



Charter, Strategic & Annual Plan 2023 - 2025



**Te whanake ake he akomanga ngākau reka
Growing a Positive Learning Attitude**

Background Information on the School and Community

Established in 1914, Whakamārama School has its own special character. Being a rural school, we have plenty of opportunities to use the outdoors in our learning programmes.

Whakamārama School caters for students in Years 1 to 8. It is located in elevated and attractive grounds north of Tauranga. The school roll is from the surrounding lifestyle block area that includes a nearby bush reserve. The majority of our children live within the immediate neighbourhood. It is a safe and desirable place to bring up a family.

The school enjoys strong traditional community support and celebrated its Centennial in 2014. Students and families benefit from the partnership with the kindergarten, which is situated next to the school. Shared activities and regular visits support students as they transition from kindergarten to school.

Our school encourages students to consider significant future-focused issues such as sustainability. Through exploration, discovery and connection with the environment our students experience how to make decisions and take action to improve the physical and social environment of our places, our community and our world.

The school and grounds are used by the public and offer an open green area available for recreation. There are a range of other facilities available for the school and the public to use, including the Whakamarama Community Centre, swimming pool, playgrounds, fitness trail and tennis court.

Community and school expectations are high for student wellbeing and success. Families and the school value education and are very supportive of school activities. With children who are generally healthy and engaged, teachers are able to focus on learning. The school provides a range of creative and learning support programmes.

The relationship between school, our parents and whānau is crucial. Parents and whānau take an active interest in the school and are visible in a range of activities both in and outside the classroom. A sense of family and community is an important aspect of Whakamārama School.

Cultural Perspective

Whakamārama School respects and celebrates the cultural backgrounds of all members of our school community. Our school recognises the unique position of Māori within New Zealand society and promotes bicultural practices. It provides students with experiences and understandings in a range of cultural traditions, language and local and national histories.

Te Tiriti o Waitangi (The Treaty of Waitangi)

Te Kura o Whakamārama / Whakamārama School is committed to Te Tiriti o Waitangi (The Treaty of Waitangi) and its unique position in Aotearoa/New Zealand and will give effect to it by ensuring its plans, policies and school (local) curriculum reflect local tikanga Māori, mātauranga Māori (Māori knowledge) and te ao Māori.

This includes

- taking all reasonable steps to make instruction available in tikanga Māori and te reo Māori; and
- achieving equitable outcomes for Māori students

Consultation

Whakamārama School employs a number of strategies to gather feedback, both formally and informally. It values ongoing feedback and responds openly to it. Whakamārama School consults our school community, including our Māori community, regularly as part of our self-review processes.

- Consulting with our community when we create our strategic plans
- Consulting with our community about our school and annual aims
- Annual Report, Analysis of Variance on improvement targets and updated Charter posted on the school website and available in hard copy in the school administration area for comment and feedback.
- Formal meetings in regard to curriculum delivery and parent partnership in learning
- Surveys and questionnaires
- Informal meetings, kanohi ki kanohi discussions, phone contact, discussion, questions at time of enrolment, email
- Information sharing through the school website, school newsletter and ClassDojo.
- Parent/ teacher/ child conferences (twice a year)

Principles

Whakamārama School fosters student progress and achievement by providing a curriculum that puts our learners at the centre of teaching and learning, engages and challenges them, is forward-looking and inclusive, and affirms New Zealand's unique identity. New Zealand Curriculum practice throughout our school is underpinned by and consistent with the NZC through performing the following actions:

High expectations: Our curriculum supports and empowers all students to learn and achieve personal excellence, regardless of their individual circumstances. High expectations are communicated and modelled to our learners.

Treaty of Waitangi: Our curriculum acknowledges the principles of the Treaty of Waitangi, and the bicultural foundations of Aotearoa New Zealand. All students have the opportunity to acquire knowledge of te reo Māori me ōna tikanga. Learning experiences across all Curriculum areas help our learners to build understandings and practices of the bi cultural tikanga and te reo Maori of Aotearoa/New Zealand.

Cultural diversity: Our curriculum reflects New Zealand's cultural diversity and values the histories and traditions of all its people. Our school and classroom practices show knowledge and respect of our learners' cultural backgrounds (language, beliefs, traditions).

Inclusion: Our curriculum ensures that students' identities, languages, abilities, and talents are recognised and affirmed.. Our school and classroom practices celebrate diversity, provide equitable learning opportunities, and recognise and meet the learning needs of all students.

Learning to learn: Our curriculum encourages all students to reflect on their own learning processes and to learn how to learn. Students use reflection to explain the steps used in their learning, and make positive changes to their learning based on this reflection. Students are guided through feedback that helps them understand where they are at, where they need to be and how best to move forward.

Community engagement: Our curriculum has meaning for students, connects with their wider lives, and engages the support of their families, whānau, and communities. Purposeful experiences connect with our learners' lives outside of school, and where relevant seek to involve the support and interest of their families and community.

Coherence: Our curriculum offers all students a broad education that makes links within and across learning areas, provides for coherent transitions, and opens up pathways to further learning. Curriculum is planned and experienced in ways that make natural connections across and within values, key competencies, learning areas and knowledge.

Future focus: Our curriculum encourages students to look to the future by exploring such significant future-focused issues as sustainability, citizenship, enterprise, and globalisation. Where relevant, learning programmes and experiences encourage our learners to look to the future and to consider issues and think about today's decisions on tomorrow's outcomes.



National Education and Learning Priorities

Whakamārama School acknowledges the **National Education & Learning Priorities** and have reflected on these when updating the Strategic and Annual sections of this Charter.

1. **LEARNERS AT THE CENTRE – learners with their whānau are at the centre of education**

Whakamārama School will:

- a. Ensure our place of learning is safe, inclusive and free from racism, discrimination and bullying
- b. Have high aspirations for every learner / 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, languages and cultures

2. **BARRIER FREE ACCESS – great education opportunities and outcomes are within reach for every learner**

Whakamārama School will:

- a. Reduce barriers to education for all, including for Māori and Pacific learners / ākonga, disabled learners / ākonga and those with learning support needs
- b. Ensure every learner/ ākonga gains sound foundation skills, including language*, literacy and numeracy (* Oral language encompasses any method of communication the learner/ākonga uses as a first language, including New Zealand sign language)

3. **QUALITY TEACHING & LEADERSHIP – quality teaching and leadership make the difference for learners and their whānau**

Whakamārama School will:

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

4. **FUTURE OF LEARNING & WORK – learning that is relevant to the lives of New Zealanders today and throughout their lives**

Whakamārama School will:

- a. Collaborate with industries and employers to ensure learners/ ākonga have the skills, knowledge and pathways to succeed in work

5. **WORLD CLASS INCLUSIVE PUBLIC EDUCATION – New Zealand education is trusted and sustainable**

Whakamārama School will:

- a. Develop relationships with local iwi and hapū and communities to align aspirations and strategic direction setting.
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Whakamārama School Vision

He hapori matapoporetia whakamanā te ākonga kia tū māia kia tutuki pai ai ngā mahi katoa hei whaipanga mo tōnā ao.

A community preparing and empowering **lifelong learners** who are **confident** to achieve and **make a difference**

Lifelong Learners Mauri Ora na Akoranga



Our learners will:

- Set and achieve their goals
- Try & learn new things
- Be curious and want to learn more
- Be critical thinkers
- Have a growth mindset
- Take risks
- Be exposed to a range of experiences
- Understand that we can learn from our mistakes
- Respect others
- Problem solve
- Be adaptable
- Be resilient
- Feel supported

To support learners to achieve this our school community will:

- Help and support learners to achieve their goals
- Encourage higher education
- Expose our learners to a range of experiences
- Acknowledge risk taking
- Provide leadership opportunities
- Accept their role in our learners' learning
- Make time to listen to our learners
- Respond to our learners' questions and curiosity
- Have discussions about 'real world' topics and issues
- Learn alongside our learners
- Allow our learners to make mistakes and learn from these
- Allow our learners to teach us

He hapori matapoporetia whakamanā te ākonga kia tū māia kia tutuki pai ai ngā mahi katoa hei whaipanga mo tōnā ao.

A community preparing and empowering **lifelong learners** who are **confident** to achieve and **make a difference**

Confident Māia



Our learners will:

- Question
- Take risks
- Join clubs
- Do extra things (extra curricular)
- Take an interest
- Be responsible
- Be trustworthy
- Feel secure
- Have a healthy self-esteem
- Know their voice is valued
- Feel seen and heard
- Value themselves and others
- Give things a try and not be afraid to fail
- Have an understanding of difference and be supportive

To support learners to achieve this our school community will:

- Encourage our learners
- Provide risk taking opportunity
- Praise and encourage
- Develop a willingness to try; even when there is a risk of failing
- Keep our learners' safe
- Allow mistakes
- Teach our learners positive self-talk so that they know their value
- Encourage our learners' passions and dreams
- Celebrate our learners' successes
- Be curious about our learners' choices and encourage them to explain their decision making

He hapori matapoporetia whakamanā te ākonga kia tū māia kia tutuki pai ai ngā mahi katoa hei whaipanga mo tōnā ao.

