

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”



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 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 are 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



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. 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 a third of the children come from farming families in 2020. The other families have occupations which involve them travelling to town or in the area for work.

32% of our students are Maori and the rest Pakeha and there is a gender mix of 51% girls and 49% 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 supportive of the school and are engaged in raising the bicultural awareness of our school.



Whareama School Strategic Plan 2020 – 2022

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>Strategic Goal 1: Highly Effective Teaching All students will leave Whareama School at or above their respective curriculum levels in reading, writing and mathematics.</p>	<p>Strategic Goal 2: Student Agency All students at Whareama School will be self-managing, independent learners through emphasis on the Key Competencies and values.</p>	<p>Strategic Goal 3: Whanaungatanga All stakeholders will be actively engaged, knowledgeable and active participants in our school initiatives, student learning and student progress.</p>
Our Initiatives	<p>1a: Create a professional development framework for teachers to use as a self-reflection tool for improvement.</p> <p>1b: Develop a self-driven coaching model for staff to use to drive pedagogical reflection and change</p> <p>1c: Nurture and foster staff well-being.</p>	<p>2a: Develop a learner qualities map that can assist students to improve their engagement and therefore become empowered.</p> <p>2b: Create an environment that reflects our RURAL school values – inside and outside the classrooms.</p> <p>2c: Support students to ensure they are actively engaged in their learning and encourage the use of our learner qualities.</p>	<p>3a: Create an easy to use digital learning pathway for parents to access their students learning and progress at any time.</p> <p>3b: Develop the Board of Trustees understanding of their roles by providing valuable and engaging information and professional development</p> <p>3c: Create a programme of engagement for our hapu to be involved in our school's initiative.</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
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Our Three Year Strategic Plan Overview: 2020-2022

<i>Our Goals</i>	<i>Our Initiatives</i>	<i>2020 Outcomes</i>	<i>2021 Outcomes</i>	<i>2022 Outcomes</i>	<i>Measured By:</i>	<i>Our Success:</i>
<p>Strategic Goal 1: <i>Highly Effective Teaching</i> All students will leave Whareama School at or above their respective curriculum levels in reading, writing and mathematics.</p>	<p>1a: Create a professional development framework for teachers to use as a self-reflection tool for improvement.</p> <p>1b: Develop a self-driven coaching model for staff to use to drive pedagogical reflection and change</p> <p>1c: Nurture and foster staff well-being.</p>	<p>A draft learning progression and framework is developed and used by all staff.</p> <p>Staff co-design purposeful, relevant and an engaging PD coaching model</p> <p>Staff learn about 'wellbeing' and identify areas of wellbeing they want to develop</p>	<p>Staff can self-reflect effectively to analyse areas that can be developed in their practice.</p> <p>Staff can use the coaching model across the school with each other to drive pedagogical change</p> <p>Staff have a kit of resources that they can use to support their well-being.</p>	<p>Reflection framework and progressions are embedded, purposeful and engaging for staff</p> <p>Staff are champions of their development and share their knowledge to build collective capacity/capability</p> <p>Staff are resilient and positive who care for themselves and each other</p>	<p>This will be measured by the ability of each staff member to lead professional development from 2020 onward.</p> <p>Any staff member at Whareama School can facilitate the coaching model to ensure it drives pedagogical reflection and change.</p> <p>100% of staff report positive wellness from the wellbeing survey tool.</p>	<p>Our staff are highly skilled and motivated experts who continually explore innovative and collaborative ways to teach and engage students.</p>

