

WAIMĀRAMA SCHOOL

Charter 2018

Strategic Plan 2018 - 2020



VISION

kia eke .. to be the best you can be

VALUES

WHAKAMANA TANGATA .. We respect ourselves and others

WAIMĀRAMATANGA .. We celebrate our culture

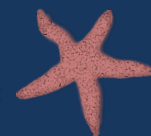
WHANAUNGATANGA .. We embrace our community

WHAKAMANA TE TAIAO .. We value our environment



WAIMĀRAMA SCHOOL

kia eke to be the best you can be



Whakamana tangata
We respect ourselves & others

Whanaungatanga
We embrace our community

Whakamana te taiao
We value our environment

Waimaramatanga
We celebrate our culture

aKoranga

waImaramatanga

whA naungatanga

tE taiao

Kia oranga

tE ao

BIG IDEAS



AKORANGA

WAIMARAMATANGA

WHANAUNGATANGA

TE TAIAO

KIA ORANGA

TE AO

Our Learning

Our Culture

Our community

Our environment

Our well-being

Our world

Unleash our potential

Know our Waimāramatanga

Embrace our community

Be eco-warriors

Understand the four cornerstones of health

Know our place as global citizens

PEPEHA

*Ko Te Whanganui-a-Tara te maunga
Ko Waingōngoro te awa
Ko Waimārama te marae
Ko Taupunga te whare
Ko Ngāti Kurukuru, ko Ngāti
Whakaiti, ko Ngāti Hikatoa, ko Ngāti
Urakiterangi ngā hapū
Ko Ngāti Kahungunu te iwi
Ko Takitimu te waka
Tihei Mauriora!*

WHAKAPAPA



CULTURAL DIVERSITY

Waimārama School will encourage students to stand tall and respect the different cultures that make up our society, including big ideas that incorporate diversity and celebrate the culture of all students within our school community.

Te Reo me ona Tikanga (Maori language and protocols), and the special Waimārama kawa (practices), mātāpono (values), pūrakau (stories and legends), and whakapapa (genealogy), or Waimāramatanga, will be part of the Waimārama School Curriculum.

The school will consult with the community on issues relating to Maori learning and advancement of our students. The school engages with the Waimārama Maori Committee and community via the principal and the board.

Te Reo Maori is taught, along with Tikanga Māori, waiata and kapa haka which emphasises the bi-cultural heritage of our school and community

The staff will consider Kahikatea and Tātaiako as part of classroom planning and set goals as part of their professional development. The school employs a Kaiako to work with the staff and students on a Māori curriculum that is planned from consultation with the community.

Students will participate in cultural festivals and maintain effective partnerships with ngā Hapū o Waimārama, Waimārama Marae and Waimārama Kohanga Reo.

SPECIAL CHARACTER

Waimārama School has a 100+ year history catering to the bicultural community that it's located in. We currently offer Years 1-6. We are part of a close knit coastal community set beside the beautiful Waimārama beach.

Waimārama is a special place with a rich tapestry of history and recreation all connected with the environment: the whenua (land), awa (rivers), the moana (ocean) and Motu-o-Kura (Kura's Island / Bare Island).

We are situated 25 minutes from Havelock North and pride ourselves in offering the best education in a unique family atmosphere. We have strong links with the local Hapū and Marae, Kohanga Reo, store, Volunteer Rural Fire Force and Surf Lifesaving Club.

Working with our community is a priority to enrich the education of all of our children.

Our students are at the heart of learning. We maximise learning for our students in our school gardens, the local beach and culturally rich and significant Māori community via the Waimārama Marae.

SETTING THE SCENE

Students' Learning	The school's student data had previously not been kept at the levels required to make sound judgements. Moving forward we are developing a robust reporting and recording system, including the use of the student management tool.
Student Engagement	The following attendance patterns have been noted in 2017. 13 students attended school 90% or more this year. 5 students attended school 80% this year. 2 students had erratic attendance patterns - 1 of below 70% attendance in 2 terms and 1 at 76% attendance for 2 terms. Student attendance directly affects student achievement.
School Organisation and Structures	In 2017 the school was a 2-teacher school with 0.5 Principal Release Time (2:5 FTTE). The roll dropped and in 2018 the school will be a sole charge teaching Principal with 0.3 Principal Release time. (1:3 FTTE)
Review of Charter and Consultation	In 2016 an internal SAF team, which included BOT members and staff, worked with the MOE on student achievement. The vision and values of the school have been reviewed in consultation with the community and 6 big ideas were formulated.

