

Te Kura o Wharenui - Wharenui School

Knowing our yesterdays, embracing today, learning for tomorrow. Kia eke panuku ahau. Being the best me I can be.



Core Values (Timeless)

Whanaungatanga - Relationship, Collaboration and Culture

Manaaki - Respect, Care and Support

Mana - Resilient, Brave and Character

Aroha - Love of Learning, Connection and Compassion

Purpose (100 years)

To be a community focussed school that works relationally to empower ākonga to flourish as they navigate the pathway to their future.

Mission (10-25 years)

M1: Serving ākonga through effective partnership

M2: Weaving the past with the present to prepare for the future

M3: Pedagogical practices that meet the needs of all ākonga

M4: Flourishing ākonga through our Wharenui values

Te Kura o Wharenui - Wharenui School Strategy

M1 - Serving ākonga through effective partnership



To achieve this we will:

A	draw on community connections and expertise to facilitate strengths-based learning	Measures Evidence Process Whānau, iwi and community members proactively contributing to the school's operation. Strong stakeholder partnerships bringing to life the cultural narrative of the kura.
B	work collaboratively to strengthen teaching practice	
C	ensure ākonga have equitable access to resources, opportunities, and experiences	
D	Employ effective communication approaches to strengthen existing partnerships and re-establish iwi relationships	
Foundation curriculum policy statements <u>School docs</u> policies that relate to this goal: Curriculum delivery policy , Code of Conduct , Parent involvement , Health and Safety , Te Tiriti o Waitangi , Māori Educational Achievement , Inclusive Education , Digital Technology and Online Safety , Supporting Students Wellbeing		National curriculum statements Te Mātaiaho, Common Practice Model
		National Education Strategies Ka Hikitia, Pacific Education Plan, Oranga Tamariki Action Plan, Learning Support Action Plan
		NELP 1.1, 1.2, 2.3, 2.4, 3.5, 3.6, 4.7

Te Kura o Wharenuī - Wharenuī School Strategy

M2 - Weaving the past with the present to prepare for the future

To achieve this we will



A	grow the cultural capabilities of ākonga	Measures Evidence Process Embedding Te Tiriti o Waitangi in culturally sustaining ways, through educating stakeholders about the past and how the principles of Te Tiriti inform the present and future.
B	use a common and disciplined approach to innovation and change	
C	explore new approaches to learning that align to our community's aspirations	
D	ensure ākonga can safely leverage technology that empowers their learning	
Foundation curriculum policy statements School docs policies that relate to this goal: Curriculum delivery policy , Code of Conduct , Parent involvement , Health and Safety , Te Tiriti o Waitangi , Māori Educational Achievement , Inclusive Education , Digital Technology and Online Safety , Supporting Students Wellbeing		National curriculum statements Te Mātaiaho, Common Practice Model
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		NELP 1.1, 1.2, 2.3, 2.4, 3.5, 3.6, 4.7

Te Kura o Wharenuī - Wharenuī School Strategy

M3 - Pedagogical practices that meet the needs of all ākonga

To achieve this we will



A	Design a local curriculum that meets the present and future needs of our ākonga	Measures Evidence Process Teachers designing programmes of learning that allow all ākonga to participate in a culturally sustaining way, especially for those ākonga whose needs have historically not been well-met.
B	Ensure consistent and effective delivery of our local curriculum	
C	Use assessment as an integral part and driver of the learning	
D	Empower ākonga to be agentic learners	
Foundation curriculum policy statements <u>School docs</u> policies that relate to this goal: Curriculum delivery policy , Code of Conduct , Parent involvement , Health and Safety , Te Tiriti o Waitangi , Māori Educational Achievement , Inclusive Education , Digital Technology and Online Safety , Supporting Students Wellbeing		National curriculum statements Te Mātaiaho, Common Practice Model
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		NELP 1.1, 1.2, 2.3, 2.4, 3.5, 3.6, 4.7