A community preparing and empowering **lifelong learners** who are **confident** to achieve and **make a difference**

Make a Difference



Our learners will:

- Care
- Take responsibility - school, home, community and world
- Be accepting of difference
- Think about what can make a difference - What can I do?
- Be interested and aware of the world around them
- Involve themselves in things beyond the home

To support learners to achieve this our school community will:

- Be an example - we care, we are accepting and we are role models
- Show our learners 'HOW' they have made a difference
- Take the time to talk with our learners; explore their thoughts, feelings and ideas
- Lead the way and model appropriate behaviours
- Support our learners to explore the past (What can we learn from it?)
- Love our learners and teach them to love others

At Whakamārama School we promote:
Aroha, Kotahitanga, Hiringa, Kaitiakitanga, Pākiki & Māia
Respect, Unity, Perseverance, Responsibility, Curiosity & Confidence

| Aroha Respect | Kotahitanga Unity | Hiringa Perseverance | Kaitiakitanga Responsibility | Pākiki Curiosity | Māia Confidence |
|--|---|--|---|--|--|
| <p>Self Emotional well being Identity</p> <p>Others (diversity) Rights and responsibilities Tolerance Consideration Caring</p> <p>Environment Caring Conservation Sustainability</p> | <p>Making a difference together: Friendliness Belonging Teamwork Cooperation Community Citizenship Inclusive</p>  | <p>In everything you do: Doing your best Excellence Quality work Work through challenges Work towards a goal Resilience</p>  | <p>Doing the right thing: Honesty Integrity Reliability Trustworthiness Guardianship</p>  | <p>A 'questioning' attitude: Inquiry Innovation Creativity Problem solving Enthusiastic</p>  | <p>A 'can do' attitude: Determination Risk taking Courage</p>  |

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| <p>Our values are the important qualities that we will live by and show in the way we ourselves go about our work and the relationships that we have with others in our school and community.</p> | <p>Learners of Whakamārama School are our first priority and staff, whanau, parents and caregivers are pivotal in the success of their education.</p> | <p>We value and respect the school's social, physical and multi-levelled learning environments.</p> | <p>We value the accomplishments of our school community and the contribution made by those from diverse cultural backgrounds.</p> |
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WHAKAMĀRAMA SCHOOL CHARTER 2023 - 2025

Strategic Goals

Strategic Goal 1: Ako - Teaching and Learning

To provide a responsive curriculum and effective teaching to raise student achievement and success for all

Strategic Goal 2: Hangarau Whakawhitiwhiti Whakaaro - Communications Technology

To effectively use information and communications technology (ICT) to enhance teaching, student learning and school systems

Strategic Goal 3: Hauora - Well Being

To develop and maintain a safe, physical, emotional and quality school environment

Strategic Goal 4: Whanaungatanga - Partnerships

To foster effective partnerships within & beyond our school community to support student learning

Strategic Goal 5: Te Whakamānawa - Developing Cultural Competencies in Learning Communities

To build a culturally responsive school culture



Whakamarama School Strategic Plan 2023 - 2025

Strategic Goal 1: Ako - Teaching and Learning

To provide a responsive curriculum and effective teaching to raise student achievement and success for all

| OUTCOMES What the goal will look like when achieved | STRATEGIES Strategic activities to reach our goal |
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| <ul style="list-style-type: none"> ● Whakamārama School based curriculum guides teaching and learning: programmes are responsive to student needs and community priorities. ● The Whakamārama School curriculum pedagogy (method and practice of teaching) is implemented with high levels of expectation, quality and excellence. ● Students are engaged, empowered learners, working to their potential. They are involved in their learning and know what is required of them to demonstrate success. Students will be able to talk about what they have learned and their next steps. Students will have a vocabulary that enables them to talk about their own learning and that of others. ● Assessment for Learning and learner agency is part of practice. Students are empowered to make decisions to improve and drive their own learning. Tools and practices are used effectively to identify students at risk of underachievement and ensure every student has shown a 'shift' in progress in target areas ● Literacy and Numeracy expected levels for time at school will be references for student / parent-whanau reporting. Assessment outcomes against these will inform teaching decisions, teaching as | <ul style="list-style-type: none"> ● Develop, implement and review our Whakamārama School curriculum and learning area statements on a cyclic basis reflecting the NZC intent and our school culture aspirations: <ul style="list-style-type: none"> ○ To guide teacher planning and programmes. ○ To cater for and foster different talents, individual needs and interests. ● Staff supported in their professional development and implementation of the school agreed beliefs on effective teaching and learning. ● Teacher professional development prioritised to grow teacher effectiveness in raising student achievement and in response to school self-review recommendations. ● Use appropriate assessment strategies and tools: <ul style="list-style-type: none"> ○ To gather valid, reliable data as per the school assessment schedule. ○ To identify trends, students who are at risk of underachievement, and monitor progress. ○ To plan next steps; at individual, class and school level for programmes, resourcing and staff professional development priorities. ○ To establish baseline data, set purposeful measurable targets, in relation to the expected progress for year levels and Government priorities. |

inquiry targets, future achievement expectation targets for improvement and resourcing of learning support programmes.

- A culturally responsive school curriculum, culture and practices support Māori to achieve success as Māori and respond to and acknowledge the learner needs of all cultures within our kura.
- Priority learners, requiring learning support to access the curriculum, have positive transitions to and within school, they have their individual learning and development needs planned for in partnership with home, school and other agencies as needed, and are supported to engage in all school activities and achieve in the key competencies and learning areas of the NZ Curriculum.
- Inclusive practises catering to diverse needs with opportunity for all learners to progress.
- Literacy and numeracy curriculum statement directions are evident in practice.
- Teachers will include more quality 'learning talk' in classrooms and embed purposeful oral language opportunities across the curriculum.
- Key competencies and values are embedded in the everyday actions and interactions of and between students and teachers and within all learning areas
- Play in the classroom supports the development of students' oral language and social skills development throughout the learning process.

- School assessment practices in Literacy and Numeracy to be used to support teachers to make best fits against expected year levels for time and analysis of student progress, achievement and future learning needs.
- School wide approach to supporting and monitoring the progress of students with learning needs to reach their potential.
 - Parents, family and whānau are involved in a partnership with the school (and other agencies) to manage transitions, plan for inclusion and develop Individual learning plans.
 - Students with special abilities will be identified and provided for through enrichment and extension programmes
- An emphasis will be given to Literacy and Numeracy, integrated across the curriculum
 - Resources targeted to support numeracy and literacy learning
 - Plan for and provide a wide range of opportunities to motivate and engage students in literacy and numeracy learning.
 - Tier 2 support, more deliberate and direct approaches to support learners, whānau, and educators, funded and resourced within specific learning needs programmes.
- School wide literacy and numeracy leadership responsibilities supported and units allocated to teachers to support curriculum priority areas of development and review.
- Implement class/ school actions to develop the Key Competencies (the capabilities people have, and need to develop, to live and learn today and in the future) and school values.
- Play is an integral part of the learning process

Strategic Goal 2: Hangarau Whakawhitiwhiti Whakaaro - Communications Technology

To effectively use information and communications technology (ICT) to enhance teaching, student learning and school systems

| <p style="text-align: center;">OUTCOMES What the goal will look like when achieved</p> | <p style="text-align: center;">STRATEGIES Strategic activities to reach our goal</p> |
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| <ul style="list-style-type: none"> ● An ICT development plan to enhance teaching and learning and increase teacher capability is in place. ● Teachers will be confident capable users of current technologies within the school and effectively integrate ICT into their teaching practice to enhance students learning ● Information and communication technologies are used to enhance student learning and effective teaching. ● Students have increasing access to authentic links and resources beyond the classroom. ● Students have access to a range of tools to communicate, source and sort information and present their learning. ● Digital Technologies: Technology learning area in the NZ Curriculum is implemented and resourced within the school curriculum ● The functions within EDGE SMS are known and utilised effectively for administration, assessment and parent partnership. | <ul style="list-style-type: none"> ● Develop in-school staff and student leadership and knowledge in areas of ICT usage to support ICT sustainability ● Promote digital citizenship and cyber safety as part of the curriculum. Annual review with students of the responsible use agreement. ● Professional development and support to utilise technologies effectively to support student learning. ● Staff development in the new learning areas to the NZ curriculum -Digital technologies. ● Attendance at relevant professional development, including school based visits, to keep abreast of technological development and changes that may support our own school. ● Development and budgeting for ICT / digital technologies infrastructure and hardware to meet school needs ● Budget provided for technical support needs and 'troubleshooting' ● Develop school capability in use of Google Apps ● Trial new software: Apps and programmes that will support effective communication and student learning across the curriculum. ● Administration and training support in online tools; SMS EDGE, Enrol, Novopay ● Further develop the use of functions within EDGE SMS ● Develop the EDGE assessment portal for cumulative data and school wide analysis ● Investigate parent portal in MUSAC Edge |

