

Whareama School aims to provide a stimulating, supportive and positive learning environment, encouraging children to achieve their best in academic, social, cultural and physical areas.



Whareama School

“Learn With Pride”

Values

- ◆ **Excellence** – A commitment to high standards of achievement.
- ◆ **Self Motivation and Independence** -Independent and self-motivated learning.
- ◆ **Co-operation** - A commitment to working co-operatively.
- ◆ **Creativity** - Creativity and risk taking.
- ◆ **Tolerance** - A tolerant and open atmosphere, accepting of difference and valuing diversity.

Vision Statement

Empowered Learners – Future Leaders

Our Philosophy

We aim to offer all students the best learning opportunities available in a supportive and stimulating environment, with a focus on numeracy and literacy. Our child-centred programmes are flexible, adaptive and open. The learning areas of science, social science, arts, technology and health and physical education will be taught where ever possible through an annual conceptual approach.

Our traditions support a tolerant and open atmosphere, reflected in the mutual respect of pupils, teachers and community. We pride ourselves on being a family, community school. We see education as the responsibility of the team of children, parents and teachers. We accept everyone from all backgrounds as taonga that helps make our school rich in cultures, values and traditions.

We believe that it is important to foster social and moral development as well as intellectual growth. We use the key competencies and values in our programmes to help achieve this. With the children we set goals and expectations and help them to learn about responsibilities and consequences. We encourage the children to give their best effort so that they can be rewarded with success and personal satisfaction.



We believe in educating for sustainability and promote an awareness of our environment and its vulnerability.

Our school is well resourced with up to date technology in order to prepare our students for the 21st century.

Whareama School recognises the Treaty of Waitangi as a founding document of New Zealand. The school aims to give practical effect to the Treaty as it implements the National Education Goals. Te Reo and tikanga are integrated and taught as part of our classroom programme and is recognised and valued across the school. We emphasize the importance of whanaungatanga and use our local resources to give our students opportunities to develop relationships within their community and beyond.

Whareama School consults regularly with our parents and caregivers over matters which affect the education of the children. The consultation process includes strategic plans, community satisfaction surveys and reporting to parents through the National Standards.



Student Achievement Expectations

Our expectations are that students will:

- ◆ Achieve at or above national norms in literacy and numeracy to maximise all learning
- ◆ Demonstrate initiative to contribute positively within a changing society
- ◆ Be confident in their own identity and ability
- ◆ Show resilience and flexibility to overcome challenges
- ◆ Maintain effective relationships based on tolerance, respect and honesty within a diverse community



Implementation of our Vision

- Students have regular and well planned literacy and numeracy programmes
- Students learning through experiences in the community—EOTC
- Teachers recognising that students are individuals who learn at different rates and in different ways
- Teaching our students to work effectively in a co- operative team environment
- Students participating in inquiries which they help to design
- Students developing the skills and attitudes to be independent—key competency of self-management
- Students developing as reflective learners and critical and creative thinkers



- Students taking responsibility for their own learning
- Students experiencing achievement progression in literacy and numeracy across the curriculum
- Our school will help students and parents to see how integrative and cross curricula learning is a good preparation for specialised learning in secondary school



Eight Principles

- | | |
|-----------------------|-------------------------|
| 1. High Expectations | 5. Learning to learn |
| 2. Treaty of Waitangi | 6. Community Engagement |
| 3. Cultural diversity | 7. Coherence |
| 4. Inclusion | 8. Future focus |

Est. 1897

LEARN WITH PRIDE

Description of the School

Whareama School was established in 1897 and is a state, co-educational full primary school, incorporating Year 0-8.

The school is situated 42 kilometres from Masterton and 17 kilometres from Riversdale Beach. There are three classrooms, a library, an office and administration area, a resource room, a staff room and a Principal's office. The grounds have an adventure playground, a full sized courted turf, playing field, cricket net, concreted area and a swimming pool. Most students travel to school on one of the three school buses. The third classroom provides space for the playgroup to meet once a week.

Description of the School's Community

Whareama is a decile 6 school. It is in a rural community and approximately half of the children come from farming families in 2018. The other families have occupations which involve them travelling to town or in the area for work.

33% of our students are Maori and the rest Pakeha and there is a gender mix of 47% girls and 53% boys.

There is a close relationship between the playgroup and the school which assists with the smooth transition of new entrants to the Junior Room.

The community supports student learning through being available as members of the Board of Trustees and providing help with transport and supervision on school trips and attending school events. They also contribute to fundraising activities.

The community is mindful of the isolation of rural living and rural education and backs the school's efforts to participate in as many town activities as possible. On the other hand they recognise the many quality opportunities the smaller numbers at Whareama School provide.

