

# **Wharenui School**

3591

## **Charter 2017**

**Kia eke panuku ahau**

**The best me I can be**

## About our school

- Wharenui School is a decile 3, state, co-educational full primary
- The school has a growing roll which is subject to change - currently 195 Feb 1 2017 compared to 157 as at Feb 1 2016
- Asian is our largest ethnic group at 36%. Filipino makes up the largest percentage of Asians at 53%. Māori at 19%, NZ Europeans 19%, and Pasifika 17%.
- Many children have English as a second language which is well supported by the expertise of our ESOL teacher and trained Learning Assistants who support children in class
- On site we have a van Asch Deaf satellite class and they currently have 11 students
- The school works hard to encourage close links with its community and respond to its needs
- We are a "Raising Responsibility" school
- We are in the midst of our property renewal programme and have been exploring collaboration within teaching and learning

## Location and Property

- Situated in the suburb of Riccarton
- Established in 1907
- The history of the school is documented in the book "A History of Wharenui School" by the Alison Hutton
- The school celebrated its centenary in 2007
- We are currently in the "Restore Phase" of the MoE's Property plan for Christchurch post Earthquake which has involved freshening the interiors of the classrooms and modernisation of the toilet blocks
- At the suggestion of the MoE, Wharenui School now has an enrolment zone in place

## Our Community

- The school has a diverse community which has significantly become more diverse since 2015
- The school has a very small Parent Teacher Association which supports the school in a variety of ways
- The CCC Recreation Centre and Wharenui Pool have been recently earthquake strengthened, and redecorated and are on our site
- We belong to the Riccarton Community Cluster along with: Ilam, St Teresa's, Kirkwood and Middleton Grange and a variety of early Childhood facilities

- We have recently become part of a Community of Learning with Riccarton Primary and Riccarton High school
- We have strong links with Mackenzie Kindergarten and ABC Preschool
- We share our Social Worker in schools with Addington and Waltham schools
- The school is well supported by the Riccarton Community Church who through the Affinity Trust employ a youth worker who supports groups of children in the school encouraging positive play and relationships
- Rewi Alley School has been on site through a MOU since 1998 and supports the school with the teaching of Mandarin once per week for year 4-8 children who choose to learn the language
- The school is developing its Whanau group and is beginning a Filipino group
- Our "Duffy Books in Homes" supporter is "Owens Transport" who regularly provide free sausage sizzles and Can drives for us
- The School through its strategic plan and charter recognises that community partnership is important
- Communication through the School's web site, Whānau News, online surveys, paper surveys, Wharenui Facebook official. PTC app, open door policy, Fish and Chip night, School Hāngi Parihaka Peace Picnic, Health Promoting Schools blog and concert, school noticeboard at gate advertising important notices, translated notices when appropriate, Texts,
- Whānau consultation linked to school review

## Our Staff and their learning

- Wharenui has a dedicated and professional team who work hard to ensure that all children have the best learning outcomes
- Our Leadership team consists of the Principal, Deputy Principal, Assistant Principal, SENCO, and a Team leader
- The school is organised into two teams - Junior and Senior -working together to improve outcomes for children
- We have regular staff meetings which are a vehicle for professional development/discussion and review
- All teachers research into their practice as part of our Inquiry process which also involves sharing with the group
- There is a strong commitment by staff to on-going professional development and embracing new ideas

## National Education Priorities

The school will determine its priorities by focusing on the national priorities as set out below:

- Develop Values needed to become full members of New Zealand Society
- Respect for the diverse ethnic and cultural heritage of New Zealand
- Increased participation and success through a balanced curriculum, delivering high quality daily Literacy and Numeracy programmes
- Support for parents in their vital role as first teachers

- Educating for the future in an ever changing world
- Equality of Educational Opportunities for all - a safe physical and emotional environment for students
- Reporting to learners/parents/and community on achievement of individual students, groups and students as a whole in relation to the National standards
- We will monitor, assess, record, and report on student progress and achievement in a manner that is positive and motivating. Honest and accurate reporting delivered in plain English is a school priority. Goal setting and aiming for personal best will be a focus, ensuring success for all

## Local Priorities

Local priorities will be identified through

- The school's programme of self review
- Analysis of data
- Community Consultation

In meeting the national and local priorities, the school undertakes to work within the National Administration Guidelines.

## Cultural Diversity at Wharenui School

The principles of Tātaiako are Whanaungatanga/effective relationships, Manaakitanga /integrity, sincerity, respect and are the basis for forming relationships with tamariki/children, whanau/families, iwi and the wider communities are the fundamental foundation for effective teaching and learning.

## Our Commitment to Māori

At Wharenui School, we respect the unique position of the Māori Culture as Tangata Whenua of New Zealand Aotearoa and Te Reo Māori as an official language in accordance with our commitment to the Treaty of Waitangi. In recognition of the unique position of Māori we will take all reasonable steps to provide instruction in Tikanga Māori and Te Reo Māori.