Strategic Goal 3: Hauora - Well Being

To develop and maintain a safe, physical, emotional and quality school environment

| OUTCOMES What the goal will look like when achieved | STRATEGIES Strategic activities to reach our goal |
|---|---|
| <ul style="list-style-type: none">● Property and Health and Safety policies and procedures are in place● Learning spaces at Whakamārama School are current, attractive and conducive for our educational purposes. The school environment is a welcoming, attractive place to work and be.● Students are environmentally aware and kaitiaki of our school grounds and community.● Students are consulted and feel pride and ownership for their school● Teachers improve the wellbeing of our tamariki through healthy eating, drinking and quality physical activity.● Children feel safe and happy and want to come to school. Effective role modelling by staff of the school values and beliefs● A positive school climate and interaction amongst all members of the school. Everyone with a sense of pride, belongingness and togetherness. Cultural competencies of whanaungatanga, manaakitanga, kotahitanga are evident in our actions and interactions as a school community.● Students taking responsibility for their learning and behaviour.● A culture of well-being will improve focus and attention for better learning outcomes, increase student wellbeing, enhance self-awareness and pro-social behaviour, reduce anxiety and boost resilience, decrease teacher stress and burnout.● Children have practical knowledge of and implement /put into practice ways to keep themselves physically active, safe, healthy and happy.● Children are encouraged and supported to participate in organised sport. | <ul style="list-style-type: none">● Review and update as appropriate the 10 year property plan.● Foster and implement programmes and practices in environmental awareness, sustainability, positive citizenship and making a difference.● Empowering students; encourage and provide opportunities for student voice and ownership.● Provide opportunities to develop student leadership e.g. class responsibilities, buddy class opportunities, school wide lead role.● Encourage, model and share our Whakamārama School values● Regularly acknowledge our learners' efforts, achievements and contributions: class reflection time, assemblies, newsletters, displays, student success board.● Health and Physical education programmes supported through the Healthy Active Learning initiative.● Plan EOTC opportunities and programmes.● Use matrices of behaviour for different settings around the school to promote consistency of expectations: classroom, playground, library, hall● Positively stated expectations for all students and staff (clear definitions that all staff, students and parents can understand and remember)● Mindfulness and a culture of well-being (positive education strategies will be embedded to promote greater well-being across the school community)● Plan whole school fun activities● Promote appropriate playground games and choices. Increase the availability of equipment available to students.● Investigate creative art and sporting options for the playground. |

Strategic Goal 4: Whanaungatanga - Partnerships

To foster effective partnerships within & beyond our school community to support student learning

| <p style="text-align: center;">OUTCOMES What the goal will look like when achieved</p> | <p style="text-align: center;">STRATEGIES Strategic activities to reach our goal</p> |
|---|--|
| <ul style="list-style-type: none"> ● Effective communication exists between the school, parents, whanau and local community. ● The community feels welcome and has opportunities to be actively involved in school life and events. ● The board is active and involves the wider community. ● The wider community provides skills, knowledge and expertise to enhance and enrich student learning (Local Curriculum) ● Parent / Whanau partnership in education: Parents, caregivers, whanau are well informed about the school and their children's progress and ways they can support and be actively involved in their children's learning in partnership with the school. ● As partners in education, parents will involve themselves in their children's learning. The influence and involvement of parents and whanau, in addition to effective teachers, will have a significant positive impact on how well students achieve. ● Opportunities for parents to build their understanding of our vision, values and curriculum. ● Communication that is timely and relevant. ● To support review and planning, the 'voice' of our parent community is sought. ● Effective transitions for children and their families are in place between early childhood, intermediate, college and within school. | <ul style="list-style-type: none"> ● Prioritise and promote effective communication. ● Plan a range of events and social opportunities that encourage all families in the school community to be involved. ● Encourage and promote parent involvement in class, school wide activities, events and their child's learning. ● Provide parents / whanau with suitable warning of upcoming events so that they can organise and arrange time to support our learners ● Regular liaison (at least once a term) with early childhood education centres. ● Engage parents / caregivers / whānau, staff, students in consultation and dialogue on areas of review and development. ● Foster strong parent /community/ whānau relationships - Utilise parent expertise, local identities, experts and community facilities such as Puketoki Reserve in our curriculum programmes to enhance learning opportunities and motivate learners. ● Review and continue to develop effective reporting opportunities to parents': written, informal, timely contact and communication by teaching staff (and make changes where needed) ● Build opportunities for links with the local Intermediate schools and Colleges for our students and teachers. |

Strategic Goal 5: Te Whakamānawa - Developing Cultural Competencies in Learning Communities

To build a culturally responsive school culture

| <p style="text-align: center;">OUTCOMES</p> <p style="text-align: center;">What the goal will look like when achieved</p> | <p style="text-align: center;">STRATEGIES</p> <p style="text-align: center;">Strategic activities to reach our goal</p> |
|--|---|
| <ul style="list-style-type: none"> ● Our cultural heritage is reflected in our school programmes and environment. <ul style="list-style-type: none"> ○ Opportunity to further understand and celebrate all ethnic groups is provided. ○ Provision of an environment and contexts for learning where the language, identity and culture of all learners and their families are affirmed. ● Learners/ākonga experience inclusive cultures that value, affirm and reflect their identities ● Whakamārama School demonstrates and values the importance of culturally responsive practices. A culturally responsive school culture is evident in our actions and interactions within our kura. ● Māori enjoy and achieve educational success as Māori, and education supports Māori rangatiratanga (self-determination / leadership). ● High expectations of Māori students to succeed in education. ● Genuine integrity, sincerity and respect towards all beliefs, languages and cultures is shown. ● Active engagement in respectful working relationships with all learners, parents, whānau and community. ● No barriers to education for all. | <ul style="list-style-type: none"> ● Develop within our school curriculum, the school environment and activities, elements which reflect Tikanga Māori, our NZ bicultural history and community cultural heritages. ● Plan activities to value, involve and utilise our rich community resources. ● Consult our Māori community on plans, targets and programmes to raise student achievement. ● Staff professional development and support to improve correct pronunciation and knowledge in te reo Māori and the local tikanga, history, kupu, waiata and karakia unique to the Tauranga area. ● Grow student knowledge and confidence in te reo and local tikanga, history, kupu, waiata and karakia unique to the Tauranga area. ● Develop further staff knowledge and awareness of learning preferences and what is important to our Māori whānau and other cultures represented in our Whakamārama School family. Develop our culturally responsive teaching and school practices. ● Purchase resources and books in the library to enhance awareness and interest in our cultural diversity. ● Consult our families from different ethnic backgrounds on ways we can value their culture and identity within the school. ● Learners/ākonga face no unnecessary physical, access, support or financial barriers to education |

WHAKAMARAMA SCHOOL ANNUAL PLAN 2023

Goal 1: Ako - Teaching and Learning: To provide a responsive curriculum and effective teaching to raise student achievement and success for all

Curriculum

- **Health & Physical Education:** 2nd Year Healthy Learning initiative
- Structured Literacy (Year 2): Better Start and The iDeaL approach
- Continued review and documentation of 'Local Curriculum'
- Day trips and EOTC to support rich curriculum learning.

Student Achievement

- **Teacher as Inquiry:** Strengthen quality inquiry processes to ensure deep understandings of our learners are developed.

Achievement Focus

- **Targets set** using analysis of 2022 school wide data to accelerate progress of students performing below curriculum expectations. Improve outcomes for all students, particularly Māori, Pasifika and students with special needs (including gifted and talented)

Mathematics

- Provide quality teaching and learning programmes that meet individual needs and abilities.
- A focus on improving basic facts knowledge

Literacy

- Provide quality teaching and learning programmes that meet individual needs and abilities
- A focus on oral language

Learning Support

- Support the needs of learners/ākongā with learning support needs, gifted learners/ ākongā, and neurodiverse learners/ākongā and evaluate the effectiveness of learning support programmes

Professional Learning Development

- Programmes for Students: AliM (participation in programme, MOE funded)
- Balanced mathematics programme
- Zones of Regulation
- Professional learning opportunities arising from 'Healthy Active Learning Initiative'
- Aotearoa New Zealand's histories professional learning
- Refreshing the New Zealand Curriculum
- Professional Learning Groups

Goal 2: Hangarau Whakawhitiwhiti Whakaaro - Communications Technology: To effectively use information and communications technology (ICT) to enhance teaching, student learning and school systems

Digital Technologies Implementation

- Review what Whakamārama School has to effectively implement the digital technologies curriculum content
- Teachers implement the digital technologies curriculum content using: robotics, i-pad apps, web based apps, coding, STEAM activities

Students

To equip students to become life-long, anywhere, anytime learners

- Students know how to be safe on the internet; Students know how to self regulate time on devices and understand why

Strategic Development

- Investigate how we can best utilise our existing resources in authentic learning
- Opportunity for parents / whānau to learn about the apps / digital tools their child is using, and its purpose in their learning.
- Capability to book student conferences and purchasing online

Infrastructure

- Hardware & infrastructure to support teaching & learning purchased as necessary

Goal 3: Hauora - Well Being: To develop and maintain a safe, physical, emotional and quality school environment

Student Hauora /well-being provided for:

- Grow staff knowledge in wellbeing programmes
- Create a safe and inclusive culture where diversity is valued
- Assistance in identifying and accessing community resources and assets, including external providers, through the Healthy Active Learning initiative.

