

WESTMERE SCHOOL | TE REHU WAY

Vision: We are a community of successful, confident, connected lifelong learners

Westmere learners are our children, staff, parents and whānau.

At Westmere School | Te Rehu we are committed to honouring and implementing Te Tiriti O Waitangi with Ngā Uri O Ngā Iwi.

Values | Ngā Uara



☆ **Respect | Manaakitanga:** We respect ourselves, each other and our environment. | Ka whai whakaaro tētahi ki tētahi, ki te taiao hoki.

☆ **Inclusion | Kotahitanga:** We accept, value and celebrate each other's difference. | Ka tautokona, ka whakauaratia, ka whakanuia ō tātou rerekētanga.

☆ **Excellence | Hiranga:** We always try our best. | Ka kaha tātou kia eke panuku.

☆ **Care | Whanaungatanga:** We encourage, support and care for each other. | Ka akiaki, ka tautoko, ka kauawhiawhi tētahi i tētahi.

Focus Areas | Ngā Āronga Matua

Learning Pathways | Huarahi Ako



Westmere Learners have engaging, challenging and relevant learning experiences to promote curiosity, inquiry and motivation to learn. Learning experiences are differentiated to accommodate the range of abilities and learning styles. Clear learning progressions and guidelines assist us to know where we are so we can make informed decisions about our next steps. There are multiple opportunities and sufficient time for all of us - children, staff, parents and whānau - to engage with and transfer our learning.

Goals

- Provide a strong foundation in literacy and numeracy for all students
- Develop a local curriculum that builds understanding of identity, inquiry and motivation to learn

Learning to Learn | Tikanga Ako



Westmere Learners are empowered to use a range of strategies to make the right choices, problem solve, make links to prior learning, set goals, achieve them and reflect on what we have learned. We develop skills for lifelong learning and wellbeing. We value learning and appreciate that it involves focus, effort, resilience and perseverance.

Goals

- Respond to environmental challenges and our roles as kaitiaki of our environment
- Continue to develop respect, collaboration, empathy and fun as the culture of our school

Working Together | Mahitahi



Westmere Learners have a strong sense of identity. We are active in our community. We are respectful and relate to others with openness and empathy. We value diversity and are inclusive. We see ourselves as a part of the wider community (home, school, local, global) and can have impact beyond ourselves. We can learn from and with each other. By contributing and working collaboratively we can go further.

Goals

- Establish governance, policy and procedures to ensure the Māori medium pathway continues to thrive
- Clearly communicate achievement expectations, review progress and work together to achieve success for students

