37.5 %	0 0%	12 37.5 %	11 33.3 %	6 18.2 %	15 45.5 %	1 3.0 %	16 48.5 %	13 46.4 %	4 14.3 %	11 39.3 %	0 %	11 39.3 %	11 39.3 %	6 21.4 %	10 35.7 %	1 3.6 %	11 39.3 %	+0 +0 %
ESOL - Start - End - Clean	37 57.8 %	17 26.6 %	10 15.6 %	0 0%	10 15.6 %	34 44.7 %	16 21.1 %	20 26.3 %	6 7.9 %	26 34.2 %	39 56.6 %	13 18.8 %	17 24.6 %	0 %	17 24.6 %	31 44.9 %	15 21.7 %	18 26.1 %	5 7.3 %	23 33.4 %	+6 +8.8 %
Male - Start - End - Clean	72 69.2 %	20 19.2 %	12 11.5 %	0 0%	12 11.5 %	66 56.4 %	24 20.5 %	24 20.5 %	3 2.6 %	27 23.1 %	55 72.4 %	11 14.5 %	10 13.1 %	0 %	10 13.1 %	46 60.5 %	16 21.1 %	11 14.5 %	3 3.9 %	14 18.4 %	+4 +5.3 %
Female - Start - End - Clean	53 47.7 %	26 23.4 %	32 28.8 %	0 0%	32 28.8 %	47 36.4 %	30 23.2 %	42 32.6 %	10 7.8 %	52 40.4 %	51 54.8 %	14 1.1 %	28 30.1 %	0 %	28 30.1 %	35 37.6 %	23 24.7 %	25 26.9 %	10 10.8 %	35 37.7 %	+7 +7.6 %

Analysis of Student Learning Progress

Due to an extremely high level of transience (161%), raw data cannot be used meaningfully to make comparisons from beginning to end of year (see note above). The other major factor affecting learning progress was the Covid-19 lockdown - time lost from learning, but even greater impact the trauma trauma that resulted from breaks in student learning, disrupted student interactions and the school operations, and stressful home settings, especially those living in motel emergency housing (25% of the student body). Many children were only beginning to show signs of returning to usual learning routines in the last two weeks of the year.

Clean data shows the following Student Learning Analysis:

AT & ABOVE student shift target of 5% increase in the curriculum area of Writing

Overall All Students

Writing saw progress increase of 6.5% (11 student increase) for 'At and Above': 'Above' increased from 0% to 7.7% (13 students)

Maori students

Writing saw progress increase of 0% (0 student increase) for 'At and Above'; however 'Above' increased from 0% to 5.5% (4 student increase)

Pasifika students

Writing saw progress increase of 0% (0 student increase) for 'At and Above'; however 'Above' increased from 0% to 3.6% (1 student increase)

ESOL students

Writing saw progress increase of 8.8% (6 student increase) for 'At and Above': 'Above' increased from 0% to 7.3% (5 student increase)

Boy students

Writing saw progress increase of 5.3% (4 student increase) for 'At and Above': 'Above' increased from 0% to 3.9% (3 student increase)

Girl students

Writing saw progress increase of 7.6% (7 student increase) for 'At and Above': 'Above' increased from 0% to 10.8% (10 student increase)

WELL BELOW student shift: An additional target identified for Writing was a 5% decrease shift of students achieving Well Below

Overall All Writing Well Below shift exceeded the target of 5% There was a reduction of 14.8% (25 student reduction)

Maori students Well Below shift exceeded the target of 5% There was a reduction of 13.8% (10 student reduction)

Pasifika students Well Below shift exceeded the target of 5% There was a reduction of 7.1% (2 student reduction)

ESOL students Well Below shift exceeded the target of 5% There was a reduction of 11.7% (8 student reduction)

Boy students Well Below shift exceeded the target of 5% There was a reduction of 11.9% (9 student reduction)

Girl students Well Below shift exceeded the target of 5% There was a reduction of 17.2% (16 student reduction)

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 Writing Literacy
 - and Targets of 5% increase in At and Above were exceeded (with a 6.5% increase)
 - there was also a positive shift with increases of 'Above' Levels of achievement (7.7% increase)
 - and a reduction in 'Well Below' levels of achievement (14.8% reduction)

- Maori and Pasifika students made no significant progress overall - 0% increase was recorded for At and Above levels.
 - although there was positive shift with increases of 'Above' Levels of achievement (Maori 5.5% increase; Pasifika 3.6% increase)
 - and a reduction in 'Well Below' levels of achievement (Maori 13.8% reduction; Pasifika 7.1% reduction)

- ESOL students showed significant progress overall - the Target of 5% increase in At and Above was exceeded (with a 8.8% increase)
 - there was also a positive shift with increases of 'Above' Levels of achievement (7.3% increase)
 - and a reduction in 'Well Below' levels of achievement (11.7% reduction)

- BOTH Girls and Boys progress exceeded the Target of 5% increase in At and Above
- However Girls progress exceeded that of Boys in Writing - Increase in At and Above (Girls 7.6% vs Boys 5.3%)
 - Reduction in Well Below (Girls 17.2% vs Boys 11.9%)

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, PB4L & 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
 - Inquiry Learning and Learning Through Play
 - Mahi Challenge

- Leadership opportunities
- Attendance
- **Powerful Partnerships:** To recognise and strengthen powerful connections and transitions with parents, whanau, community and other organisations.
 - Co-construction of learning goals
 - Strengthening Hapu, Iwi relationships
 - Involvement of whanau as resource people
 - Digital communication
 - Mahi Challenge
 - 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
 - Developing and Implementing a shared understanding of culturally responsive practice
 - Acting on the implications of the Treaty of Waitangi including:
 - practice of Te Reo Maori and Tikanga Maori in LCs:
 - being culturally responsive to all cultures:
 - Providing culturally responsive Inquiry Learning contexts
 - Growing culturally responsive relational learners



