



Whenuakite School

Te Kura o Whenuakite School

Te akonga o Whenuakite will endeavour for all round personal hauora and success



Strategic and Annual Plan - 2020

Statement of Governance

Board of Trustees

The Whenuakite School Board of Trustees's core focus is student progress and achievement.

The Board will work closely with the community and school, to review the vision for the school, adopt clear strategic priorities, and support the Principal in implementing the Annual Plan.

The Board will align its agenda to the goals set in the Strategic Plan. The Board will review its policies and locate them on School Docs; referring to policies in its discussions and decisions. Governance policies will include delegations to the Principal to enable effective, professional management and decision-making in support of strategic priorities.

The Principal's Reports form an essential part of the partnership between the Board and the Principal.

Management Statement:

The Board delegates to the Principal the day-to-day management of the school. The Principal ensures that operational procedures align with the Board's policies and the law of New Zealand.



Whenuakite School

Whenuakite School is a U3 school with starting roll of 120, covering Years 1 to 8. In 2020, we estimate that our roll will grow to approximately 135 children.

In 2020 Whenuakite School, with stable team, we are further reviewing the educational direction, identity and culture of the school. Our Motto, Vision, Mission and Values have been developed and are aimed at ensuring Quality Teaching and Learning programmes are delivered consistently across the School, whilst promoting change and growth for each individual.

There is strong community support, and our Gala Committee remain a strong feature of our school; and work in a collaborative manner to enhance and support teaching and learning. Our community maintain high expectations and aspirations for their children and assist the achievement of these by actively supporting the school in our endeavours. The students are a very special group; friendly, confident, competitive and strongly motivated to learn. Whenuakite School is very proud of its rural heritage as well as its reputation for producing well educated, confident individuals with strong values; and who know how to laugh and enjoy life. Our children are truly **K.I.T.E Kids, those who are Kind, Innovative, Trustworthy and Enthusiastic.**

Whenuakite School is located on S.H. 25, twenty-six kilometres south of Whitianga, inland from local, well known Coromandel beaches. The school is surrounded by farmland and lifestyle blocks and there is an excellent early childhood learning centre across the road. 70% of children are bused to school from the nearby beach communities of Cooks Beach, Hahei and Hot Water Beach; as well as from Whitianga.

Our Vision of *'Te akonga o Whenuakite will Endeavour for All Round Personal Hauora and Success'* looks at the whole child as an individual. We work collaboratively with external agencies, the nine schools within the Coromandel Community of Learning / Kahui Ako, and Mercury Bay Area School (MBAS), to deliver the best possible outcomes for all learners. Our Vision is reinforced by our Motto 'Takakawe i nga wa katoa', that 'At all times we will endeavour' as well as the core Values of K.I.T.E - Kindness, Innovation, Trustworthy and Enthusiasm. A component of this will see the school working with the Kahui Ako to reinforce student and teacher Health and Well-being is catered to to the best of our ability.



Whenuakite School Charter 2020

Goal 1
Student Achievement



Goal 2
Bi-culturalism / Inclusiveness

Goal 3
Community Engagement

Student Achievement
The Whenuakite Learner will progress and achieve to their highest possible educational potential through use of reliable achievement data, targeted planning and quality teaching and learning

Bi-culturalism/ Inclusiveness
At Whenuakite School Tikanga, Te Reo & Te Āo Māori will be valued and interwoven in the multi-cultural, inclusive life of the school

Community Engagement
Whenuakite School will have effective communication and community engagement and positive home/school relationships will enable all parents and whānau to actively support learning

How we meet the Whenuakite School Vision

Whenuakite Teachers

- Deliver the National Curriculum competently, focusing upon Literacy and Numeracy
- Communicate the purpose of learning
- Provides needs based programmes
- Connect the curriculum to students interests and make it meaningful to their lives and academic development
- Are enthusiastic, and foster a love for learning
- Are reflective practitioners and are committed to professional growth
- Have high expectations
- Demonstrate caring and supportive interpersonal skills
- Develop inclusive learning environments for all learners.
- Are positive and professional
- Work in partnership with parents

Whenuakite Board of Trustees

- Meets requirements of NEGS and NAGS
- Is a good employer
- Are positive and professional
- Stays well informed on student Learning / Achievement
- Ensures all resources are effectively managed
- Plans for the future

Whenuakite Parents

- Feel welcomed and included
- Are well informed
- Encourage children in their schooling
- Respect the professional judgement of the staff and work in partnership with them
- Are supportive of the Board, staff and school

Whenuakite Children

- Take increasing responsibility for their actions and learning
- Are enthusiastic in learning, activities and events
- Work hard to achieve at or above standards in reading, writing and mathematics
- Show Kindness, Innovation, Trust, Enthusiasm
- Are proud of their school
- Feel safe and cared for, respected and valued
- Are encouraged and challenged
- Take pride in their achievements
- Use initiative, are flexible, resilient and take risks in their learning.