Te Kura o Wharenuī - Wharenuī School Strategy

M4 - Flourishing ākonga through our Wharenuī values

To achieve this we will



A	Align our understanding of what it means to flourish in today's world with Te Whare Mauri Ora	Measures Evidence Process All ākonga progressing and having their needs met through culturally responsive programmes of learning.
B	Support teachers to use Te Whare Mauri Ora both personally and professionally	
C	Infuse our local curriculum with approaches that lead to flourishing lives	
D	Grow ākonga empathic understanding so they are able to help others flourish	
Foundation curriculum policy statements <u>School docs</u> policies that relate to this goal: Curriculum delivery policy , Code of Conduct , Parent involvement , Health and Safety , Te Tiriti o Waitangi , Māori Educational Achievement , Inclusive Education , Digital Technology and Online Safety , Supporting Students Wellbeing		National curriculum statements Te Mātaiaho, Common Practice Model
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		NELP 1.1, 1.2, 2.3, 2.4, 3.5, 3.6, 4.7

Priorities 2024 (Targets)



P1	<p>To ensure all ākonga experience a rich curriculum pathway delivered through quality teaching.</p>
	<p>Board Primary Objectives:</p> <p>127 1(a) Every student is able to attain their highest possible standard in educational achievement</p> <p>127 1(c) the school is inclusive of, and caters for, students with differing needs</p> <p>127 1(d) the school gives effect to Te Tiriti o Waitangi, including by</p> <p>(i) working to ensure it's plans, policies, and local curriculum reflect local tikanga, mātauranga and te ao Māori</p> <p>(iii) achieving equitable outcomes for Māori students</p>
P2	<p>To promote and enhance a learning environment that is values based, culturally responsive, emotionally and physically safe.</p>
	<p>Board Primary Objectives:</p> <p>127 1(b)i is a physically and emotionally safe place for all students and staff</p> <p>127 1(b)ii gives effect to relevant student rights (as set out in the Education Act, Ill of Rights and Human Rights Act)</p>

Note: Summary of the information used to develop this plan: Previous Strategic Plan (reflective evaluation from previous goals - mural, user stories, consultation community events, etc), BOT meetings (presentations, reports, updates from Lead Teachers), Staff - user stories, review and reflection of Annual Plan, Collaborative Teaching As Inquiry and next steps in relation to the 4 quadrants of deep learning.



Annual Plan Priority 1: To ensure all ākonga experience a rich curriculum pathway delivered through quality teaching.

Success is - Teachers using their professional knowledge and skills to meet the diverse needs of ākonga. The principles of effective practice are evident in every classroom. Strategies such as UDL are woven together with the BSLA programme to address literacy needs. The English Language Learning Progressions being fully utilized to meet the needs of ākonga. The maths programme delivery underpinned by ALiM with teachers making regular use of the Just-in-Time Maths strategies.

Ākonga actively involved in deep learning and able to identify their next steps for learning.

Ākonga having agency over the planning, delivery and assessment of their curriculum experiences.

Strategic Links

M1 - A, B, C
M2 - A, B, C, D
M3 - A, B, C, D
M4 - C, D

Education Requirements

NELP 1 - 1.2
NELP 2 - 2.3, 2.4
NELP 3 - 3.5, 3.6
NELP 4 - 4.7

Internal Threats

BSLA and Reading Recovery alignment for progress

Number of historical approaches that are teacher directed rather than allow for student agency

Several new staff members to upskill

Teacher understanding of best practice

External Threats

Insufficient resourcing for external support to strengthen Assessment for Learning

Rapid growth of school and having access to adequate staffing

Not knowing what is happening to the NZ curriculum.

Building on Victories

Moved to group teaching of reading recovery (Tier 2)

Our shared understanding of what effectively practice looks like at our kura being incorporated into our professional growth cycles and practice observations.

ALiM is an established programme in the school.

Ākonga are sharing their learning with whānau on Hero.

Ākonga are part of the learning design process with deep learning experiences.