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) Te Reo Maaori me Tikanga Maaori educators contribute to and support colleagues in using te reo Maaori consistently in learning and teaching of classroom programmes. Supports colleagues to grow in their knowledge, understanding and practice of tikanga Maaori</p>	<ul style="list-style-type: none"> ● Professional Learning (internal and external) supporting team development and implementation of school wide expectations of te reo Maaori and tikanga Maaori

	<p>b) Wellbeing-Mindfulness: Support with PLD from internal personnel, understand and facilitate strategies to promote well-being for teachers and learners.</p>	<ul style="list-style-type: none"> • Learners will be equipped with the tools and strategies to manage conflict, stress and anxiety. <p>Students will;</p> <ul style="list-style-type: none"> • Develop increased focus, attention and curiosity. • Increased calmness and emotion regulation • An increased understanding of emotional literacy • An understanding of kindness toward self and others • Develop a positive sense of connection to self, others and the natural world
	<p>c) Spirals Teaching As Inquiry: implement as part of collaborative Learning Centre teacher teams.</p>	<ul style="list-style-type: none"> • Professional dialogue and team collaboration on a unified Inquiry focus for the LC • Spirals TAI - documented evidence for Inquiry stages / peer to peer reporting / changes in pedagogical practice • Teacher Appraisal documentation
	<p>d) Student Inquiry Learning/Learning Through Play: implement using the new conceptual framework for curriculum coverage and to ensure authentic culturally responsive learning contexts.</p>	<ul style="list-style-type: none"> • School wide/LC professional dialogues collaboration • Conceptual Framework & I am/I can Inquiry documentation • Planning documentation
	<p>e) ILE pedagogy: 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"> • Professional Learning (PL) opportunities (internal & external sources) • Professional dialogues • Pedagogical implementation of the Conceptual Framework & I am/I can Inquiry documentation • Planning documentation
	<p>f) PB4L & HEART powers: support with PLD professional dialogue and team collaboration.</p>	<ul style="list-style-type: none"> • Professional Learning (internal and external) and dialogue along with resource development supporting further LC team development and implementation of school wide expectations of PB4L

		<ul style="list-style-type: none"> Professional learning and dialogue along with resource development supporting LC team collaboration for implementing and teaching HEART powers/virtues
	<p>g) Assessment: 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"> Effective use of upgraded SMS (Linc-Ed to Hero) - data entry and analysing trends and next learning focus, supported by PL Staff meeting professional dialogue Moderation by teachers and Leadership Team Lesson Planning Priority Learner Action Plans
	<p>h) Growing and sustaining Leadership Capability: 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"> Professional Learning and readings Structural organisation within the school that facilitates Leaders meeting and time for professional dialogue Professional dialogues - within school and across the Kahui Ako Leadership Meeting minutes Leadership review and reflection as part of Appraisal
	<p>i) The Priority Learner Action Plans track progress of Priority Students and identify strategies which when implemented will accelerate learning progress.</p>	<ul style="list-style-type: none"> The Priority Learner Action Plans are linked to the Priority Student Data Books The Priority Learner Action Plan is regularly referred to in professional dialogue in LCs and Leadership Teams LC and Leadership meeting minutes make reference to the Priority Learner Action Plans and progress

Report and Analysis of Variance:

Covid-19 and lockdowns impacted student learning, student interactions and the school operations, and as a result the priority of strategic activities within Goals were changed. In addition accelerated transience of 161% also factored into a need to adjust Goal Strategic Activity priorities.

Due to Covid-19 - the foci identified before the start of the year in some cases had to be modified.

- a. **Te Reo Maaori me Tikanga Maaori:** The school continued to participate in the Māori Achievement Collaborative (MAC) programme with the focus of building te reo Māori me Tikanga Māori capacities schoolwide. The school accessed the skills and knowledge of certain

staff members to deliver PLD during staff hui. There were teachable moments for our staff when the school held certain tikanga like powhiri, mihi whakatau and karakia and an understanding was delivered during these times. A connection was made with local iwi, Ngāti Wairere and Ngāti Mahanga, to support the school's understanding of local Māori history and tikanga.

- b. **Mindfulness (Pause, Breathe, Smile):** Use of Pause Breathe Smile was interrupted by Covid-19 and with the impact of high transiency mindfulness was addressed by a combined focus on both teaching the Whitiara HEART and Pause Breathe, Smile.
- c. **Spirals of Teaching as Inquiry:** PLD in this area has been put on hold as a greater focus has been on adapting the curriculum to meet the high levels of student trauma stress identified following Covid19 lockdown - this has included adapting the curriculum to include a greater emphasis on The Arts. The Arts emphasis encourages greater engagement in learning activity without the pressure of academic performance, which students in trauma (fight or flight survival mode) are unable to focus on or cope with.
- d. **Student "I am / can ... " Inquiry Learning:** Following the Covid-19 Lockdown and a review of the levels of attendance and engagement in learning it was decided to re-shape the curriculum delivery so that 'The Arts' became a more prominent feature of learning.
- e. **ILE Pedagogy:** see comment for c) and an increased emphasis on The Arts.
- f. **PB4L and HEART:** PB4L and HEART have become a significant part of learning and an essential component of the schools strategy to respond to high levels of transience and the need to embed the values and ethos of the school for a constantly changing student body.
- g. **Assessment:** Tracking student progress with the high levels of transience (155% to the end of October) has been a challenge. Teachers have worked hard at assessing levels soon after enrolment and ensuring at the very least there is an Overall Teacher Judgement for when a student leaves (often the school is not advised of a pending departure and a closing assessment is not possible).
- h. **Growing and Sustaining Leadership Capability:** Informal leadership mentoring took place utilizing within school expertise. This will continue in 2021 as well as bringing in external resource people.
- i. **Priority Learner Action Plans:** ... The focus on Priority Learner Action Plans was adapted into a focus on **Distance Learning delivery skills** in response to the Covid19 lockdown. Due to the short notice a pragmatic approach was taken - that all would use zoom, email and TV delivery of learning, so that families with multiple children would have a small number only of IT platforms to access and so reduce stress on families. An initial review of student learning during lockdown identified that while the children were reasonably well served in the learning, that a fuller review was needed to identify the teacher skills needed to be developed and how curriculum progress can be maintained while not overly adding to family stress levels. Linked to this will be a drive to emphasise to families the need to keep their living address and phone and email contact details up to date so as to

