



School Name:	Waimārama School	School Number:	2718
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Strategic Aim:	<p>WAIMĀRAMATANGA - We will know our Waimāramatanga, show strength in our identity, represent Waimārama with pride and learn about all cultures of Waimārama.</p> <p>WHANAUNGATANGA Our community – We will embrace our community, build strong healthy relationships, be positive contributing citizens in local, wider and digital communities.</p> <p>WHAKAMANA TE TAIAO - We will be eco-warriors and contribute to sustainability in our natural environments, and contribute to a calm climate in shared learning spaces.</p> <p>KIA ORANGA - To improve our wellbeing we will understand the four cornerstones of health and strive to be healthy, strong and positive.</p>
Big Ideas	
Annual Aim:	<p>WAIMĀRAMATANGA: Every student obtains a sense of pride in knowing their cultural identity. People respect one another’s cultural identity through celebrations of diversity.</p> <p>WHANAUNGATANGA: Interact regularly with the community through events and consultation, and build and strengthen relationships within Waimrama and the wider community. Increase student awareness and capabilities in cyber citizenship and online safety.</p> <p>WHAKAMANA TE TAIAO: Implement the enviroschools programme and HBRC predator free-zone programme and involve the community in such programmes. Maintain a safe environment that supports students to stand tall and flourish.</p> <p>KIA ORANGA: Improve student physical, mental, spiritual and family well-being. Whakamana tamariki and whanau to achieve higher attendance. All students participate in annual camp and or overnight stay.</p>



Tātaritanga raraunga

Target:	<p>WAIMĀRAMATANGA: Every student gains confidence to say our school pepeha to an audience. All students develop an awareness of their personalised pepeha. All students know and demonstrate an awareness of marae protocol.</p> <p>WHANAUNGATANGA: At least once a term the school/students will participate in something that makes them visible in the Waimārama community. Build a network of strategic relationships within the community. Each student participates in a personal on-line awareness program -zero incidents of questionable online material accessed.</p> <p>WHAKAMANA TE TAIAO: Full enviroschool program is implemented and we register with the HBRC for participation in the predator-free programme. Health and safety at the school is managed effectively and according to legal requirements.</p> <p>KIA ORANGA: Students are provided with opportunities to strengthen their well-being in the four cornerstone areas. Confidentially identify families needing additional support to improve student attendance and work personally with those whanau for better attendance. All senior students participate in 3 to 4 day camp.</p>
Baseline Data:	<p>WAIMĀRAMATANGA: 80% of students can say their pepeha. All students were involved in 2018 kapahaka festival. All students know a variety of waiata. All students have attended powhiri and tangi on the marae.</p> <p>WHANAUNGATANGA: Good relationships with the rural fire force and local shop. The school has a plan to visit Hakakino in Term 1. Annual Matariki sleepover held at school in 2019. Connections made with local men’s group, surf life saving club and Kohanga Reo.</p> <p>WHAKAMANA TE TAIAO: Board Health and safety governance and delegations need improving, Waimārama re-connected with enviroschools in 2018, but have had no interaction with predator-free zone programme to date.</p> <p>KIA ORANGA: School has good working relationship with DHB public health nurse. School maintains an annual ‘Bully Free NZ’ programme. The school has a strong connection with tailored support from Sport Hawke’s Bay. Senior students attended coastal camp in Mahia, Term 4 2018. All students attended Matariki sleepover mid year 2018.</p>