<p>Strategic Goal 2: Student Agency All students at Whareama School will be self-managing, independent learners through emphasis on the Key Competencies and values.</p>	<p>2a: Develop a learning framework that can assist students to co-construct their termly learning pathway.</p> <p>2b: Create an environment that reflects our RURAL school values – inside and outside the classrooms.</p> <p>2c: Support students to ensure they are actively engaged in their learning and encourage the use of our learner qualities.</p>	<p>Teachers collect ‘student voice’ and co-design learning programmes based on their input</p> <p>Children are an active part of understanding and reflecting RURAL values</p> <p>Children regularly engage in reflecting on the learner qualities each term as part of their learning journey</p>	<p>Students can use a learning pathway to support their own learning</p> <p>Students develop a school wide RURAL school kit</p> <p>Children can confidently reflect on learner qualities and what they need to do to advance to next stage.</p>	<p>Children can access and use a digital learning pathway so they can be empowered and engaged learner</p> <p>All students are fully active and engaged RURAL learners in and out of school</p> <p>Children use the learner qualities to drive their development of the essential learner quality skills</p>	<p>75% of all Year 3-8 students can independently digitally design their learning pathway using a model in Google Classroom.</p> <p>The school environment and students reflect our RURAL school values.</p> <p>75% of students score an average of 4+ when self/peer/teacher reflecting across the 8 learner qualities.</p>	<p>Our children are confident and connected learners who co-design learning based on interest, learner qualities, purpose and relevance.</p>
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<p>Strategic Goal 3: Whanaungatanga All stakeholders will be actively engaged, knowledgeable and active participants in our school initiatives, student learning and student progress.</p>	<p>3a: Create an easy to use digital learning pathway for parents to access their students learning and progress at any time.</p> <p>3b: Develop the Board of Trustees understanding of their roles by providing valuable and engaging information and professional development</p> <p>3c: Create a programme of engagement for our hapu to be involved in our school's initiative.</p>	<p>Parents have a clear reporting tool that can be accessed by students learning at anytime</p> <p>Board have a document that identifies their roles and responsibilities as informed and valued board members.</p> <p>A clear set of hapu support and expectations to build connectivity to school learning and events.</p>	<p>Parents can control and access their child's assessment and reporting tool at any time</p> <p>All board members are able to articulate their roles on the board with a focus on students learning and achievement</p> <p>The hapu are active and visible members of our learning community.</p>	<p>Parents are fully engaged and knowledgeable about where their child is, where they need to be and how to support them to get there.</p> <p>Board members drive discussions about student learning and achievement at board meetings</p> <p>Our hapu is able to provide learning support and advice to enhance the learning for all of our learners</p>	<p>75% of parents actively engage and access their students digital learning and reporting portal.</p> <p>All BOT members can explain their roles and responsibility to effectively govern Whareama School.</p> <p>Our hapu are actively involved in at least 3 school projects AND they have provided feedback to our school's annual plan.</p>	<p>Our whānau and community are valued and feel informed as an essential part of helping children thrive.</p>
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2020 WHAREAMA SCHOOL ANNUAL PLAN

Strategic Goal 1:

Highly Effective Teaching

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

End of year success metric:

1a: 50% of staff can confidently explain and use the PD framework to show how they have reflected, implemented change and the impact of this change.

1b: 50% of staff members at Whareama School can facilitate the coaching model to ensure it drives pedagogical reflection and change

1c: 50% of staff report positive wellness from the wellbeing survey tool.

