



The University of Auckland

Centre for Educational Leadership

Te Pokapū Mātanga Ako Mātauranga

# Whatawhata School 2019 School Charter and Annual Plan



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# Our Strategic Intentions

## We Are Whatawhata School

Whatawhata School is a semi-rural Year 1 to 8 school 6km West of Hamilton that serves the community of Whatawhata. There are approximately 290 learners at the school and it has grown rapidly over the last few years. About one-quarter of students are Māori and the remainder are of European descent. There are currently four learning teams at the school. All are fully collaborative, with teams of two to five teachers and learning support staff supporting up to 70 learners in collaborative learning spaces. The school is decile 8 and the socio-economic background of our families is very broad.

## Our Vision

To Grow, To Achieve, To Care – Kia Whakatupu, Kia Whakatutukitanga, Kia Manaaki

## Our Values

Curiosity: I am excited about the world around me    Resilience: I embrace the challenges of life  
Aroha: I value and appreciate my environment and other people    Mana: I am proud of myself and all I can do  
Mana: I am a positive role model to others    Perseverance: I keep going even when things get tough  
Respect: I care for myself and those around me

## Cultural Relevance and Responsiveness - Success for Maaori as Maaori

Whatawhata School is committed to ensuring the best possible outcomes for our Maaori learners, valuing diversity and validating culture, language and identity.

This means we:

Focus on the strengths and needs of our Maaori learners and develop culturally relevant and responsive programmes that better support them in their learning

Ensure **all** learners enjoy quality learning in Te Ao Maaori, including Reo, Tikanga, Waiata and Puuraakau

Develop and value our own tikanga within our school

Have strong, positive relationships with our Maaori whaanau, wider Maaori community and Te Papa o Rotu Marae



# Guiding Principles



# Strategic Planning

Strategic planning is based upon our [Guiding Principles](#). Our Guiding Principles are reviewed every three years to ensure they reflect both the school community's (staff, parents, whaanau, learners) wants and needs and current thinking and research in regards to effective teaching for improving learning, progress, achievement and engagement. They reflect both intentions for improvement and areas that we value (the important aspects of our school culture). They become the way that we realise our vision, **To Grow, To Achieve, To Care**.

In any school year, a number of these principles will be supported and improved through our strategic priorities. The table belows the primary areas of improvement focus for each year

Guiding Principles	2018	2019	2020	2021
<b>To Grow - Being the best person I can be</b>				
I am the leader of my own learning	P3			
I work well on my own and collaboratively with others	P3	P2		
I take on challenges and solve my own problems		P2, P3		
I am curious about the world around me. I'm capable and confident in finding my own answers	P3	P3		
I show our school values in everything I do		P2		
<b>To Achieve - Doing the best I can in my learning</b>				
The teachers know me and understand me. We work together to make learning just right for me	P1, P2	P1, P2		
I have the tools and opportunities to learn in lots of different ways	P2	P1, P3		
I am successful, motivated and engaged in all areas of my learning	P1, P2	P1, P2		
I know what I am learning and why I'm learning it, how I am going and what I need to learn next	P3			
I help my whaanau know how I am going and how they can help me in my learning	P3	P1, P3		
<b>To Care - Caring for our school, our community, our environment and each other</b>				
We are a whaanau who learn together and look after each other	P1, P2	P1, P2, P3		
I help our school and community		P3		
I care for our environment, for now and the future		P3		
I understand and value Te Ao Maaori, our Maaori community and all cultures within our school				
I value our school's history and unique character				

