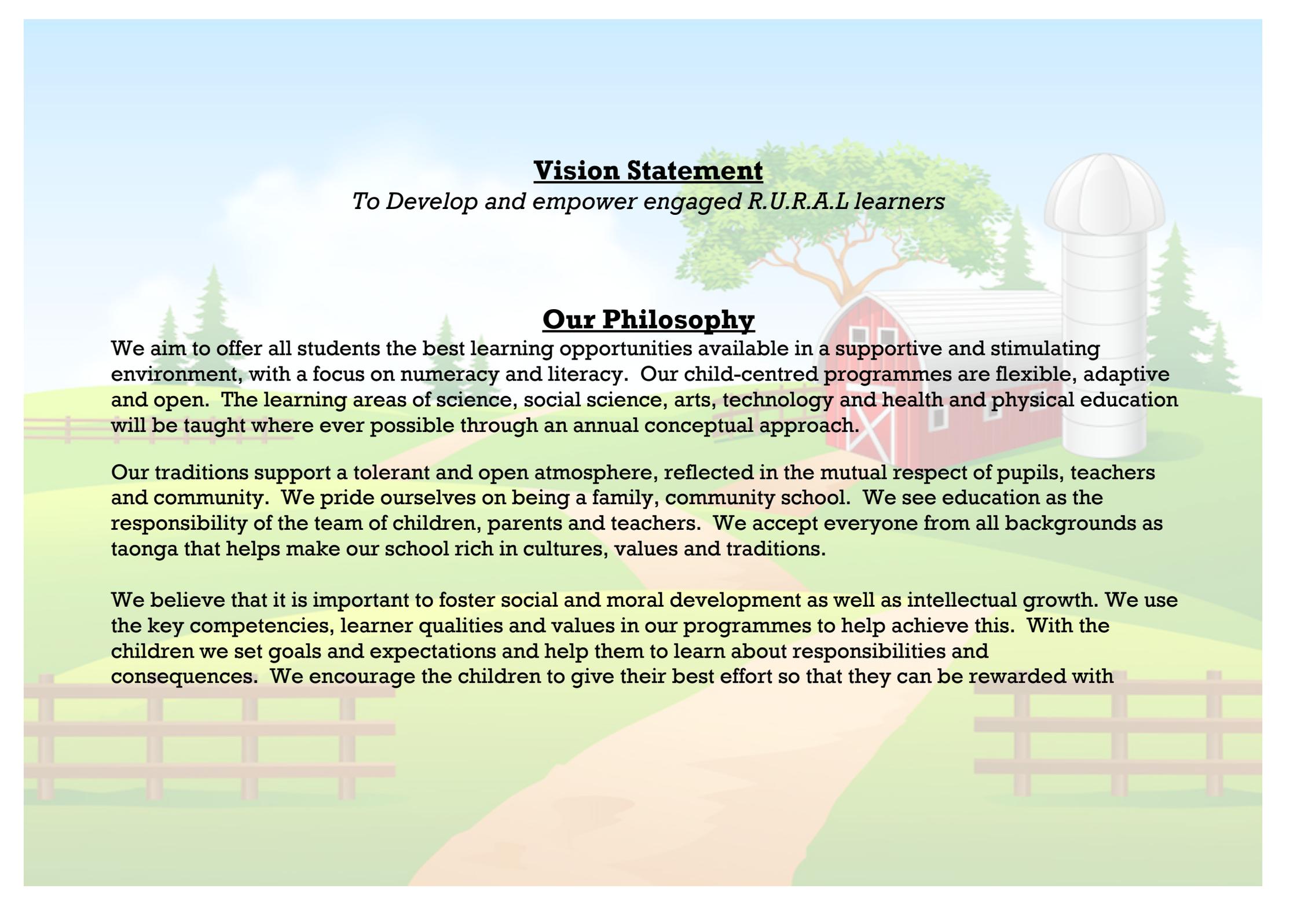




Whareama School

'Learn with Pride'

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.



Vision Statement

To Develop and empower engaged R.U.R.A.L learners

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, learner qualities 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 Te Tiriti o Waitangi as a founding document of New Zealand. The school aims to give practical effect to Te Tiriti as it implements the National Education Learning Priorities. Te Reo and tikanga are integrated are taught as part of our classroom programme and is recognised and valued across the school. We emphasize the importance of whānaungatanga 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 our student management system, HERO.