<i>Initiative</i>	<i>Key actions</i>	<i>Who</i>	<i>Timeframe</i>	<i>Outcomes</i>	<i>Variance</i>
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<p><i>1a: Create a professional development framework for teachers to use as a self-reflection tool for improvement</i></p>	<p><i>Create and develop a personalised learning pathway (PLP) framework that all staff (including TA's) understand and use for their pedagogical improvement.</i></p> <ul style="list-style-type: none"> ● <i>Plan the framework with PLD provider</i> ● <i>Beginning/ mid// end of year self-review</i> ● <i>Use the indicators in framework to drive teacher practice inquiry</i> ● <i>Review effectiveness of framework through teacher survey</i> ● <i>Adapt framework to improve for 2021.</i> 	<p><i>Heather \$3000</i></p>	<p><i>End of Term 1, 2020</i></p> <p><i>End of Term 1, 2 and 4, 2020</i></p> <p><i>End of Term 1, 2020</i></p>	<p><i>Every staff member has a robust PLP framework</i></p> <p><i>Evidence through a robust and consistent TAI process will includes:</i></p> <ul style="list-style-type: none"> ● <i>Attestation</i> ● <i>Observations of practice (including video)</i> ● <i>Self-reflective framework</i> ● <i>Teacher learning maps from framework</i> ● <i>Student achievement data</i> ● <i>Wellbeing goal/ focus</i> <p><i>The language of from and to will be a measure throughout this process in line with demonstrating evidence in staff capability for appraisal</i></p>	
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<p><i>1b: Develop a self-driven coaching model for staff to use to drive pedagogical reflection and change</i></p>	<p><i>Review the coaching model and paperwork and set up for 2020</i> <i>Develop coaching capabilities for all staff members.</i></p> <ul style="list-style-type: none"> ● <i>Choose/ develop a coaching model</i> ● <i>Run training sessions for senior staff/ staff</i> ● <i>Embed coaching into Professional learning plan</i> ● <i>Teachers will have coaching as one of their goals and be observed and get feedback on this goal</i> ● <i>Staff will have regular 'coaching' session with the Principal based on their teaching practice.</i> 	<p><i>Heather</i> <i>\$2000</i></p>	<p><i>Week 5, Term 4, 2020</i></p>	<p><i>Every staff member will have a robust understanding of the coaching model used at Whareama School</i></p> <p><i>Each staff member will have actively participated in termly coaching sessions with colleagues or the Principal that focuses on teacher practice change.</i></p> <p><i>Staff members will be moving towards having the ability to lead coaching model sessions.</i></p>	
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<p><i>1c: Nurture and foster staff well-being</i></p>	<p><i>Create social activities that provide opportunities for all staff to be involved in.</i></p>	<p><i>Darren \$1000</i></p>	<p><i>Week 5, Term 4, 2020</i></p>	<p><i>All staff to feel valued and part of the Whareama School team.</i></p>
	<p><i>Staff to complete a Hauora Survey at the beginning and end of 2020 which covers aspects of psychometric testing. We want to know OUR staff members and respond to their needs. Wellbeing goal will be part of PLP for all staff.</i></p>	<p><i>All Staff</i></p>	<p><i>End of Week 3, 2020</i></p>	<p><i>Hauora Survey conducted in Term 1 and Term 3 to inform the progress of staff well-being at Wharema School.</i></p>
	<p><i>Centralise resources, teaching and planning to support all staff and alleviate workload through a one stop shop on the school shared folder.</i></p>	<p><i>All Staff</i></p>	<p><i>End of Term 1, 2020</i></p>	<p><i>Staff will have some actions and activities that helps promotes well-being and strong hauora.</i></p>
	<p><i>Use visual whanau board to understand all staff better. This will be done in the staffroom and include all staff</i></p>	<p><i>All Staff</i></p>	<p><i>End of Term 1, 2020</i></p>	<p><i>Teacher wellbeing will be a priority to ensure all staff are working to their capabilities with a strong work-life balance</i></p>
	<p><i>Teachers to set up their 'ways of working' at the beginning of the year that aligns to and works towards the school vision.</i></p>	<p><i>All Staff</i></p>	<p><i>End of Term 1, 2020</i></p>	

	<i>Allow teachers one day of the year to have a golden ticket day for hauora.</i>	<i>Darren \$1000</i>	<i>End of Term 4, 2020</i>		
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Strategic Goal 2:

Student Agency

All students at Whareama School will be self-managing, independent learners through emphasis on the key competencies and values.

End of year success metric:

2a: 50% of all Year 3-8 students can independently digitally design their learning pathway using a model in Google Classroom.