Social & Emotional

- Zones of Regulation professional development and implementation
- Foster and encourage student leadership

Environmental Sustainability/ Education

- Garden to Table
- Bay Conservation Alliance programme - 2nd year

Promote a range of sports codes and school teams to maintain a high level of student involvement in organised sport

Use a distributive leadership model to provide leadership opportunities for all staff

WHAKAMARAMA SCHOOL ANNUAL PLAN 2023

Goal 4: Whanaungatanga - Partnerships: To foster effective partnerships within & beyond our school community to support student learning

Prioritise and Promote Effective communication

- Teachers to provide learning opportunities that involve parents / whānau
- Utilise community expertise and resources
- Explore and strengthen links with Intermediate feeder schools
- Welcome to new families
- Information sharing on staff professional development, initiatives to improve student progress and achievement and board initiatives
- Increase parent awareness of extra curricular sporting opportunities available

Parent / Whānau partnership in Education

Provide opportunities for family / whānau to be involved

- Develop ways to increase parent involvement and curriculum engagement
- Informal meetings – parent / teacher contact encouraged and promoted
- Parent consultation and engagement in areas of review and development
 - Health Curriculum consultation (supported through Healthy Active Learning initiative)
 - School values
 - Development of graduate profile
 - School uniform consultation
 - Gather feedback on school reporting
- Information sharing on ways parents & whānau can support their child’s learning and progress
- Develop ways to increase parent involvement in sport

Foster strong school / community whānau relationships

Goal 5: Te Whakamānawa - Developing Cultural Competencies in Learning Communities: To build a culturally responsive school culture

Communicate and consult with our Māori community, whānau

- Collaborate and seek advice from Māori
- Share school targets and consult on plans and programmes to raise student achievement

Maori Student Achievement

- Communicate and consult with our Māori community about the progress and achievement of Māori students

Build link with the local Marae

- Build link with the marae matua of Tawhitinui; Continue to build relationship with Piri Rakau / Ngati Ranginui Iwi

Cultural Narrative

- Build knowledge of cultures within the school community through curriculum contexts.

Cultural Diversity

- Provide opportunities to celebrate language, culture and identity
- Increase opportunities to show knowledge and respect of our learners’ cultural backgrounds
- Students experience story telling from ‘Our Place’ (Local Curriculum).
- Contexts for learning to reflect NZ’s cultural diversity and value the histories and traditions of all its people

Cultural Capability

- Review goals established from 2021 professional development: Te Whakamānawa (our next steps). Improve our bicultural and culturally responsive practises, giving mana to Te Tiriti o Waitangi and increase engagement with students, whānau and iwi/hapū

Professional Learning

- Build te reo vocabulary of staff to support integration into classroom teaching
- Build student and staff knowledge of our localised history, identity and tikanga for this iwi and rohe

Property

‘School Organisation’; ‘Quality Learning Environment’

- Cyclical Maintenance
- 5YA works completed
- Storage for ‘loose parts’ (Learning Choice)
- Maintain edible school garden
- Signage around the school to reflect our bicultural heritage
- Outdoor seating
- Asset replacement: pool cover, pool filtration system

WHAKAMARAMA SCHOOL ANNUAL PLAN: 2023 ACTIONS

Strategic Goal 1: Ako - Teaching and Learning

To provide a responsive curriculum and effective teaching to raise student achievement and success for all

| Objective | Action Plan | Timeframe | Personnel |
|---|--|---|--|
| <p>Whakamarama School Curriculum</p> | <p>Health & Physical Education: 2nd Year Healthy Learning initiative</p> <ul style="list-style-type: none"> ● Integrating Te Whare Tapa Whā - whole school approach ● Document wellbeing at Whakamārama School <p>Refreshing the New Zealand Curriculum</p> <ul style="list-style-type: none"> ● Refreshed Social Sciences learning area: <ul style="list-style-type: none"> ○ New Aotearoa New Zealand's histories content taught from the beginning of 2023 ● New Zealand Curriculum refresh supports for other learning areas utilised across 2023 (working towards implementation in 2026) <p>Structured Literacy</p> <ul style="list-style-type: none"> ● Better Start (Year 0 / 1) <ul style="list-style-type: none"> ○ Implement Better Start Literacy approach to improve early learning success ● The iDeal Approach (Years 2-8) <ul style="list-style-type: none"> ○ Develop consistent practice in a whole-school approach ○ Create an evidence based, consistent educational pathway for ALL ākonga and kaiako ○ Students will build on foundation literacy skills with success because teachers know how to teach each and every brain to read. <p>Review and documentation of 'Local Curriculum'</p> <ul style="list-style-type: none"> ● Continue to review our localised curriculum ensuring content is current and relevant, and promotes collaboration, inquiry thinking skills, key competencies, social action and strong links to the local community <p>EOTC to support rich curriculum learning</p> <ul style="list-style-type: none"> ● Day trips / EOTC opportunities considered when planning and used to support rich curriculum learning e.g. in the school grounds, visit the bush, river or local museum, camping experience, being involved in a hands-on project in the school grounds or a local reserve, playing sport, performing at a local Kapa Haka competition, Fresh Moves, Choir Festival, Bay Alliance Conservation | <p>Term 1-4</p> <p>Term 1-4</p> <p>Term 1-4</p> <p>Term 1-4</p> <p>Term 1-4</p> <p>Term 1-4</p> | <p>Sport BOP advisor Lead Teacher: Thersesa</p> <p>Brenda & Natasha</p> <p>Brenda</p> <p>Natasha, Theresa, Karen & Sarah</p> <p>Natasha & Brenda</p> <p>All teachers</p> |

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|--|---|--|---|
| <p>Achievement focus: Targets set using analysis of 2022 school wide data to accelerate progress of students performing below curriculum expectations.</p> <p>Improve outcomes for all students, particularly Māori, Pasifika and students with special needs (including gifted and talented)</p> | <ul style="list-style-type: none"> ● Targets set using analysis of 2022 school wide data to accelerate progress of students performing below expectations. Improve outcomes for all students, particularly Māori and students with special needs. ● Identify and respond to learner/ ākongā strengths, progress and needs, and learner/ākongā and whānau aspirations | <p>Term 1</p> <p>Ongoing</p> | <p>Natasha</p> <p>All teachers</p> |
| <p>Student Achievement: Teacher as Inquiry: Strengthen quality inquiry processes to ensure deep understandings of our learners are developed.</p> | <ul style="list-style-type: none"> ● Staff discussing knowledge of their learners, unpacking assessment data, observations and class work collectively. Teachers work collaboratively on an inquiry focus linked to target students / priority learners / raising Māori student achievement ● Teachers inquire into their practice in multiple rapid cycles, using lessons learned to adapt teaching practice and develop strategies to accelerate achievement. ● Discuss and implement responsive programmes that meet and progress student achievement for not just target students but all students. ● Collaborative problem solving sessions occur regularly to provide strategies that support the needs of all our learners. ● Close monitoring of all student progress is ongoing throughout the year. | <p>Ongoing</p> <p>15 week interventions</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> | <p>All teachers</p> <p>All teachers</p> <p>All teachers</p> <p>SENCO, Principal, Deputy Principal</p> |
| <p>Mathematics Provide quality teaching and learning programmes that meet individual needs and abilities.</p> | <p>Mathematics Development and Sustainability</p> <ul style="list-style-type: none"> ● Continue to embed ‘High Impact Teaching Strategies’ and ‘Optimal Learning Model’ ● Provision of focussed numeracy support (explicit teaching) to accelerate students yet to meet curriculum expectation. ALiM intervention approach. Teaching to demonstrate the connection between addition/subtraction and multiplication/division. ● Teachers to share practice with other teachers and to work in partnership with parents, families and whānau ● Whole school approach to setting up positive norms in the math class (messages given to students and encourage in the math class) ● Professional Development: <ul style="list-style-type: none"> ○ Provision in response to individual teacher / teacher aide needs. In class modelling, observation and feedback as needed <p>A focus on improving basic facts knowledge</p> | <p>Terms 1-4</p> <p>Terms 1-4</p> <p>Terms 1-4</p> <p>Terms 1-4</p> <p>All teachers</p> | <p>All teachers</p> <p>All teachers</p> <p>All teachers</p> <p>All teachers</p> <p>Theresa</p> |