To achieve this we will:

- ② Acknowledge and uphold the Treaty of Waitangi-partnership, participation, protection, inclusion, and consult with the Community as appropriate
- ② Ensure our learners know the story of the Treaty of Waitangi. It is a non negotiable topic in our school
- ② Embrace the strategies outlined in **Ka Hikitia** \*Realising potential, \*Identifying opportunity, \*Investing in people, \*Tailoring education to the learner, \*Collaborating and Co constructing, \*Indigeneity and distinctiveness \***Tātaiako**\*Ako-effective teaching and learning, \* Whanaungatanga-effective relationships with all, \*Tangata Whenua-effective language and cultural practices, \*Manaakitanga- treating others with respect, integrity and sincerity, \*Wānanga-communication, co-constructing learning
- ② Kaiako in each class having 45 mins minute Te Reo/Tikanga lesson per fortnight which will strengthen the Māori learner's identity in the world
- ② Nurture our Kapahaka Group
- ② Use teaching resources that reflect our dual heritage and integrating where possible
- ② Sing waiata in Assembly, Music, in Class
- ② Encourage staff to use Te Reo in the classrooms as and when appropriate (Our Whānau group expressed this in their feedback in 2013)
- ② Results from school assessments and surveys will be collated and recorded and Māori tamariki progress tracked and reported to parents/whānau and the Board of Trustees
- ② Support Māori learners when needed
- ② Explore the knowldege of local iwi
- ② Be part of the Christchurch Schools Cultural Festival
- ② Annual Hāngi for the community
- ② Celebrate Matariki and Parihaka

## Our Commitment to Pasifika

In recognising and valuing the Pacific culture we will provide opportunities for the celebration of the Pasifika culture. To achieve this we will:

- ② Employ a Samoan speaking Teacher aide
- ② Results from school assessments and surveys will be collated and recorded and tama'iti progress tracked and reported to parents/ Aiga/Board of Trustees
- ② Ensure support for Pasifika learners as needed

- ② Encourage the use of their home language at school
- ② Consult with the Community as appropriate
- ② Be part of the Christchurch Cultural Festival
- ② Foster our Pacific Island Performance Group
- ② Teachers will use Pasifika greetings and farewell as appropriate
- ② Translate messages/ conversations as appropriate
- ② Sing pese in class as appropriate

## Our Commitment to Asian Cultures

In recognising the importance of the Asian culture as our most significant student population we will

- ② Work to establish a Filipino group and develop an understanding of the Filipino culture as our second most dominant ethnic group
- ② Provide opportunity for learners at Wharenui to learn the Mandarin Language and develop knowledge and understanding of Chinese Culture
- ② Encourage the use of their home language at school
- ② Translate messages/ conversations as appropriate
- ② Nurture the relationship with the Rewi Alley Chinese Language School
- ② Use a variety of Asian greetings and farewells as appropriate

## Our Commitment to English Speakers of other Languages (ESOL) Learners

In recognising the importance of learning English we will

- ② Acknowledge and celebrate the many cultures of the school's community
- ② To be welcoming and inclusive and respectful
- ② Provide support for speakers of other languages
- ② Integrate cultural perspectives
- ② Provide opportunities

# Our Commitment to New Zealand Sign Language

In recognising the importance of New Zealand's third official language

- ② All Wharenui School children will be able to sign the National Anthem
- ② Opportunity for learners to develop knowledge and understanding of Deaf Culture
- ② Nurture the relationship with van Asch School of the Deaf
- ② To be welcoming and inclusive and respectful
- ② Learners will incorporate and learn signs as appropriate

## Significant Achievements 2016

- A continued improvement in our achievement results
- The school has entered into its post earthquake property development with renovation of an older character building into a modern space for the library/ Junior block has been redecorated and /toilets modernised and redecorated/ Car park remodelled with seating and gardens/ car parks re painted and a court area reclaimed for use of the school as we are short of hard surface space
- Our Ako Huis have been rescheduled for the Year 4-8 team to enable a focus on progress towards goals and children taking more ownership for their learning. These take place three times per year. At the end of the year, whānau receive a, clear written report
- The Junior Ako Hui keep to the National Standard schedule as children reach their milestones of 20,40,60,80,120 weeks
- Following a successful Inquiry enquiry by one of our teachers, The whole school is using Marvin Marshall's "Raising Responsibility" as a tool, for children to successfully manage their learning and behaviour
- Professional development focused on Writing with Sally Muir - organised through the RLC- this has had an effect on our writing teaching, programmes and progress and achievement
- We continued with our MST Programme and our specialist teacher was also able to model and support in classes. Our particular focus on Mathematics has raised achievement in this area.
- We are continuing to develop our school curriculum
- Our appraisal process has been redeveloped in line with the current Education Council professional standards
- During 2016 the education Review Office undertook it s 3 yearly evaluation of our school. The report was positive and can be read from the school web page or ERO's web site.

## Our Commitment to all

- ① Provide the very best learning opportunities for all
- ① To be fair and consistent in all our dealings
- ① Meet the individual needs of all learners
- ① To be welcoming and inclusive and respectful of all cultures
- ① To value and encourage positive relationships that involve parents in the learning of their children

# Professional Development underpinning Curriculum Development

- 2016 was our final year of MST as supported by the Ministry. In 2017 we will continue this initiative.
- In 2017 we will continue embedding our "Raising Responsibility" programme which encourages our children to mana
- We continue to focus on ensuring teachers are using differentiated learning to cater for the varying learning needs of our children
- Our ESOL teacher and Learning Assistants will continue to support our English Language learners
- In 2016 all the Riccarton Learning Cluster Schools focussed on writing using the expertise of Sally Muir. This will continue this year
- In 2016 we introduced our updated Mathematics plan and we continue to embed our new learning and strategies as we move into 2017
- In 2016 we updated our English Curriculum Plan. As part of our review staff will attend "Sharp Reading" to up skill and learn new strategies for teaching different levels of reading
- In 2017 we are reviewing our Inquiry process
- One of our Teacher Only Days was spent with Jennie Moore from Kagan introducing us to some co-operative learning strategies that promote active engagement with content and each other in classroom interactions. Teachers are now trialling some of these structures with positive results.