Whenuakite Policies and Procedures

- Are developed through consultation
- Are clearly stated and understood
- Facilitate school organisation
- Are accessible to everyone
- Are regularly reviewed

Whenuakite Support Staff

- Are supportive of the school and its aims
- Feel valued, and part of the team
- Assist in develop an inclusive learning environment,
- Care for the students

Whenuakite Curriculum

- Is delivered in a balanced and interesting manner
- Emphasise Literacy and Numeracy
- Meets the needs of all children
- Is regularly reviewed and updated
- Fulfil National Curriculum requirements
- Prepare our students for tomorrow

Te akonga o Whenuakite will endeavour for all round personal hauora and success.

Takakawe i nga wa katoa - At all Time we will Endeavour

Kindness / Innovative / Trustworthy / Enthusiastic
K.I.T.E Kids

Cultural Diversity in 2020

Te Ao Maori

We are guided by the following Principles:

1. Increased participation and success by Māori through the advancement of Māori education initiatives, including in Te Reo Māori consistent with the principles of the Treaty of Waitangi and Ka Hikitia – Accelerating Success 2013 – 2017
2. Respect for the diverse ethnic and cultural heritage of NZ people, with acknowledgement of the unique place of Māori, and New Zealand's role in the Pacific, and as a member of the international community of nations

Cultural Diversity

- All cultures within the school will be valued, accepted, and celebrated through active encouragement of an inclusive school culture and values
- Staff members will ensure that students from all cultures are treated with respect and dignity, and will actively work towards high standards of achievement from all children, irrespective of cultural background.

THE UNIQUE POSITION OF THE MAORI CULTURE

An awareness of Tikanga Maori and Te Reo Maori and steps are made to be incorporated into classroom programmes and environments.

Whenuakite School will endeavour to encourage better cultural understanding, consistent with the Treaty of Waitangi.

The school endeavours to take reasonable steps to incorporate Tikanga Māori with a school wide focus through the concept based integrated approach of curriculum design. The school's Māori curriculum involves promoting Tikanga and Te Reo.

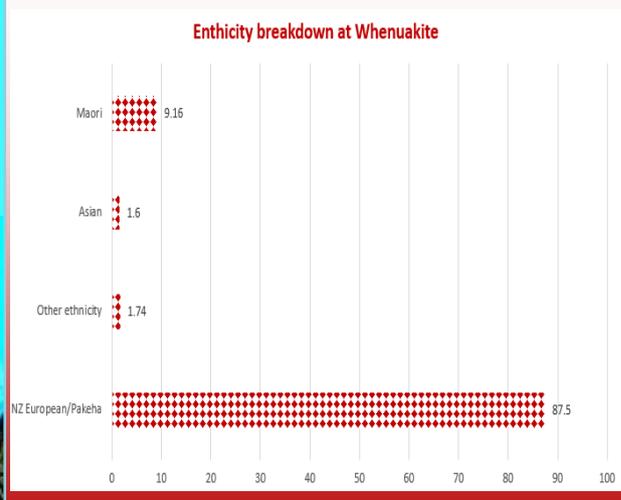
Tuia 250, in conjunction with the Kahui Ako will be the platform to develop a succession / action plan for meeting the needs and aspirations on all students.

What steps will be taken to discover the views and concerns of the school's Māori community?

Consultation will take place with the school's Māori community to develop and make known policies, plans, and targets for improving the achievements of Māori students. Meaningful and effective consultation will be undertaken at least once a year.

To ensure equitable outcomes for Māori we need to identify learners who are at risk of not achieving or have special needs so that programmes and resources are targeted to cater for individual needs.

2020 Cultural Diversity at Whenuakite School



Whenuakite Kete of Bi-cultural success



MANAAKITANGA - Caring

Safe Learning whare
Relationships with akonga / whanau
Powhiri, Waiata to show respect.