# Annual Improvement Planning

Improvement Plan 1: Consolidating Spirals of Inquiry as a tool for better supporting learning and learners	
<p><b>Annual Goals: Where do we want to be by the end of 2019?</b></p> <p>Effectively completing the process - getting into new learning and taking action earlier in the year so more time is available for these key phases but without shortcutting scanning processes</p> <p>Trusting In the process and really getting deeply into it - we have the knowledge now</p> <p>Implementing a streamlined recording system - a single model for evidence, appraisal, progress, presentation. Google Slides approach is preferred</p> <p>Ensure quality time for learning and taking action and sufficient funding for professional learning courses and resources</p> <p>Upskilling our new people - providing key readings, leadership and mentoring by team leaders and CoL leaders</p> <p>Consider more relevant and “in-action” ways of gathering evidence, both quantitative (assessment) and qualitative.</p> <p>Exploring existing ways and developing revised ways of sharing this evidence, considering cognitive, social, emotional and behavioural, and physical development -</p> <p>Confidently see and articulate the impact that spirals are having with all stakeholders, including bringing our parents along for the journey</p>	<p><b>Annual School-wide Target: Where do we want our learners to be at the end of 2019?</b></p> <p>Each team will create their own learner target statement according to their learners’ needs, considering holistic (cognitive, social, emotional and behavioural, and/or physical) development.</p> <p>In 2019 the annual goals are:</p> <p>Priority learners (Maaori learners and others at below expected levels) show accelerated learning progress</p> <p>Priority learners show improved achievement</p> <p>The achievement gap between Maaori and non-Maaori is reduced</p>
<p><b>Strategic Goals:</b></p> <p>What Guiding Principles are developed through this (G-Grow, A-Achieve, C-Care)?</p> <p>A: The teachers know me and understand me. We work together to make learning just right for me</p> <p>A: I know what I am learning and why I’m learning it, how I am going and what I need to learn next</p> <p>A: I have the tools and opportunities to learn in lots of different ways</p> <p>A: I am successful, motivated and engaged in all areas of my learning</p> <p>A: I help my whaanau know how I am going and how they can help me in my learning</p> <p>C: We are a whaanau who learn together and look after each other</p>	<p><b>Assessment, tracking and reporting approaches</b></p> <p>Each team will establish ways of identifying and recording evidence of progress, considering children’s cognitive, social, emotional and behavioural, and physical development</p> <p>Collectively we will develop revised ways of sharing this evidence with parents, community and board, considering children’s cognitive, social, emotional and behavioural, and physical development</p> <p>Twice yearly the overall progress of all priority learners will be shared with the board</p> <p>Each team will share their journey termly with other teams and once annually with the Board</p>
<p><b>Resourcing</b> <i>How much money and time is needed? Who will help us?</i></p> <p>Ongoing PL for team leaders in Spirals of Inquiry (CoL funded, school funds to release TLs except for ASL, WSL)</p> <p>WSL, ASL provide just in time support for teams when requested</p>	

## Improvement Plan 2: Implementing more effective behaviour learning, support and management through PB4L

### Annual Goals: Where do we want to be by the end of 2019?

The PB4L School-Wide framework (tier one) is effectively implemented across the school according to our needs, values and culture.

Positive behaviour and learning is a way of life at Whatawhata School.

This will require the following:

1. Setting up a team: A PB4L School-Wide team leads our school's activities. The team will include a range of representatives, including staff. They will be trained in the content and processes of School-Wide and will lead decision-making, consultation, communication and implementation.
2. Information gathering: All staff are involved in recording behaviour incidents based on definitions that we have all agreed. The PB4L team will analyse the data and communicate the findings
3. Behaviour expectations: The team will lead the school to identify 3-5 behaviour expectations. We will get creative and come up with ways to show these around the school and make sure everyone within our school gates know what they are.
4. Teaching behaviours: Children and young people will be taught behavioural expectations in the same manner as any core curriculum subject.
5. Recognising positive behaviour: We will develop a system for acknowledging, rewarding and encouraging the behaviours we would like to see.
6. Responding to undesirable behaviour: We will establish school-wide systems for responding to undesirable behaviours (what is minor and major, what gets responded to in class, what gets referred on and how you can be supported to respond appropriately).
7. For groups of students or individual students for which the above approach will still not be enough, the PB4L team looks at increased levels of support for these students (and their teachers), understanding what might be behind the behaviour and what further support might be needed such as social skills clubs, mentors or behaviour plans
8. Consistency across the school is one of the keys to PB4L School-Wide success. Everyone's buy-in is essential. This includes reliever teachers.
9. Proactively engage with the school community, reporting regularly on the school's learning and its impact on students and providing ideas for home practices