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| | <ul style="list-style-type: none"> ● Introduce and trial basic facts programme - 10 minutes daily (starting with middle and senior school) <p>Home - School Partnership</p> <ul style="list-style-type: none"> ● Continue to strengthen Home - School Partnership, particularly for target group learners <ul style="list-style-type: none"> ○ Family math tasks ○ Parent meetings to provide ideas to help their child at home ○ Activities / resources to be made available for children to take home and share with parents / whānau (practice) ● Communicate resources that are available online e.g. nzmaths family section. | <p>Term 1</p> <p>Terms 1-4</p> | <p>Natasha, Theresa, Sarah</p> <p>Led by Theresa</p> |
| <p>Literacy Provide quality teaching and learning programmes that meet individual needs and abilities</p> | <p>Literacy Sustainability</p> <ul style="list-style-type: none"> ● Continue to embed ‘High Impact Teaching Strategies’ and ‘Optimal Learning Model’ ● Teachers to share practice with other teachers and to work in partnership with parents, families and whānau ● School leaders to build conditions to support sustained achievement gains ● Strengthen staff discussions around student learning trajectory and achievement ● Leadership challenging teachers with their judgements and the evidence they are basing these on ● Leaders carry out classroom observations and in class support to support the development of formative assessment and High Impact Teaching Strategies. ● Leaders use the GROW model with peer coaching and mentoring ● Provision of focussed literacy support (explicit teaching) to accelerate students yet to meet curriculum expectation. ALL intervention approaches. ● Develop a whole school approach to proofreading (Text: ‘No More, My Students can’t Edit’) ● Professional Development: <ul style="list-style-type: none"> ○ Provision in response to individual teacher / teacher aide needs. In class modelling, observation and feedback as needed <p>Structured Literacy</p> <ul style="list-style-type: none"> ● Structured literacy through Better Start and the IDEaL Approach <ul style="list-style-type: none"> ○ Teachers provide explicit and direct instruction in literacy skills ● Use structured literacy skills and strategies to improve our writing programmes; writing across the curriculum. <p>Learning Progressions Framework (Reading)</p> <ul style="list-style-type: none"> ● Teachers continue to use illustrations to build their understanding of the significant steps that students take as they develop their expertise in reading to ensure no gaps are left in a student’s learning (spanning levels 1–5 of the New Zealand Curriculum) ● Teachers continue to use the reading framework to identify the reading demands of the programmes they provide for students ● Teachers to provide rich teaching and learning activities in everyday classroom programmes (illustrated in the framework) ● Use of PaCT to support teachers make consistent decisions about students’ achievement in reading | <p>Terms 1-4</p> <p>Terms 1-4</p> <p>Terms 1-4</p> | <p>Led by Karen and Natasha</p> <p>All teachers</p> <p>All teachers</p> <p>All teachers - Led by Brenda</p> |

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| | <p>Learning Progressions Framework (Writing)</p> <ul style="list-style-type: none"> Teachers use illustrations to build their understanding of the significant steps that students take as they develop their expertise in writing (spanning levels 1–5 of the New Zealand Curriculum) Teachers use the writing framework to identify the writing demands of the programmes they provide for students <p>Home - School Partnership</p> <ul style="list-style-type: none"> Continue to strengthen Home - School Partnership, particularly for target group learners Parent meetings to provide ideas to help their child at home | Terms 1-4 | All teachers - Led by Brenda |
| <p>Learning Support Support the needs of learners/ākonga with learning support needs, gifted learners/ ākonga, and neurodiverse learners/ākonga and evaluate the effectiveness of learning support programmes</p> | <ul style="list-style-type: none"> Students to be identified from review of 2022 achievement information. Set achievement targets for 2023 based on a collaborative review of 2022 achievement information. Identify actions to support identified target/priority groups. Barriers and limitations are removed for all learners – SENCO supports staff, learners and families with programme designed, formalised testing and accessing outside support agencies as required. Tier 2 interventions are monitored for effectiveness using pre, post and ongoing data by the teacher responsible for the intervention with SENCO support. Teacher aide time Target groups in class Specific guidance for teachers, helping them to promote effective pedagogies and acceleration Buddy learning Teachers working with SENCO to initiate support from RTLit, RTLB, Speech Therapist, etc. BOT and MOE funded Tier 2 programmes: as outlined in Curriculum Achievement Action Plans Use of Lexia Core 5 Reading - gather baseline data and monitor impact Gifted & Talented enrichment opportunities <p>Reading Recovery</p> <ul style="list-style-type: none"> Allocate time to monitor / review progress of children who have completed the programme Provide early literacy support to identified learners to improve our junior school's literacy outcomes <p>Extension</p> <ul style="list-style-type: none"> Book chat groups Speech, essay writing and other literacy competitions promoted Subscription to Toitoti Attendance at the regional Lit Quiz competition Otago Maths Problem Solving Challenge ICAS (International Competitions and Assessments for Schools) Kiwi Competitions | <p>Terms 1-4</p> <p>Terms 1-4</p> <p>Terms 1-4</p> | <p>Led by Natasha (SENCO)</p> <p>Natasha Dayle</p> <p>Led by Natasha</p> |

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|--|---|-----------|-------------------------|
| Professional Learning Development | Programmes for Students: AliM (participation in programme, MOE funded) | Term 1/2 | Sarah |
| | <ul style="list-style-type: none"> Programmes for Students: AliM (teacher participation in programme, MOE funded) | | |
| | Balanced mathematics programme | Term 1 | Theresa |
| | <ul style="list-style-type: none"> Balanced mathematics programme: what is needed for ākongā to receive rich learning experiences and a full diet of maths education (resources published 2022 as part of the Ministry's 2022 maths support package) | | |
| | Professional learning opportunities arising from 'Healthy Active Learning Initiative' | Term 2 | External provider |
| <ul style="list-style-type: none"> Integrating Te Whare Tapa Whā - planning for everyday learning across the curriculum. Using the Movewell resource | | | |
| Aotearoa New Zealand's histories professional learning | Teachers explore: Progression in action guidance; Social Sciences in action videos; Planning templates; Curriculum content cards. New Zealand histories content taught. | Term 1 | Led by Natasha & Brenda |
| Refreshing the New Zealand Curriculum | <ul style="list-style-type: none"> Explore teaching guidance available for mathematics: progression in action guidance, mathematics & statistics in action videos, planning templates, curriculum content cards Explore teaching guidance available for English: progression in action guidance, English in action videos, planning templates, curriculum content cards | Terms 1-4 | Led by Natasha & Brenda |
| Professional Learning Groups | Teachers work together in a collaborative, interactive and ongoing way in order to improve teacher practice and outcomes for students. | Terms 1-4 | All teachers |

Strategic Goal 2: Hangarau Whakawhitiwhiti Whakaaro - Communications Technology

To effectively use information and communications technology (ICT) to enhance teaching, student learning and school systems

| Objective | Action Plan | Timeframe | Personnel |
|--|---|--|--|
| Digital Technologies Implementation | <p>For teachers to be confident capable users of current & future technologies, effectively integrating ICT into their teaching practice to enhance students' learning</p> <ul style="list-style-type: none"> Review what Whakamārama School has to effectively implement the digital technologies curriculum content Teachers implement the digital technologies curriculum content using: robotics, i-pad apps, web based apps, coding, STEAM activities Staff to inquire into how effectively they are meeting the digital curriculum into their learning programmes. | <p>Term 2</p> <p>Terms 1-4</p> <p>Term 2</p> | <p>Brenda</p> <p>All teachers</p> <p>Led by Brenda</p> |

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| Students To equip students to become life-long, anywhere, anytime learners | <ul style="list-style-type: none"> Students know how to be safe on the internet; Students know how to self regulate time on devices and understand why <ul style="list-style-type: none"> Teacher use of NetSafe resources Promote digital citizenship at home module - parents will understand what digital citizenship is and: <ul style="list-style-type: none"> how it relates to their child how to address it positively with their child. | Terms 1-4 Term 2 | All teachers Natasha |
| Strategic Development | <ul style="list-style-type: none"> Investigate how we can best utilise our existing resources in authentic learning Opportunity for parents / whānau to learn about the apps / digital tools their child is using, and its purpose in their learning. Share with parents / whānau the resources that Whakamārama School uses to teach coding, robotics, electronics, computer skills, as well as showing / sharing our learners having fun tinkering, exploring, designing, creating and playing with digital technologies. Capability to book student conferences and purchasing online | Term 2 Terms 1-4 Terms 2 & 4 | All teachers Led by Brenda & Natasha Natasha |
| Infrastructure | Hardware & infrastructure to support teaching & learning purchased as necessary | Ongoing | Natasha |

Strategic Goal 3: Hauora - Well Being

To develop and maintain a safe, physical, emotional and quality school environment

| Objective | Action Plan | Timeframe | Personnel |
|---|---|--|--|
| Student Hauora /well-being provided for: | <p>Grow staff knowledge in wellbeing programmes so that these become a whole school approach and part of teaching and learning programmes Develop staff knowledge of Growth Mindset, Learning Pit/Zone, Zones of Regulation. Invite outside professionals to support the staff in developing this knowledge (RTLb, Learning Support).</p> <p>Create a safe and inclusive culture where diversity is valued</p> <ul style="list-style-type: none"> Processes in place to promptly address and resolve any complaints or concerns about racism, discrimination and bullying Ask learners/ākonga, whānau and staff about their experience of racism, discrimination and bullying, and use that information to reduce these behaviours All learners / ākonga and staff feel they belong <p>‘Healthy Active Learning Initiative’</p> <ul style="list-style-type: none"> Play Scan - how our learners are using play equipment and resources, both indoors and outdoors Use of the Movewell resource Work with community connectors (Community Connectors support schools, kura and communities to identify, plan and implement opportunities for quality play, sport and physical activity experiences for tamariki) | Terms 1-4 Ongoing Term 2 Ongoing Terms 1-4 | RTLb, Natasha External providers, Theresa |