Rangatiratanga—Teacher Effectiveness

Relationships with akonga
Passion for teaching and learning
Firm and Fair



Kotahitanga - Ethic of Bonding

Bonding with students
Team bonding
Strong learning community



Ako - Learning / Pedagogy

Up-skilling through KaHikitia and Tataiako
Inquiry based appraisals on Teaching and learning
Staff encouraged to use Te reo



Whanaunatanga - Relationships

Regular Hui
Knowing students backgrounds
Strong learning community

Strategic Goals 2020

Reading, Writing and Maths

Reading

Achievement 2019

83% of all students At or Above
66% Maori students At or Above expectation
87% of Girls At or Above expectation

Disparity

22% of Boys below the expectation
50% of Maori Boys below the expectation

Writing

Achievement 2019

73% of all students At or Above expectation
73% Maori Girls At or Above expectation
87% of Girls At or Above expectation

Disparity

42% of Boys below the expectation
50% of Maori Boys below the expectation

Maths

Achievement 2019

76% of all students At or Above expectation
84% Boys At or Above expectation

Disparity

50% of Maori Boys below the expectation
30% of Girls below the expectation

Targets 2020

Reading

Identified Learners

All 'identified' learners are those who are achieved 'below' the desired Whenuakite Standard at the start of 2020.

All: The fifteen identified learners will accelerate their learning to align closer to their aspirational learning trajectory.

Maori: The three identified Maori learners will accelerate their learning to align closer to their aspirational learning trajectory.

Maori (Boys) The two identified Maori [boy] learners will accelerate their learning to align closer to their aspirational learning trajectory.

Boys: The nine identified Boys will accelerate their learning to align this closer to their aspirational learning trajectory.

Writing (focus Area)

Years 1 - 8—Target Learners

All 'Target Group' children who were *below* the Standard in Writing at the start of 2020 will have their learning accelerated towards a trajectory of their expected Whenuakite Standard.

All: The twenty four identified learners will accelerate their learning to align this closer to their aspirational learning trajectory.

Maori (Boys) The two identified Maori [boy] learners will accelerate their learning to align this closer to their aspirational learning trajectory.

Boys: The eighteen identified Boys will accelerate their learning to align this closer to their aspirational learning trajectory.

Maths

All: The nineteen identified learners will accelerate their learning to align this closer to their aspirational learning trajectory.

Maori: The three identified Maori learners will accelerate their learning to align this closer to their aspirational learning trajectory.

Maori (Boys) The two identified Maori [boy] learners will accelerate their learning to align this closer to their aspirational learning trajectory.

Girls: The fifteen identified girls will accelerate their learning to align this closer to

NOTE:

Acceleration is based on the Kahui Ako's definition of Acceleration, which aligns with ERO's that acceleration is greater than one years normal progress. This progress is based on the level of the learner, and a judgement of what their normal progress is without intervention.

Actions to achieve targets

1. Review assessment data with staff and determine the learning needs of students.
2. Monthly meetings to discuss progress target students.
3. Work with parents, families and whanau around ways to support students' learning.
4. Processes put in place for teachers to reflect on and improve practice.
5. Professional readings and quality professional development put in place to support and guide teacher's professional practice.
6. Moderation diaries and school-wide assessment developed so that there is consistency through-out the school.
7. Develop target groups in each class. (These may include Maori students.)
8. Utilise data to inform teaching and next learning steps.
9. Develop a clear understanding of the National Standards expectations and OTJ's.
10. Have clear National Standards information available and visible for each level.
11. Syndicate Leaders are tracking the progress made at the end of each term.
12. Staff will revisit the Learning progressions regularly.

Time Frame:

February to November although constant reflection throughout the year by teachers, syndicate leaders and Principal.

Target groups analysed each term by teachers and synd leaders and information passed to principal.

Data to be shared with the BoT twice yearly. (Mid / End)

Strategic Goals 2019—2021

Student Achievement

Whanaungatanga, Ako, Manaakitanga

Whenuakite Learners will progress and achieve to their highest possible educational potential through use of reliable achievement data, targeted planning and quality teaching and learning.

