





School Charter  
 Strategic and Annual Plan for  
 Whitiora School

2021 - 2026

Submission date to Ministry of Education: 1/3/2021		
	Principal's endorsement: <i>Te Haumoana Biddle</i>	Board of Trustees' endorsement: <i>Annika Going</i>

# Whitiora School CHARTER 2021 - 2026

## Introductory Section - Strategic Intentions

**Motto**

**To Thine Own Self Be True**

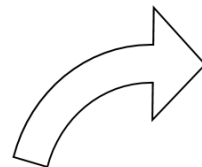
**Vision**



Whakapono ki a koe

### WHITIORA SCHOOL VISION

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

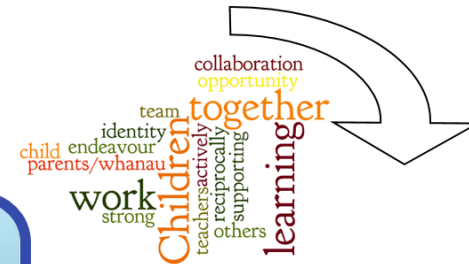


We have a strong team of caring, supporting, experienced professionals who want to see every child succeed

**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



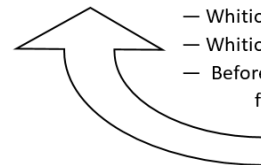
We have large lovely green grounds with a new modern innovative learning environment to support 21st Century learning.

**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

- Whitiora Kindergarten
- Whitiora 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 more 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 cooperative learning.*
- **We mobilize emotions which are integral to learning.** *Our learning professionals within the learning environment are highly attuned to the learners' motivations and the key role of emotions in achievement.*
- **We recognise and utilise individual differences.** *Our learning environment is acutely sensitive to the individual differences among the learners in it, including their prior knowledge.*
- **We stretch all students.** *Our learning environment devises programmes that demand hard work and challenge from all, but without excessive overload.*
- **We assess for learning (not just for formative purposes).** *Our learning environment operates with clarity of expectations using assessment strategies consistent with these expectations: there is a strong emphasis on formative feedback to support learning.*
- **We build horizontal connections across the curriculum and outside the classroom.** *Our learning environment strongly promotes "horizontal connectedness" across the areas of knowledge and subjects as well as to the community and the wider world.*

	<p>With these 7 Principles of Learning and the Key Competencies we aim to provide all students a variety in learning and the best learning opportunities across the full curriculum so as to develop each student as a whole learner:</p> <ul style="list-style-type: none"> <li>→ Purposefully building on prior learning and inquiry/passion learning.</li> <li>→ Encouraging, creativity, innovation, reflection, and excellence.</li> <li>→ Supporting without discrimination all students to have equity in learning and to achieve personal excellence.</li> <li>→ Involving family, whanau and community.</li> <li>→ Recognising, respecting and celebrating New Zealand’s bicultural heritage within the reality of a multicultural community today.</li> </ul>
<p><b>Māori Dimensions and Cultural Diversity</b></p> <p>Whakapono ki a koe</p> 	<p>At Whitiōra we acknowledge and celebrate the biculturalism 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"> <li>● We acknowledge the unique place of Māori as tangata whenua and Aotearoa’s bi-cultural origins.</li> <li>● We actively acknowledge and act upon the implications of the Treaty of Waitangi</li> <li>● Acknowledge Tainuitanga and mana whenua by establishing and sustaining a rich link relationship with Iwi- Tainui and local Hapu- Ngaati Wairere/ Ngaati Mahanga with active interaction on and off the school site.</li> <li>● Identify strengths and expertise within our COL He Waka Eke Noa and our wider school community, and use these to foster culturally supportive practices and pedagogy for all learners.</li> <li>● Providing opportunities for tamariki to connect with their own identity as Māori through rich learner focused learning programmes that emanate out of te Ao Māori and te Ao Pakeha</li> <li>● Te reo Māori me ōna tikanga is taught school wide at Level 4</li> <li>● Sustain a ruumaki reo class that will provide the tamariki and their whānau opportunities to develop their confidence and competence in Te Ao Māori and Te Ao Pākehā by learning through te reo Māori me ōna tikanga at Level 1.</li> <li>● Provide in-school support and resources to further enhance inclusion of te reo and tikanga Māori within the learner’s classroom and for the localised curriculum.</li> <li>● Establish authentic relationships and partnerships with tamariki and their whānau</li> <li>● Consult whānau, hapu and the wider community to develop plans and targets in tikanga me te reo Māori and report on the progress and achievement of students</li> </ul>

<p><b>Students' Learning</b></p> <p>...</p> <p><b>School Context</b></p>	<p>Whitiara School is an inner city school without the usual suburban living neighbourhood. Instead many families live in apartments or motel units, some arriving new to the country or city others in emergency housing. All appreciate the large park-like grounds of the school on the weekends.</p> <p>The Whitiara School community is made up of a diverse range of cultures and ethnic backgrounds which add a richness to school life and learning. At the end of 2020 53.5% of our students were Maori, 20% Migrant or English as a Second Language, 20% NZ European and 6.5% other.</p> <p>The school experienced extremely high levels of transience overall (240 enrolments and 192 departures with a roll of 269 or 160.6% rotating transience, 135 or 51% of students were at school for the full year).</p>
<p><b>Student Progress</b></p> 	<p>Student progress in learning will be fostered through:</p> <ul style="list-style-type: none"> <li>● <b>Efficacy:</b> Building teacher / leader capabilities through collaboration, Teaching as Inquiry, and effective teaching and learning so that they are best able to plan and deliver an effective learning programme for all students in our Innovative Learning Environment. Utilising the full range of learning evidence and assessment to inform planning of the learning programme and identifying next steps in learning, as well as supporting all students to collaboratively set learning goals.</li> <li>● <b>Agency:</b> Growing learner agency through our Whitiara H.E.A.R.T. expectations and establishing and nurturing strong relationships, sense of identity, partnership, voice and ownership of learning. Providing learning experiences through “I am ... “ Inquiry Learning that encourages independent research, collaborative learning and making choices.</li> <li>● <b>Powerful Partnerships:</b> Recognising and strengthening powerful connections and transitions with parents, whanau, community and other organisations. To support parent and whanau involvement in learning as resource people, as well as through collaborative goal setting, working alongside and encouraging their children in “I am ...” Inquiry Learning and Mahi Challenges.</li> <li>● <b>Culturally Sustaining Pedagogies and Practice:</b> Utilizing culturally sustaining pedagogies and contexts for learning, and so developing students who are culturally responsive relational learners with H.E.A.R.T. attributes - through deliberate acts of teaching and modeling, and upholding the H.E.A.R.T. school virtues and expectations for behaviour and learning.</li> </ul>

**School  
Organisation  
and  
Structures**

**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), Tootara (Years 3-4), Matai (Years 5-6) Rata (Years 7-8) Te Aahuru (Years 1-6). The school has ILE buildings which house Kowhai, Tootara, Matai, Rata and Te Aahuru Learning Centres.

**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.

**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. 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.

**Whitiora School has a leadership team** that consists of the principal, deputy principal, team leaders of the learning centres and 1 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.