Resources

Access to external Assessment for Learning expertise

Literacy Lead Team

Maths Lead Team

ESOL Lead Support

HAL Lead Team

Kāhui Ako within school teachers

PLD budget

Curriculum resources

Waypoints

Success measures for ākonga identified through audit of current literacy practices.

All junior teachers completing Better Start Literacy programme

All teachers using the literacy and maths progressions framework to assessment ākonga

Ākonga-led learning hui delivered.

Tactics

Grow understanding of Te Tiriti o Waitangi

Engaging with curriculum refresh

Junior school teachers training in Better Start Literacy approach

OTJ conversations

Use of Hero curriculum goals to support learning posts



Annual Plan - Priority 2: To promote and enhance a learning environment that is values based, culturally responsive, emotionally and physically safe.

<p>Success is Ākonga and kaiako articulating the Pou of Te Whare Mauri Ora and showing an awareness of how changes that happen in our lives impact on Mauri, especially when things get out of balance. People experiencing a real sense of belonging and connectedness to others. Kaiako upskilling ākonga through regular PB4L lessons. Students driving initiatives around PB4L. Common language being used for the values, Reduced reporting of behavioural incidents. The Cultural Narrative is widely understood with an appreciation of how Wharenui came about and its connection to Te Tiriti and the local environment. Key themes from the narrative driving the local curriculum. Ākonga contributing to the design of spaces around the kura resulting in an engaging, safe and clean physical environment that reflects the cultural narrative.</p>		<p>Strategic Links</p> <p>M1 - A, C, D M2 - A, B, C M3 - A, D M4 - A, B, C, D</p>	<p>Education Requirements</p> <p>NELP 1 - 1.1 NELP 2 - 2.3 NELP 3 - 3.5, 3.6</p>
<p>Internal Threats</p> <p>Differing levels of understanding and experiences with PB4L, Te Whare Mauri Ora and Cultural Narrative development.</p> <p>Not all staff have had participated in the shared learning experiences at Tuahiwi and Riccarton Bush.</p> <p>Challenge of bringing all cultures within our school community on the journey.</p>	<p>External Threats</p> <p>Unexpected enrolments of children with diverse needs</p> <p>MOE - buildings delays and physical spaces</p> <p>Connecting with the right people from Ngā Tahu and Putārangimotu to offer support and guidance with the Cultural Narrative</p>	<p>Waypoints</p> <p>PB4L being taught responsively in all classrooms.</p> <p>Widespread articulation of the main pou of Te Whare Mauri Ora</p> <p>Ākonga able to locate their learning within the cultural narrative.</p>	
<p>Building on Victories</p> <p>Teachers are supporting each other within and across their collaborative partnerships.</p> <p>Staff have been involved in constructing the PB4L mission statement and matrix.</p> <p>Cultural Narrative is leading our local curriculum, values and logo design.</p> <p>WSL and ASL have strong understanding of Te Whare Mauri Ora.</p> <p>Majority of students able to articulate our school values.</p>	<p>Resources</p> <p>Kāhui Ako within school teachers</p> <p>PLD budget</p> <p>Curriculum resources</p> <p>PB4L Lead Team</p> <p>Mokopuna Art and Tāmoko design</p> <p>Wiremu Gray</p>	<p>Tactics</p> <p>Teachers being upskilled in PB4L and Te Whare Mauri Ora programmes</p> <p>Explicit teaching of school values and cultural narrative</p> <p>Teachers designing and implementing PB4L needs and school-wide focus areas</p> <p>Visits to Pūtaringamotu and other places relevant to cultural narrative</p>	



Education (School Planning and Reporting) Regulations 2023

Board must prepare an annual plan effective from 1 January following a general election.

Must be submitted on or before 1 March

Board's Strategic Plan must contain:

- Vision
- Strategic goals developed in consultation with the school community
- Information relating to how the Board has prioritised its strategic goals (Purpose/Values) and their links to:
 - NELP, other relevant national education strategies e.g Ka Hikitia, Action Plan for Pacific Education
 - Foundation curriculum policies and national curriculum statements.