## Resource Management

- The major resource management factor in 2017 will be the continuation and completion of our property development and creation of a 5 year property plan
- We will continue to apply for grants to help with funding technology
- We will continue to apply for grants for paid swimming lessons by trained swimming coaches to improve the capability of our non swimmers
- We will continue to fund Learning Assistants( Teacher Aides) to support our English Language Learners and those children who need support with their learning

## Wharenui School Strategic Overview 2017-2020

<b>Vision</b>	<b>Being the best me I can be    Kia eke panuku ahau</b>		
<b>Mission</b>	To develop a thirst for knowledge, a love of learning, respect for themselves and others and the skills to make informed decisions and the ability and to love and work with others		
<b>Goals</b>	<ul style="list-style-type: none"> <li>• Be Learner centred</li> <li>• Continuously improving</li> <li>• To build collaborative practice</li> </ul>	<ul style="list-style-type: none"> <li>• A strong inclusive community that values cultural difference</li> <li>• Partnerships with Whānau, Community and School</li> </ul>	<ul style="list-style-type: none"> <li>• Great Learning Environment</li> <li>• Well Resourced</li> <li>• Safe and secure</li> </ul>
<b>Principles</b>	High Expectations      Learning to learn      Treaty of Waitangi      Community Engagement Cultural Diversity      Coherence Inclusion      Future Focus  Page 9 NZC Principles Foundations of Curriculum Decision Making		

<b>Drivers</b>		<b>Barriers</b>
<p>Treaty of Waitangi and our bi-cultural heritage.</p> <p>Maintaining and building trust, communication and community involvement.</p> <p>School wide differentiated learning and inclusive,explicit learning practices.</p> <p>Riccarton Cluster - improving Writing across the school and cluster</p> <p>COL- Focus on successful Transitions from Year 8 to High school</p> <p>Building collaborative professional learning and teacher practice within and outside the school</p> <p>Team and whole school consistency in setting targets, high expectations,and positive, open collaborative and supportive leadership across teams modelled.</p> <p>Multi Cultural</p>	<p><b>Wharenui</b></p> <p><b>School</b></p> <p><b>Strategy</b></p> <p><b>2017 +</b></p>	<p>The MOE Post Earthquake Renewal Building Programme started in 2016-2017 has effect on the normal running of the school and choices we make regarding programmes.</p> <p>Parental Involvement</p> <p>Predicted future roll growth roll and the pressure due to lack of teaching spaces and growing class numbers</p> <p>Keeping staff up-skilled and able to access new learning</p> <p>Keeping everyone moving together in the same direction</p> <p>Cost of maintaining and accessing technical resources and support for ICT</p> <p>Sustaining new teaching and learning practices</p>

**Wharenui School Strategic Plan: 2017-2020 The best me I can be Kia eke panuku ahau**

<b>Learning</b>	<b>People/Whānau/Communities</b>	<b>Place</b>
<ul style="list-style-type: none"> <li>② <b>Be Learner centred</b>-building relationships, learning based on children's needs, strong language based practices, culturally responsive making progress, setting goals, reflection/ next steps, student voice -learning to learn, asking for help, seek feedback</li> <li>② <b>Continuously improving</b> - targeted manageable professional development for teachers and support staff, build and embed improvement in a way that is sustainable, using evidence based decision making to inform teaching and learning,</li> <li>② <b>Sustain an emphasis</b> on our "Raising Responsibility" programme for self managing learning and behaviour</li> </ul>	<ul style="list-style-type: none"> <li>② <b>A strong team</b>-build leadership/ professional learning/teaching and learning practices/ technology/ wellbeing /Build collaborative learning practices within and outside our school- collaborate, cooperate and be able to work and contribute in a team</li> <li>② <b>A strong inclusive community</b> that values cultural difference</li> <li>② <b>Partnerships</b> with Whānau, Riccarton Community, Riccarton Cluster schools/COL/ PTA/ MacKenzie Kindergarten, ABC Riccarton, Riccarton High School, van Asch/ Riccarton Community Church/Swis worker/Public Health nurse/ Nitbusters/M*AS*H after school programme/ Duffy Books in schools/Kids Can/ Owen's Transport/Fruit in schools/ Milk in schools/ Breakfast/Community Constable/ Golden Mentoring</li> </ul>	<ul style="list-style-type: none"> <li>② <b>Great Learning environment in and out of the classroom</b> with spaces for performance, kai, meeting and play</li> <li>② <b>Well resourced</b>-resourced, connected and equipped for learning</li> <li>② <b>Safe and Secure-hauora (wellbeing)</b> school monitored for hazards</li> </ul>
<p align="center">Self-Review: A continuous cycle of self-review at all levels of the school.</p>		