Student Achievement Expectations

Our expectations are that students will:

- ◆ **Achieve at or above their curriculum level 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



SCHOOL VALUES

At Whareama School we believe we should all be RURAL:

Respectful

We all need to be respectful by:
thinking of our actions, words and our attitudes and how that impacts on ourselves, other people we interact with and our school, community and global environment.

Unique

We all need to be unique by:
ensuring that we always chase our dreams, do things in innovative and new ways and by making sure we have our voice heard through our hopes, dreams and aspirations.

Resourceful

We all need to be resourceful by:
using a range of tools and resources to be 21st century citizens in our learning and everyday life.

Achievers

We all need to be achievers by:
doing the absolute best we can and by ensuring we achieve to our potential. We need to know what we are learning and why we are learning.

Leaders

We all need to be leaders by:
showing leadership by taking actions that inspire others to be the best that they can.

Empowered Learners: These are students who know what they are learning, what to do next and where to go to learn. They are motivated, take ownership and are curious in their learning.

At Whareama School we all need to be Respectful of ourselves, others and our environment, Unique to chase our dreams, Resourceful in our learning, Achieving to our potential and Leaders in their learning so that we are confident, connected life long learners.

Eight Principles

1. High Expectations
2. Te Tiriti o Waitangi
3. Cultural diversity
4. Inclusion
5. Learning to learn
6. Community Engagement
7. Coherence
8. Future focus

Description of the School

Whareama School was established in 1897 and is a state, co-educational full primary school, incorporating Year 0-8. We have steadily grown our roll since 2012 - from 29 to 49 at the beginning of 2022.

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 areas and a swimming pool. Most students travel to school on one of the three school buses. We also provide a space for our playgroup to meet once a week.

Description of the School's Community

Whareama is a school in an extremely supportive community. It is in a rural community and approximately 60% of the children come from farming families in 2023. The other families have occupations which involve them travelling to town or in the area for work.

38% of our students are Māori and the rest NZ European and there is a gender mix of 49% girls and 51% 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. We also have a very supportive fundraising group that contribute to events and resources as needed across the year, while running fundraisers for our school. 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 Māori community is supportive of the school and are engaged in raising the bicultural awareness of our school. We work with our hapu in a range of different events and activities and their aspirations for māori are taken into consideration and embedded in our planning.



WHAREAMA SCHOOL STRATEGIC PLAN ROADMAP

Our Vision	To develop and empower engaged R.U.R.A.L Learners		
Our Mission	<i>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.</i>		
Our Values	Respectful Unique Resourceful Achievers Leaders		
Our Strategic Goals	<p style="text-align: center;">Strategic Goal 1: <i>Whakaako kaha</i> <i>Powerful Teaching</i></p> <p>All staff are effective, culturally responsive practitioners whose pedagogy supports and promotes student learning</p>	<p style="text-align: center;">Strategic Goal 2: <i>Ako kaha</i> <i>Powerful Learning</i></p> <p>Students, parents, teachers and whānau set challenging and appropriate goals and are engaged in reciprocal, learning-centred relationships</p>	<p style="text-align: center;">Strategic Goal 3: <i>Hapori Kaha</i> <i>Powerful Community</i></p> <p>Parents, whānau and the community are welcomed and involved in school activities as respected and valued partners in learning.</p>
Our Initiatives	<p>1a: Teacher Pedagogy – create collaborative inquiries</p> <p>1b: Use the appropriate achievement data</p> <p>1c: Review and reassess the assessment tools</p>	<p>2a: Stakeholder voice in learning, curriculum and reporting</p> <p>2b: Student assessment capabilities</p> <p>2c: Create, implement and review specific learning initiatives for whanau to engage with student learning</p>	<p>3a: Wairarapatanga cultural programme</p> <p>3b: Hapū collaboration and programmes</p>
Our Measures	Our teachers are highly skilled practitioners who continually review and adapt practice to empower and engage our students.	Our students are highly empowered and engaged to drive their own learning.	Our community are engaged with school and are a valuable part of our children’s growth and development