**Whitiora School has a pastoral support team** that consists of Learning Support Coordinator, School Counsellor, and School Social Worker working full time in the school, as well as a SWiS Social Worker 1 day per week.

**Whitiora School supports a reo rua class in 2021.** The reo rua is another avenue for tamariki of Whitiora to connect with their identity as Māori. There is 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 are based around Tainuitanga and providing learning programmes that cover all curriculum areas encompassing both te Ao Māori and te Ao Pākehā.

**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.

**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 the Board of Trustees representing the views of different community groups.



# Whitiora School STRATEGIC PLAN 2021 to 2026



Strategic Goals	Core Strategies for Achieving Goals 2021 - 2026
<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.</p> <p><b>Whitiora School student body as of 15th December 2021 = 208</b>  <b>Boys = 46.1% (96) and Girls =53.8% (112).</b></p> <p><b>The ethnic breakdown is:</b>  <b>Maori = 129 = 62.01%, European = 11 = 5.2%, Pasifika = 22 = 10.5%, Asian = 29 =13.9%, Other = 17 = 8.1%</b>            Within these are 49 ESOL students = 23.5%</p> <p><b>Kowhai LC -Year 1/2 = 49</b>      <b>Totara LC -Year 3/4 = 48</b>      <b>Matai LC- Year 5/6 =52</b>      <b>Rata LC -Year 7,8 = 43</b>            Yr 0 = 5; Yr1 = 25; Yr2 = 19      Yr3 =20; Yr4 = 28      Yr5 = 25; Yr6 = 27      Yr7 = 24; Yr8 = 19</p> <p><b>Te Aahuru - Year 1 to 6 = 16</b>            Yr1=3; Yr2=2; Yr3= 3; Yr4=2; Yr5=3; Yr6=3</p>	

**WHOLE SCHOOL - Baseline 'Start-of-Year' Data of School Context**

Target at least +5% /yr

WRITING	2021 (188)				AT & AB	2022 (xxx)				AT & AB	2023 (xxx)				AT & AB	2024 (xxx)				AT & AB
	WB	B	At	Ab		WB	B	At	Ab		WB	B	At	Ab		WB	B	At	Ab	
<b>ALL</b> 2021 = 188 2022 =	135 72%	16 8.5%	37 19.5 %	0 %	37 19.5 %	( %)	( %)	( %)	( %)	(%)	%	( %)	%	( %)	(%)	( %)	( %)	( %)	( %)	(%)
<b>Maori</b> 2021 = 103 2022 =	81 78.7 %	9 8.7%	13 12.6 %	0 %	13 12.6 %	( %)	( %)	( %)	( %)	(%)	%	( %)	%	( %)	(%)	( %)	( %)	( %)	( %)	(%)
<b>Pasifika</b> 2021 = 26 2022 =	18 69.2 %	3 11.5 %	5 19.3 %	0 %	5 19.3 %	( %)	( %)	( %)	( %)	(%)	%	( %)	%	( %)	(%)	( %)	( %)	( %)	( %)	(%)
<b>ESOL</b> 2021 = 50 2022 =	32 64%	3 6%	15 30%	0 %	15 30%	( %)	( %)	( %)	( %)	(%)	%	( %)	%	( %)	(%)	( %)	( %)	( %)	( %)	(%)
<b>Male</b> 2021 = 89 2022 =	71 79.8 %	6 6.8%	12 13.4 %	0 %	12 13.4 %	( %)	( %)	( %)	( %)	(%)	%	( %)	%	( %)	(%)	( %)	( %)	( %)	( %)	(%)
<b>Female</b> 2021 = 99 2022 =	64 64.6 %	10 10.1 %	25 25.3 %	0 %	25 25.3 %	( %)	( %)	( %)	( %)	(%)	%	( %)	%	( %)	(%)	( %)	( %)	( %)	( %)	(%)


(Last ERO 2019)

**REO RUMAKI - Baseline 'Start-of-Year' Data of Rumaki Context**


Target at least +5% /yr

WRITING	2021 (18)				AT & AB	2022 (xxx)				AT & AB	2023 (xxx)				AT & AB	2024 (xxx)				AT & AB
	WB	B	At	Ab		WB	B	At	Ab		WB	B	At	Ab		WB	B	At	Ab	
<b>ALL in RUMAKI</b> 2021 = 18 2022 =	- %	- %	<b>18</b> 100%	- %	<b>18</b> 100%	( %)	( %)	( %)	( %)	(%)	%	( %)	%	( %)	(%)	( %)	( %)	( %)	( %)	(%)
<b>Male</b> 2021 = 9 2022 =	- %	- %	<b>9</b> 100%	- %	<b>9</b> 100%	( %)	( %)	( %)	( %)	(%)	%	( %)	%	( %)	(%)	( %)	( %)	( %)	( %)	(%)
<b>Female</b> 2021 = 9 2022 =	- %	- %	<b>9</b> 100%	- %	<b>9</b> 100%	( %)	( %)	( %)	( %)	(%)	%	( %)	%	( %)	(%)	( %)	( %)	( %)	( %)	(%)


<b>Students' Learning Progress Targets</b>	<p><b>Primary Focus</b>  ... Literacy Writing - raise by at least 5% each year from 2021 to 2026</p>	<ul style="list-style-type: none"> <li>- Professional Learning (PL) to raise teacher capability, effectiveness and efficacy.</li> <li>- Utilising the Appraisal Processes to ensure accountability of implementation of Teacher PL in writing and curriculum delivery using student inquiry/passion learning.</li> <li>- Collaboratively plan as a school community to strengthen student learning across the curriculum including writing focusing on: <ul style="list-style-type: none"> <li>- Educationally Powerful Connections With Families And Whanau</li> <li>- Culturally Intelligent, Inclusive Learning Environments</li> <li>- The identified target group is 'ALL students achieving BELOW in the area of Curriculum focus'</li> </ul> </li> <li>- (E) Strengthen the school's action plan utilising existing Targeted Action Plans for priority learners placing greater and more specific emphasis on <ul style="list-style-type: none"> <li>- (E1) further refining school-wide targets to more specifically focus on accelerating progress for at-risk students.</li> <li>- more specific targets focused on priority (and at risk) learners in each learning centre</li> <li>- the expectation for accelerating learning for identified priority (and at risk) learners.</li> <li>- alignment of Teacher and Learning Centre Action Plans goals and targets with overall school targets.</li> </ul> </li> </ul>
	<p><b>Maintenance focus</b>  ... Literacy Reading - raise by at least 5% each year from 2021 to 2026</p> <p>... Mathematics - raise by at least 5% each year from 2021 to 2026</p>	<ul style="list-style-type: none"> <li>- Continue tracking of student achievement data with targets set for accelerating progress through the 'Targeted Action Plan' in Reading for priority students.</li> <li>- Support with PL for individual teachers as identified through their focus for Teaching As Inquiry</li> <li>- Continue tracking of student achievement data with targets set for accelerating progress through the 'Targeted Action Plan' in Maths for priority students.</li> <li>- Support with PL for individual teachers as identified through their focus for Teaching As Inquiry</li> </ul>