## Strategic Plan 2017-2020

Learning		
Goal	Actions for 2017-2020	Review and Outcome
<p><b>Being Learner centred-</b> building relationships, learning based on children's needs, strong language based practices, culturally responsive making progress, setting goals, reflection/ next steps, student voice -learning to learn, asking for help, seek feedback</p>	<p>Build strong relationships- sense of whānau and belonging Te Ara Tika o Wharenui Engaging in Physical activity Develop strategies for Cooperative Learning Develop a Growth Mindset to persevere We are all learners together - child/teacher/whānau Encourage, scaffold, model working together Broad curriculum with high quality learning experiences Opportunities to develop lifelong skills Clarity- learning intentions, scaffolding/ modelling success criteria/feed back /peer and self assessment Assessment for learning to identify needs and develop appropriate programmes and not define achievement based on National Standards alone Explicit, evidence based next step teaching and learning Differentiated learning Building self managing learners through Raising Responsibility Ako Hui schedule Years 4-8 for goal setting to have more impact by including more student voice Ako Hui for Juniors according to weeks at school Support and Opportunities for students to develop leadership through Student Council, School Captain/House Captain roles/ Year 8 transition programme/playground monitors Inquiry Learning Resourcing for teaching and learning:- including funding of Learning Assistants to support teaching and learning Extension in Maths by Masters Student Golden Mentoring -extension programmed with UC ESOL programme</p>	

	<p>Demonstrate strong literacy and mathematical strategies and skills to achieve success</p> <p>Continue with Support programmes -Steps/Study ladder / Mathletics/Yolanda Sorryl, Reading Together programmes</p>	
<p><b>Continuously improving</b> - targeted manageable professional development for teachers and support staff, build and embed improvement in a way that is sustainable, using evidence based decision making to inform teaching and learning, building on collaborative practice with</p>	<p>2017 -Teacher Only Day 1- with Jennie Moore - Kagan Structures for Co-operative Learning</p> <p>Day 2- Familial Trust/ Marvin Marshall session self regulating model /Culture- Where are you from?/ New English Curriculum Plan 2017 / Inquiry model review and Curriculum Plan</p> <p>Continue with MST</p> <p>Teacher training in TESOL Year 2</p> <p>Literacy/Mathematics are priority professional development</p> <p>Digitally literate to use a range of e learning skills</p> <p>Clear expectations and Responsibilities/Job descriptions</p> <p>Team meetings to include a focus on student achievement, learning, and teacher practice to accelerate children's achievement/ share ideas and strategies and support each other</p> <p>Teaching as Inquiry</p> <p>Appraisal Process</p> <p>Develop school wide evaluation practices</p> <p>Continue focus on Maths through staff meeting sessions</p> <p>2017 Writing professional development with Sally Muir</p> <p>Build on previous PD in writing developing writing curriculum plan</p> <p>Four Teacher aides employed to support learning</p> <p>Team meetings to focus on progress being made share successes and gain support from colleagues</p> <p>Professional development for support staff where and when appropriate according to budget</p> <p>ESOL Teacher &amp; support (Learning Assistants) where needed</p>	
<p><b>Sustain an emphasis</b> on our "Raising Responsibility" programme for self managing learning and behaviour</p>	<p>Regular discussion and support in staff and team meetings</p> <p>Every class has the four levels displayed</p> <p>Every staff member has a copy of the book-</p> <p>Reference made to the levels when appropriate</p>	

<b>Being Culturally Responsive</b>	<p>Te Ara Tika /our school values along with diversity and difference are kept at the fore -reminders in the newsletter in the classroom  Children to develop knowledge of Te Reo Māori and tikanga Māori  Deliver quality ESOL programme for those children who are identified  Kapahaka, Pacific Island Group, Mandarin/  Filipino Group offered 2017  Uphold the principles of the Treaty of Waitangi- participation protection and partnership -focus as non negotiable topic  Positive, welcoming and friendly environment  19 Broad Ethnicities- respecting the languages, cultures and life experiences and acknowledging the culture  Aware of the strengths children bring to school  Acknowledge similarities and differences  Promote equity and mutual respect  Build on the Whānau group's vision for success as Maori at our school  Celebrate Matariki and Parihaka</p>	

<b>People/Whānau/Communities</b>		
<b>Goal</b>	<b>Actions for 2017-2020</b>	<b>Review and Outcome</b>
<b>A strong team</b> -build leadership/ professional learning/teaching and learning practices/ technology/ wellbeing /Build collaborative learning practices within and outside our school- collaborate, cooperate and be able to work and contribute in a team	<p>Anticipate the effect of disruption with the School Renewal programme  Clear communication  Review M*A*T*E*S 2017- Mutually Agreed Expectations for staff  Staff are consulted and involved in school development and decision making where appropriate  Teachers building cooperative learning practices  Teaching as Inquiry  Team meetings to include a focus on student achievement, learning, and teacher practice</p>	

	<p>Share data and make decisions collaboratively  Continue to develop Appraisal system  EEO Principles recognised  Celebrate staff success and achievements  Growth Mindset-Making mistakes and learning from them-  Build consistency  Encourage, build and distribute leadership  Build leadership capability of principal and teachers who hold positions of responsibility  Build BOT's understanding of it stewardship role  Promote a coherent approach to professional learning and practice which aligns with learner needs  Leadership team to CPPA Workshops  Release for leadership team as needed to fulfil responsibilities  Encourage teachers to build professional networks and visit other schools where appropriate  Professional opportunities for the principal</p>	
<p><b>A strong inclusive</b>  community that values  cultural difference</p>	<p>Enjoy a sense of belonging through bringing our community into the school and get to know each other  Treaty of Waitangi principles- up held-Participation, Protection and Partnership  National Anthem - three official languages of NZ  Day starts with karakia  Assemblies  Banner as visual representation of the diversity of our community  Whānau Group  Filipino group to be started  School waiata-Tuesday mornings with Kaiawhina  Te Reo/Waiata/Tikanga- specialist Kaiawhina- BoT funded  Principals of Manaakitanga- treating others with respect/  Value diversity, equity and inclusiveness  Focus on similarities and difference  Mandarin /Sign language/ Filipino/Pasifika/ Kapahaka/ offered in  Options on Tuesday  Two groups learning Pro active life skills</p>	