Our Two Year Strategic Plan Overview: 2022-2023

<i>Our Goals</i>	<i>Our Initiatives</i>	<i>2023 Outcomes</i>	<i>2024 Outcomes</i>	<i>Measured By:</i>	<i>Our Success:</i>
<p>Strategic Goal 1: <i>Whakaako kaha Powerful Teaching</i></p> <p>All staff are effective, culturally responsive practitioners whose pedagogy supports and promotes student learning</p>	<p>1a: Teacher Pedagogy – collaborative inquiries</p> <p>1b: Use of appropriate achievement data</p> <p>1c: Development of assessment tools</p>	<p>Teachers are able to lead their coaching sessions and plan and execute a collaborative inquiry with the Principal being the ‘guide on the side’</p> <p>Data is effectively analysed to find cohorts and specific defined areas of teaching to drive their pedagogy.</p> <p>Assessment tools will be reviewed and updated in all curriculum areas</p>	<p>Staff are champions of their development and share their knowledge to build collective capacity/ capability</p> <p>Achievement is recognised across the curriculum to identify strengths in students to drive new learning to ensure everyone is successful</p> <p>Assessment tools are reduced and instead students learning is assessed to ensure reading, writing and maths is truly across the curriculum</p>	<p>This will be measured by the ability of each staff member to lead professional development from 2022 onward.</p> <p>Any staff member at Whareama School can facilitate the coaching model to ensure it drives pedagogical reflection and change.</p> <p>We will be using the most effective and pedagogy driving assessment tools across the curriculum.</p>	<p><i>Our staff are highly skilled and motivated experts who continually explore innovative and collaborative ways to teach and engage students.</i></p>
<p>Strategic Goal 2: <i>Ako kaha Powerful Learners</i></p> <p>Students, parents, teachers and whānau set challenging and</p>	<p>2a: Stakeholder voice in learning, curriculum and reporting</p> <p>2b: Student assessment capabilities</p>	<p>Children can access and use a HERO digital learning pathway so they can be empowered and engaged learner</p> <p>Students can identify the learning taking place in</p>	<p>Children and parents use HERO regularly to monitor their progress and learning pathway to be truly engaged in a learning partnership</p> <p>Students will be able to use an effective tool to</p>	<p>Students can independently digitally design their learning pathway and share this with their families at home.</p> <p>We will conduct a student survey on their</p>	<p><i>Our children are confident and connected learners who co-design</i></p>

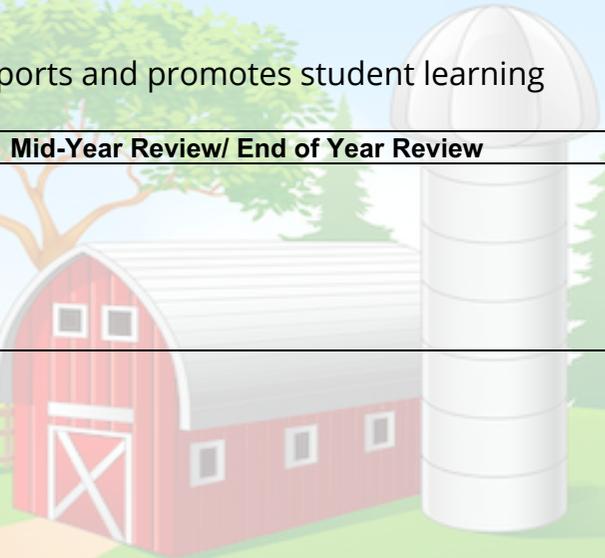
<p>appropriate goals and are engaged in reciprocal, learning-centred relationships</p>	<p>2c: Whānau learning collaboration initiatives</p>	<p>reading, writing and maths across the curriculum.</p> <p>Families will participate in at least 3 school activities with their children to support their learning</p>	<p>self-assess their progress in reading, writing and mathematics.</p> <p>Parents and whanau will be true partners in the learning process and have the skills to effectively support their learners at home.</p>	<p>understanding and use of the self-assessment tool each year. This will allow us to make changes as necessary.</p> <p>We will conduct a family survey on their understanding of the learning partnership and how they can support their children at school and at home. tool each year.</p>	<p>learning based on interest, learner qualities, purpose and relevance.</p>
<p>Strategic Goal 3: <i>Hapori Kaha</i> <i>Powerful Community</i></p> <p>Parents, whānau and the community are welcomed and involved in school activities as respected and valued partners in learning.</p>	<p>3a: Wairarapatanga cultural programme</p> <p>3b: Hapū collaboration and programmes</p>	<p>All staff will have implemented a range of cultural competency initiatives in their classroom practice.</p> <p>Our hapu are actively involved in at least 3 school projects AND they have provided feedback to our school's annual plan. This is achieved by planning and review documentation.</p>	<p>All staff will have been part of the Wairarapatanga cultural responsive practice PD and have evidence of the development of te reo and māori tikanga in their classroom and school.</p> <p>Are hapu have a genuine partnership with the school and are actively part of school activities, contribute to planning and are a valued member of out school community.</p>	<p>This will be evidenced in staff planning, observations and as part of their Professional development folder documentation.</p> <p>These initiatives and engagement will be evidenced in the collaborative engagement document held by the school and the hapū.</p>	<p>All community are actively engaged, knowledgeable and active participants in our school initiatives, student learning and student progress.</p>