<p><b>Personnel Efficacy</b></p> 	<p>To raise <b>Teacher Efficacy</b> to strengthen and accelerate student learning</p>	<p>Wellbeing will be supported through the following approaches</p> <ul style="list-style-type: none"> <li>- teaching and implementing Pause Breathe Smile strategies, PB4L and HEART being consistently taught across all LCs</li> <li>- provision of PL to support efficacy and personal benefit</li> <li>- EPA services will be available to all staff</li> </ul>
		<p>To Strengthen Teacher Efficacy the focus will include:</p> <ul style="list-style-type: none"> <li>- 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"> <li>- Writing</li> <li>- Digital Curriculum</li> <li>- Inquiry/Passion Learning</li> <li>- Effective structures and pedagogy for ILE environment</li> <li>- Localized Curriculum</li> <li>- Wellbeing - Pause Breathe Smile</li> <li>- Leadership support</li> <li>- Teaching as Inquiry using the Spiral model</li> </ul> </li> </ul> <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> <p>Support as necessary the understanding of the process of complex change and how it applies in the Whitiora School setting</p>
		<ul style="list-style-type: none"> <li>- Strengthen and refine Teaching as Inquiry across schools, and utilise these models to enhance ako.</li> <li>- Appraisal processes and expectations support: <ul style="list-style-type: none"> <li>- Teachers evidencing Practicing Teacher Criteria</li> <li>- Teachers advance student learning by reflecting on their own practice. This can be a collaborative process and will be a part of a new Professional Growth Cycle the Teachers' Council will outline in 2021.</li> </ul> </li> </ul>

			<ul style="list-style-type: none"> <li>- Review on an individual teacher by teacher basis the implementation of strategies to strengthen Teacher Efficacy</li> <li>- Facilitate Professional Learning Groups with all stakeholders (teachers, leaders, students).</li> </ul>
			<ul style="list-style-type: none"> <li>- (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"> <li>- (E1) extending effective teaching and learning practices to promote consistency across the school</li> <li>- Leadership observation of teaching practice to include reviewing of the putting into practice: <ul style="list-style-type: none"> <li>- the agreed expectations for professional practice</li> <li>- the PLD skills taught</li> <li>- PLD Reports - points learned; what applied; benefits for priority learners</li> </ul> </li> </ul> </li> </ul>
			<p>Utilise the strengths across the CoL to foster :</p> <ul style="list-style-type: none"> <li>- culturally responsive practices, incorporating key documents such as Tataiako.</li> <li>- Tikanga, and Tau Mai Te Reo.</li> </ul>
<b>Learner Agency</b>		<b>Strengthen Learner Agency</b> to strengthen and accelerate student learning	<p>Wellbeing will be supported through</p> <ul style="list-style-type: none"> <li>- Localized Curriculum and Learning Through Play</li> <li>- teaching and implementing Pause Breathe Smile strategies</li> <li>- PB4L and HEART being consistently taught across all LCs</li> </ul>

			Facilitate opportunities for learners to manage and own their learning and increase awareness of time management
			<p>Student Inquiry/Learning through Play and the Localized Curriculum will 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, 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>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"> <li>- Visual graphic reminders and signage</li> <li>- resources supporting in-class focus on the HEART of the Whitiora Learner</li> </ul> <p>Develop opportunities for learners to know themselves as a learner by exploring values, connectedness, principles and competencies to build capacity for lifelong learning, i.e growth mindset, learning to learn.</p> <p>Value student identity, language &amp; culture to build strong inclusive relationships.</p>
			Explore opportunities for capturing student voice, to authentically inform planning, teaching, learning and curriculum design, learning environment which meets their needs.
			Grow and develop student leadership / mentoring.
<b>Powerful Partnerships</b>		<b>Develop Powerful Partnerships</b> to strengthen and accelerate student learning	<p>Establish and document a clear understanding of the school - parent relationship expectations at enrolment to be provided to parents at their child's enrolment.</p> <p>Attendance Levels and targets goals to be identified with parents and report on these regularly.</p>



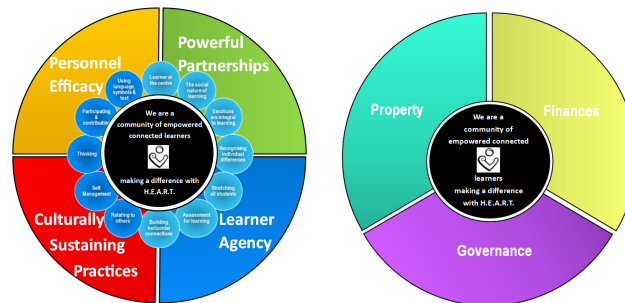
			<p>Use newsletters and a range of social media platforms to keep parents up to date on school and Learning Centre progress</p> <p>Provide opportunities for our school to look at different models of whanau engagement and connections.</p> <p>Develop meaningful, learner centred relationships with all community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

		<p>strengthen and accelerate student learning</p>	<p>b) <b>Culturally responsive Inquiry Learning contexts:</b> PLD focusing on the Localized Curriculum and culturally responsive contexts of learning and pedagogy.</p> <p>c) <b>Acting on the implications of the Treaty of Waitangi:</b> Actively acknowledge and foster Tikanga, Te Reo Maaori, Mana Whenua, Tainuitanga.</p> <p>d) <b>Culturally responsive to all cultures:</b> Explore new ways to acknowledge and celebrate the different cultures within our school.</p> <p>e) <b>Support strengthening skills and increased use of Te Reo Maori across the school:</b> Provide professional learning development opportunities in Te Reo Maaori utilizing both outside and within school resource people.</p> <p>f) <b>Growing culturally responsive relational learners:</b> grow empathy and culturally responsive learners through targeted PLD, development of resources supporting the Localized Curriculum and H.E.A.R.T. teaching and expectations.</p>
<p><b>Governance</b></p>		<p>Board of Trustees are committed to promoting and providing <b>quality governance</b> that creates and</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"> <li>- All BoT members participate in regular NZSTA training</li> </ul>

		<p>continuously supports the school vision and achieves maximum effect in order to benefit student learning</p>	<ul style="list-style-type: none"> <li>- Support participation in the Community of Learning (COL)</li> <li>- Continue annual working through Three Year Cycle of Policy Review ensuring policies support student learning and teachers fulfilling their responsibilities.</li> <li>- Support and encourage the development of the new “Whitiara PTA - Whanau and Friends” as a means of increasing parent involvement</li> </ul>
<p><b>Property</b></p>		<p><b>Utilise the school buildings for maximum effect in order to benefit student learning</b></p>	<ul style="list-style-type: none"> <li>- Support student learning through property development and the expansion of learning space to meet the needs of roll growth <ul style="list-style-type: none"> <li>- Carry out upgrade maintenance of furniture as required.</li> <li>- Continue to support the development and resourcing of the Ruumaki Reo</li> <li>- Establish a space to support cultural and whanau engagement.</li> <li>- Establish new space for the work of student/whaanau pastoral support i.e. space for LSC, Social Worker, and School Counsellor</li> <li>- Further develop the Enviro Gardens to support student learning.</li> </ul> </li> <li>- Maintain regular review of Hazard Safety identification practices</li> </ul>
<p><b>Finance</b></p>		<p><b>Utilize school finances for maximum effect in order to benefit student learning</b></p>	<ul style="list-style-type: none"> <li>- Set budget allocations to support student learning - mainstream and Reo Rua.</li> <li>- Proactively support identified initiatives - seeking different sources of funding as needed.</li> </ul>