The Maori community is very supportive of the school and are engaged in raising the bicultural awareness of our school.



Whareama School Strategic Plan 2018 – 2020

OUR SCHOOL'S VISION

A learning community raising children to be inquiry learners, skilled communicators, deep thinkers, self managers, passionate about learning and confident about the future.

OUR SCHOOL'S MISSION

Whareama School aims to provide a stimulating, supportive and positive learning environment, encouraging children to achieve the best in academic, social, cultural and physical areas.

Strategic Aim 1: All students will leave Whareama School at or above their respective curriculum levels in reading, writing and mathematics.

Strategic Aim 2: All students at Whareama School will be self managing, independent learners through emphasis on the Key Competencies and values.

Strategic Aim 3: Our students will be worldly 21st century citizens, who are resilient, socially responsible, resourceful and confident in their own identity.

STRATEGIC PLAN 2018 – 2020

	2018	2019	2020
Strategic Aim 1: Effective Teaching All students will leave Whareama School at or above their expected curriculum levels in reading, writing and mathematics.	Focus: Highly Effective Teaching Teacher Aide Support in Junior Room Third Classroom extension Revisiting all learning and assessment practices to align with new government expectations and initiatives	Focus Board of Trustees changeover ensures new aims are set and carried through. High Quality leading Review learning and Assessment procedures and expectations in Reading/ Writing and Mathematics	Focus Completely resourced and up to date in all curriculum areas. Develop curriculum to ensure we have best practice evident in planning, teaching, assessment and review. Be a model rural school in our knowledge and implementation of National Standards in Reading, Writing and Mathematics through valuable modern learning practice
Strategic Aim 2: Student Agency All students at Whareama School will be self-managing, independent learners through an emphasis on high expectations through the teaching of Key Competencies and values.	Focus: Student Agency Development of Key Competencies Assessment Play Based Learning Pedagogy in Junior Room Project Based Learning Pedagogy in Senior Room Google Classroom development in Senior Room	Focus Inquiry Process, Key Competency and values are reviewed. School culture is embraced by school and community. Student Voice Programme is reviewed and updated. School Values with maori whakatauki are introduced and embedded into school	Focus Embed within the school curriculum the full Inquiry model, school values and student voice programme to ensure it is being used effectively to enhance classroom programmes and extra curricular programmes.
Strategic Aim 3: Whanaungatanga Our students will be worldly 21 st century citizens, who are resilient, socially responsible, resourceful and confident in their own identity.	Focus: Whanaungatanga Development of Enviroschools programme to build to a Silver School Community partnership strengthening Cultural Partnership strengthening School branding and focus reviewed	Focus Review of Enviroschool programme and student engagement. Review of community and cultural partnerships and their sustainability and improvement Revisit units of teaching and their links to the world. Focus on classroom practice links to worldly authentic experiences.	Focus We will ensure that we are a Gold level Enviroschool and that we are environmentally resourceful in all areas of the school. Our community and cultural partnerships will be strong and we will have a range of purposeful connections that enhance student learning. Our units of work will continually make links to the wider world to ensure learning is in a worldly authentic context.

ANNUAL PLAN 2018

Strategic Aim 1: *Highly Effective Teaching*

All students will leave Whareama School at or above their respective curriculum levels in reading, writing and mathematics.

Focus:

Teacher Aide Support in Junior Room

Third Classroom provisions

Revisit all learning and assessment practices to align with new government expectations and initiatives – including our new curriculum design

Background Information: *At the end of 2017 and the start of 2018 we found that our data showed that we had a range of gaps in a variety of areas in both Junior and Senior Rooms. We feel that the focus on spelling and a rise in this area will also have a positive impact on making connections between words and sounds, on their writing ability and their phonics knowledge. The math's information comes from basic fact testing, PAT testing and teacher observations in math's groups work. This has come from data analysis in our staff meetings at the beginning of 2018, there was a lack of retention from 2017 over the holiday and this has contributed to the dip in achievement. We also found that we needed extra support in the Junior Room and we needed to start planning for a third classroom as the role grows over the year. We believe that we have the internal skills to accelerate the progress of our target students and the areas identified will mean that we need to extend and trial new pedagogy to lift the achievement of our target students and students who are being monitored just below. The more support we can give our students one to one will accelerate their learning, as this has been proven to work in the past. We felt it is now important to review our curriculum and align it to the current changes in practice and the new initiatives that we are trying in both Junior and Senior Rooms. We feel that the ongoing teacher inquiry into our practice will allow us to identify the gaps in achievement more thoroughly and allow us to change our practice accordingly. The main areas of focus are spelling and math's basic facts for the Juniors and math's strategies for the Senior Room.*

Targets:

1. Year 2-3 Junior Room students will improve their spelling age so that they are spelling at their chronological age. This will also support their surface features in writing and their known vocabulary.
2. All Senior Students will improve their spelling levels so that they are spelling at or above their chronological age by the end of the year. This will also support their writing with the aim of improving writing levels.
3. All Year 2-3 students to accelerate the achievement of basic facts so that they will be working at or above their basic facts level on the basic facts ladder.
4. All Senior Room students to improve their mathematics numeracy strategies so that they have at least 3 strategies that they can use in each of the domains. This will also support their problem-solving abilities in all areas of mathematics.