2019	2020	2021
<ol style="list-style-type: none"> 1. Teacher PLD is focused on identifying students' individual learning needs and using targeted planning to accelerate progress <input checked="" type="checkbox"/> 2. Curriculum plans are developed that make connections to students' lives and our local community and environment <input checked="" type="checkbox"/> 3. Students take ownership of their learning and can articulate current and next learning steps <input checked="" type="checkbox"/> Ongoing 4. Achievement data is collated, moderated and used to inform planning 5. Annual review of School Based Curriculum. Ongoing 6. Learning Programmes focus on developing NZC Key Competencies according to schoolwide culture <input checked="" type="checkbox"/> 	<ol style="list-style-type: none"> 1. Teacher PLD is focused on the effective use of data to inform teaching and learning 2. Curriculum plans are reviewed 3. Students can clearly describe their achievement and the next steps in their learning in order to assess their own progress (with teacher support) 4. Assessment procedures are reviewed to ensure robust and accurate analysis informs monitoring of student progress and targeted planning 5. School Based Curriculum reviewed and links made to identified needs 6. NZC Key Competencies are embedded in Teaching and Learning according to schoolwide culture → Relational Pedagogy Leadership and PLD 	<ol style="list-style-type: none"> 1. Teacher PLD is identified through self-review to inform more strategic planning 2. Curriculum Plans are fully embedded and subject to regular BoT review schedule 3. Students use self and peer assessment to independently assess their own learning and progress 4. Reviewed and confirmed assessment procedures form part of the regular school and BoT self-review 5. School Based Curriculum reviewed and links made to identified needs 6. A review of the NZC Key Competencies and the impact on Teaching and Learning at Whenuakite School.

Bi-culturalism / Inclusiveness

Tangata Whenuatanga, Ako, Whanaungatanga, Wananga, Manaakitanga

2019	2020	2021
<ol style="list-style-type: none"> 1. The language, identity and culture of all learners is acknowledged and respected and diversity is valued <input checked="" type="checkbox"/> 2. Tikanga Māori, Te Reo and Te Āo Māori are visible in the school environment, communications, planning, resources and practices <input checked="" type="checkbox"/> 3. Professional development upskills staff in Tikanga Māori, Te Reo and Te Āo Māori <input checked="" type="checkbox"/> Ongoing 4. A review of the teaching Te Reo Māori and local iwi history is reviewed to make it evident in planning and programmes <input checked="" type="checkbox"/> Ongoing 5. Whānau and iwi are consulted and engaged <input checked="" type="checkbox"/> Comm Survey 6. A reciprocal relationship is initiated with a local iwi or kura Kaupapa Ongoing 7. All students experience at least one noho marae throughout their Whenuakite schooling <input checked="" type="checkbox"/> 40 learners—Tuia 	<ol style="list-style-type: none"> 1. A review of the language, identity and culture of all learners is acknowledged and respected and diversity is valued. 2. The implementation and use of Tikanga Māori, Te Reo and Te Āo Māori is reviewed with whanau 3. Professional development upskills staff and BOT in Tikanga Māori, Te Reo and Te Āo Māori 4. A sequential approach to teaching Te Reo Māori and local iwi history is developed in planning and programmes 5. Whānau and iwi are consultation is reviewed and aspects implemented 6. The local iwi or kura Kaupapa engaged in the Whenuakite Ropu 7. All students experience at least one noho marae throughout their Whenuakite schooling 	<ol style="list-style-type: none"> 1) The language, identity and culture of all learners is acknowledged and respected and diversity is valued 2) Tikanga Māori, Te Reo and Te Āo Māori are visible and embedded in the school environment, communications, planning, resources and practices 3) Staff and BoT have knowledge and understanding skills staff in Tikanga Māori, Te Reo and Te Āo Māori 4) A sequential approach to teaching Te Reo Māori and local iwi history is evident in planning and programmes 5) Whānau and iwi are consulted and engaged 6) A reciprocal relationship is established with a local marae or kura Kaupapa 7) All students experience at least one noho marae throughout their Whenuakite schooling