Tātaritanga raraunga



Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
<p>WAIMĀRAMATANGA</p> <p>Introduce morning routine of marae tikanga practice in the classroom.</p> <p>Encouraged staff to learn about Waimāramatanga through participation in classroom tikanga practice and exploring their own identity with the pepeha model.</p> <p>Strengthen relationship with Kohanga by staying part of whanau hui and aligning transition to school visits with Kohanga planning.</p> <p>Support whanau during tangi.</p> <p>Maintain mihi whakatau practice for all new students and whanau to our school.</p> <p>Use PB4L model of unpacking school values.</p> <p>Welcome visitors into the school that supports our “Big Ideas” and school values.</p>	<p>Student confidence in te reo and tikanga Māori improved.</p> <p>Staff became more confident and engaged in Mana enhancement and tikanga Māori.</p> <p>Full student participation in opportunities to express and practice Waimāramatanga.</p> <p>Relationships with all visitors to the school strengthened with student confidence in engaging with visitors.</p> <p>Students are more equipped to communicate about school values.</p>	<p>New daily routines reflected the school’s value of Te Reo and tikanga Māori.</p> <p>Value of te ao Māori is evident in professional documentation through appraisal process and RTLB service provided excellent support for implementation of Mana Enhancement.</p> <p>Students are feeling more confident because our routines are being upheld by all staff and they are experiencing more predictability.</p> <p>Values are becoming more physically present in school and are discussed regularly at a classroom level.</p>	<p>Sustain this practice.</p> <p>Find more ways to make mana enhancement and Waimāramatanga evident in physical environment, school documentation and daily/weekly practice.</p> <p>Source local stories that can assist with delivery of curriculum.</p> <p>Access funding to design and establish school signage that expresses our schools identity, values, vision and mission.</p>

Tātaritanga raraunga



<p>Stay connected with relievers and student teacher.</p> <p>Promote waimāramatanga on FB and in community newsletter.</p> <p>Engage with locals that can tell us Waimārama purakau (stories).</p> <p>Strengthened relationship with intermediate to enhance student transition to intermediate.</p> <p>Increase student opportunities to represent Waimārama offsite/at events in the wider HB community.</p> <p>Participate in kapa haka festival.</p> <p>Made school play relevant to Waimārama and accessible to students who suffer from high anxiety.</p> <p>Maintained and introduced school wide events that bring an element of tradition to the school.</p>	<p>New friends of the school established and acts of kindness put in place for our tamariki by these people.</p> <p>Students could discuss stories with the main story teller with the background knowledge they had gained through Mana Enhancement being integrated into our localised curriculum.</p> <p>All children who were medically fit attended kapa haka.</p> <p>All students engaged in school play/movie.</p> <p>Higher attendance at school wide events and sports excursions.</p>	<p>Our tamariki are so kind to visitors because they have been focussed on communicating about themselves through the emotional literacy side of Mana Enhancement.</p> <p>Mana Enhancement model has a story telling element that the children experiences and could relate to their own stories through the artwork at their own marae.</p> <p>No variance (sustained outcome)</p> <p>School used digital technology that engaged students in different roles for filming our play and designing/making set and costumes instead of performing.</p>	<p>Continue to establish new friends of the school and sustain special friendships of those that are already involved. Invite the friends of the school to all whanau hui or hold special morning teas for these people.</p> <p>Continue to find ways to strengthen relationship/transition with intermediate school. Sustain current visit but establish an annual event that connects our students.</p>
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Tātaritanga raraunga

WHANAUNGATANGA

Held termly whanau hui.

Sustained transition to school afternoon called Whanau Friday's. Aligned activities with kohanga kaupapa and maths.

Engaged with local group called "the grumpy old men" who want to help with our school projects.

Sustained surf programme and embedded as part of localised curriculum.

Engaged with Sport Hawkes Bay for specialist coaching support.

Made new friends of the school. Music teacher, student teacher, new residents in the village. Recruited an excellent caretaker.

Held a Matariki pyjama party sleepover at our school.

The school's reputation began to improve evidenced by the return of students and communication from external agencies.

The children got more opportunities to engage with visitors to the school which improved their ability to interact respectfully and build relationships with a diverse group of people.

Student engagement in excursions improved with more than one a term.

Parents are regularly giving the school positive feedback. Community members giving positive feedback to parents of the school about the coverage in the community newsletter and the positive behaviour they noticed in our students outside of school hours.