WAIMĀRAMA SCHOOL · Charter & Strategic Plan 2018-2020

STRATEGIC SECTION

Strategic Goals	Core Strategies for Achieving Goals 2018 – 2020	
	Might Include:	Measures:
Akoranga Our Learning <i>Unleash our potential</i>	<ul style="list-style-type: none"> Authentic learning programmes ie enviroschools, integrating learning Students developing the skills to be cooperative, independent workers, demonstrating self-control The Waimārama School Inquiry model Students setting goals and reflecting on their own learning Students knowing their own levels and stages of learning Using data walls to monitor and track progress Communicating regularly with whanau Maintaining individual student assessment folders Upskilling teachers and exploring programmes to accelerate progress in maths Engage outside experts to enhance learning 	Comprehensive student achievement data, tracking and showing trends Effective reporting processes for whanau and board Robust performance agreement and appraisal for principal and staff Evidence of student agency and teacher agency - narratives Evidence of teacher inquiry
Waimāramatanga Our culture <i>Know our Waimāramatanga</i>	<ul style="list-style-type: none"> Students embracing their culture and identity Understand what it means for Maori to succeed as Maori Open and trusting relationships Whanau involved and engaged in students' learning and having high expectations Have an all-inclusive environment and relationships with the community Being actively involved with the marae Engage outside experts to enhance their cultural learning Provide our students opportunities to work with other students from wider Hawke's Bay academically and socially 	Tracking former students Project work - evidence of student agency / narratives The review and development of our local curriculum Program planning includes Waimaramatanga content Whanau and hapu consultation
Whanaungatanga Our Community <i>Embrace our community</i>	<ul style="list-style-type: none"> Enhancing students' learning through experience and projects that involve going out into the community Problem-based & inquiry-based learning projects Teachers modelling a collaborative work environment and relationships Engaging local expertise to enhance student learning programmes ie kapa haka, marae visit Close links with kohanga Development of a communication / marketing plan including facebook, website etc Develop a system for community use of the pool (whakamana parents) 	Project work - evidence of student agency / narratives Showcases of student work with whanau and community Tracking roll numbers against families in community Pool is made available and raises funds for school Marketing plan developed
Te Taiao Our Environment <i>Be eco-warriors</i>	<ul style="list-style-type: none"> Commitment to enviroschools and other authentic learning programmes, ie HBRC Pest-free Zone education programs Garden to table 	Developing an Enviroschools vision and action plan
Kia Oranga Our Wellbeing <i>Understand the four cornerstones of health (Te Whare Tapa Whā)</i>	<ul style="list-style-type: none"> Working with public health nurse on a personal hygiene program of learning Daily fitness Garden to table -growing and making of lunches for and by students 	Consultation on health curriculum every 2 years Developing an action plan with DHB for education program
Te Ao Our World <i>Know our place as global citizens</i>	<ul style="list-style-type: none"> Develop a program that will provide an opportunity for enhancing student experience and learning through annual city, bush or snow camps (3-yr rotation) Seizing opportunities for student enquiry on global events Inquiry-based learning 	Student presentations about their experiential learning Project work - evidence of student agency / narratives

