

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





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 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



Eight Principles

1. High Expectations
2. Treaty of 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.

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. We also provide a space for our 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.

34% of our students are Maori and the rest Pakeha and there is a gender mix of 50% girls and 50% 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 2019 – 2021

OUR SCHOOL'S VISION

Empowered Learners - Future Leaders

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 2019 – 2021

	2019	2020	2021
<p>Strategic Aim 1: Effective Teaching All students will leave Whareama School at or above their expected curriculum levels in reading, writing and mathematics.</p>	<p>Focus: <i>Highly Effective Teaching</i> Writing professional development through centrally funded PD High Quality leading through strategic planning review Review learning and Assessment procedures and expectations in Reading/ Writing and Mathematics Board of Trustees changeover ensures new aims are set and carried through.</p>	<p>Focus Revisiting all learning and assessment practices to align with new government expectations and initiatives Develop curriculum to ensure we have best practice evident in planning, teaching, assessment and review.</p>	<p>Focus Completely resourced and up to date in all curriculum areas. Be a model rural school in our knowledge and implementation of programmes in Reading, Writing and Mathematics through valuable modern learning practice</p>
<p>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.</p>	<p>Focus: <i>Student Agency</i> Google Classroom development in Senior Room Inquiry Process, Key Competency and values are reviewed. Student well being is reviewed and updated.</p>	<p>Focus School culture is embraced by school and community. School Values with maori whakatauki are introduced and embedded into school</p>	<p>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.</p>
<p>Strategic Aim 3: Whanaungatanga Our students will be worldly 21st century citizens, who are resilient, socially responsible, resourceful and confident in their own identity.</p>	<p>Focus: <i>Whanaungatanga</i> Development of Enviroschools programme to build to a Silver School Review of community and cultural partnerships and their sustainability and improvement Implementation of school play, inquiry and project based learning programmes</p>	<p>Focus Review of Enviroschool programme and student engagement Revisit units of teaching and their links to the world. Focus on classroom practice links to worldly authentic experiences.</p>	<p>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</p>

			<p>student learning. Our units of work will continually make links to the wider world to ensure learning is in a worldly authentic context.</p>
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ANNUAL PLAN 2019

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:

Writing professional development through centrally funded PD
Board of Trustees changeover ensures new aims are set and carried through.
High Quality leading through strategic planning review
Review learning and Assessment procedures and expectations in Reading/ Writing and Mathematics

Background Information:

Targets:

1.

Actions	Who / When / Budget	Outcome / Measure	Variance
<p>Focus: Writing professional development through centrally funded PD</p> <ul style="list-style-type: none"> - professional development days - coaching model to be used - linked directly to teacher inquiry - developing students to use key competencies in their writing - review at the beginning of 2020. 	<p>BOT/ Heather / Trudy Francis - C21 Learning/ Staff Term 1-4, 2019 120 hours - Ministry funded 40 hours - school funded</p>	<p>The outcome of this will include:</p> <ul style="list-style-type: none"> - <i>Improvement of the writing skills by using the 7-8 indicators of quality pieces of writing from Loane (2010) to build a strong foundation in all writers and give them the flexibility to adapt when needed.</i> - <i>Develop student metacognition to understand: where they are at, the WHY, where to next, how they are going, and how did they go in regards to the Learner Qualities and their writing.</i> - <i>Review teacher planning for writing and build stronger links to Key Competencies</i> - <i>Revise all writing practice to develop best pedagogy in all teachers.</i> <p><i>All this will be evident through the Whareama PLD journal, teacher appraisal and teacher inquiry models as well as use of high quality assessment practices.</i></p>	