# Whitiora School Annual Target and Annual Plan 2021



## Whitiora Goal Framework

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

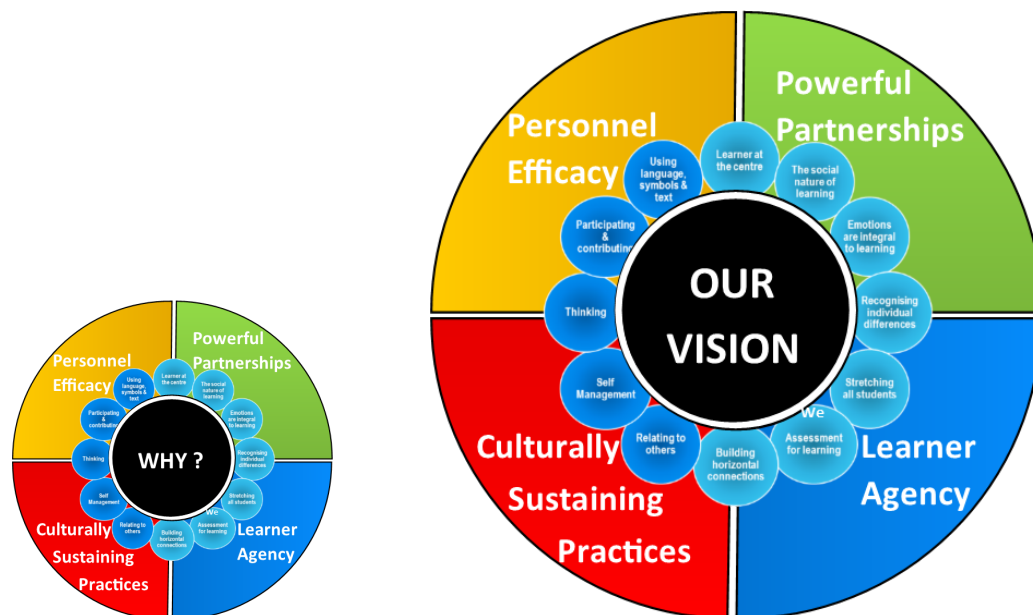
give a framework to the School Vision / Principles / Activity.

**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 2021

## Goal 1: PERSONNEL EFFICACY

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

Professional Learning

- Developing an understanding and practice in the use of Te Reo Maaori me Tikanga Maori
- Growing and Sustaining Leadership Capability
- Further developing the Whitiora localized Curriculum



## Goal 3: POWERFUL PARTNERSHIPS

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

- Within Tikanga Maaori establish and sustain strong connections and relationships with whaanau hapu and iwi.
- Developing and strengthening powerful partnerships to support the localized curriculum:

## Goal 4: CULTURALLY SUSTAINABLE PRACTICES

To value diversity; and validate culture, languages and identity

- Developing an understanding and practice in the use of Te Reo Maaori me Tikanga Maaori
- Delivery of the localized curriculum will reflect cultural sensitivity and support.

## Goal 2: LEARNER AGENCY

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

- Implementing a localized curriculum that supports students growing confidence and skills
- Supporting transitions - linked to within school, progressing to High School, and/or transience in the wider community
- Supporting student wellbeing

**Whitiora School Ruumaki Reo**  
**Improvement Plan - Domain: Learning - Writing**

**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 2021 All Student Target is that at least 10% (at least 2 students) of students will achieve Accelerated Progress

**WHITIORA SCHOOL DATA REO RUMAKI**

WRITING 2021	Start of Year (18) (Raw Data)				AT & AB	End of Year ( 16 ) (Raw Data)				AT & AB	Start of Year (15) (Clean Data)				AT & AB	End of Year ( 15 ) (Clean Data)				AT & AB	At& Ab Shift
	WB	B	At	Ab		WB	B	At	Ab		WB	B	At	Ab		WB	B	At	Ab		
<b>ALL</b> - Start - End - Clean	- %	- %	<b>18</b> 100 %	- %	<b>18</b> 100 %	- %	- %	<b>16</b> 100%	- %	<b>16</b> 100 %	- %	- %	<b>15</b> 100 %	- %	<b>15</b> 100 %	- %	- %	<b>15</b> 100 %	- %	<b>15</b> 100 %	- %
<b>Male</b> - Start - End - Clean	- %	- %	<b>9</b> 100 %	- %	<b>9</b> 100 %	- %	- %	<b>9</b> 100%	- %	<b>9</b> 100 %	- %	- %	<b>8</b> 100 %	- %	<b>8</b> 100 %	- %	- %	<b>8</b> 100 %	- %	<b>8</b> 100 %	- %
<b>Female</b> - Start - End - Clean	- %	- %	<b>9</b> 100 %	- %	<b>9</b> 100 %	- %	- %	<b>7</b> 100%	- %	<b>7</b> 100 %	- %	- %	<b>7</b> 100 %	- %	<b>7</b> 100 %	- %	- %	<b>7</b> 100 %	- %	<b>7</b> 100 %	- %

**Analysis of Student Learning Progress**

**Analysis of Data:** The school rumaki reo class, Te Aahuru, was established at the beginning of the year. Of the 15 students enrolled in Te Aahuru for the entire 2021 year, this is the second year that 8 of the students had experienced learning in a total immersion environment with 1 student coming from a rumaki reo background at a previous school. For the remainder of the students, this is their first time learning in a total immersion environment. All students achieved at their level at the end of the year (according to the time they had started in immersion).



**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 shows that all students in rumaki reo 'At' according to their time learning in a total immersion environment.

**Boy Students:** All Boys maintained their 'At' Level of achievement throughout the year

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

It is to be noted that most students in Ruumaki face considerable challenges adjusting to formally learning in Te Reo Maaori for the first time. The adjustment to earning at Level 1 Te Reo was interrupted by Covid-19 challenges. Students 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 2022 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**

**Strategic Goal** Primary Focus ... **Literacy Writing** - raise AT and Above by at least 5% 2021 to 2026  
*(This aligns with our Community Of Learning (COL) National Standards Target)*  
 ... 2021 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 2021 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 (or pro rata to the equivalent portion of the year). Progress will be calculated against the expectations of the NZ Curriculum Writing progressions.