Next Steps for 2021:

- a) **Te Reo Maaori me Tikanga Maaori:** supported through ...
 - i) Strengthening a developing relationship with Ngati Wairere and Ngati Maahanga
 - ii) Teachers participating in Core Ed PLD supporting tikahanga Maaori
 - iii) Principal participating in Maaori Achievement Collaborative (MAC);

- iv) In-school sourced professional support for teachers (from two teachers and DP) for tikanga and te reo Maaori

b) Growing and Sustaining Leadership Capability:

- i) Teachers participating in Core Ed PLD developing leadership thinking and skills
- ii) Monitoring and supporting a new middle leadership structure
- iii) Principal participating in external PLD so as to further strengthen support for middle leaders

c) Further developing the Whitiara localized Curriculum;

- i) Teachers participating in Core Ed PLD developing content, understanding, and skills, which support the localized curriculum
- ii) Imbedding in the localized curriculum cultural understanding and skills development that support strengthening wellbeing
- iii) Developing skills and preparedness to respond to any need for lockdown distance learning



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
	<p>a) Te Reo Maaori me Tikanga Maaori Learners embrace their identity as Maaori through their learning, understanding and</p>	<ul style="list-style-type: none"> ● Planning and teaching reflects Te Ao Maaori concepts ● Planning and teaching is supported with student and whānau voice, especially for forward teaching.

	practices of te reo Maaori and tikanga Maaori. This supports learners to become self confident and display positive self-esteem.	
	b) Wellbeing-Mindfulness: 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"> • Learners will be taught mindfulness strategies • Learners will implement Pause Breathe Smile strategies for self care, self management, and preparation for learning • Students will be able to articulate the benefits
	c) Build strong inclusive relationships through valuing student identity, language and cultural competence(s): Teachers - i) maintaining a positive, value recognising, perspective in all interactions with students. ii) knowing their students - through encouraging and listening to them, and having empathy for them in their circumstances iii) valuing students individual identity, culture and personal strengths. iv) providing learning contexts that are culturally responsive and link into prior experience and/or knowledge v) ensuring that the induction process for new students is utilized to facilitate the quick building of relationships.	<ul style="list-style-type: none"> • Planning that evidences appropriate and culturally responsive contexts of learning • PB4L and HEART powers are taught to support student interactions, behaviour management, and learning. • Strength based dialogue in LC Teams and Leadership Teams when moderating and reviewing learning progress • Induction process being implemented for new students and staff
	d) “I am ... I can ... “ Inquiry / Learning Through Play: Provide deep meaningful	<ul style="list-style-type: none"> • School wide/LC professional dialogues and collaboration

	learning opportunities which facilitate learner engagement, articulating and managing their own learning through choices made, and building relationships, collaborating and working cooperatively with others.	<ul style="list-style-type: none"> ● “I am... I can” Inquiry planning documentation which is evident of connections made to learners’ lives, cultural context, prior understandings, out-of-school experiences and real world contexts. ● Student voice is evident in the planning process of Inquiry, co-construction of goals, success criteria, and how they will be assessed (both formative and summative). ● Learning Through Play provides meaningful activities which purposefully support skills development and learning which is evident in planning and assessment/reporting
	e) Student Leadership Opportunities	<ul style="list-style-type: none"> ● The school will recognise the leadership traits that different cultures value and will provide opportunity for these to be exercised. ● Meaningful leadership opportunities will be provided at all student Year Levels
	f) Mahi Challenge: 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"> ● Mahi Challenge utilizing H.E.A.R.T. is implemented and completed Challenges celebrated in the Learning Centres ● Students (and their whanau) are active in completing Mahi Challenges.
	g) Attendance: Review attendance tracking and follow up.	<ul style="list-style-type: none"> ● Automated attendance notification with whanau continue to be utilized ● Work closely with the Attendance Services ● Attendance is tracked by teachers using Hero SMS

Report and Analysis of Variance:

Covid-19 and lockdowns impacted student learning, student interactions and the school operations, and as a result the priority of strategic activities within Goals were changed. In addition accelerated transience of 161% also factored into a need to adjust Goal Strategic Activity priorities.

Due to Covid-19 - the following became the priority focus strategies:

Te Reo Maaori me Tikanga Maaori: There were many opportunities for learners to expand their use of te reo Māori me tikanga Māori and was reflected in the practices schoolwide. Opportunities included participating in powhiri, mihi whakatau, waiata, kapa haka and karakia. Learning Centres recognised and utilised the expertise of adults and students alike and used their skills to strengthen others. The skills from the school’s rūmaki reo, Te Aahuru, was also accessed to support learning across the school.

Wellbeing/Mindfulness (Pause, Breathe, Smile): Following Covid-19 lockdown the school experienced a high amount of stress, anxiety and trauma amongst our learners. This led to a strong focus school wide on the physical, mental, and spiritual wellbeing of learners. Learning Centres used a range of strategies to help learners increase focus and attention, increase calm and resilience and increased kindness and empathy amongst each other. Mindfulness took on many forms this year including regular times for learners to be aware of bodies and minds, using art therapy and lego therapy to recognise feelings and ensuring our learners were provided with kai and appropriate clothing when required.