Positive relationship between Kohanga and school. This also allowed for early detection of specific learning needs for some tamariki.

The informal feedback is that the whanau of our school and general public in Waimārama want to support the success of the local school.

Parents were very supportive of all sports trips and high interest curriculum excursions with transport and supervision.

The grounds and school are visibly better, look well kept thanks to our procedures and our caretaker.

Students are developing a sense of pride in their school and experiencing highly motivating leadership opportunities.

Support growth of the Kohanga.

Share the annual plan of events/inquiries/special activities with the BoT so that they can continue to proactively support the principal and teaching staff with achieving this target.

Increase the number of community events our students are involved in.

Look at getting design work for school signage and order sports uniforms with sponsorship that has been offered by local business to make us easily identifiable when out and about, e.g. pergola for surf sessions or beach flag, Waimārama rash shirts, vehicle signage.

Look at sourcing funding for a school van for far more frequent

Tātaritanga raraunga

<p>Maintained the anti bullying programme and celebrated with a pink picnic march to our local park. This year we joined up with the Kohanga.</p> <p>Invited local heroes for Duffy presentations, emergency service drills, art lessons, bush walk.</p> <p>Strengthened connection with enviroschools.</p> <p>Continued great relationship with local fire service.</p> <p>Promote the school as well as support other local initiatives through our community newsletter that is issued 4 times a year, distributed for free by our rural delivery lady and featured at the local shop.</p> <p>Successfully joined the Kahui Ako.</p> <p>Communicated the needs of our students accurately with all available agencies.</p>	<p>Whanau are engaging with the school at formal hui and far more frequently in informal settings.</p> <p>Evidence of whanau feeling valued and sharing their voice on what they would like to see happening in their school outside of an official consultation forum.</p> <p>Schools in the Havelock North area are very supportive of our drive to improve school outcomes. School is being invited to join in at a professional level.</p> <p>Support of wider community schools has resulted in higher resourcing of principal release teacher for 2020.</p>	<p>The school staff and school BoT are forthcoming at inviting people into the school to visit/help. The teaching staff are deliberately planning for events that will include inviting other schools or experts into the school or make us present in our community.</p> <p>Most school BoT and most school whanau are being advocates for the school and doing lots of championing in the community.</p> <p>Because the principal has an in depth understanding of how to address student's special needs, has a high level of competency in communicating this and a consistent drive to network with people that will be supportive of the school.</p>	<p>excursions. Transporting children in registered warranted vehicles with licenced drivers is going to be a challenge.. We will be facing a much smaller roll with the transition of intermediate students.</p> <p>Increase use of local marae as a weekly resource/environment for learning, in alignment with some of the Kohanga Reo practices.</p> <p>Engage with kaumatua at the neighbouring kaumatua flats through our garden to table efforts.</p> <p>Engage with and invite neighbouring rural schools to our events to fundraise and establish tighter connections than the ones in the coastal cluster, given the difficulty travelling as a sole charge principal.</p> <p>Maintain the positive relationships that have been established with other professionals, principals, advisors, special education experts.</p>
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Tātaritanga raraunga

WHAKAMANA TE TAIAO

'Kids can' food order change to reflect school's eco-warrior value. Recycling station being used as part of beach ed/surf lessons.

Digital health and safety improved with ICT lessons. Becoming a 'Microsoft School' with a big shift to the cloud.

Full review of all school procedures with special emphasis on health and safety.

Senior student winter camp planned for Turangi. One friend of the school and one junior parent did all the fundraising for this camp.

Students became more aware of plastic impact on society. Students interacted with people in the community around enviro projects. Students' skills in garden-to-table improved.

Students became more respectful in the use of devices and online platforms. Students decided on school wide consequence and are accepting of it for breaking device rules.

Staff are more aware of procedures. Student medication plans being managed by staff. Students in need of regular medication are being empowered with consistent access to daily programmes.

All senior students participated.

Students saw school modelling eco-warrior practice.