WAIMĀRAMA SCHOOL · Charter & Strategic Plan 2018-2020

ANNUAL SCHOOL IMPROVEMENT PLAN - SUMMARY

Domain	Strategic Goal	Target	Short Report
Akoranga Our Learning	<i>We will unleash our learning potential</i>	At least 80% achieving at or above the level for reading, writing & math Students & staff demonstrate respect for one another	70% of students demonstrate an understanding of reading, writing & math against comparable age achievement Respect in daily communication in and outside of the classroom with one another is shown
Waimāramatanga Our Culture	<i>We will know our Waimaramatanga (kawa, mātāpono, pūraku & whakapapa) and all cultures of Waimārama</i>	That every student obtains a sense of pride in knowing their cultural identity People respect one another's cultural identity	Te Reo lessons, Kapahaka, community / marae involvement (tangihanga etc), learning the stories / pūrakau of Waimārama
Whanaungatanga Our Community	<i>We will embrace our community</i>	That the community and school will interact regularly through events and consultation, and relationships will be built and strengthened. The school's reputation will be enhanced through stronger relationships	Being involved in community events, visiting out in the community (being visible) etc, plan to ensure this is incorporated into our teaching program for the year
Te Taiao Our Environment	<i>We will be eco warriors</i>	Implement enviroschools program and HBRC predator free-zone education program, and involving the community in such programs Maintain a safe environment that supports students to stand tall and flourish	The enviroschools and HBRC predator-free education programs is implemented, and community participates Plan programs so staff and school community respect and look out for the wellbeing of students
Kia Oranga Our Well-being	<i>We will understand the four cornerstones of health (Te Whare Tapa Whā)</i>	Physical, mental, spiritual & family wellbeing Whakamana tamariki and whanau to achieve higher attendance	Work with DHB on promoting health awareness including healthy kai, personal hygiene
Te Ao Our World	<i>We will be global citizens</i>	All students be aware of how to keep safe when they are exploring the world (online included) All students participate in an annual camp to stretch their minds and open their eyes to the broader world	School camps annually (3-year rotation city, bush, snow)

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ANNUAL IMPROVEMENT PLAN

AKORANGA · Our Learning · We will step up and unleash our learning potential

READING

Annual Goal 80% of students are achieving at or above the appropriate reading level for their age.		Annual Target 80% of students demonstrate an understanding of reading against comparable age achievement.	
Students and staff demonstrate respect for one another.		Respect in daily communication in and outside of the classroom with one another.	
Baseline Data One year 2 girl and one year 2 boy are at risk. Two year 5 boys and 1 year 5 girl are at risk.			
Key Improvement Strategies			
When	What (examples)	Who	Indicators of Progress
Jan/March	Set up a data tracking wall to monitor progress of all students (names, numbers, needs) Identify target students RTLB support requested Learning plans developed to include pathways of progress, specific goals and expected achievement at key time points Measurable goals set with target students Individual whanau meeting to discuss current attainment, the learning plan and student goals Planning for a school approach to target students' teaching/learning A change of class culture to learner agency - students owning their own learning, having responsibility for their learning and student voice being heard Students being involved in inquiry and learning to learn Students knowing about their own personal learning styles and able to choose interests PLD of all teachers involving student agency and inquiry learning Inschool, informal reading milage linked to performance appraisal	Principal Principal Principal teacher teacher aide students Whanau Principal, teacher, teacher aide	Teaching as Inquiry cycle as part of PL & D, appraisal Regular and informative reporting to Board Test students to obtain information for RTLB reporting Learning plans completed Initial student goal setting completed - ongoing process of daily, weekly and longer-term goal setting to inform learning/teaching Individual whanau meetings held Daily timetable written, and teacher responsibilities identified Students self-directing learning observed
Throughout the year	Teacher as Inquiry involving target students Trialing programmes of work ie Wordlab, reciprocal reading – if appropriate Staff PLD on student agency Regular assessment. To revisit and establish an assessment schedule Meeting with whanau according to reporting schedule	All staff Jude and expert Principal, teacher and participating whanau Whanau and teachers	Changes in teaching practice identified Effective teaching/learning practices assessed Students can discuss their learning and how they self-manage Staff meeting minutes recorded Reporting schedule recorded and followed