Strategies for making progress towards its strategic goals (M elaborations) ensure:

- at least one mention is made of strategies for identifying and catering for students whose needs have not been well met
- Te Tiriti o Waitangi - this might be a new 'M'

Information describing measures, evidence and process to evaluate progress towards strategic goals - Waypoints

Annual Plan

- Annual targets for each strategic goal (Priorities)
 - Intended actions - Waypoints
 - Resourcing actions - Resourcing
 - Measures and evidence - Success/Waypoints
 - Relationship to last year's priorities (Threats)
 - Teaching and learning strategies and programmes (Success is...)
 - Give effect to Te Tiriti o Waitangi Tactics

Clause 10 should be part of the Board annual work programmes



Vision, Strategy, Priorities, Tactics

(Ref - Collins: J Beyond Entrepreneurship 2.0)

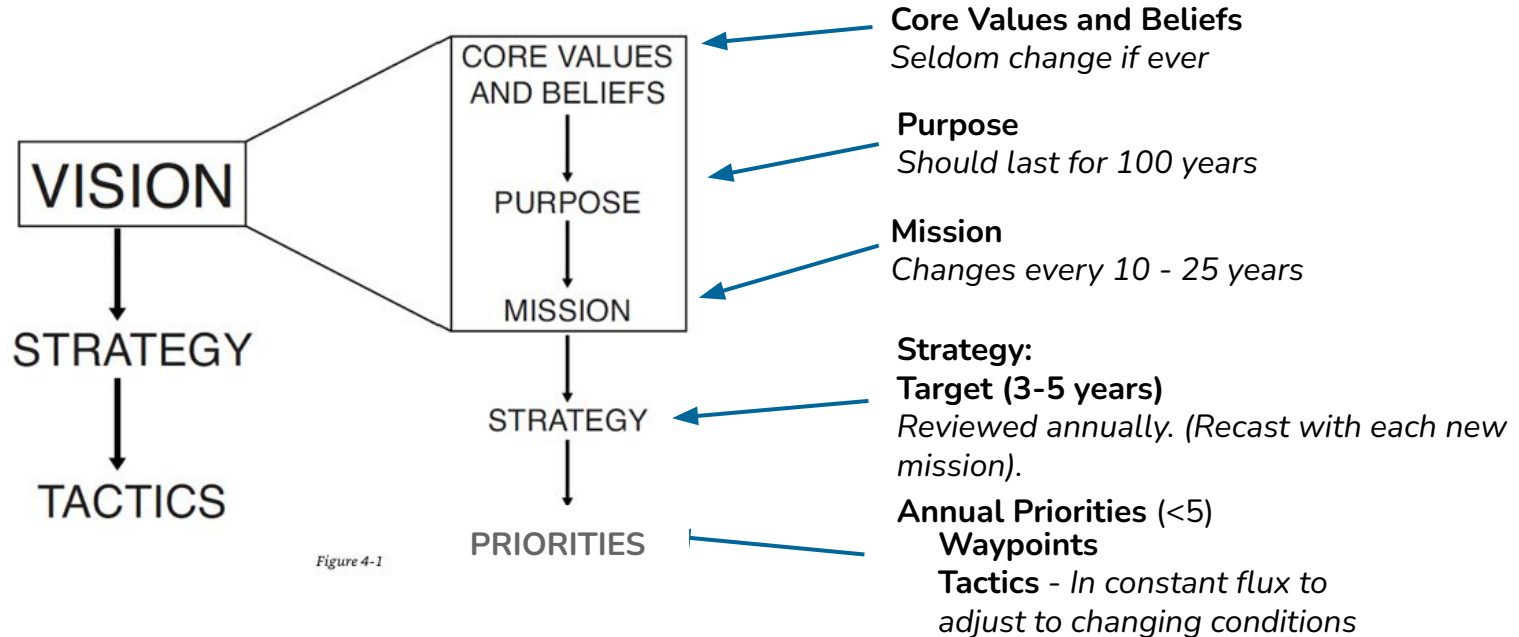


Figure 4-1