**Annual Target** At the end of the year the 2021 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)

**End of 2021 Year Review of the Whitiara School Context**

***Whitiara School student body as of 15th December 2021 = 208***

**Boys = 46.1% (96) and Girls =53.8% (112).**

***The ethnic breakdown is:***

**Maori = 129 = 62.01%, European = 11 = 5.2%, Pasifika = 22 = 10.5%, Asian = 29 =13.9%, Other = 17 = 8.1%**

Within these are 49 ESOL students = 23.5%

**Kowhai LC -Year 1/2 = 49**

Yr 0 = 5; Yr1 = 25; Yr2 = 19

**Totara LC -Year 3/4 = 48**

Yr3 =20; Yr4 = 28

**Matai LC- Year 5/6 =52**

Yr5 = 25; Yr6 = 27

**Rata LC -Year 7,8 = 43**

Yr7 = 24; Yr8 = 19

**Te Aahuru - Year 1 to 6 = 16**

Yr1=3; Yr2=2; Yr3= 3; Yr4=2; Yr5=3; Yr6=3

**WHOLE SCHOOL DATA ENGLISH MEDIUM**

WRITING 2021	Start of Year (188) (Raw Data)				AT & AB	End of Year (192) (Raw Data)				AT & AB	Start of Year (142) (Clean Data)				AT & AB	End of Year (142) (Clean Data)				AT & AB	At& Ab Shift
	WB	B	At	Ab		WB	B	At	Ab		WB	B	At	Ab		WB	B	At	Ab		
<b>ALL</b> - Start - End - Clean	<b>135</b> 72 %	<b>16</b> 8.5 %	<b>37</b> 19.5 %	<b>0</b> 0 %	<b>37</b> 19.5 %	<b>91</b> 47.4 %	<b>44</b> 22.9 %	<b>54</b> 28.1 %	<b>3</b> 1.6 %	<b>57</b> 29.7 %	<b>104</b> 73.2 %	<b>12</b> 8.5 %	<b>26</b> 18.3 %	<b>0</b> 0 %	<b>26</b> 18.3 %	<b>72</b> 50.7 %	<b>26</b> 18.3 %	<b>42</b> 29.6 %	<b>2</b> 1.4 %	<b>44</b> 30.9 %	<b>+18</b> +12.6 %
<b>Maori</b> - Start - End - Clean	<b>81</b> 78.7 %	<b>9</b> 8.7 %	<b>13</b> 12.6 %	<b>0</b> 0 %	<b>13</b> 12.6 %	<b>58</b> 51.8 %	<b>26</b> 23.2 %	<b>26</b> 23.2 %	<b>2</b> 1.8 %	<b>28</b> 25 %	<b>54</b> 80.6 %	<b>4</b> 6.0 %	<b>9</b> 13.4 %	<b>0</b> 0 %	<b>9</b> 13.4 %	<b>40</b> 59.7 %	<b>13</b> 19.4 %	<b>13</b> 19.4 %	<b>1</b> 1.5 %	<b>14</b> 20.9 %	<b>+5</b> +7.5 %
<b>Pasifika</b> - Start - End - Clean	<b>18</b> 69.2 %	<b>3</b> 11.5 %	<b>5</b> 19.3 %	<b>0</b> 0 %	<b>5</b> 19.3 %	<b>6</b> 40 %	<b>2</b> 13.3 %	<b>7</b> 46.7 %	<b>0</b> 0 %	<b>7</b> 46.7 %	<b>13</b> 59.1 %	<b>3</b> 13.6 %	<b>6</b> 27.3 %	<b>0</b> 0 %	<b>6</b> 27.3 %	<b>6</b> 27.3 %	<b>5</b> 22.7 %	<b>11</b> 50 %	<b>0</b> 0 %	<b>11</b> 50 %	<b>+5</b> 22.7 %
<b>ESOL</b> - Start - End - Clean	<b>32</b> 64 %	<b>3</b> 6 %	<b>15</b> 30 %	<b>0</b> 0 %	<b>15</b> 30 %	<b>23</b> 46.9 %	<b>7</b> 14.3 %	<b>19</b> 38.8 %	<b>0</b> 0 %	<b>19</b> 38.8 %	<b>30</b> 66.7 %	<b>5</b> 11.1 %	<b>10</b> 22.2 %	<b>0</b> 0 %	<b>10</b> 22.2 %	<b>21</b> 46.7 %	<b>7</b> 15.5 %	<b>17</b> 37.8 %	<b>0</b> 0 %	<b>17</b> 37.8 %	<b>+7</b> +15.6 %
<b>Male</b> - Start - End - Clean	<b>71</b> 79.8 %	<b>6</b> 6.8 %	<b>12</b> 13.4 %	<b>0</b> 0 %	<b>12</b> 13.4 %	<b>51</b> 58 %	<b>17</b> 19.3 %	<b>20</b> 22.7 %	<b>0</b> 0 %	<b>20</b> 22.7 %	<b>52</b> 81.2 %	<b>5</b> 7.9 %	<b>7</b> 10.9 %	<b>0</b> 0 %	<b>7</b> 10.9 %	<b>37</b> 57.8 %	<b>13</b> 20.3 %	<b>14</b> 21.9 %	<b>0</b> 0 %	<b>14</b> 21.9 %	<b>+7</b> +11% %
<b>Female</b> - - Start - End - Clean	<b>64</b> 64.6 %	<b>10</b> 10.1 %	<b>25</b> 25.3 %	<b>0</b> 0 %	<b>25</b> 25.3 %	<b>40</b> 54.1 %	<b>15</b> 20.2 %	<b>16</b> 21.6 %	<b>3</b> 4.1 %	<b>19</b> 25.7 %	<b>52</b> 66.6 %	<b>7</b> 9.0 %	<b>19</b> 24.4 %	<b>0</b> 0 %	<b>19</b> 24.4 %	<b>32</b> 16.8 %	<b>13</b> 16.7 %	<b>31</b> 39.7 %	<b>2</b> 2.6 %	<b>33</b> 42.3 %	<b>+14</b> +17.9 %

**Analysis of Student Learning Progress:**

Due to an extremely high level of transience, raw data cannot be used meaningfully to make comparisons from beginning to end of year. The other major factor affecting learning progress is the continued disruption of Covid-19 lockdown - time lost from learning, but an even greater impact is the 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.

**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 12.6% (18 student increase) for 'At and Above': 'Above' increased from 0% to 1.4% (2 students)

Maori students

Writing saw progress increase of 7.5% (5 student increase) for 'At and Above'; however 'Above' increased from 0% to 1.5% (1 student increase)

Pasifika students

Writing saw progress increase of 22.7% (5 student increase) for 'At and Above'; there was no increase with students reaching the 'Above' level (0 student increase)

ESOL students

Writing saw progress increase of 15.6% (7 student increase) for 'At and Above': there was no increase with students reaching the 'Above' level (0 student increase)

Boy students

Writing saw progress increase of 11% (7 student increase) for 'At and Above': there was no increase with students reaching the 'Above' level (0 student increase)

Girl students

Writing saw progress increase of 17.9% (14 student increase) for 'At and Above': 'Above' increased from 0% to 2.6% (2 student increase)

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

<u>Overall All Writing</u>	Well Below shift exceeded the target of 5%	There was a reduction of 22.5% (32 student reduction)
<u>Maori students</u>	Well Below shift exceeded the target of 5%	There was a reduction of 20.9% (14 student reduction)
<u>Pasifika students</u>	Well Below shift exceeded the target of 5%	There was a reduction of 31.8% (7 student reduction)
<u>ESOL students</u>	Well Below shift exceeded the target of 5%	There was a reduction of 20% (9 student reduction)
<u>Boy students</u>	Well Below shift exceeded the target of 5%	There was a reduction of 23.4% (15 student reduction)
<u>Girl students</u>	Well Below shift exceeded the target of 5%	There was a reduction of 49.8% (20 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 12.6% increase)
  - there was also a positive shift with increases of 'Above' Levels of achievement (1.4% increase)
  - and a reduction in 'Well Below' levels of achievement (22.5% reduction)
  