Students engaged in enviroschools projects, composting, enhancing the environment with natural materials.

Deliberate acts of teaching were focussed on cyber citizenship with sharing of documentation through 'Microsoft students'.

Behaviour tracking revealed distinct patterns of students who need medication having no access to daily learning programmes without their medication. The result was also having an impact on all other students and hindering the progress of a safe and healthy environment.

Outcome sustained (No variance)

Closer surveying of rubbish at school. Better composting.

Think of more enviroschools projects that will enhance our learning spaces and engage more of our community.

Improve student and teacher capabilities in collaboration skills when using microsoft live. Link up with schools that are "wizards" at using all aspects of Microsoft. Access PD.

Request for district health board to provide script for school so that we can adequately provide medication when necessary for students who need it. Educate whanau in better outcomes for students with benefits of following medical care plans for students.

Seek opportunities that involve whanau in fundraising.

Tātaritanga raraunga

<p>Principal attended the pool course, and passed. Staff and parents fixed chemical shed storage.</p> <p>Consultation with Health and safety expert. Full HnS review done on the school. Recommendations made for the first level of improvement that will bring school up to basic school level of compliance.</p> <p>School staffing model is designed to uphold Board HnS policy and good employer policy ensuring that no staff member is alone onsite during full contact school hours.</p> <p>Active supervision provided for in the playground with two support staff at all times. Sustained use of lucky tickets. Shifted attention of assembly celebrations to be a balance of learning and behaviour.</p> <p>Health and Safety for students.</p>	<p>Students can gain safe access to quality swimming lessons.</p> <p>Principal and staff engaged with recommendations. New forms established, new procedures being used, new record keeping and digital tracking being established. Better and more frequent communication around HnS in staff forums.</p> <p>School is much safer.</p> <p>Students were scaffolded by active supervising staff to apply classroom social behaviour in the playground setting. playground incidents reduced. Social and emotional climate of school improved.</p> <p>Increased skill level in swimming, first aide, emergencies, boating, head injuries, hygiene, medication.</p>	<p>School maintained legal requirements providing access to the school pool.</p> <p>The school engaged with people who are experts in the area. Staff became more aware and educated in HnS practice in the school setting through the Board and Principal's response to recommendations made by an expert.</p> <p>Personnel was managed carefully and in accordance with projected deficit.</p> <p>Staff had access to pd and principal lead development that contributed to their positive/active /preventative engagement with students. Teaching staff were able to have a meal break.</p> <p>School opted in to every opportunity we were offered in safety education as it is a huge part of our localised curriculum.</p>	<p>Train another staff member in water testing and pool care.</p> <p>The Board continues to aspire to achieve a higher standard of HnS using the higher level recommendations in the HnS audit. This is reflected in our charter review.</p> <p>Manage school finances under new funding model for decile 1 schools and sole charge schools to ensure adequate staffing is in place at all times.</p> <p>Pursue retention on staffing model for playground supervision. Continue to train all staff in promoting positive playground behaviour. Continue use of lucky tickets. Align celebrations and incentives with Mana Enhancement.</p> <p>Continue to access outsourced specialist safety training.</p>
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Tātaritanga raraunga

KIA ORANGA:

Implemented Mana Enhancement approach to curriculum delivery.

- Pūrakau (stories)
- Atua/Kaitiaki
- Visual presence
- Emotional literacy
- Language/Vocab
- Tikanga practice daily
- Art
- Daily Mana circle

School engaged in as many sporting opportunities as possible and enabled student access to extra-curricular classes subsidised and transported by the school. School established its own annual sports competitions and invested in proper equipment. Fundamental skills explored through fitness, yoga, athletics and gymnastics.

Students at school were more engaged in the learning programmes.

Students improved capabilities in emotional literacy and solving social conflict independently.

Staff became more consistent in their approach to student behaviour and learning.

All teaching and support staff were enabled access to quality support from RTLB service.

All students participate in sporting opportunities including students that had a history of absence on sports days. Parents were highly engaged. All students made significant achievements in a variety of sporting codes.