BASELINE DATA AND SCHOOL CONTEXT FOR 2021 - 2023

<p>Student Engagement</p>	<p>2020 was a challenging year. Our student wellbeing survey showed that our children still report high levels of engagement with school. Our student well being survey and anecdotal evidence showed that well-being at school is not as healthy as we have seen in previous years. We have heard from parents that students feel more anxious, more children are less settled at the start of the day and there has been an increase in the number of reported minor conflicts between friends. This has been reinforced by the lockdown at the start of 2021 and we are mindful that lockdowns could be an ongoing feature of 2021.</p>
<p>School Organisation and Structures</p>	<p>At the end of 2020 3 permanent staff from the senior school left the school, leaving a gap in experience and potential leadership. We have filled the positions with experienced teachers working at a level where they are open to considering their next steps into leadership. We are aware that our strong induction programme needs to respond to the immediate needs of the teachers, particularly in the light of further potential lockdowns.</p> <p>KAoW is in the process of a restructure. Across school leaders and within school leaders have guaranteed funding for 2021, but the issue of overall leadership is still to be resolved. The charter and annual plan align with the board goals of KAoW.</p> <p>The continuing falling roll at Westmere has been identified as an area of risk. We have some evidence from preschools in our area that the number of young children in the community continues to fall. The board is committed to maintaining a community school while balancing the opportunities that we can provide for students with a falling roll.</p>
<p>Review of Charter and Consultation</p>	<p>Through 2020 the Board for Trustees undertook some specific projects to engage the community to inform the new charter. These included planned feedback through community events, homework tasks to engage families and ongoing feedback to the community to ensure that we developed the charter goals from a broad range of voices. A separate consultation plan for Ngā Uri O Ngā Iwi aligned with their current processes.</p>
<p>Bicultural Perspective</p>	<p>New Zealand's bicultural heritage is unique and at Westmere School the establishment of Ngā Uri O Ngā Iwi in 1991, enshrines our commitment to Te Tiriti O Waitangi. The school acknowledges the right of Tangata Whenua to determine the educational priorities of their tamariki mokopuna and to receive the resources necessary to achieve this.</p> <p>Westmere School's provision for instruction in Te Reo Māori for full time students who meet the criteria laid out in the prospectus Ngā Uri O Ngā Iwi operates with five classes for tamariki: Nohinohi Y0-1, Tēina Y2-3 and Tuākana Wai Rua Y4-6 bilingual, and Tuākana Wai Tahī Y4-6 immersion. All curriculum areas incorporate Māori knowledge to ensure a strong cultural identity underpins educational achievement. Noho a-marae is held annually. In 2014 the Ministry of Education (MOE) approved the school's request to raise the special programme roll to 80 students with Ministry property provision of 3 classrooms (for 70 students). The school has accepted this and will continue to utilise the community owned classrooms in the new studio configuration that resulted from the rebuild project. In 2016, the Board released the team leader of the unit to work as Paeārahi to mentor and support new kaiako in our work to accelerate the learning of our tamariki. This has been interrupted in 2018 because of staffing issues and a more sustainable model is planned for in 2019.</p> <p>The steps Westmere School takes to embed te reo and tikanga Māori into the school's curriculum All studios in the school teach an introductory Māori language programme delivered by the classroom teacher. Opportunities are available for teachers to undertake professional learning in tikanga and te reo. Teachers show an increasing sense of urgency to learn te reo and the school is responding to this.</p> <p>English-medium Kapa Haka Group The school has a thriving kapa haka group for children from years 3-6 in the English-medium. The group specifically targets our Māori and Pasifika children and we are at the beginning of using this as a lever for change. A new tutor is being supported to ensure momentum is maintained.</p> <p>School occasions/events follow tikanga Māori and incorporate te reo. Curriculum planning and teaching practice are supported by a set of Cultural Competencies Indicators to lift educational achievement for Māori students. Those working below expectations are prioritised to participate in interventions and teaching as inquiry projects.</p> <p>Steps taken to discover the views and concerns of the school's Treaty partner. Westmere School recognises the following Māori groupings who have an interest in, participate and contribute to the education of our children:</p> <ul style="list-style-type: none"> ● Ngā Uri O Ngā Iwi ● Other Māori parents and caregivers <p>NUONI whānau and kaiako meet at least once a term to make decisions concerning the philosophy, curriculum, fundraising, organisation and development of the unit. NUONI representation on the Board of Trustees ensures input into policy issues and the strategic direction of the school. Our SLT have specific responsibilities for initiating support and connection with Māori and Pasifika families in both the mainstream and NUONI settings and supports teachers and kaiako to strengthen these relationships.</p> <p>The board agreed to support the growth of Ngā Uri O Ngā Iwi with an additional class and is keenly aware of the need for succession planning for the Unit.</p>
<p>Multicultural Perspective</p>	<p>Students from a range of cultural groups/ethnicities are present in our school. We will ensure that the way in which we operate and our teaching programmes:</p> <ul style="list-style-type: none"> ● recognise and value the traditions, histories and languages of the cultures within New Zealand ● promote non-racist attitudes and behaviour within our school community

- recognise that students may need to meet more than one set of cultural expectations
 - are culturally responsive by supporting teachers and learning assistants to meet the Te Rehu Cultural Competencies Indicators
 - consider members of cultural groups within the local community when including aspects of content related to those cultures/ethnicities
- The leadership team is monitoring the intake of students to identify changing trends to the demographic of the new entrant area of the school.

Learning Pathways | Huarahi Ako



Provide a strong foundation in literacy and numeracy for all students

Improving student outcomes for students is the core business of the board. As a board and a school we have identified that refining our target setting and reporting of students who require acceleration will enable us to make better resourcing decisions across the school. The new reporting structures that have been implemented through the last charter goals have enabled us to track achievement and progress more closely and ensuring that we are well resourced to meet the needs of students who have already made acceleration will also be a focus.

2021	2022	2023
The school will continue to report on progress and achievement across the school so the board can be assured that the school is well resourced	The school will continue to report on progress and achievement across the school so the board can be assured that the school is well resourced	The school will continue to report on progress and achievement across the school so the board can be assured that the school is well resourced
The school will focus on tracking the progress of students working above expected levels in years 4-6 and continue to resource learning for these students	The school will use data from our successes in 2021 to ensure that our targets for continuing accelerated learning for these students	The board will be assured that embedded practises at Westmere align with current government strategies and research on raising achievement
The school will report separately on the achievement and progress of priority learners, using new collaborative inquiry into raising achievement for these students	The school will use data from our successes in 2021 to ensure that our targets for continuing accelerated learning for these students	The board will be assured that embedded practises at Westmere align with current government strategies and research on raising achievement

Key Questions and 2021 Targets

- Through the review of the school data are we assured that;
- 85% of our students continue to achieve at or above expectation in reading, writing and maths
 - A measurable difference (acceleration) is being made for our target learners
 - Our programmes and resources are targeting students above expectation in years 4-6

Learning Pathways | Huarahi Ako



Develop a local curriculum that builds understanding of identity, inquiry and motivation to learn

The board and school recognise the value of an embedded local curriculum for students. Our unique location and a parent body that values care for the environment, proactive behaviours and a strong sense of community provide us with a context for developing a curriculum that challenges students and develops a sense of pride in their community.

