

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, 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 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 our student management system, HERO.



Student Achievement Expectations

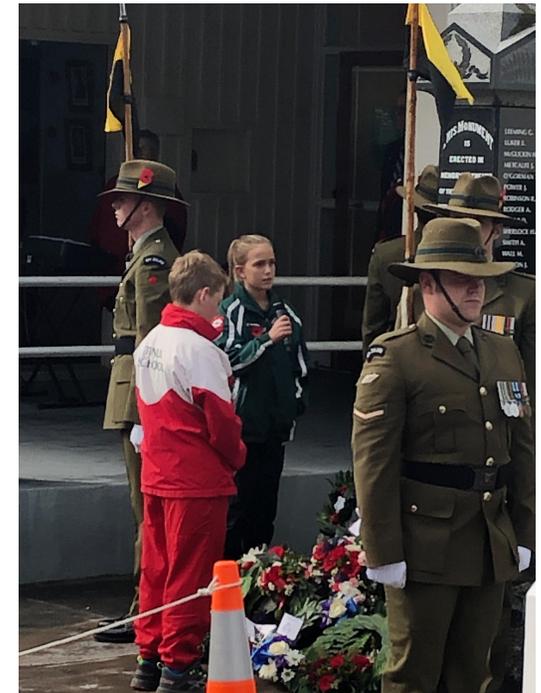
Our expectations are that students will:

- ◆ 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. 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. We have steadily grown our roll since 2012 - from 29 to 52 at the beginning of 2021.

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 ROADMAP

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

<u><i>Our Measures</i></u>	<u><i>Our teachers are highly skilled practitioners who continually review and adapt practice to empower and engage our students.</i></u>	<u><i>Our students are highly empowered and engaged to drive their own learning.</i></u>	<u><i>Our community are engaged with school and are a valuable part of our children's growth and development</i></u>
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Our Two Year Strategic Plan Overview: 2021-2022

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

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

2021 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: All staff can confidently explain and use the PD framework to show how they have reflected, implemented change and the impact of this change.

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

1c: 75% of students can report positive wellbeing indicators from the wellbeing survey tool.

<i>Initiative</i>	<i>Key actions</i>	<i>Who</i>	<i>Timeframe</i>	<i>Outcomes</i>
<i>1a: Create a professional development framework for teachers to use as a self-reflection tool for improvement</i>	<p><i>Review and develop our personalised learning pathway (PLP) framework that all staff (including TA's) understand and use for their pedagogical improvement. This will align and be our Annual Growth Cycle.</i></p> <ul style="list-style-type: none"> <i>● Plan the development of the Annual Growth Cycle framework with our PD 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 2022.</i> 	<p><i>Darren/ Heather \$2000 Trudy Francis – C21 Learning</i></p>	<p><i>End of Term 1, 2021</i></p> <p><i>End of Term 1, 2 and 4, 2021</i></p> <p><i>End of Term 3, 2021</i></p> <p><i>Mid Term 4, 2021</i></p>	<p><i>Every staff member has a robust Annual Growth Cycle evidence through a robust and consistent TAI process which includes all facets for an Annual Growth Cycle – which will include:</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> <i>● Collaborative Coaching</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>