Build strong inclusive relationships through valuing student identity, language and cultural competence(s): The effects of Covid-19 increased the importance of building strong relationships with staff, learners and the school community. During the lockdown period staff continued to strengthen relationships with whānau by contact via email, phonecall, text and online first and foremost checking in on the wellbeing of all in the whānau before pursuing learning activities. This contact gave staff a wee insight into some value life and personal values. All teachers were persistent in regularly checking in on our most vulnerable students. Post lockdown the relationships continued to strengthen between the school and the wider community. These inclusive relationships were formed through a variety of platforms including whānau hui, conferences, celebrating different cultural and language days, kapa haka, pasifika, and leadership opportunities.

“I am / I can ...” Inquiry / Learning Through Play: Following Covid-19 lockdown the school experienced a high amount of stress, anxiety and trauma amongst our learners. In the junior learning centre, Learning through Play facilitated the pathway for learners to reestablish themselves in the classroom. Covid emphasised the need for learners to be able to be problem solvers, resilient learners, collaborations and critical thinkers and Learning through Play was the perfect platform to encourage these skills. An Arts based programme was provided to support re-engagement in school life and re-introduce students to learning in a safe and inclusive environment. The programme focussed on engaging and fun learning opportunities where children can be creative in art, music and drama. Learning this way presented opportunities that were engaging, reduced stress, anxiety and depression.

Student Leadership Opportunities: Whitiara offers many opportunities for learners to demonstrate leadership capabilities within the learning centre and school wide. We have a robust Student Leadership team made of students from Year 6,7,8. They have an active role in decision making and creating and running programmes for others. Our teina from the junior centres are supported by the tuakana in our senior classes.

Mahi Challenge: Mahi challenge is another platform for unifying school and home learning. It was designed to give children choice on a range of topics that explored both their skills and knowledge. Mahi challenge proved successful during lockdown as it provided a huge opportunity to promote choice and options through the mahi challenge.

Attendance: This has been a challenge for the school which has been exacerbated by Covid-19. The school works closely with Te Kohao Health and the attendance office this organisation provides. The school and attendance officer meets weekly to discuss any students who are of concern. Working alongside the attendance officer has proved successful as action is taken straight away to connect with the whānau of students who are absent. In the last two terms the school reviewed the learning programme in the learning centres and focussed on the Arts curriculum to promote engagement and fun with the goal of more students attending school.

Next Steps for 2021:

a) Implementing a localized curriculum that supports students growing confidence and skills in:

- i) understanding and participation in tikanga Maaori.
- ii) making choices about their learning (inquiry learning in the classroom, Mahi Challenge at home).
- iii) involvement in different levels of leadership within the school.

b) Supporting transitions - linked to progressing to High School and/or transience in the wider community

- i) school processes are quickly responsive and flexible to ensure a nurturing welcome, identifying needs and learning levels, creating a sense of belonging and success in learning.
- ii) provide learning opportunities that develop the student’s sense of identity, confidence and resilience in coping with change.
- iii) equip learners with skills and knowledge to confidently access/use digital technologies to support school and distance learning.



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
	<p>a) Te Reo Maaori me tikanga Maaori: Establish and sustain strong connections and relationships with whaanau hapu and iwi. This will act as a pathway for whaanau</p>	<ul style="list-style-type: none"> ● Whaanau hui occurs at least once a term with the purpose of: <ul style="list-style-type: none"> ○ building relationships between whaanau groups and the school. ○ informing whaanau of student’s learning ○ Collaboratively plan with whaanau and implement effective learning programmes and seamless transitions for learners.

	to positively engage in their children's learning.	<ul style="list-style-type: none"> ● Whaanau will help students connect to their identity through whakapapa and pepeha
	<p>c) Co-construction of Learning Goals: Continue to involve parents in the termly collaborative co-construction of learning goals with the teacher and child.</p>	<ul style="list-style-type: none"> ● Conference attendance ● Goals recorded ● Use of SMS to support ● Learner Reports
	<p>d) Resource People: Continue to seek increased involvement of whanau and community as resource people particularly in student Inquiry Learning</p>	<ul style="list-style-type: none"> ● Staff to build relationships with parents and whānau through informal situations (beyond conferences) ● Whanau and others from the community: <ul style="list-style-type: none"> ○ are utilized as resource people in "I am ..." Inquiries ○ are engaged in school cultural, sporting and learning activities ● Planning records resource people involvement
	<p>e) Mahi Challenges: support whanau participation in Mahi Challenges to encourage H.E.A.R.T. activity in both the home/community and school.</p>	<ul style="list-style-type: none"> ● Parents are actively involved in the Mahi Challenges with their children. ● Parents sign off the Challenges as completed ● A Mahi Challenge sheet will be developed for Te Aahuru
	<p>f) Strengthening Hapu / Iwi relationships: Establish and sustain a rich link relationship with Iwi - Tainui and local Hapu with active interaction on the school site and Marae settings</p>	<ul style="list-style-type: none"> ● Dialogue with MoE and local Hapu - Ngati Wairere and Ngati Maahanga ● Marae visits continue ● Opportunities explored for Hapu involvement in student learning at school ● PLD with the staff looking at local history of the mana whenua that Whitiara School connects to
	<p>g) Digital communication: Sustain effective communication through digital newsletters and explore with whanau the preferred means of social media to school news and SMS attendance notifications.</p>	<ul style="list-style-type: none"> ● Digital communication between whaanau and school including school website, school Facebook page, and online school newsletters ● Use of SMS Hero for parent portal ● Regular digital communications. ● School Charter and Annual Plan available on the school website.