Strategic Goals 2019—2021

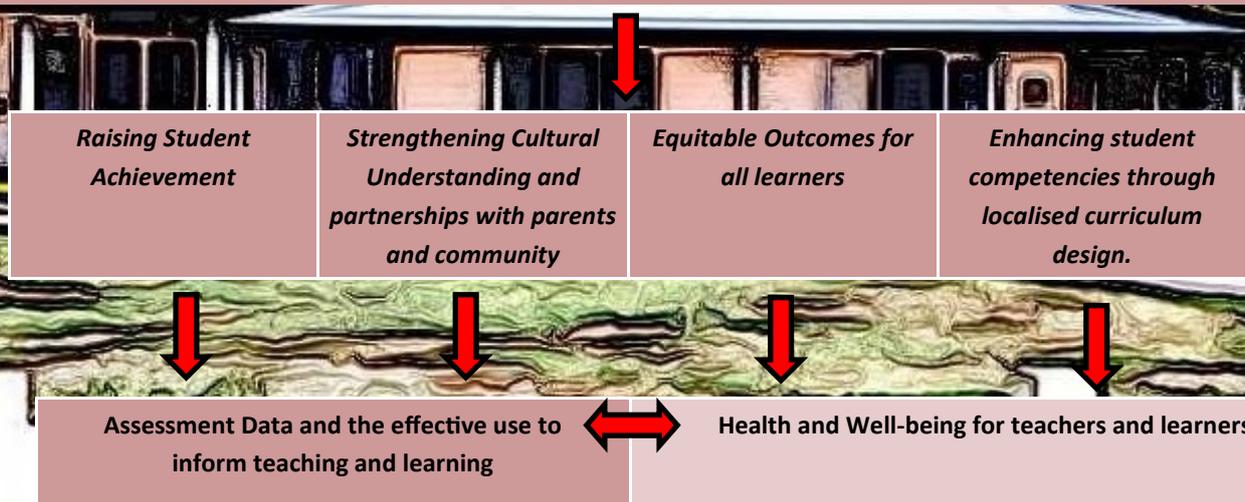
Community Engagement

Whanaungatanga, Wananga, Manaakitanga

Whenuakite School will have effective communication and community engagement and positive home/school relationships will enable all parents and whānau to actively support learning

2019	2020	2021
<ol style="list-style-type: none"> 1. A review of Communication and Engagement is initiated to develop a plan to be implemented for the school and wider community On-going 2. Parent education evenings inform parents/whānau about the school's teaching practices and assist them to support their children's learning <input checked="" type="checkbox"/> 3. The School and BoT prioritise scheduled social / educational events which develop a cohesive school community and support home/school relationships Ongoing 4. Mid-year reports and parent/teacher interviews assist parents to support student learning <input checked="" type="checkbox"/> 5. A family support register lists parents/grandparents (and members of the wider community) who are willing to share their expertise or help with supported learning needs identified by the school <input checked="" type="checkbox"/> 6. A stakeholder survey gathers community voice to assist with development of Teaching and learning at Whenuakite School <input checked="" type="checkbox"/> 	<ol style="list-style-type: none"> 1. Comprehensive Communication and Engagement Plan is implemented for the school and wider community 2. Parent education evenings inform and engage parents/whānau about the school's teaching practices and assist them to support their children's learning, as well as a tool to gain community voice 3. The School and BoT prioritise scheduled social events which develop a cohesive school community and support home/school relationships 4. Mid-year reports and parent/teacher interviews assist parents to support student learning 5. Whanau from the family support register are engaged to share their expertise or help with supported learning needs identified by the school 6. A stakeholder Survey is reported to the Community and amendments made in alignment with community voice. 	<ol style="list-style-type: none"> 1) A comprehensive Communication and Engagement Plan is embedded for the school and wider community and promotes effective Teaching and Learning. 2) Parent education evenings are reviewed, and specialists are engaged to inform parents/whānau about the effective teaching and learning practice. 3) The School and BoT prioritise scheduled social events which develop a cohesive school community and support home/school relationships 4) Mid-year reports and parent/teacher interviews assist parents to support student learning 5) Whanau from the family support register are engaged to share their expertise or help with supported learning needs identified by the school 6) A stakeholder Survey is reported to the Community and amendments made in alignment with community voice.