- **Maaori and Pasifika students** showed significant progress overall
  - the target of 5% increase in At and Above was exceeded (Maaori 20.9% increase; Pasifika 50% increase)
  - there was an increase of 'Above' Levels of achievement for Maaori (Maaori 1.5% increase; Pasifika 0% increase)
  - and a reduction in 'Well Below' levels of achievement (Maori 20.9% reduction; Pasifika 31.8% reduction)
  
- **ESOL students** showed significant progress overall
  - the target of 5% increase in At and Above was exceeded (with a 37.8% increase)
  - there was no shift with increases of 'Above' Levels of achievement
  - and a reduction in 'Well Below' levels of achievement (20% reduction)
  
- **BOTH Girls and Boys** showed significant progress overall
  - the target of 5% increase in At and Above was exceeded (Girls 42.3% increase; Boys 21.9% increase)
  - there was an increase of 'Above' Levels of achievement for Girls (Girls 2.6% increase; Boys 0% increase)
  - and a reduction in 'Well Below' levels of achievement (Girls 49.8% reduction; Boys 23.4% reduction)

**Planned Actions for lifting achievement:** Proportionally there are a large number of Maori and Pasifika students achieving Below Expectation - these students will be the target group for achieving AT in 2022.

**Planned Actions for lifting Writing achievement in 2022:** 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
  - Developing an understanding and practice in the use of Te Reo Maaori me Tikanga Maaori
  - Growing and Sustaining Leadership Capability
  - Further developing the Whitiara localized Curriculum
- **Learner Agency :** To grow learner agency through culture, identity, partnership, voice and ownership
  - Implementing a localized curriculum that supports students growing confidence and skills
  - Supporting transitions - linked to within school, progressing to High School, and/or transience in the wider community
- **Powerful Partnerships:** To recognise and strengthen powerful connections and transitions with parents, whanau, community and other organisations.
  - Within Tikanga Maaori establish and sustain strong connections and relationships with whaanau hapu and iwi.
  - Developing and strengthening powerful partnerships to support the localized curriculum:
- **Culturally Sustaining Pedagogies:** To value diversity; and validate culture, languages and identity.
  - Developing an understanding and practice in the use of Te Reo Maaori me Tikanga Maaori
  - Delivery of the localized curriculum will reflect cultural sensitivity and support.



**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
	<b>1. Developing an understanding and practice in the use of Te Reo Maaori me Tikanga Maaori:</b>	a. Strengthening a developing relationship with Ngati Wairere and Ngati Maahanga b. Teachers participating in Core Ed PLD supporting tikanga Maaori c. Principal participating in Maaori Achievement Collaborative (MAC); d. In-school sourced professional support for teachers (from two teachers and DP) for tikanga and te reo Maaori
	<b>2. Growing and Sustaining Leadership Capability:</b>	a. Teachers participating in Core Ed PLD developing leadership thinking and skills b. Monitoring and supporting a new middle leadership structure c. Principal participating in external PLD so as to further strengthen support for middle leaders
	<b>3. Further developing the Whitiara localized Curriculum.</b>	a. Teachers participating in Core Ed PLD developing content, understanding, and skills, which support the localized curriculum b. Imbedding in the localized curriculum cultural understanding and skills development that support strengthening wellbeing c. Developing skills and preparedness to respond to any need for lockdown distance learning

**Report and Analysis of Variance:**

Covid-19 has again disrupted another year of learning impacting on student learning, student interactions and the school operations. As a result the school had to think of, and will continue to think of, innovative ways to respond to achieving our strategic goals during the pandemic.

**Developing an understanding and practice in the use of Te Reo Maaori me Tikanga Maaori:**

The school continues to participate in Te Ara Hou (Māori Achievement Collaborative) programme with the focus of supporting leadership to build te reo me tikanga Maaori capacities school wide. Another external provider supporting the school is Core-Ed. One of the foci is Te Tiriti o Waitangi and



having a deeper understanding of the document. The school continued to access the skills and knowledge of staff members to deliver PLD. This included the schoolwide teaching and learning of Waikato te Awa and the Pai Marire karakia. Connections continue with local iwi, Ngāti Wairere and Ngāti Mahanga, to support the school's understanding of local Māori history and tikanga.

**Growing and Sustaining Leadership Capability:**

Informal leadership mentoring took place utilizing within school expertise. There was space to work alongside Core-Ed with the focus of leadership with the school's middle leadership team. However this focus was put on hold as the hauora-wellbeing of staff seemed to be in a challenging space and thus became the priority. Halfway through 2021 also saw the change of principalship with the deputy principal taking the helm of leadership at Whitiara. With this change came new learning and navigating of the role for the beginning principal.

**Further developing the Whitiara localized Curriculum:**

The school is working alongside Core-Ed to develop Whitiara's Localised Curriculum. At the beginning of the year, and after staff had team discussions with the facilitators of Core-Ed, it was clear to the facilitators that a big focus would need to be on the hauora-wellbeing of staff. However, with the change of leadership halfway through the year there were robust discussions with the new Senior Leadership team and the Core-Ed facilitators on the vision the SLT had for Whitiara School, which included creating a localised curriculum of hauora.

**Next Steps for 2022:**

***Te Reo Maaori me Tikanga Maaori***

- Strengthening a developing relationship with Ngaati Wairere and Ngaati Maahanga
- Provide a leadership role in Te Ao Maaori to support building staff knowledge and understanding of Te Ao Maaori including in-school professional support.
- Principal participating in Maaori Achievement Collaborative (MAC)

***Digital Technologies***

- Teachers participating in PLD developing thinking and skills with the Digital Technology curriculum and developing learning programmes for the learning centres.

***Hauora-Wellbeing***

- Provide professional learning for staff with the Pause, Breathe, Smile mindfulness course.
- Embedding in the localized curriculum cultural understanding and skills development that support strengthening wellbeing.
- Provide the opportunity for a staff to apply for an Across the COL leadership position with the focus on Trauma Informed Practice.
- The school pastoral team, Te Puumanawa o Whitiara, continues to work alongside staff and provide tools, strategies and resources to support the wellbeing of learners, their whaanau and the staff.



**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><b>1. Implementing a localized curriculum that supports students growing confidence and skills</b></p>	<ul style="list-style-type: none"> <li>a. understanding and participation in tikanga Maaori.</li> <li>b. making choices about their learning (inquiry learning in the classroom, Mahi Challenge at home).</li> <li>c. involvement in different levels of leadership within the school</li> </ul>
	<p><b>2. Supporting transitions - linked to within school, progressing to High School, and/or transience in the wider community</b></p>	<ul style="list-style-type: none"> <li>a. 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.</li> <li>b. provide learning opportunities that develop the student’s sense of identity, confidence and resilience in coping with change.</li> <li>c. equip learners with skills and knowledge to confidently access/use digital technologies to support school and distance learning.</li> </ul>
	<p><b>3. Supporting student wellbeing</b></p>	<ul style="list-style-type: none"> <li>a. timely support for student wellbeing through services of full-time school employed Counsellor and Social Worker</li> </ul>

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

Covid-19 has again disrupted another year of learning impacting on student learning, student interactions and the school operations. As a result the school had to think of, and will continue to think of, innovative ways to respond to achieving our strategic goals during the pandemic.