WRITTEN LANGUAGE

Annual Goal 80% of students are achieving at or above the appropriate writing level.		Annual Target 80% of students demonstrate an understanding of written language against comparable age achievement.	
Students and staff demonstrate respect for one another		Respect in daily communication in and outside of the classroom with one another	
Baseline Data One year 2 boy is at risk. Two year 5 boys are at risk and one year 5 girl.			
Key Improvement Strategies			
When	What (examples)	Who	Indicators of Progress
Jan/March	<p>Set up a data tracking wall to monitor progress of all students (names, numbers, needs)</p> <p>Complete first piece of writing, assess and set student goals for next example of writing.</p> <p>Identify target students</p> <p>Learning plans developed to include pathways of progress, specific goals and expected achievement at key time points</p> <p>Measurable goals set with target students</p> <p>As part of staff meetings discuss progress and - puzzles of practice - and regularly evaluate written work</p> <p>Assess writing on a daily basis and continue to set writing goals with students and record in books. Daily encouragement and sharing of work</p> <p>Whanau meeting to discuss current attainment, the learning plan and student goals</p> <p>Planning for the approach to target students' teaching/learning</p>	<p>Principal</p> <p>Principal teacher</p> <p>teacher aide</p> <p>Principal teacher</p> <p>teacher aide</p> <p>Teachers</p>	<p>Teaching as Inquiry cycle as part of PL & D, appraisal</p> <p>Regular and informative reporting to Board</p> <p>Learning plans developed and targets set</p> <p>Written work evaluated regularly</p> <p>Assessed using writing exemplar levels and literacy learning progressions</p> <p>Wordlab taught</p> <p>Whanau meeting</p>
Throughout the year	<p>Learner agency - students owning their own learning</p> <p>Teacher as Inquiry involving target students – linked to performance appraisal</p> <p>Staff inhouse PLD on writing strategies</p> <p>Inquiry writing - students writing from their own experience</p> <p>All teachers rotating the teaching of target students</p> <p>Meeting with individual whanau according to reporting schedule</p>	<p>Principal teacher</p> <p>teacher aide</p> <p>Principal teacher</p>	<p>Learner agency observed with students able to discuss their own learning and self-management</p> <p>Teacher notes detailing teacher strategies to move students</p> <p>Writing strategies taught and displayed in room</p> <p>All teachers able to discuss progress of target students</p> <p>Meetings held, reports written and distributed</p>

WAIMĀRAMA SCHOOL · Charter & Strategic Plan 2018-2020

AKORANGA · Our Learning · We will step up and unleash our learning potential

MATHEMATICS

Annual Goal 80% of students are achieving at or above the level for mathematics		Annual Target 80% of students demonstrate an understanding of mathematics against comparable age achievement	
Students and staff demonstrate respect for one another		Respect in daily communication in and outside of the classroom with one another	
Baseline data One year 1 boy, one year 3 girl and one year 5 girl are at risk. Two year 5 boys are cause for concern.			
Key Improvement Strategies			
When	What (examples)	Who	Indicators of Progress
Jan/March	Set up a data tracking wall to monitor progress of all students (names, numbers, needs) Review assessment data, identify target students and determine the learning needs of the target group Learning plans developed to include pathways of progress, specific goals and expected achievement at key time points Measurable goals set with target students Individual whanau meeting to discuss current attainment, the learning plan and student goals	Principal Principal Teacher Teacher aide Teachers	Teaching as Inquiry cycle as part of PL & D, appraisal Regular and informative reporting to Board Learning plans developed and targets set Mathematical work evaluated regularly Assessed using NUMP Individual whanau meeting
Throughout the year	Planning for a school approach to target students' teaching/learning Teacher as Inquiry involving target students – linked to performance appraisal Regular assessment Meeting with individual whanau according to reporting schedule Take opportunities to work on strategies throughout the day	Principal Teacher Principal Teachers	

WAIMĀRAMATANGA · Our Culture · We will know our Waimāramatanga (kawa, mātāpono, pūrakau and whakapapa) and all cultures of Waimārama

Annual Goal That every student obtains a sense of pride in knowing their cultural identity		Annual Target Every student gains a sense of pride in knowing their cultural identity	
That people respect one another's cultural identity		Senior students know marae protocol	
Baseline data 70% of students can say their pepeha. All students were involved in the 2017 kapa haka festival. All know a variety of waiata. All students have attended a tangi on the marae.			
Key Improvement Strategies			
When	What (examples)	Who	Indicators of Progress
	Knowing Waimāramatanga Waimārama kawa (practices), mātāpono (values), pūrakau (stories) and whakapapa (genealogy) I Am unit of work Te Reo programme including games, challenges and waiata Kaphaka programme Waimārama waiata and haka Traditional kai Māori Marae visit	Whanau & community Board Community elders Principal Te Reo teacher	History and stories are collected Powhiri – welcome for new students or whakatau of the year at start if no new students Daily planned program with variety of activities Participate in Hawke's Bay Kaphaka festival