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| <p>maintain a high level of student involvement in organised sport</p> | <ul style="list-style-type: none"> ● Utilise sporting organisations and visiting sports representatives to provide skill sessions and support for teachers, coaches and players (Sport BOP, BOP Cricket, Swimming NZ) ● Plan to attend events outlined on the WBOP Primary Inter-School sports calendar ● Plan to attend events outlined on the WBOP Intermediate Inter-School sports calendar ● Share WBOP sports calendars with parents / whānau. Increase parent / whānau awareness of sporting opportunities available to their child / children ● Parent involvement in extracurricular sporting opportunities ● Unite with larger schools in the cluster to offer organised sporting opportunities ● Promote sporting options through newsletter/ Class Dojo / e-mail | | |
| <p>Use a distributive leadership model to provide leadership opportunities for all staff.</p> | <p>Staff to be encouraged to lead areas within the school, with support. Action plans to be established to provide clear actions as part of their leadership area.</p> | <p>Terms 1</p> | <p>Natasha</p> |

Strategic Goal 4: Whanaungatanga - Partnerships

To foster effective partnerships within & beyond our school community to support student learning

| Objective | Action Plan | Timeframe | Personnel |
|---|---|--|---|
| <p>Prioritise and Promote Effective communication</p> | <ul style="list-style-type: none"> ● Teachers to provide learning opportunities that involve parents / whānau ● Utilise community expertise and resources ● Continue to explore and strengthen links with Kindergarten and Intermediate feeder schools ● Welcome to new families ● Information sharing on staff professional development, initiatives to improve student progress and achievement and board initiatives | <p>Terms 1-4</p> | <p>Natasha, Brenda, all teachers</p> |
| <p>Parent / Whānau partnership in Education Provide opportunities for family / whānau to be involved</p> | <ul style="list-style-type: none"> ● Increase parent involvement and curriculum engagement <ul style="list-style-type: none"> ○ Provide opportunities for families to connect with school - volunteers, class activities, tutorials, sharing of expertise / knowledge ○ Parent tutor reading programme / HPP (Hei Awhiawhi Tamariki ki te Panui Pukapuka) ○ Involvement in 3 Way Conferences ○ Family math, family literacy activities ○ Class newsletters - Teachers to provide learning opportunities to involve parents / whānau ● Informal meetings – parent / teacher contact encouraged and promoted e.g. at least twice a term scheduled for target students ● Parent consultation and engagement in areas of review and development <ul style="list-style-type: none"> ○ Health Curriculum consultation (supported through Healthy Active Learning initiative) ○ School values ○ Development of graduate profile | <p>Terms 1-4</p> <p>Term 2 Term 2 Term 2</p> | <p>Natasha, Brenda, all teachers</p> <p>Led by Natasha & Brenda</p> |

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| | <ul style="list-style-type: none"> ○ School uniform consultation ○ Gather feedback on school reporting ● Information sharing on ways parents & whānau can support their child's learning and progress | Term 1 Term 1 Ongoing | |
| Foster strong school / community whānau relationships | <ul style="list-style-type: none"> ● Utilise community resources and people contacts to support engagement in our school curriculum ● Strengthen use of learning stories on Class Dojo (class and lunch time). ● Grandparents day ● Links with community planned to provide authentic learning contexts, ways children can be involved in and 'make a difference' ● Explore connections - Community, Bay of Plenty, Global ● Action visits, communication and ideas to foster positive ECE and intermediate school links to support effective school transitions. ● Increase wider public and community participation e.g. Show Day, Open Day etc | Terms 1-4 Terms 1-4 Term 3 Terms 1-4 Terms 1-4 Terms 1-4 Terms 1-4 | All teachers Natasha & Brenda |

Strategic Goal 5: Te Whakamānawa - Developing Cultural Competencies in Learning Communities
To build a culturally responsive school culture

| Objective | Action Plan | Timeframe | Personnel |
|--|---|-----------|----------------------------|
| Communicate and consult with our Māori community, whānau | <ul style="list-style-type: none"> ● Seek advice from Māori on how best to include tikanga Māori in values, practices and culture of the school ● Share school targets and consult on plans and programmes to raise student achievement ● Communicate and consult with our Māori community about the progress and achievement of Māori students | Term 1-4 | Led by Natasha & Brenda |
| Build link with the local Marae | <ul style="list-style-type: none"> ● Build relationships with Māori, involve them in decision making, and partner with them to support rangatiratanga, and Māori educational success as Māori ● Continue to build link with the marae matua of Tawhitinui, Piri Rakau / Ngati Ranginui Iwi ● Students experience story telling from 'Our Place' (Local Curriculum) ● Build relationship with Piri Rakau / Ngati Ranginui Iwi ● Develop a school pepeha ● Design a visual representation of Whakamārama pepeha | Term 1-4 | Led by Natasha & Brenda |
| Cultural Narrative Build knowledge of cultures within the school community through curriculum contexts | <ul style="list-style-type: none"> ● Invite local iwi, hapu and community members to talk about the local history of the area ● Ensure visual cues are present to show value and recognition to our learners' background. e.g. flags, welcome signs. Signs, posters, labels in both English and Te Reo Māori in learning spaces, the office, staffroom, hall, library etc. ● Actively seek the voice from our different cultural groups as part of the review and planning process. | Term 1-4 | Led by Natasha & Brenda |

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| | <ul style="list-style-type: none"> ● Utilise resources available through ICT tools, reading resources, community people and resources | Term 1-4 | All teachers |
| <p>Cultural Diversity Provide opportunities to celebrate language, culture and identity</p> | <ul style="list-style-type: none"> ● Increase opportunities for Māori and other ethnic groups to share their knowledge and expertise ● Value the heritage languages spoken by Pacific learners/ ākonga, and provide opportunities to use and to build on them ● Te Reo Māori integrated into teaching and learning conversations (continue to strengthen this) ● Talk with learners/ākonga and staff about why correct pronunciation of te reo Māori is important, and provide them with opportunities to learn and practice without judgement ● Review tikanga Māori practices and how we might further strengthen these. Develop a school kaupapa about how we do things. ● Teachers to build knowledge of cultures within their class and things which are important to them and valued ● Students experience story telling from 'Our Place' (Local Curriculum) ● Worldwide geography considered when planning (student inquiry, current events) ● Promote culturally significant events in our community. Organise special events, assemblies to celebrate and observe cultures and traditions. e.g. Matariki, Chinese New Year, Diwali, ANZAC Day ● Classroom displays to reflect important cultural events. Teaching team to incorporate activities where appropriate at time of planning. ● Budget to fund a tutor for Kapahaka | Terms 1-4 | <p>Led by Natasha and Brenda</p> <p>All teachers</p> |
| <p>Cultural Capability</p> | <ul style="list-style-type: none"> ● Continue to review goals established from 2021 professional development: Te Whakamānawa (our next steps). ● Continue to improve our bicultural and culturally responsive practises, giving mana to Te Tiriti o Waitangi and increase engagement with students, whānau and iwi/hapū ● Funding to support signage around the school ● Iwi / hapu partnerships through involvement with Bay Alliance Conservation programme ● Promote the values and principles of Garden to Table <ul style="list-style-type: none"> ○ Empowered, Caring & Resilient Students; Manaakitanga; Ako; Hauora; Community Connectedness; Kaitiakitanga; Respect for Difference & Diversity | Terms 1-4 | Led by Natasha and Brenda |
| <p>Professional Learning</p> | <ul style="list-style-type: none"> ● Use development opportunities for teachers/kaiako and leaders to build their teaching capability, knowledge and skills in te reo Māori and tikanga Māori ● Build student and staff knowledge of our localised history, identity and tikanga for this iwi and rohe | <p>Ongoing</p> <p>Ongoing</p> | <p>All teachers</p> <p>Local expertise, Tauranga Moana Curriculum</p> |

Whakamārama School Reading Target 2023

Strategic Goal 1: Ako - Teaching and Learning: To provide a responsive curriculum and effective teaching to raise student achievement and success for all

Annual Plan Action
Targets set to increase the number of students achieving at / above the expected curriculum levels for reading

Target: Target students will make accelerated progress in reading in relation to school progression levels and the NZ Curriculum

Success Indicators:

We will know when we have achieved this when we:

1. Increase the total number of students learning within or beyond their appropriate curriculum level for reading by the end of 2023
2. Ensure all students make progress towards learning within or beyond their appropriate curriculum level for reading by the end of 2023
3. To **accelerate** the progress of the following priority groups as identified in the 2022 end-of-year achievement data- (excluding leavers):
 - 6 Female; 6 Male
 - 4 Maori; 8 NZ / European
 - Three Year 2; One Year 3; One Year 4; Three Year 5; Three Year 7; One Year 8