### **Implementing a localized curriculum that supports students' growing confidence and skills:**

In response to another year of challenges with Covid-19, there was an emphasis on the need for learners to be able to be problem solvers, resilient learners, collaborators and critical thinkers. An Arts based programme and Learning through Play facilitated the pathways for learners to engage in fun learning opportunities where children can be creative in art, music and drama. Learning this way presented opportunities that were engaging and saw a reduction in stress, anxiety and depression. Whitiora 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 7 and 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.

### **Supporting transitions - linked to within school, progressing to High School, and/or transience in the wider community:**

The staff have a clear understanding in maintaining positive relationships with all students. This is demonstrated by staff knowing their students through encouraging and listening to them and having empathy for them in their circumstances; valuing students individual identity, culture and personal strengths; learning contexts that are culturally responsive and link into prior experiences; ensuring that the induction process for new students is utilized to facilitate the quick building of relationship.

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.

Strong inclusive relationships have provided learning opportunities where the school celebrates the identity, strengths and successes of our learners. Learning opportunities included different cultural and language days across the school; establishment of active Kapa Haka and Pasifika dance groups; identifying, encouraging, and providing opportunity to exercise student leadership within the cultural groups; Leadership opportunity and responsibility was encouraged through Student Council, House Captains, Office Responsibilities, PE Shed Monitors, Whanau Hui assemblies, leading karakia and waiata, and providing leadership in powhiri.

### **Hauora/Wellbeing:**

The last couple of years have brought about many, if not all, experiencing 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.

### **Next Steps for 2022:**

#### ***Hauora -Wellbeing***

To provide learners with the tools, support and environments we need to build and sustain lives worth living. This may look like:

- Learners interacting with the Te Pumanawa o Whitiara pastoral team to share their narrative and providing learners and their whanau with strategies to create better pathways for themselves
- Learners being involved with the Tree of Life programme facilitated by Te Puumanawa o Whitiara
- Learners participating in the mindfulness programme Pause, Breathe, Smile

#### ***Whitiara Localised Curriculum of Hauora***

There is strong evidence of the learner's voice in the design of the curriculum. This will be facilitated through discussions with teachers and the leadership team.

- Learning programmes will be developed around the strengths of the learners
- Themes throughout the year will be based around the celebration of learning eg. T1 - Celebrating Identity; T2 - Celebrating Taiao; T3 - Celebrating Local Stories; T4 - Celebrating our Community



**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><b>1. Within Tikanga Maaori establish and sustain strong connections and relationships with whaanau hapu and iwi.</b></p>	<p><b>a.</b> Whaanau hui occurs at least once a term with the purpose of:</p> <ul style="list-style-type: none"> <li>i. building relationships between whaanau groups and the school.</li> <li>ii. informing whaanau of student’s learning</li> <li>iii. Collaboratively plan with whaanau and implement effective learning programmes and seamless transitions for learners.</li> </ul> <p><b>b.</b> Whaanau will help students connect to their identity through whakapapa and pepeha</p>
	<p><b>2. Developing and strengthening powerful partnerships to support the localized curriculum:</b></p>	<ul style="list-style-type: none"> <li><b>a.</b> supported by Ngati Wairere and Ngati Maahanga in developing and resourcing the localized curriculum</li> <li><b>b.</b> building partnerships with whanau and wider community to resource delivery of the localized curriculum</li> <li><b>c.</b> accessing external agencies to support targeted students to access the localized curriculum</li> <li><b>d.</b> Hapu and Whaanau will help students connect to their identity through whakapapa and pepeha</li> </ul>

**Report and Analysis of Variance:**

Covid-19 has again disrupted another year of learning impacting on student learning, student interactions and the school operations. As a result the school had to think of, and will continue to think of, innovative ways to respond to achieving our strategic goals during the pandemic.

**Within Tikanga Maaori establish and sustain strong connections and relationships with whaanau hapu and iwi:**

At Whitiorea, creating and developing relationships is important for the school and embodies the values of tikanga Māori. As staff we got pretty creative in finding other ways and platforms to continue the relationships with our whanau and families due the challenges of covid and lockdown. Regular contact was made with whānau via a range of social platforms including email, facebook, google classroom, google meet and zoom sessions. Following strict health and safety protocols members of the SLT and Te Puumanawa o Whitiorea carried out visits to whanau, especially those staying in emergency housing. The purpose of these visits was to check on whanau hauora as well as taking them hauora packs including food, learning for the tamariki and hygiene products. 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.

**Developing and strengthening powerful partnerships to support the localized curriculum:**

The school began the collaboration process of developing the localised curriculum by having discussions with staff and tamariki. There has been little collaboration with the wider school community to support the localised curriculum. The challenge of covid and lockdown did have a part in this however the school is looking at other inventive ways to seek community voice.

**Next steps 2021:**

***Developing and strengthening powerful partnerships to support the localized curriculum:***

- supported by Ngati Wairere and Ngati Maahanga in developing and resourcing the localized curriculum
- building partnerships with whanau and wider community to resource delivery of the localized curriculum
- accessing external agencies to support targeted students to access the localized curriculum
- Develop other methods of communicating with whanau and the wider community to have their input into the localised curriculum including surveys and questionnaires and communicating these through a range of social media platforms (website, facebook, gmail etc)

***Reporting learning to whaanau***

- Use our SMS Hero to showcase and report student's learning throughout the year
- Have other opportunities for the school and whanau to have learner conferences eg. Zoom or Google meet

***Developing and strengthening partnerships with Ngāati Wairere and Ngaati Mahanga***

- Learn more about the narratives that surrounds Ngaati Wairere through koorero with kaumatua
- Learn more about the narratives that surrounds Ngaati Mahanga through connecting with our COL He Waka Eke Noa

***Developing and strengthening partnerships with whanau living in emergency housing***

- Accessing support from a range of ministry departments to provide the school with resources, tools and strategies to ensure the hauora and learning of students and their whanau living in emergency housing. This can include Ministry of Education, Ministry of Police, Ministry of Social Development and Ministry of Health



**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><b>1. Developing an understanding and practice in the use of Te Reo Maaori me Tikanga Maaori</b></p>	<p>a. 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>
	<p><b>2. Delivery of the localized curriculum will reflect cultural sensitivity and support.</b></p>	<p>a. developing understanding of the Treaty of Waitangi and local histories of tangata whenua and other cultures</p> <p>b. developing opportunities and active participation in use of te reo Maaori and tikanga Maaori</p> <p>c. Making connections with the diverse cultures within the school by supporting and relating to others in positive and respectful ways with HEART powers central to expectations</p>

**Report and Analysis of Variance:**

Covid-19 has again disrupted another year of learning impacting on student learning, student interactions and the school operations. As a result the school had to think of, and will continue to think of, innovative ways to respond to achieving our strategic goals during the pandemic.

**Developing an understanding and practice in the use of Te Reo Maaori me Tikanga Maaori**

The school has utilised the expertise and strengths of other staff members to support in the development of new knowledge. 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 kapa haka; 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 meets together at the beginning and end of each week to celebrate Karakia and Waiata together. Te Aahuru, te rumaki reo class, supports the nurturing and growth of te reo and tikanga Māori at Level 1.