WAIMĀRAMA SCHOOL · Charter & Strategic Plan 2018-2020

WHANAUNGATANGA · Our Community · We will embrace our community

Annual Goal Interact regularly with the community through events and consultation, and build and strengthen relationships		Annual Target At least once per term the school/students will participate in something that makes them visible in the Waimārama community	
Enhance the school's reputation through stronger relationships		Build a network of strategic relationships within the community	
Baseline data Good relationships with rural fire force and local shop. The school hasn't visited Hakikino. Relations with the marae and surf lifesaving need enhancing.			
Key Improvement Strategies			
When	What (examples)	Who	Progress Indicators
Throughout the year	Communications Plan Regular whanau meetings to discuss learning goals, path of progress and student achievement Actively seek opportunities for whanau and community to come to the school In the community learning activities Work with and visit marae, links with kohanga, transition Fridays Passion projects involving whanau Visits within the community Friends of Waimārama School Invitations to outside orgs to present to BOT and/or students Regular emergency services day at school (weekend so community can be invited) Take part in Havelock North COL	Principal Teachers Te Reo teacher Board Chair Admin	Communications Plan implemented - Weekly notices, Teachers using facebook to inform and celebrate, Monthly community newsletter, Updated website Meetings held Whanau come into the school ie swimming sports, working bees Overnight marae stay Kohanga visits – reading to tamariki Transition Fridays Passion projects Firestation, kaumatua flats visited School is invited to participate in community / marae events Friends of Waimārama School operational Emergency Services Day held at school Science programme

TE TAI AO · Our Environment · We will be eco-warriors

Annual Goal We will implement the enviroschools programme and HBRC predator-free zone programme, and involving the community in such programmes		Annual Target Full enviroschool program is implemented and we register with the HBRC for participation in the predator-free programme	
We will maintain a safe environment that supports students to stand tall and flourish		Health and Safety at the school is managed effectively and according to legal requirements	
Baseline data Board health and safety governance and delegations need improving, Waimārama was inactive with enviroschools until 2018, have had no interaction with predator-free zone programme to date			
Key Improvement Strategies			
When	What (examples)	Who	Indicators of Progress
Feb/Mar	Creating an enviroschool vision map - lead by Sonja Sedgwick The Enviroschools' Action Learning Cycle is displayed and is a point of reference for planning	Sonja Sedgwick Principal, teacher, teacher aide	Over a series of lessons Waimārama School enviroschool map completed Action Learning cycle is displayed, and students' activities utilised
Throughout the year	Winter garden planted Seasonal garden to plate Begin implementing Vision map activities Waste - reduce reuse recycle HBRC predator free zone education programme Students take pride in their environment	Principal, teacher, teacher aide	Gardens prepared and planted Gardens maintained Crops harvested and prepared for eating Waste sorted before disposal Contact made with HBRC predator-free

WAIMĀRAMA SCHOOL · Charter & Strategic Plan 2018-2020

KIA ORANGA · Our Wellbeing · We will understand the four cornerstones of Maori health (Te Whare Tapa Whā)

Annual Goal Physical, mental, spiritual and family well-being		Annual Target Students are provided with opportunities to strengthen their well-being in the four cornerstone areas	
Whakamana tamariki and whanau to achieve higher attendance		Confidentially identify families needing additional support to improve student attendance and work personally with those whanau for better attendance	
Baseline data School has existing relationships with DHB district nurse. Attendance rate is 97.5%			
Key Improvement Strategies			
When	What (examples)	Who	Indicators of Progress
Feb/March	Wellbeing Programme of Work for 2018 written with input from Christine Briasco the Public Health Nurse. Personalised support for targeted whanau	Christine Principal teacher teacher aide Principal	Wellbeing programme of work written Whanau are identified, and a program of support is planned for each
Throughout the year Term 2	Know the four cornerstones of health (Te Whare Tapa Whā) Respect - the core concept Healthy Eating encouraged Cleaning of teeth Physical fitness programme of work Caring for ourselves Bullying Free week	Principal Whanau Teachers	Students understand the four cornerstones of health physical health - taha tinana Spiritual health - taha wairua Family health - taha whanau Mental health - taha hinengaro Healthy cooking as part of passion projects Teeth cleaned fitness Swimming lessons Hygiene practices able to be articulated Bullying Free week participated in