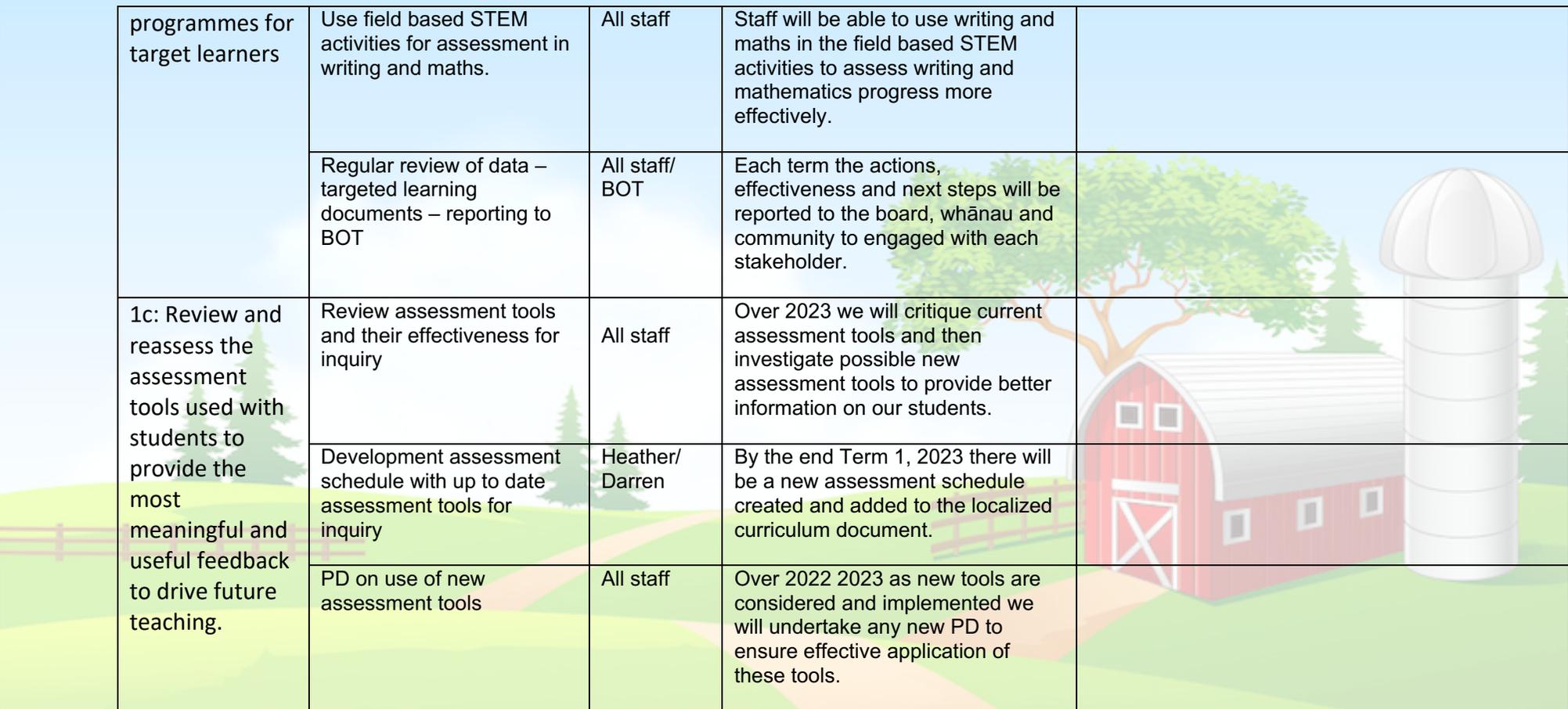