Baseline Data 2022

| Reading | | At Risk | | Cause for Concern | | Expectation | | Exceeding Expectation | | Total |
|----------------------------------|--------------|----------|-------------|-------------------|--------------|-------------|--------------|-----------------------|--------------|-----------|
| | | Number | Proportion | Number | Proportion | Number | Proportion | Number | Proportion | Number |
| All students | Male | 2 | 4% | 5 | 10% | 27 | 54% | 16 | 32% | 50 |
| | Female | | | 6 | 15.8% | 19 | 50% | 13 | 34.2% | 38 |
| | Total | 2 | 2.3% | 11 | 12.5% | 46 | 52.3% | 29 | 33% | 88 |
| Māori | Male | 1 | 12.5% | 1 | 12.5% | 6 | 75% | | | 8 |
| | Female | | | 3 | 33.3% | 3 | 33.3% | 3 | 33.3% | 9 |
| | Total | 1 | 5.9% | 4 | 23.5% | 9 | 52.9% | 3 | 17.6% | 17 |
| Asian / MELAA / Pasifika | Male | | | | | 2 | 66.7% | 1 | 33.3% | 3 |
| | Female | | | | | 2 | 100% | | | 2 |
| | Total | | | | | 4 | 80% | 1 | 20% | 5 |
| European / Pākehā/Other European | Male | 1 | 2.6% | 4 | 10.3% | 19 | 48.7% | 15 | 38.5% | 39 |
| | Female | | | 3 | 11.1% | 14 | 51.9% | 10 | 37% | 27 |
| | Total | 1 | 1.5% | 7 | 10.6% | 33 | 50% | 25 | 37.9% | 66 |

| Actions to Achieve our Reading Targets | Led By | Time Frame | Budget |
|--|--|----------------------------------|--|
| <p>Improve Student Achievement</p> <ul style="list-style-type: none"> Set achievement targets to accelerate progress of students performing below curriculum expectation Current data of target group children will be compiled early Term 1 to gain specific individual / group needs Target small group reading to support further progress | Natasha Natasha Teachers | Terms 1-4 Wk 1-4 Terms 1-4 | BOT funded Teacher aide Literacy Budget |
| <p>Māori Student Achievement</p> <ul style="list-style-type: none"> Teachers link learning to real life experiences of Māori learners Evaluate the impact of initiatives to improve Māori students' presence, engagement and achievement Continue to review the school curriculum to ensure that this reflect the aspirations and needs of Māori students and are inclusive of the principles of The New Zealand Curriculum Meet with Māori parents to discuss their involvement with the school and find out what we can do to improve communication. Find out how they prefer to be consulted with about their child's progress and achievement | Teachers Natasha & Teachers | Ongoing | Staffing: 0.4 FTTE (Reading Recovery) |
| <p>Continue to build a Culturally Responsive School Culture</p> <ul style="list-style-type: none"> Continue to build relationships and connections with Māori students in our school. Find out where they are from, their iwi affiliations, and who their whānau are. Talk with ākongā about their aspirations, their experiences at school, and their ideas for improving the school. Whanaungatanga - focus on building strong learning focussed relationships with the ākongā and their whānau. Utilise the experiences they bring to school. Include contexts for learning that reflect New Zealand's cultural diversity and values the histories and traditions of all its people. School and classroom practices to show knowledge and respect of our learners' cultural backgrounds (language, beliefs, traditions). Continue to strengthen incorporation of te reo and tikanga Maori into our practices | Natasha & Teachers | Ongoing | |
| <p>School Wide</p> <ul style="list-style-type: none"> Continuation of structured literacy across all classrooms (iDeal Approach and Better Start) Curriculum leader to continue to work with staff in analysing reading judgements made in PaCT and what the data is telling us. Teachers use the data to inform teaching programmes and guide decisions about how to improve students' learning. Teachers moderating students' learning against the Learning Progression Framework, so that there is a consistent understanding of progress and achievement Provide focussed literacy support (explicit teaching) to accelerate students below curriculum expectation (core and more). Observation and feedback for teachers as required Have high expectations- create self-belief in learners as readers Implement assessment practices which provide feedback to the learner. Students know where they are at, where they are going and what their next learning steps are to progress and achieve their goals (learner agency) Use of e-learning tools to supplement and enhance the teaching of literacy at school and at home. Improve student assessment capability (school-wide rubrics) | Led by Principal and Deputy Principal | On-going | |
| <p>Teacher Inquiry</p> <ul style="list-style-type: none"> Collaborative Teacher Inquiry- Teachers and leaders being aware of students below curriculum expectation, particularly Maori, regularly discussing and monitoring progress and analysis of next steps collaboratively. Monitor impact of support programmes | Led by leaders | On-going | |
| <p>Parent Partnership</p> <ul style="list-style-type: none"> Use a variety of ways to engage parents and whānau regularly and involve them in students' learning. | Principal, Deputy Principal, Leaders | On-going | |
| <p>BOT and MOE Funded Learning Support Programmes</p> <ul style="list-style-type: none"> Reading Recovery programme; Early literacy support programmes; The iDeal Approach (structured literacy); Better Start Teacher aide funding | SENCO | On-going | |
| <p>Professional Development</p> <ul style="list-style-type: none"> Provision for individual professional development, in class modelling, observation and feedback for teachers as required | Principals, Leaders | On-going | |

Whakamārama School Writing Target 2023

Strategic Goal 1: Ako - Teaching and Learning: To provide a responsive curriculum and effective teaching to raise student achievement and success for all

Annual Plan Action

Targets set to increase the number of students achieving at / above the expected curriculum levels for writing

Target: Target students will make accelerated progress in writing in relation to school progression levels and the NZ Curriculum

Success Indicators:

We will know when we have achieved this when we:

1. Increase the total number of students learning within or beyond their appropriate curriculum level for writing by the end of 2023
2. Ensure all students make progress towards learning within or beyond their appropriate curriculum level for writing by the end of 2023
3. To **accelerate** the progress of the following priority groups as identified in the 2022 end-of-year achievement data (excluding leavers):
 - 7 Male; 4 Female
 - 4 Maori; 6 NZ / European; 1 Other
 - Three Year 2; One Year 3; Four Year 5; Two Year 7; One Year 8

Baseline Data 2022

| Writing | | At Risk | | Cause for Concern | | Expectation | | Exceeding Expectation | | Total |
|---------------------------------|--------------|---------|------------|-------------------|--------------|-------------|--------------|-----------------------|-------------|-----------|
| | | Number | Proportion | Number | Proportion | Number | Proportion | Number | Proportion | Number |
| All students | Male | | | 8 | 16% | 41 | 82% | 1 | 2% | 50 |
| | Female | | | 5 | 13.2% | 30 | 78.9% | 3 | 7.9% | 38 |
| | Total | | | 13 | 14.8% | 71 | 80.7% | 4 | 4.5% | 88 |
| Māori | Male | | | 3 | 37.5% | 4 | 50% | 1 | 12.5% | 8 |
| | Female | | | 2 | 22.2% | 7 | 77.8% | | | 9 |
| | Total | | | 5 | 29.4% | 11 | 64.7% | 1 | 5.9% | 17 |
| Asian / MELAA / Pasifika | Male | | | 1 | 33.3% | 2 | 66.7% | | | 3 |
| | Female | | | | | 2 | 100% | | | 2 |
| | Total | | | 1 | 20% | 4 | 80% | | | 5 |
| European /Pākehā/Other European | Male | | | 4 | 10.3% | 35 | 89.7% | | | 39 |
| | Female | | | 3 | 11.1% | 21 | 77.8% | 3 | 11.1% | 27 |
| | Total | | | 7 | 10.6% | 56 | 84.8% | 3 | 4.5% | 66 |