Our student body is predominantly Māori. The stories are theirs. They resonate with our tamariki.

The language being shared about the atua and the reference /connections being made with attributes/behaviours and feelings enabled our tamariki to hook into something when they were experiencing emotions.

The support of the RTLB service and our liaison for Mana enhancement did a great job of engaging all staff and promoted the approach really well.

The initial training made available to the school leader was brilliant, highly effective.

The school provided the opportunity for this to happen. purchasing proper equipment and novelty equipment was highly engaging for our students.

Implement Mana enhancement approach to behaviour management (poutama model) when (or if) our school is still facing the challenge of extremely difficult behaviours.

Continue to find ways to embed the Mana Enhancement approach with all aspects of school life, staff meetings, pd, appraisal systems, whanau engagement, environmental factors.

Provide access to more in depth training/exposure through mana enhancement days organised by schools in our Kahui Ako.

Sustain the tradition of these events and the pursue further purchase of, or transport and access to quality sporting opportunities. Explore the individual codes with the roll decrease. Establish more outdoor spaces that promote movement.

Tātaritanga raraunga

<p>Restorative practice tried to merge with punitive school wide consequence of “line writing” in response to ongoing challenging behaviour and parent feedback from interviews.</p> <p>Attendance: School engaged with other parents to support whanau with low attendance rates by providing transport to school.</p> <p>Classroom teacher put reward system in place for siblings to support each other in getting to school.</p> <p>School continued to engage in Ministry Every day counts initiative.</p>	<p>Students developed a line writing system after the resolution circle. Tracking the incidents that students and staff determined as “zero tolerance” became more manageable as the lines were a record of what happened.</p> <p>Having the time to follow the restorative process became very difficult, and some student responses to the consequence generated secondary behaviour that then had to be managed, recorded, followed up on etc.</p> <p>There was improvement of attendance for target students during some weeks of the year however overall annual attendance for all target students were lower in 2019 than 2018 with our target students having 75% to 79% attendance in 2019 compared to 85% to 89% attendance in 2018.</p> <p>School data was not submitted in time for annual data to compare.</p>	<p>System was unmanageable for relief teachers, leaving behind “line writing” follow up for the teaching principal.</p> <p>Restorative culture of school was diluted/somewhat diminished by punitive consequences being present.</p> <p>The slight improvement was a result of students accessing transport from one of our parents volunteering to do a school pick up and drop off in the morning and afternoon.</p> <p>The incentive system for attendance worked during term 3 for a period of about 6 weeks.</p> <p>See April principal report to the board for target and annual data.</p>	<p>Review “line writing” process with students and new teacher recruit in 2020.</p> <p>Establish recording systems that everyone can use and manage in the days they are the classroom teacher.</p> <p>Ensure that the system aligns with Mana Enhancement and restorative justice.</p> <p>Shift incentives/rewards to focus on privileges not “things”.</p> <p>Pursue funding to purchase a school van outright in order to offer transport to school.</p> <p>Initiate wider community survey to seek board agreement for lease van to trial strategy that will increase attendance, promote roll growth and enhance access to curriculum rich learning experiences.</p>
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Planning for next year:

Retain/maintain all “Big Ideas” in charter. Sustain and strengthen initiatives that have been put in place in 2019 such as Mana Enhancement, Maths facilitation/PD, Networking through Kahui Ako and all external agencies that can assist our students with special needs. Continue to strengthen pathways between schools from pre-school all the way to intermediate. Remove barriers to learning with van funding/survey. Entrench localised curriculum. Strengthen staff capabilities in restorative practice. Strengthen whanau engagement in sharing whanau voice with curriculum delivery, student assessment and fundraising towards van. Manage property and finance to reflect school values and culture through logo design, school signage and sports uniforms. Continue to invest in quality equipment and outsource opportunities that help our students prepare for learning through spine alignment, brain development and fundamental movement skills.