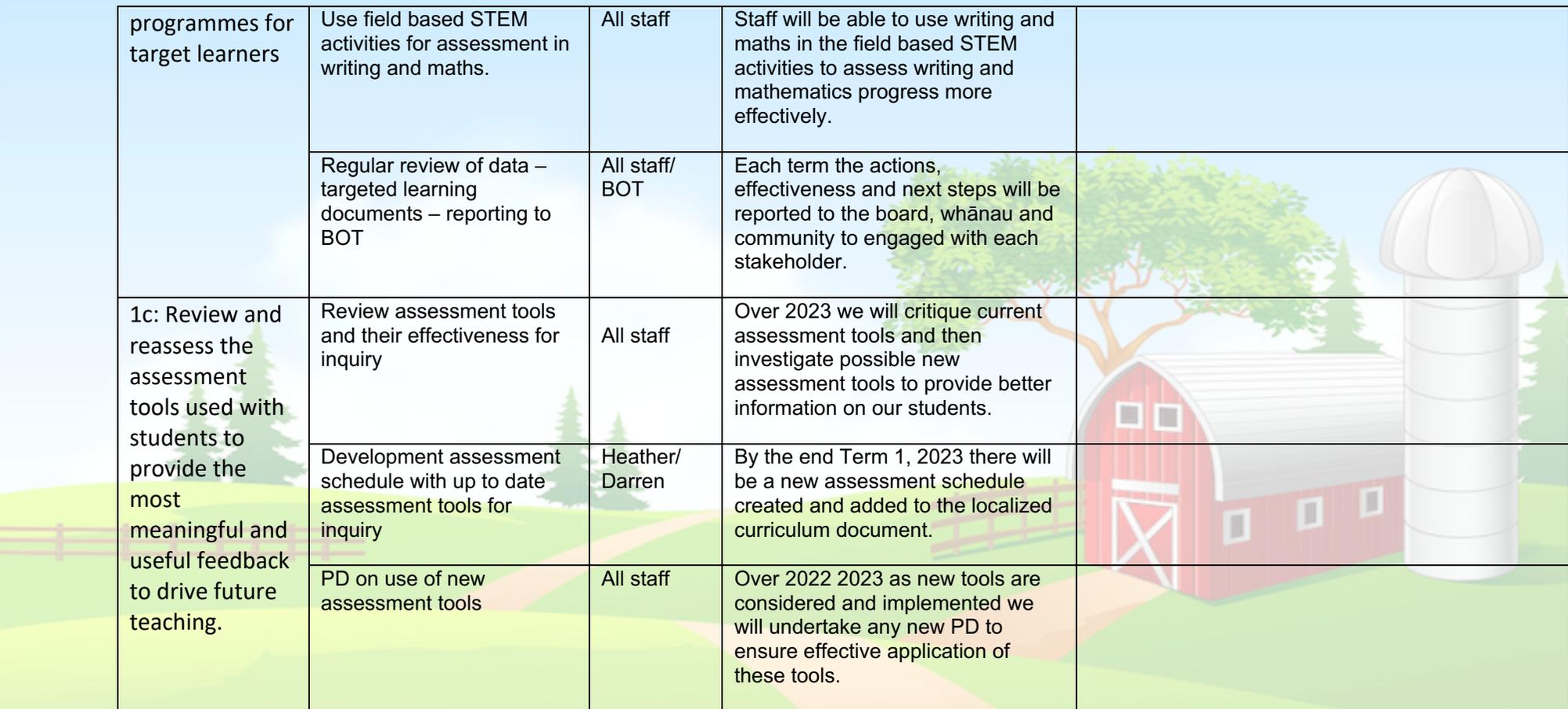
2023 WHAREAMA SCHOOL ANNUAL PLAN