| Actions to Achieve Targets | Led By | Time Frame | Budget |
|---|---|---|--|
| <p>Improve Student Achievement</p> <ul style="list-style-type: none"> Set achievement targets to accelerate progress of students performing below curriculum expectation Current data of target group children will be compiled early Term 1 to gain specific individual / group needs Target small group reading to support further progress <p>Māori Student Achievement</p> <ul style="list-style-type: none"> Teachers link learning to real life experiences of Māori learners Evaluate the impact of initiatives to improve Māori students' presence, engagement and achievement Continue to review the school curriculum to ensure that this reflect the aspirations and needs of Māori students and are inclusive of the principles of The New Zealand Curriculum Meet with Māori parents to discuss their involvement with the school and find out what we can do to improve communication. Find out how they prefer to be consulted with about their child's progress and achievement <p>Continue to build a Culturally Responsive School Culture</p> <ul style="list-style-type: none"> Continue to build relationships and connections with Māori students in our school. Find out where they are from, their iwi affiliations, and who their whānau are. Talk with ākonga about their aspirations, their experiences at school, and their ideas for improving the school. Whanaungatanga - focus on building strong learning focussed relationships with the ākonga and their whānau. Utilise the experiences they bring to school. Include contexts for learning that reflect New Zealand's cultural diversity and values the histories and traditions of all its people. School and classroom practices to show knowledge and respect of our learners' cultural backgrounds (language, beliefs, traditions). Continue to strengthen incorporation of te reo and tikanga Maori into our practices <p>School Wide</p> <ul style="list-style-type: none"> Continuation of structured literacy across all classrooms (iDeaL Approach and Better Start) Provide focussed literacy support (explicit teaching) to accelerate students below curriculum expectation (core and more). Teachers moderating students' learning against the Learning Progression Framework, so that there is a consistent understanding of progress and achievement Collaboratively share strategies and ideas for students that are not progressing. Continue to Increase moderation accuracy, including external moderation. Writing moderation of target students (twice a term) Continue to apply successful strategies from ALL project Provide a variety of opportunities to write in different text forms (particularly boys). Reading and writing across the curriculum. Implement assessment practices which provide feedback to the learner (learner agency). Improve student assessment capability. Use of e-learning tools to supplement and enhance the teaching of literacy at school and at home. <p>Teacher Inquiry</p> <ul style="list-style-type: none"> Continue to strengthen use of 'Spiral of Inquiry'. Leaders leading collaborative inquiry and professional learning group discussions to build teacher capability. Strengthen staff discussions around student learning trajectory and achievement. Monitor the impact of support programmes <p>Parent Partnership</p> <ul style="list-style-type: none"> Use a variety of ways to engage parents and whānau regularly and involve them in students' learning. <p>BOT and MOE Funded Learning Support Programmes</p> <ul style="list-style-type: none"> Reading Recovery programme; Early literacy support programmes; Accelerating Learning in Literacy (ALL) Teaching aide funding <p>Professional Development</p> <ul style="list-style-type: none"> Provision for individual professional development, in class modelling, observation and feedback for teachers as required Develop a whole school approach to proofreading (Text: 'No More, My Students can't Edit') | <p>Natasha Natasha Teachers</p> <p>Natasha & Teachers</p> <p>Natasha & Teachers</p> <p>Led by Principal and Deputy Principal</p> <p>Led by Natasha & Karen</p> <p>Teachers Natasha</p> <p>Natasha & Karen</p> | <p>Wk 1-3 Terms 1-4 Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Terms 1-4</p> <p>Terms 1-4 Terms 1-4</p> <p>Terms 1-4</p> | <p>BOT funded Teacher aide</p> <p>Literacy Budget</p> <p>Staffing (Reading Recovery)</p> |

Whakamārama School Mathematics Target 2023

Strategic Goal 1: Ako - Teaching and Learning: To provide a responsive curriculum and effective teaching to raise student achievement and success for all

Annual Plan Action
Targets set to increase the number of students achieving at / above the expected curriculum levels for mathematics

Target: Target students will make accelerated progress in math in relation to school expected levels in Numeracy and the NZ Curriculum

Success Indicators:

We will know when we have achieved this when we:

1. Increase the total number of students learning within or beyond their appropriate curriculum level for mathematics by the end of 2023
2. Ensure all students make progress towards learning within or beyond their appropriate curriculum level for mathematics by the end of 2023
3. To **accelerate** the progress of the following priority groups as identified in the 2022 end-of-year achievement data (excluding leavers):
 - 3 Female; 3 Male
 - 1 Maori; 4 NZ / European; 1 Other
 - One Year 2; One Year 4; One Year 5; One Year 6; One Year 7; One Year 8

Baseline Data 2022

| Mathematics | | At Risk | | Cause for Concern | | Expectation | | Exceeding Expectation | | Total |
|------------------------------------|--------------|----------|-------------|-------------------|--------------|-------------|--------------|-----------------------|--------------|-----------|
| | | Number | Proportion | Number | Proportion | Number | Proportion | Number | Proportion | Number |
| All students | Male | | | 3 | 6% | 34 | 68% | 13 | 26% | 50 |
| | Female | 1 | 2.6% | 4 | 10.5% | 26 | 68.4% | 7 | 18.4% | 38 |
| | Total | 1 | 1.1% | 7 | 8% | 60 | 68.2% | 20 | 22.7% | 88 |
| Māori | Male | | | | | 6 | 75% | 2 | 25% | 8 |
| | Female | 1 | 11.1% | 2 | 22.2% | 5 | 55.6% | 1 | 11.1% | 9 |
| | Total | 1 | 5.9% | 2 | 11.8% | 11 | 64.7% | 3 | 17.6% | 17 |
| Asian / MELAA / Pasifika | Male | | | | | 3 | 100% | | | 3 |
| | Female | | | 1 | 50% | 1 | 50% | | | 2 |
| | Total | | | 1 | 20% | 4 | 80% | | | 5 |
| European / Pākehā / Other European | Male | | | 3 | 7.7% | 25 | 64.1% | 11 | 28.2% | 39 |
| | Female | | | 1 | 3.7% | 20 | 74.1% | 6 | 22.2% | 27 |
| | Total | | | 4 | 6.1% | 45 | 68.2% | 17 | 25.8 | 66 |

| Actions to Achieve Targets | Led By | Time Frame | Budget |
|---|--|---|---|
| <p>Improve Student Achievement</p> <ul style="list-style-type: none"> Set achievement targets to accelerate progress of students performing below curriculum expectation Current data of target group children will be compiled early Term 1 to gain specific individual / group needs <p>Maori Student Achievement</p> <ul style="list-style-type: none"> Teachers link learning to real life experiences of Māori learners Evaluate the impact of initiatives to improve Māori students' presence, engagement and achievement Continue to review the school curriculum to ensure that this reflect the aspirations and needs of Māori students and are inclusive of the principles of The New Zealand Curriculum Meet with Māori parents to discuss their involvement with the school and find out what we can do to improve communication. Find out how they prefer to be consulted with about their child's progress and achievement <p>Continue to build a Culturally Responsive School Culture</p> <ul style="list-style-type: none"> Continue to build relationships and connections with Māori students in our school. Find out where they are from, their iwi affiliations, and who their whānau are. Talk with ākongas about their aspirations, their experiences at school, and their ideas for improving the school. Whanaungatanga - focus on building strong learning focussed relationships with the ākongas and their whānau. Utilise the experiences they bring to school. Include contexts for learning that reflect New Zealand's cultural diversity and values the histories and traditions of all its people. School and classroom practices to show knowledge and respect of our learners' cultural backgrounds (language, beliefs, traditions). <p>School Wide</p> <ul style="list-style-type: none"> Provision of focussed numeracy support (explicit teaching) to accelerate students yet to meet curriculum expectation (ALiM approach) Teachers Setting up Positive Norms in their Math Class (Jo Boaler) Focus on the 'Key Competencies' to improve the ability of students to self-manage and self-regulate their own learning. Improve student assessment capability (school-wide rubrics) Use of mathematics progressions (student agency) Monitor systems and the impact they are having of students. Monitor the progress of students that have accelerated in previous years PAT, E-AsTTle and GloSS used as a diagnostic tool, using achievement data to inform next steps <p>Teacher Inquiry</p> <ul style="list-style-type: none"> Continue to apply successful strategies from ALiM PD project (lead teacher)) Collaborative Teacher Inquiry- Teachers and leaders being aware of students, particularly Maori students, yet to meet curriculum expectations. Regular discussion and monitoring of progress. Collaborative analysis of next steps <p>Parent Partnership</p> <ul style="list-style-type: none"> Plan and negotiate opportunities for parents / whānau to participate in the math learning environment alongside their child Conversations with parents of target students – at least twice a term Build genuine learning-focused partnerships between students, teachers and whānau using ClassDojo to support parent feedback, interactions and learning conversations. <p>Resourcing</p> <ul style="list-style-type: none"> Continue to review equipment and resources available to students who are yet to meet curriculum expectation to effectively meet their mathematical needs and purchase as necessary Leadership of mathematics <p>Professional Development / Learning</p> <ul style="list-style-type: none"> Programmes for Students: ALiM (teacher participation in programme, MOE funded) Provision for individual professional development, in class modelling, observation and feedback for teachers as required | <p>Natasha</p> <p>Teachers Natasha Natasha</p> <p>Natasha / Teachers</p> <p>Teachers</p> <p>Teachers</p> <p>T Johnstone Natasha / Teachers</p> <p>Natasha Teachers Theresa Teachers</p> <p>Theresa Theresa</p> <p>Teachers Teachers Teachers</p> <p>Theresa</p> <p>Theresa</p> | <p>Term 1</p> <p>Ongoing Term 2 & 4 Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Teachers</p> <p>Ongoing Ongoing Ongoing Ongoing Terms 1-4</p> <p>Ongoing Term 1 & 3</p> <p>Terms 1-4 Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> | <p>Numeracy Budget: \$2,000</p> <p>Gifted & Talented: \$500</p> |

This Charter was ratified by the BOT on Tuesday 7th February 2023 and will be submitted to the Ministry of Education by 1st March 2023.

Chairperson, Board of Trustees: *Fraser Mills*

Date: 07/02/2023