### Annual School-wide Target: Where do we want our learners to be at the end of 2019?

As a result of becoming involved in PB4L, **staff** will:

- learn a lot about child behaviour
- transform your relationship with your students
- be less stressed
- have fewer interruptions in your class
- spend more time teaching and less time managing behaviour.

Through PB4L, **learners** will:

- learn in an environment that is safe, fair, positive and respectful
- actively learn positive behaviour expectations and strategies
- recognise and celebrate positive behaviour in themselves and others
- be more engaged and achieving
- receive further targeted support if required

As a result there will be fewer incidences of minor and major behaviours, fewer disruptions to learning, and a more positive, strengths focused school culture

### Strategic Goals:

What Guiding Principles are developed through this (G-Grow, A-Achieve, C-Care)?

G: I work well on my own and collaboratively with others

G: I take on challenges and solve my own problems

G: I show our school values in everything I do

A: The teachers know me and understand me. We work together to make learning just right for me

### Assessment, tracking and reporting approaches

Information gathering: All staff are involved in recording behaviour incidents based on definitions that we have all agreed. The PB4L team will analyse the data and communicate the findings to staff and the board

The PB4L team will report to the board annually

Termly board reporting around behaviour using naturally occurring data created by the PB4L team

A: I am successful, motivated and engaged in all areas of my learning C: We are a whaanau who learn together and look after each other	
<b>Resourcing</b> <i>How much money and time is needed? Who will help us?</i> PD support from Ministry of Education PB4L team Financial support (\$10000) from Ministry Release for PB4L team professional learning	