2021	2022	2023
All teachers complete level 2 Te Reo or extend their current ability to speak Te Reo. The school will also plan for further development and for level 2 to be a part of the schools induction plan.	Through increased teacher knowledge, students will hear an increased amount of words and phrases used at school, and this will begin to be reflected in their use.	The school will review the use of Te Reo in a localised curriculum
Teachers will develop their understanding of the New Zealand histories with an emphasis on our locality	Teachers will continue to develop their understanding of the New Zealand histories with an emphasis on our locality. The school will formalise the local curriculum so it is well resourced.	
Units of work will promote an understanding of identity and promote curiosity and engagement with current events	Teachers will continue to develop their understanding of the New Zealand histories with an emphasis on our locality. The school will formalise the local curriculum so it is well resourced.	

Key Questions and 2021 Targets

- How has the school built sustained relationships with partners in the community to build and resource a local curriculum?
 - How is the school assured that the use of Te Reo is increasing across the school in a planned way?
 - How is our local curriculum engaging students with their community?

Learning to Learn | Tikanga Ako



Respond to environmental challenges and our roles as kaitiaki of our environment

The board and school recognise the value of an embedded local curriculum for students. Our unique location and a parent body that values care for the environment, proactive behaviours and a strong sense of community provide us with a context for developing a curriculum that challenges students and develops a sense of pride in their community.

2021	2022	2023
As part of the next phase of our property planning we will ensure that consideration for the environment is a consideration	Approval for projects for the next 5 years through the Ministry grants process including completion of the plan for the top court and Pohutukawa Park	Main projects achieved
Plan projects alongside our environmental groups at school and communicate this with our community. Explore engagement with agencies who offer formal accreditation benchmarks.	Establish planning for outdoor learning spaces and development of environmental projects within our local curriculum	

Key Questions

Learning to Learn | Tikanga Ako



Continue to develop respect, collaboration, empathy and fun as the culture of our school

The board and school are keen to respond to the community feedback that key competencies are an important part of school life and whānau value this as part of their children's education. It is our aim that students will be well prepared to become life-long learners in every aspect of their lives.

2021	2022	2023
Leadership opportunities for teachers will align with Kahui Ako O Waitemata goals to increase well being for our students.	Leadership opportunities for teachers will align with Kahi Ako O Waitemata goals to increase well being for our students.	Well being will be established within our local curriculum
Our school values prominent in our school life and students respond to these every day	Our school values prominent in our school life and students respond to these every day, responding to data collected through 2021	
Teachers explicitly teach children skills and processes for managing their well being, resolving conflict and managing their emotions. Instruction will challenge students across the school.	Our local curriculum will embed education experiences outside of the classroom with our school values and explicit self management skills	

Key Questions and 2021 Targets

- Our students will show increasing care of and pride in our school environment
- Our school well being survey will reflect changes in our students behaviour and a connection with school
 - Students will show positive behaviour for learning at school

Working Together | Mahitahi



Establish governance, policy and procedures to ensure the Māori medium pathway continues to thrive

The board and the school recognise their responsibility for the treasure that Ngā Uri O Ngā Iwi is at Westmere|Te Rehu; it's history, the kaiako, the curriculum, the tamariki and their whānau, the buildings.
The board recognises the need to focus on policy and a leadership pipeline to protect Ngā Uri O Ngā Iwi and realise future potential.

2021	2022	2023
The school and board will develop a policy framework with the Ngā Uri O Ngā Iwi whānau to ensure that all school policies implement Te Tiriti o Waitangi	The board and school will ensure that processes within school support the policy framework	Practice at school reflects the policy framework established by the board.
The board and school leadership will work with the whānau of Ngā Uri O Ngā Iwi to establish a growth and sustainability plan for the Māori medium education kura.	The board and school will plan for a leadership pipeline to sustain the growth and high standards established within Ngā Uri O Ngā Iwi. The board will seek external skills as needed to ensure that a leadership pipeline is maintained.	Students in Ngā Uri O Ngā Iwi benefit from strong leadership
The school and Board will plan for acknowledging the 30 years anniversary of Ngā Uri O Ngā Iwi		
Key Questions and 2021 Targets		
<ul style="list-style-type: none"> How is the school leadership and the special role that leadership of Ngā Uri O Ngā Iwi has contributing to high academic achievement in our unit <ul style="list-style-type: none"> How is the school growing the leadership potential within Ngā Uri O Ngā Iwi 		

Working Together | Mahitahi



Clearly communicate achievement expectations, review progress and work together to achieve success for students

The board and school recognise the importance of accurate reporting to whānau, and for reporting to be clear, meaningful and to be helpful in engaging wāhnau with their children's progress and achievement at school.

2021	2022	2023
The school and the board will work with the community to seek feedback on our reporting procedures; goal wheels, progress and achievement comments and whānau forum.	The school will begin implementing planned changes to the reporting processes in a constant cycle of trial and review	The school will have a refined reporting strategy in place for the next three years
The school will develop a two year communication and engagement plan for engaging with community on teaching and learning at Westmere	The school will begin to implement the communication and engagement plan, in a constant cycle of trial and review	The school will have a refined communication strategy in place for the next two years
Key Questions and 2021 Targets		
<ul style="list-style-type: none"> What evidence does the school have that a communication and engagement plan is having positive outcomes for students? What evidence does the school have that reporting processes are helping to engage whānau with their children's education? 		