2b: The school environment reflects our RURAL school values with all exterior displays created and installed. This will include 3 outdoor RURAL values signs.

2c: 40% of students score an average of 4+ when self/peer/teacher reflecting across the 8 learner qualities.

<i>Initiative</i>	<i>Key actions</i>	<i>Who</i>	<i>Timeframe</i>	<i>Outcomes</i>	<i>Variance</i>
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<p>2a: Develop a learning framework that can assist Year 3-8 students to co-construct their termly learning pathway.</p>	<p>Survey children/ whanau at the beginning of 2019 to find out their interests/ passions/ strengths.</p>	Sandy	End of Term 4, 2019	Completed survey will inform planning and the learning focus for 2020
	<p>Every child will complete a learning map in the first two weeks of Term One. This will be revisited at the start of Term Three.</p>	Sandy	Week 3, Term 1, 2020	Every child will have a completed Learning Map and revisited it in Term Three.
	<p>Every teacher will 'connect' with every child and their whanau to listen, learn value the 'magic/ individuality' of every child (in a setting that is comfortable for the whanau).</p>	Sandy	Week 3, Term 1, 2020	Teachers will use the knowledge of every child and the information from their whanau to personalise teaching in their classroom (and be able to 'show how they are doing this)
	<p>Setup digital learning map for students to access online through Google docs</p>	Sandy	Week 5, Term 4, 2020	Children will be able to articulate their learning, their why they are learning it and 'show' their learning programme
	<p>Provide workshops for Year 3-8 students to create their own learning pathway using the learning framework.</p>	Sandy	Week 3, Term 2, 2020	Teachers analyse this information and can identify actions points (as a result of children's voice) that will inform the next teaching and learning.

	<i>Provide expectations for each child to use the new learning map.</i>				
<i>2b: Create an environment that reflects our RURAL school values – inside and outside the classrooms.</i>	<i>Make rural school signage for around school.</i>	<i>Sandy - \$500</i>	<i>End of 2020.</i>	<i>Whareama School environment will be be have visually appealing spaces that reflect our RURAL school values.</i>	
	<i>Create rural school designs for in the classrooms.</i>	<i>Sandy -\$250</i>	<i>End of 2020</i>		
	<i>Students to design and make RURAL poles on the new deck.</i>	<i>Sandy \$250</i>	<i>End of 2020</i>	<i>Students will have ownership of the work developing our school environment, while learning in more depth our school RURAL values, learner qualities and cultural narrative.</i>	
	<i>Update RURAL learning framework on school website</i>	<i>Diana</i>	<i>End of Term 2, 2020</i>		

<p><i>2c: Support students to ensure they are actively engaged in their learning and encourage the use of our learner qualities.</i></p>	<p><i>Recreate the learner quality maps in a digital format.</i></p>	<p><i>Darren</i></p>	<p><i>End of Term 1, 2020</i></p>	<p><i>Students can use a digital platform to self-assess the 8 learner qualities. Students at each level can be assessed at their current learner quality stage to sue as an assessment tool for tracking the essential learner attributes. Teachers will have the capability to add leaner quality data directly to the school SMS.</i></p>
	<p><i>Design learner quality maps for three different learning levels at Whareama School.</i></p>	<p><i>Darren/ Heather/ Jane</i></p>	<p><i>End of Term 2, 2020</i></p>	
	<p><i>Set up learner quality assessment on new SMS.</i></p>	<p><i>Diana</i></p>	<p><i>End of Term 1, 2020</i></p>	

Strategic Goal 3:

Whanaungatanga

All stakeholders will be actively engaged, knowledgeable and active participants in our school initiatives, student learning and student progress.

End of year success metric:

3a: 40% of parents actively engage and access their students digital learning and reporting portal.

3b: 50% of BOT members can explain their roles and responsibility to effectively govern Whareama School.