<p>High Quality leading through strategic planning review</p> <ul style="list-style-type: none"> - Professional leadership for Principal in Springboard leadership programme - mentor assigned to Principal - block courses and one on one sessions for Principal to attend 	<p>Darren/ Springboard Leadership Programme Term 1-4, 2019</p>	<p>The outcomes of this action will include:</p> <ul style="list-style-type: none"> - <i>engaging the Principal to become a strategic, visionary leader equipped to elevate our school and to support students to become avid learners and engaged citizens.</i> - <i>building the confidence to lead, resource acquisition and management, readiness to implement strategic initiatives and sound prioritisation of strategic initiatives</i> - <i>growth of a high-trust learning environments. This will be evident through the SLPP portfolio and through the Principals appraisal.</i> 	
<p>Review learning and Assessment procedures and expectations in Reading/ Writing and Mathematics</p> <ul style="list-style-type: none"> - Assessment procedures reviewed - value of current assessment practices defined - changes made where necessary - liasons with other schools ot find best practice - work with Assembly SMS to develop new schedules 	<p>Darren/ Heather/ BOT Terms 1-4, 2019 \$1000</p>	<p>The outcomes of this action will include:</p> <ul style="list-style-type: none"> - <i>review of the assessment schedule to update so we have the most up to date and informtion driven assessment.</i> - <i>rewriting the assessment schedule to reflect the priorities in assessment at Whareama School.</i> - <i>this wil see all assessments validity reviewed, changed and implemented so we are using the most valuable assessment for our students</i> <i>This will be evident through the new curriculum assessment section, through teacher assessment documentation on Assembly and through the self review process and documentation.</i> 	
<p>Board of Trustees changeover ensures new aims are set and carried through.</p> <ul style="list-style-type: none"> - elect a election officer - advertising for board members through legal process - review current board positions and effectiveness 	<p>BOT Term 2, 2019 \$1000</p>	<p>The outcomes of this action will include:</p> <ul style="list-style-type: none"> - <i>the schools position for the board of trustees positions and their value are better understood and valued</i> - <i>best personnel are elected for positions to carry on the high stewardship roles that Whareama School currently has.</i> - <i>changes to key personnel are minimised for continuity and consistency.</i> <i>Evidenced through the Board of Trustees election process, through BOT meeting minutes and through the newly elected BOT confidence in their roles.</i> 	

<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</p>			
<p>Focus: Google Classroom development in Senior Room Inquiry Process, Key Competency and values are reviewed. Student well being is reviewed and updated.</p>			
<p>Background Information: In 2018 we worked hard in developing our play based and project based learning programmes in our junior and senior rooms. We also incorporated a lot of work around growth mindset, using key competencies in our everyday lives and then this evolved into our school RURAL values and learner qualities. We use these in all areas of school life and encourage students to use them in the local and global context. We now need to embed this in our school and to share this more with our wider community. Ensuring that students enjoy school, have fun at school and want to be here are the foundations for learning to take place from. We have a very positive well being survey in 2016 and we now want to revisit this to see the changes. The school has grown dramatically and the interactions have also grown so to ensure that all students have strong hauora in our school is important to us.</p>			
<p>Targets: All Year 4-8 student will have a Chromebook to use and be able to use programmes to enhance learning experiences and to improve learning outcomes. School RURAL values will become embedded in school life and environment - all students will know the values, what they mean and how to embody them.</p>			
Actions	Who / When / Budget	Outcome / Measure	Variance
<p>Google Classroom development in Whakatutuki - Chromebooks purchased for Year 4 students - Google for Education apps reviewed and implemented - Learning Environment improvement and building - visits to other schools and classrooms to see best areas of practice - lease of new iPads to replace older iPads in school</p>	<p>Darren Kerr/ Sandy Taylor Terms 1-4, 2018 \$5000 (Chromebook lease and PD)</p>	<p>The outcomes for this action will be: - students working effectively in a digital platform - meeting their relevant age skills and knowledge on the digital technology matrix. - 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. For the students to see they are not stand-alone subjects but all link and are used with each other. 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. Also using the technology matrix and learner qualities map to track achievement changes.</p>	

