





Whitiara School Strategic and Annual Plan

Submission date to Ministry of Education	
	
Principal's Endorsement: Te Haumoana Biddle	Board of Trustees' Endorsement: Annika Going

WHITIORA STRATEGIC GOALS 2023 - 2024

STRATEGIC GOAL 1: LEARNERS AT THE CENTRE

- Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying
- Have high aspirations for every ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, language and culture

STRATEGIC INITIATIVES	WHAT WOULD THIS LOOK LIKE?
1.1 To provide pouako, pouawhina, ākonga and whānau with the tools, strategies, resources, support and environments we need to build and sustain lives worth living. (Hauora)	<ul style="list-style-type: none"> • Te Puumanawa o Whitiōra and Across COL Leader in Trauma Informed Practice to work alongside pouako, pouawhina, ākonga and their whānau in providing professional learning opportunities. • Encourage vulnerability and courageous conversations amongst pouako and pouawhina through termly reviews and hauora based hui. • Implement and teach a range of strategies and tools in the learning centre to support the hauora of tamariki. This will include the Whare Tapa Whā model, teaching mindfulness through the Pause, Breathe, Smile programme, access the Ka Ora Ka Ako programme, collaborative work with whānau to create hauora plans for their tamariki.
1.2 Grow and strengthen powerful partnerships to support the Whitiōra Localised Curriculum	<ul style="list-style-type: none"> • Continue to grow meaningful and genuine relationships with Ngāti Wairere and Ngāti Māhanga • Encourage connections and relationships between staff and whānau by using all forms of communication and school events • Plan set hui for whānau to be involved with the development and planning of the Whitiōra Localised Curriculum

STRATEGIC GOAL 2: BARRIER-FREE ACCESS

- Reduce barriers to education for all, including for Māori and Pacific ākonga, disabled ākonga and those with learning support needs
- Ensure every ākonga gain foundation skills, including language, literacy and numeracy

STRATEGIC INITIATIVES	WHAT WOULD THIS LOOK LIKE?
2.1 Build strong inclusive relationships through valuing ākonga identity, language & cultural competencies	<ul style="list-style-type: none"> • Learning programmes reflect the bicultural heritage of Aotearoa and all learners' language, culture and identity. • Gathering ākonga voice to create contextual and relevant teaching and learning that is based on their strengths, interests and the local curriculum.
2.2 Identifying and providing additional learning support for ākonga	<ul style="list-style-type: none"> • Pouako works alongside LSC and SENCO to establish pathways for ākonga who require extra support with their learning • Create and grow a programme that responds to the strengths and talents of ākonga • Pouako to adapt learning programmes to suit the learning needs of ākonga • Upskilling pouako around additional learning and behavioural needs of ākonga eg. neuro diverse, dyslexia, ADHD

STRATEGIC GOAL 3: QUALITY TEACHING AND LEADERSHIP

- Meaningfully incorporate te reo Māori and tikanga Māori into everyday life of the place of learning
- Develop staff to strengthen teaching, leadership and learner support capability across the education workforce

STRATEGIC INITIATIVES	WHAT WOULD THIS LOOK LIKE?
3.1 Embedding Te Tiriti o Waitangi into our school practices and fostering tikanga, te reo Māori, mana whenua and Tainuitanga.	<ul style="list-style-type: none"> • Poumahi and ākonga will grow their learning and knowledge of Tainui tikanga Māori through consistent daily practice and accessing the skills of pouako • Poumahi will develop their reo and tikanga abilities through external agencies like Te Rekamauroa and Te Wānanga o Aotearoa • External provider Core-Ed will support poumahi with their knowledge of Te Tiriti o Waitangi and how we implement the principles and values of this document into our teaching and learning
3.2 Growing pouako knowledge, skills and capabilities to be deliberate with formative assessment, planning and teaching.	<ul style="list-style-type: none"> • Provide pouako with the tools, resources and strategies to be deliberate with formative assessment, planning and teaching. • Ākonga needs are addressed through explicit classroom planning and learning programmes