	<p>h) Support Transition adjustment: through positive relationships and good communication.</p>	<ul style="list-style-type: none"> ● Interviews/discussions with all new enrolment parents <ul style="list-style-type: none"> ○ Provide parents with information on supporting transition and learning ○ Initial communication with whānau at a heightened level for the first 2 months ● Explore sustainable means of supporting students in transition adjustment - especially those in emergency housing
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Report and Analysis of Variance:

Covid-19 and lockdowns impacted student learning, student interactions and the school operations, and as a result the priority of strategic activities within Goals were changed. In addition accelerated transience of 161% also factored into a need to adjust Goal Strategic Activity priorities.

Te Reo Maaori me tikanga Maaori: At Whitiora, creating and developing relationships is important for the school and embodies the values of tikanga Māori. Kanohi ki te kanohi (face to face) is an approach that is used frequently by the school when discussing the learning and behaviour successes and challenges of the child. Covid-19 and distance learning created a barrier to the tikanga of kanohi ki te kanohi. This did not deter staff in making regular contact with whānau during lock down via a range of social platforms and these relationships continued to strengthen post lockdown. In terms 3 and 4 contact has been developed through hui whānau, whānau participation in classroom activities and EOTC, alongside regular text messaging and classroom pānui sent out at the beginning of each term as an overview of the term’s learning and upcoming kaupapa.

Co-construction of Learning Goals: Due to COVID the focus of reporting and construction of learning goals shifted from curriculum areas to the children’s wellbeing as whānau were more concerned about their children settling back into the classroom post lockdown.

Resource People: Following covid lockdown there were restrictions put into place that did not allow the school to access a large number of resource people for the greater part of the year. The school’s solution to this was to engage the expertise within the school and invite a few people from the community to support the school with various projects and activities. While th

Mahi Challenge: Mahi challenge is another platform for unifying school and home learning. It was designed for children that explored both their skills and knowledge with the support and interaction of whānau and community members. Mahi challenge proved successful during lockdown as it provided a huge opportunity to promote choice and options through the mahi challenge.

Strengthening Hapu / Iwi relationships: The school is continuing to strengthen relationships with mana whenua. Ngāti Mahanga and Ngāti Wairere. The school is having more in depth conversations with iwi and hapū learning about the pūrākau with local Ngāti Wairere, Wiremu Puke.

Digital communication: Covid provided the platform to strengthen digital communication with the whānau. During lockdown distance learning became the avenue for teachers to stay in touch with students and their whānau. Communication was done through frequent texting, emailing, phone calls and zoom hui. Not all whānau participated during lockdown as they may have not had access to digital devices or a reliable internet source. Post lock down the school continued to use these platforms to stay in touch with whānau.

Support Transition adjustment: The school has a high number of transients especially as Whitiora is located near a street of motels where a lot of our emergency housing families live. There are a number of responses to support the transition of students into a new learning environment. The school has a student induction process where different staff members are tasked with ensuring the students know the procedures at Whitiora. New students are assigned to an individual teacher and a buddy student and given time to explore the school and get to know one another. Every new student is also given an extensive one to one interview to learn more about the student and an understanding of the school's HEART culture.

Next steps 2021:

- a) **Developing and strengthening powerful partnerships to support the localized curriculum:**
 - i) supported by Ngati Wairere and Ngati Maahanga in developing and resourcing the localized curriculum
 - ii) building partnerships with whanau and wider community to resource delivery of the localized curriculum
 - iii) accessing external agencies to support targeted students to access the localized curriculum



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) Te reo Maaori me tikanga Maaori: The learner and whaanau actively engages in learning and becomes immersed in te reo Māori me ōna tikanga.</p>	<ul style="list-style-type: none"> ● Maaori content and language are evident in teaching and learning in ways that reflect the inherent identity, language and culture of Maaori learners and their parents, family and whaanau.

	<p>b) Seeking new culturally responsive practices and pedagogies to support all cultures: 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"> ● School visits within the Kahui Ako ● Participation in MAC (Maori Achievement Collaborative) ● Schoolwide survey - Tuu Rangatira Ai ● Seeking Mana Whenua guidance on culturally responsive practices ● Learning about and recognition of significant cultural celebrations ● Seeking Whitiara whanau perspectives ● ESoL/ Learning Support programmes
	<p>c) Developing and implementing a shared understanding of culturally responsive practice: Develop a shared understanding of what culturally responsive practice is.</p>	<ul style="list-style-type: none"> ● Professional learning <ul style="list-style-type: none"> - through Mana Whenua contacts - through Kahui Ako and internal expertise ● Implementing the shared understanding of the Treaty of Waitangi and culturally responsive practice within the Whitiara Local curriculum ● Applying deliberate acts that accelerate progress and learners' sense of identity and belonging
	<p>d) Acting on the implications of the Treaty of Waitangi: Actively acknowledge and act upon the implications of the Treaty of Waitangi, e.g. foster Tikanga, Te Reo Maori, Mana Whenua, Tainuitanga.</p> <p>i) practice of Te Reo Maori and Tikanga Maori in LCs:</p> <p>ii) being culturally responsive to all cultures:</p>	<ul style="list-style-type: none"> ● Recognise and honour different people groups for who they are, the richness of their identity, and what they bring to learning. ● Strengthening of Te Reo Maori and Tikanga Maori across the school and the school community. ● Learning about and recognition of significant cultural celebrations ● Priority Learner Action Plans targeting equity for Maori, Pasifika and other students
	<p>e) Culturally responsive Inquiry Learning contexts: PLD focusing on Inquiry Learning, and culturally responsive contexts of learning and pedagogy.</p>	<ul style="list-style-type: none"> ● Professional learning through Kahui Ako and other sources ● Professional dialogue with other schools in the Kahui Ako ● Actively seeking learning opportunities to strengthen understanding and knowledge of other cultures (who are part of the Whitiara Community) their beliefs, and practices. ● Planning documentation acknowledges and celebrates the diverse cultures within our school.