TE AO · Our World · We will be global citizens

Annual Goal All students will be aware of how to keep safe when they are exploring the world (online included)		Annual Target Each student participates in a personal and/or online awareness program - zero incidents of questionable online material accessed	
All students will participate in an annual camp to stretch their minds and open their eyes to the broader world		All senior students participate in the annual camp	
Baseline data No camp for the past 2 years, have been some incidents of questionable material accessed online			
Key Improvement Strategies			
When	What (examples)	Who	Indicators of Progress
Feb/March	Unit of work on the Commonwealth games	Principal teacher teacher aide	Students understand that the Commonwealth is made up of a group of diverse countries.
Term 2 Term 4	Students will be introduced to a variety of explorers, inventors and artists. Bullyingfree week Town camp	Teachers	Students will gain an understanding of the importance of innovative people. Bullyingfree week participated in Camp undertaken

WAIMĀRAMA SCHOOL · Charter & Strategic Plan 2018-2020

Other 2018 Key Improvement Strategies to Achieve Strategic Vision

Property (summarised from property plan)	Short Report	Finance	Short Report
Maintenance 10Y and 5Y Program to have well serviced and maintained school		School engages Eclypse School Solutions to support them with financial management Annual budget reviewed mid-year	
Self-Review	Short Report	Health & Safety	Short Report
Policy & procedure review timeframe & BOT workplan		Health & Safety audit - grounds and building (regularly) Shade sail replacement planned for 2018	
Personnel	Short Report	Community Engagement	Short Report
1.0 Teaching Principal 0.3 Principal Release (covered by supernumerary teacher in the interim) Teacher Aide 15 hrs pw Kaiaako Maori 1 hr pw Administration Officer 9 hrs pw Cleaner 6.5 hrs pw Pool 2 hrs pw Grounds Contractor		Transition Fridays Reporting to parents on student achievement 3-way student conferencing on achievement – end of term 2 Weekly assemblies Tangihanga Annual concert Regular marae visits for marae / education initiatives Kapa haka Enviroschools work Pest-free zone education program Visits into the community (fire station, lifesaving, beach clean-up, etc)	

Policy Review Schedule

All policies are board reviewed. An "S" indicates staff review required, and a "P" indicates parent review required.

Term	2018	2019	2020
Term 1	Home Learning S-P Financial Control & Expenditure	Alcohol, Drugs & Other Harmful Substances S-P Swimming Pool S-P	Recognition of Cultural Diversity S-P Staff Leave S Separated Parents, Day to Day Care & Guardianship S
Term 2	Reporting to Parents S-P Protected Disclosure S Visitors S	Emergency Planning & Procedures S	Documentation & Self Review Employer Responsibility S
Term 3	Complaints S-P Behaviour Management S-P	Performance Management S Health, Safety & Welfare S	Students with Special Needs S-P Appointment Procedure Child Protection S
Term 4	Improving Educational Outcomes for Māori S-P Religious Instruction S-P Harassment S	Education Outside the Classroom S-P Sun Protection S-P	Privacy S Classroom Release Time / Timetable S Salary Units / Management Allowances S

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BOT Workplan 2018

Month	Board Process	Student Achievement	Strategic Goals	Budget	Strategic Planning
Feb	Appoint Chair Roll Return 1 Mar	Literacy & Numeracy		Approve	Confirm Charter and send to MOE
Mar	Accounts to Auditor	Special Education Needs	1, 4	Monitor	
May	Annual Report approved & sent to MOE		2, 5	Monitor	
Jun	Parent Reports Roll Return for 1 July	National Standards replacement	3, 6	Mid-Year Review	
Aug			1, 4	Monitor	
Sep	Health Curric Consulting	Gifted & Talented	2, 5	Monitor	
Nov	Succession Planning Asset register		3, 6	Draft next yrs budget	Review for next yrs Annual Plan
Dec	Parent Reports	National Standards replacement	Review		Analysis of Variance Draft Annual Plan

Goals:

- 1 – Akoranga – Our Learning
- 2 – Waimāramatanga – Our Culture
- 3 – Whanaungatanga – Our Community
- 4 – Te Taiao – Our Environment
- 5 – Kia Oranga – Our Wellbeing
- 6 – Te Ao – Our World