Strategic Goal 1:

Whakaako kaha – Powerful Teaching

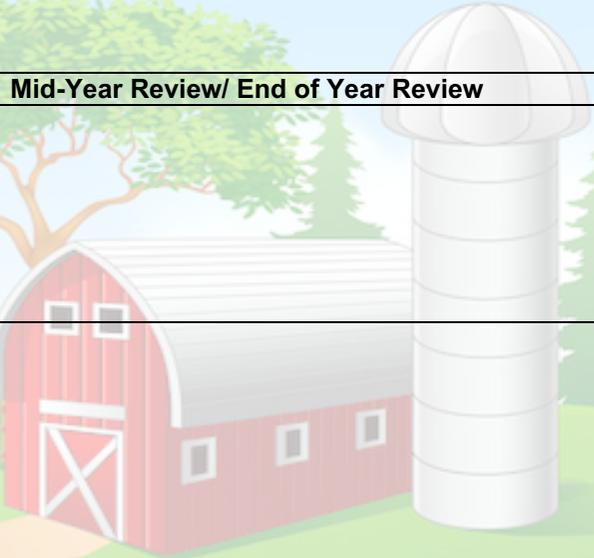
All staff are effective, culturally responsive practitioners whose pedagogy supports and promotes student learning

Initiative	Key actions	Who	SMART GOAL	Mid-Year Review/ End of Year Review
1a: Teacher Pedagogy – create collaborative inquiries with all staff using our 2022 evaluative goal model	Ensure we provide the most engaging culturally responsive practice in all classrooms	All staff	By the end of 2023 teachers will be upskilled in the best culturally responsive practice that can be evidenced through classroom observations and visits.	
	Review of localised curriculum delivery so it matches best practice for our learners through Field Based STEM	Darren Spencer Trudy Francis	By the end of Term 2, 2023 we will have reviewed all of our localised curriculum so it reflects the our unique setting and the Understand, Know , Do model. This will be evident in the Whareama School localised curriculum document.	
	Field based STEM pedagogical professional development for all staff through our centrally funded PD programme	All staff	By the end of each term staff will be active participants in the field based STEM pedagogy and then review, plan and implement as appropriate	
	Implement and embed the Coaching/ PD/ PLD programme	All staff	By the end of 2023 all staff will have completed the coaching PD programme and be able to coach each other in appraisal meetings.	
1b: Use the appropriate achievement data to develop	Review current achievement data and find cohort for specific collaborative inquiry	Heather/ Darren	Each term achievement data and field based STEM assessments in writing and maths to be analysed and to guide new actions/ assessments for inquiry.	