GOVERNANCE

Board of Trustees are committed to promoting and providing **quality governance** that creates and continuously supports the school vision and achieves maximum effect in order to benefit student learning

Provide governance that will make decisions based upon evidence (results, reviews of staff, community and student voice) supporting the school vision and student achievement

- 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 “Whitiara PTA - Whanau and Friends” as a means of increasing parent involvement

PROPERTY

Utilise the school buildings for maximum effect in order to benefit student learning

Support student learning through property development and the expansion of learning space to meet the needs of roll growth

- Carry out upgrade maintenance of furniture as required.
- Continue to support the development and resourcing of the rumaki reo
- Further develop the Enviro Gardens to support student learning
- Maintain regular review of Hazard Safety identification practises

FINANCE

Utilise school finances for maximum effect in order to benefit student learning

Set budget allocations to support student learning - mainstream and reo rua

- Proactively support identified initiatives - seeking different sources of funding as needed.

ANNUAL PLAN 2023

STRATEGIC GOAL 1: LEARNERS AT THE CENTRE

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- Have high aspirations for every ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, language and culture

Strategic Initiatives & Outcomes	Actions	Who	Resourcing	When	Expected Outcomes
To provide pouako, pouawhina, ākonga and whānau with the tools, strategies, resources, support and environments we need to build and sustain lives worth living. (Hauora)	<ul style="list-style-type: none"> • Establish a hauora framework developed around Whare Tapa Whā • Access the skills and knowledge of Te Puumanawa o Whitiara to work with ākonga, whānau, and kaiako • Trauma Informed Practice leader to work collaboratively with Te Puumanawa o Whitiara and SLT to plan PLD around Trauma and how to respond to this effectively 	David, Anney, Paora, Kate, Vanessa, Te Haumoana	Across School Leader Funding from MoE	Term 1, 2, 3, 4	<p>Whare Tapa Whā will guide the kura in the shaping of our learning programmes and our hauora plan (including behaviour)</p> <p>Kaiako will have an understanding of trauma informed practices and use this learning to support learning programmes and their response to ākonga demonstrating high additional behaviour needs</p> <p>Responding to the whole needs/ being/ hauora of the ākonga will improve attendance and engagement of learning at kura</p>
Grow and strengthen powerful partnerships to support the Whitiara Localised Curriculum	<ul style="list-style-type: none"> • Maintain and strengthen effective relationships with all stakeholders (whānau, hāpori, external agencies, moteliers, local businesses, Ngāti Māhanga and Ngāti Wairere) • Invite our Whitiara community to events and hui throughout the year • PLD around local curriculum design 	Whitiara pouako and pouawhina Te Haumoana, Vanessa, Kate Core-Ed- Anne	PLD funding	Term 2, 3, 4	<p>The voice of the Whitiara community will be present in the day to day running of our school</p> <p>Ngāti Māhanga and Ngāti Wairere will be invited to participate in many school events as well as sharing their knowledge about the local history of the area</p> <p>Stronger relationships will be built with whānau through school social interactions and events</p> <p>A curriculum of hauora that values the aspirations of all will be established</p>

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STRATEGIC GOAL 2: BARRIER-FREE ACCESS

- Reduce barriers to education for all, including for Maaori and Pacific ākonga, disabled ākonga and those with learning support needs
- Ensure every ākonga gain foundation skills, including language, literacy and numeracy