<p><b>Partnerships</b> with Whānau, Riccarton Community, Riccarton Cluster schools/COL/ PTA/ MacKenzie Kindergarten, ABC Riccarton, Riccarton High School, van Asch/ Riccarton Community Church/Swis worker/Public Health nurse/ Nitbusters/ M*A*S*H after school programme/ Duffy Books in schools/Kids Can/ Owen's Transport/Fruit in schools/ Milk in schools/ Breakfast/ Community Constable/ Golden Mentoring</p>	<p>Excellent communication written and digital-Surveys Consultation/ information sharing Encourage reciprocal communication Learning@ home is actively promoted - how parents can help at home Ako Hui- progress and goal setting PTA encourage involvement Newsletters/Facebook/Web site Parent teacher Calendar BoT to provide effective governance Pastoral care /Outside Agencies /Swis worker Continue relationship with Riccarton Learning Cluster Teacher with responsibility for Community Partnership Whānau Hui Fish and Chips night/Picnic Night /Hāngi Develop celebrations of learning Encourage children to participate in positive out of school activities New entrant teacher to continue to build on relationships with Kindies and preschools DP -Year 8 transition to High school with Riccarton High AP to run Reading Together sessions M*A*S*H after school programme on site Owen's Transport - our Duffy Sponsor Connect with the wider community and develop relationships, Rewi Alley Academy- teaching of Mandarin</p>	
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<b>Place</b>		
<b>Goal</b>	<b>Actions for 2017-2020</b>	<b>Review and Outcome</b>
<b>Great Learning environment in and out of the classroom</b> with spaces for performance, kai, meeting and play	<ul style="list-style-type: none"> <li>Property Renewal Project began 2016- Work in partnership with the MoE</li> <li>Continue to build and develop school gardens/ forest behind junior school</li> <li>Professional painting of games on concrete</li> <li>Replacement of Interactive whiteboards with TVs</li> <li>Investigate improved use of PE Sheds /junior storage</li> <li>Plan whole school fun activities</li> <li>Planned EOTC opportunities</li> <li>Investigate a deck/ stage for outside performance</li> <li>Refurbishment of car park to continue</li> </ul>	
<b>Well resourced</b> -resourced, connected and equipped for learning	<ul style="list-style-type: none"> <li>Monitor school budget to ensure purchasing is strategic to meet teaching and learning needs</li> <li>Regular review of expenditure</li> <li>Up date asset register</li> <li>Apply for grants for Swimming, ICT, E learning to engage and enhance learning</li> <li>Support ICT based teaching practices</li> <li>Continue to buy ICT resources</li> <li>Buy new furniture for 2 new rooms</li> <li>Provide training for SMS system - etap</li> <li>Technician on site fortnightly</li> <li>24/7 access to digital resources</li> </ul>	
<b>Safe and Secure-hauora (wellbeing)</b> school monitored for hazards	<ul style="list-style-type: none"> <li>Provide a safe physical and emotional environment for students Well being survey annually/ Hazards monitored</li> <li>Develop gardens/recycle/ rubbish free</li> <li>Pastoral care/ Relationships with Agencies maintained</li> <li>Traffic and Road safety</li> <li>Keeping children safe from unacceptable images/procedures around what to do /</li> <li>Cyber use document signed on entry to Wharenui</li> <li>Life Education/Keeping Ourselves Safe programmes</li> <li>Improved car park and concrete area for play</li> </ul>	

# Annual Plan Wharenui School 2017

## Teaching and Learning Development NAG 1

Develop programmes to improve student outcomes in Literacy and Numeracy  
Professional Development in Writing  
Professional Development in Cooperative Strategies  
MST Teacher -accelerated learning in Maths  
Teaching as Inquiry  
Develop strategies for self -management using the Marvin Marshall " Raising Responsibility Programme"  
Implement new English curriculum plan  
Review our integrated curriculum delivery and inquiry learning programmes.  
Children/Tamariki personalise their learning engagement/independence/  
Student voice / goal setting  
Ako Hui for all children/tamariki 3 times per year  
Report to parents on Achievement and progress measured against the National Standards  
Monitor attendance / transience-  
Develop strategies/ practices and links with whānau /family/aiga and community organisations  
Te Reo Māori for all tamariki  
Language/Identity and Culture count  
ESOL programme  
Differentiated learning  
Programmes to meet the needs of Children/tamariki across all learning areas  
Develop a culture of learning where ICT is an everyday learning tool.  
Develop self-regulated learners  
Develop Collaborative practice

**Self Review / Reporting NAG 2**  
Reporting to parents in writing against the National standards at the end of the year Y4-8  
Ako Hui three times per year  
Yr4-8 Junior Ako hui at 20/40/60/80 etc weeks  
School docs Policy re review  
Appraisal cycle for staff  
Self review cycle  
BOT work plan  
Evaluate interventions/Initiatives

**National Standards NAG 2A Reporting to parents**  
Reporting to parents three per year - Ako Hui  
Written report Dec  
Share school wide results with parents. Plain English reporting  
Juniors: Ako Hui reporting at 20,40,60, 80, 100,120 weeks

## Raising Student Achievement - School Wide targets

### Target 1 Reading

Year 3 readers identified as below the N.S. will be reading at or above the Standard by the end of the year.