	<p>f) Growing a Whitiara School Culture that has culturally responsive relational learners: Support with PLD, build resources, and implement as part of Inquiry Learning our 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"> ● Resources developed and shared by teachers ● Planning of specific acts of teaching on the H.E.A.R.T. virtues/powers that address the HEART needs of each student and Learning Centre ● Reinforce H.E.A.R.T. virtues/powers through award tickets being issued and celebrated with assembly certificates
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Report and Analysis of Variance:

Covid-19 and lockdowns impacted student learning, student interactions and the school operations, and as a result the priority of strategic activities within Goals were changed. In addition accelerated transience of 161% also factored into a need to adjust Goal Strategic Activity priorities.

Te reo Maaori me tikanga Maaori: This has been a strong focus after returning from lockdown. The school has utilised the expertise and strengths of other staff members to support in the development of new knowledge. Consistent practice of reo and tikanga included students knowing pepeha, karakia, waiata, responding to a range of instructional te reo Māori, participating in powhiri and mihi whakatau and following certain kawa practices in the Learning Centre.

Seeking new culturally responsive practice: The school continues to be actively involved with the Kahui Ako, He Waka Eke Noa and Māori Achievement Collaboration (MAC) focusing on the tikanga, kōrero and history of Waikato Tainui rohe and mana whenua. Knowledge and expertise within the school was also utilised to support new learning and understanding school wide. This led to staff discussions on creating pathways and programmes with an emphasis on te reo Māori me ōna tikanga in learning centres. Discussions were also held with Ngāti Wairere pakeke, Wiremu Puke, to discuss local mita me ōna tikanga.

Acting on the implications of the Treaty of Waitangi including

- a) 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 Maaori has been promoted daily through the following: the learning and delivering of karakia and waiata; learning and performing mihi whakatau and powhiri; having the opportunity to participate in kapahaka; learning and responding to different instructions in te reo Māori; creating and delivering a pepeha to an audience; learning and saying basic phrases that relate to the learning that is happening in the learning centre; practicing the concept of whakawhanaungatanga; demonstrating different kawa/protocol practices in and out of the classroom. The whole school met together at the beginning and end of each week to celebrate Karakia and Waiata together. The school’s rumaki reo, Te Aahuru, began at the beginning of the year to nurture and grow te reo Māori and tikanga Māori at Level 1.
- b) being culturally responsive to all cultures:** As a culturally diverse school, Whitiara takes advantage of the resources available to them by welcoming whaanau to help ensure cultural celebrations take place in an authentic manner. Whenever possible the school includes learning about and recognition of significant cultural understandings, beliefs, and practices. 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. However there were restrictions on inviting whānau to these events due to Covid-19.

Culturally responsive Inquiry Learning contexts in our Local Curriculum: The effects and aftermath of Covid-19, lockdown and a high number of families living in emergency housing has caused a lot of stress, anxiety and trauma amongst our learners and their whānau. The school had to rethink the curriculum and how best to provide learning programmes that would alleviate some of the stress and trauma these children were experiencing and getting them engaged into learning that was enjoyable and gave them some kind of success. The Arts curriculum became the main focus for the school with learners experiencing art in its many forms- dance, visual, song, music, drama. The programme was also a great vehicle to explore and encompass all cultures and practices.

Growing culturally responsive relational learners: Programmes around Te wiki o te reo Maaori and Matariki and other cultural celebrations were planned in advance and executed across the whole school. The school has reinforced H.E.A.R.T. virtues through award tickets being issued and assembly certificates as well as cementing our HEART values into the everyday practice of the learner- both learning and behaviour. This has become an established and normalised practice in the school and has made a significant impact on the development of the culture of Whitiōra.

Next steps 2021:

- a) **Delivery of the localized curriculum will reflect cultural sensitivity and support:**
 - i) developing understanding of the Treaty of Waitangi and local histories of tangata whenua and other cultures
 - ii) developing opportunities and active participation in use of te reo Maaori and tikanga Maaori
 - iii) relating to others in positive and respectful ways with HEART powers central to expectations



WHITIORA SCHOOL ANNUAL PLAN SUMMARY 2020



GOVERNANCE

To provide quality governance of Whitiora School so that School Leadership can ensure the quality effective teaching and student learning.

- Provision of induction and training for Board members
- Maintaining systematic policy review
- Provide guidance, plan, promote and support school activities and initiatives
- Support commencement of a Reo Rua Maori Language immersion unit
- Use student progress evidence to inform decision making
- Support participation in the Kahui Ako He Waka Eke Noa
- Monitor and respond to the impact of Enrolment Scheme zone.

PROPERTY

To maintain a quality fit-for-purpose School site and resourcing the facilities, effective teaching and learning.

- Continue to progress plans for a hall/multi-purpose centre
- Support MoE provision of 4 additional class spaces and explore ways to establish a centre for use by Whanau and Out of School Care
- Review and update the 5YA and 10YP property plans

FINANCES

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

BoT and Principal	e) Support the commencement of a Reo Rua - Maori language immersion unit	<ul style="list-style-type: none"> ● Support the commencement of the Reo Rua unit through: <ul style="list-style-type: none"> ○ application to the MoE ○ budgetary support for resources and staffing ○ promotion of the option to families of children of Y2-Y5
BoT and Principal	f) Support participation in and achieving the goals of the Kahui Ako He Waka Eke Noa (COL).	<ul style="list-style-type: none"> ● Whitiara School Strategic Plan and Annual Plan have Goals and Actions that fully align with the Kahui Ako Goals ● Kahui Ako Targets are being met.
BoT and Principal	g) Implement and monitor the impact of the new School Enrolment Scheme.	<ul style="list-style-type: none"> ● Carry out ballots ● Review ● Monitor the impact of the enrollment scheme on the student roll and modify ballot expectations accordingly

Report:

Covid-19 and lockdowns impacted student learning, student interactions and the school operations, and as a result the priority of strategic activities within Goals were changed. In addition accelerated transience of 160% also factored into a need to adjust Goal Strategic Activity priorities.