Strategic Initiatives & Outcomes	Actions	Who	Resourcing	When	Expected Outcomes
2.1 Build strong inclusive relationships through valuing ākonga identity, language & cultural competencies	<ul style="list-style-type: none"> • Learning programmes reflect the biculturalism of Aotearoa • Learning programmes embraces identity, language and cultures • Celebrate the diversity of our kura through cultural events throughout the year • Access the expertise of whānau and the community to support the school with learning about the diverse cultures we have 	<p>Whitiora pouako and pouawhina</p> <p>Te Haumoana, Vanessa, Kate</p> <p>Whitiora whānau community</p>		Term 1, 2, 3, 4	<p>Pouako and ākonga will have an appreciation and respect of others culture, language and identity</p> <p>Māori tikanga, reo and values will be evident in the kura environment</p> <p>Whānau will engaged with the kura when focussed on celebrations and success of their tamaiti/ tamariki</p> <p>Ākonga and whānau will feel valued with the likeliness that ākonga will attend school more frequently</p>
2.2 Identifying and providing additional learning support for ākonga	<ul style="list-style-type: none"> • Pouako will identify target ākonga and monitor and discuss progress and achievement throughout the year • Pouako will identify the strengths and interests of ākonga and use this information that will support learning programmes and the development of learner agency • LSC and SENCO will work with pouako to develop learning programmes that attends to the additional learning needs of ākonga 	<p>Pouako/ pouawhina</p> <p>Te Haumoana, Kate, Vanessa</p> <p>Anney</p>	<p>External Agencies</p> <ul style="list-style-type: none"> - RTLB - MoE - CDC 	Term 1, 2, 3, 4	<p>Pouako will work collaboratively with SENCO/DP & LSC to develop Learning plans for those ākonga with high additional learning needs</p> <p>Pouako will have professional discussions throughout the year within their teams and school wide to reflect on the learning successes of their ākonga and use this information to develop learning programmes</p> <p>Pouako will work collaboratively with ākonga to develop and provide learning programmes strongly based on ākonga strengths and interests so that there is an increase in ākongaengagement in learning</p>

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STRATEGIC GOAL 3: QUALITY TEACHING AND LEADERSHIP

- Meaningfully incorporate te reo Maaori and tikanga Maaori into everyday life of the place of learning
- Develop staff to strengthen teaching, leadership and learner support capability across the education workforce

Strategic Initiatives & Outcomes	Actions	Who	Resourcing	When	Expected Outcomes
<p>3.1 Embedding Te Tiriti o Waitangi into our school practices and fostering tikanga, te reo Maaori, mana whenua and Tainuitanga.</p>	<ul style="list-style-type: none"> • Pouārahi participating in Māori Achievement Collaborative (MAC) • Providing opportunities and active participation in use of and understanding of te reo Māori me ōna tikanga • In-school sourced professional support for teachers for tikanga and te reo Māori • Developing understanding of Te Tiriti o Waitangi and local histories of tangata whenua and other cultures 	<p>Te Haumoana, Kylie, Narshelle, Vanessa</p> <p>Anaru Morgan (MAC)</p> <p>Rosalie Reiri and Ann Robertson (Core-Ed)</p> <p>Te Rekamauroa</p> <p>Te Wānanga o Aotearoa</p>	<p>PLD Funding</p>	<p>Term 1, 2, 3, 4</p>	<p>Māori tikanga and reo is evident in teaching and learning in ways that reflect the inherent identity, language and culture of our Māori learners and their whānau</p> <p>Māori tikanga and reo is embraced and practiced schoolwide through a range of learning activities including pōhiri, karakia, waiata, kapa haka</p> <p>Whitiora community has an understanding of the local history and stories that surround our kura.</p> <p>Pouako and pouawhina become more aware and comfortable with the speaking of te reo Māori and the practice of tikanga Māori</p>
<p>3.2 Growing pouako knowledge, skills and capabilities to be deliberate with formative assessment, planning and teaching.</p>	<ul style="list-style-type: none"> • Develop a robust process for appraisal • Utilise staff expertise • Consistent planning and assessment expectations are implemented • Develop a collaborative inquiry process 	<p>Te Haumoana, Vanessa, Kate</p>	<p>Staff PLD budget</p> <p>Lead team release</p>	<p>Term 1, 2, 3, 4</p>	<p>Pouako are self reflective of their practice and are able to make changes to their planning and teaching of learning programmes that accommodates the learning of all ākonga</p> <p>A collaborative inquiry process will provide great evaluative kōrero with the vision of achieving success for all ākonga</p> <p>Discussions of effective assessment practices will support and inform pouako in making quality OTJs</p>