Coromandel Kahui Ako Key Goals / Strategies which will support our Targets



Annual Goal 1 - 2020

Student Achievement

All our learners will progress and achieve to their highest possible educational potential through the use of reliable achievement data, targeted planning and quality teaching and learning

Initiative	Action	Responsibility	Timing / Resources	Success Criteria
Identifying students' individual learning needs and using targeted planning to accelerate progress is a core focus	Teacher knowledge and practice (pedagogy) is developed through target students and ongoing professional development 'Learning Progression Frameworks' reviewed and continued.	All	Professional Development Terms 1—4 Readings / PLD TAI Model developed	<ul style="list-style-type: none"> • student needs are being met • Students can articulate what they are learning, why they are learning it and how they know they are successful. • Student acceleration / success in learning
Professional Development will focus on developing deeper understanding on the needs of each child and ways to adapt what we do to help them succeed	Cultural Inclusiveness / Relational Pedagogy and Restorative Practice reviewed as a team.	SLT Teachers	PLD—Localised curriculum MOE	<ul style="list-style-type: none"> • Student Voice us utilised • Community Voice utilised • A shared Local Curriculum is implemented
Students take ownership of their learning and can articulate current and next learning steps	Observations and disussions to identify and reflect on the learning needs of the children.	Teachers SLT	Discussions start T1 Teaching Capability Matrix	<ul style="list-style-type: none"> • Students can articulate what they are learning, why they are learning it and how they know they are successful. • Children can share their learning with whanau • Student voice utilised • Students are aware of expectations and can articulate these.
Achievement data is collated, moderated and used to inform planning	Regular review of Target Learners in Syndicates and Staff Meetings. Data, teaching strategies, progress and acceleration will be discussed and shared. Kahui Ako Leader engaged to inform Assessment Practice across the cluster	Kahui Ako SLT BOT Teachers	All Year Kahui Ako	<ul style="list-style-type: none"> • Teacher delivery focused upon next learning steps • Teachers and parents working together to improve and accelerate learner outcomes • Regular Learning conversations to inform learning • Shared understanding of Assessment tools developed
Annual review of School Based Curriculum.	Local Curriculum is reviewed as a staff, and linked to Professional Development and local needs	SLT Teachers	PLD—Localised curriculum MOE	<ul style="list-style-type: none"> • Student Voice us utilised • Community Voice utilised • A shared Local Curriculum is implemented
Learning Programmes focus on developing NZC Key Competencies according to schoolwide culture	Local Curriculum is reviewed as a staff, and linked to Professional Development and local needs Whenuakite school identity and future direction established with all stakeholders Involve students in experiences beyond the classroom's four walls Create a sense of unity and belonging through example; conversations at assembly, school wide sport, staff and student team building opportunities, implementation of K.I.T.E Kids and Peer Mediation.	SLT Teachers	PLD—Localised curriculum MOE Community	<ul style="list-style-type: none"> • A shared Local Curriculum is implemented • Connect with the community to share the Local Curriculum • Whenuakite school identity and future direction established with all stakeholders contributing • Students exposed and involved in a rich variety of learning opportunities • Student pride and sense of belonging; creating strong, resilient, future contributors to society • Student ownership of their learning

Annual Goal 2 - 2020

Bi-culturalism / Inclusiveness

At Whenuakite School Tikanga, Te Reo & Te Āo Māori will be valued and interwoven in the multi-cultural, inclusive life of the school