<p>Inquiry Process, Key Competency and values are reviewed.</p> <ul style="list-style-type: none"> - RURAL theme reviewed - updating school values to match RURAL values - School signage updated - school behaviour management systems reviewed - professional development for Jane around student inquiry model for Whanake - development of projects outside of school environment - review of inschool projects from 2018 and the learning process 	<p>All Staff/ Rick Whalley CORE Education Terms 3 and 4, 2019 \$1000</p>	<p>The outcomes for this action will be:</p> <ul style="list-style-type: none"> - All areas of the new curriculum document are reviewed by splitting into mid and end of year reviews. - Adjustments will be made where needed and areas of non delivery will be removed and new initiatives created. - School will be have more environmental displays of the new school RURAL values. - review of the learning process model and how well it is working in each of the three learning spaces will see most effective pedagogy updated and implemented. <p>Evidence of this will be through the self review documentation folder, changes to this documentation, which in turn will see changes to staff pedagogy and experiences. Evidence can also be seen in school environment.</p>	
<p>Student well being is reviewed and updated.</p> <ul style="list-style-type: none"> - student survey via Google forms completed with parent at home - data analysed then tracked against national trends - programmes to remedy any areas of concern for 2020 	<p>Darren/ BOT Term 4, 2019</p>	<p>The outcomes for this action will be:</p> <ul style="list-style-type: none"> - staff have an understanding of what is helping our students feel safe, engaged learners and, - which areas are of concern that need addressing that we may not currently be aware of in relation to social relationships, bullying, negative interactions. This will also see the development of change and initiatives to address any areas of concern. - opportunity for students to voice their concerns and positive experiences in a safe forum with whanau. <p>This will be evidenced through the Google survey results and the concurrent self review of these results and the actions to be undertaken.</p>	

Strategic Aim 3: Whanaungatanga

Our students will be worldly 21st 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
 Review of community and cultural partnerships and their sustainability and improvement
 Implementation of school play, inquiry and project based learning programmes

Background Information: Over the past couple of years we have worked hard at developing the opportunities for all students in our school and have provided a wide range of new experiences and opportunities. We do feel that with our ever growing school we are now in a stage to create more opportunities that are age and year group specific because numbers wise we cannot take everyone to everything anymore. The development of the Year 7/8 students are a priority and to show that our senior students have many extra experiences that they will not receive if they moved to a larger school. We have had some time now where we had very little Enviroschool progress however the impact projects in 2018 started this up again and we are in a powerful position to move forward with this work again. Music and kapa haka have improved greatly in 2018 with over half the school taking lessons and the whole school being part of kapa haka. To build teacher cultural competency we are now wanting more to do language work and professional development with staff - this will be incorporated through our work with Hemiona Walker.

Target: *Students will:*

Actions	Who / When / Budget	Outcome / Measure	Variance
<p>Development of Enviroschools programme and student agency</p> <ul style="list-style-type: none"> - setting of Team Green - workboard station for tasks to be done - Professional development plan with Ali McIssack (facilitator) - School Enviroschool plan to be created and used. 	<p><i>Sandy, Ali - Enviroschools</i> <i>Terms 1-4, 2019</i> <i>\$2000</i></p>	<p><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></p>	
<p>Community partnership strengthening</p> <ul style="list-style-type: none"> - William Pike Challenge Award - Bi annual Ski Trip - Y7/8 - Review of community and cultural partnerships and their sustainability and improvement 	<p><i>All staff, Community Agencies</i> <i>Terms 1-4, 2019</i> <i>\$2000</i></p>	<p><i>This will ensure our students are involved in a range of community projects and initiative around our school and the wider community. Extra for Year 7/8 students will include the William Pike Challenge and the completion of this will see certification is gained, working alongside Wainuioru School. 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</i></p>	

<p>Cultural Partnership strengthening</p> <ul style="list-style-type: none"> - Chinese Teacher Programme - Social Media Links - Kapa Haka Lessons - Te reo maori lessons 	<p><i>All staff, Confucius Society, Hemiona Walker Terms 1-4, 2019 \$1500</i></p>	<p><i>participated in events over 2019.</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. The same work will be done with Hemiona Walker and through his whole school kapa haka and new te reo maori lessons support. The teachers will feel more confident about using te reo and tikanga in class. Students should improve their language skills, vocabulary and pronunciation through the new programme in 2019.</i></p> <p><i>We can assess this through their engagement seen through teacher observations, bookwork and tutor feedback.</i></p>	
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