### Improvement Plan 3: Improving and sustaining and our environmental pedagogy and practices

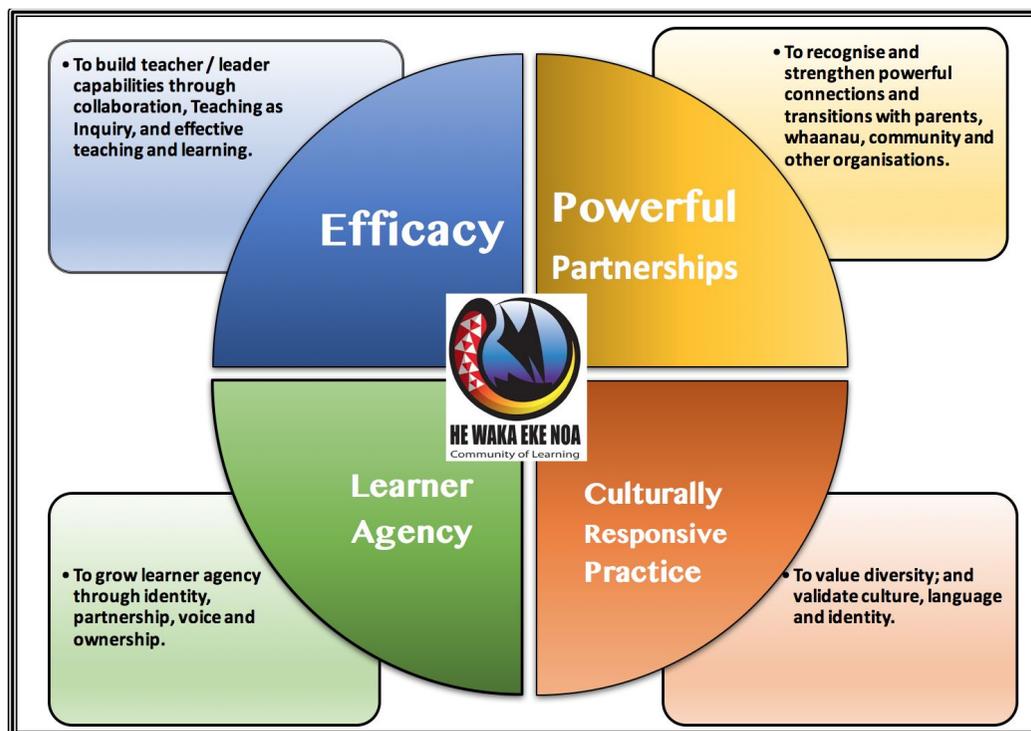
<p><b>Annual Goals: Where do we want to be by the end of 2019?</b> Everyone engages fully in the enviroschools vision and the action cycle Continue to achieve aspects of our enviro vision: - Complete and maintain previous projects - See projects through to completion Teams get deeply into this, learning is a holistic approach of learning through the environment (social, cognitive, physical, emotional and behavioural) Everyone has access to the resources, easy to hand Para kore is up and working effectively Learning: Getting children out there, doing it, regular part of what we do, purposeful, giving back, valued part of our learning Create a sustainable plan for how things are cared for and who Provide opportunities for children to learn the why for our environmental and social actions</p>	<p><b>Annual School-wide Target: Where do we want our learners to be at the end of 2019?</b> Children are actively involved and interested in our environment Practical skills - they can actually do things Children have knowledge - they understand the why behind what we are doing Social outcomes: They can identify things they can change or improve, can recognise and share changes that they can make and can see how they have made a difference Service: Children can lead practical ways that serve and benefit each other, the school and community Environment: Children (and all others) take responsibility for the school and wider environment through everyday actions</p>
<p><b>Strategic Goals:</b> What Guiding Principles are developed through this (G-Grow, A-Achieve, C-Care)? G: I take on challenges and solve my own problems G: I am curious about the world around me. I'm capable and confident in finding my own answers A: I have the tools and opportunities to learn in lots of different ways A: I help my whaanau know how I am going and how they can help me in my learning C: We are a whaanau who learn together and look after each other C: I help our school and community C: I care for our environment, for now and the future</p>	<p><b>Assessment, tracking and reporting approaches</b> We record projects, progress and learning in digital ways and through displays This is regularly shared with the wider community</p>
<p><b>Resourcing</b> <i>How much money and time is needed? Who will help us?</i> \$2500 enviro projects budget PL support for implementing para kore (funded by WDC) and enviroschools (Adrienne) Para kore resources</p>	

## Improvement Plan 4: Improving our leadership, team and administrative efficiency and practices

<p><b>Annual Goals: Where do we want to be by the end of 2019?</b></p> <p>Improved school and team systems that increase effectiveness, aid clarity, manage time and resources and streamline processes</p> <p>Reduced volume of administrative workload through asking the “why” about many of the things we do</p> <p>Improved school culture, wellbeing and collective support</p> <p>Everyone knows everyone’s role, their expectations, and we all trust and ensure these are met</p> <p>More effective ways of working in the leadership team and learning teams to focus as much time as possible on learners</p> <p>Understanding of best practices for office administration (finance, payroll, absence, communications) and current issues. Improve administrative (office) organisation and effectiveness</p> <p>Effective attendance tracking and actions established</p>	<p><b>Annual School-wide Target: Where do we want our learners to be at the end of 2019?</b></p> <p>Children, whaanau and staff all directly benefit as a result of these improvements</p> <p>As much of the day is focused on teaching and learning as possible</p>
<p><b>Strategic Goals:</b></p> <p>What Guiding Principles are developed through this (G-Grow, A-Achieve, C-Care)?</p> <p>G: I work well on my own and collaboratively with others</p> <p>G: I take on challenges and solve my own problems</p> <p>C: We are a whaanau who learn together and look after each other</p>	<p><b>Assessment, tracking and reporting approaches</b></p> <p>Termly update to BoT</p> <p>Self-reflection in leadership team</p>
<p><b>Resourcing</b> <i>How much money and time is needed? Who will help us?</i></p> <p>Funding for Rob Bull leadership coaching programme</p> <p>Fortnightly leadership team meetings, inc coaching</p> <p>Additional funding (10 hours) for 2nd administrator</p>	