**Delivery of the localized curriculum will reflect cultural sensitivity and support**

As a culturally diverse school, Whitiora takes advantage of the resources available to them by welcoming whanau 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. Celebrating NZ kiwi, Indian, Maaori, Pasifika. Diwali, Ramadan, Matariki, Te Wiki o Te Reo Maaori are all highlights that have been deliberately engaged as a whole school. 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 Whitiora.

**Next steps 2022:**

***Developing a meaningful understanding and connection to the Treaty of Waitangi and local histories of tangata whenua and other cultures***

- This context will be provided by facilitators of Core-Ed
- The acknowledgement of Te Ao Maaori through Te Tiriti o Waitangi is represented in the learning programmes provided for students

***Acknowledge and celebrate the diversity within our school***

- In collaboration with Te Puumanawa o Whitiora, support our children who have wonderings and curiosities about ethnicity, race, culture, gender and sexuality
- In collaboration with Te Puumanawa o Whitiora, support staff, students, whanau and the community to be empathetic witnesses to the diversity held at Whitiora School.





## 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 review of BoT policies
- Continue to monitor initiatives to meet the needs of traumatised students
- Actively support the school activities and initiatives
- Use student progress evidence to inform decision making
- Support the goals of the Kahui Ako He Waka Eke Noa

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

- Review current school property and develop a new Property Development Plan supporting student learning.
- Multipurpose Cultural Well-being Centre/Hall: Explore with the MoE ideas and the development of plans for a Board of Trustees funded learning space

**FINANCES**  
**To provide quality oversight of school budgeting and finances so School Leadership can ensure quality effective teaching and student learning.**

- Review budget allocations in light of the increased Decile funding.
- Identify budget needs for the new Property Development Plan.



**Strategic Goal Five: GOVERNANCE**

When/Who	What (examples)	Indicators of Progress
BoT and Principal	<b>1) Provision of induction and training for Board members</b>	<ul style="list-style-type: none"> <li>a) Governance Manual used for induction of new BoT members</li> <li>b) BoT Training Log</li> <li>c) All BoT Members are participating in NZSTA or other governance training each term</li> <li>d) BoT Chair attended the NZSTA Conference.</li> </ul>
BoT and Principal	<b>2) Maintain systematic review of Board of Trustees Policies</b>	<ul style="list-style-type: none"> <li>a) BoT Policies 3 year cycle of review is maintained</li> <li>b) Up-date the Emergency Plan with the new property layout.</li> </ul>
BoT and Principal	<b>3) Continue to monitor initiatives to meet the needs of traumatised students</b>	<ul style="list-style-type: none"> <li>a) Focus on establishing sustainable funding for a School Counsellor and Social Worker</li> </ul>
BoT and Principal	<b>4) Actively support the school activities and initiatives</b>	<ul style="list-style-type: none"> <li>a) BoT participation in the group and initiatives</li> </ul>
BoT and Principal	<b>5) Use Learner Progress Evidence to Inform Decision Making</b>	<ul style="list-style-type: none"> <li>a) Progress reports are received and support understanding of Learner needs for resourcing</li> <li>b) Learning Across the school (Mainstream &amp; Ruumaki) is strengthened</li> </ul>
BoT and Principal	<b>6) Support the goals of the Kahui Ako He Waka Eke Noa (COL).</b>	<ul style="list-style-type: none"> <li>a) Whitiora School Strategic Plan and Annual Plan have Goals and Actions that fully align with the Kahui Ako Goals</li> <li>b) Kahui Ako Targets are being met.</li> <li>c)</li> </ul>

**Report:**

**Provision of induction and training for Board members**

- An induction process needed for new BoT members
- BoT members are encouraged to participate in governance training

**Maintain systematic review of Board of Trustees Policies**

- School is using School Docs as the platform for school policies
- New emergency plan developed

**Continue to monitor initiatives to meet the needs of traumatised students**

- BoT to work collaboratively with Te Puumanawa o Whitiara and external agencies on establishing external funding for a school counsellor and social worker

**Actively support the school activities and initiatives**

- The BoT continued to support the school in re-establishing school wide activities and initiatives during the challenges of covid

**Use Learner Progress Evidence to Inform Decision Making**

- There has been some discussion about learner progress throughout the year however this process needs to be more robust for 2022
- The BoT has continued to support the establishment of the Rumaki Reo unit which has seen 18 students experiencing full immersion learning. The school budget was utilized to give extra Learning Assistant time
- Support has continued for the He Waka Eke Noa Kaahui Ako with the Board Chairperson representing the chairpersons of the 13 schools on the Kaahui Ako Stewardship Committee.

**Next Steps 2022:**

- **Provision of induction and training for Board members**
- **Encourage BoT Members are participating in NZSTA or other governance training each term**
- **Promote the mahi of Board of Trustees to encourage people from the community to participate in the 2023 Board elections**
- **Roles are allocated to board members. Roles include: Health & Safety, Finances, Grants & Fundraisers**
- **Discussions about learner progress is held each term**
- **Support given to BoT members with the School Docs policy platform**



**Strategic Goal Six: PROPERTY**

When/Who	What (examples)	Indicators of Progress
BoT and Principal	<b>1) Review current school property and develop a new <i>'Property Development Plan'</i> supporting student learning</b>	a) Further develop the Enviro Gardens to support student learning. b) Explore the possibility of developing the forest as a learning space c) Carry out upgrade maintenance of furniture as required.

**Report:**

**Review current school property and develop a new *'Property Development Plan'* supporting student learning**

- The extension to the old dental clinic building has begun. This is the where that will house the Te Pumanawa o Whitiara team. Completion is set for March 2022

**Next Steps 2021:**

- Review current school property and develop a new *'Property Development Plan'* supporting student learning with the 5YP and the 10 YPP
- The new principal to work closely alongside the school property advisor, BoT and MoE



**Strategic Goal Seven: FINANCE**

When/Who	What	Indicators of Progress
BoT and Principal	<b>1) Review budget allocations in light of increased Decile funding</b>	a) Updated budget that fully utilizes funding and meets needs.
BoT and Principal	<b>2) Identify budget needs for the new 'Property Development Plan'</b>	a) The Property Development Plan is complete with budget b) Proactively support identified initiatives - seeking different sources of funding as needed.
BoT and Principal	<b>3) Develop funding stream (MoE and/or external sources) for supporting student wellbeing</b>	a) Funding obtained to employ a full-time Counsellor and Social Worker

**Report:**

**Review budget allocations in light of increased Decile funding**

- The school budget had to be reviewed because although the decile funding had increased the school roll had dropped in numbers and a revision of the budget had to be done in term 2

**Identify budget needs for the new 'Property Development Plan'**

- 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 build office space for the Te Pumanawa o Whitiōra team

**Develop funding stream (MoE and/or external sources) for supporting student wellbeing**

- BoT to work collaboratively with Te Pumanawa o Whitiōra and external agencies on establishing external funding for a school counsellor and social worker

**Nexts steps 2021:**

- New principal to work alongside the school accountant and the MoE with the budget for 2022