Actions	Who / When / Budget	Outcome / Measure	Variance
Focus: Teacher Aide Support in Junior Room -hiring of teacher aide 4 days a week - resourcing work station and learning resources - support for new teaching pedagogy and programmes.	BOT/ Heather / Teacher Aide Term 1-4, 2018 \$10,000	<i>The outcome of this will include:</i> - Support the teacher to achieve the classroom annual literacy and numeracy targets - Support students in a play based learning environment with learning conversations and the completion of narratives for assessment - Assist students in their classroom programmes so the teacher can focus on target students - Assist students in the classroom so the teacher can support new students into transition. - Run the classroom programme while the teacher can run group accelerated learning programmes. - Allow the teacher to accelerate the progress of all the students in the classroom as more one on	

<p>Third Classroom provisions</p> <ul style="list-style-type: none"> - hiring of 0.6 teacher - upgrade of classroom - purchasing of resources - updating of school procedures 	<p>BOT/ Darren / 0.6 teacher Terms 3-4, 2018 \$30,000</p>	<p>one This will be measured by the staff end of year evaluative assessment report to the board. Also a full review of the play based learning programme and the effectiveness of the teacher aide support will be undertaken.</p> <p>We expect to see role growth this year to a point that we have a third classroom begin at the start of Term 3. This will allow us to move into smaller class sizes and provide effective teaching practice and regular one on one support for students. This will not be ministry funded so we will be expecting to see examples of accelerated learning across the school. The third classroom should expect us to see programmes become more individualized across the 3 classrooms as well. This will be measured by end of year curriculum reports, ongoing progress reports to the Board of Trustees and through our end of year review of school operations by staff.</p>	
<p>Revisit all learning and assessment practices to align with new government expectations and initiatives – including our new curriculum design</p> <ul style="list-style-type: none"> - curriculum redesign - community consultation - assessment practice update - school operations update 	<p>Darren/ Staff Over Terms 2-4, 2018</p>	<p>We will see a newly designed curriculum for Whareama School. All stakeholders input will be evident in the new document and we expect to see the curriculum stream lined and brought up to 21st century learning pedagogies and learning. There will be a play-based learning and project-based learning statements added, as well as new values, priorities and the way we deliver our curriculum areas. The new document will also show the new assessment procedures, learner qualities and the procedures around school operations. This will be evaluated by the new documents release to the Board of Trustees and hapu at the end of 2018.</p>	

Strategic Aim 2: Student Agency

All students at Whareama School will be self-managing, independent learners through emphasis on the Key Competencies and values

Focus:

Play Based Learning Pedagogy in Junior Room
Project Based Learning Pedagogy in Senior Room
Google Classroom development in Senior Room

Background Information: *The school and community hold the importance of values, key competencies and the students being self-managers as highly important. We feel that students with these core skills and values make for strong learners and strong and purposeful members of society, as they get older. Students in multilevel classrooms also need to have good self-managing and problem-solving skills and we also feel that due to the future needing problem solvers as an important life skill to have we value these skills in our students. We also want to develop student voice more and ensure our students feel they have an empowered and self-directed education at Whareama School. This has been developed over the last year but we can now look to integrate more as the foundation steps for self-management, student voice, modern learning pedagogy is in place.*

Targets:Junior Room target:

Students will be able to work in a play based or self-directed learning environment that is specific to their learning stage and that develops their understanding of the Whareama School learner qualities.

Senior Room targets:

Students will work in an impact-based learning environment to produce goods, services or products that better our school and community.

Students will use Google Classroom as a learning tool to develop their 21st century learning skills. They will also be able to identify the Whareama School learner qualities and show their growth and improvement in these over the 2018 school year.