Initiative	Action	Responsibility	Timing / Resources	Success Criteria
<p>The language, identity and culture of all learners is acknowledged and respected</p>	<p>Ka Hikitia and Tataiako reinforced against 21st Century Learning and Te Akonga o Whenuakite.</p> <p>Karakia, Te Reo or waiata is used daily</p> <p>Local Curriculum developed using MOE tools for reflection</p>	<p>All</p>	<p>Professional Development Terms 1—4</p> <p>Readings / PLD</p>	<ul style="list-style-type: none"> ● Maori success promoted as Maori in a community setting ● Bicultural understanding and identity is embedded further ● Curriculum identifies the needs of all learners and articulates the Whenuakite way of teaching =
<p>Tikanga Māori, Te Reo and Te Āo Māori are visible in the school environment, communications, planning, resources and practices</p>	<p>Karakia, Te Reo and waiata used at meetings (BOT, Staff, external)</p> <p>Local Curriculum developed using MOE tools for reflection</p>	<p>SLT Teachers</p>	<p>PLD—Localised curriculum</p> <p>MOE</p>	<ul style="list-style-type: none"> ● A bi-cultural understanding develops with learners (and whanau) who have more awareness of Te Ao Maori
<p>Professional development upsills staff in Tikanga Māori, Te Reo and Te Āo Māori</p>		<p>Teachers</p> <p>PLD Facilitator</p> <p>SLT</p>	<p>Discussions start T1</p> <p>Teaching Capability Matrix</p>	<ul style="list-style-type: none"> ● Students can articulate what they are learning, why they are learning it and how they know they are successful. ● Children can share their learning with whanau ● Student voice utilised
<p>A review of the teaching Te Reo Māori and local iwi history is reviewed to make it evident in planning and</p>	<p>Local Curriculum is reviewed as a staff, and linked to Professional Development and local needs</p> <p>Whenuakite school Bi-cultural identity and future direction established with all stakeholders</p> <p>Create a sense of unity and belonging through example; conversations at assembly, school wide events, staff and student team building opportunities, implementation of K.I.T.E Kids and Kapa Haka</p>	<p>Kahui Ako</p> <p>SLT</p> <p>BOT</p> <p>Teachers</p>	<p>All Year</p> <p>Kahui Ako</p>	<ul style="list-style-type: none"> ● Teacher delivery focused upon next learning steps ● Teachers and parents working together to improve and accelerate learner outcomes ● Regular Learning conversations to inform learning ● Shared understanding of Assessment tools developed
<p>Whānau and iwi are consulted and engaged</p> <p>A reciprocal relationship is initiated with a local iwi or kura Kaupapa</p>	<p>Annual Maori Learner Hui developed</p> <p>Iwi communicated and engaged with regularly</p> <p>Iwi to share local stories and maori education with children and community</p>	<p>SLT Teachers</p> <p>Kahui Ako</p> <p>Ngati Hei</p>	<p>PLD—Localised curriculum</p> <p>MOE</p>	<ul style="list-style-type: none"> ● Student Voice is utilised to develop the Local Curriculum ● Community Voice utilised to develop the Local Curriculum ● A shared Local Curriculum is implemented ● Stronger relationship with Ngati Hei developed ● A deeper understanding of the rich cultural history of Whitianga
<p>All students experience at least one noho marae throughout their Whenuakite schooling</p>	<p>Kapa Haka Group to attend Tuia Haka Powhiri at Wharekaho / Iwi grounds in October 2019</p>	<p>SLT Teachers</p> <p>Kahui Ako</p> <p>Ngati Hei</p>	<p>Wharekaho / Ngati Hei</p>	<ul style="list-style-type: none"> ● Understanding of the rich cultural history of Whitianga and New Zealand ● Understanding of / and participation in traditional maori culture
<p>An explicit focus on raising Maori (boys) achievement</p>	<p>Target Groups set in writing which include Maori Boys with the aim of accelerating their learning</p> <p>Target Group data reviewed twice per term to assess impact of strategies</p>	<p>SLT Teachers</p>		<ul style="list-style-type: none"> ● Maori boys achievement is increased. ● Teaching and learning strategies developed which cater to all students learning needs

Annual Goal 3 - 2020

Community Engagement

Whenuakite School will have effective communication and community engagement and positive home/school relationships will enable all parents and whānau to actively support learning