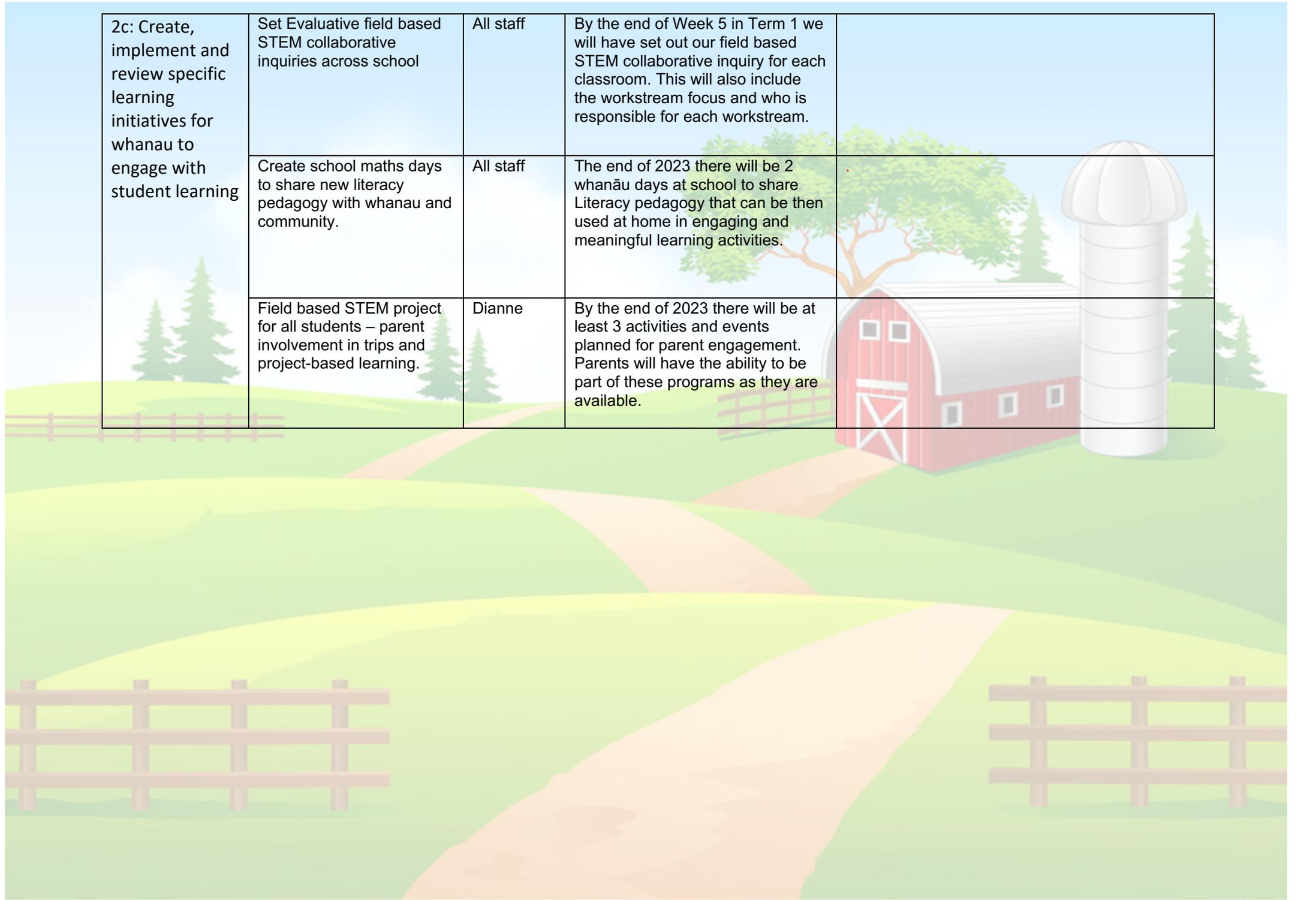
programmes for target learners	Use field based STEM activities for assessment in writing and maths.	All staff	Staff will be able to use writing and maths in the field based STEM activities to assess writing and mathematics progress more effectively.	
	Regular review of data – targeted learning documents – reporting to BOT	All staff/ BOT	Each term the actions, effectiveness and next steps will be reported to the board, whānau and community to engaged with each stakeholder.	
1c: Review and reassess the assessment tools used with students to provide the most meaningful and useful feedback to drive future teaching.	Review assessment tools and their effectiveness for inquiry	All staff	Over 2023 we will critique current assessment tools and then investigate possible new assessment tools to provide better information on our students.	
	Development assessment schedule with up to date assessment tools for inquiry	Heather/ Darren	By the end Term 1, 2023 there will be a new assessment schedule created and added to the localized curriculum document.	
	PD on use of new assessment tools	All staff	Over 2022 2023 as new tools are considered and implemented we will undertake any new PD to ensure effective application of these tools.	

Strategic Goal 2:
Ako kaha – Powerful learners

Students, parents, teachers and whānau set challenging and appropriate goals and are engaged in reciprocal, learning-centred relationships

Initiative	Key actions	Who	SMART GOAL	Mid-Year Review/ End of Year Review
2a: Improve and increase stakeholder voice in learning, curriculum and reporting	Voice from stakeholders collected on HERO use and effectiveness	Darren	By the end of term two all stakeholders will have given his honest feedback on HERO. This will allow us to make changes as needed to ensure HERO is effective and engaging.	
	Development of localised curriculum from stakeholder voice	Darren	By the end of Term 1, stakeholders will have shared their vision and direction for our school is localised curriculum. This will allow us to update our localized curriculum so it is a live, living and engaging document	
	Development of histories curriculum into localised curriculum	Darren	By the end of term 1 here will be clear evidence that the histories curriculum has been embedded into our localised curriculum document.	
2b: Develop and improve student assessment capabilities	Assessment tools developed in kid speak	Dianne	The end of Term 3, 2023 our assessment tools will be developed in kids speak so that students can use them independently to self-assess their own progress.	
	Learning progressions frameworks developed and matched on HERO	Darren	By the end of Term 2, the learning progressions in literacy will be matched and updated on Hero.	