- Board Member Training was put on hold for the year with a view to make this a priority in 2021.
- Review of school policies continued, but focused on ones which became a priority due to Covid-19 and the Lockdowns.
- Supporting School activities was possible for the school production, School Athletics Day, and Senior Camp at the end of the year. Most other activities were postponed due to Covid-19. The support that the Board did provide was to support the school leadership in responding to the many demands stemming from Covid-19 lockdowns and re-establishing routines post lockdown.
- Student progress evidence gathering was interrupted and the trauma impact of Covid-19 and significant proportion of students being transient (49%) and high proportion of students living in less than adequate Emergency and Transitional accommodation in motels (25%) has meant students have had serious challenges in learning - the trauma creating a fight/flight survival mode of brain functioning results in an inability to focus on academic learning and has meant the Board of Trustees needed to respond to the school identified need to adapt curriculum learning focus creating support and an environment that encouraged engagement in learning - hence a major focus on The Arts. By early December the benefits of this adapted focus could be seen with increased engagement in learning in the Learning Centres during the school day. The BoT supported URF funding applications and initiatives which saw a greater shift to The Arts in learning, the employment of a School Counsellor, a Social Worker, and the engagement of the school Kaumatua to visit whanau in their homes. Professional advice was also accessed to support the planning.

- The BoT has continued to support the establishment of the Rumaki Reo unit which has seen 14 students experiencing full immersion learning. The school budget was utilized to give extra Learning Assistant time and in the property side the Board of Trustees showed its support by funding an extra 33% of space for the new classroom in order to facilitate the type of learning that will occur in the Rumaki Reo unit.
- Support has continued for the Hei Waka Eke Noa Kaahui Ako with the school Principal working as an 'expert principal' for the Kaahui Ako and the Board Chairperson representing the chairpersons of the 13 schools on the Kaahui Ako Stewardship Committee. The school Principal was responsible for coordinating the search and selection panel to find a new Leard Principal for the Kaahui Ako.
- The Enrolment Scheme has not slowed the growth of the school. Since the implementation of the scheme the school has grown 30% - some of that growth is due to Emergency Housing and some to the increase of in-fill housing in the school zone. The commencement of the MoE provision of 4 additional classroom spaces is indicative of the need generated by the growth.

Next Steps 2021:

- **Provision of induction and training for Board members**
- **Maintaining systematic policy review**
- **Continue to monitor initiatives to meet the needs of traumatised students**



Strategic Goal Six: PROPERTY

When/Who	What (examples)	Indicators of Progress
BoT and Principal	Construction and installation of 4 additional classroom spaces approved by the MoE.	<ul style="list-style-type: none"> ● Active participation and support to the Principal with timely decisions ● Planning for the future development of the school site ● Review and updating of the school 5YA and 10YP plan
BoT and Principal	In collaboration with the MoE explore possibilities of expanding learning space within the school using existing buildings	<ul style="list-style-type: none"> ● a plan developed to bring forward the upgrade in the 10YP ● work commences on the upgrade
BoT and Principal	Multipurpose Cultural Well-being Centre/Hall: Explore with the MoE ideas and	<ul style="list-style-type: none"> ● Plans have been developed and funding sources identified. ● Relevant permissions obtained from the MoE

	<p>the development of plans for a Board of Trustees funded learning space to fulfill the role of</p> <ul style="list-style-type: none"> - extra learning space / hall / whanau & cultural space 	<ul style="list-style-type: none"> • Relevant HCC and building code conditions identified
<p><u>Report:</u></p> <p>Covid-19 and lockdowns impacted student learning, student interactions and the school operations, and as a result the priority of strategic activities within Goals were changed. In addition accelerated transience of 160+% also factored into a need to adjust Goal Strategic Activity priorities.</p> <p>Due to Covid-19 - the following became the priority focus strategies:</p> <ul style="list-style-type: none"> • The BoT is delighted that the <u>provision of 4 additional classroom spaces</u> is well underway - although delayed by the Covid-19 Lockdown and aftermath - the new spaces are scheduled to be ready for the first day of Term 1 2021. • The <u>collaboration with the MoE explores possibilities of expanding learning space</u> within the school using existing buildings has been put on hold until after the opening of the new 4 classroom spaces so a re-evaluation can be carried out. • The <u>Multipurpose Cultural Well-being Centre/Hall</u>: has continued to be explored, but with Covid-19 lockdowns and the necessary priority of the MoE to provide more learning spaces as a first priority this focus has had to largely go on hold. The focus will be taken up again once the new classrooms are available. • <u>Learning Support Coordinator (LSC) office space</u>: During 2020 the Board was able to appoint a Learning Support Coordinator (LSC) and the plans and provision of office space for the LSC and for the School Counsellor has commenced. It is hoped that these offices will be ready early in Term 1 2020. <p><u>Next Steps 2021:</u></p> <ul style="list-style-type: none"> • Review current school property and develop a new 'Property Development Plan' supporting student learning 		



Strategic Goal Seven: FINANCE

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

Report:

Covid-19 and lockdowns impacted student learning, student interactions and the school operations, and as a result the priority of strategic activities within Goals were changed. In addition accelerated transience of 160% also factored into a need to adjust Goal Strategic Activity priorities.