ACHIEVEMENT TARGETS 2023 ENGLISH MEDIUM

Baseline Data	2023 Whole Writing School Data (Term 4)
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WRITING RAW DATA	TE KŌHURE (ABOVE)	TE MĀHURI (AT)	TE KĀKANO (BELOW)	TE PIHINGA (WELL BELOW)
All Students	1% (2/255)	38% (97/255)	21% (54/255)	40% (102/255)
Boys	1% (1/123)	31% (38/123)	20% (25/123)	48% (59/123)
Girls	1% (1/132)	44% (59/132)	22% (29/132)	33% (43/132)
NZ Maaori	1% (1/145)	38% (55/145)	22% (32/145)	39% (57/145)
Pasifika	4% (1/24)	50% (12/24)	29% (7/24)	17% (4/24)

WRITING CLEAN DATA	TE KŌHURE (ABOVE)	TE MĀHURI (AT)	TE KĀKANO (BELOW)	TE PIHINGA (WELL BELOW)
All Students	1% (2/137)	37% (50/137)	23% (31/137)	39% (54/137)
Boys	1% (1/68)	32% (22/68)	15% (10/68)	52% (35/68)
Girls	1% (1/69)	41% (28/69)	30% (21/69)	28% (19/69)
NZ Maaori	1% (1/74)	38% (28/74)	20% (15/74)	41% (30/74)
Pasifika	6% (1/16)	31% (5/16)	38% (6/16)	25% (4/16)

Target Description	To accelerate the progress of all Year 3-8 ākonga achieving below expectation will make at least 2 sub levels progress over the year.
Proposed Actions	<ul style="list-style-type: none"> ➤ Creating space throughout the year for teacher's to self-reflect and have professional discussions about writing in their learning centre (weekly hui with teams, fortnightly hui whole staff) ➤ Collaborative planning with kaiako and ākonga for the engagement of all ➤ Kaiako to model writing alongside ākonga in modelling books ➤ Making deliberate connections with writing and other curriculum areas

	<ul style="list-style-type: none">➤ Professional development and support for teachers especially in formative evaluative and assessment capabilities➤ Accessing online tools and resources to support ākonga to communicate their message(s)➤ Working with ākonga and their whānau in creating and understanding of clear maths goals. This will be achieved by giving quality feedback and feed forward to individual ākonga➤ Upskill kaiako and whānau with the use of HERO (SMS) to track and monitor all ākonga progress
How progress will be measured	Progress will be tracked by teachers over the year. End of year data will then be used to compare baseline data. Kaiako will use formative assessment against learning progressions to make OTJs.

ACHIEVEMENT TARGETS 2023 ENGLISH MEDIUM

Baseline Data	2022 Whole Maths School Data (Term 4)
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MATHS RAW DATA	TE KŌHURE (ABOVE)	TE MĀHURI (AT)	TE KĀKANO (BELOW)	TE PIHINGA (WELL BELOW)
All Students	1% (3/255)	43% (111/255)	21% (54/255)	35% (87/255)
Boys	2% (2/123)	49% (60/123)	15% (19/123)	34% (42/123)
Girls	1% (1/132)	38% (51/132)	27% (35/132)	34% (45/132)
NZ Maaori	0% (0/145)	39% (57/145)	21% (30/145)	40% (58/145)
Pasifika	4% (1/24)	50% (12/24)	25% (6/24)	21% (5/24)

MATHS CLEAN DATA	TE KŌHURE (ABOVE)	TE MĀHURI (AT)	TE KĀKANO (BELOW)	TE PIHINGA (WELL BELOW)
All Students	1% (1/137)	40% (55/137)	23% (32/137)	36% (49/137)
Boys	1% (1/68)	40% (27/68)	19% (13/68)	40% (27/68)
Girls	0% (0/69)	40% (28/69)	28% (19/69)	32% (22/69)
NZ Maaori	0% (0/74)	40% (30/74)	18% (13/74)	42% (31/74)
Pasifika	0% (0/16)	31% (5/16)	38% (6/16)	31% (5/16)