Initiative	Action	Responsibility	Timing / Resources	Success Criteria
Review of the 2019 community Survey with links in the 2020 Strategic Plan	<p>The survey is reviewed and components utilised to improve the school.</p> <p>The Kahui Ako Well-being Survey is reviews and utilised to develop strong systems around well-being.</p>	BOT Staff	Term 1	<ul style="list-style-type: none"> •
A review of Communication and Engagement is initiated to develop a plan to be implemented for the school and wider community	<p>A plan is developed to engage whanau into assisting their children in learning</p> <p>Provide greater opportunity for parent / teacher / student sharing of information</p>	All	Professional Development Terms 1—4 Readings / PLD TAI Model developed	<ul style="list-style-type: none"> • Whanau are aware of events / activities which are planned to support learners. • Whanau are able to support their child in the learning process • Teachers and parents working together to improve and accelerate learner outcomes
Parent education evenings inform parents/whānau about the school's teaching practices and assist them to support their children's learning	<p>Education evening held to inform parents of the writing process and ways the school teaches writing.</p> <p>Education evening held to support possible BOT members to gain an understanding of the role of the BOT</p>	SLT Teachers	PLD—Localised curriculum MOE	<ul style="list-style-type: none"> • Parents have an understanding of how teachers teach writing and the processes around these. • BoT / parents develop a clear understanding of the role of the Board and ways to support the school.
The School and BoT prioritise scheduled social events which develop a cohesive school community and support home/school relationships	Set social events diarised in which all BOT members will attend to support the school	Teachers PLD Facilitator SLT	Discussions start T1 Teaching Capability Matrix	<ul style="list-style-type: none"> • The board of Trustees are visible in supporting teaching and learning at Whenuakite School.
Reports and parent/teacher interviews are reviewed assist parents to support student learning	<p>A review of reports is undertaken to assist in providing more clarity to parents regarding the progress of their child.</p> <p>Parent / Teacher Interviews are reviewed in order to ensure further student voice, as well as clarity for all on learning progression.</p>	Kahui Ako SLT BOT Teachers	All Year Kahui Ako	<ul style="list-style-type: none"> • Clarity is developed regarding progress / acceleration made and next steps • Kahui Ako review on assessment and use of this develops a more robust assessment schedule
A family support register lists parents/grandparents (and members of the wider community) who are willing to share their expertise or help with supported learning needs identified by the school	<p>A register is developed to identify abilities within the community and ways they can support learning</p> <p>Request further assistance from the community to support learning for all children where necessary</p> <p>Involvement of students in experiences beyond the classroom's four walls</p>	SLT Teachers	PLD—Localised curriculum MOE	<ul style="list-style-type: none"> • A clear understanding of who is able to assist the school, and the skills they have • The community is assisting with developing children's learning needs. • Students exposed and involved in a rich variety of opportunities
A stakeholder survey gathers community voice to assist with development of Teaching and Learning at Whenuakite School (Local Curriculum)	<p>A community Health and PE Survey is conducted</p> <p>Polls are introduced to the newsletter to gain community Voice to inform the development of teaching and learning at Whenuakite School</p> <p>A community Survey is conducted in Term 4 to assist in the development of teaching and learning at Whenuakite School</p> <p>Student Surveys / Voice gathered to inform the school in teaching</p>	SLT Teachers	PLD—Localised curriculum MOE Community	<ul style="list-style-type: none"> • A shared voice is heard in the development of teaching and learning at Whenuakite School. • Consultation will identify 'what's important' around Whenuakite identity and culture. • Whenuakite school's identity and future direction established with all stakeholders contributing

Improvement Strategies - 2019

Property

- Review Road Safety and ways to improve this.
- Projects to develop K.I.T.E Kids and the school culture of Learning.
- Develop visual aesthetics to promote Te Akonga o Whenuakite and the school culture.
- Device upgrade to maintain low ratio's to reinforce learning and keep stock up to date.
- Room 1 upgrades and shift as a part of the 10 Year Plan.
- Review and update the Asset Register.
- Review Health and Safety components of the School Site.
- Replace / repair items e.g. pool cover, walls.

Personnel

- Online administration and eportfolio tool.
- Continual support for professional development.
- Maintain and develop strong Kahui Ako relationships.
- Engage with the team regarding health and well-being of staff and students.
- Engage with an adviser to support the new BOT and develop knowledge and understanding of their role.
- Engage with Kahui Ako in further development and understanding of Health and Well-being for all.
- Develop internal leadership capacity through targeted PLD.

Finance

- Increase working capital surplus by stopping departmental spending at the end of term 3 (unspent budgeted items go back into schools surplus).
- Undertake further development to spread leadership capability and understanding of finances.
- Manage project spending with Gisler project Management team.
- Review Asset register and update as necessary.
- Review Cyclical Maintenance Schedule and update / implement as necessary
- Review expenditure and utilise school resources to reduce this.

Student Learning

- Review and increase diversity of our local curriculum offering focussing on student centred, responsive curriculum
- Focus on accelerated progress for learners in writing against Curriculum level indicators
- Undertake professional development and implement research based literacy strategies
- Redevelop the Special Education Needs process, allocations and storage of information.

Student Engagement

- Review and increase diversity of our local curriculum offerings focussing on student centered, responsive curriculum
- To review and formalise transition programmes for students moving from ECE to School and Primary to Secondary School.
- Maintain Education outside the Classroom which reinforces teaching and learning
- Involve learners in projects which give input into 'school culture' e.g. stone garden, skate ramp, totems
- Plan, participate and reflect on Tuia 250 and beyond

Community Engagement

- Investigate how we engage and communicate with parents.
- Develop a set of actions for communication for 2019.
- Develop short polls to gain community voice.
- Education Evenings held to engage parents in learning.
- Engage the community to seek new BOT Members; and developing an understanding of the role of the BOT.
- Engage with Ngati Hei to further develop the bi-cultural partnership