<p><i>1b: Develop a self-driven coaching model for staff to use to drive pedagogical reflection and change</i></p>	<p><i>Expand the coaching model and paperwork and set up for 2021</i> <i>Develop coaching capabilities for all staff members and ensure all staff can lead coaching with any staff member</i></p> <ul style="list-style-type: none"> ● <i>Use the GROW coaching model</i> ● <i>Use the lead teacher to extend and develop understanding in all staff</i> ● <i>Align coaching into Professional learning plan and Annual Growth documents</i> ● <i>Teachers will extend their knowledge and skills through regular coaching training sessions</i> ● <i>Staff will have regular 'coaching' session with the Principal based on their teaching practice.</i> ● <i>Incredible Years Training for Year 3-8 kaiako.</i> 	<p><i>Heather</i> <i>\$1000</i></p>	<p><i>End of Term 2, 2021</i></p> <p><i>Week 5, Term 4, 2021</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 led and facilitated 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> <p><i>Teachers will implement new and reinforce positive classroom management techniques. This will ensure all students in each classroom is able to work in an environment that allows them to work to potential.</i></p>
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<p><i>1c: Nurture and foster staff and student well-being</i></p>	<p><i>Students to complete wellbeing survey to gather beginning and end data on personal wellbeing.</i></p>	<p><i>All Staff</i></p>	<p><i>End of Term 3, 2021</i></p>	<p><i>Students will show increase in wellbeing survey responses to show that wellbeing is improved across 2021.</i></p>
	<p><i>Centralise curriculum, 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, 2021</i></p>	<p><i>All staff will have access to all localized curriculum, curriculum resources, planning and assessment tools in a single centralized system. This will save time and energy in accessing the resources needed for teaching and learning.</i></p>
	<p><i>Wellbeing Professional Development through Kahui Ako – student programmes</i></p>	<p><i>Heather</i></p>	<p><i>End of Term 4, 2021</i></p>	<p><i>Staff and students are equipped with the latest resources to develop wellbeing understanding in themselves and their students.</i></p>
	<ul style="list-style-type: none"> - <i>Staff professional development through kahui ako</i> 	<p><i>Darren</i></p>	<p><i>End of Term 4, 2021</i></p>	
	<p><i>Develop Whareama Wellbeing kete with more ideas for staff wellbeing</i></p>			
<p><i>Kia Hakinakina Programme for 2021.</i></p> <ul style="list-style-type: none"> - <i>Resource and back planning</i> - <i>Timetabling for 2021</i> - <i>Organisation of class workshops</i> - <i>PD for staff</i> - <i>Assessment on Hero created</i> - <i>Purchasing of resources to support programme.</i> 	<p><i>Jane</i> <i>\$1000</i></p>	<p><i>End of Term 4, 2021</i></p>	<p><i>Students will have improved their fundamental movement skills across the relative stages of development in the assessment model created. They will have had a wide range of skills improved and are able to relate these skills to their appropriate sports. Staff will have developed their understanding and skills in teaching in a range of fundamental skills in PE and health.</i></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.

End of year success metric:

2a: 75% of all Year 3-8 students can independently digitally design their learning pathway using a Personalised learning plan on HERO.

2b: The school environment reflects our RURAL school values with all exterior displays updated and refurbished.

2c: 75% 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>
<p><i>2a: Develop a learning framework that can assist Year 3-8 students to co-construct their termly learning pathway.</i></p>	<p><i>Professional development with HERO to develop and use the PLP framework on the SMS portal</i></p>	Sandy	Week 8, Term 1, 2021	<p><i>Staff are able to use the PLP for their students so students are able to personalise their learning more effectively.</i></p>
	<p><i>Setup PLP for students to access online through Hero</i></p>	Sandy	Week 2, Term 2, 2021	<p><i>Students have the skills to use their PLP to plan their termly goals and manage their own learning more effectively.</i></p>
	<p><i>Provide workshops for Year 3-8 students to create their own learning pathway using the PLP learning framework on Hero</i></p>	Sandy	Week 2, Term 2, 2021	<p><i>Students will know the expectations for using their PLP and how this will support their learning</i></p>
	<p><i>Provide expectations for each child to use the PLP on Hero.</i></p>	Sandy	Week 2, Term 2, 2021	
	<p><i>Review PLP framework and how effectively students are able to use this.</i></p>	Sandy	Week 5, Term 4, 2021	<p><i>Staff can review and reflect on the effectiveness of the PLP and how well it has supported more better outcomes for students.</i></p>
<p><i>2b: Create an environment that reflects our RURAL school values – inside and outside the classrooms.</i></p>	<p><i>Make rural school signage for around school.</i></p>	Sandy - \$500	End of 2021	<p><i>Whareama School environment will have visually appealing spaces that reflect our RURAL school values.</i></p>
	<p><i>Create rural school designs for in the classrooms.</i></p>	Sandy -\$250	End of 2021	<p><i>Students will have ownership of the work developing our school environment, while learning in more depth our school RURAL values,</i></p>
	<p><i>Students to design and make RURAL poles on the new deck.</i></p>	Sandy \$250	End of 2021	