Actions	Who / When / Budget	Outcome / Measure	Variance
Play Based Learning Pedagogy in Junior Room <ul style="list-style-type: none">- professional development- Learning Environment improvement and building- resources- use of teacher support	C21 Learning Ltd – PD Provider Heather Stevens/ Rachel Eden Terms 1-4, 2018 \$5000	<i>The outcomes of this will include:</i> <ul style="list-style-type: none">- students Y1-2 working in a play-based learning environment- students Y3 working in a key competency-based learning environment- assessment using narratives for play based learning linked to learner qualities- assessment using teacher tracking charts for all other students.- opportunity for student voice in their learning and to make the transition process smooth from Year 1-2 to Year 3 onto Year 4. This will be measured through our Professional development plan, teacher inquiries and development of classroom programmes and their effectiveness through our end of year programme review.	.
Impact Based Learning Pedagogy in	C21 Learning Ltd – PD Provider	<i>The outcomes of this will include:</i>	

<p>Senior Room</p> <ul style="list-style-type: none"> - professional development - resources - teacher collaboration 	<p>Darren Kerr/ Sandy Taylor Terms 1-4, 2018 \$5000</p>	<ul style="list-style-type: none"> - students Year 4-8 working in an impact-based learning environment - links being made across curriculum areas more effectively and more often. - students producing work that has a meaning and purpose for learning - student voice and engagement will be increased through choice of projects. - opportunities for 21st century learning skills and attitudes will be developed and ingrained <p><i>This will be measured through our Professional development plan, teacher inquiries and development of classroom programmes and their effectiveness through our end of year programme review.</i></p>	
<p>Google Classroom development in Senior Room</p> <ul style="list-style-type: none"> - Chromebooks - Google for Education apps - Learning Environment improvement and building 	<p>Darren Kerr/ Sandy Taylor Terms 1-4, 2018 \$5000 (Chromebook lease and PD)</p>	<p><i>The outcomes for this action will be:</i></p> <ul style="list-style-type: none"> - students working effectively in a digital platform - improvement in engagement, work standards, key competency knowledge and skills in their school life. - strong link for the students in the skills of reading, writing and maths to the world and its relevance and importance of these links. <p><i>For the students to see they are not stand-alone subjects but all link and are used with each other.</i></p> <p><i>This will be assessed through an end of year Google Survey on students and their understanding of how to use Google Classroom effectively as a learning tool.</i></p>	

Our students will be worldly 21 st century citizens, who are resilient, socially responsible, resourceful and confident in their own identity.			
Focus: Development of Enviroschools programme to build to a Silver School Community partnership strengthening Cultural Partnership strengthening			
Background Information: <i>Our school had a community consultation meeting at the end of 2016 and it as decided at this that the previous Strategic Aim 3 had become 'business as usual' and it was time to create a new aim for the school. Our stakeholders met as part of our bi-annual community consultation and came up with the basics of our new aim 3. A group from the board and the Principal met and devised the new Aim as we see it now. We felt that while our children experience many opportunities we ended to continue the hard work over the past 4 years to continue to grow our children's understanding of the world, its environment and its cultures. This was also seen to be a good opportunity to develop the local connection with business so students are able to make these connections when they leave Whareama School.</i>			
Target: <i>Students will:</i> <i>Be involved in at least 10 different out of school opportunities to extend their understanding of their local community and the wider world.</i>			
Actions	Who / When / Budget	Outcome / Measure	Variance
Development of Enviroschools programme and student agency - setting of Team Green - workboard station for tasks to be done - Professional development plan with Gill Stewart - School Enviroschool plan to be created and used.	Heather, Ali - Enviroschools Terms 1-4, 2018 \$2000	<i>The outcome for this is to see if we can move a step closer to being a Silver Enviroschool. Students should be able to identify steps they are taking to promoting our school as an environmentally friendly school. They will be participating in a range of Enviroschool activities around the school. We will complete a student voice survey of students who have has a positive involvement across the year.</i>	
Community partnership strengthening - Riversdale Planting - Beach Cleanup Programme - Rewanui Planting - Beach Education Programme - Henleys Men Shed Programme - Options Programme - Wellington Zoo Visit - Rural Sports Programmes - Rural Kids Programmes - Design Tech with Makoura College - REAP House programmes - Ki-o-rahi host school - Rural Athletics host school	All staff, Community Agencies Terms 1-4, 2018 \$1000	<i>This will ensure our students are involved in a range of community projects and initiative around our school and the wider community. It will broaden student's understanding of opportunities in our community and will allow them to pursue these interests in their own time. They will collaborate and relate to a range of community members through these events. We will do a student's participation/ involvement summary at the end of the year to find out how many students, have participated in events over 2018.</i>	

<p>Cultural Partnership strengthening</p> <ul style="list-style-type: none"> - Chinese Teacher Programme - Social Media Links 	<p><i>All staff, Confucius Society Terms 1-4, 2018</i></p>	<p><i>Students will experience a wide variety of cultural and second language lessons over Terms 1 to 4 with a Chinese language teacher. This should develop their language and understanding of another culture they may not usually have experienced. At the end of the year we will complete a student wellness survey and incorporate a Chinese language programme satisfaction component in this survey.</i></p>	
--------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