# Aligning with our Community of Learning - He Waka Eke Noa

## Strategic Goals 2019 - 2021 & Annual Plan 2019



### Strategic Goal One: Efficacy - to build teacher & leader capabilities through collaboration, Teaching as Inquiry and effective teaching and learning.

Target Actions / Annual Plan:	How we align with these actions	How CoL supports us achieve these actions
1. Strengthen collaborative inquiry within and across He Waka Eke Noa. Share and utilise our learning. 2. Grow and sustain leadership capability within and across He Waka Eke Noa i.e. Learner Agency / Culturally Sustaining Pedagogies for all learners	1. Our priority one goals are in alignment with this	Termly CoL funded PL programme Access to expert support partners Communication with other schools implementing spirals of inquiry

**Strategic Goal Two: Learner Agency - to grow learner agency through identity, partnership, voice and ownership.**

Target Actions / Annual Plan:	How we align with these actions	How CoL supports us achieve these actions
<p>1. Build strong inclusive relationships through valuing student identity, language and cultural competencies.</p> <p>2. Ensure opportunities for learning are articulated through formative practices, e.g. voice, reflection and other evidence/data to inform planning, teaching, learning and curriculum design.</p> <p>3. Develop opportunities for learners to know themselves as learners, by building capacity for lifelong learning, e.g. growth mindset, learning to learn, reflection.</p> <p>4. To explore, implement and refine deep, meaningful learning opportunities for students, e.g. student directed / initiated, project based learning, inquiry learning, authentic learning, conceptual curriculum design, key competencies.</p>	<p>1, 2. Our priority one goals are in alignment with this</p> <p>4. Links well with our priority one and three goals</p>	<p>Termly CoL funded PL programme</p> <p>Access to expert support partners</p> <p>Communication with other schools implementing spirals of inquiry</p>

**Strategic Goal Three: Powerful partnerships - to recognise and strengthen powerful connections and transitions with parents, whaanau, community and other organisations.**

Target Actions / Annual Plan:	How we align with these actions	How CoL supports us achieve these actions
<p>1. Foster reciprocal learner-centred relationships with students and whaanau as a pathway for positive engagement in their child's learning.</p> <p>2. Connect with and utilise support from a range of agencies in response to learner needs by developing powerful partnerships that extend and enrich learning. Collaboratively plan and implement effective learning programmes and seamless transitions for learners.</p> <p>3. Through effective leadership; build relational trust, participation and collaboration.</p>	<p>1. Our priority one and two goals are in alignment with this</p> <p>3. Our priority four goals are in alignment with this</p>	

**Strategic Goal Four: Culturally Responsive Practice - to value diversity and validate culture, language and identity.**

Target Actions / Annual Plan:	How we align with these actions	How CoL supports us achieve these actions

<p>1. Develop a shared understanding of what culturally sustaining pedagogy is. Acknowledge and celebrate the different cultures within and across our schools.</p> <p>2. Strengthen our relationship with Waikato Tainui (Whakatupuranga 2050) to enhance and support our teaching and learning programmes, school practices.</p> <p>Actively acknowledge and act upon the implications of the Te Tiriti o Waitangi, i.e. foster Tikanga, Te Reo Maaori, Mana Whenua, Tainuitanga.</p>	<p>2, 3. Using the Waikato Tainui education strategy as a reflective tool as part of priority one.</p> <p>3. Identify ways to strengthen culturally relevant and sustaining pedagogy through the above</p>	
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