3c: Our iwi are actively involved in at least 1 school project AND they have provided feedback to our school's annual plan

<i>Initiative</i>	<i>Key actions</i>	<i>Who</i>	<i>Timeframe</i>	<i>Outcomes</i>	<i>Variance</i>
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<p>3a: Create an easy to use digital learning pathway for parents to access their students learning and progress at any time</p>	<p>Meet with SMS providers and have demos set up to view opportunities.</p>	<p>Darren</p>	<p>Week 5, Term 4, 2019</p>	<p>Principal will have viewed a range of SMS demos to see the opportunities for each one.</p>
	<p>Choose a SMS provider and set up database for school.</p>	<p>Darren - \$2500</p>	<p>End of Term 4, 2019</p>	<p>Principal will choose SMS and clear with BOT for action.</p>
	<p>Staff PD for input of data to SMS programme.</p>	<p>Diana</p>	<p>End of Term 1, 2020</p>	<p>All staff will have professional knowledge and skills to input all required data on SMS.</p>
	<p>Rewrite the assessment schedule for 2020</p>	<p>Heather</p>	<p>End of Term 1, 2020</p>	<p>New assessment schedule will give clear direction of assessment requirements for 2020.</p>
	<p>Introduce new SMS to parents and set up access to student's portfolios.</p>	<p>Darren</p>	<p>Week 1, Term 2, 2020</p>	<p>All parents will have personalized access to their own child's learning pathway in new SMS</p>
	<p>Parent survey on new SMS proficiency</p>	<p>Darren</p>	<p>Week 10, Term 2, 2020</p>	<p>Parents survey results will confirm that the new portal works for them to be active participants in their child's learning, while providing quality information on progress.</p>

<p><i>3b: Develop the Board of Trustees understanding of their roles by providing valuable and engaging information and professional development</i></p>	<p><i>Revisit BOT members roles and responsibilities</i></p>	<p><i>Amanda</i></p>	<p><i>Week 10, Term 2</i></p>	<p><i>Board of Trustee members will understand their individual roles.</i></p>	
	<p><i>Create PD framework for each BOT member for 2020</i></p>	<p><i>Amanda</i></p>	<p><i>Week 10, Term 3</i></p>	<p><i>Board of Trustees members will be involved in appropriate PD to support their role</i></p>	
	<p><i>Devise survey for BOT members to review their own self competency in their roles.</i></p>	<p><i>Amanda</i></p>	<p><i>Week 10, Term 3</i></p>	<p><i>Board will have a self-reflective tool to review their own effectiveness in their roles.</i></p>	

<p><i>3c: Create a programme of engagement for our iwi to be involved in our school's initiative.</i></p>	<p><i>Meet with kaumatua from our hapu to share strategic plan initiative.</i></p>	<p><i>Darleen/ Paddy Mason</i></p>	<p><i>Week 3, Term 1, 2020</i></p>	<p><i>Local iwi will be fully informed and knowledgeable of the school intention for iwi engagement in 2020.</i></p>
	<p><i>Create a list of initiatives that the iwi can be involved with the school over 2020.</i></p>	<p><i>Darleen/ Paddy Mason</i></p>	<p><i>End of Term 1, 2020</i></p>	<p><i>Iwi have a list of 3 opportunities to be involved in school over 2020.</i></p>
	<p><i>Share the school annual plan with the iwi with questions for iwi reflection and feedback</i></p>	<p><i>Darleen/ Paddy Mason</i></p>	<p><i>Week 3, Term 1, 2020</i></p>	<p><i>Iwi will have read and provided feedback to school BOT on the school strategic and annual plan. School will have a cultural narrative that explains our school history and meaning.</i></p>
	<p><i>Create a cultural narrative for Whareama School.</i></p>	<p><i>Mike Kawana/ Staff and Students</i></p>	<p><i>End of Term 2, 2020</i></p>	<p><i>All stakeholders will understand the Whareama School cultural meaning, history and tikanga that has created our place in our community.</i></p>