### Target 2 Writing

Year 8 writers identified as below the N.S. will be writing at or above the Standard by the end of the year.

### Target 3 Maths

Year 5 maths learners identified as below the N.S. will be achieving at or above the Standard by the end of the year.

## Property -NAG 4

2017 Completion of Capital works programme

Landscaping as needed  
Maintenance as needed

## Finance- NAG 4

Fund Support staff: Admin, caretaker, cleaner, 4 Teacher Aides, ESOL teacher & Kaiawhina i te reo Māori  
Reading Recovery/  
MST teacher 2 part time  
Teachers  
Fundraising for Year 7/8 Camp  
Apply for Grants for professional swimming lessons /ICT  
School promotion  
Furniture- continue to update  
ICT continue to buy to plan

## Human Resources- NAG 3

Appraisal Cycle  
Principal Appraisal Riccarton Learning Cluster - build collaboration/sharing CoL  
Writing PD / with Sally Muir  
MST/ESOL teacher  
BT training and release  
Sharp Reading PD

## Health and Safety -NAG 5

Practise Drills/ fire/ earthquake/Lockdown  
Sun-safety hats  
ICT user/Cyberbullying  
Life Education  
Swis Worker  
Public Health Nurse  
Children's team  
Affinity Trust worker  
Fruit in schools  
Milk in Schools  
Breakfast Programme  
Mobile van for Dental Therapists  
Cycle safety Year 6  
Road Patrol  
Playground safety checks  
Fire Alarm checks  
Electrical checks  
Swimming lessons -  
Accidents reported accordingly  
New Health and safety guidelines  
Police vetting cycle

Annual Plan Wharenui School 2017 **MATHS PLAN**

Improvement Plan: Teaching and Learning			
Strategic Goal: To improve learning outcomes for all children - in Mathematics			
<b>Teaching and Learning Programme</b> Embed Maths curriculum plan introduced 2016 Assessment for learning Planned focussed group teaching-effective pedagogy-responding to the mathematical needs of all the learners- modelling, planning for acceleration, intervention Rich tasks Relevant knowledge and strategy activities Learning aligned to specific learning intentions Feedback Problem solving Effective questioning Making connections Pre and post tests Maths stages -on display Yr 4-8	<b>Annual Target for Raising Student Achievement in Mathematics</b>  Year 5 learners identified as below the N.S. in Mathematics will be achieving at or above the Standard by the end of the year.	<b>Staff Professional Development</b>  <ul style="list-style-type: none"> <li>•Continue to consolidate current practice and Maths Curriculum Plan</li> <li>•Introduce Cooperative strategies</li> <li>•Support from Team</li> </ul>	
	<b>Links to Strategic Plan</b> Learner Centred relationships To improve learning outcomes for all children/tamariki To build collaborative practice, Cooperative practice Culturally Responsive Practice		
<b>Baseline Data</b>	<b>On going Assessment</b> Pre and Post test Formative assessment Observation Day to Day recording sheets Discussion of data - trends PAT JAM PACT Discussion/moderation of OTJs	<b>Review Process</b> Mid Year report to the BOT End of year report to the BOT National standards data for MOE	<b>Reporting</b> Ako Hui beginning/ Mid year and End of Year Report to school community Report to BOT Report to Māori and Pasifika Whānau/fono
<b>Resourcing</b> MST Teacher Mathletics for MST tamariki Team and Staff meetings as necessary	<b>Community Involvement</b> Family /Whānau/fono/ Newsletters/blogs MST teacher to make kits for the children to take home and contacts whānau	<b>External Support</b>	

## Annual Plan Wharenui School 2017 Maths Plan

When	What	Who	Indicators of progress
Dec 2016 and Feb 2017	Review data information, discussed trends/concerns and determined targets for 2017 as staff	Staff and Principal	Review achievement December 2015 and compare to 2016
February	Maths curriculum plan discussed. Teachers clear about assessment, what is being taught, Rich tasks / problem solving Day to day recording sheets	Maths team	Awareness of needs across the school  Teacher Aides supporting learning where necessary
Mid February	MST teacher reviewing groups and test well below children Principal to release teachers to observe MST lesson	MST Teacher Principal	Day to Day monitoring and testing pre and post
June	Mid Year data Collection	Team Leaders /Principal	Mid Year Report
Ongoing	Monitoring of targets at team meetings and discussion at Leadership meetings	Teams Leadership team	Discussions ensure the targets are kept alive and staff can offer solutions/ support to each other
Terms 2 and 3	Ako Hui- three way learning conferences	Teachers / children/tamariki and parents	Parents/ whanau/fono/families know how they can support student learning Children/ tamariki to articulate their learning- where they are now, next step
Ongoing	Monitoring our learners /engagement, progress and achievement	Teams Leadership team	Discussions ensure the progress and achievement is kept alive and staff can offer solutions/ support to each other
Late Nov Term 4	OTJ'S to inform the data. Discussion of data strengths, weaknesses, improvement, trends	Staff and Principal	End of year results inform next step planning End of Year report