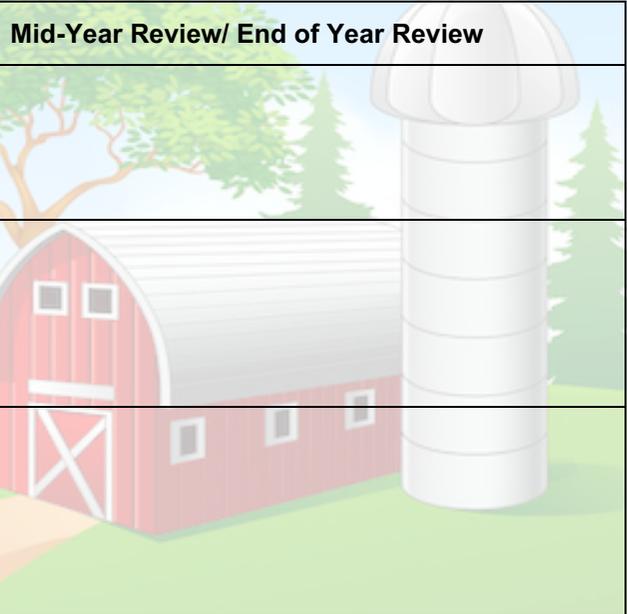
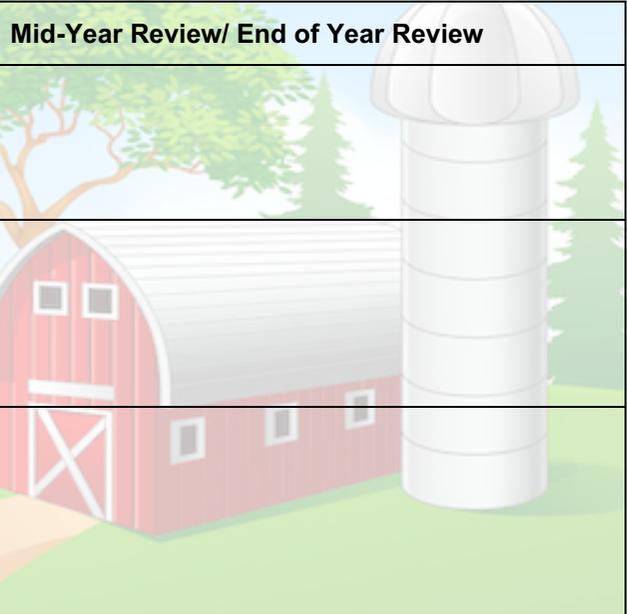
2c: Create, implement and review specific learning initiatives for whanau to engage with student learning	Set Evaluative field based STEM collaborative inquiries across school	All staff	By the end of Week 5 in Term 1 we will have set out our field based STEM collaborative inquiry for each classroom. This will also include the workstream focus and who is responsible for each workstream.
	Create school maths days to share new literacy pedagogy with whanau and community.	All staff	The end of 2023 there will be 2 whanāu days at school to share Literacy pedagogy that can be then used at home in engaging and meaningful learning activities.
	Field based STEM project for all students – parent involvement in trips and project-based learning.	Dianne	By the end of 2023 there will be at least 3 activities and events planned for parent engagement. Parents will have the ability to be part of these programs as they are available.



Strategic Goal 3:

Hapori Kaha – Powerful Community

Parents, whānau and the community are welcomed and involved in school activities as respected and valued partners in learning.

Initiative	Key actions	Who / Resources	SMART GOAL	Mid-Year Review/ End of Year Review
3a: Undertake professional development in Wairarapatanga cultural programme	Wairarapatanga Kahui ako professional development programme	All staff – Heather lead	All staff over 2023 will be part of the Wairarapatanga programme and will provide honest feedback on at effectiveness	
	Local hapū visits to build local cultural narrative	All staff/ key hapū members	By the end of term 1, 2023 we will have created several personal links with our hapū who will help complete the cultural narrative work in 2023.	
3b: Build and grow hapū collaboration and programmes	Hui/ noho at Tumapuhia marae	Darren/ key hapū members	By the end of term 1, 2023 we will have held a meeting with our hapū to discuss our schools annual plan and also to plan a noho for the school to be part of in 2023	
	School kapa haka development in te reo māori	Debbie	Each term each class will experience more te reo māori language lessons and this will build te reo knowledge and use in students and staff.	
	Collaboration with hapū leaders for cultural narrative work	Darren/ key hapū members	By the end of 2023 Whareama School's cultural narrative will be created and visually displayed around the school.	
	Document created with hapū led initiatives created	Darren/ key hapū members	By the end of Term 1, 2023 we will have created a document that lists the initiatives with our hapū to be worked on in 2023.	