Target Description	To accelerate the progress of all Year 3-8 ākonga achieving below expectation will make at least 2 sub levels progress over the year.
Proposed Actions	<ul style="list-style-type: none"> ➤ Creating space throughout the year for teacher's to self-reflect and have professional discussions about maths in their learning centre (weekly hui with teams, fortnightly hui whole staff) ➤ Collaborative planning with kaiako and ākonga for the engagement of all

	<ul style="list-style-type: none"> ➤ Making deliberate connections between maths and other curriculum areas ➤ Professional development and support for teachers especially in formative evaluative and assessment capabilities ➤ Accessing online tools and resources to support ākonga understanding of mathematical concepts ➤ Working with ākonga and their whānau in creating and understanding of clear maths goals. This will be achieved by giving quality feedback and feed forward to individual ākonga ➤ Upskill kaiako and whānau with the use of HERO (SMS) to track and monitor all ākonga progress
<p>How progress will be measured</p>	<p>Progress will be tracked by teachers over the year. End of year data will then be used to compare baseline data. Kaiako will use formative assessment against learning progressions to make OTJs.</p>

ACHIEVEMENT TARGETS 2023 ENGLISH MEDIUM

Baseline Data	2022 Whole Reading School Data (Term 4)
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READING RAW DATA	TE KŌHURE (ABOVE)	TE MĀHURI (AT)	TE KĀKANO (BELOW)	TE PIHINGA (WELL BELOW)
All Students	3% (9/255)	42% (106/255)	26% (67/255)	29% (73/255)
Boys	2% (3/123)	41% (50/123)	32% (39/123)	25% (31/123)
Girls	5% (6/132)	42% (56/132)	21% (28/132)	32% (42/132)
NZ Maaori	2% (3/145)	38% (55/145)	28% (40/145)	32% (47/145)
Pasifika	4% (1/24)	50% (12/24)	25% (6/24)	21% (5/24)

READING CLEAN DATA	TE KŌHURE (ABOVE)	TE MĀHURI (AT)	TE KĀKANO (BELOW)	TE PIHINGA (WELL BELOW)
All Students	6% (7/137)	36% (50/137)	30% (41/137)	19% (39/137)
Boys	3% (2/68)	28% (19/68)	32% (22/68)	37% (25/68)
Girls	7% (5/69)	45% (31/69)	28% (19/69)	20% (14/69)
NZ Maaori	6% (5/74)	41% (30/74)	27% (20/74)	26% (19/74)
Pasifika	6% (1/16)	31% (5/16)	38% (6/16)	25% (4/16)

Target Description	To accelerate the progress of all Year 3-8 ākonga achieving below expectation will make at least 2 sub levels progress over the year.
Proposed Actions	<ul style="list-style-type: none"> ➤ Creating space throughout the year for teacher's to self-reflect and have professional discussions about reading in their learning centre (weekly hui with teams, fortnightly hui whole staff) ➤ Collaborative planning with kaiako and ākonga for the engagement of all ➤ Kaiako to model reading alongside ākonga in modelling books ➤ Making deliberate connections between reading and other curriculum areas ➤ Professional development and support for teachers especially in formative evaluative and assessment

	<p>capabilities</p> <ul style="list-style-type: none">➤ Accessing online tools and resources to support ākonga understand text they are reading➤ Working with ākonga and their whānau in creating and understanding of clear reading goals. This will be achieved by giving quality feedback and feed forward to individual ākonga➤ Upskill kaiako and whānau with the use of HERO (SMS) to track and monitor all ākonga progress
How progress will be measured	Progress will be tracked by teachers over the year. End of year data will then be used to compare baseline data. Kaiako will use formative assessment against learning progressions to make OTJs.