## Annual Plan Wharenui School 2017 Literacy Plan 2017

<b>Improvement Plan: Teaching and Learning</b>			
<b>Strategic Goal:</b> To improve learning outcomes for all children -being literate in Reading, Writing			
<b>Teaching and Learning Programme Focus</b> Grouping of children according to needs Reading activities are aligned to specific learning intentions Revising Sharp Reading practice Explicitly teach strategies Effective literacy practice Strategic instruction Use a range of texts- fiction/non-fiction Modelling of writing/reading Language based experiences Comprehension strategies developed Feedback /Feed forward Rubrics/Examples/ Links across the curriculum in Reading /Writing Extend / enrich Support Question		<b>Target for Raising Student Achievement in Literacy</b> <b>Target 1 Reading</b> Year 3 readers identified as below the N.S. will be reading at or above the Standard by the end of the year. <b>Target 2 Writing</b> Year 8 writers identified as below the N.S. will be writing at or above the Standard by the end of the year.  <b>Links to Strategic Plan</b> Learner centred relationships To improve learning outcomes for all children/tamariki To build collaborative practice, Culturally Responsive Practice	
<b>Staff Professional Development</b> Sally Muir -Professional development writing across the school Yolanda Soryl's Phonological awareness for BTS Hilton Airey's Sharp Reading Refresher Course for teachers Hilton Airey's Sharp Reading Course for Teacher Aides Discussion of progress at Team meetings			
<b>Baseline Data: Reading:</b> 4 <b>Writing:</b>	<b>On going Assessment</b> EasTTle 5 year Observation 6 year Observation Mid Year report to the BOT End of year report to BOT	<b>Review Process</b> Teams discuss Mid Year report to the BOT End of year report to the BOT National standards data for MOE Regular Running records Moderation OTJ'S	<b>Reporting</b> Report to school community Report to BOT Report to Māori and Pasifika Whānau/fono/ Mid year and End of Year Ako Hui National standards data for MOE
<b>Resourcing</b> RT Lit referrals and support	<b>Community Involvement</b>		<b>External Support</b> Sally Muir

<p>Reading Recovery .2 BOT  Reading Together Programme  Teams buying to needs  Kit for Phonological Awareness  Sally Muir Literacy adviser  Reading Together Programme  Study Ladder  Steps  Avail  Teacher Aides One day PD at beginning of year  New CSI kits  Learning Assistants to support learners</p>	<p>Using class blogs to display work  Reading together programme</p>	<p>Sharp Reading courses</p>
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## Annual Plan Wharenui School 2017

### Reading 2017

When	What	Who	Indicators of progress
Dec 2016 and Feb 2017	Reviewed data information, discussed trends/concerns and determined targets	Staff and Principal	Review statement to December 2016 BOT meeting
February	Running Records Group children Support by teacher aides targeted where the greatest need is	Teachers	Children/tamariki grouped according to their needs. Awareness of needs across the school Teacher Aides supporting learning where necessary
Ongoing	5 year Observation Survey on entry with follow up at 6 years	Assistant Principal	Tracking of children/tamariki is evident Able to measure value added by school
Ongoing	Reading Recovery Programme	Reading Recovery teacher	Accelerated sustained progress in reading Tracking of progress of those discontinued
Ongoing	Monitoring of targets at team meetings and discussion at Leadership meetings- what is working / what is not	Teams Leadership team	Discussions ensure the targets are kept alive and staff can offer solutions/ support to each other Improved teacher practice having positive learning outcomes
Ongoing	Reflective practice	Staff	Being clear about where improvement has happened, for which children/tamariki and why, and refocusing on improving outcomes for the children/tamariki who did not experience this success.
Term 2	Reading Together programme	AP	Parents/Whānau will know how to support their child in their reading
Term 1	Review resources and buy according to need	Teams	Resources support programme and student needs
Terms 2 and 3	Ako Hui- three way learning conferences	Teachers / tamariki and parents	Parents/ whanau/fono/families know how they can support student learning
Ongoing	Monitoring all learners- engagement, progress and achievement	Teams Leadership team	Discussions ensure the progress and achievement is kept alive and staff can offer solutions/ support to each other

Late November Term 4	OTJ'S to inform the data. Discussion of data strengths, weaknesses, improvement, trends	Staff and Principal	End of year results inform next step planning
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**Writing 2017**

*Annual Plan Wharenui School 2017*

<b>When</b>	<b>What</b>	<b>Who</b>	<b>Indicators of progress</b>
Dec 2016 and Feb 2017	Reviewed data information, discussed trends/concerns and determined targets for 2017 as staff	Staff and Principal	Review December 2016 data
February/March and August	Sally Muir taking professional development on writing	Teachers Sally Muir	Awareness of needs across the school Teachers and children enthusiastic about writing
Ongoing	Teacher professional learning about writing Sharing best practice ideas and strategies	Teachers, Leadership team	Improved teaching and learning having positive outcomes for learners On going tracking of children in classes
Ongoing	Teacher Aides to support learning	Teacher Aides	Struggling writers will be more confident and taking risks
Ongoing	5 year Observation Survey on entry with follow up at 6 years	Assistant Principal	Tracking of children/tamariki is evident Able to measure value added by school
Ongoing	Monitoring of targets at team meetings and discussion at Leadership meetings- what is working / what is not	Teams Leadership team	Discussions ensure the targets are kept alive and staff can offer solutions/ support to each other Improved teacher practice having positive learning outcomes
Ongoing	Reflective practice	Staff	Being clear about where improvement has happened, for which children/tamariki and why, and refocusing on improving outcomes for the children/tamariki who did not experience this success.
Term 1	Review resources and buy according to need	Teams	Resources support programme and student needs
Terms 2 and 4	Ako Hui- three way learning conferences	Teachers / children/tamariki and parents	Parents/ whanau/fono/families know how they can support student learning
Late Nov Term 4	OTJ'S to inform the data. Discussion of data strengths, weaknesses, improvement, trends	Staff and Principal	End of year results inform next step planning