				<i>learner qualities and cultural narrative.</i>
<i>2c: Support students to ensure they are actively engaged in their learning and encourage the use of our learner qualities.</i>	<i>Create forest schools planning, timetable and documentation for new school year.</i>	<i>Sandy/ Darren</i>	<i>Week 2, Term 1, 2021</i>	<i>Background planning, theory, outcomes and review schedule for Ngahere ako is created to use a planning document.</i>
	<i>Purchase resources for Forest School programme</i>	<i>Sandy/ Darren \$1000</i>	<i>Week 2, Term 1, 2021</i>	<i>Ngahere ako will have up to date resources to compliment planning of programme and activities to be available.</i>
	<i>Parent evening to open Ngahere ako and to highlight to parents the programme and expected outcomes.</i>	<i>Darren \$500</i>	<i>Week 4, Term 1, 2021</i>	<i>Parents will have an understanding of the Ngahere ako focus and philosophy to support their child's learning.</i>
	<i>Design and implement student leader's initiative and RURAL leadership camp.</i>	<i>Darren \$500</i>	<i>Week 5, Term 1, 2021</i>	<i>Student leaders will learn leadership skills that can be used at school to lead and inspire other students.</i>
	<i>Rewrite the beginning and proficient stages of the RURAL values in Hero. Split learner qualities levels on Hero.</i>	<i>Darren</i>	<i>Week 6, Term 1, 2021</i>	<i>Staff, students and parents can identify appropriate learner quality levels and track progress across each year of school. Student have more identifiable goals and stages to work through our school learner qualities and RURAL values.</i>

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: 75% of parents actively engage and access their students digital learning and reporting portal.

3b: 75% 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 / Resources</i>	<i>Timeframe</i>	<i>Outcomes</i>
<i>3a: Develop and engage parents, staff and students in our new student management system so they can use Hero to it's true potential.</i>	<i>Parents information evening in using the basics of Hero.</i>	<i>Darren</i>	<i>End of Term 1, 2021</i>	<i>Parent will leave meeting knowing the basics of Hero including tracking student achievement, learning posts and administration tools</i>
	<i>Staff Professional Development in the use of Hero goals, learning portals and the Personal learning plans</i>	<i>Darren - \$2500</i>	<i>End of Term 4, 2021</i>	<i>Staff will have a better understanding of the tools in Hero and how to use these to best support student learning and achievement.</i>
	<i>Student support programmes to ensure all students can use the basics of Hero to support their learning.</i>	<i>Darren</i>	<i>End of Term 2, 2021</i>	<i>All staff will have professional knowledge and skills to input all required data on SMS. New assessment schedule will give clear direction of assessment requirements for 2021. All parents will have personalized access to their own child's learning pathway in new SMS</i>
	<i>Parent survey on Hero usage, engagement and proficiency.</i>	<i>Darren</i>	<i>End of Term 3, 2021</i>	<i>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.</i>

<p><i>b: 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 2021</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 hapu to be involved in our school's initiative.</i></p>	<p><i>Meet with kaumatua from our hapu to share strategic plan.</i></p>	<p><i>Darleen/ Paddy Mason</i></p>	<p><i>Week 3, Term 1, 2021</i></p>	<p><i>Local hapu will be fully informed and knowledgeable of the school intention for iwi engagement in 2021.</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>End of Term 1, 2021</i></p>	<p><i>Hapu have a list of 3 opportunities to be involved in school over 2021.</i></p>
	<p><i>Create a list of initiatives that the hapu can be involved with the school over 2021.</i></p>	<p><i>Darleen/ Paddy Mason</i></p>	<p><i>Week 3, Term 1, 2021</i></p>	<p><i>Hapu 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>Paddy Mason/ Jo Nuku</i></p>	<p><i>End of Term 2, 2021</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>