- Funding priority for a Hall: the necessary priority of the MoE to provide more learning spaces as a first priority this focus has had to largely go on hold.
- Priority was given to fully utilizing SIP and LSC office space funding. In collaboration with the MoE property team it was possible to plan and commence the provision of a shade canopy for two existing classrooms, to provide 33% more learning space for the Rumaki Reo unit in the new build, and to provide LSC and School Counsellor office space.

Nexts steps 2021:

- **Review budget allocations in light of increased Decile funding**
- **Identify budget needs for the new 'Property Development Plan' (see above)**



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

*(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"> • Leadership establishes the expectation that teachers will learn how to improve their teaching by engaging in collective inquiry into the effectiveness of current practice. • Organisational structures, processes and practices strengthen and sustain focused collaborative inquiry to improve teaching and learning. • Leadership identifies and develops internal expertise, with the support of external expertise as appropriate, to ensure that improvement goals are met. • Teacher professional learning and development is focused and deep rather than fragmented and shallow. 	<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"> • For Spirals of Inquiry - Minutes, student voice, review and reflection template (evidence at every step of the the inquiry cycle, story hui

		<ul style="list-style-type: none"> ● Links to Our Codes, Our standards thru appraisal and link oto growing inquiry capabilities <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"> ● Leadership ensures alignment of student learning needs, teacher professional learning goals, and processes for teacher appraisal and attestation. ● Professional leaders and teachers engage with and contribute to the wider education community ● Leaders of learning are identified and a strategy is put in place to build internal professional leadership capacity. ● Distributed leadership supports continuity and coherence across learning programmes and enhances sustainability. ● Leaders and teachers engage with, learn through and use external evaluation as a resource for improvement and innovation. ● 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. ● 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. 	<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 & cultural competence(s).</p>	<ul style="list-style-type: none"> ● Relationships are respectful and productive; difference and diversity are valued. ● Instructional organisation, task design, modelling, and grouping practices develop community and promote active learning. ● Students develop dialogue and group work skills and participate in group-based learning activities where they draw on individual strengths to complete group tasks. ● The learning community is characterised by respect, empathy, relational trust, cooperation and teamwork. ● 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. ● Students whose culture/first language differs from the culture/language of instruction are well supported to access learning. ● Students with special needs or abilities participate in learning opportunities that provide appropriate support and challenge. ● The curriculum makes connections to learners' lives, prior understandings, out-of-school experiences and real-world contexts. ● The cultural competencies for teachers of Māori students – tātaiako: manaakitanga, ako, whaanaungatanga, wānanga and tangata whenuatanga 	<p>Wellbeing, me & 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"> ● 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. ● Assessment activities are inclusive, authentic and fit-for-purpose; they provide meaningful evidence of achievement and progress and a basis for determining next steps. ● Students provide feedback to teachers about the quality and effectiveness of teaching and learning. 	<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"> ● The curriculum makes connections to learners' lives, prior understandings, out-of-school experiences and real-world contexts. ● Students identify their own learning needs and develop and use self-assessment skills to evaluate their own and others' work against clear criteria. ● 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. 	<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"> ● 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. ● Instructional organisation, task design, modelling, and grouping practices develop community and promote active learning. ● In each learning area students engage in cognitively challenging and purposeful learning opportunities that relate to real-life contexts, issues and experiences. 	<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"> ● Parents, whaanau and the community are welcomed and involved in school activities as respected and valued partners in learning. ● Parents, whaanau and teachers work together with students to identify their strengths and learning needs, set goals, and plan responsive learning strategies and activities. ● Students, parents, whaanau and teachers know the different pathways, programmes, options and supports available and participate in decision making at critical transition points. 	<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"> ● The school proactively identifies and draws on community resources to enhance student learning opportunities, achievement and wellbeing. ● Teachers, parents, whaanau and community engage in joint activities and interventions to improve learning and/or behaviour. ● Students, parents, whaanau and teachers know the different pathways, programmes, options and supports available and participate in decision making at critical transition points ● Leadership and teachers enable parents and whaanau to support their children's learning by providing them with materials and connecting them to community resources. 	<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"> ● A range of appropriate and effective communication strategies is used to communicate with and engage parents, whaanau and community. ● Students, parents, whaanau and teachers have shared 	<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"> • Parents and whaanau receive information and participate in learning opportunities that enable them to constructively support their children's learning. 	<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"> • The cultural competencies for teachers of Maaori students – taataiako: manaakitanga, ako, whaanaungatanga, waananga and tangata whenuatanga – can be observed in teacher practice. • School practices are consistent with culturally responsive and relational pedagogies. 	<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"> • Student identities and whaanau and community knowledge, language and culture are represented in curriculum materials and the enacted curriculum. • Students whose culture/first language differs from the culture/language of instruction are well supported to access learning. 	<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>Principles of Māori Data Sovereignty</p>	<ul style="list-style-type: none"> ● 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. ● 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 ● Representatives of Waikato Tainui are members of the Kaahui Ako Stewardship Group. ● Iwi affiliation of every Maaori learner in all Kaahui Ako schools is known. ● Iwi are informed about key initiatives undertaken by the Kaahui Ako and individual schools. ● Data and evidence is used to plan priority partnership actions. 	<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"> ● The cultural competencies for teachers of Maaori students – taataiako: manaakitanga, ako, whaanaungatanga, waananga and tangata whenuatanga – can be observed in teacher practice. ● Te Tiriti o Waitangi Planning to 'map' current practices for each article with each kura. 	<p>Links to specific indicators:</p> <ul style="list-style-type: none"> ● Maaori ● Samoan ● Tongan ● Cook Island ● Generic ● Peer relationships ● Relationships with learning <p>Check out the Power Lenses Model - the foundation of Kia Aroha College philosophy of learning.</p>