*Annual Plan Wharenuī School 2017*

**Annual Section: PRIORITY LEARNERS PLAN 2017**

**Improvement Plan: Teaching and Learning**

**Strategic Goal: To improve learning outcomes for all children in Reading, Writing and Math** by reviewing last years' assessment data with staff and the needs of the new children who have arrived at school to determine the particular learning needs of our priority learners

<p><b>Teaching and Learning Programme Focus</b>          Success for all          Support set up and target groups being catered for          Classrooms will reflect the cultures of the children/tamariki          Discussion in teams re progress and achievement          High expectations          ELL Progressions          Language, Identity and Cultures count          Data informing our practice          Grouping of children/tamariki according to data to maximise learning opportunities          Planned focussed group teaching-effective pedagogy-responding to the mathematical and literacy needs of all the learners-modelling, planning for acceleration, intervention          Relevant knowledge and strategy activities          Learning aligned to specific learning intentions          Feedback/Effective questioning          Making connections with prior learning          Language rich experiences          Short, achievable tasks          Ability appropriate tasks          Modelling of all tasks</p>	<p><b>Raising Student Achievement - School Wide targets</b></p> <p><b>Target 1 Reading</b>          Year 3 readers identified as below the N.S. will be reading at or above the Standard by the end of the year.</p> <p><b>Target 2 Writing</b>          Year 8 writers identified as below the N.S. will be writing at or above the Standard by the end of the year.</p> <p><b>Target 3 Maths</b>          Year 5 maths learners identified as below the N.S. will be achieving at or above the Standard by the end of the year.</p>	<p><b>Staff Professional Development</b></p> <p>Regular sessions in Staff meeting</p> <p>Writing development with Sally Muir</p> <p>Developing our self-managing learners using Marvin Marshall's Raising Responsibility</p> <p>Kagan Structures - Cooperative learning strategies</p> <p>Working towards Collaboration</p>	
<p><b>Baseline Data</b>  <b>Reading</b></p>	<p><b>On going Assessment</b>          Pre and Post tests          Formative assessment and frequent review against</p>	<p><b>Review Process</b>          Mid Year report to the BOT          End of year report to the BOT          National standards data for</p>	<p><b>Reporting</b>          Mid year Ako Hui- progress towards the standard          Report against ELL progressions</p>

	children/tamariki' learning Specific support for those children/tamariki need it Discussion of data - trends	MOE ELL Progressions for ESOL	where appropriate End of Year Ako Hui Report to BOT Report to MOE
<b>Resourcing</b> ESOL Teacher in training Trained teacher Aides in ESOL Teacher Aides to support programmes Team and Staff meetings Yolanda Soryl Phonological awareness programme Sharp reading Establishment of Filipino group Reading Together Programme Reading Recovery Whole school Te Reo Steps/Mathletics/ Study ladder MST teacher	<b>Community Involvement</b> Family /Whānau/fono/ Pastoral care Matariki, Parihaka November Hāngi Reading Together Programme Newsletters/blogs/ Translators / parents who can translate for Ako Hui where appropriate	<b>External Support</b>  Sally Muir - writing Core Riccarton Cluster	

<b>Priority Learners 2017</b>			
<b>When</b>	<b>What</b>	<b>Who</b>	<b>Indicators of progress</b>
Dec 2016 and Feb 2017	Reviewed data information, discussed trends/concerns and determined targets for 2017 as staff	Staff and Principal	Review data
Feb	Priority learners identified in our data and support by LA Identified students on RTLB roll receiving LA time as discussed ESOL learners assessments updated and prioritised- funded by MOE Well Below students in Maths have group Maths with MST Teacher- funded by school Reading Recovery programmed running Re-frame the role of Teacher Aides as Learning Assistants (LA), to reflect the funding we receive and priorities set	ESOL teacher/MST teacher	Children/tamariki grouped according to their needs  Learning Assistants supporting learning where needed across the school Students well below in Maths are developing confidence and making gains
Ongoing	Monitoring of targets at team meetings and discussion at Leadership meetings- what is working / what is not	Teams Leadership team	Discussions ensure the targets are kept alive and staff can offer solutions/ support to each other
Ongoing	Reflective practice	Staff	Being clear about where improvement has happened, for which children/tamariki and why, and refocusing on improving outcomes for the children/tamariki who did not experience this success.
Ongoing	Hands on language rich activities	ESOL teacher	Student engagement Learning while doing Success for all Improved progress
Terms 2 and 3	Ako Hui- three way learning conferences	Teachers / children/tamariki and parents	Parents/ whanau/fono/families know how they can support student learning

Ongoing	Monitoring all learners- engagement, progress and achievement	Teams Leadership team	Discussions ensure the progress and achievement is kept alive and staff can offer solutions/ support to each other
Late Nov Term 4	OTJ's to inform data. Discussion of data strengths, weaknesses, improvement, trends	Staff and Principal	End of year results inform next step planning